
ASSESSING THE PATTERN OF CULTURAL PLURALISM AND THE TEACHING STRATEGIES EMPLOYED BY SOCIAL STUDIES TEACHERS IN SECONDARY SCHOOLS

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Abstract: *Nigeria is a plural society taking cognizance of its multi-ethnic and multi-religious nature. It is an established fact that teachers often use techniques and teaching strategies that cater for multiple learning styles to assist students retain information and fast track level of understanding. This study assessed the pattern of cultural pluralism and the teaching strategies employed by social studies teachers in Oyo State secondary schools. It covers both private and public secondary schools in five local government areas in Ibadan metropolis as the state headquarter. The empirical survey research design was used for the study with multi-sampling techniques. This involves a random selection of secondary schools and purposive selection of social studies teachers in junior secondary schools. Questionnaire was used for data collection while descriptive and inferential statistics involving frequency distribution, mean, standard deviation, regression analysis and ANOVA were used to analyse data collected from the study areas. All tests were carried out at 0.05 level of significance. The study revealed that there was ethnic plurality among teachers and students in Ibadan city, the capital of Oyo State. The teachers were of the view that social studies is an interesting subject and they have inspiration for teaching the subjects. The study asserts the fact that there was no significant relationship between cultural pluralism and the teaching strategies adopted by teachers. More so, there was no significant joint effects of both gender differences and cultural pluralism on teaching strategies adopted by teachers in the study areas. It was therefore affirmed that multicultural education should be introduced into the curriculum of both primary and secondary schools in Nigeria. This in long way will help to train youths to respect and embrace ethnic and cultural pluralism in their immediate environment. It will also help to realize that cultural difference are not synonymous with deficiencies or inferiorities, and*

to recognize that diversity is an integral part of human condition and Nigerian live.

Keyword: Cultural Pluralism, Teaching Strategies, Social Studies Teachers, Secondary Schools

INTRODUCTION

The main aspiration of social studies is to get young learners in school to better understanding the intricacies of man's existence on earth. With such understanding they would then be better equipped to live and interact more effectively and meaningfully within their own environments. In living with others, when man acts, his actions have consequences, which not only affect him but also affect others who live with him. While living in society with others, certain attributes are needed by man to ensure smooth running of the society. Social studies is therefore described as a discipline which attempts to modify or change the learners' behavior in the direction of acceptable values and attitudes. This modification according to Lawal and Oyeleye (2003) is through a process of studying human beings, relationship with his or her environment and with the desire to provide solutions to various problems in order to ensure human survival.

Nigeria is a plural society in terms of its multi-ethnic and multi-religious nature. The country has more than 400 ethnic groups (Suberu, 1998) and two major religious (Islam and Christianity) of all the federal democracies in the world, only India can match Nigeria's cultural complexity (Joseph, 2006). If well managed, the factor of unity in diversity would have been a major asset to the Nigerian state, but the contrary is the case. Nigeria's cultural diversity is politicized and exploited by elite in such a way that retards the nation's growth and progress. The problem affects all aspects of Nigeria national life-federal and even local resources allocation, management of public institution and youth development (Akinleye, 2001)

Cultural pluralism is advocated as an educational goal by those who seek a pluralistic, multi-cultural society in which each ethnic, racial or religious group contribute to the larger society within the context of its own unique cultural traditions. The schools task especially with social studies teaching

therefore, is to recognize these various cultures and to assist the students to function more effectively within the plurality of cultures

Students have different ways of absorbing information and of demonstrating their knowledge. Teachers often use techniques which cater for multiple learning styles to help students retain information and strengthen understanding. A variety of strategies and methods are used to ensure that all students have equal opportunities to learn. When deciding the strategies and methods to use, a teacher considers the students' background knowledge, environment and learning goals.

To maintain the cultural pluralism in teaching of social studies, a structural separation and integration of all cultural groups must exist, with the school being but one example of structural interaction. Different cultural groups interact with each other in various ways for various purposes, resulting in diffuse acculturative influences and constant adaptation, within the context of a national social order (Chukwu, 2010). Under such conditions, the goals of social studies education must necessarily extend beyond minority group boundaries, if the student is to be prepared for the larger social reality.

Nigeria is a multilingual and multicultural country, therefore multilingual and multicultural education programs are a necessary element in today's schools especially in teaching of social studies in the Nigerian secondary schools. According to Banks (1993), the ever increasing numbers of immigrants from one place to another in Nigeria require a continued demand for teachers with skills to work with limited English proficient students. In the National Policy on Education (Revised Edition, 1981), social studies was seen as mostly suited for the purpose of uniting and welding Nigeria's pluralistic culture into a strong progressive policy. In view of this social studies as a core subject at all levels of education system should be seen as possessing the potential to achieve the five cardinal goals of education in Nigeria (Chukwu, 2010). Its uniqueness in this case places it in the best position to contribute much than all the other subjects added together to the achievement of an important national aim of education which include the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society.

In view of the above submission, it is within the premise of this study to examine the pattern of cultural pluralism in Oyo state and the teaching strategies employed by social studies teachers in secondary schools. It also investigates cultural and ethnic differences among students and teachers of social studies as well as identifying influence of cultural pluralism on teaching strategies adopted by teachers.

Cultural Plurality and Social Studies Curriculum

The primary beneficial effects of teaching within a cultural pluralism are in the symbolic implications of the formal recognition of the minority group's culture existing within the school environment, and in the access to broader societal resources at large and experience by the minority group members. Okunloye (2007_ stated that, in the light of the inevitable and intricate relationships among social studies, cultural diversities in Nigeria, and environment, it has become necessary to adopt a more proactive approach to social studies education in the Nigerian school system, especially at the basic education and senior secondary levels for the purpose of addressing cultural plurality and environment-related problems of the Nigerian-society. This would go a long way in enhancing the realization of the goals of the Nigerian educational systems.

Nigeria need to develop a social studies curriculum which will capture the various diversities of culture and also emphasize the issues that will unite rather than divide the nation and that will also develop responsible citizens who will preserve and continue to advance efforts towards a just and human society. The National Council for the social studies (1991) stated that, the ethnic and racial makeup of the nation's classrooms is changing significantly, with different cultural background of students coming together to learn, especially with the high rate of immigration, which is caused by work, needs and others. People are socialized within the families and in communities where they learn the values, perspectives, attitudes and behaviors of their primordial culture. Community culture enables people to survive and also restricts their freedom and their ability to make critical choices and to reform their society (Chukwu, 2010).

A unified and cohesive democratic society can be created only when the rights of its diverse people are reflected in its institutions, within its national

culture, and within its schools, colleges and universities. A national culture or school curriculum that does not reflect the voices, struggles, hopes and dreams of its many people is neither democratic nor cohesive. Divisiveness within a nation – state occurs when important segments within its society are structurally excluded and marginalized (National Council for the social studies, 1991). Nigeria is a multilingual and multicultural country, therefore, multilingual and multicultural education programs are a necessary element in today's schools especially in teaching of social studies in the Nigeria secondary schools. According to Banks (1993), the ever increasing numbers of immigrants from one place to another in Nigeria require a continued demand for teachers with skills to work with limited English proficient students

The National curriculum for senior secondary schools, stated that social studies is given a more in-depth and sharper focus as an essentially integrative subject encompassing any or all concepts that could be used for the analysis of societal problems. There is however, a dare need to recognize the plurality of culture in the formulation of an effective social studies curriculum. Chukwu (2010) stated that essentially any discussion of man must take cognizance of his environments and in the interactional variables that go with him.

Strategies to Teaching Social Studies in Junior Secondary Schools

The teaching system which is geared to the goals of education covers a wide range of intended targets in the intellectual, personal and social domains. Conceptual learning within the subject needs to be approached in a relevant manner, but also the teaching must not loose sight of the fact that the attitudes, communication abilities and personal attributes (such as creativity, initiative) need to be developed. Much has been written about student centered teaching and teacher ownership of the teaching approach if the teaching is to be meaningful for students. With this in mind, it is suggested importantly that teachers are able to develop teaching materials which reflect the relevant teaching approaches and methodologies being advocated.

Akinnaṣo (2012) states that, two important skills are needed to be addressed in teaching social studies to students for relevance, these include scientific problem-solving and socio-scientific decision making. The first is practiced

by involving students in investigatory activities in which the ultimate goal (acquired by practice over a number of occasions) is to be able to identify the scientific question, plan the investigation, predict the likely outcomes, identify and control variables, undertake the observations or recording of measurements made, decide on the number of a variety of observations/measurements, determine how to record the data, interpretation of the findings, presentation of the findings in a suitable format and conclusion of the investigation

The second important skill is being able to make a justifiable decision (which is the ultimate purpose of the teaching materials), but based, of course, on the scientific conceptual learning gained through the teaching material plus other social factors that may impact on the decision. The decision is not static i.e the actual decision made could change with time, location and the attitude of the persons making the decision. A further goal therefore is to try to arrive at a consensus decision to show that it is a societal, rather than an individual decision that is important.

A teaching strategy refers simply to an approach, method or a combination of carefully designed classroom interactions that could be followed meticulously to teach a topic, concept or an idea. This brings about having numerous teaching strategies or methods (Ojebiyi and Salako, 2011). Innovative teaching strategies, which is another method of teaching simply implies knowing or identifying and applying a more facilitative approach in teaching a named concept, topic or theme

The search for innovative strategies is borne out of the fact that different situations i.e teaching topics, learners' cognitive readiness, concepts being taught, skills intended to be developed in learners and demand for different teaching approaches to be used. Therefore, a teacher who is not aware of a variety of such strategies can neither attempt to use them in the first place nor use them adequately. For instance, Yusuf (2004) considered some teaching modes as learner-centred, interest arousing and activity oriented. They include conceptual change strategy, concept mapping, field/excursion, guided-discovery, experimental/laboratory and demonstration methods. He added that most are regarded as modes of instruction (teaching strategies) as the teachers are required to employ a number of them while teaching.

STATEMENT OF THE PROBLEM

The contemporary world is increasingly multicultural and the identity crisis, resulting from this, sometimes threatens sustainable development which is one of the goals of education. The problem of ethnicity in Nigeria is easier underscored in two perspectives; first, in terms of the competition between the ethnic groups in the country for the scarce resources available to the federation, including educational sector. The second point that seemed to have been underscored is that ethnicity threatens our democracy and national unity which could affect educational sector. Therefore, curriculum developers, teachers and stake holders in the educational sector need to find solution to these problems if the nation is to achieve meaningful level of development which is the focus of education. One of the solutions to these problems could be sought in identifying pattern of cultural pluralism in Nigerian schools and the appropriate teaching strategies suitable for teaching in such environment. This study therefore seeks to examine the pattern of cultural pluralism and the teaching strategies employed by social studies teachers in Oyo State schools. Specifically, the study will examine various kinds of teaching strategies employed by social studies teachers in teaching students. Furthermore, attempt would be made to examine gender difference and cultural pluralism on teaching strategies

Hypothesis

The following research hypotheses were generated for the study:

There would be significant relationship between cultural pluralism and teaching strategies adopted by teachers in teaching social studies

There would be significant relationship between gender differences and teaching strategies adopted by teachers in teaching social studies

There would be significant joint effect of gender differences and cultural pluralism on teaching strategies employed by teachers in teaching social studies.

SCOPE OF THE STUDY

This study covers Oyo state secondary schools, both private and public. It involves both students and teachers irrespective of gender, age and

qualifications. The study focus on social studies students in Junior secondary schools in five local government areas purposively in Ibadan metropolis.

METHODOLOGY

The empirical survey research design was used for the study. The empirical survey research is a combination of two research designs which include the use of randomly selected sampled portion and draw inference from the sample to its population through the result obtained from the analysed data on the information obtained from the field includes the questionnaires and observation method. The questionnaire was tagged social studies teachers' questionnaire (SSTQ) and social studies students' questionnaire (SSSQ) was designed to meet the research objectives. The data collected for the study was analyzed by the t-test statistical analysis and analysis of variance (ANOVA) in order to test the significance of variables at 0.05 level of significance

Table 1
Distribution of Respondents by Culture and Ethnic Group

	Teachers		Students		Total
	Frequency	Percentage	Frequency	Percentage	
Yoruba	14	2.4	250	49.2	264(51.6%)
Hausa	0	0	23	4.6	23(4.8%)
Ibo	8	1.6	127	25.2	136(26.8)
Edo	1	0.2	34	6.7	35(6.9%)
Tiv	0	0	2	0.4	2(0.4%)
Itsekiri	0	0	4	0.8	4(0.8)
Others	2	0.4	40	8.3	42(8.7%)
Total	25	4.6	480	95.5	505(100%)

Source: Authors' field work (2017)

The table above demonstrated cultural difference among students and social studies teachers in secondary schools. The distribution is within five local government areas in Ibadan metropol, Oyo state i.e (Ibadan North, Ibadan North East, Ibadan North West, Ibadan South West and Ibadan South East). The table shows that 51.6% of the respondents were Yorubas, 4.8% were Hausa, 26.8% were Ibo tribe, Edo recorded 6.9%, while Tiv and Itsekiri recorded 0.4% and 0.8% respectively. However other ethnic groups recorded 8.7%. In another development, the table indicated that there were no Hausa,

Tiv and Itsekiri among teachers but 2.4% of the sample are Yoruba, 1.6% Ibo, 1.2% Edo while other ethnic groups recorded 0.4%

Among the students, a greater ethnic plurality occurred. The highest percentage goes to the Yorubas, that is 49.2%, Ibo 25.2%, Edo 6.7%, Hausa 4.8%, Tiv 0.4%, Itsekiri 0.8% while other ethnic groups recorded 8.3%. In summary, Yoruba has the highest percentage among teachers and students.

Table 2
Distribution of Respondents by Demographic Characteristics

Local Government Area	Teachers		Students	
	Frequency	Percentage	Frequency	Percentage
Ibadan North	5	20%	101	20%
Ibadan North East	5	20%	101	20%
Ibadan North West	5	20%	101	20%
Ibadan South West	5	20%	101	20%
Ibadan South East	5	20%	101	20%
Total	5 (25)	20% (100%)	101 (505)	20% (100%)
Type of Schools				
Public	14	56%	265	52.5%
Private	11	44%	240	47.5%
Total	(25)	(100%)	(505)	(100%)
Age				
Below 10years	0	0	21	4.2%
11 – 20 years	4	16%	47	92.7%
21 – 30 years	11	44%	16	3.1%
31 – 40 years	5	20%	0	0
41 – 50 years	3	12%	0	0
Above 50 years	2	08%	0	0
Total	(25)	(100%)	(504)	(100%)
Sex				
Male	14	56%	224	44.4%
Female	11	44%	280	55.6%
Total	(25)	(100%)	(504)	(100%)

Source: Authors' field work (2017)

The distribution of respondents by demographic characteristics was presented in table 2 above. It shows that 52.5% of the sampled students attend public schools while 47.5% are from private schools. 56% of the sampled teachers

teach in public schools while 44% belong to private schools. For gender sensitivity, 44.4% of the sampled teachers are males while that of females are 55.6%. Out of students used for the study, 56% are males while 44% are females

Results

Hypothesis 1

There would be no significant relationship between cultural pluralism and teaching strategies adapted by teachers in teaching social studies.

Table 3: Correlation Result of Hypothesis Ho₁

Variable	N	Mean	SD	r-value	p-value	comment
Teaching strategies.	504	1.736	0.873	0.021	0.323	NS
Cultural pluralism		3.077	1.407			

Not significant @ $p < 0.05$

Table 3 above shows that the r-value is 0.021 with the p-value of 0.323. The p-value (0.323) was higher than the 0.05 used to test the level of significant. In view of this, it was revealed that there was no significant relationship between cultural pluralism and the teaching strategies adopted by teachers in the selected study areas.

Hypothesis 2

There would be no significant relationship between gender differences and teaching strategies adapted by teachers in teaching social studies.

Table 4: Correlation Result of Hypothesis Ho₂

Variable	N	Mean	SD	r-value	p-value	comment
Teaching strategies	504	1.736	0.873	0.003	0.474	Not significant
Gender differences		1.486	0.516			

The correlation result for hypothesis 2 was presented in the table above. It shows that the r-value is 0.003 with the p-value of 0.474. The p-value (0.474) was higher than the 0.05 used to test the level of significant. It therefore indicate that there is no significant relationship between gender differences and the teaching strategies adopted by teachers.

Hypothesis 3

There would be no significant joint effect of gender differences and cultural pluralism on teaching strategies employed by teachers in teaching social studies.

Table 5: ANOVA Result of Hypothesis Ho₃

	Sun of square	Difference	Mean squares	f-value	p-value	comment
Regression	0.164	2	0.082			
Residual	383.74	501	0.766	0.107	0.898	NS
Total	383.90	503				

Table 5 above shows the ANOVA result for hypothesis Ho₃. The f-value was 0.107 with a p-value of 0.898. The p-value (0.898) was higher than the 0.05 used to test the level of significance. It therefore revealed that, there was no significant joint effect of both gender differences and cultural pluralism on teaching strategies adopted by teachers in teaching social studies in the selected study areas.

DISCUSSION

The study examined the pattern of cultural pluralism and the teaching strategies employed by social studies teachers in Oyo state secondary schools. In this study the hypothesis were tested and the results were presented below.

The study revealed that, hypothesis 1 was rejected because the p-value 0.323 was higher than 0.05 used to test the significance. It shows that there was no significant relationship between cultural pluralism and the teaching strategies adopted by teachers in the study area. The result contradicts Sanjeev (2010) who opined that public institutions in multi-ethnic and multi-religious societies are usually micro-political systems and this could place heavy burdens on their management and also could affect the

productivity of the teaching of social studies in the Nigeria education system.

Although, the study did not put into consideration the population of the students which negate the submission of Harkins (2010) that the growing diversity in students. Population increase the responsibility of teachers to ensure that all students receive equal opportunities to learn based on their diverse backgrounds, needs and learning styles. When one examines students' cultural background, it has been observed that they are connected to learning styles, and educator may able to better understand how culture pluralisms interact with socioeconomic factors, racism and social inequalities

In addition, the result of this study showed that, teachers do not put into consideration the multi-cultural diversities of students, that is why Hanley (2002) advised that, the instructional approaches that teachers implement in the classrooms should be based on an understanding of the ways that particular students learn in respect to their cultural differences which must be put consideration for effective teaching. The result of this study also provide basic for Chukwu (2010) who stated that, despite the fact that culture may tend to have distinct learning styles, there is still a wide range of variation within cultural groups which include those groups in this study, and this requires teachers to draw upon a variety of teaching strategies for all students in respect of these different cultural groups.

The study also revealed why okunloye (2007) stated that, Nigeria need develop a social studies curriculum which will capture the various diversities of culture and also emphasize the issues that will preserve and continue to advance efforts towards a just and human society. In this study, various ethnic and cultural groups have been excluded and marginalized as the study revealed that many of the teaching strategies used by the teachers in teaching social studies do not put into consideration the culture diversities of the students. The result of the findings for hypothesis 2 showed that, it was also rejected. This was because the r-value 0.003 with a p-value of 0.474 was higher than the 0.05 used to test the significance. Therefore the result of this study revealed that, there is no significant relationship between gender differences and the teaching strategies adopted by social studies teachers in the selected study areas. The result for hypothesis 3 also showed that the f-

value was 0.107, with a p-value of 0.878 which was higher than 0.05 used to test for significance. The result revealed that there was no significant joint effect on both gender difference and cultural pluralism on teaching strategies by teachers in teaching social studies in the study areas selected.

CONCLUSION

It is imperative that students learn how to interact with and understand people who are ethnically, racially and culturally different from themselves. Nigeria and the world are becoming increasingly more diverse, compact and interdependent. But, for most students, the formative years of their lives are spent in ethnically different environments and multicultural settings

Many students have internalized the negative and distorted conceptions of their own and other ethnic groups, a process that has been convinced that their heritages have little of value to offer, while those from dominant groups may have inflated notions about their significance. Developing a better understanding of their own and other ethnic groups and cultural experiences can correct these distortions. It is therefore the summative submission of the author of this study that multicultural education should be introduced into the curriculum of both primary and secondary schools in Nigeria. The ultimate goal of multicultural education is to bring a process of change in schools that will ultimately extend to society. Multicultural education can ease tensions by teaching skills in cross cultural communication, interpersonal relations, perspective taking, contextual analysis, understanding alternative points of view and frames of reference and analyzing how cultural conditions affect values, attitudes, beliefs, preferences, expectations and behaviours. The intent is to teach youths to respect and embrace ethnic and cultural pluralism, to realize that cultural differences are not synonymous with deficiencies or inferiorities and to recognize that diversity is an integral part of human condition and Nigerian life

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