

RELEVANCE OF AFFECTIVE DOMAIN IN SOCIAL STUDIES EDUCATION FOR NATIONAL DEVELOPMENT

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ABSTRACT: *One of the major reasons that have prompted many educational authorities, planes and experts to seek for the inclusion of Social Studies in the curricular of schools derives essentially from the subject concern propagating and instilling the tenets and objective of the affective domain in the mind of youngster committed to it. The paper advocates that instruction in the affective education must possess a cognitive basis which largely emanate from Social Studies education. The paper highlights the relevance of the affective domain in Social Studies education for national development. It recommends the instructional role of Social Studies teacher in bringing in to the effect the relevance of affective domain in Social Studies education for national development through the classroom interaction.*

KEYWORDS: Affective Domain, Social Studies Education and National Development

INTRODUCTION

Social Studies education as a programme of study has the power to instill in the recipient the knowledge, skills, values and attitude that would help him interact meaningfully, effectively and co-operatively in his social and physical environment. Its philosophy is largely based on maintenance of the fundamental values of a democratic living. Therefore, Social Studies has as one of its aim to correct the ills of the society and produce a better generation and a new breed of discipline Nigerians, since its main aim is to improve the processes by which citizens use knowledge from the social sciences and other areas of disciplined thought in making decision concerning their individual behavior and also concerning question of public policy.

A conception of the notion of affective domain in Social Studies education like many educational ideas may be subject to confusion and misinterpretation during classroom situation. A clarification of the meaning of the term affective domain become necessary of their benefits are to be captured, leaned properly, organized and used with sensitive intelligence. Affective domain has to do with emotional and feelings. It describes learning objectives that emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. Rubin (1977) maintains that affective domain is concerned with emotional state with the antecedent condition giving rise to the feeling these emotional state evolved and with the consequent behaviour or feelings themselves generate. Affective objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience.

As an important constituent of Social Studies curriculum the effective domain, among other things, related to skills through which people can cope with inevitable emotional impediment in life including anger, anxiety, frustration, and the dark mood of despair. In the context of education, affective domain is essentially meant to achieve positive feeling and to prevent negative one in individuals.

Social Studies as a discipline has a strong affective over tones. Indeed its curricula structure is meant to incorporate a substantial degree of programmes, which are indispensable for affective education. This orientation and understanding convey an impression among other things that the notion of feeling and the process associated with affective domain are as important as the various thought processes which constitute the subject matter of Social Studies.

It follows from the fore-going elaboration that Social Studies represent a way of life whose function is designed toward certain and Particular Avenue or ways of achieving insights. Thus, one can learn through the feeling attitudes, interest and values as well as through the reason stemming from the behaviour provided the common link between our engagement in social studies education and demonstration of the lands of affective domain or affective education for national development.

Under this umbrella of instilling a notion of affection and many aspect of its implication in to the minds of learners during teaching/learning process, certain classification of objective has becomes intrinsic to class dispensation of Social Studies. These objectives are:-

- An acquisition of certain attitude, feeling and sensitivities including development and acceptable of certain beliefs interest, outlooks and predisposition.
- An acquisition and development of skill particularly use of knowledge gained through learning processes.
- An acquisition and fostering of values including a number of deeply held commitments supported necessary by appropriate action (Frankel in Bozimo and Ikwumelu, 2009).

With regard to attitudinal objectives in social structure Orlandi (1971) has grouped most of them into basic categories namely attitude for desirable intellectual behaviour is expected to help the individuals or learner to a development empirical, reasonable and human outlook. It will also enable them develop a scientific approach to human behaviour which includes such attitudes as open –mindedness objectivity, skepticism and relativity, to search for multiple rather than single causes of human behaviour.

Okam (1998) stated that “An acquisition of attitude for desirable social behaviour by the learner is meant to quip him to cultivate such notion as those of awareness, interest, responsibility and involvement”. When a learner has cultivated a conception of a prevalence of certain societal problems. On the other hand, an acceptance of responsibility by a person reflects that he has adopted such attitudes as a desire to be well-informed about what goes on in the world.

- With regard to social skill Frankel in Bozimo and Ikwumelu (2009) has classified them in to three, namely;
- The ability to cooperate harmoniously with other on small and large group projects.
- The ability to contribute productivity to a group task and discussion.
- The ability to supply leadership when and if necessary and appropriate.

On the issues of values, most of these instructions in Social Studies is expected to propagate the core values of democratic society. Most of these values are entrenched in the nation policy on education. Some of the included beliefs in the worth and dignity of a man are equality and

justice for all, economic wellbeing for all and demonstration of sense of responsibility by individuals. All these are intended to produce an effective citizen for a demonstration society.

Categories of Affective Domain:

Social Studies does not only imply an understanding of human relationship but also in terms of aim of producing citizens with skills, competencies, morals, values and reasoned judgment to effectively live, initiate, interrelate and contribute positively to the economic, social, political, and cultural development of the Nigerian society.

The problems approach discipline functions of Social Studies has a good deal to offer in political terms regard what the major categories in the affective domain of the taxonomy of objectives have in stock in teaching; leaning process. The various categories of affective domain of the taxonomy of educational objective originally develop by Krathwohl (1964) and his colleagues generally represent and reflect issues which are intrinsic to elements associate with socio-civic functions of social studies. The categories are: receiving responding valuing, organizing and characterizations. The operational definition of each of the major categories of affective domain of taxonomy of educational objectives can be used in describing different levels of attitudinal manifestation, and behaviour with particular reference to the socio-civic function of Social Studies programme. A receiving level disposition requires a student's willingness to attend to phenomena in a teaching-learning situation. The student is required to demonstrate sensitively to human needs and social problems (the state of being concerned).

A responding level of disposition requires the student to participate actively in an event or issues as in class discussion, project and assignment. The student is expected to demonstrate in the said issues or events. To show concern for his belonging in obeying the school rules and regulation in class discussion helping other willingly.

In a valuing disposition, a student is requiring to demonstrate is concern for the worth or value he attaches to particular issues, problems, phenomena or behaviour. Valuing is based on the internalization of a set of specific values but clues to these values are expressed in student overt behaviour either in affirmative or negative expression. Instructional objective that are usually associate with attitude and appreciation would fall in to this components of affective domain.

Organization level disposition require the student not only to be concern with bringing together different values, resolving conflict between these values but also brining about a beginning of a building of an internal consistent value system. According to Acha (1984) "consistent value system relates to business of comparing relating and synthesizing values. He further explains that learning outcome associate with this line of thought may be concerned with a development of a philosophy of life. At the level of characterization by a value complex of the affective domain, an individual or students is expected to possess a value system that has controlled his behaviour for a significantly long time characterizing his life style.

At this stage, an individual's behaviour is expected to be persuasive, consistent and predictable. In his own opinion, Awuka (1997) stated that behaviour pattern relates to Self-realization, better human relationship, individual and national efficiency effective citizenship, national consciousness, National unity for political social economic technological progress" the instructional objectives which relate to an individual general patterns fall into this category.

Social Studies Teacher and the affective domain;

Social Studies education in the Nigerian primary and secondary educational systems is aimed toward social attitude formation. Kissock (1981) explains that the need for introducing Social Studies programme arises when a society determines that it requires formal instruction to develop a common set of understandings, skills, attitudes, and actions concerning human relationships among all members of the society. In many countries of the world, Social Studies education has been introduced "as a partial solution for social problems" and "as a tool for national development" (Kissock 1981: 3). The teacher ordinarily is anybody who imports knowledge. The means that based on the above statement, anybody can claim he or she is a teacher. But one thing is clear; it requires good professional training to produce a good teacher. According to Schofield in Bozimo and Ikwumelu (2009: 136) "when the teacher acts as an instructor in effect, he is the most appropriate source for the lesson. Further when the teacher acts as a manager he regards himself as one source among many and the combination of resources as better than himself as a sole recourse"

In this time of educational changes, particularly when many developing countries including Nigeria have adopt new national policies on education (3 edition of national policy on education 1998) teacher are being called upon o develop new approaches to teacher new course of study including social studies.

Far reaching implication for classroom work in studies particularly if the subject area is to be used for propagating cognitive and affective structure that would cater for what young learner need, the teacher instructional roles must be considered.

The social studies teacher has to demonstrate sound degree of professional competence and a working knowledge what Nnamani (2000) calls'' cognitive readiness; Thus the teacher must aware that the skills he has to demonstrate in reaching the subject must be through methodologies that would enable the learners acquire skills of human relations. His teachings are expected to assist in introducing learners into an understanding of the economic system form, of government difference and similarities of a people in a given political unit and the wider world.

The Social Studies teacher has to recognize that schools are bound to derive assistance from certain societal structure and agents of affective education such as family, mass media, peer, pressure groups and religious organizations. It is suggested that if these agents of affective Domain are positively explored, one could hoof or brining about a mature and congruent socialization in these learners.

The Social Studies teacher has to closely relate the content of his subject to the basic needs and lives of his students. In other words, the subject matter of social studies has to the significantly relevant to all participants in teachings-learning process both intellectually and emotionally.

A committed Social Studies teacher has a basic role to enable learners acquire social skills which they require to fit themselves into the society as useful citizens. Nnamani (1999) stated that a competent Social Studies teacher is require transmitting values, including those of religion politics, culture and economic development of the society. Thus, a practical demonstration by learner of these desirable attributes which they learn and copy from teacher could go a long way in increasing their level of awareness of what is included in the affective education.

If a Social Studies teacher is to create a lasting impact in of the learners, he is expected to demonstrate a high degree of responsibility. According to Maikano (1997), a Social Studies teacher is expected to motivate, manage, and control teaching-learning situation to the end of achieving behavioural objective’.

The social studies teacher has to be very aware that he has to provide opportunity for learners to observe, describe, classify, and interpret for the purpose of arriving at an objectives conclusion. The social studies teacher has to device means of helping learners formulate, evaluate, and predict generalization. The action could equaling lead to acquisition of knowledge including values beliefs interest and skills for an improvement of social attitude and national development.

Instructional Relevance of the Affective Domain

The instructional relevance of the major categories in the Affective Domain has come to occupy a prominent place with reference to teaching learning situation in Social Studies education. This exposition seriously considers that instruction in the subject should popularize and propagate the general instructional and behavioral objectives which gave significance to the Affective Domain. Adeyoyin (1977) have strong reservation for the present instructional trend in social studies whereby classroom work in the subject is concentrated on the acquisition of cognitive objectives by learners and on the propagation of knowledge for its own sake. This implies that pedagogy in social studies has to demonstrate a serious concern for the building and expansion of knowledge since issues and objectives that stem from the Affective Domain must be on a firm cognitive footing in purposeful classroom transaction for national development. Adeyoyin (1977), Okam (1989), have contended that the ultimate objectives of any social studies programme are the development and improvement of living. The teaching to an acquisition and sustenance of desirable attributes characteristics of effective citizenry within a democratic society.

Bank and Clegg were of the view that classroom dispensation of Social Studies may not only law foundation for a perpetuation of democratic principles and a just society. It may also influence the citizens who are actively committed to democracy and its ideas.

In Nigerian setting, the type of Social Studies taught in schools should provide opportunity to foster the spirit of National Consciousness, Unity in diversity, national tolerance and respect for others. Social Studies taught in schools should produce Nigerians loyal to the central unit and not to tribal groups. This brand of social studies should be aimed at what Adeyoyin called “Nigerianising” the learner.

Okam (1998) stated that character education and the development of concerned young citizens who can and will act responsibly are central features of socio-civic education Model in Social Studies. This exposition endorses that this model or approach appeals to many public elements in the society. Adaralegbe (1980) considers that the major demand which the study of social studies is expected to make in the society impinges on creating some impact on the behaviour of the citizen as on the behaviour of the behaviour of the citizen as he addresses himself to civic, social and political affairs.

Okobiah in Nnamani and Oyibe (2016) observed that “the main philosophy behind the birth of Social Studies in 1960s in Nigeria is aimed at the mobilization of youth, students and pupils for the purpose of helping them cultivate an awareness and understanding that should transform

them into citizens with skills, attitude, values and reasoned judgment' the exposition of the authorities considered above endorses that the success of the philosophy behind any Social Studies education should be geared toward equipping the individual to cultivate and civic responsibilities.

The follows from the fore-going that there is a profound need for instilling in both the tenants of Social Studies and affective education to be taken seriously if certain national designated objectives are to be achieved. It also follows that instruction in affective education must possess a cognitive basis, which largely emanates from Social Studies education.

CONCLUSION

The fact that Social Studies emphasizes the functional use of subject matter from many sources, derives essentially from the insightful use of peculiar language desirable behaviour that involves from social attitude and appreciation about others.

The Nigeria society should discover that our system of education was very bookish, academic and with little or no attention paid to the attitudes and behaviours of our children. The African Charter on the Human and people's right to which Nigeria is a party and which has been brought into force has equally made provision in its article 17 for the right to education.

Thus, because our attitude in sum virtually makes up what we are and the emotions stemming therefore, it does follow that our emotions can be nourished and educated depending on the circumstances of the learning environment. Ideally, instructions in Social Studies are not complete unless objectives including these of an affective kind are achieved classroom wise.

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