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**JOURNAL OF NEW TRENDS IN TEACHER EDUCATION  
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## **EDITORIAL STATEMENT**

In September of 2017, the Delta State College of Education, Mosogar, organized its Second National Conference on Teacher Education. The Theme of this conference was, The College of Education System in Nigeria: Past, Present and Future. During the Conference three renowned Professors of Education delivered one Keynote address and two lead papers respectively. In addition to these presentations, several other conferees presented paper on different aspects of College of Education System in Nigeria.

This Conference was motivated by the desire of the College to play its part in the quest by concern educators to continuously search for ways and means of improving the quality of teachers education as this is a fundamental requirement towards ensuring that Nigerian education is endowed with the quality teachers it needs to achieve its goals.

This edition of this journal is a product of the forgoing conference. It was deemed necessary to select and peer-review some of the presentations for the purpose of sharing with scholars, practitioners and the general public the several issues and perspectives on The College of Education System in Nigeria: Past, Present and Future. It is our hope that the contributions by the conferees as published in this journal would have provided useful insight and perspectives on this very important subject matter.

**Prof. Emmanuel Ojeme**

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## EDITORIAL POLICY/GUIDELINES FOR AUTHORS

Journal of New trends in Teachers Education (JONTTE) is Interdisciplinary and accepts both empirical and theoretical articles for publication.

Manuscripts for publication should meet the following guidelines:

- I. One paragraph abstract of not more than 200 words.
- ii. The American Psychology Association (APA) 6<sup>th</sup> edition format should be used throughout the manuscript.
- iii. The first page of each manuscript should contain the title of the article, author's name and affiliation, (including phone number, and email address).
- iv. The manuscripts should be typed double space with a 15 inch margin and 12pt font size.
- v. Manuscript should not exceed 12 pages in length, including tables, figures and references. The body of the manuscripts should not contain any information identifying the author(s).
- vi. The journal is published annually and from papers presented at the annual conference on Education organised by the Delta State College of Physical Education, Mosogar. The evaluation of manuscripts is by a blind review process. Authors are notified as to the position of their manuscripts as soon as all reviews are completed. All submission should be by e-mail or soft copy in Microsoft word. Send articles to the two e-mails address [ogudeesther@yahoo.com](mailto:ogudeesther@yahoo.com) and [copemconference@gmail.com](mailto:copemconference@gmail.com)

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# TEACHING AND LEARNING OF SOCIAL STUDIES IN COLLEGE OF EDUCATION SYSTEM IN NIGERIA; NEEDED REFORMS

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## **Abstract**

*This paper examined teaching learning of Social Studies and the needed reforms in Colleges of Education in Delta State tertiary institutions. The need for teaching and learning of Social Studies Education in Delta State tertiary institutions cannot be over emphasised. Teaching could also mean the process of attending to peoples need, experiences and feelings and making specific interventions to help them learn particular things. Learning is conceptualization of meaningful things, while social studies perform the task of transforming Nigeria is a modern state. This paper therefore proffers recommendations on how to improve on the teaching and learning of social studies in our tertiary institutions in Delta State specifically and other disciplines.*

**Keywords:** Teaching, Learning, Social Studies.

## **Introduction**

Concept of teaching is an umbrella term that refers to teacher's values, attitudes belief and intentions towards teaching. Teaching could also means the process of attending to people's need, experiences and feelings and making specific interventions to help them learn particular things. Obanyan (2012) described two important points. According to him, teaching involves;

- a. Setting out with the intention of someone learning something.
- b. Considering people's feelings experience and needs. He further stress that, learning is only teaching if people can take on what is taught.

Therefore, the key words in the definition are described further for clear understanding explaining some phenomenon, demonstrating a skill, testing, understanding and capacity facilitating learning activities.

2. Attending to people feelings, experiences and needs. Considering what those we are supposed to be

teaching need, and what might be going on for them, is one of the mean things that makes education different from indoctrination involves knowing, encouraging people to believe something regardless of the evidence (Lassa, 1995). They also opined that it also entails lack of respect for their human rights.

3. Consider what might be good for all, plan their interventions accordingly (Nwagwu, 1998) stated how to balance individual needs and wishes against what might be good for others, also something that is likely to be a focus for conversion and reflection in our work with people, what do we do when people do not see the point of learning particular things.

Therefore, teaching has a focus that one needs to be clear about what we are trying to do which leads to explicit. Mkpa (2002) opined teaching as the interaction of a

student and a teacher over subject, which involves a teacher trying to teach someone something somewhere. While Imogie (1999) sees teaching to include specific training in collaborative group work with individual accountability mechanisms and students demonstrate effective co-operative and social skills that enable group processes to facilitate learning for all participants.

### **Concept of Learning**

Mezirow (2000) defines learning as the conceptualization of meaningful experience. It implies that what is said to be learnt should be clearly understood, retained, built over time, can be put to work and affect behaviour more or less permanently. He further stated that learning is a relatively permanent change in an individual's knowledge or behaviour that occurs as a result of experiences. The above definition specifies that changes resulting from learning are in the individual's knowledge or behaviour. Apte (2009) states that learning provides illustrations of what students learn at each level in the social studies curriculum. In other words, the language of the learning expectation is aimed at teachers and seeks to capture the explanations of over-arching, and long-range outcomes. He also states that, students represent what they learn in products that demonstrates their ability to use information accurately and that reflect the thinking, research skills acquired in the process of learning. While Attard (2011) opined that, learning is the acquisition of information and the mastery of that intellectual behaviour through which facts, ideas or concept are manipulated, related and made available for use. Urevbu (1997) also defined learning as process by which learners acquire and retain attitudes, knowledge, understanding, skills and capabilities. He further stated that a person learns when he/she feels, thinks and acts

differently because his or her interest, skills activities have changed, also the result of learning may not always be observable, in overt actions, but a change, nevertheless has been made and this has its effects of his total personality. Therefore, learning is a purely internal event. Everything we learn is retained in some form in our brain, even though it may be beyond immediate recall.

### **Concept of Social Studies Education**

The concept social studies can be understood within the context of the objectives which underlie the philosophy and aims of a society's education. Every country educational aims and goals are developed to help achieve its national objectives. Social Studies, being a subject that deals with the problems of human survival differs in concept according to the needs of different societies. Thus, in Nigeria and in other parts of the world social studies has no single universally accepted definition, its definition are as many as there are authorities in the field and different societies with their peculiar problems (Emma, (2004).

Social Studies therefore, is a field of study in which content and purpose focus on relationships. It provides knowledge, skills, value and attitudes that will enable people to understand their physical and human environment in order to act or behave as responsible citizens. In other words, it is a study of man's relation to his physical environment, its effect upon him and his efforts to modify it influences. Social studies develops its own theories and makes use of the theories, integrate and interprets them in an attempt to study man comprehensively. Infact, social studies believes that a child exists in a world in which he is surrounded by people, objects, institutions and events. These environmental factors all have roles to play

on him as he struggles to survive. Social Studies therefore, draws its content from the social sciences subjects and from the environments in which the child lives and integrates them in order to help the child have complete knowledge and method of reflection thinking. By its nature, social studies is an interdisciplinary field of study. (Ezegbe (1994). It cuts across numerous subject areas particularly those of the arts and social sciences.

Its scope is centred around man that is, how man manipulate and in turn manipulate various environments, that is, by itself suggests that the scope of social studies will include knowledge, skills, concepts, attitude and values from history, geography political, economics and so on. However, these knowledge, skills and values from various disciplines have to be carefully, skills and values from various discipline have to be carefully, skills and values from various discipline have to be carefully selected, sieved and integrated so as to focus effectively on man in his society. Adarelegbe (1975).

### **Needed Reforms**

Moral The key to educational reforms are many, including lecturer's education that thought provoking rather than geared primarily to the practical matters of lesson planning, classroom, management, and textbook or software, embellishment and thereby a perpetuator of the status quo an Colleges, capable, reflective lecturers, time for lecturers to plan and develop curricular and assistance in doing so, moral support from college administrators, and the public, all of whom are more likely to be more attained to school stability, than to curricular changes, appropriate, useable curricular materials. In particular financial resources i.e the fiscal and economic realities of Colleges of Education in the state.

Access to the internet and the web is also a needed reform as it will be of use to both students and lecturers, it will be necessary for internet application such as audio/graphics. Beyond the need to learn, there is need to identify and evaluate software and web sites, device which to use, how each fits into the curriculum, and how to organise classroom activities so that the technology is an integral part of instruction.

The new social studies projects helped stimulate and create a new series of commercial and teacher-made.

The changes in the world economy have provoked three kinds of response in the teaching and learning of social studies reforms, that respond to shuffling demands for skills in both domestic and world labour market and new ideas about, organising the production of educational achievement and work skills can be called "Competitiveness Driven Reforms". It is a reform that see human factor as fundamentals to economics activities.

### **Provision of funds and adequate human and material resources**

One of the causes of poor farming is lack of fund the success of an individual or any project depends on the availability of funds, federal, state, local government area, communities parents and philanthropist should assist the Colleges of education. In their areas by providing adequate funds for the achievement of the objectives of social studies education in the country. The emphasis should be given to the provision of adequate human and material resources necessary for the success of social studies education in Nigeria. Besides, there should be substantial increase in the number of lecture halls studies and other facilities required for the successful implementation of social studies education.

### **Orientation for Administrators**

Some Provost especially those who did not study Social Studies Education have no adequate knowledge about the administration of Social Studies Education. There is an urge need to give their orientation. This will help them perform better in discussing the administration of Social Studies Education to improve the system for sustainability the nation

### **Conclusion**

This study emphasized that it will be futile to teach Social Studies in College of Education in order to achieve the objectives of Social Studies Education in Nigeria.

The position of Social Studies Education from the colonial era till present leaves much to be desired. The constraints to the progress of Social Studies Education during the above period have been identified as planning organisation and implementation followed by parental and social attitude towards this subject condition of service, orientation for College head and lack of fund to achieve its purpose.

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