

Social Studies Education And The Affective Behaviour Development

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ABSTRACT

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It is common place that education at the three levels emphasizes cognitive than its affective component in Nigeria. It is ironical that though the curricular for these levels contain the three domains of learning. There are misconceptions about the relationship that exist between the affective domain and social studies education. Social studies, as a discipline is leaded with affection overtones. The goal of social studies is to foster affective development in the curricula structures consist of programme significant to affective education. Social studies make learners to acquire analytical reasoning, through the acquisition of human relationship in issues and problems of man and his environment. The neglect of the achievement of the affective learning is the absence validated affective measurement instruments. This paper therefore, discusses the ways which social studies education could be taught to enhance the development of much neglected affective behaviour of learners.

Key Words:

Introduction

There exists misconceptions about the relationships that exists between affective domain and social studies. This situation calls for a clarification of the meanings of both concepts to ensure that its benefits are organized, learned and assimilated for a beneficial corroboration. Okam (1998) says affective domain has to do with emotion and feelings. According to Rubin (1977), affective domain is concerned with emotional states with the antecedent conditions which give rise to feelings evoked by these emotional states to certain behaviour. Affective

domain being artefact of the curriculum arouse skills through which people can cope with emotional barriers in life such as anger, anxiety, frustration and despair. Education helps man to develop his affective domain to enable him develop positive feelings and prevent the native ones. Robin (1977) further advised that affective domain should aim at preventing disabling emotion and encourage the one that will ensure the nurture of feelings of contentment.

Social studies as a discipline is loaded with affection overtones. The curricula structures consists of programmes significant to affective domain. It esteems learnings that cater for an individual's nature and interest. It could be said therefore that the notion of the feeling and the processes concerning affective domain are either to the thought processes which are involved in social studies teaching and learning. Social studies addresses personal ethos, private experiences and value. Values are examined, appraised, interpreted to and altered to make it useful for individual in particular and the society at large.

The goal of social studies is to foster affective concern amongst learners. Social studies assists individuals to demonstrate affection in practical ways so far such affection is psychologically and intellectually defensible. In a bid to instil infection into learners, certain objectives have become imperative in the teaching-learning process. Thus the following objectives are formulated to enhance learners' affective skills through social studies.

- i. To acquire certain attitude, feelings, and sensitiveness, including a development and acceptances of certain belief, interest, out-looks and pre-dispositions.
- ii. To develop skills particularly social skills, which are very necessary for an effective use of knowledge gained through learning processes.

iii. To acquire and foster values including a number of deeply held commitments supported when necessary by appropriate action (Frankel in Okam, 1998).

Orlandi (1971) has grouped attitudinal objectives in social studies into two

i. Attitudes for desirable intellectual behaviour and

ii. Attitudes desirable for social behaviour.

The empirical, reasonable and human outlook, this inculcates in the individuals capability for scientific approach to human behaviour and a humanitarian out-look on the behaviours of others. Scientific approach to behaviour includes open mindedness, objectivity, scepticism, relativity precision in collecting, analysing and reporting data a tendency to view causes of human behaviour. Furthermore, instructions in social studies help individuals to accept society values such as belief in the worth and dignity of man, equality and justice for all, economic wellbeing for all and honesty, respect for ethical values of society.

The above discussions have made social studies educators to conclude that social studies is a means of improving good human relations through one's better understanding of others.

Social studies exposes learners to a body of knowledge which enables them to utilize the acquired knowledge to make rational decision concerning their individual behaviour and public policy. The subject (social studies) make one to acquire analytical reasoning through the acquisition of human relationships in issues and problems of man and his environment. Therefore, social studies emphasizes the cultivation and propagation of the tenets associated with affection.

ASSUMPTION AND PURPOSE OF THE PAPER

The author of this paper assumed that the objectives of social studies education are wound around affective traits in individual which include habits, values, attitudes, interest, appreciation's general behaviour and lifestyle which are neglected entirely in the process of instruction for focus on the cognitive both at primary, secondary and tertiary levels of education. The neglect is adduced to non-availability of validated affective measurement instruments and instructional materials and aids.

The purpose of this paper, therefore is to examine and discuss the ways which social studies education could be taught to enhance the development of the much neglected affective behaviour among learners of social studies.

RATIONALE FOR TEACHING SOCIAL STUDIES EDUCATION FOR DEVELOPING AFFECTIVE BEHAVIOUR

The rationale for this paper is borne out of a critical consideration of the general goals of education. The author therefore put forward the followings as the paper rationale.

1. The goals of education and learning are also achieved through the affective domain, because these goals involve in the change in behaviour necessitated by acquired experience.
2. Social studies education focuses on the individual's action. Social studies stimulates the consciousness of people to adopt useful social behaviours which will ensure healthy interaction among individual and between societies and this is effectively directed.

3. The effective development of the learner determines to large extent the utilitarian nature of development of both cognitive and psychomotor domains of such a learner.
4. The effective domain of the individual learner is developed to enhance the capability of an individual to take decision of delicate nature with little or no guidance.
5. An individual at childhood, being in his formative years, good impressions are formed on his minds. It is rationally imperative to develop the affective behaviour early in the life of the individual learner. The imprints will linger on in life of the learner.
6. Learners who at an early stage in life acquire certain values, interest, attitudes and habits will internalize them and enhance their interrelationship with the environment and others in the environment.

PROBLEMS OF TEACHING FOR AFFECTIVE DEVELOPMENT

Affective attributes such as attitudes, belief, values, feelings, interests, and behaviour and character development suffer lack of instrument for their accurate measurement. In the same vein, these attitudes are held to be personal to individuals. To interfere with these are vehemently resisted both overly and internally. In supporting this, Shuaibu and Akpan (1992) (in Uyoatta, 1999) said in attempts to make learners conform to fixed norms which are contrary to those of peers, parents, society and other significant others are regarded as imposition, indoctrination or infringement on the rights of the learners to perpetuate cultural heritage or to think for themselves. This is evident in customs and rites such as nudity at festivals, brandishing of dangerous weapons at rights, expensive spending at ceremonies, early marriages, and inheritance laws in some society among others.

Also the development of the affective behaviour requires a cumulative and considerable long period of time. This is required in attempt to extinct obsolete practices in the learners. The teachers got disappointed if immediate apparent changes are not evident in the learners. The learners may emotionally exhibit false behaviour which may not represent the learner's actual behaviour. Problems are encountered in stating objectives or evaluating for effective achievements.

RELATIONSHIP BETWEEN SOCIAL STUDIES AND AFFECTIVE EDUCATION

Social studies is taught in our schools to foster affective concern amongst learners. Social studies is expected to assist individual learners to demonstrate affection in practical ways as members of their society, groups, country and the world in general (Okam, 1998). In pursuance of inculcation of affection and other implications of such affection learners (Fracnkel, 1973) categorized objectives of affection implied subjects to include:

- a. An acquisition of certain attitudes, feelings and sensitivities including a development and acceptance of certain beliefs, interest, outlooks and predispositions.
- b. An acquisition and development of skills particularly, social skills which are very necessary for affective use of knowledge gained through process.
- c. An acquisition and fostering of values including a number of deeply held commitments, supported when necessary, by appropriate action.

In explaining these 3 major objectives, it is such that social studies inculcates in the learner both desirable intellectual behaviour and attitudes for social behaviour.

Attitudes for desirable intellectual behaviour develops in an individual empirical, reasonable and humane approach to the behaviour of others. As was discussed earlier.

Orlandi (1971), explained scientific approach to consists of open-mindedness objectivity, scepticism relativity, precision in collecting, analysing and reporting data to ascertain varied causes of human behaviour such as natural and supernatural causation of individual and group. So also it embarrasses apathy, that is, putting oneself in another's shoes and tolerate which involves acceptance of behaviour seen to be contrary to one's behaviour.

Attitudes for desirable social behaviour by learners equip them to cultivate these attitudes such as awareness, interest, responsibility and involvement. Learners are made to be well-informed about what goes on in his environment before making statements on public issues. They are encouraged to act on what they are convinced about. Regarding social skills, Fracnel (1973) has discussed them to be ability to co-operate harmoniously with others, ability to contribute productively to group task and discussions and ability to supply leadership.

Value instruction in social studies are expected to propagate the core values in the democratic society such as entrenched in the National Policy on Education. These include belief in the worth and dignity of man, equality and justice for all, economic well-being for all etc.

From the above elaborations, social studies is seen to ensure the development and improvement of living in the community, country and the world as a whole (Okam, 1989) Obiemeata (1983) on his own view said social studies aims at assisting the individuals in an acquisition and development or certain skills and desirable attitudes and values as opposed to the traditional disciplines of social and applied sciences, the art and humanities which emphasize the propagation of knowledge and acquisition of information for its own sake.

The teaching of social studies has as its utmost aim of propagation and cultivation of tenets associated with affection.

SOCIAL STUDIES A TOOL FOR PROPAGATION OF AFFECTIVE EDUCATION

Social studies is majorly concerned with the development of affection in learners and individuals who have stake in it. In supporting the assertion, authorities in the discipline assertively spoke severally that social studies should be used in preparing the learners to acquire good attributes of citizens of a society (Dewey, 1952; Beard, 1932; Uche, 1980; Banks and Clagg, 1977; Engle, 1977; Okobiah, 1985 and Adedoyin, 1977). They all opined that social studies help in inculcating in individuals exposed to it the good values and ideals of democracy. Okobiah (1985), held that social studies was introduced into the school curriculum in order to mobilize the youth to cultivate awareness and understanding in them to enable them acquire skills, attitudes, competencies, moral values, reasoned judgement to effectively live, interact and interrelate in society positively. Bear (1932) had seen social studies as a tool which can be used to develop in the learners the fore-bearance of and respect for others.

Deducing from the above discussion it is apparent for one to consider social studies as being a potential discipline that will alert man about his relationship to members of groups of theirs or remote groups. It also makes individual to identify and emphasize with people with conflicting ideas. By so saying, social studies promotes the ideas of human relations which are consisted in affective education. These ideals emphasize the following thought processes, moral and spiritual values in inter-personal relations, a cultivation of social attitudes such as

cooperation, participation, interdependence, open-mindedness, honesty, integrity, trustworthiness, diligence and obedience. It further extols concepts of rationality, interaction, adaptation, need and interest, loyalty, patriotism, critical thinking and progress of the society. It is worthy of note to educators of social studies to be alerted that if the above ideals of effective education are dropped in the course of social studies programme implementation, sooner or later social studies education will face extinction and its relevance might have been overspent.

STEPS IN TEACHING SOCIAL STUDIES AFFECTIVE DEVELOPMENT

The first step in teaching for affective development in any school subject is the knowledge of the structure and major classification of instructional process in the affective domain of the taxonomy of educational objectives. This knowledge will help the teacher to formulate instructional objectives, plan instructional contents, select appropriate methodology and evaluate instructional outcomes in the affective domain (Uyoata, 1999).

To understand the structure and classification in the affective domain, Krathwohl (1964), description is a point of reference. He opined that affective domain is arranged in an hierarchical pattern ranging from the lowest level being receiving of instruction to the highest level (characterization) which is the development of a value system that characterizes an individual's life styles.

To ensure a healthy development of affective behaviour, the teacher should set instructional objectives and appropriate content and strategies that will lead to social studies goals at each level of the taxonomy. Teacher should make sure that his instructional objectives, instructional contents and the methods of teaching enables learners to;

- i. Receive – show awareness of the importance of a particular social studies instruction.
- ii. Respond – participate actively by obeying a given social studies instruction.
- iii. Value – assume responsibility for causing good social behaviour.
- iv. Organize – build a constant good social value system.
- v. Show characterization – consistent life style likely to influence other people’s social behaviour.

THEMATIC STRUCTURES OF SOCIAL STUDIES AND CONCEPTION OF AFFECTIVE EDUCATION

The problem with social studies is the mis-conceptualization of the course. Conception of social studies is multi various as abound experts in the course. Dania (1998) affirmed sadly that after the appearance of social studies in the education scene about two and half decades ago, there are still misconceptions and obliviousness of its nature and purposes. In spite of this, the content of social studies is centred around man, that is, on how manipulates and is manipulated by the various environments in which he finds himself. Grant (1977:15) (in Dania, 1998).

Social studies takes cognizance of the social problems facing the society hence it goes on the sensitize citizens to these society’s problem. In so doing, learners arte made to critically examine ethical problems and find solutions to them. Furthermore, Dania (1998) equipped that the contents of social studies, curriculum equip man with durable skills for social living and social responsibilities, acquisition of good qualities such as cooperation, loyalty, discipline, dedication, faithfulness, honesty and morals, sympathy and positive regard for human beings. To say it all, social studies teachers’ worthwhile values of the

society. Social studies can thus be used to help man acquire skills and interception skills for sustenance in this various environments. Survival skills which man needs to live in his environment include appreciation of the resources in the environment and their usefulness to him and also the appreciation of the problems in his immediate and remote environments. Man being a social being cannot survive alone. He needs interrelationship by cooperation to carry out certain functions in the society. The skills of interaction such as unity cooperation, group consciousness and harmony are inculcated into the learners through social studies. These make up the instructions in social studies to develop the affective domain of the learners.

Teachers neglect non-cognitive domains either when stating instructional objectives or when evaluating instructional outcomes. This could be informed by teacher's lack of training in the skills of observation which is the key method in evaluating non-cognitive domains. Even though the teacher is trained, the peculiar nature of Nigerian large classroom possess a great difficulty for an accurate and reasonable evaluation of the affective domain of learners by observation. Test instruments constructed by teacher are sometimes unreliable and lack validity and therefore are inappropriate for measuring behavioural outcomes. In affective domain, Grolund (1978), has this to say concerning this: certain behaviour traits such as individual typical behaviour may not be properly measured using the traditional pencil and paper techniques. Ground suggested the use of observational data because they play important role in evaluating those affective outcomes that are reflected in an individual's typical behaviour.

Another draw back in the proper measurement of affective behaviour is the absence of school-home-corporation. This is so because the affective attributes such as appreciation cooperation, rational judgement may not be reinforced or adequately reinforced at home. Standards set at school may be at variance with those set in the homes. Learners therefore are left in social dilemma in decision making and choices of the behaviour which is best.

THEMES	OBJECTIVE	METHODS	OUTCOMES
CITIZENSHIP EDUCATION	Accept responsibilities main values system encourage societal accepted behaviour show awareness of society of affairs.	Exposition Dramatization Analysis of scenario	To encourage - Positive - Attitudes
HUMANISTIC EDUCATION	Discover oneself form positive self-concept form value system. Maintain the value system	Enquiry method formation and analysis of scenarios	- Interest - Appreciation - Sense of judgement
INTELLECTUAL EDUCATION	- Identification of societal - Sorting answers to the problems - Critique on Societal events	Project method Discussion Teacher directed	- Cooperation - Valuing - Survival skills
VALUE EDUCATION	- Accept expected behaviour - Develop skills - Setting rules	Teach core values exploration by students Dramatic pleas Teachers as models Indoctrination Appealing to conscience	- Honesty - Obedience - Respect etc

Conclusion

Social studies emphasizes utilitarian nature of subject matter. It also stresses social literacy and awareness developing socially desirable behaviour that evolves from social attitudes and appreciation about other (Okam, 1988). This means that there is no unbridgeable gap between thought and issues that are consisted in social studies and those having to do with affective domain. Ideas concerning social studies relate to ideas about the affective domain. Instructions in social studies are incomplete unless objective including those of affective domain are achieved in the classroom. Social studies dwells majorly in the utilization of knowledge negatively to solve man's multi-various problems including those which concern the development of positive attitudes, feelings and interest of people of given society. Social studies cannot do without affective domain to do otherwise, means its extinction as a subject area.

It should be reiterated here that the main goal of social studies programme is to help students develop the ability to make rational decisions so that they can resolve personal problems and through social action influence public policy. Since knowledge on which rational decisions are based must have wide applicability and such knowledge must necessarily be inter-disciplinary, since knowledge from one discipline is insufficient to help us make intelligent decisions on complex social issues. Though scientific higher level interdisciplinary knowledge could not be used to make sound decision, such decision must be subjected to valuing or value clarification. During this process, social actors take decisions by viewing alternative causes and consequences of social actions. Herein, social

studies and the affective domain cannot be severed because social studies deals with social actions and such actions are effectively inclined.

APPENDIX

Table 1: CLASSIFICATION AND DESCRIPTION OF CATEGORIES IN THE DOMAIN

Category	Description	Expected instructional objectives	Expected measurable objective outcome
1. Receiving	Receiving refers to the learners willingness to just recognize and therefore pay attention to the class instruction.	The learner listens attentively to the lesson. He shows awareness of the importance of the lesson.	<u>The Learner:</u> i. Ask questions. (ii) Sits erect (iii) Focuses attention on the teacher (iv.) Answers questions on the lesson.
2. Responding	Responding is concerned with the learner participating actively in the in-situational activities. He does not only attend or listen but gets involved by showing some interest and voluntarily doing or refraining from a particular activity.	The learner obeys rules. He enjoys doing or refraining from a particular activity.	<u>The Learner:</u> (i) Volunteers for a specific activity (ii) He shows interest
3. Valuing	This level refers to the worth or value which a learner attaches to a particular behaviour value is based on the	The learner appreciates the value of good behaviour. He assumes responsibility for exhibiting	<u>The Learner:</u> i. Initiates and demonstrates his responsibility for helping others to prevent bad attitude attitudes.

	internalization of a set of specific values which are manifested in a child's behaviour.	morally sound behaviour. He is concerned with good attitudes of others.	(ii) Shows appreciation for social education solving the problem of social vices in daily life.
4. Organization	At this level, there is bringing together of different values, identifying the differences, comparing their relative values, relating and synthesizing values so that the learner begins to build an internally consistent value-system.	The learner recognizes the role of systematic planning in solving social problems. He formulates his plan of life which is consistent with his interest, beliefs and norms of social living.	<u>The learner:</u> i. Compares ii. Attempts (iii) Relates (iv) Organizes (vi) synthesizes information or knowledge which would lead to the development of a philosophy of life in regards to social living.
5. Characterization by a value or value complex	At this level of the affective domain, the learner has developed a value system that controls his behaviour. He comes to be identified by a particular behaviour pattern.	The learner maintains social habits. He uses objective approach in solving problems (social). He demonstrates discipline even when under pressure to accept what he does not feel good about. He displays safety consciousness. He maintains good social habits.	<u>The Learner:</u> Discriminates between what is worthwhile and what is unwholesome (ii) He uses his experience to solve problems he comes across in daily living (iii) He influences other people's attitude towards social life by his own good social life style.

Source: Adopted and modified from Krathwohl (1964) Major Categories in the Affective Domain of the Taxonomy of Education objectives.

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