

AN INVESTIGATION INTO TEACHERS' VIEWS ON THE INTRODUCTION OF CULTURAL EDUCATION INTO THE NIGERIA SOCIAL STUDIES CURRICULUM

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Abstract

The purpose of this study was to investigate teachers' views on the introduction of cultural education in Nigerian schools. Two hundred social science teachers of Oke-Ogun zone 1 were selected for the study using structured questionnaire to obtain relevant data. Their responses were analysed using simple percentage. The finding of the study showed that majority of the teachers' had no knowledge of cultural education because they were not taught. However, majority of the respondents agreed that cultural education should be introduced into the Social Studies curriculum. A recommendation deriving from the study is that cultural education should be introduced as a matter of urgency at all levels of our education, it should be infused into the Social Studies Curriculum.

Key words: Cultural Education; Curriculum; Social Studies

Introduction

Culture, as it is seen as total ways of life is not in – born. Though both materials and non-material culture are in existence, yet these cultural elements cannot be absorbed or transferred from one generation to another in a vacuum. There is need to operate on a medium by which our cultural values shall be transferred to the coming generation. The incidence of modernization and westernization has brought a great diffusion into culture, to the extent that, it is highly difficult for the country to identify and specify the original nature of our cultural pollution.

Any society without a well-defined and universally acceptable cultural value is subjecting her future to uncertainty. In order to come up with a way to curb cultural pollution through uncontrolled cultural diffusion, there is need to introduce cultural education into the Nigeria curriculum. In order to address the problem properly, subject, like Social Studies, as a subject that propagate cultural value, should be chosen a medium by which the curriculum would be designed and disseminated. The teachers in question should also be encouraged to support the introduction of cultural education into the Nigeria Social Studies curriculum. Often, teachers are neglected in the formulation of policy in education and worse still, innovations in education disregard teachers' role in the effective execution of government's policies. That is why Adedoyin (1998) as in Jekayinfa and Yusuf (2004) observes that innovation in education fails to accord the teachers their rightful place in the smooth and successful implementation of government policies.

Government fails to realize that teachers themselves are not agents of change but also innovator in a society. Therefore, they are to be recognized as they should when innovation in education that would reflect government policies are to be made.

Adeyinka (1990) gave an instance of when Social Studies was to be introduced and there was no adequate preparation of teachers to effectively handle and teach the subject in schools and that is why the subject is relegated to the background.

Adedoyin (1988) quoted by Jekayinfa and Yusuf (2004) also note that the result of this inadequate preparation of teachers to cope with the teaching of Social Studies is that the subject not only made a slow start but also faces some biases among the education administrators as well as lecturers in the tertiary institutions. This may account for the inability of the subject as citizenship education to achieve the objectives for which it was set.

In other to prevent what happened to social studies from affecting the introduction of cultural education in schools, this study was conducted to find out what were the students-teachers views of the introduction of cultural education in the Nigerian school subject. Literature was reviewed on what cultural education is, its objectives, functions and how the curriculum on cultural education developed.

Statement of the problem

Various studies have been conducted on the desirability of cultural education and its integration into the school curriculum. Such studies include

Ogunbameru (2009), (NERDC, 1992). Tiarniyu (2001) noted that cultural problems caused by human activities provide justification for the need to introduce cultural education at all level of education. The federal Government has even directed its agency, NERDC, to infuse cultural education elements into the new citizenship education curriculum of schools. This is because the teacher has low knowledge of the basic concepts of cultural education. Based on this fact, this study is designed to find out the views of teachers' on the inclusion of cultural education in Social Studies curriculum.

Curriculum development for cultural education

To develop a curriculum for cultural education at schools level, it is advocated that separate course approach and integrated approach should be adopted. Adedoyin (1988), wrote that separate approach will not only foster an interest in the field of knowledge but it will also provide adequate understanding of selected themes upon which other themes can be built. Fadeiye (2005) disused the National Policy on Education (NPE) and the question of implementation ability while Nduka (1994) recommended integrated single subject approach to Social Studies curriculum. This approach is advocated because teachers' preparation should be used at levels of teachers education programmes (Jekayinfa and Yussuf, 2004). Discussing on interdisciplinary approach Adedoyin (1998) stressed that experts in various field will contribute their quota, thereby enriching the course content.

Objective of the study

The main objective of this study is to investigate teachers' views on introduction of cultural education into the Nigeria social studies curriculum. The following are however the specific objectives of the study:

- To ascertain whether teachers participate in decision making related to curriculum of cultural issues
- To evaluate teachers' operational understanding of some of the basic concepts and processes relating to cultural issues
- To ascertain views of teachers on inclusion of cultural education in social studies curriculum

Research questions

- Do teachers participate in decision making related to curriculum of cultural studies?
- What is the level of teachers' operational understanding of some of the basic concepts and processes relating to cultural issues?

- What is the view of teachers on inclusion of cultural education in social studies curriculum?

Research methodology

The population employed for the study consisted of social science teachers in the randomly selected secondary schools in the study area. Since this study was designed to investigate teachers' views on the inclusion of cultural education in the Social Studies curriculum, the subject was limited to the teachers whose area of specialization was social sciences, such as Social Studies, Government, Geography and Economics. A simple random sample of Two hundred teachers was used. A questionnaire focusing on teachers views on cultural education was designed based on the relationship between cultural education and social studies, at what level it should be taught, how it should be taught and the need for cultural education. The questionnaire was made up of twenty items. Each item has a scale of two responses, that is yes or no. The questionnaire was personally administered on the respondents in a well conducive environment without giving room for consultation among themselves at a seminar ground on re-training of secondary school teachers teaching Social Studies at AUD High School Saki on August, 2011. The data obtained were analysed item by item, and simple percentage was used to analyse the data obtained.

Area of study

The study was carried out in Oke – Ogun zone. This is one of the six education zones in Oyo State, this comprises of Iseyin, Itesiwaju, Kajola and Iwajowa Local Government Areas.

Result and findings

From the analysis, it was observed that majority of the respondents showed negative attitude in their knowledge of cultural education. This shows on the table below.

Table I: Teachers' Knowledge of Cultural Education

Table I reveals that only 22% out of 200 have knowledge of cultural education while only 27.42% have heard about cultural education. The analysis, therefore, reveals that only few respondents have knowledge of cultural education. The analysis also reveals that only few respondents have the right conception of cultural education.

Teachers who have Knowledge on cultural education	Sex	Yes	%	No	%
	M 124	34	27.42	90	72.58
	F 76	14	18.42	66	86.84
Total	200	44	22.0	156	78.00

Source: Researcher's survey, 2022

Table II: Teachers' conception of cultural education

From the table above, only 38 (19.0%) respondents had the right conception of cultural education. These were respondents who viewed it as the study of

cultural issues, dynamics and how it affects the pattern of life now and in future. Majority of the respondents i.e. 66 (33%) viewed cultural education as the study of culture while 58 (29.0%) of the respondents thought that it is the study of people.

S/N	Definition of cultural education is	No	%	Yes	%
1.	Study of culture	66	33	38	19
2.	Study of people	58	29	-	-
3.	Study of cultural issues, dynamics and how they affect the pattern of life now and in future.	38	19	-	-
	Total	162		38	

Source: Researcher's survey, 2022

Table III: Subject in which to infuse cultural education

From the above table 162 (81%) of the 200 respondents opined that Social Studies is the subject

that is most suitable for the accommodation of cultural education while 28 respondents (14%) indicated geography, 6 respondents (3%) supported government and 4 respondents (2%) is for economics.

Subject	No	%
Social Studies	162	81
Geography	28	14
Economics	4	2
Government	6	3
Total	200	200

Source: Researcher's survey, 2022

Table IV: Levels where cultural education should be taught

The above table shows that majority of the respondents agreed to the teaching of cultural education at all levels of our education institutions. Only 20 (10%) of the respondents claimed that it should be taught at both primary and secondary levels,

only 30 (15%) of the respondents agreed that it should be taught in teachers colleges and 20 (10%) of the respondents are of the opinion that it should be taught at the university levels while the majority 130 (65%) feel that it is necessary to taught at all levels of education.

Levels	No	%
Primary	-	-
Primary and secondary	20	10
Teachers colleges	30	15
University	20	10
All levels	130	65
Total	200	108

Source: Researcher's survey, 2022

Discussion of findings

That only few teachers had the knowledge of cultural education is not surprising. This is because cultural

education curriculum has not been drafted. The few that have knowledge about it was as a result of personal experience. The finding that majority have

not heard of cultural education is not far-fetched. The fact is that, cultural education is not one of the courses the respondents have to offer, either as compulsory or elective. For this reason, the respondents who are no longer student are not expected to have heard about cultural education as a course. There are only two units for the training of students in preparation for cultural education at Olabisi Onabanjo University, Ago-Iwoye as GNS course. This means the few who have heard of cultural education must have come across it through personal contact, mass media or seminars.

It is very interesting to note that the respondents have positive attitude towards the teaching of cultural education at all levels of education in Nigeria, despite their lack of knowledge of cultural education. Their positive attitude is not funny because the respondents are matured teachers who have come in contact with cultural education through personal contact and mass media and have been participating in the training and teaching of moral at home and in the society. The findings also revealed that majority of the respondents showed positive attitude to Social Studies as a subject most suitable for the infusion of cultural education is equally commendable. It is clear that Social Studies emphasise the interaction of human with the physical and social environment. The positive attitude can also be seen as a reflection of their knowledge of Social Studies as a character moulding subject and that Social Studies and cultural education have something in common.

Conclusion and recommendation

This paper emphasis the teachers' view on the introduction of cultural education. This study has made us realize that teachers are agent of social change and therefore should be well equipped to impact cultural education in Social Studies which the society is needed to correct moral decadence in the society. On the basis of findings, it is recommended that basic concepts in cultural education should be integrated in Social Studies at primary, secondary level. The concepts are to be taught as a general course without delay in all higher institutions of learning.

This paper however, strongly advocated integrated approach at the school levels, having recognized the similarities in the basic concept in social studies and cultural education, such as it will contain in the programmes. The integrated approach emphasizing on man, multiculturalism and multicultural education, culture shock, abuse of cultural and development will go a long way to put the programme in place for now and ensure its future.

As a matter of importance, cultural education should be infused into the Social Studies curriculum and Social Studies should be taught and made compulsory subject at both JSS and SSS levels.

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