METHODS OF TEACHING SOCIAL STUDIES AT SCHOOL LEVEL: VIEWS OF SCHOOL TEACHERS

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Abstract

The objective of the present study was to analyze transactional practice of Social Science curriculum. Descriptive Survey design was used. Sample of the study was 50 social study teachers of government schools including both male and female. A transactional practice questionnaire (adopted and modified by investigator) was used to collect data. Collected data was treated with percentage analysis. Findings of the study showed that teachers have the views that students are satisfied with the Text book and lecture methods. 60% teachers are aware that directions for using teaching methods are given by NCERT / SCERT. Majority (84%) of the teachers are satisfied with the time given to them for teaching Social Studies at school level.

Keywords: Methods of Teaching, Social Studies, Teachers Perception

Social sciences comprise a field of knowledge which basically studies human society or human relationship. Social sciences study the social behavior of human life. The different core-components of social behavior of human life are-economic behavior, political behavior, cultural behavior and tradition, customs and social institutions, religious faiths and ethics, value pattern followed in society, etc. Social sciences occupy significant component of university/ higher education as well as school curriculum. While 'social sciences' evolved during the eighteenth century as a formal field of study and became a part of university/higher education curriculum, 'social studies' (which draws its contents from different social sciences) evolved during the twentieth century in order to be included in the school or junior school curriculum. While 'social sciences' evolved during the eighteenth century as a formal field of study and became a part of university/higher education curriculum, 'social studies' (which draws its contents from different social sciences) evolved during the twentieth century in order to be included in the school or junior school curriculum (NIOS). The concept of 'social studies' is new as compare to social sciences. It is originated and developed in order to be considered as the part of school curriculum. The word social studies as a subject is used in America since 1916. Gandhiji's Basic Education in 1937 can be considered its starting period in India. Social studies draws its contents from different social sciences like political science, history, economics, geography etc. National Council for the Social Studies, the largest professional association for social studies educators in the world, defines social studies as: the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. The main objectives of social studies are achieved through well planned curriculum and its effective implementation through different transactional practices. Different teaching mythologies are used at school level to teach social studies in Indian classrooms. Teaching

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methodology is related with different methods techniques or approaches teachers select and use in real classroom situation. Ajaja (2009) explained that method is a procedure by which a goal is reached, a purpose accomplished or a result achieved. Method can also be defined as a practical application of teaching principles based on the nature of the learner, the nature of the subject and the learning needs of the students. Many methods under transactional practices are used viz: Discussion Method, Lecture Method, Questionnaire Method, Seminar Method, Group Discussion Method and Explain Method. The success or failure of any educational endeavor depends ultimately upon the method adopted by the teacher. These different methods and techniques should be used skillfully in the class by the teachers in order to teach his students effectively. *Michaels* has rightly said the breadth of Social Studies programme should provide for a variety of experiences so that the child's learning will be well rounded and well-balanced. It should also be possible to draw upon other fields of learning so that significant problems can be considered in the light of their ramifications; a narrow compartmentalized programme limits social learning. Review of literature revealed that various studies have been conducted in context to transactional practices at school level. Some studies have revealed that students and teachers had positive attitude towards most of instructional strategies (Kaur (2011); Singh (1990); Jeyamani (1991); Singh (1991). Kyle (1972) found that in the business and commerce degrees with large numbers of undergraduate students the lecture is therefore an obvious choice. Smith (1974) and Marsh (1975) revealed that the inquiry method is superior in terms of recall, transfer and retention of data and in developing specific skills in questioning and concept building. Tyrell (1982) evaluated 88 comparisons between traditional lecture and discussion methods and noted that 51 % favored the lecture method and 49% favored the discussion method. Singh (1995) reported that the group taught through discussion method performed better than the one target through traditional method. Hussain (2005) the results of study showed better performance of the students, those were taught by direct method. Neera (1998) and Sharma

& Sansanwal (2002) revealed that the mean scores of science achievement of video viewing followed by lecture was found to be significantly superior to video viewing followed by discussion. Reddy & Ramar (1995) and Sindhi (1996) concluded that the multimedia modular approach did help the poor achievers in doing better in mathematics. Kulkarni (1992) revealed that drama has a significant effect on children's expression abilities. It also helps in relieving of stage fear and stage fright. These studies were conducted in different disciplines but no specific study on views of in service teachers toward different methods of teaching in the field of social studies was found. This paper is focusing upon following objectives.

OBJECTIVES

- To analyze perception of teachers on satisfaction of the students from different methods used to teach Social Studies
- To analyze perception of teachers on directions given by NCERT/SCERT to use teaching methods for teaching Social
- To analyze perception of teachers on the time given to teachers to teach Social Studies at School Level

METHOD

SAMPLE

The study was conducted by involving a sample of 50 social study teachers in which both male and female teachers were included. Sample was selected from Government High Schools affiliated to Punjab School Education Board of Ludhiana district only.

DESIGN

The present study was normative survey design. Data was collected from Social Studies teachers with the help of questionnaires. Transactional practices questionnaire was adopted and modified by investigator to analyze transactional practices, data was collected from P.S.E.B. School teachers of Social Studies.

PROCEDURE

The investigator individually visited the schools of Ludhiana district. The investigator requested the Principals of the respective schools to allow the investigator to collect data from Social Studies teachers. The Social Studies teachers were explained the purpose of collection of data and were assured that the information collected will be kept

confidential and will only be used for the purpose of research. The data collected was tabulated and subjected to statistical analysis. Descriptive statistics were used. Tabulated data was also represented graphically.

MEASURES

Transactional Practice, questionnaire developed by Paradha and Lokesh was used to analyze transactional practices, some of the items of the questionnaire were modified by the investigator was used.

RESULTS AND DISCUSSION

Table 1: Teachers perception on satisfaction of the students from different methods used at school level

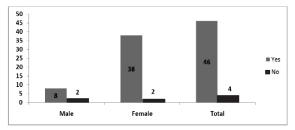| Gender	Yes	No
Male	8	2
Female	38	2
Total	**46**	**4**
Percentage	**92**	**8**

Fig.1: Teachers perception on satisfaction of the students from different methods used at school level

It is evident from the table no. 1 and figure 1 shows that 46(92%) teachers accept that students are satisfied with the methods in use (Text book and lecture methods those were given highest preference). Only 4 (8%) teachers are accepted that students are not satisfied from the methods in use to teach social studies at school level.

Table 4.2: Directions given by NCERT/SCERT to use teaching methods for teaching Social Studies

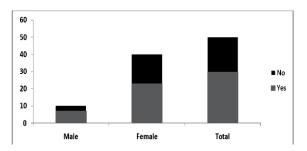| Gender	Yes	No
Male	7	3
Female	23	17
Total	30	20
Percentage	**60**	**40**

Fig.2: Directions given by NCERT/SCERT to use teaching methods for teaching Social Studies.

It is evident from the table no. 2 and figure 2 that 60% teachers are agree that directions for using teaching methods are given by NCERT / SCERT while 40% teachers are disagree with the statement that directions for using teaching methods are given by NCERT/SCERT.

Table 3: Satisfaction from the time given to teachers to teach Social Studies at School Level

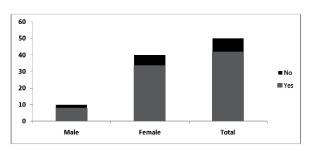| Gender	Yes	No
Male	8	2
Female	34	6
Total	**42**	**8**
Percentage	**84**	**16**

Fig.3: Satisfaction from the time given to teachers to teach Social Studies at School Level.

It is evident from the table no. 3 and figure 3 that 42(84%) teachers have accepted that they are satisfied with the time given to them for teaching Social Studies at school level. Only 8 (16%) teachers are not satisfied from the allotted time to teach social studies at school level.

DISCUSSION OF RESULTS

The finding of the study clearly shows that teachers have the views that students are satisfied with the Text book and lecture methods; these results are on the lines of the results reported by Kyle (1972) in the

business and commerce degrees. In social studies these results may be due to the limited use of other methods (Brainstorming Method, Debate, Play Way Method, Dramatization Method, Demonstration Method etc.) by the school teachers. 60% teachers are aware that directions for using teaching methods are given by NCERT / SCERT. Majority (84%) of the teachers are satisfied with the time given to them for teaching Social Studies at school level. As in review of literature specific studies related to these areas on social science was not found, so more research in this area on a large sample can be made to generalize these finding. Further studies will also help to know the perception of pre service teachers and in-service teachers in context of use of different methods of teaching in real classroom.

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