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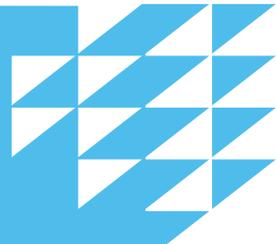
The SOCIAL STUDIES AS PEDAGOGY FOR EFFECTIVE CITIZENSHIP

INAUGURAL LECTURE

BY

Professor Michael Bamidele Adeyemi

20 October 2010



Centre for Continuing Education, University of Botswana

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FOR EFFECTIVE CITIZENSHIP**

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Professor Michael Bamidele Adeyemi, 20 October 2010,
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Preface

In line with the established traditions of universities throughout the world, the University of Botswana has for some time been organizing professorial inaugural lectures with a considerable degree of success. We take these as an integral part of our engagement strategy and an outreach service which the University of Botswana owes to the community. Their immediate aim is to share with the public some of the knowledge and experience which members of our University have cultivated and acquired. But the practice has also to be seen as setting a standard of excellence by those who have reached the highest echelons of academic pyramid for their younger colleagues to emulate. The delivery of an inaugural lecture by a professor thus fulfils the two objectives at the same time.

The University of Botswana was set up as an autonomous university only in 1982, while the first professorial inaugural lecture was delivered in 1985. Thereafter, a series of publications entitled, “The Professorial Inaugural Lecture Series” was published by the then National Institute of Development Research and Documentation (NIR) on behalf of the University of Botswana. The series comprised the texts of inaugural lectures delivered by full professors of the University of Botswana at different times. Since then, newly promoted and appointed professors have been giving inaugural lectures on topics of their choice. It is gratifying to note that the Centre for Continuing Education (CCE) has taken the initiative to continue this tradition to preserve the texts of the inaugural lectures for future use. Taken as a whole, therefore, the series focuses on a variety of disciplines and spans many years. In this sense, the professorial inaugural lecture series symbolizes the highlights of the academic and professional development of the University of Botswana –

a valuable storehouse of information for a prospective historian of higher education in Botswana.

Professor Adeyemi, while examining the topic 'Social Studies as Pedagogy for Effective Citizenship' notes that the theories of the progressive movement have informed the foundations of his lecture. He further highlights, among other things, the extent to which the values and visions of two countries, Nigeria and Botswana, have been shaped by the teaching of Social Studies in the junior secondary school systems of both countries. Finally, and 'based on the problems militating against the full realisation of the national principles and the pillars of Vision 2016 and Vision 2020', in Botswana and Nigeria, he puts forward some recommendations, including those that would enhance the status of teachers.

Botswana, like most Third World countries, suffers from a shortage of reading materials which have direct relevance to the country. It is, therefore, imperative on our part to preserve and make available to others whatever texts of this nature are prepared by our staff. I do hope that the series will cater to different needs and purposes – to be used as instructional aids by students and teachers, as guidelines for policy-formulation by decision-makers, as documentary evidence for works on the evolution of the University by future historians, and indeed as sources of information and new ideas for the general public.

October 2010
Gaborone. Botswana

B.K. Otlhogile
Vice-Chancellor

Vice-Chancellor
Your Excellencies
Deputy Vice-Chancellors
Members of the Diplomatic Corps
My Lord Spiritual and Temporal
Directors
Deans
Deputy Deans
Professors
Heads of Department
Members of the Academic Community
My Beloved Students
Distinguished Ladies and Gentlemen

It is with great pleasure and gratitude that I stand before you this evening to deliver my Inaugural Lecture, under the auspices of the Centre for Continuing Education of the University of Botswana. I would like to sincerely thank the Vice-Chancellor for his fascinating introductory remarks. I promise to strive to attain the set standards.

One of the aims of an inaugural lecture is to give an academic an opportunity to share his/her scholarly activities with the academic community. My teaching and research career spans many decades at several institutions of higher education among them; the Indiana University, Bloomington, Indiana, United States of America (USA); former University of Ife, (now Obafemi Awolowo University) Ile-Ife, Nigeria; and currently, the University of Botswana. This lecture reflects aspects of my scholarly interventions and contributions in these contexts.

Of all the institutions just referred to, the University of Botswana has given me the best enabling environment to develop my intellectual and professional career that has spanned about one and half decades in Botswana. I vividly remember Professor Frank Youngman as the Dean of Education back in 1991/1992 when I was on sabbatical leave from the University of Ife. I was based at the Department of Languages and Social Sciences Education of this University. I later came-back to the University of Botswana in 1994 to join the National Institute of Research Development and Documentation, now Office of Research and Development. In 1997, I transferred to my 'old' Department of Languages and Social Sciences Education. I have had the privilege of working under the Deanship of Professor T. Vanqa, Professor G. Mautle, Professor L Nyati-Saleshando, Dr. T. Mooko and the present Dean, Professor R. Tabulawa.

It is in this regard that I feel humbled and honoured this evening to deliver this lecture which affords me an opportunity to contribute to knowledge in general and Social Studies Education in particular.

The motivation for the choice of my topic tonight is a result of my attendance at a conference organised by the Social Studies Association of Nigeria (SOSAN) at Ahmadu Bello University in Zaria in 1981. The conference theme which is still relevant to education today was, *Social Studies for the Eighties*. Many scholarly papers were presented on the objectives, content, methods and evaluation in Social Studies. A resolution at the end of the conference focused on the need to use Social Studies in future as pedagogy for the betterment of humankind. I watched with keen interest as eminent professors argued, agreed to disagree and also disagreed to agree. I must confess that as a young lecturer and researcher then, I left the conference somewhat confused and decided to examine an aspect of this resolution. Tonight's inaugural

lecture has therefore afforded me the opportunity to do what I promised myself, back then.

The title of my inaugural lecture is, *Social Studies as Pedagogy for Effective Citizenship*. I have chosen the title to accommodate most of my research work and publications. I have divided this lecture into six parts:

- (1) The Theoretical Framework and Conceptual Clarifications;
- (2) The Origin and Nature of Social Studies;
- (3) The Need for Relevance of Social Studies Education in Africa;
- (4) The Case of Botswana and Nigeria in Preparing Effective Citizens: Prospects and Challenges;
- (5) Conclusions and Recommendations; and
- (6) Acknowledgements.

I shall now briefly discuss the first three sub-headings before I take you through a comparative in-depth examination of the teaching and learning contexts of Social Studies in Botswana and Nigeria.

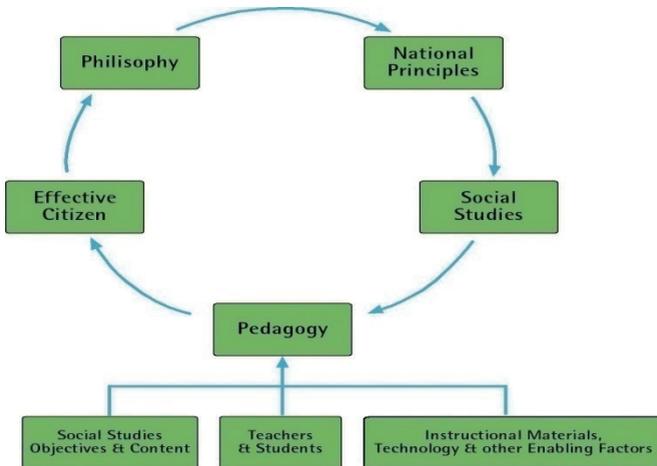
1. THEORETICAL FRAMEWORK AND CONCEPTUAL CLAFIRICATIONS

a. Theoretical Framework

This lecture is grounded on the critical pedagogical theory by the progressive movement of the 1990s in the United State of America which advocated for change in the education system. According to the movement, society should be positively changed through the empowerment of its citizens who can contribute their quotas to the overall development of the community. In support of the theory, several researchers (Counts,1932; Callan,1997;Haber,1997; Fereire,2000; Blake et al, 2003; Gutek, 2004); Adeyemi, 2008a, 2009; and Iloanya,

2010) argue for the shaping and sustaining of the values, attitudes, skills and behaviours of young people in the society. Figure 1 is a graphic representation of my theoretical background.

Figure 1: Theoretical Foundation of the Lecture



It suffices then from Figure 1 that the theories of the progressive movement are bound to play a role in the formulation of a country's national education philosophies or principles, thereby informing the objectives, content, the method of instructional delivery, the behaviours of teachers and students as well as the development of effective citizens as the end products. To this end, Social Studies becomes a powerful tool in positively preparing students at all levels of education for effective participation in the local, national and international arenas thus, making them responsible citizens who are capable of making the world a better place to live in (Adeyemi, Boikhutso and Moffat 2003; Adeyemi; 2006, 2009a, 2009b).

Mr. Vice Chancellor, the essence of any society is to develop in all spheres of life that is; socially, economically, psychologically, politically and technologically. For this reason, societies strive to have philosophies or values for the enhancement of the overall progress of their individual members and communities. In the pre-modern societies, education was used to shape the citizens to conform to the way of life and social ethic of the specific society. Education for citizenship emerged in Greece during the classical era, several decades before the birth of Christ. Aristotle, like Plato before him, saw education as a means of shaping the community into what it should be. This includes moulding individuals into physically fit, good, loyal and responsible citizens. The ancient ideas on the practices of citizenship education continued after the demise of the Greek and Roman states into many indigenous and modern societies all over the world. The indigenous system of education has its objectives of creating a better society in which to live. The Western mode of education also has its complimentary objectives of developing a better society. As a result, countries have their philosophies or values enunciated in their national policies to guide the type of societies deemed best for their citizens.

Social Studies Education in the modern sense is a transnational subject. Although American in origin, it is spoken in many languages. It is interpreted as a type of citizenship education with a strong dose of ethical training for character and the overall development of citizens. I would like to observe that this interpretation is no different from the original aims of the subject. To substantiate this view, I would like us to look at some examples from different parts of the world.

In the post-war period between 1945 and 1960, Social Studies popularly known as Political Education in Germany was used to prepare people who would possess political knowledge, values and skills appropriate to

the democratic government. In Thailand, Social Studies was introduced in 1960 as a political revolution from absolute monarchy to produce good citizens who were healthy, responsible, well-disciplined, democratically minded and cultured to the values and practices of Thai society. In Britain, Social Studies under the name, Civics or General Studies was used to unite a divided society that saw itself as English, Welsh or Irish. Following the end of the second world war in Japan, Social Studies was introduced into the school curriculum to help rebuild the Japanese society into a peaceful and democratic nation.

b. Clarification of concepts and key issues

I now want to explain key concepts and phrases related to the title of this lecture namely, Pedagogy; Social Studies as a disciplinary curriculum; Social Studies as an interdisciplinary curriculum; Social Studies as a multidisciplinary curriculum and; Effective Citizen.

Pedagogy: In the Collins English Dictionary (Sinclair, 1998), pedagogy is defined as ‘the principles, practice or profession of teaching, and in this case, the use of Social Studies as a tool for the preparation of effective citizens.

Social Studies as a Disciplinary Curriculum: The term Social Studies as a discipline is very controversial. According to one school of thought, it is a course that stands on its own and which should be seen as such by teachers who want to carve out a niche for themselves. Therefore, it is an entity, a subject that should be given prominence in the school curriculum. This thinking is in line with the Brunerian philosophy of the structures of knowledge (Adeyemi, 1985).

Social Studies as an Interdisciplinary Curriculum: Some people view Social Studies as a subject that borrows ideas and concepts from two

disciplines to clarify issues because one discipline may not be sufficient to efficiently explain or clarify a phenomenon. In other words, it is a subject that borrows ideas from two subjects say, History and Geography, Sociology and Political Science or Biogeography (which is a combination of Biology and Geography) to clarify issues (Adeyemi, 1985).

Social Studies as a Multidisciplinary Curriculum: Another school of thought regard Social Studies as a subject which makes use of more than two disciplines to clarify issues, in which case, it is a multidisciplinary subject reflecting on at least three subjects to examine a phenomenon. For example, a child who is trying to understand the topic, *The Family*, looks at the family as a political unit, thus reflecting on political science elements; the location of the family home, thus reflecting on geography; the status of the family in the society, which is economics; the relationship between his/her family to other families, which can be sociology or anthropology (Adeyemi, 1985).

Effective Citizen: As used in this lecture, the effective citizen is one who is able to think rationally and contribute his or her quota toward the overall development of the society, in terms of skills, values and attitudes (Adeyemi, 2009).

My Definition of Social Studies: By and large, I want to define Social Studies as an interdisciplinary or a multidisciplinary course of study which enables human beings to participate in and engage effectively and rationally in the affairs of their local, national and international communities, in a manner that will make the overall global society, a better place to live in (Adeyemi: 2000; 2004; 2007).

In the teaching of any topic in Social Studies, whether a teacher uses the disciplinary, interdisciplinary or multidisciplinary approach to teaching Social Studies, the onus is on teachers and the learners to adopt the problem-solving method to find solutions to problems or tasks.

THE ORIGIN AND NATURE OF MODERN SOCIAL STUDIES

As mentioned earlier, Social Studies in the modern sense as a discipline worldwide is American in origin. Many authors quote the formal works of George Bancroft (1834-1874) on American history, the historiography of Elwood P. Cubberly (1919) in *Public Education in the United States*, Mary Louise Seguel (1965) in *The Curriculum Field: Its Formative Years*, Michael Katz (1975) in *The History of Social Studies Curriculum in the United States*, George Counts (1932) in *Dare the School Build a New Social Order?*, and other works on Social Studies such as those of Edgar Wesley (1937), Harold Rugg (1923), and Charles Beard (1934). However, the 1916 *Report of the Committee on Social Studies of the Commission on the Reorganization of Secondary Education* as highlighted by Dunn (1916) in *The Social Studies in Secondary Education* marked the beginning of Social Studies in the United States of America. The formation of the National Council for Social Studies in 1921 further consolidated the efforts of the advocates of Social Studies as a discipline. The increasing migration of people from Europe and other parts of the world to the United States necessitated the need to prepare migrants for effective citizenship in an increasingly complex, urban, and industrial society.

Social Studies was then seen in the United States of America by the progressive movement as progressive education, in line with the doctrine of John Dewey that the teaching-learning process should be

learner-centred. As noted earlier, the definition of Social Studies continues to create controversies in and outside the United States. In spite of its disciplinary, interdisciplinary and multi disciplinary interpretations, Social Studies is regarded as pedagogy, which uses the inquiry method to solve societal problems (Adeyemi: 2006, 2007, 2008b) at the local, national and international levels.

The United States of America, in conjunction with Britain, initiated efforts to introduce Social Studies into the educational system of African countries. An initial conference was held in 1961 at Massachusetts Institute of Technology, USA on the problems of education of emerging nations of Africa. A follow-up conference attended by representatives from Africa, the United States and Britain took place at Queen's College, Oxford in 1967. It discussed the needs and priorities in the curriculum development of African countries as well as strategies for introducing Social Studies as pedagogy for educational change in Africa.

After the Oxford Conference another one followed in Mombasa, Kenya in 1968. The outcome of the conference was the formation of the African Social Studies Programme (ASSP), now known as the African Social Studies and Environmental Programme (ASSEP) because it has added the environmental education component. Currently, the ASSEP comprise seventeen (17) African countries: Botswana, Ghana, Kenya, Nigeria, Tanzania, Sierra Leone, Uganda, Zambia, The Gambia, Ethiopia, Lesotho, Liberia, Somalia, Sudan, Malawi, Swaziland and Zimbabwe. All the seventeen countries agreed to introduce Social Studies into their school curricula based on the four broad objectives of (1) enabling students to understand people's interaction with their cultural, social, and physical environments; (2) helping the students appreciate their homes and heritages, (3) developing skills and attitudes expected of citizens; and (4) teaching students to express their ideas in

a variety of ways (Merryfield and Muyanda-Mutebi, 1991; Adeyemi, 2001).

THE NEED FOR RELEVANCE OF SOCIAL STUDIES EDUCATION IN AFRICA

Many colonies, particularly in Sub-Saharan Africa became independent in the 1950s and 1960s. For instance, Ghana attained independence from Britain 1957, Nigeria in 1960, and Botswana in 1966. Before and shortly after independence, the former colonies followed the British school curriculum. Related to this, the knowledge of history and the social sciences was mainly based on memorisation and recall of information such as the names of kings, queens, rivers, lakes, cities, hills and valleys of the British Isles (Adeyemi, 1995). Pedagogical programmes, generally unsuitable to meet the needs and aspirations of the youth and the society at large were designed by the British Colonial Office for implementation in the colonies (Akinlaye, 1981, Adeyemi and Adeyinka, 2003). Since independence, efforts have been made to redefine educational goals and values to suit local African contexts.

Many African countries now design their education programmes to some goals. For instance, the citation below (though gender-biased), is a statement of long range purposes of education for African youths that was made at the end of a conference on African education:

Let us boldly attempt to formulate the aims of education: Perhaps the key may be found in what any good father would wish for his son; that he should grow to the full stature of a man sound in mind and body; that according to his ability he should acquire the knowledge and skill that will enable him to live a life useful to his fellows and

enjoyable to himself; that he should have high standards of conduct and be an honourable man trusted by his fellows; that he should be able and willing to take his rightful part in the affairs of his country and his people; that he should be a man of courage and sound judgment; not too easily deflected by the emotions of the moment; that he should be a man at peace with himself, his fellows, and his God (UNESCO, 1976: 53).

The calls for change in the educational set-up in many African countries, and the recommendation that Social Studies be introduced into the school curriculum has resulted in the subject gaining prominence in academic programmes as a tool to help solve societal problems.

THE CASE OF BOTSWANA AND NIGERIA IN PREPARING EFFECTIVE CITIZENS

Mr. Vice Chancellor, I will now focus on Botswana and Nigeria. The choice of the two countries is deliberate. They share the same colonial experience having been under British rule in the colonial era. Therefore, their school curricula were influenced by the British school curriculum and examination systems. Another reason is that I am conversant with both the Nigerian and Botswana education systems; having trained in Nigeria and worked in both countries as a Socialist teacher and expert for many years. I have also studied in the American school system; from where Social Studies was introduced into Africa.

My discussion of the pedagogy of Social Studies as a tool for the preparation of effective citizens in the two countries is limited to junior secondary schools in both countries. This is because my department,

the Department of Languages and Social Sciences Education deals with pedagogy of Social Studies at junior secondary school level.

As stated earlier, arising from the Mombasa Accord of 1968, African countries started to embrace Social Studies into their various curricula. Aside from other African countries, notable conferences were held in Botswana and Nigeria to make education more appropriate to the yearnings and needs of the citizens of the two countries. . In Botswana, Mautle (2000) highlighted how in 1969, the Primary School Syllabus Committee was constituted and charged with the task of producing an appropriate primary school curriculum. In the same year, a national curriculum conference attended by representatives of parents, workers, youth clubs, farmers, business men and women and other social groups was held in Nigeria to deliberate on the type of education suited to the needs of the country. The proceedings of this important meeting were published in a book entitled, *A Philosophy of Nigerian Education* (Adaralegbe, 1972).

National Principles and Education Objectives of Botswana and Nigeria

Following their independence from Britain, Botswana and Nigeria have had education sector reviews with a view to making their education relevant to their contexts. Subsequent to the reviews, educational policies were developed. The policies preach values that can contribute to the development of effective citizens.

In Botswana, two education policies, the *National Policy on Education* (Republic of Botswana, (1977), and the *Revised National Policy on Education* (Republic of Botswana, (1994) were formulated from the reviews education section to make the education system relevant and

fulfil its aim of improving lives. The Report of the Botswana's National Commission on Education, otherwise known as *Education for Kagisano* (Republic of Botswana, 1977: 24) spells out the four national principles that form the basis for education as:

- Democracy;
- Development;
- Self-reliance; and
- Unity.

By the same token, Nigeria has also produced the *National Policy on Education* (Federal Republic of Nigeria, 1977), the *Revised National Policy on Education* (Federal Republic of Nigeria, 1981, 1991). The following principles/objectives form the basis for education in Nigeria:
The building of

- A free and democratic society;
- A just and egalitarian society;
- A united, strong and self-reliant nation;
- A great and dynamic economy; and
- A land of bright and full opportunities for all (Federal Republic of Nigeria, 1981: 7).

A closer look at the values of the two countries reveals that they are very similar.

Vision 2016 in Botswana and Vision 2020 in Nigeria

Each one of the two countries has a national vision. In Botswana, *Vision 2016* envisions the effective preparation of students for life, citizenship and the world of work. Such an individual will have *botho* In other words,

the individual will be well-rounded, well-mannered, courteous and disciplined as well as realise his or her full potential both as an individual and as a part of the community to which he or she belongs (Presidential Task Group, 1997: 2). The value of *botho* has profound implications for teacher education programmes and Social Studies pedagogy in the country. *Vision 2016* in Botswana talks of an education that would promote seven pillars or values such as:

- An educated, informed nation;
- A prosperous, productive and innovative nation;
- A compassionate, just and caring nation;
- A safe and secure nation;
- A moral and tolerant nation;
- An open, democratic and accountable nation;
- A united and proud nation (Presidential Task Group, 1997: 5-12).

Nigeria's *Vision 2020* envisages a country that will be amongst the twenty (20) largest economies in the world by the year 2020. Additionally, Nigeria will be able to consolidate its leadership role in Africa and establish itself as a significant player in the global and political arena. The vision has seven parameters:

- A peaceful, harmonious and a stable democracy;
- A sound, stable and globally competitive economy;
- Adequate infrastructure services;
- A modern and vibrant education system;
- A health sector that supports and sustains a life expectancy of not less than 70 years;
- A modern agricultural sector; and

- A vibrant and globally competitive manufacturing sector (Republic of Nigeria, 2008: 2).

From the afore-going, it is apparent that the role of schools in the realisation of the dreams listed above cannot be over-emphasised. Therefore, what is it that is happening in the classroom settings in the two countries regarding classroom practices at the junior secondary level?

The next section examines some of the classroom practices in Social Studies at the junior secondary level and attendant challenges in Botswana and Nigeria. In other words, what is it that teachers are supposed to do in the Social Studies classrooms and what do they do to realise the national goals and aspirations?

CLASSROOM PRACTICES AT THE JUNIOR SECONDARY LEVEL IN THE TWO COUNTRIES

I will focus on five key areas within the Social Studies pedagogy which are intended to make graduates of junior secondary schools in Botswana and Nigeria future effective citizens. In my opinion, the following key areas form a bench mark for preparing effective citizens: (1) The objectives and the content of Social Studies in Botswana and Nigeria; (2) Methods of instructional delivery; (3) The Social Studies teachers; (4) Instructional materials and use of technology; and (5) Evaluation of objectives with particular reference to attitudes and values.

Objectives and Content of Social Studies in Botswana and Nigeria

An examination of the junior secondary Social Studies syllabuses from the two countries focuses mainly on the preparation of graduates who

would be able to appreciate the social and economic environments of the local and other environments; participate in democracy and; possess other cognitive, psychomotor and affective skills (Republic of Botswana 1996, 2008; Nigerian Educational Research Council, 1976; Nigerian Educational Research and Development Council, 2007). The objectives and the content of Social Studies in the two countries have a high degree of commonality.

The Social Studies general objectives in Botswana and Nigeria at the junior secondary level can be summarised thus:

- To competently apply computational skills to solve daily problem;
- To develop entrepreneurial skills;
- To apply problem solving skills and think critically;
- To search for and discover knowledge of the immediate as well as the distant environments
- To demonstrate sensitivity to environmental issues;
- To appreciate the local and global cultures, including foreign policies;
- To understand and discuss development issues; and
- To develop desirable attitudes and have capabilities in pursuit of appropriate career opportunities (Republic of Botswana: 1996, 2008; Nigerian Educational Research Council: 1976; Nigerian Educational Research and Development Council: 2007).

Investigations from the junior secondary syllabuses of Social Studies from Botswana and Nigeria reveal that content derived from the Social Studies objectives include the following concepts and topics:

- The local environment and culture;

- The national values;
- Origins of the two countries;
- Socialisation Issues;
- Family welfare issues;
- Governance with emphasis on democracy;
- International issues, interdependence and globalisation;
- Employment and population issues;
- Simple research activities;
- Problem solving and computational skills;
- Entrepreneurial skills;
- HIV/AIDS education and environmental issues; among others.

The content outlined above, highlights what should be taught to produce an effective junior secondary school graduate and ultimately, a well-rounded citizen who is courteous and disciplined. This should be possible with the use of the right teachers, instructional materials and a learner-centred pedagogy.

A good part of the Social Studies curriculum focuses on the teaching of values. This is good for the governments of Botswana and Nigeria which strongly advocate for unity among their various ethnic groups. The population of Botswana is estimated to be about 1.8 million people while that of Nigeria is estimated to be about 140 million people. The diversity of the populations calls for ethnic and religious tolerance and unity. For instance, *Vision 2016* in Botswana emphasises the need for the development of an all-round citizen. In Nigeria, particularly after the civil war, Social Studies was seen as a tool that would help heal the wounds of disunity created by the Nigerian civil war of 1967 to 1970, hence the popularity of education for national integration and reconstruction. Since the curriculum is not static, a periodic review of the curriculum to include emerging issues has always been taking place in the two countries.

Using the *Barth/Shermis Social Studies Preference Scale (B/SSSPS)*, Adeyemi (1985, 1998) carried out a study of the philosophical orientations of junior secondary school teachers of Social Studies in Botswana and Nigeria. He found that all the teachers reflected the three traditions of citizenship transmission, social science and reflective inquiry but with the majority tilting toward citizenship orientation as the goal and content of Social Studies. This is interpreted to mean that with respect to the objectives and the content of Social Studies in Botswana and Nigeria, junior secondary school teachers perceive that no one orientation is more important than the other.

The Social Studies pedagogy does not appear to the teachers in the two settings as an 'either-or' proposition, but a combination of the three traditions in terms of goals and objectives. It is therefore concluded that the eclectic pattern of junior secondary Social Studies teachers in Botswana and Nigeria does not fit in neatly within the three philosophical orientations as theoretically conceived by Barr, Barth and Shermis (1978). Empirically, the eclectic pattern of orientation tallies with the findings of Andres (1982), who examined secondary school teachers of Social Studies in the State of Indiana, USA; Barth and Norris (1976), who studied Nigerian Social Studies candidates at Ahmadu Bello University; and Barth (1982), who examined Egyptian Social Studies teacher candidates at Mansoura University. Although, some junior secondary school teachers hold the reflective inquiry perceptions that are consistent with the objectives and content as enunciated in the national policies of the two countries, their numbers are not significant.

Method of Instructional Delivery in Social Studies

The resolution of the Mombasa conference to employ the learner-centred approach in teaching and learning Social Studies was meant to make students active rather than passive in the learning process, a situation that would enhance democratic practices at the classroom level. This is a paradigm shift from teaching students through the authoritarian and rote memorisation to the learner-centred pedagogy. For that reason, teacher education in Botswana and Nigeria implies the need for the training of reflective Social Studies teachers who can help students in the classroom settings to use knowledge by employing data.

An aspect of the *Long-Term Vision for Botswana* (Vision 2016) is the building of an educated and informed nation. For this to materialise, teacher education in Botswana must, as theorised by Dewey (1933) and Schon (1987, aim to develop the art of inquiry and decision making amongst citizens). *Vision 2020* in Nigeria also proposes the production of literate citizenry who will move the country forward to become one of the leading economies in the world. An instructional model for reflective inquiry draws on the ability of students to search out and discover knowledge. This discourages expository styles that focus on telling, memorising, and recalling of information.

However, various studies (Adeyemi 1998, 2001, 2003, 2008b) conducted by the speaker indicate a gap in the mode of instructional delivery in Botswana and Nigeria. In spite of the call for a paradigm shift from the banking of knowledge to the learner-centred education pedagogy, studies have revealed that there is a gap between the ideal and the real in the teaching-learning process.

Gap between Instructional Theory and Practice

As ideal as the learner-centred pedagogical practices are and encouraged by various documents, evidence suggests that the prevailing mode of teaching is the transmission of knowledge at various levels of education. Adeyemi (2003, 2006) found that Social Studies teachers in Botswana and Nigeria perceived their teaching as democratic and often use the inquiry approach to teach Social Studies topics. The mean percentage scores of their perceived performances in the classroom were 89% for Botswana and 90% for Nigeria. These mean percentage scores for their perceived performances were very high for the Social Studies teachers in both countries. Because beauty is perceived in the eyes of the beholder, Adeyemi (2002, 2003) then observed samples of Social Studies teachers in both countries in their classrooms and arrived at a slightly low to moderate relationships (Pearson Product Moment Correlation Coefficients of 0.44 and 0.46) between the perceptions and the real classroom teaching performances for the two countries respectively.

At this point, it is necessary to recognize the context in which Social Studies teachers in Botswana and Nigeria operate. Teacher education in Botswana and Nigeria faces great challenges. More often than not, Adeyemi (2003, 2005) found that the Social Studies teachers in the two countries assume authority in the classroom and use such strategies as memorisation, recitation and regurgitation of facts and figures in the classrooms. Some of the innovations to help problem solving activities at the junior secondary level in Botswana and Nigeria such as the project method, field work, and group work have not worked effectively. The progressive way of making students learn by way of problem solving, which is often talked about at Social Studies seminars, workshops and conferences still remain elusive.

These and other related challenges, like in many developed and developing countries are what the teachers experience in the classrooms which have implications for teacher education. Teacher education in Botswana and Nigeria should therefore be geared toward the view of Aisiku (1976) as modified by Adeyemi (2001: 53) that teaching should be seen as a triadic activity, wherein A represents the teacher, C the student, and XYZ the subject matter as shown in stages below:

Stage 1: *A gives XYZ to C.*

Stage 2: *C shares with A the XYZ. C then examines XYZ, and questions A by reacting to what A has provided him.*

Stage 3: *A then gives reasons, clarifications, explanations and justifications until A and C agree (or agree to disagree) on XYZ, and so on.*

The triadic process illustrated above is seen as an ideal way of sharing knowledge with students in the two cultures. However, culture is a powerful force which may also militate against the achievement of the tenets of the inquiry process particularly when it comes to local values. Our indigenous value system plays a significant role, or many a times, comes in conflict with Western values (Adeyemi, 2010). This is reflected in our culture that gives respect to elders because students should not question them. Else, how does a student get the courage to disagree with the teacher who represents an elderly figure?

The Social Studies Teachers

Investigations on whether those who claim to be Social Studies teachers are in fact the real Social Studies teachers in both countries reveal that

some teachers with specialisation in Sociology, Demography, Economics, Geography, Business Studies, and Woodwork and Carpentry are engaged in teaching Social Studies.

Many years ago, for instance, both countries had some teachers who were in the Social Sciences and the Humanities and with no teaching qualifications as Social Studies teachers in the junior secondary schools (Adeyemi, 1982, 1998, 2004). The resultant effect of this situation was the tendency for Social Studies teachers to tilt toward teaching what they imagine to be Social Studies. In most cases, Social Studies teachers adopted a disciplinary bias while teaching. In one of his earlier studies, Adeyemi (1998) found that teachers of Social Studies who majored in History, Geography, Sociology and related disciplines in both countries amounted to 58% in contrast to 42% who majored in Social Studies. The resultant effect is a disciplinary bias in Social Studies teaching (Adeyemi; 1982, 1992a, 1992b, 1992c). Overall, an additional problem is the saturation of qualified and unqualified Social Studies teachers in the two countries which has resulted in newly graduated teachers not being employed soon after completion of their studies.,

Social Studies teachers by implication must be able to use the interdisciplinary or multidisciplinary approach, coupled with the inquiry approach in the teaching-learning situation. Furthermore they must have taken courses on the objectives, content, methods and evaluation in Social Studies during training. Invariably, Social Studies teachers at the junior secondary school level must have at least a Diploma in Secondary Education (DSE), in the case of Botswana, and a National Certificate in Education (NCE) in Nigeria.

Attitudinally and as a personality component, there have been arguments about the inadequacies in the working conditions, resources,

and support afforded teachers in general in the two countries. The view is rife that teachers are underpaid; have little say in the operations of the school because directives are from the top down; have little opportunities to improve their teaching skills, wait for many years before having an opportunity for in-service education; are not promoted over a long period of time; and suffer from lack of recognition in comparison with their counterparts in other professions government departments, the private sector and or parastatal organisations. In their research into education and job aspirations of junior secondary school graduates, Adeyemi and Adeyinka (2000) found that, none of those interviewed, had wanted to be a teacher, let alone a Social Studies teachers. They would rather opt for other professions such as medicine, engineering, administration, politics and management.

Instructional Materials, Resources and the Use of Technology

Documentary evidence reveals that there were few materials and other resources for the teaching of Social Studies in Nigeria and Botswana after independence in 1960 and 1966 respectively. One of the 1968 Mombasa conference agreements was the development of relevant instructional materials for use by ASSEP member states to facilitate the teaching and learning of the subject in the ASSEP member countries. No wonder Botswana and Nigeria embarked on efforts to produce instructional materials for use in the classrooms.

In 1963 for instance, the Aiyetoro Comprehensive High School experiment in Nigeria resulted in the production of secondary school Social Studies textbooks. In Botswana, the primary school curriculum materials and teachers' guides were produced for the enhancement of the teaching-learning process. Books by foreign authors continued to

dominate instructional materials in the two countries. It was only as recent as the 1990s and 2000s that books by local authors became available for use in schools.

As compared to the 1970s and 1980s, Social Studies textbooks are now available in the schools. The Ministries of Education in the two countries have developed the instructional materials while companies such as Heinemann, Macmillan, and Longmans Collegium, Diamond, Pentagon, Pyramids, Mmegi, Vision, Evans, Onibonoje and Ilesanmi Publishers, have published the materials. Curriculum reviews in the two countries has helped in improving the subject content. Even then, textbooks by local authors at all levels of education in both countries are very few. This situation has resulted in the dependence on books from the West.

The inadequacy and irrelevance of the instructional materials have created some challenges in the education of junior secondary students of Social Studies in Botswana and Nigeria. Due to the economic recession and other reasons, there has been a shortage of books in the schools in many countries. In Nigeria, where parents buy books for their children, the cost of books is very high. While government provides textbooks for use in schools, some bureaucratic factors are responsible for the shortages experienced from time to time. In some cases, a book is shared by two or three students during the teaching-learning process. Furthermore, some of the instructional materials including locally written ones contain a lot of foreign content. There is nothing wrong with foreign content in the Social Studies textbooks, but there should be a nexus between the local and foreign content. Teaching materials are expected to be inquiry-related, but many of them lack reflective examples.

The use of technology creates more appeal and attraction to the teacher's presentation in the classroom. The traditional technology used in classrooms has included chalk and the chalkboard with a duster and manila charts (Adeyemi, 2008, 2009). Recently, classrooms also use overhead projectors, film strips, videos and computers. Social Studies teachers are expected to use the modern state-of-the-art technology in the teaching-learning process to enhance reflectivity and innovation of ideas. The use of computer in teaching is capable of creating the smart classroom. The smart classroom and the WebCT are beginning to capture the attention of teacher trainers in Botswana and Nigeria. It is expected that Social Studies teachers in the two countries should use modern technology for effective teaching. This is to assist new and practising Social Studies teachers at the junior secondary level with successful use of technology in their teaching and also to focus on the pedagogical use of technology as an instructional enhancer. Adeyemi (2001, 2002) found that the rate of the use of technology in enhancing the teaching of Social Studies at the junior secondary level in the two countries is low.

Evaluation of Social Studies Objectives with Particular Reference to Attitudes and Values

After the objectives, content and methods let us now turn to the fourth and last component of the school curriculum, evaluation. Simply put, evaluation is the measurement of an outcome. There are set objectives for Social Studies which must be measured either formatively (that is, concurrently with the running of the programme) or summatively (that is, at the end of a course or programme). In Botswana and Nigeria, the Junior Secondary School Leaving Examination forms the assessment for entering into the senior secondary schools. Included in the examination package are subjects such as English and Mathematics

which must be passed by students in order to gain admission into senior secondary schools. In Botswana, the junior secondary examinations are conducted by the Botswana Examinations Council (BEC) while in Nigeria it is the responsibility of the State Ministry of Education.

An analysis of the examination papers has revealed that there are problems with the way the questions are constructed. Invariably the questions are mainly on recall of information and often found to be in the low order of Bloom's taxonomy of educational objectives. It has also been found that because teachers and schools are evaluated according to the performance of students in the examinations, they tend to teach specifically for the examinations.

English language, which is the medium of instruction, often poses a difficulty for students during examinations. In some related studies, Adeyemi (1998, 2000); Adeyemi and Jeremiah, (1998) found that half of the teacher respondents from Botswana and Nigeria indicated that slow learners hindered the progress of other students in the Social Studies class while teachers viewed the use of English language as a barrier to learning because of students' lack of proficiency in English. Students at this level have problems with grasping Social Studies concepts such as urbanization, manufacturing, interdependence, hypothesis, environmental management, sustainability, mummification, evolution and other concepts in the classroom situation (Honey, 2000).

Objectives are expected to be specific, measureable, achievable, realistic and time-bound (SMART). In Social Studies the measurement of values is usually unachievable. Social Studies as a component of the junior secondary school curriculum have been overburdened by societal goals. Although, the understanding of the basic values of the Botswana and Nigerian societies is necessary if students are to be useful and

effective in the society, the achievement of the values is very difficult to measure. While junior secondary school students in Botswana and Nigeria are supposed to appreciate their culture and heritage, be of good character, patriotic and responsible, it becomes very difficult to measure whether or not the aim of producing effective citizens has been achieved at the end of schooling. This is because unlike the cognitive and the psychomotor domains, the affective domain is difficult to measure. For instance, how do we recognise a good citizen? A way of doing this is perhaps through the administration of an attitudinal instrument. The question then arises: How are we sure that the respondent is actually giving true information? A bad citizen may portend to be a good citizen. Below are examples of research conducted in Botswana and Nigeria on the effectiveness of the Social Studies Pedagogy.

Examples of the Effectiveness of Social Studies Pedagogy

As noted earlier on, the measurement of any general objective such as determining whether or not a person is a good citizen of a country is difficult. Therefore, to what extent have the national principles and visions of both countries been achieved through the teaching of Social Studies? If the values have not been fully achieved, then why?

Adeyemi and Adeyinka (2001) researched into the common elements in the mission statements of community junior secondary schools in Botswana.

The purpose of the study was to establish the extent to which teachers think the national principles of democracy, development, self-reliance and unity as well as the concept of *botho* have been achieved through the teaching and learning of Social Studies. Table 2 summarises the results of study.

Table 2: Extent of Achievement

Extent	N	%
Great Extent	71	70
Little Extent	22	21
Unknown	9	9
TOTAL	102	100

Of the 102 teachers under study, 71 (70%) responded that the schools, by way of Social Studies pedagogy, have realised the achievement of the national principles and the concept of *botho* to a great extent. Further, 22 (21%) and 9 (9%) thought the extent of achievement was little or unknown respectively. The recurring challenges to the achievement of the values include inadequate teaching materials, inappropriate methods of teaching and the need to review Social Studies content. This study is yet to be replicated in Nigeria for cross-national comparison.

However, in August 2010, two Social Studies teachers (one from each country) were interviewed. The interview items centred on Social Studies pedagogy in preparing students as effective citizens, going by the national principles and visions of the two countries. The choice of a purposive subject from each country was necessitated by the limitation of time and cost. Below are some of the responses from the interviewees:

Teacher A (Botswana)

Teacher A from Botswana is a female Senior Teacher 1 of Social Studies at a junior secondary school. She has 10 years of teaching

experience. She was my student during her Bachelor of Education Social Studies programme at the University of Botswana. Her responses are hereby reported in italics.

In my opinion, Social Studies pedagogy has contributed to a great extent in shaping my life. As far as possible, I have imbibed the tenets of the national objectives and the pillars of botho (to a very large extent). I gained a lot as a Social Studies student while at the junior secondary school. Of paramount importance are the skills and values which are related to the Tswana custom that I gained in my day-to-day dealings with fellow human beings. In spite of these positive developments, a lot still has to be done to improve on the Social Studies pedagogy at the junior secondary level. They include curriculum review to cater for modernisation, availability and relevance of instructional materials, improved and scientific method of teaching, and improving the general welfare of teachers.

Teacher B (Nigeria)

Teacher B is a female Social Studies Teacher and Head of the Department of Social Sciences at a secondary school in Nigeria. She was my student during her Master of Education programme at the University of Botswana. Teacher B has 28 years of teaching experience. She responded as follows:

Personally, Social Studies pedagogy has been very helpful to me in developing morals and respect for elders at school and beyond. Also Social Studies is beneficial to

my students because they learn topics about self-reliance, unity, and governance. From the observation of my past and present students, I would say that in general, Social Studies has achieved what I can term a score of above average as far as meeting the national objectives and Vision 2020 are concerned. At a workshop I recently attended, the idea of teachers of subjects such as Business Studies, and Woodwork and Carpentry teaching Social Studies is creating problems in the realization of the objectives of Social Studies, and by implication, the national objectives and the objectives of Vision 2020. Although the teachers possess teaching qualifications, they seem to be 'square pegs in round holes' as they are not used to the syllabus, scheme of work and the recommended methods of teaching Social Studies.

CONCLUSIONS AND RECOMMENDATIONS

Mr. Vice Chancellor, academic colleagues, distinguished ladies and gentlemen, in tonight's lecture, I have traced the origin and the potentials of Social Studies as pedagogically used for preparing future generations with the knowledge, skills and attitudes that will make them cope with rapid change in the society. In doing so, I have identified some countries in the world and in sub-Saharan Africa before zeroing in on Botswana and Nigeria.

During this lecture, I have based my theoretical background on the works of the progressives and used Social Studies as a strategy for improving the society through the production of effective citizens. Such citizens should be able to contribute their quotas in making the society a better place to live in.

The key elements (or benchmark) of what should constitute the pedagogy for the preparation of the effective citizens have been spelt out during this lecture. I have also touched briefly on the objectives and content of Social Studies in Botswana and Nigeria. I have also suggested the alignment of teaching the local values with the Western values. Further, I have delved into the problems of the use of instructional materials and technology in the teaching-learning process. I have also briefly spoken on the Social Studies teachers, materials and evaluation of objectives in Social Studies in the two countries.

At this juncture, based on the problems militating against the full realisation of the national principles and the pillars of Vision 2016 and Vision 2020 from my studies in Botswana and Nigeria, I hereby make the following recommendations.

The Need for a Review of Social Studies Objectives and Content

From time to time, it is necessary to review the objectives of Social Studies in the two countries. Since society continues to change, objectives of Social Studies should be tailored to meet the challenges of contemporary times. Emerging issues should be part and parcel of the curriculum of schools in order for the effective citizens to keep abreast of local and global trends. Therefore, curriculum review in the two countries should be further intensified. The time lap between the revisions should be shortened, for example, the lap between 1996 and 2008 review of syllabus in Botswana is too long. I suggest a periodic review of five years.

Improvement in the Methodology of Teaching Social Studies

While the African Social Studies and Environmental Programme (ASSEP) has adopted the problem solving approach to teaching and learning of Social Studies, its use has been found to be idealistic rather than realistic. Efforts should therefore be geared toward the review of teacher education programmes in the two countries to further equip would-be and practising teachers with the wherewithal to deal with the proper use of the problem solving approach in their classrooms. Further, our teacher education programmes should take cognisance of the tension between the local cultures of African countries and the Western world. Teaching about a topic which requires the use of the inquiry approach should take into consideration the cultural norms of the African environments. I suggest the use of African traditional educators in the form of chiefs, ward heads, story tellers, local historians, and other custodians of traditional knowledge to help bridge the gap between African traditional education and modern education (Adeyemi, 2008a).

Production of Qualified Social Studies Teachers

Invariably, Social Studies teachers in Botswana and Nigeria, should be trained to be excellent curriculum developers and designers who keep abreast of current issues. Both the pre-service and the in-service education should equip the Social Studies teachers with the skills of curriculum development, in addition to other essential skills to enable them to teach relevant content to their learners. A crucial factor in achieving quality education at any level is the teacher. The saying, 'like teacher, like students' illustrates the relationship between the quality of the teacher and the quality of his/her product. If the teachers are 'half-baked', then their products would be of poor quality. It thus becomes imperative for teachers in Botswana and Nigeria to demonstrate high quality knowledge, skills and attitudes in Social Studies content, method of instructional delivery, use of educational technology, and vast awareness of global education, among others, in order to achieve the value statements of Botswana's *Vision 2016* and Nigeria's *Vision 2020*.

The Use of Relevant Materials and Modern Technology In Social Studies

Evidence suggests that instructional materials based on the interdisciplinary approach and inquiry method are few. Many of these materials are based on foreign concepts and examples. The use of soft and hardware to enhance classroom teaching should be taken into consideration. While it is difficult for governments and communities to supply the much-needed equipment to schools, Social Studies teachers should also, where possible, improvise with the use of local materials to teach content to anxious learners.

Improved Evaluation Techniques for Measurement of Values

I have touched on the problems facing Social Studies teachers in evaluating objectives. In most cases, examinations are given at the end of programmes, with low order responses in the Bloom's taxonomy of educational objectives being solicited. The pre-service and in-service education of teachers should further equip them with the relevant techniques of designing questions requiring high order responses in the taxonomy: synthesis, analysis and evaluation. Research may also be necessary to examine among others, the best way of evaluating values.

Improvement in the General Conditions of Teachers

Finally, in view of governments' attempts to mould the character of the populace and produce effective citizens (Adeyemi, Moumakwa and Adeyemi, 2009), I plead with governments of the two countries to help improve the general conditions of teachers. Governments have been helpful in ensuring the betterment of teachers from time to time, but like Oliver Twist, I ask for more incentives as there is always room for improvement.

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Mr. Vice Chancellor, I have a few words of appreciation. First and foremost, I thank the almighty God for giving me the opportunity to be alive and be able to go thus far in my academic and professional career. I want to also thank the Vice Chancellor and all my professional colleagues who have in one way or the other contributed to making this lecture a success. I thank Dr. Gbolagade Adekanmbi and his wife for their words of encouragement.

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I thank my colleagues in the Department of Languages and Social Sciences Education, the Dean and staff of the Faculty of Education and indeed all and sundry at the University of Botswana for their support. Finally, Mr. Vice Chancellor, I am dedicating this lecture to my wife, Deborah and my children; Toyin, Kayode, Bukola and Yemisi for their

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PULA!

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