



**Teachers' pedagogic practices:
A case study of the enactment of the Nigerian upper basic
Social Studies Curriculum.**

Submitted by

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Abstract

This study aims to answer the question: How is the Social Studies Education curriculum understood and implemented in the classroom? Empirically, this study is located within a specific case of Nigeria's 2013 revised 9-Years Basic Education Curriculum (RBEC) reform, which replaced the 2008 9-Years Basic Education Curriculum (BEC). The study explores and analyses four teachers' understanding of the purpose of Social Studies Education and describes the process of teachers' interpretation and recontextualisation of Social Studies messages from the written curriculum to the classrooms.

The conceptual framework for the study draws on Basil Bernstein's theory of pedagogic discourse, extended with concepts from Barr et al.'s categorisation of the instructional purpose of Social Studies and Newmann et al.'s authentic intellectual work concepts. It is premised on the assumption that teachers will not seamlessly adopt all that the written curriculum requires of them as they enact Social Studies Education but will adapt the curriculum.

The empirical work is a case study of the 9-Years RBEC Social Studies Education. Data were generated using a range of data collection methods that comprised the official curriculum documents, video recording of four consecutive lessons in each of the four upper basic nine classrooms, interviewing the Social Studies teachers and field notes. The study draws on the official curriculum documents, classroom observations, and interviews, to make sense of the assumptions about knowledge and pedagogy that underpin the official curriculum documents, teachers' understanding of the official curriculum and teachers' pedagogic practices.

Analysing teachers' pedagogic practices highlights a mismatch between the envisaged pedagogic prescription and the teachers' practice. The underpinning principle of the RBEC is knowledge integration, and pedagogically the curriculum prescribes a mixed theory of instruction. In contrast, the teachers' deep-seated belief is that knowledge is to be inculcated in the learners with no critical engagement, and traditional pedagogic practice still dominates the classrooms.

The study contributes theoretical, methodological, and contextual insights into the issues under investigation, thereby contributing more nuanced ways of research within the field of curriculum implementation. Notably, the study provides a deeper engagement in making sense of teachers' classroom practices in Nigeria by employing theory and concepts that helped refine broad categorisations of pedagogic style (teacher-centered or learner-centered approach) into dimensions of pedagogic classroom practices.

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Declaration

This dissertation is submitted in fulfilment of the requirements for the Doctor of Philosophy in Curriculum Studies degree in the School of Education, University of KwaZulu-Natal, Pietermaritzburg, South Africa.

I, Faith Ehizele Daudu, declare that.

1. The research reported in this thesis, except where otherwise indicated, is my original research.
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3. This thesis does not contain other persons' data, pictures, graphs or information unless specifically acknowledged as being sourced from other persons.
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Signature

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Chapter One

Introduction

1.1 Introduction

This study is located within the broad field of curriculum reform and examines implementation issues, particularly teachers' pedagogic practices in the Nigerian classroom context. Empirically, this study is located within a specific case of Nigeria's 2013 Revised Basic Education Curriculum (RBEC) reform, which replaced the 2008 Basic Education Curriculum (BEC). Specifically, this study focuses on the implementation of Social Studies within the RBEC. It explores and analyses teachers' understanding of the official curriculum for Social Studies Education and describes teachers' pedagogic practices as they recontextualise Social Studies messages from the written curriculum to the classrooms. This study assumes that teachers will not seamlessly adopt all that the written curriculum requires of them as they enact Social Studies Education but will adapt the curriculum.

The following section provides a contextual background to the study; it provides a brief description of Nigerian society and gives an account of what necessitated the introduction of Social Studies into the Nigerian school curriculum. Subsequent sections present the research problem, rationale for the study, research objectives, and research questions. The final section of the chapter outlines the thesis structure.

1.2 Background to the study

1.2.1 Context of Nigeria

Nigeria is a country of rich ethnocultural diversity of over 250 distinct ethnic groups and 500 indigenous languages, over 95 registered political parties, three major religions and an estimated population of over 200 million people (Worldometers.info, 2021). The country occupies a landmass of 924,000 square kilometres in sub-Saharan Africa. Nigeria evolved as a nation-state from the amalgamation of the British Protectorates of Northern and Southern

Nigeria in 1914 by Sir Fredrick Lugard. It was under colonial rule until 1st October 1960, when she gained independence. The nation is now a democratic federation of 36 States and a Federal Capital Territory (FCT), Abuja. These states are further divided into six (6) geo-political zones, and Edo (the location for this study) is one of the 36 states in the south-south geo-political zone.

In a pluralistic society like Nigeria, where there are multiple and diverse ethnic, political, and religious groups, there are usually issues of ethnopolitical and religious intolerance (Agbu et al., 2021; Charas, 2015; Madu & Ibrahim, 2013). The intolerance has led to ethno political and religious conflicts such as the Niger Delta crises, armed herders' violence, and the Boko Haram insurgency that continues to divide the country along ethnic and religious lines (Agbu et al., 2021). Nigeria is confronted with a plethora of socio-political, ethnic, and religious issues that still plague the nation. For instance, people from South-Eastern Nigeria (predominantly the Igbo ethnic group) believe they are being marginalized, thus are agitating for a breakaway from the country Nigeria to be called Biafra; in North-Eastern Nigeria, Islamist extremist calls for the scrapping of western Education as they believe it is 'haram' (forbidden), this led to the formation of Boko Haram sets resulting in their insurgency; in South-South Nigeria, Niger Delta Militants are demanding oil revenue control because they believe the federal government is not doing enough to alleviate the sufferings of people from that region caused by oil spillage; in North-Central Nigeria, Fulani herdsmen and Tiv farmers' are in constant disputes over farming and grazing land. These conflicts have claimed thousands of lives, displaced hundreds of thousands of others, and fostered a climate of instability and insecurity across the country (Ajibu, 2020).

The above background raises questions about what constitutes 'common national' civic and societal values in Nigeria that can allow for peaceful co-existence amongst her citizens. By what medium should these common national values be passed onto Nigerian citizens?

With the above questions in mind, the Nigerian National Policy on Education states that Education is intended for the transfer of knowledge and for nurturing, developing, and instilling the right attitudes and civic and societal values in students (Federal Republic of Nigeria, 2013). The National Policy on Education (NPE) in Nigeria recognises the need for the introduction of school subject(s) to help nurture in young citizens the desired social orientation and socio-cultural development that allows for tolerance and peaceful co-existence that is much needed for the country's overall national development.

The ‘common national’ values to be taught in schools as indicated in the curriculum include honesty, regard, concern for the interests of others, justice, discipline, the right attitude to work, courage, and national consciousness. Thus, Social Studies Education was introduced into the Nigerian school curriculum in 1969 and was accorded a place of prominence as a discrete core subject in the Basic Education Curriculum (Curriculum 2008) for the basic education level (basic 1-9), as a medium through which knowledge and values can be taught. In Nigeria, the basic education level includes primary and junior secondary schools, which begin from age five and continue until 15 years. It encompasses a continuous 1-year Pre-Primary Education, six years of Primary Education and three years of Junior Secondary Education.

1.2.2. Defining Social Studies

There have been many attempts to define Social Studies by different scholars (Barr, 2017; Osakwe, 2010), which has impacted the various understandings of the purpose of the subject. Therefore, it is unsurprising that Social Studies has been the subject of intellectual debates over its nature, purpose, content, and pedagogy since its inception as a school subject in the early 20th century (Evans, 2004; Thornton, 2005). The National Council for Social Studies, which is a US-based association that is devoted to supporting Social Studies Education, gives this comprehensive definition:

Social Studies is the integrated study of the social sciences and humanities to promote civic competence... providing coordinated, systemic 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 humanities, social science, and natural sciences to form its own body of knowledge (NCSS, 2010, p. 3).

Kissock, regarded as one of the earliest pioneers of Social Studies Education, referred to the subject as “a tool for achieving societal goals, used as a partial solution aimed at solving societal problems in many countries of the world” (Kissock, 1981, p.1). He noted that Social Studies was introduced in the Canadian and the United States school curriculum to prepare students for effective citizenship in a democratic society and in the British school curriculum to legitimise social science teaching while preparing students for their role in society. In Thailand’s school curriculum, Social Studies fosters both individual and national

development. In the Nigerian school curriculum, Social Studies was introduced to inculcate concepts of nationalism, unity, and interdependence among citizens of a diverse population (Kissock, 1981).

According to the National Council for Social Studies, the primary purpose of Social Studies is to “help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse and democratic society in an interdependent world” (NCSS, 2010, p.3). Social Studies, therefore, has been identified as a potential instrument that can facilitate the attainment of overall national development goals through the Education of responsible citizens.

1.3 Locating this study within the context of curriculum reform

All over the world, there is a strong belief that education is the most potent tool for nation-building because it serves as an instrument for effecting national development, which is the reason that quality time and resources are spent on planning educational programmes. The strong belief in education is why almost all Sub-Saharan African countries have been involved in educational reforms in the past few decades, particularly in developing new curricula (Chisholm & Leyendecker, 2008; Schweisfurth, 2013; Tabulawa, 2003).

Similarly, in Nigeria, following the review and adoption of the UNESCO Education for All initiative and the declaration of 9 years of continuous and compulsory schooling, Nigeria’s educational system was restructured in 2008 to a 9-3-4 system. After that, there was subsequent revision due to feedback that suggested the curriculum was overloaded in terms of the number of subjects and the need to incorporate emergent issues. The revision aligned the Nigerian curriculum with the so-called international best practice, “learner-centered education”, and reduced subjects from 20 to 10 (Federal Republic of Nigeria, 2013). The framework adopted by stakeholders to reduce subject listing is the identification and grouping of related subjects to form a compound subject. In this regard, Social Studies is one of the subjects that should be integrated with others. Amidst this curriculum reform, Social Studies is expected to contribute significantly to the overall philosophy of the revised 9-Years Basic Education Curriculum. Some researchers have argued that this form of integration was not rigorously examined (Seixas, 1994). Thus, the curriculum documents express little thought

about the epistemological, pedagogical, and curricular problems that may arise during the implementation (Mezieobi & Brown, 2017).

Despite educational reforms that are ongoing globally, the implementation of any of these reforms has been an important and ongoing concern in global contemporary education debates that have not been satisfactorily resolved, especially in Sub-Saharan Africa. In Nigerian society, Social Studies Education is expected to assume more complex topics and more comprehensive content in scope to tackle and resolve society's ever-changing needs and problems. However, since its introduction in Nigerian schools, many believe it has yet to achieve its goals (Adesina, 2013; Mezieobi et al., 2013). These researchers maintain that implementation has been one critical aspect of Social Studies education in Nigeria that is yet to be resolved.

According to Altinyelken (2010b), insufficient analytical attention is given to the implementation processes in developing countries. Hence, many aspects of such processes are not well understood. Dyer (as cited in Altinyelken, 2010a) argued that there is an urgent need for research that focuses on the implementation process to improve our knowledge of the actual processes of change, the potential problems and issues that can emerge, and methods of addressing them. Therefore, drawing from these recommendations, this study focuses on a qualitative understanding of what happens in Social Studies classrooms.

A review of the research literature shows that in Nigeria, there have been quite several educational reform studies, particularly those that focused on curriculum implementation (Akubuilu et al., 2019; Anyanwu, 2000; Babo, 2015; Daudu, 2018; Mezieobi, 2004; Ogunu, 2000; Okobia, 2009; Opoh, 2011). However, these empirical studies merely provided demographic and survey research data. They focused on issues of teaching methods, teachers' competence in terms of their qualification, years of experience and gender, as well as providing an overview of the extent to which a given curriculum is successfully and less successfully implemented as required by the official curriculum document. These studies only provide a general idea about the curriculum implementation but do not provide an in-depth understanding of the process (pedagogic and assessment practices of teachers).

Hoadley (2012) pointed out that most classroom (implementation) research tends to describe teaching styles often polarised into more learner-centered approaches versus traditional teacher-centered approaches. Implementation research in Nigeria is not an exception to this.

She also noted that “...research has moved a long way from broad characterisations, such as ‘learner-centered’ and ‘teacher-centered,’ to produce interesting insights on particular aspects of classroom life” (Hoadley, 2012, p. 187). Bernstein (2000) would argue that simply stating that classroom practices are teacher- or learner-centered is too vague. Other researchers affirmed these statements in their studies, indicating that broad dualistic categorisations of pedagogy, using the terms teacher-centered and learner-centered, do not help to understand further teachers’ practices (Reeves & Muller, 2005; Schollar, 2001; Sriprakash, 2011).

Ensor and Hoadley (2004) argued that rather than describing classroom practice using only the indicators of what is required by the official curriculum document (which was the practice of other empirical studies on implementation carried out in Nigeria), it is more generative to describe teachers’ classroom practice using research that is framed by theory. This is because such theory will help refine broad categories such as teacher- or learner-centered approaches into nuanced dimensions of pedagogy. In addition, Hoadley (2012) maintained that more nuanced ways of research into pedagogy and its relation to subject-specific knowledge signal a deeper engagement in making sense of classrooms.

This study is motivated by the above-identified gaps and concerns in curriculum implementation studies, especially in Nigeria. This study is focused on the enactment and teachers’ recontextualisation of Social Studies Education within the revised 9-Years Basic Education Curriculum. Unlike other empirical studies on Social Studies Education implementation conducted in Nigeria, this study aimed at producing theoretically informed insights on aspects of classroom life that can help understand and explain teachers’ understanding of the purpose of Social Studies Education and their pedagogic practice.

This classroom-based study, therefore, analyses the curriculum documents to understand the knowledge structure of Social Studies within the curriculum and describes a comprehensive picture of selected Social Studies teachers’ classroom life and understand specific dimensions of teachers’ pedagogic practice in the classroom as they enact and recontextualise the Social Studies Education curriculum.

1.4 Statement of the problem

Education worldwide is seen by many as an excellent panacea for curing social ills. Many see schools as the ‘appropriate venue to rectify any social problems... by schools doing the right thing in an already overcrowded curriculum’ (Prior, 2005, p.107). Similar to other countries, schools across all the thirty-six states in Nigeria are saddled with the responsibility of resolving societal issues and problems which various informal citizenship advocacy programs and other formal socialization institutions have not been able to resolve. This was the reason that formal school programs like Social Studies Education were introduced into the curriculum in Nigeria, to help nurture and develop citizens with the right attitude, skills, knowledge, and values that will allow for co-existence and social cohesion amongst individuals and groups.

Despite adopting this innovative educational program, Mezieobi et al., (2013) noted that the Nigerian populace, through their school systems, is yet to achieve the desired ends that promoted the introduction and teaching of Social Studies in the country. Okam (as cited in Mezieobi et al., 2013, p. 210) states, “...Social Studies Education in Nigerian schools and colleges... has failed in its educational mission in Nigeria or rather is failing in this enterprise”. Social Studies education is expected to teach students how to use knowledge and experiences to make informed and reasoned decisions and solve problems.

Since Social Studies goals are broad and more oriented towards process and changing behaviour, I argue that the challenge of teaching and learning for Social Studies begs the question of how teachers understand and recontextualise Social Studies in their classrooms towards achieving the stated goals in Nigerian society. Therefore, the focus of this study is the need to understand what happens in Social Studies classrooms (Chimezie & Lawson, 2018).

This study, therefore, seeks to describe and analyse Upper Basic 9 Social Studies teachers’ understanding of the purpose of Social Studies and their classroom practice as they recontextualise Social Studies Education. Analysing teachers’ understanding of Social Studies and their pedagogic and assessment practice allows for an in-depth understanding of the reasons for their current practice and explanations of the so-called ‘gap’ between the official policy and the curriculum implementation process.

1.5 Rationale for this study

The personal rationale for this study stems from my profession as a Social Studies teacher educator and researcher in the Department of Curriculum and Instructional Technology, Faculty of Education at a university in Edo State, Nigeria. The department prepares pre-service and in-service teachers to implement Social Studies and Science Curricula at the upper basic education level. I, therefore, understand the need for a more nuanced way of researching Social Studies Education implementation by focusing on Social Studies knowledge structure in the curriculum, selected teachers' understanding of the purpose of Social Studies, and their pedagogic and assessment practice in the context of curriculum change.

Given the importance of Social Studies Education implementation for the achievement of desired national goals and objectives in a pluralistic Nigeria (Opoh et al., 2014), there have been several implementation studies (Akubuilu et al., 2019; Daudu, 2018; Okobia, 2009; Opoh, 2011.) conducted in Nigeria, and particularly in Edo State. These studies not only polarised classroom practice into teacher-centered and learner-centered, but they also relied on quantitative methods and data as they were more interested in searching for cause-and-effect relationships, testing hypotheses, and providing only statistical explanations of their findings.

I am in no way disputing the value of such quantitative methods; however, these quantitative studies could be critiqued for providing only demographic and survey data, which gave a general overview/idea of the extent to which the given curriculum has been successfully or less successfully implemented. By relying solely on the broad categorisation of pedagogic practice and on students' examination scores to ascertain the successful implementation of Social Studies Education, the actual pedagogic practices of the teachers in the classroom context are never analysed. I argue, therefore, that relying on quantitative methods has not and will not enable a nuanced and detailed understanding of curriculum implementation in Nigeria.

Qualitative classroom-based case studies such as this study highlight and explore unexamined aspects of the pedagogic practice of Social Studies teachers that other studies in Nigeria have overlooked. Ensor and Hoadley (2004) noted the usefulness of theoretically informed research; this study is therefore framed by Bernstein's theory of pedagogic discourse and the pedagogic device. The study focused on two fields of Bernstein's pedagogic device (official

recontextualisation field and the field of reproduction, i.e., the classroom) to illuminate in a theoretically informed manner Social Studies teachers' classroom practice in the Nigerian context. Bernstein's theory of pedagogic discourse provides me with a more nuanced way of understanding pedagogic practice that enabled this study to move beyond broad categorisation and polarization of classroom practice into teacher-centered or learner-centered pedagogy.

Through this study, I attempted to address a theoretical and methodological gap in curriculum implementation studies in Nigeria. I employed a qualitative case study research approach. I extended Bernstein's theory of pedagogic discourse with Barr, et al., (1977) three categorisations of the instructional approaches of Social Studies and Newmann et al.'s authentic intellectual work concepts. These concepts served as an analytical frame that enabled me to analyse the curriculum documents, teachers' understanding of the purpose of Social Studies and teachers' pedagogic practice. These frameworks are further elaborated in Chapter 2 provided this study with detailed, exploratory insights into upper basic Social Studies teachers' understanding of the curriculum and their actual pedagogic practice as they implement the Social Studies subject in their classrooms.

1.6 Purpose of the study

This research focused on four (4) Upper Basic 9 Social Studies teachers' understanding of the curriculum message for Social Studies Education and their pedagogic practices. This study aimed to examine the Revised Basic Education curriculum document and teachers' guide for Social Studies education to ascertain the knowledge structure, purpose, and methods of teaching Social Studies Education contents. To describe and analyse selected teachers' classroom practice to gain an in-depth understanding of how they enact Social Studies Education in their classrooms. To analyse teachers' understanding and interpretation of the curriculum message in order to understand why they enact the subject the way they do in the Nigerian classroom context.

Specifically, this study seeks to:

1. Examine and analyse the Revised Basic Education curriculum document and teachers' guide for Social Studies education.

2. Describe and analyse the classroom pedagogic practice of four Upper Basic 9 Social Studies teachers in Edo State, Nigeria.
3. Analyse teachers' understanding and interpretation of the curriculum message for Social Studies.

1.7 Research questions

The central question that guided this study is: How is Social Studies Education understood and implemented in the classroom?

The following sub-questions guided this study.

1. What are the assumptions about knowledge, purpose and pedagogy that underpin the Revised Basic Education (Upper Basic 9) Curriculum for Social Studies?
2. How do selected Upper Basic 9 teachers enact Social Studies Education in their classrooms?
3. How do selected Upper Basic 9 teachers understand and interpret the curriculum message for Social Studies?

1.8 The Structure of the thesis

Chapter 1 has the empirical fields of study and locates the study in its context of the curriculum reform, that of the 2013 9-Years Revised Basic Education Curriculum in Nigeria (RBEC), which replaced the 2008 9-Years Basic Education Curriculum (BEC). This chapter also provides a brief description of Nigerian society, gives an account of what necessitated the introduction of Social Studies into the Nigerian school curriculum, and outlines the problem statement, rationale, and purpose of the study, as well as the research question that guides the study.

Chapter 2 reviews the literature on curriculum and implementation, highlighting the different perspectives in these fields of scholarship. It also reviews the literature on curriculum reform in Nigeria, focusing on Social Studies Education.

Chapter 3 presents the theoretical and conceptual framework for the study. It describes the theories of Basil Bernstein with a particular focus on the theoretical resources provided by his

concepts of the pedagogic discourse and his pedagogic device (Bernstein, 1990, 1996, 2000). This theoretical framework is extended with concepts from Barr et al.'s (1977) three instructional approaches to Social Studies and Newmann et al.'s authentic intellectual work concepts. Bernstein's key concepts of classification and framing provide a useful internal language of description to analyse the form of knowledge structure in the curriculum document and pedagogic communication in the classroom. Barr et al. (1977) three instructional approaches to Social Studies provide the conceptual tool for analysing the purpose of Social Studies. The chapter also highlights how I operationalized these theoretical concepts to constitute the conceptual framework for this study.

Chapter 4 describes the methodological issues of the study and locates the study within an interpretive and critical realist paradigm. It discusses the rationale for my adoption of a qualitative research approach and a case study design in which the object of study is the implementation of Social Studies Education. The chapter also describes a range of data collection methods and analytical procedures.

Chapter 5 analyses the revised Basic Education Curriculum document and the teacher's guide used in Nigeria's Upper Basic classes. Specifically, the analyses focus on knowledge integration and pedagogy of Social Studies Education. The analysis was done deductively. Bernstein's concepts of framing and classification were used to describe modes of pedagogy and knowledge. Furthermore, Barr et al.'s three approaches to Social Studies were used to analyse the purpose of Social Studies.

Chapter 6 presents the data collected in two Upper Basic 9 classrooms, the two private schools selected for this study. Each school is presented as a case study, where the context of the school is described, the Upper Basic 9 Social Studies teacher is introduced, and the pedagogic practice of each teacher is described, coded, and analysed. It is possible to describe the pedagogic discourse across classrooms with the requirements of the RBEC and dimensions of pedagogy as informed by Bernstein's pedagogic theory and Newmann et al.'s authentic intellectual work concepts. The analysis was done deductively and inductively. Deductive analysis was conducted using the conceptual framework for this study, while inductive analysis captured important aspects not captured by the deductive tools, such as the reason for teachers' current pedagogic practice.

Chapter 7 presents the data collected in the two public schools selected for this study. Again, each school is presented as a case study, where the context of the school is described, the upper basic 9 Social Studies teacher is introduced, and the pedagogic practice of each teacher is described, coded, and analysed.

Chapter 8 compares the pedagogic practice of all the teachers across the four case study classrooms and summarises and compares these teachers' practices with the official curriculum documents. The second part of this chapter describes teachers' interpretation of the purpose of Social Studies Education in Nigerian society. The last part of this chapter focuses on the teachers' recontextualisation of Social Studies in their classrooms and further points out their rationale for their current pedagogic practice.

Chapter 9 provides an overview of the thesis and reviews the research questions and how the study has addressed these. It summarizes the key findings from the documents, interviews, and classroom observation analysis in chapters five, six and seven. It also discusses key methodological issues around the conceptual framework and how useful this proved to be as I interrogated data from the curriculum documents and the classroom. I draw conclusions based on the study findings, highlighting its main contribution to the existing body of knowledge. The chapter further discusses the study's limitations, indicating areas for further research.

Chapter 2

Literature Review

2.1 Introduction

This chapter reviews and synthesises international and local literature that has contributed to the body of knowledge on curriculum reform and implementation. It highlights a salient debate in the curriculum and implementation research field to contextualise my study's problem. This chapter begins with an overview of the meaning and concept of curriculum and implementation, discusses perspectives on curriculum, and examines both international and local empirical works on educational/curriculum reforms and their implementation, especially in Africa. It also examines Nigeria's revised 9-Years Basic Education Curriculum reform with a particular focus on implementing Social Studies Education. This chapter concludes with the theoretical and conceptual framework that underpins this study.

2.2 The Meaning and Concept of Curriculum

The term curriculum has been interpreted very differently over the years, resulting in many definitions by scholars in the field. The term curriculum is understood to cover a wide range of characteristics. For example, teachers may understand curriculum as 'the combination of subjects offered to learners', 'the learning activities planned by the teachers', or 'the national curriculum document' (le Grange, 2010). Dennis Lawton (1978) defined curriculum as a selection from the society's culture. Bernstein (1971) defined curriculum as what counts as valid knowledge. Marsh and Willis (2003) defined curriculum as all planned and unplanned activities employed for learning. According to Oliva (1988), curriculum refers to that taught in school as a set of subjects, performance objectives, and even that which an individual learner experiences because of schooling. The key point here is that there are narrow definitions of curriculum (that is, the formal knowledge that is taught), and there are much broader definitions of curriculum (which is everything that is experienced at school)

Posner (2004) noted that the different ways in which different scholars conceptualise curriculum are based on a distinction between curriculum as the expected ‘ends’ of education (the product of schooling) and curriculum as the expected ‘means’ of Education (the purpose and process of schooling). He also added that while some scholars claim that curriculum is the content, standards, or objectives for which students are held accountable by the school, others claim that a curriculum is the set of instructional strategies planned for use by the teachers. Notwithstanding, Posner holds the view that these definitions are not “philosophically” or “politically” neutral, as the curriculum is generally tied to socio-cultural conditions in terms of values, needs, aspirations, and resources of a particular society, which makes it difficult to be clear about exactly what the curriculum is in general (Posner, 2004, p. 5). According to him, the ends and means of the curriculum co-determine the definition of the curriculum. These thoughts further crystallise into five dimensions of curriculum, namely,

- The official or written curriculum: this is documented in scope and sequence charts, syllabi, curriculum guide, course outline, standards, and list of objectives. Its purpose is to give teachers a basis for planning lessons and evaluating students. Similarly, it provides administrators with a basis for supervising teachers and keeping them accountable for their practices.
- The operational curriculum refers to what the teacher teaches and how its importance is communicated to the students. This curriculum comprises two aspects: the taught curriculum and the tested curriculum (outcomes for which learners are answerable).
- The hidden curriculum refers to norms and values held by the school which is not generally acknowledged by the school officials but may have a deeper and more durable impact on students than either the official or the operational curriculum.
- The null curriculum: consists of those subject matters not included in the curriculum.
- The extra curriculum comprises all those planned experiences outside of the school subjects.

By examining the enactment and recontextualisation of the curriculum by Social Studies teachers in their classrooms, this study focuses on the official or written curriculum and the operational curriculum.

2.3 Debates about the implementation of curriculum policy

The term implementation came onto the curriculum scene around 1970 when notable scholars like John Goodlad, Neal Gross, and Seymour Sarason highlighted that curriculum innovations were not finding their way into the classroom (Fullan, 2007). In other words, the reforms envisioned by policymakers were not being implemented by teachers, which has been termed a ‘policy implementation gap’.

In the 1980s, there was a need for the field of curriculum implementation to be more broadly understood (Fullan, 2007). Just as the concept ‘curriculum’ has been interpreted differently in curriculum literature, so has various scholars defined and described implementation differently.

Implementation is defined as “the actual use of innovation or what an innovation consists of in practice” (Fullan & Pomfret, 1977, p. 336). Urevbu (2001) described implementation as the act of putting into effect ideas, policies, and philosophies behind educational programs. This means curriculum implementation is the operation of pre-determined ideas, values, and philosophies to achieve the curriculum objectives.

Offorma (2005) defined curriculum implementation as the execution of a curriculum document that is, putting into action the planned curriculum. This implies that implementation is that specified set of activities designed to put into practice an activity or program of known dimensions. In other words, implementation processes are purposeful and are described in sufficient detail such that independent observers can detect the presence and strength of the specific set of activities related to implementation.

According to Obanya (2004), curriculum implementation is the day-to-day activities that school management and classroom teachers undertake in pursuit of the objective of any given curriculum. It is the process that involves all the activities performed by the teacher, from the preparation of lessons through the presentation of instructions to pupils to an evaluation of students’ achievements.

These different definitions of curriculum implementation align more with what Blignaut (2009) referred to as the traditional implementation model that is believed to have dominated the field of curriculum implementation for a long time. These traditional implementation

models are discussed under the subheading Perspectives on implementation in the next section.

One implementation question that is yet to be completely answered in the field of curriculum implementation and is very important, especially in this study, is what happens to innovation between the time it was designed and when it was carried out by people (enacted) to the time its outcomes became evident (Bernstein, 2000; Blignaut, 2009; Darling-Hammond, 2000; Fullan & Pomfret, 1977). Studies have shown that it is important to study the implementation process (Blignaut, 2009; Braun et al., 2011; Chisholm & Leyendecker, 2008; Fullan, 2007), noting that the process of implementation involves the nature and extent of actual change together with factors that influence how and what changes can be achieved (Rogan & Grayson, 2003). By studying the implementation process, this study acknowledges that curriculum implementation is not a straightforward process of translating policy (as envisaged) into practice. This suggests a shift from the traditional model of implementation that focuses only on the said “gap” between educational policy and its implementation but ignores the policy itself and the context of implementation. Scott (2005) referred to the traditional focus on the said ‘gap’ as “implementation myopia” because this view only sees the implementation process as problematic and the policy itself as unproblematic.

The assumption that educational policy is unproblematic may be misleading because most educational policymakers tend to adopt what Blignaut (2009) referred to as a “one-size-fits-all approach” and may not provide for the “unique particularities” within which the reform will be carried out (p. 3). McLaughlin (2000) warns that “to ignore context is to ignore the very elements that make [curriculum] implementation a problem” (p. 79). McCloat and Caraher's (2020) study validates this point as they conclude that “enacting curriculum policy, at the micro level, is contextually bound and can be influenced by competing priorities within the school context” (p. 456)

More so, the policymakers often see teachers as highly skilled practitioners with excellent subject knowledge and a clear understanding of what the policymakers require of them, thereby ignoring the ‘complexity of human sense-making’ (Blignaut, 2009, p. 10). Blignaut concludes that when the contextual realities of teachers’ working environment are examined, and teachers’ understanding of the policy as they attempt to connect the policy to practice is explored, one can understand why implementation is difficult to achieve (Blignaut, 2009).

2.3.1 Perspectives on implementation

There is an underlying assumption that implementation problem(s) are seen as lying outside of the official policy because it is assumed that the policy embodies ‘good’ pedagogic practice and is, therefore, unproblematic (Blignaut, 2009; McLaughlin, 2000). Wallace, cited in (Braun et al., 2011), argues that the form and extent of enactment depend on whether a policy is “mandated”, “strongly recommended,” or “suggested” (p. 586).

It is imperative to review some of the issues dominating debates in the curriculum implementation field as it may enable one to understand why educational reform mainly has little impact on educational practice and seldom finds its way into the classrooms. This section, therefore, highlights some of the debates in the field of curriculum implementation as proposed by scholars in the field.

Over four decades ago, within the field of curriculum implementation, implementation was divided into two dominant approaches: a fidelity approach and an adaptive implementation approach (Blignaut, 2009). Subsequently, another perspective known as “enactment” was later introduced (Snyder et al. 1992). The fidelity approach is regarded as a rigid implementation approach rooted in behaviourism and connected to positivism as it separates the researcher from the researched (Cho, 1998). This approach is concerned with using the curriculum just as the developers initially intended without any modification (Fullan & Pomfret, 1977). The change process is viewed in a linear top-down manner, in which experts-developed programmes will be actualised in practice in the exact possible way without any modifications (Hargreaves, 2000; Hopkins et al., 1994).

From this perspective, the teachers are evaluated in terms of how faithfully they implement any given curriculum by mirroring exactly what the curriculum planners intended. Based on this perspective, research traditionally measured the degree of implementation employing a prescribed instrument that enables researchers to measure the enactment of the curriculum in the light of specific predetermined goals and objectives (Blignaut, 2009). This has been the case in many implementation research, especially in Edo State, Nigeria (see Akubuilu et al., 2019; Babo, 2015; Daudu, 2018; Okobia, 2009; Opoh, 2014). These empirical studies only provided a general idea of how “faithfully” teachers implement the curriculum and the extent to which a given curriculum is successfully and less successfully implemented by employing

prescribed instruments that enabled the researchers to measure the enactment of the curriculum in the light of specific predetermined goals and objectives as required by the official curriculum document.

The fidelity perspective assumes that an implementation is an event rather than a process (Hopkins et al., 1994), negating the change process's 'complexity' and 'multidimensionality' (Blignaut, 2009). Therefore, the reform can be seen as ineffective when the implementer (the teacher) adapts the curriculum by adding to or omitting certain features of the original document.

Unlike the 'rigid' fidelity approach, the adaptive implementation approach holds the assumption that because of unpredictable factors that are associated with implementation, the intentions of the policy/curriculum developers can be negotiated and adapted to suit each institutional setting where the innovation is to take place (Blignaut, 2009). He further argued that both the fidelity and the adaptation approach are not in line with the emerging literature that sees the change process as complex and highly unpredictable. He added that neither the fidelity nor the adaptation approach considers all the "complexities of teacher work", as these perspectives "neglect both teachers and students as meaning makers in the implementation process" (p. 16) and also neglect the "particularities" of policy enactment environment (Braun et al., 2011, p. 587). Therefore, this necessitated an alternative perspective known as the enactment perspective, which considers the complexity associated with different implementation sites (context).

The enactment perspective refers to "meaningful educational experiences shaped by the evolving constructs of teacher and students" (Snyder et al., 1992, p. 404). Curriculum implementation from the enactment perspective is viewed as a social process created and experienced within multiple interacting contexts. This perspective acknowledges teachers as meaning-makers in the implementation process. Braun et al. (2011) supported the enactment approach, stating that context plays a role in shaping and influencing [curriculum] enactment. To a great extent, schools create their interpretation of a policy by drawing on aspects of their culture or ethos.

This perspective also considers educational change a highly uncertain and multidimensional endeavour (Ball, 2008; Braun et al., 2011; Snyder et al., 1992). Similarly, this perspective

sees teachers as key actors in the policy process since they are both agents and subjects of policy enactments. Therefore, how policy implementation is seen and understood depends on whether the teacher is seen as an agent or a subject of the policy enactment (Braun et al., 2011). The enactment perspective acknowledges that students and teachers bring their background knowledge and beliefs to the classroom and encourages teachers to be ‘aggressive interpreters’ of educational policies (Blignaut, 2009).

This study takes a stance with the enactment perspective of curriculum implementation because this ‘perspective provides one with a deeper and richer understanding of how and why teachers make sense of a curriculum the way they do at the classroom level’ (Blignaut, 2009). This study, therefore, analyses how teachers reinterpret official pedagogic discourse and enact this in their pedagogic practice.

2.4 Contextual factors affecting curriculum implementation.

The literature reveals that implementing any new reform, localized innovations, and curricula programs is always charged with problems of grave consequences (Fullan, 2007; Rogers, 2003). Within the curriculum implementation literature, both internationally and in Africa, researchers have noted how ‘contextual’ factors significantly influence the manner and extent to which teachers take up pedagogic innovations (Blignaut, 2009; Braun et al., 2011; Guthrie, 2018; Hoadley, 2018; McCloat & Caraher, 2020; McLaughlin, 2000; Schweisfurth, 2011; Sikoyo, 2010; Tabulawa, 1998). Braun et al. (2011) conclude that [researchers] can only attempt to cover a full range of contextual factors because such a list can never be all-inclusive. Braun et al. (2011) explored the dynamics of context and their interrelationships, which they grouped into four contextual dimensions: situated, professional, material and external. These will not be discussed in detail as it is beyond the scope of this study.

Factors that affect curriculum implementation could be referred to as those things, events, people, or circumstances that are both internal, such as attitudes of teachers or students, and external, such as the cultural or sociological and even administrative, that have a significant impact on the implementation of a curriculum or education program. Although there might often be varying research results regarding some of these factors that affect curriculum

implementation because of the different implementation contexts, there is nevertheless some convergence of research findings regarding the key factors that affect implementation.

An overview of the factors that influence curriculum implementation, as stated in the literature, includes Characteristics of the innovation itself, especially its explicitness and complexity; local characteristics, in terms of its practicability and contextual suitability; organization actors and organisational characteristics, in terms of in-service training, resource support, feedback mechanism, and participation; and government and external agency in term of their adoption process, evaluation, and political complexities (Fullan, 2007).

Empirical studies in developing country contexts (see Altinyelken, 2010a; Schweisfurth, 2013; Van der Berg et al., 2016) have revealed that systematic problems within the educational system, such as teacher professional development, weak teacher content knowledge and pedagogical skills, teacher participation in the development of new curriculum, and teacher preparedness for educational change initiatives, large classes, lack of adequate teaching and learning materials, low teacher morale, and inadequate teacher training and supervision, are factors that influence curriculum implementation.

Likewise, the study by Blignaut (2009) carried out in South Africa to identify obstacles to the implementation of Curriculum 2005 revealed, amongst other issues, that contextual realities in South African schools and teachers' epistemologies are the main reasons why this progressive educational change did not find its way into the classrooms. He noted that while some schools in South Africa can be rated among the best in the world, others have minimal constructive teaching and learning. In addition, most teachers who were schooled in South Africa under apartheid had authoritarian learning experiences quite different from the radical epistemological assumptions that informed that curriculum. Other studies (See Chisholm, 2003; Malan, 2014; van Deventer, 2009) revealed that the key problem with Curriculum 2005 was the radical integration of knowledge and the fact that minimal content was prescribed for teachers. This required teachers to change the way they taught, the content, their assessment strategies, and their underlying belief systems, but the teachers indicated it difficult to introduce new resources/initiatives because of the competing demands on them (Bennie & Newstead, 1999; Harley & Wedekind, 2004; Stoffels, 2004; Van der Berg et al., 2016).

Like all new curricula, the RBEC in Nigeria poses a range of challenges to teachers resulting partly from the integration of subject curriculum and the idea that the teachers take up the learner-centered pedagogy and engage learners with the knowledge transmitted in the classroom. I argue that these curriculum prescriptions, like many other empirical studies in developing countries, may pose various implementation challenges. This is what this study is set to investigate.

This study is aware of school contextual factor(s) that influence curriculum implementation, and it is the reason two different school types (private and public schools) were selected as sites where data was collected (the selection of schools is discussed in detail in the next chapter). An understanding of contextual factor(s) that may affect selected teachers' enactment of Social Studies Education from these teachers' perspective (particularly in the aspect of classroom interaction) provides an in-depth understanding of the reasons for their current pedagogic and assessment practice.

2.5 Educational and curriculum reform and implementation in Africa

There are several classroom-based qualitative curriculum reform implementation studies both internationally and in Africa. For example, in the US (see Brooks, 1999; Reisman, 2015), in South Africa (see Chisholm, 2004; Hoadley, 2012; Jansen & Christie, 1999), in Uganda (see Altinyelken, 2010a; Sikoyo, 2010) and in Botswana (see Tabulawa, 1998, 2003).

Chisholm and Leyendecker (2008) noted in their review that African countries had shown an unprecedented interest in educational reform in the past two decades, primarily aimed at modifying instructional practices. For example, the Child-centered Practice in Ethiopia; the Thematic Curriculum in Uganda; the Multi-grade Program in Zambia; the Convergent Pedagogy Program in Mali; the Community Schools Initiative in Zambia, and the Community Schools Program of UNICEF in Egypt, the Outcome Based Curriculum in South Africa and Universal Basic Education in Nigeria to name a few. In many cases, the adoption of educational reform is often accompanied by changes in the official curriculum regarding knowledge position, pedagogy and often a shift in the assessment policy. Similarly, Hoadley (2018) pointed out how the position of knowledge and its specification shifted across reforms

in South Africa, from the Curriculum 2005 (Outcome-based Curriculum) to the National Curriculum Statement and till the current Curriculum and Assessment Policy Statement. For example, the Curriculum and Assessment Policy Statement (CAPS) in South Africa focuses on prescribed content topics and structured assessment in contrast to OBE, which focuses on integrated knowledge, competencies and the significance of continuous assessment (Hoadley, 2018).

In Uganda, Sikoyo's (2007) study indicated that the child-centered pedagogy was unrealistic and difficult to realise due to systemic problems within the education system, such as overcrowded classrooms, lack of teaching and learning aids, inadequate number of textbooks, and low teacher motivation. Similarly, Altinyelken's (2010a) empirical study, which investigated the implementation of a 'thematic curriculum' in Uganda from the perspectives of teachers, revealed that although the 'thematic curriculum' involves a new assessment system that requires teachers to observe and follow each student daily and record their progress over a variety of competencies, this expectation was considered unrealistic as it was beyond the capacity of a single teacher to follow up to 70 students on a daily basis. Therefore, 'continuous assessment was hardly done' (Altinyelken, 2010a, p. 159). Also, the study revealed that child-centered pedagogy was constrained due to overcrowding and the lack of appropriate teaching aids. Similarly, in Ethiopia, although government policy implementation encouraged child-centered and active pedagogy, cooperative learning, and the development of critical thinking and problem-solving skills, there is evidence that teacher-dominated pedagogy is the norm in most primary schools (Serbessa, 2006).

In summary, despite the emphasis on the promotion of learner-centered pedagogy, several broad reviews on classroom practice in developing countries (Nag et al., 2014; Schweisfurth, 2011; Westbrook et al., 2013) and other country-specific studies have reported that to a large extent, the learner-centered pedagogy has not been implemented due lack of preparedness of the school system in terms of training of teachers for the new knowledge and their role in classroom organisation. The 'traditional' pedagogic approach is still more dominant across most developing countries when compared to other pedagogic approach. The traditional form of pedagogy is characterised by rigid 'teacher-dominated' and 'lecture-driven' instructional practice that places the learner in a passive role and limits the learners to rote and surface learning, memorisation of facts and copywriting

(Hoadley, 2018). The failure to implement the learner-centered pedagogy is also attributed to cultural factors in terms of adult-child relationships as well as teachers' preferred self-image as authorities in the classroom, and contextual factors such as overcrowded and vast classrooms, including lack of learning and physical resources (Alexander, 2009; Altinyelken, 2010b; Ensor, 2015).

The RBEC in Nigeria also requires the learner-centered approach, but what is different in this case (as will be discussed in chapter four) is that the curriculum requires that the teachers take up this approach alongside teacher-centered practices. This is quite interesting, and it is why I assumed that the findings might differ from other African studies.

Having examined some of the issues related to the implementation of curriculum reform in sub-Saharan Africa, the following section explores the case of Nigeria.

2.6 Curriculum reform and implementation studies in Nigeria

Most of the empirical studies on curriculum reform and implementation in Nigeria are mainly quantitative studies that postgraduate students and academics have undertaken (Akubuilu et al., 2019; Ali, Hayatu, and Badau, 2015; Babo, 2015; Daudu, 2018; Mezieobi, 2004; Moyinoluwa, 2015; Ogunu, 2000; Okobia, 2009; Opoh, 2011). As I noted earlier, these studies are not classroom-based studies that offer deeper engagement with teachers' pedagogic and assessment practices.

For example, Moyinoluwa (2015) examined the level of implementation of the RBEC in one of the senatorial districts in Benue state, North central Nigeria. The study focused on teachers' level of awareness, their accessibility to and the training on the use of the 9-Year BEC and the Teachers' Guide (TG). The study involved one official from the State Ministry of Education (SMOE), the State Universal Basic Education Board (SUBEB), and the Head Teachers of eight Basic Education who were participants in the study. The study obtained descriptive survey data from the questionnaire, revealing that 70% of the respondents are aware of the revised 9-Year BEC. Also, over 75% of the teachers are neither trained on using the Revised 9-Year BEC nor on using the accompanying Teachers' guide. Furthermore, the Revised 9-Year BEC for effective programme implementation were not readily available in the various subjects in the sampled schools. Finally, according to the participants, the time allocated for teaching the subjects (especially Religion and National Values Education) is

inadequate. Also, no textbooks cover the various aspects of the Religion and National Values Education Curriculum.

Another study on implementation was carried out by Ali et al. (2015), assessing the implementation of Civic Education in secondary schools in Adamawa state, Northern Nigeria. Thirty-two teachers and 300 students in SS2 were sampled. The study adopted a descriptive survey research design. Data analysis revealed that although Civic Education is a compulsory subject at the senior secondary school level, there are not adequate teachers in terms of the number of teachers available to teach Civic Education, and the majority of the teachers teaching Civic Education have been professionally trained as Social Studies teachers.

A similar study on the implementation of Civic Education was carried out by Daudu (2018) in Edo State, Nigeria. The study assessed the availability and use of instructional materials, teaching methods and evaluation methods used by teachers. Also, the study assessed the influence of teachers' gender and area of specialization as they implement Civic Education in the classroom. The researcher sampled 90 Civic Education teachers from nine Local Government Areas in Edo State, and the researcher further randomly selected twenty-seven teachers from the sampled teachers for classroom observation. The teachers were observed while teaching Civic Education in the classroom with the help of a structured, closed-ended observation schedule and checklist. Data analysis revealed that Civic Education Curriculum is not implemented in the classrooms as planned and prescribed in the curriculum document. Most of the civic teachers observed did not use prescribed instructional materials, teaching, and evaluation methods in civic classroom instruction. Also, instructional materials were not available in most public senior secondary schools visited. Analysis of the data generated from the questionnaire instrument further revealed that teachers' gender and their area of specialization (in terms of their degree and training) did not significantly influence their attitude towards the initial implementation of the Civic Education Curriculum. Most sampled teachers who were social studies specialist teachers noted that because Civic Education was initially part of Social Studies and was only disarticulated from Social Studies Education in the RBEC, therefore they believe they can effectively implement Civic Education.

Although there is one qualitative classroom-based study that offers deeper engagement with teachers' pedagogic practice in Nigeria, this is a comparative study of Kenya and Nigeria carried out by Abd-Kadir and Hardman (2007). Their study focused on the discourse styles of

20 teachers (10 Kenyan and 10 Nigerian) as they taught English lessons. The study revealed that the classroom discourse in both countries was highly ritualised as teachers were in total control of the learning environment, and pupils could not engage in a high level of thinking.

Considering the above empirical studies in Nigeria that were mainly quantitative survey studies that investigated implementation from the fidelity perspective, this study, therefore, contributes to the existing literature on curriculum implementation in Nigeria's more nuanced ways of research into pedagogy and its relation to subject-specific knowledge. This qualitative case study is theoretically informed as it employed theory and concepts that helped refine broad categorizations of classroom implementation practice of teachers into dimensions of pedagogy, aiming for a deeper engagement in making sense of classroom curriculum implementation using qualitative methods.

2.7 Curriculum reform in Nigeria

Like other African countries, Nigeria has engaged in different curriculum reforms since its independence in 1960. In order to situate this study in the broad field of educational reform and classroom-based implementation research, I look specifically at the most recent reform program in Nigeria, which is the 'Universal Basic Education' that resulted in the 9-Years Basic Education Curriculum, which was revised in 2012 to align the education system in Nigeria with global best practices (learner-centered practices). The implementation of Social Studies Education is the particular interest of this study.

2.7.1 Locating this study in the 9-Years Basic Education Reform programme

I analysed the Revised Basic Education Curriculum documents in this study and focused on National Values Curriculum subjects, specifically Social Studies Education and its corresponding teacher's guide (FRN, 2013). Therefore, a brief discussion on the structure of the Nigerian Educational system is necessary to help locate my study in its empirical field and provide clarity on what Basic Education in the Nigerian context entails as well as the different levels within the 9-year basic education program.

Universal Basic Education (UBE) is an educational reform programme introduced by the Nigerian government aimed at providing greater access to free, quality and compulsory basic

education for all. The concept of UBE changes from country to country; in Nigeria, basic education includes primary, junior secondary, and nomadic education well as adult literacy (Jekayinfa, 2007). Universal Basic Education (UBE) was formally launched on the 29th of September 1999 as an educational reform program of the Federal Republic of Nigeria (FRN). However, its implementation started in 2008 after it was approved by the National Council of Education (NCE). The UBE reform program is regarded as a reinforcement of the previously existing Universal Primary Education (UPE) scheme, which was the 6-3-3-4 system. Nigeria moved from the UPE 6-3-3-4 system of education to the UBE 9-3-4 system. However, since August 2012, Nigeria's education system has become a 1-9-4-3 system, as early childhood education is now an integral part of Nigeria's education system (FRN, 2013).

The structure of the Nigerian education system is seen below.

Early childcare and Development begin from aged 0-4years.

Basic Education begins from ages 5-15 years. It encompasses one year of Pre-Primary Education, six years of Primary Education, and three years of Junior Secondary Education.

Post-basic education entails three years in Senior Secondary Schools or Technical colleges, and Tertiary Education provided in colleges of Education, Monotechnics, Polytechnics, and Universities (FRN, 2013).

Universal Basic Education is a compulsory, free, and uninterrupted 9-year education program for all children of school age in public schools, i.e., schools owned by the government. In line with the program, the Nigerian Educational Research and Development Council (NERDC) developed the 9-Year Basic Education Curriculum (BEC), which involved restructuring and re-aligning the existing primary and junior secondary school curricula into the 9-year continuous basic education. The philosophy of the 9-year Basic Education Curriculum, as stipulated by NERDC (2013), is that every learner who has gone through the program should have acquired appropriate levels of literacy, numeracy, manipulative, communicative, and life skills, as well as the ethical, moral, and civic values required for laying a solid foundation for the life-long learner as a basis for scientific, reflective, and critical thinking.

The 9-year Basic Education Curriculum (BEC) is structured into three levels, namely: lower basic (primary 1-3; age 6-8 years), middle basic (primary 4-6; age 9-11) and upper basic (J.S.S 1-3; age 12-14). Upper basic (known as basic 7-9) is Nigeria's last level of basic education. Basic education culminates in learners sitting for the Basic Education Certificate

Examination and obtaining a Basic Education Certificate, which serves as a requirement for entering senior secondary schools (high school). Students are also allowed to level formal schooling at this level and opt for vocational training.

The 9-year BEC introduced core and compulsory subjects such as Basic Science, Basic Technology, IT, Civic Education, Social Studies, Religious Studies (Christian and Islamic), Local Language, Cultural and Creative Arts, French besides English Studies, and Mathematics and other non-compulsory subjects. Altogether there were 20 subjects in the curriculum structure from which learners are to study 14-15 subjects. One of the differences between the 9-year Basic Education Curriculum (BEC) and the 9-year revised Basic Education Curriculum (RBEC) is that the BEC took a more strongly disciplinary approach than the RBEC. For example, Social Studies and Civics Education were taught separately as single standalone subjects in the BEC. In contrast, in the RBEC, these subjects are grouped together as themes under the National Values Curriculum.

According to Obioma (2012), BEC was implemented systematically in 2008. However, after three years of the first cycle of implementation, it was reviewed due to complaints, both in writing and verbally, that were received from a range of role players (teachers, parents, teacher unions, school management, and academics), of the number of subjects that students had to study. The BEC was therefore reviewed in 2012 (Igbokwe, 2015).

The stakeholders for the review of the Basic Education Curriculum adopted a Framework that streamlined and aligned the BEC with what was referred to as international best practices (NERDC, 2013), like what they have in the UK and the U.S. This led to the approval of ten (10) subjects comprising of seven (7) stand-alone and three (3) cluster curricula. They include English Studies, Mathematics, Basic Science and Technology, Pre-Vocational Studies, one local language, French (from primary 4), Religion and National Values, Cultural and Creative Arts, Business Studies (from JSS 1), and Arabic (optional). The clustered curricula include: Basic Science and Technology incorporates Basic Science, Basic Technology, Physical and Health Education (PHE), and Information Technology (IT).

Pre-vocational studies incorporate Home Economics, Agriculture (these subjects were taken as electives from the old BEC), and Entrepreneurship.

Religion and National Values Education includes Christian Religious Studies, Islamic Studies, Social Studies, Civic Education, and Security Education.

The National Council on Education (NCE) approved the revised BEC for use in Nigerian schools at its 59th meeting held at the International Conference Centre, Abuja, from 24th - 28th June 2013. The systematic implementation of the revised curriculum commenced in primary one and JSS 1 by September 2014, while the old BEC was systematically phased out (Igbokwe, 2015).

To support teachers with the implementation of the RBEC, the NERDC developed a teachers' guide which incorporates fundamental elements of assessment, linking assessments to instructional objectives and teaching resources for each revised subject curriculum. Below is a table showing the structure of the 9-Years Revised Basic Education Curriculum for the different basic education levels.

Table 1 The structure of the RBEC showing the Basic Education subjects.

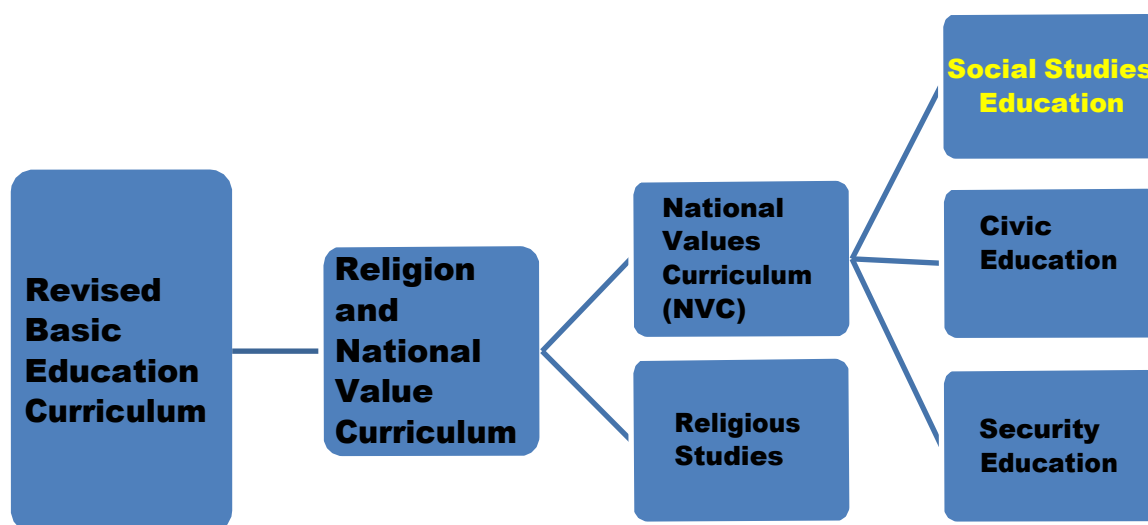
Upper basic (Primary 1-3)	Middle basic (Primary 4-6)	Upper basic (JSS 1-3)
1. English Studies	1. English Studies	1. English Studies
2. Mathematics	2. Mathematics	2. Mathematics
3. Basic Science and Technology	3. Basic Science and Technology	3. Basic Science and Technology
4. Cultural and Creative Arts	4. Cultural and Creative Arts	4. Cultural and Creative Arts
5. Religion and National values	5. Religion and National Values	5. Religion and National Values
6. One (1) Nigerian Language	6. Pre-Vocational Studies	6. Pre-Vocational Studies
7. Arabic (optional)	7. French	7. French
	8. One (1) Nigerian Language	8. Business Studies
	9. Arabic (optional)	9. One (1) Nigerian Language
		10. Arabic (optional)

(Adopted from FRN, 2013)

However, there was a national call for the separation of Christian Religious Studies and Islamic Studies from the Religion and National Values (RNV) Curriculum for a clear distinction in the teaching and learning of values education and religious studies. This led to the new National Values Curriculum (NVC), in which key concepts in Social Studies, Civic, and Security Education became the integrating threads for organizing the curriculum content

into a coherent whole. The previous distinct subjects were only enriched to teach value-related issues, while their original contents were retained. The content of the Social Studies Curriculum can be broken down into five distinct content-specific sub-categories: (i) culture, (ii) national unity and integration, (iii) social issues and problems, (iv) social values, and (v) peace and conflict. Figure 1 below shows the object of my study.

Figure 1 A graphic representation of the phenomenon of my study



In Figure 1 above, the National Value Curriculum (NVC) is the cluster in which the object of my study (Social Studies Education) is located within the Revised Basic Education Curriculum (RBEC).

2.8 Historical trends in the development of Social Studies in Nigeria

About five decades ago, Social Studies began spreading into Africa, including Nigeria, from the United States to Britain (Awopetu, 2001). It was adopted as a subject in Africa to make education more relevant to the needs of the society and was introduced into Nigeria, like other countries, in response to societal needs and aspirations (Awopetu, 2001).

According to DuBey and Barth (1980), a subject such as this was necessary for promoting national integration to heal the wounds of the civil war. Awopetu (2001) noted that before Nigeria's independence in 1960, educators from Ohio University attempted to introduce the

teaching of Social Studies into the Teachers' College in the former Western Region of Nigeria. However, its entry into the school curriculum at that time was short-lived. However, their effort brought about the introduction of Social Studies into the school curriculum immediately after independence.

Social Studies were first introduced as a field of study in the Aiyetoro Comprehensive High School in 1964 (Adejumobi, 1978). The Ford Foundation of America funded the program, which was then described as an 'experiment'. Through the assistance of the Ford Foundation and the Comparative Education Study and Adaptation Centre (CESAC), the Social Studies department of the University of Lagos published a book in 1968, which was then adopted for use in the lower forms of secondary school. This led to the 1968 Mombasa Conference in Kenya (Adaralegbe, 1980).

Adaralegbe (1980) notes that Social Studies started to gain popularity in the continent of Africa after the Mombasa Conference of 1968, which was held in Kenya. At this conference, one of the aims was the introduction of Social Studies to the member countries, and the need to develop a Social Studies Curriculum that reflects the needs and priorities of the African countries were deliberated and considered. The conference led to the establishment of the Africa Social Studies Programme (ASSP) in 1969. This Programme (now known as Africa Social and Environmental Studies Programme, ASESP) involved seventeen countries: Botswana, Ethiopia, Gambia, Ghana, Kenya, Liberia, Lesotho, Malawi, Nigeria, Sierra Leone, Somalia, Sudan, Swaziland, Tanzania, Uganda, Zambia, and Zimbabwe.

This further quickened the development of Social Studies in Nigeria and resulted in the 1969 National Curriculum Conference held in Lagos that began the widespread of Social Studies education in Nigeria. The conference recommended the formulation of a new National Policy on Education for the country, which stimulated the introduction of some new subjects into the school curricula, including Social Studies. With the launching of the policy in 1982, Social Studies became one of the core subjects at the primary and junior secondary school levels. This consolidated Social Studies position on school curricula and timetables. The subject is presently taught in virtually all the Colleges of Education in the country, and some Universities also award a degree in Social Studies up to the PhD level.

2.8.1 Defining Social Studies as a School Subject

This section attempts to provide the various definitions of Social Studies, moving from the universal definition to how Social Studies is understood in Nigeria.

In every society, educational aims and goals are developed to help achieve its national objective. Thus, Social Studies can be understood within the context of the objectives which underlie the philosophy and aims of that society's education. Social Studies is an integrated subject with varying purposes in different countries and different combinations of topics relevant to the needs of the particular society where it is taught. The subject is society-bound as its curriculum reflects a given society's problems, yearnings, and aspirations (Jekayinfa, 2007). Social Studies, therefore, has no single universally accepted definition (Ikwumelu et al., 2015; Ross, 2012; Stanley et al., 1994).

Notwithstanding, some scholars have attempted to define Social Studies. Social Studies is defined as an instrument for effecting desirable changes in the lives of citizens of that society by imparting them with knowledge, skills (information-processing, social and civic participation skills), beliefs, and values for the overall organization and development of that society (NCSS, 2010). Similarly, the Comparative Education Study and Adaptation Centre (CESAC, 1983) defined Social Studies as a subject concerned with how people live and interact with their social and physical environments and how Social Studies help them live well in those environments. CESAC added that the importance of Social Studies is enhanced when it is seen as a way of looking at society to understand social problems and thereby help to seek a solution to them.

Adaralegbe (1975) defined Social Studies as the study of how people live, what they do, and how their life is affected by various things and social practices around them. Okobiah (1984) defines Social Studies as an interdisciplinary approach to studying human beings in group interrelations with their social and physical environment. Uche (1980) stated that Social Studies is a field of study in which contents and purposes focus on relationships, providing knowledge, skills, and attitudes that will help people understand their physical and human environment to behave as responsible citizens. DuBey et al. (1980) also defined Social Studies as a process of education that utilizes the study of human life to allow children to practice solving problems of crucial importance both for the individual and the society. According to Akinlade et al. (1997) Social Studies Curriculum is an educational program that

encompasses knowledge, methods, resources, evaluation, and societal experiences and is offered to the learners to promote effective democratic and societal values and skills for effective citizenship.

Osakwe (2010) stated that Social Studies Education is an integrated and inter-disciplinary field of study whose aim is to produce civically competent people. This definition of Social Studies in Nigeria can be described as having weak boundaries between school subjects.

In conclusion, although scholars conceptualise Social Studies differently, Barr (2017) has argued that there are two main areas of convergence among most definitions. Social Studies exposes learners to knowledge, skills and values that enable them to understand their interaction with the society they live in and participate in that society as good, informed, and responsible citizens.

2.8.2. Purpose of Social Studies

In the early part of the twentieth century, Social Studies faced various intellectual debates over its purpose, content, and pedagogy (Evans, 2004; Ross, 2012; Stanley & Nelson, 1994). Barr et al. (1977) maintained that the field of Social Studies Education is “so caught up in ambiguity, inconsistency, and contradiction, and...represents a complex educational enigma” (p.1).

National Council for Social Studies (NCSS), which is a US-based association that is devoted to supporting Social Studies Education, points out that the primary purpose of Social Studies is to “help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse and democratic society in an interdependent world” (NCSS, 2010, p.3). Kissock noted that Social Studies was introduced in Canada and the United States to prepare students for effective citizenship in a democratic society, in Britain to legitimize the teaching of social science while preparing students for their role in society, in Thailand to foster individual and national development and in Nigeria to inculcate concepts of nationalism, unity, and interdependence among citizens of a diverse population (Kissock, 1981).

According to Barr (2017), Social Studies generally is about gathering factual information from every aspect of life, which is then developed into conceptual understanding and can further lead to generalizations about human behaviour. He further added that just like many school subjects, true understanding within the Social Studies knowledge structure moves

beyond learning facts; instead involves processing information to develop broad ideas as well as the principles that can be applied to new situations. This kind of education will require students to evaluate the accuracy of the information, be able to differentiate between facts and opinion, make comparisons, respect other people's points of view and finally make decisions that are only based on considered evidence.

However, specific to Social Studies is its ability to draw content matter from some other disciplines like anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from humanities, social science, and natural sciences to form its own body of knowledge (NCSS, 2010). This epistemic nature of Social Studies is the reason it can be regarded as a subject with weak inter-disciplinary relations according to Bernstein's concepts of classification.

In Africa, part of the reasons for the adoption of Social Studies, as set forth by the Mombasa Conference in 1968, was that the new subject is supposed to enable every school-going child in Africa to understand people's interaction with their cultural, social, and physical environment, appreciate home and heritage, develop skills and attitudes expected of citizens and learn to express ideas in many ways (Merryfield and Mutebi, 1991). In Nigeria, Social Studies is a school subject designed to equip learners with desirable attitudes, values, skills, and knowledge for cohesive social existence (Mezieobi et al., 2013; Mezieobi & Brown, 2017). Jekayinfa (2007) further noted that Social Studies Education in Nigeria is organized around growth-related and societal issues for problem-solving. Specifically, Social Studies within the RBEC is aimed at developing in learners the ability to adapt to a changing environment; national consciousness and the spirit of national unity; ethics of good citizenship, and the willingness to contribute to the development of the society; and enable learners to acquire the right type of values and attitude (NERDC, 2013).

From the engagement with literature, one can understand how scholars give meaning to the purpose of Social Studies within a different societal context. However, in Nigeria, not much is known about how teachers give meaning to the purpose of Social Studies and how these meanings give direction to their classroom practice. Therefore, this study is imperative to bring to light the understanding selected teachers have regarding the purpose of Social Studies in Nigeria and what is evident in their classroom practices.

2.9 Categorization of the Instructional Approaches to Social Studies

Over the years, Social Studies educators have proposed several conceptual pathways by which Social Studies can be categorized. Each category represents a different understanding of what is important for students to learn and how they should learn it.

This categorization is what Barr et al. (1977) referred to as instructional approaches to Social Studies. They identified and grouped the various instructional approaches in the Social Studies curriculum into three main themes: citizenship or cultural transmission, social science, and reflective inquiry.

In describing them further, Barr et al. (1977) pointed out that firstly, in teaching Social Studies as *citizenship transmission*, the emphasis is on the inculcation of traditional values of that society. The instructional approach assumes knowledge to be fixed, neutral, and objective. It aims to construct and inculcate the image of a 'good citizen' through the transmission of well-defined knowledge and the established value and belief system. Learners may become passive and obedient citizens rather than active and critical participants.

The second approach is teaching Social Studies as a *social science*. The emphasis is on knowledge as it is structured within social science disciplines like anthropology, economics, geography, history, political science, psychology, religion, sociology, and so on. Teaching Social Studies as knowledge as it is structured within the social science disciplines is likened to Young and Muller's social realist approach to knowledge, where knowledge involves sets of systematically related concepts and methods for their empirical exploration. In this case, knowledge is structured independently of how we acquire it (Young & Muller, 2010). It focuses on inculcating knowledge as it is structured with the various social science disciplines for the purpose of exposing students to this various disciplinary knowledge and how they are produced and used. For example, in History, procedural knowledge is critical reading and analysis of primary sources and uses the language of time and chronology in explanations of cause and effect. In Sociology, the knowledge is about social interaction and the use of concepts such as functionalism, post-structuralism, postmodernism, and Marxism used to explain people's social relationships (Bernstein, 1996). This approach changes focus from an exploratory model of teaching to a hypothetical model of teaching, whereby the focus is more on testing hypotheses (social science truth/claims) for the sole purpose of study and validation.

Finally, teaching Social Studies as *reflective inquiry* places emphasis on value analysis and decision-making. The reflective inquiry instructional approach aims to nurture students with reasoning, decision-making, and conflict-resolution abilities. Students are equipped with the capacity to critically analyse and be able to criticize the social, economic, and political systems that may place limitations and constraints on their thoughts and actions. Under this instructional approach, it is assumed that while knowledge can be fixed and objective, it is also socially constructed; in other words, knowledge is “emergent from” and “not reducible” to the contexts in which it is produced and acquired (Young & Muller, 2010). Thus, as rational beings and social participants, students can differentiate between facts and opinions, make comparisons, evaluate the accuracy of the information, and make reasoned and informed decisions. This instructional approach is also aimed at stimulating students' passion and wisdom to help them develop a reformist spirit and courage to transcend the limits of social policies and cultural, religious, and political issues, which can result in the emancipation and reformation of the existing system.

Drawing on these approaches, Haas (1979) developed a framework that can be used to describe how Social Studies had developed over time. According to Haas, the first approach, “citizenship or cultural transmission”, treats Social Studies as indoctrination via selective coverage of history and the social sciences aimed at buttressing a particular society’s views and values and as the multidisciplinary study of topics. This approach is said to lead to lecture/ recitation teaching, which impels students to memorize material presented as fact but not to see multiple perspectives or raise questions.

The second approach, “social sciences,” treats Social Studies as the critical study and analysis of the social sciences and as the replication of social science scholarship. This approach changes focus from an expository model of teaching to a hypothetical model of teaching, whereby the focus is more on testing hypotheses (social science truth/claims) for the sole purpose of study and validation. Young and Muller refer to this hypothetical model of teaching as “under-socialised epistemology that defines knowledge as a set of verifiable propositions and the methods for testing them” (Young & Muller, 2010, p. 14)

The third approach, “reflective inquiry”, treats Social Studies as the study of ongoing social issues, and attention is focused on discussion and debate on enduring a difficult situation that involves justice, fairness, and competing values. In this third approach, students are involved in direct research on real and current social problems, as Social Studies is also treated as the

direct study of critical social problems. Within the approach of reflective thinking, Haas identified three subtypes: (a) "analysis of public issues," in which students are led to discuss and defend positions on controversial public policy issues; (b) "education for civic action," in which students are led not merely to debate and make decisions about policy issues but to act on their decisions through participation in civic affairs; and (c) "modes of inquiry," in which students are led to develop and test hypotheses using the methods of different disciplines.

Like Barr et al.'s framework, Stanley and Nelson (1994) buttress the instructional approaches for Social Studies. According to them, the relative emphasis given to cultural transmission and critical or reflective thinking is the key element in the dispute over the purpose of Social Studies in the school curriculum. They pointed out that when the cultural transmission is emphasized, the intention is to use the Social Studies curriculum to promote social adaptation with emphasis on teaching content, behaviours, and values that reflect views accepted by the traditional, dominant society. However, when critical or reflective thinking is emphasized, the intent is to use the Social Studies curriculum to promote social transformation, and the emphasis is on teaching content, behaviours, and values that question, and critique standard views accepted by the dominant society.

Ross (2012) deduced from Stanley, and Nelson's work pointed out that the first approach is "politically conservative, valuing stability and common standards of thought and behaviour", while the second approach is a "more progressive view, valuing diversity and the potential of Social Studies action to lead to the reconstruction of society" (p. 21). Broom (2007) argued that the two main perspectives on the conception of Social Studies, "conservative" and "progressive", are polarized and therefore call for the adoption of a more holistic perspective of education that will enable us to recognize the valuable aspects of each point of view to achieve a consensus between these two perspectives.

From the above categorization of the instructional approaches to Social Studies, Janzen (1995) concludes that most Social Studies educators use various instructional approaches, even though one or two may dominate. He further added that not all teachers follow the various instructional approaches in the purist form as there exists some adaptation to these instructional approaches.

Below is a table summarizing the various ways scholars have categorized the purpose and instructional approaches to Social Studies.

Table 2 Categories of the purpose of Social Studies

Scholars	Categorisation	Purpose of Social Studies	Possible Pedagogies
Barr, Bart & Shermis (1977)	Citizenship or cultural transmission	Inculcation of traditional values	Rote learning and memorization of facts
	Social Science	Equip students with the capacity to analyse social and political issues critically	Debate, Discussion
	Reflective inquiry	Nurture students with abilities in reasoning, decision-making, and conflict-resolution	Field trip, dramatization
Haas (1979)	Citizenship or cultural transmission	Indoctrination aimed at buttressing any society's views and values	lecture/ recitation teaching
	Social sciences	Critical study and analysis of the social sciences as the replication of social science scholarship.	Move from expository teaching to hypotheses testing
	Reflective inquiry - analysis of public issues -education for civic action -Modes of inquiry	Study of important and current social problems/issues	Students are involved in direct research, discussion and debate on real and current social problems.
Stanley and Nelson (1994)	Citizenship transmission	Promote social adaptation of the views held by the traditional, dominant society.	Traditional lecture method
	Reflective inquiry	Promote social transformation by way of questioning and criticizing standard views accepted by the dominant society.	Discussion, questions, and answers, debating on real and current social problems
Ross (2012)	Citizenship transmission "Conservative view."	Valuing stability and common standards of thought and behaviour	Traditional lecture method
	Reflective inquiry "Progressive view"	Valuing diversity and the potential of Social Studies action to lead to the reconstruction of society	Discussion, questions, and answers, debating on real and current social problems

The three instructional approaches of Social Studies, as categorized by Barr et al. (1977), were adopted as a conceptual framework used in this study. Their categorization was selected for this study because it is a useful framework that informs and guides my analysis of the curriculum documents and teachers' understandings of the purpose of Social Studies Education in Nigeria. Barr et al.'s categorization of the instructional purpose of Social Studies is an all-encompassing framework, which is why other scholars were able to draw from and elaborate on it without necessarily changing the ideas.

This chapter has discussed how curriculum and implementation are conceptualized and how Social Studies is also conceptualized. The next chapter presents the framework for this study. This framework draws from theory and concepts that speaks to different aspects of the study.

Chapter 3

Theoretical and conceptual framework

3.1 Introduction

This section presents the theoretical and conceptual framework for this study. Social Studies Education implementation is conceptualized using a sociological lens, drawing on Basil Bernstein's (1990, 1996, 2000) pedagogic device and his theory of pedagogic discourse and extending this with concepts from Barr et al. (1977) and Newmann et al. (2007) authentic intellectual work concepts. My study has different strands: Social Studies knowledge structure and a pedagogic prescription within the official curriculum documents, Social Studies teachers' classroom practice, and teachers' account of their practice and their understanding of the purpose of Social Studies. Thus, I adopted an eclectic conceptual approach in analysing my data because each conceptual resource informed different aspects of my research questions. Also, not one theory can explain everything regarding analysing complex social issues, like curriculum and its implementation.

In this study, knowledge structure and pedagogic practice are theoretically informed by Basil Bernstein's theory of pedagogic discourse (Bernstein, 1973a, 1990, 1996, 2000). While the three categories of Social Studies, as conceptually conceived by Barr et al. (1977), were used to frame the purposes of Social Studies as prescribed within the official curriculum and as understood by teachers and Newmann et al. (2007), authentic intellectual work concepts were used to analyse the depth of the knowledge engagement in the classroom.

3.2 Basil Bernstein's Theory

The Bernsteinian framework for the analysis of pedagogy has been very influential in classroom-based research in many countries, such as Portugal, Ireland, South Africa, Uganda, and the USA. (See Barrett, 2007; Bertram, 2009; Hoadley, 2005; McCloat & Caraher, 2020; Morais, 2002; Naidoo, 2009; Sikoyo, 2007). This framework is also useful in the Nigerian context and Social Studies classrooms because Bernstein's pedagogic device allows the links to be drawn between macro-level policy (formal curricula documents) and the micro-level

interpretation of these documents at the school and classroom level (Bernstein, 1990, 2000). Bernstein's concepts of classification and framing provide this study with the useful internal language of description that was developed into an external language to enable me to analyse both the curriculum document and classroom data obtained. The external language of description developed for this study is discussed in the next chapter.

Bernstein was a British social theorist who developed his pedagogic device model and theory of pedagogic discourse from the 1970s until his death in 2000. Bernstein's theory of pedagogic discourse was drawn out of a broader sociological project that examines how social relations are reproduced by cultural and, more specifically, pedagogic practice. In the broader project, he linked macro-structural relations to micro-level interactional processes in pedagogic practice. He was concerned with how a given distribution of power and principles of control are translated differently into specialized principles of communication and its consequences for the distribution of symbolic resources. According to Bernstein (1990, 2000), the way in which knowledge is selected, classified, and distributed by society or the State through subjects on a curriculum is a way of social control that reflects the distribution of power. His interest in the micro-processes of schooling focused on how education can be understood in its own terms and not only in the message it carries and culturally reproduces. Bernstein's theory of pedagogic discourse is characterized by the concepts of classification and framing, which I use as analytical tools for my study and are used to describe the relay of pedagogic messages from the transmitter (teachers) to the acquirers (students) in this empirical study, thereby providing an overarching theoretical lens that informed this study. These concepts will be discussed in the next section.

3.3 The pedagogic device

Bernstein's (2000) pedagogic device is his theoretical model for understanding the curriculum implementation process. Jacklin (2004) pointed out that Bernstein's pedagogic device refers to systemic and institutionalized ways in which knowledge is recontextualised from its field of production into the school system as well as its distribution and evaluation within the school system.

The pedagogic device suggests three empirical fields within the education system for investigation: the field of production, the field of re-contextualisation, and the field of reproduction. The field of production is where new knowledge, discourses, and ideas are created and modified, usually by university academics. The field of re-contextualisation is where the knowledge from the field of production is selected, appropriated, and repositioned to become educational knowledge. This field is divided into two, i.e., the Official Re-contextualising Field (ORF) and the Pedagogic Re-contextualising Field (PRF). In the Official Re-contextualising Field, the curriculum designers, who are usually state ministries and agents, adapt and make selections about the knowledge, pedagogy, and assessment that will become part of the official curriculum. While in the Pedagogic Re-contextualising Field, textbook writers and teacher trainers then interpret the curriculum document. Lastly, the field of reproduction (classroom) is where pedagogic transmission and acquisition occurs. That is where teachers engage in pedagogic and assessment practice.

My study focused on two of these fields: the official re-contextualization (ORF), which in this case is the recontextualisation of Social Studies Education within official curriculum documents and the field of reproduction, which is the classrooms where teachers are enacting Social Studies Education. I did not focus on the field of production because Social Studies, which is the object of this study, is not a discipline within the field of production; rather, it is in the official recontextualising field (ORF) that curriculum designers make a selection from different disciplines. Social Studies is said to draw from a range of different disciplines from the social science, humanities and even science to form its own body of knowledge (NCSS, 2010).

The pedagogic device forms a set of rules that enables researchers to describe the process of knowledge becoming pedagogic communication in the three different fields identified by Bernstein (2000). These rules are hierarchically related (Hoadley, 2018), as each internal rule is associated with and regulates a specific field. The distributive rules are associated with the construction of knowledge in the field of production, recontextualising rules is associated with the distribution of knowledge in the field of recontextualisation, and evaluative rules is associated with the transmission of school knowledge in the field of reproduction.

The distributive rule regulates the power relationship between social groups by distributing various forms of knowledge. The recontextualisation rule regulates the formation of specific pedagogic discourse that allows for the ‘dislocating, relocating and refocusing of a discourse’

(Bernstein, 1996, p. 47). The evaluative rule constitutes specific pedagogic practice, and its main concern is recognising what counts as valid or legitimate text (in other words, what is acceptable in the classroom). The table below shows the relationship between the rules and the fields of the pedagogic device and how these relate to my study.

Table 3. Pedagogic device and this study

Field of practice (Form of regulation)	Processes	Typical agents	This study
Production of discourse (Distributive rules)	Production/creation/modification of legitimate knowledge/discourse.	Academics	Not a focus of this study
Official recontextualising (ORF) (Recontextualisation rules)	Social science knowledge and knowledge from the humanities are modified to form the body of knowledge in Social Studies Education. This body of knowledge is recontextualised into formal Social Studies school subjects.	Curriculum writers/designers	Process of revising the Basic Education Curriculum. Analysis of the changes in Social Studies subject in the RBEC (2013) (Chapter 4)
Pedagogic recontextualising field (PRF) (Recontextualisation rules)	The Social Studies subject is recontextualised in teacher training workshops and by textbook writers.	Teacher trainers and textbook writers.	Not a focus of this study
Field of Reproduction (Evaluative rules)	Teachers recontextualise Social Studies in their classrooms regarding pedagogic and assessment practice.	Teachers	An analysis of pedagogic and assessment practices of teachers in four upper basic nine social studies classrooms in 2021 (Chap 5). Teachers' understanding of the purpose of Social Studies Education and the reason for their current pedagogic and assessment practice.

Adapted from Maton and Muller (2007) and Bertram (2008).

3.3.1 Recontextualising rules

As I noted in the previous section and as indicated in Table 3 above, my study focused on two fields of activity in the pedagogic device: the recontextualisation field (ORF) and the field of reproduction. Therefore, I elaborate on the rules associated within these fields, namely the recontextualising and evaluative rules.

The recontextualisation rule comprises principles for ‘delocating a discourse, for relocating the discourse and refocusing the discourse’ (Bernstein, 1996, p. 47). The recontextualising rule is concerned with the transformation of knowledge into pedagogic communication. Bernstein referred to the relay of pedagogic communication as pedagogic discourse and also referred to the reinterpretation of pedagogic discourse as it moves across the different fields of the pedagogic device as ‘recontextualisation’ (Bernstein, 2000).

Morais et al. (1999) pointed out that it is in the official recontextualising field (ORF) that curriculum documents are recontextualised, which signifies the official texts elaborated by the Ministry of Education, an agent within this field. The curriculum documents are again recontextualised in the pedagogic recontextualising field (PRF) as teacher trainers interpret them in universities, training workshops, and by textbook writers. The recontextualising principles not only select what teachers should do in their classrooms but also how they should do it.

The recontextualising rule provides a theoretical tool for this study that gives insight into the adaptations and transformation that characterize the Social Studies implementation process in selected classrooms in Edo State, Nigeria.

3.3.2 Evaluative rules

The evaluative rules are linked to the field of reproduction within the pedagogic device. It is within this field of reproduction that pedagogic discourse is then translated into a pedagogic practice regulated at the classroom level. According to Bernstein (1990), the key to pedagogic practice is evaluation because he believed that evaluation condenses the meaning of the whole pedagogic device. He noted that the essence of teaching is to evaluate the competence of the acquirer (learner). Bernstein pointed out that the evaluative criteria specify the requirements for students’ production of legitimate text; therefore, making the evaluative criteria explicit will most likely benefit all learners, especially those from low-income background.

Some studies (see Barrett & Moore, 2015; Morais & Neves, 2001; Rose, 2004) have shown that making the evaluative criteria explicit is one important aspect of pedagogic practice that promotes higher levels of learning for all students irrespective of their background. The study by Morais et al. (2004) carried out in Portugal involving primary school teachers indicates that making the evaluative criteria explicit involves “clearly telling children what is expected of them, identifying what is missing from their textual production, clarifying the concepts, leading them to make synthesis and broaden concepts and considering the importance attributed to language as a mediator of the development of higher mental processes” (Morais et al., 2004, p.8)

3.4 Bernstein’s theory of pedagogic discourse

Bernstein defines pedagogic discourse as: “a principle for appropriating other discourses and bringing them into a special relation with each other for the purposes of their selective transmission and acquisition” (Bernstein, 1990, p. 181). The rules of the pedagogic device govern pedagogic discourse for the flow and reordering of discourses in the three fields of the pedagogic device that focus on the production, distribution, and reproduction of official knowledge as well as the transmission of the reproduced knowledge. Pedagogic discourse is a rule that embeds two discourses: a discourse of skills of various kinds and their relations to each other (instructional) and rules that create social order (regulative). Although, in Bernstein’s view, there are not two discourses but one discourse, he argues that it is the regulative discourse that provides the rules of the internal order of the instructional discourse (Bernstein, 1996). The rules of pedagogic discourse are made up of instructional discourse (discursive rules), which is immersed in the rule of regulative discourse (the rules about order and conduct), which is then translated into pedagogic practice within schools and classrooms. The instructional discourse refers to knowledge, skills, and cognitive competencies that are being taught, while the regulative discourse refers to the forms that hierarchical relations take in the pedagogic relation and to expectations of character, conduct, and manner. The pedagogic relation here is an asymmetric relationship between the transmitters (teachers) and the acquirers (learners), which consists of the relationship between the hierarchical rule, the sequencing rules, and the evaluative criteria rules. The hierarchical rules are about learning the rules of social order, character, and manner, distinguishing the acquirer from the transmitter. The Sequencing rules are concerned with what comes first and what comes after

during the transmission of reproduced knowledge. This rule also infers pacing rules, which indicate the available time to acquire the sequencing rules. The criteria rules are about what counts as legitimate or illegitimate communication or text.

Bernstein (1990) used the rules of the regulative order (rules of hierarchy) and instructional or discursive order (rules of sequencing and pacing and rules of criteria) to generate descriptions of different modes in which pedagogic practice can be experienced or expressed, which is known as visible and invisible pedagogies. The invisible pedagogies are typically associated with what is commonly termed progressive education.

Barrett and McPhail (2021) point out that invisible pedagogies often take up interdisciplinary curricula and constructivist modes of teaching and learning. Chapter 5 will show how this is the case in the Nigerian RBEC, which has integrated various subjects, thereby collapsing boundaries between school subjects and knowledge. Curriculum with invisible pedagogies greatly emphasizes learners' interest and grants learners significant influence over what to learn and how to learn, over classroom discipline and the selection, sequencing and pacing of the curriculum and have an implicit evaluative rule. Bernstein argued that the implicit rules and expectations of invisible pedagogies "are likely to create a pedagogic code intrinsically more difficult, at least initially, for those from the disadvantaged social groups (learners from low-income background whose parents are not professionals) to read and control" (Bernstein, 1990, p. 79).

In the quest to ensure that the means of academic success are accessible to all learners regardless of their social and economic backgrounds, Bernstein contrasted invisible pedagogies with what he termed "Visible pedagogy" (Bernstein, 1990, 2000). Barrett and McPhail (2021) argue that visible pedagogy, often associated with traditional or teacher-centered pedagogies, is more likely characterised by more explicit teacher control over areas such as selection, sequencing, the pacing of curriculum content and the assessment of learners understanding. Also, teachers are in charge of classroom discipline. Barrett and McPhail (2021) added that "visible pedagogies have been assumed to work against the interest of [learners], especially those from historically marginalized groups within the education system" (p. 2). However, Bernstein (1973a, 1990) argued that the problem with the 'traditional' forms of visible pedagogy is that they often leave learners disengaged from the teacher/learning process by relying on pedagogies of rote transmission, exam-based competition with no connection between curriculum content and learners' lives and interest.

He, therefore, stressed that “it is certainly possible to create a visible pedagogy which would weaken the relation between social class and educational achievement” (Bernstein, 1990, p. 79). Bernstein further conceptualized his work on visible pedagogy as a “radical visible pedagogy”, which has again been explored and extended by other scholars (see Barrett & McPhail, 2021; Bourne, 2004). Details of their contribution to the theorization of radical visible pedagogy are beyond this study's scope.

In terms of pedagogy, Bernstein was mainly interested in power and control, which are translated into the instructional discourse and the regulative discourse and then described with the concepts of classification and framing. According to Bernstein (1973a) classification refers to the strength of the boundaries between objects or, in this case, subject disciplines. According to him, classification is strong when contents are well separated from each other and vice versa. In his words,

Classification does not refer to *what* is classified but the relationship between contents. Where classification is strong, contents are well insulated from each other by strong boundaries. Where classification is weak, there is reduced insulation between contents, for the boundaries between contents are weak or blurred (Bernstein, 1996, p. 56).

The concept of classification is at the heart of Bernstein's theory of curriculum, as it gives researchers a way of describing the extent of integration of knowledge seen in the curriculum document and practice (Sadovnik, 1991). Knowledge integration can be described in three forms: Interdisciplinary when the integration is between two or more disciplines; intra-disciplinary, when the integration is between various themes or topics within the same discipline; and inter-discursive, when the integration is between discipline knowledge and ‘everyday’ or ‘common sense knowledge. For example, Social Studies Education in the old Basic Education Curriculum (Curriculum 2008) was interdisciplinary as its integration is between disciplines, especially from the social sciences and humanities. In the revised Basic Education Curriculum (Curriculum 2013), Social Studies shows knowledge integration in interdisciplinary and intra-disciplinary forms. Social Studies is now grouped with related subjects to form the integrating theme under the ‘National Values Curriculum’ (FRN, 2013). Framing is concerned with the extent to which either the learner (acquirer) or the teacher (transmitter) has control of the selection, sequencing, pacing, and evaluation of the content or

knowledge that is transmitted. When the learner has more ‘apparent’ control, framing is said to be weak, and when the teacher has more control (which is often the case), framing can be referred to as strong. Bernstein (1990) noted that in any pedagogic relationship, there is always control, but it can take various forms. Scholars have maintained that for researchers to move away from the rhetoric of ‘learner-centered or ‘teacher-centered classrooms, the concepts of classification and framing can be used to describe pedagogical practice across various elements systematically (Ensor & Hoadley, 2004; Hoadley, 2012; Reeves & Muller, 2005)

3.4.1 Relevance of the theoretical lens to my study

As Hoadley (2006) has pointed out, Bernstein’s sociological theory of pedagogy offers the researcher a highly systematic account of how pedagogy works. She added that “the theory is worked out with a rigour and precision that gives rise to an array of inter-related concepts that have a delicacy and ‘methodological depth’ which is extremely useful to the researcher” (p. 24). These concepts served as an internal language that I translated into an external language (coding scheme) needed to read the data in this study directly.

Bernstein focused not only on how educational knowledge is transmitted and acquired but also on how that knowledge is constructed and the forms of knowledge from which educational knowledge is recontextualised (Maton & Muller, 2007). Bernstein’s theory allows researchers to draw links between macro-level policy, as in formal curricula documents, and the micro-level interpretation of such policy at the school and classroom level (Bernstein, 1990, 2000). This allows a researcher to go beyond the question of how faithfully the official curriculum message is interpreted and implemented to describe in nuanced ways teachers’ experiences of enacting curriculum policy at the micro level of the classroom.

Bernstein’s theory, particularly his concepts of classification and framing, provided this study with the useful internal language of description that I developed into an external language of description that enabled me to analyse the RBEC documents, Social Studies teachers’ guide, and Social Studies teachers’ classroom practice in four Upper Basic 9 classrooms. Regarding evaluation, Bernstein is mainly concerned with how direct and explicit the evaluative criteria are and not the cognitive demands of these criteria. Bernsteinian researchers have highlighted the importance of making evaluation criteria visible to students to promote equal

achievements among them regardless of their social class. Bernstein's evaluative rules is therefore sufficient for me to analyse all the data on evaluation I generated for this study since I am only interested in how teachers get feedback and clarify issues that ensure an in-depth understanding of concepts taught in the classroom.

3.4.2 Limitations of Bernstein's theory of pedagogic discourse

One of the shortfalls of this theory, as noted in other studies, is that Bernstein's concepts did not help describe the qualitative texture of the message that was relayed and the substance of the knowledge that was transmitted in the classroom (Bertram, 2008; Ensor & Hoadley, 2004; Hugo et al., 2008; Sikoyo, 2007). There is a need to use this theory alongside other theories or concepts if the researcher is interested in the quality of the message that is relayed and/or the substance of the knowledge transmitted in the classroom. This is why I extended Bernstein's theory with concepts from Barret al. (1977), which enabled me to analyse the purpose of Social Studies within the RBEC and teachers' understanding of the purpose of Social Studies in Nigerian society. I assume that teachers' understanding may influence the substance of the Social Studies knowledge transmitted in the classroom.

However, I realized in the course of my data analysis that neither Bernstein nor Barr et al. concepts helped me understand and describe the substance of the knowledge taught in the classroom or what Hoadley (2005) referred to as the 'conceptual demand' of the instructional knowledge that is taught in the classroom. I also sought to understand the substance of Social Studies instruction because I believe the quality of the instruction is part of the requirements for preparing competent democratic citizens. Thus, I used Newmann et al. (2007) standards for measuring the degree of Authentic Intellectual Work (AIW) that occurs in a classroom. I adapted the AIW rubrics to help me gauge the substance of Social Studies instruction in the classroom I had observed. This is discussed in detail in the methodology chapter.

3.5 Conceptual framework

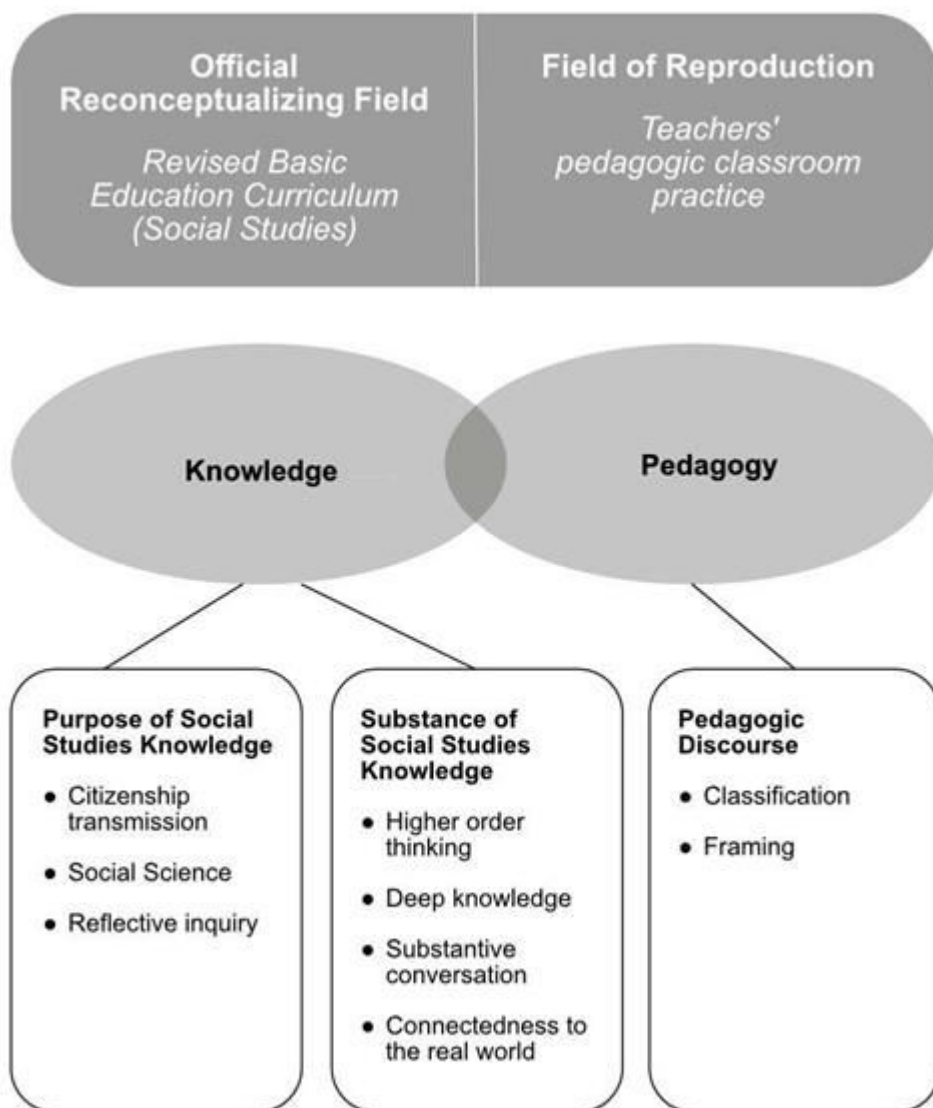
As I mentioned earlier in previous sessions, I adopted an eclectic conceptual approach in analysing my data because each conceptual resource informed different aspects of this study.

Social Studies knowledge structure and pedagogy are theoretically informed by Basil Bernstein's theory of pedagogic discourse (Bernstein 1973a, 1973b, 1990, 1996, 2000). The purposes of Social Studies as prescribed within the official curriculum and as understood by

teachers draw on the work of Barr et al. (1977), and the substance of the knowledge taught in the classroom draws from Newmann et al. (2007) standards for measuring the degree of Authentic Intellectual Work (AIW).

These concepts elaborated in previous and subsequent sections are represented in Figure 2 below.

Figure 2 Conceptual framework underpinning this study



Source: Designed by Author

Adapted from Bernstein (1990, 1996, 2000), Barr et al. (1977) and Newmann et al. (2007).

The figure above summarizes the conceptual framework, which highlights how the concepts are operationalized in this empirical study within the official recontextualisation field and the field of reproduction of the pedagogic device.

In the official recontextualisation field of Bernstein's pedagogic device, the typical site is the curriculum documents. Therefore, my focus is on the RBEC, particularly Social Studies Education. Bernstein's (1990) concept of classification and framing provides a language to analyse the curriculum documents in terms of the structure of knowledge and pedagogy that underpins the curriculum.

In the field of reproduction, the typical empirical site is the classroom. Bernstein's concepts of classification and framing enable me to describe and analyse Social Studies teachers' pedagogic practice.

The three conceptual categories, 'citizenship transmission', 'social science', and 'reflective inquiry' by Barr et al. (1977), enable me to analyse the purpose of Social Studies as underpinned in the curriculum documents and understood by upper basic Social Studies teachers. Newmann et al.'s (2007) AIW concepts enable me to gauge the level of authentic pedagogy prescribed by the official curriculum and the level of authentic pedagogy learners experience in the classroom.

The conceptual framework for this study provides the language that enabled me to describe and analyse data obtained in this study, such as data from the RBEC documents, observation of teachers' classroom practice and teachers' interviews, which offers new insights that enable me to analyse how Social Studies is presented in the curriculum documents, describes how teachers recontextualise Social Studies in the classroom, and lastly teachers' understanding of the purpose Social Studies Education in Nigeria.

3.6 Conclusion

This chapter describes how relevant concepts from Bernstein's theory of pedagogic discourse are extended by Barr et al.'s three categories of Social Studies and Newmann et al.'s AIW concepts are developed into the conceptual framework for this study. The next chapter addresses this study's design and methodological aspect and how the various concepts have been translated into an external language of description which can read the data in this study.

Chapter 4

Research Methodology

4.1 Introduction

In this chapter, I consider the issues of research paradigm, design, sampling, data collection and analysis. The beginning section of the chapter describes the questions of ontology, epistemology and methodology that underpin this study, which is a case study. The second section describes the data sources and the data collection methods. Data were collected from a range of different sources: curriculum documents were analysed, four Social Studies teachers were observed teaching four consecutive upper basic 9 Social Studies lessons in 2021, and these teachers were also interviewed. Finally, the chapter describes the different analytic tools used to analyse the various data sets.

4.2 Broad orientation to the study

I first discuss the principles that guide social research, as variations in the ontology, epistemology and methodology underpin every study. This is because ontology and epistemology influence methodology and direct the researcher in making choices about the research design and instruments (Al-Ababneh, 2020). According to Guba and Lincoln (2005) ontology is the form and nature of reality, as well as what can be known about it; epistemology is the nature of the relationship between the knower and that which can be known, and methodology is how the inquirer finds out what can be known.

Scott (2005) pointed out that philosophical issues, even if they are not explicitly acknowledged in a research study, underpin the methodological decisions made in any study. Therefore, my approach in this study was to make explicit my position about the ontology, epistemology and methodology underpinning this study. Since the focus of this study was to examine curriculum documents and describe and analyse Social Studies teachers' pedagogic and assessment practice in upper basic nine classes in junior secondary schools in Nigeria, I

adopted the critical realist paradigm as my philosophical position because it enables one to engage in explanations and causal analysis that is useful for analysing social problems. The philosophical position held in this study is what influenced the methodological choice made in the study.

According to Scott (2005) critical realism holds that there exists a single real world that is independent of our perception, and multiple ways of describing the nature of the social world make all individuals have their unique interpretations of that world. Therefore, it is impossible for anyone to have complete knowledge of anything.

According to Denzin and Lincoln (2018) critical realism originated as a scientific alternative to both positivism and constructivism. Critical realism seeks to bridge the gap between 'naïve realism' and 'radical relativism' (Scott, 2005) by drawing elements from both. Naïve realism, which is the positivist view, holds that there is the existence of a single reality independent of human beings and that the methods of the natural sciences should be adopted in social and educational research, while radical relativism, which is the constructivist viewpoint, hold the belief that it is not feasible to say that there is a single real-world that exists outside our perception and is beyond the viewpoint and stance taken up the observer to describe the single real-world.

It is important to bridge this gap between positivism (naïve realism) and constructivism (radical relativism) because other than the likely practical and ethical constraint to collecting and analysing data, these paradigms influence how data about the social world are collected and analysed. The critical realist paradigm can address philosophical concerns such as data authenticity and the truthfulness of a statement made by the researcher.

Guba and Lincoln (2005) have been influential in describing different research paradigms in social sciences. They argued that a researcher working within one of the paradigms must show coherence between the ontological question (What is the form and nature of reality?), the epistemological question (What is the nature of the relationship between the knower and what can be known?) and the methodological question (How can the inquirer go about finding out the nature of the reality?). Ontology, therefore, deals with the nature of reality and asks questions such as: what is the nature of reality? What does research focus on? Epistemology deals with the nature of knowledge and asks questions such as what kind of knowledge is research seeking? Is it objective or subjective? Methodology deals with the

nature of the research design and methods and asks questions such as: how do we gain knowledge about the world? How is research constructed and conducted? How do we know what we know?

Regarding the epistemological question, what kind of knowledge is research seeking? In what way do the participants construct the meaning of their practice? I take an inter-subjective approach, which means that as the researcher, I cannot distance myself completely from the research process. Nevertheless, I also bear in mind that it is impossible for the researcher to be completely objective or subjective in the research process.

To answer the methodological question, how is research constructed and conducted? How do we know what we know? I generated data for both the teachers' perceptions and meaning through interviews and a more objective perspective through video recordings, which enabled me to describe the process of curriculum recontextualisation by Social Studies teachers in their classrooms. I am not interested in testing hypotheses, measurement, and control but interested in social relations of the recontextualisation of the Social Studies curriculum by teachers in their classrooms. As a result, I relied only on qualitative data, which was analyzed in inductive and deductive ways according to what needed to be described.

The terms qualitative and quantitative are used to describe the types of methods and data in this study. Guba and Lincoln (2005) stated that qualitative should be reserved as a description of types of methods rather than a description of a research paradigm. According to Cohen, Manion and Morrison (2011), qualitative methods provide an in-depth, intricate, and detailed understanding of meanings, actions, observable and non-observable phenomena, attitudes, intentions, and behaviours. Denzin and Lincoln (2000) pointed out that the word qualitative suggests an emphasis on the qualities of entities, processes and meanings that are not experimentally examined or measured in terms of quantity, amount, intensity, or frequency.

Qualitative methods are used in the natural setting of those being studied (the participants) to understand the behaviour of those studied and their motives and aims. Also, the use of qualitative methods is not aimed at the verification of a predetermined idea but at the discovery that may lead to new insights. Therefore, for this study, the natural settings were the four identified junior secondary schools selected to explore Social Studies teachers' pedagogic and formative assessment practices.

In conclusion, I adopted the critical realist paradigm as my ontological philosophical position. Regarding epistemology, I take the inter-subjective approach, which means that as a researcher who is also a lecturer, I cannot distance myself completely from the research process. Lastly, for methodology, since my study aims to describe the process of curriculum recontextualisation by Social Studies teachers in their classrooms, I relied only on qualitative data from each case study, analyzing the data in both inductive and deductive ways.

4.3 Research design

4.3.1 The study as a case study

This empirical study takes the form of a case study inquiry method. In this study, the object or phenomenon to be studied is Social Studies Education within the RBEC and the recontextualisation and enactment of Social Studies Education by selected teachers in their classrooms in Nigeria.

Yin (2011) defines a case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are unclear. This definition suggests that the most appropriate design for researching live experiences in their natural setting is a case study; this is because a case study captures both the phenomenon and its context (the natural setting). Furthermore, according to Yin (2011) the case study design is preferred when the researcher seeks to answer the ‘how’ or ‘why’ question when the researcher has limited control over the event and/or when the researcher is focusing on phenomena within its real-life context. Based on the above premise, a case study is most appropriate for my study on how and why Social Studies teachers recontextualise Social Studies Education in the way they do.

A case study, according to Stake (2005) is the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances. Case studies are used to study a process, a program, or people in an in-depth, holistic way, which is the focus of this study, i.e., to describe how Social Studies teachers recontextualise Social Studies Education in their classrooms.

Employing the case study research design for a classroom-based study on the enactment of Social Studies Education is useful because it facilitates understanding the complex social

phenomena surrounding the implementation and assessment of Social Studies Education. Therefore, I opted for a case study research design as it is particularly suitable to investigate a small number of teachers and schools in-depth and explore intricate relationships between teachers' recontextualising process and the local school contexts in which they work.

4.3.2 Multiple cases

A case study can either be of a single case or multiple cases. I opted for the multiple cases that pointed out the variations in the two types of schools investigated (public and private schools). The public schools are owned and managed by the government, while the private schools are owned and managed by an individual(s). I anticipated that the contextual factors inherent in the two different school types might influence teachers' curriculum recontextualisation. For example, unlike private schools, public schools usually have a very high number of student enrolments, resulting in large class sizes and extension into more class groups, such as Basic 9A up to Basic 9H. The high student enrolment in public schools is because students do not pay tuition fees as the government subsidizes the costs.

This study aims to explore cases which illustrate the two different school types that help to illuminate the contrast in the enactment of Social Studies and the reason for teachers' current pedagogic and assessment practices. Studies that involve multiple cases are seen to provide more convincing evidence than single case studies. Also, in situations where there are similarities in the findings from multiple cases, this can be less attributed to chance since the theoretical replication in these multiple cases already strengthens the validity and confidence of the findings (Yin, 2011).

4.4 Introduction to the case: schools and teachers

4.4.1 Selection of schools

This study was conducted in one of the local government areas within Benin City, the capital of Edo State. Edo state is in the south-south geopolitical zone in Nigeria. The re-contextualizing field and the field of reproduction, which is the classroom, are the empirical fields for this study. As Bertram (2012) noted, the reproduction field is the most complex field to analyse, and if this is to be done with depth, then the sample of classrooms must be

small. This was why my sample is four Social Studies teachers in four (4) different junior secondary schools in Edo State, Nigeria.

I adopted a purposive sampling technique in selecting the four (4) schools and four teachers (one from each school). Purposeful sampling is a deliberate selection of a particular setting, the person(s) or an event that can provide sufficient information to answer the research question (Maxwell, 2012). The purposive sampling technique is considered the most important kind of non-probability sampling method that can be used to identify the primary participants in a study (Welman & Kruger, 2001).

One of the criteria for selecting these schools is based on school ownership, which are schools that are owned by the government (public schools) and those that are owned by individuals (private schools). Secondly, I also adopted convenience sampling as schools were selected based on their geographical context, closest to where I am located and are not so far from each other. These schools are located in Egor Local Government Area suburb of Benin City Edo State.

There are 18.5 million out-of-school children in Nigeria. The multi-indicator cluster survey carried out by the National Bureau of Statistics (NBS) (2020) showed that Edo State has the lowest number of out-of-school children (79,446) in the 36 states of Nigeria. In contrast, Bauchi State had the highest with a total of 1,239,759 out-of-school children in Nigeria. Although Edo State is not one of the states with the highest population in Nigeria, neither does it have a better education system when compared to some other states. However, this success rate is ascribed to the effort of the state governor and his team, who worked tirelessly to monitor and ensure that out-of-school children are taken out of the street and back to the classroom. Edo State has a total number of 301 public junior secondary schools across the 18 local government areas in the state. Only 12 of these schools are located in Egor local government area, which is the location for this study. Also, Edo State has a total number of 802 private junior secondary schools and 92 of these schools are located in Egor Local Government Area (LGA) (Statistics Unit, Edo State Ministry of Education, 2019). Although the number of private schools is nine times more than the public schools in Egor LGA, however, in terms of student enrolment, the public schools tend to have a greater number of students per school than the private schools. For example, while the 92 private junior secondary schools in Egor LGA had a total of 13,242 students, the 12 public junior secondary schools had a total of 7,501 students. If I divide the total number of students by the total

number of schools, each private school will have approximately 144 students per school, while the public schools will have 625 students per school. In terms of student enrolments per school, public schools have relatively higher student enrolments than each private schools.

One of the major differences between public and private schools is in the payment of fees and textbooks supply. In public schools, the government supply the schools with textbooks and other instructional materials, and the students do not pay fees, which results in a higher number of student enrolment in a class. In most cases, the relatively high number of students usually outnumber the available resources and physical infrastructures like tables and chairs.

In contrast, students pay tuition fees and other charges in private schools and buy textbooks. Private schools serve those from middle and high socio-economic backgrounds. Those from very high socio-economic status have their kids attend the most expensive private schools, where they pay fees in millions of naira (over \$6,600 per year). Due to the difference in fees, public schools tend to serve students from lower socio-economic backgrounds.

The National Bureau of Statistics (2020) report states that in the second quarter of 2020, 40 per cent of the total Nigerian population, or almost 83 million people, live below the country's poverty line of 137,430 naira (\$381.75) per year, which means that more than 82 million Nigerians live on less than \$1 a day. In Edo State, The National Bureau of Statistics (NBS) highlighted an unemployment rate of 19% poverty and inequality ratio of 12% out of the estimated population of 1.727 million people. This indicates that few parents/guardians could afford to enrol their children/wards into the most expensive private schools.

While there are some key differences between the public and private schools in Edo State, they both use the same curriculum: Revised Basic Education Curriculum and all students in the upper basic nine classes write the Basic Education Certificate Exam (BECE) at the same stipulated time. This exam marks the completion of 10 years of formal schooling for which the students will be issued the Basic Education Certificate.

Two public schools and two private schools were selected as sample schools for this study. Initially, I had purposively selected five public and five private schools from the list of junior secondary schools I obtained from the Edo State Ministry of Education. After careful consultations with the school principals and teachers, I narrowed it down to two schools, each where the teachers have a Social Studies degree and were willing to participate in the research. These schools were purposively selected because I assume they provided

heterogeneity to highlight how school contextual factors influence Social Studies teachers' curriculum recontextualization process. Also, the sampled schools were near one another, enabling me to move easily from one school to another during data collection.

The subsequent section provides much more details regarding the selected schools and teachers. However, I deliberately excluded specific details about the schools to conceal their identity, particularly for readers in Edo State, Nigeria.

4.4.2 Private Schools

Stars Secondary School and Infinity Secondary Schools were selected as private schools. Stars Secondary School was established in 2009, and Infinity Secondary School was established in 2002. They are both located within seven kilometres away from the city centre. As of the time of data collection in 2021, Stars Secondary School had a total of 215 learners and 22 teachers, while Infinity Secondary Schools had 347 learners and 28 teachers. Both schools had an average class size of 25 learners per class. While Stars Secondary School had one upper basic nine classes, Infinity Secondary School had three upper basic nine classes. Each has a relatively modest compound fenced with well-maintained buildings, adequately furnished classrooms, and a library. Toilet facilities are also adequate for the number of learners. Both schools serve learners from middle socio-economic status (SES), particularly children whose parents are professionals and middle-class civil servants. These students usually come to school via their parents' private cars or public transport service. These parents are compelled to pay fees every term and other school charges.

4.4.3 Public schools

South Secondary School and Light Secondary Schools were selected as public schools. South Secondary School was established in the late 1980s, and Light Secondary School was established in the early 1980s. They are both located on the outskirts of Benin City, approximately 10 kilometres from the city centre. At the time of data collection in 2021, South Secondary School had a total of 1520 learners and 35 teachers, and Light House Secondary School had 1783 learners and 39 teachers. Each class has an average of 55 learners per class, with at least four classes in each grade level.

¹Both schools have a relatively large compound that is not entirely fenced, with a few old buildings that are not well maintained. The old students' alumni groups or government trust funds donated to the newly built or renovated buildings found in the schools. Most of the classrooms were not adequately furnished and were mostly overcrowded. Toilet facilities are inadequate for the number of learners because of the usual high student population enrolled. There are no functional libraries in either school. In South Secondary School, I saw many books heaped on a table in one of the rooms near the principal's office. These books were said to have been donated by the government for students' use, but the school has not been provided with the funds to set up the library space. These schools serve learners from low socio-economic backgrounds, whose parents are usually local market traders, manual labourers who are low-income earners and children who live with relatives in the city. While some learners here take public transport to school, most walk to and from school daily. They also report to school sometimes without pens, exercise books, or lunch packs. School fees are not charged in either school.

The above varied contextual factors in the schools selected are the reasons I compared the two different school types to highlight how school factors influenced teachers' recontextualisation of the curriculum. Below is a summary of some key details about the schools selected.

¹ Note: The exchange rate used in 4 below was the rate of naira against the US Dollar as of 2021 when the data was collected (300 Naira to \$1). The current rate shows a significant increase.

Table 4 Summary of key information on selected schools

School	School Ownership	Approx. School fees paid per term	Average class size	No. of learners	No. of teachers	Teacher/ Learner ratio
Stars Secondary School	Private	28,000 Naira (\$93)	25	215	22	1:25
Infinity Secondary School	Private	35,000 Naira (\$116)	28	347	28	1:28
South Secondary School	Govt	No Fees	55	1520	35	1:55
Light Secondary School	Govt	No Fees	60	1783	39	1:60

4.4.4 Selection of Teachers

Participants were selected based on their knowledge and experience about the research's particular focus (phenomenon). A primary consideration in selecting participants for interviews is to "select participants who can talk about the topic or phenomenon under study" (DeMarris, 2004, p. 59).

A total of four (4) Social Studies teachers were selected, one (1) from each of the four sampled schools. The selected teachers served as participants in the study, and they were included in the study based on the following criteria: they each have a degree in Social Studies and at least eight (8) years of teaching experience. In other words, they have been trained as Social Studies teachers in higher institutions of learning (Universities or Colleges of Education). I opted for teachers with longer teaching experience as they know both the old BEC curriculum (curriculum 2007) and the RBEC (curriculum 2013) and can comment on the changes and reasons for the changes in the new curriculum.

Mrs Grace is a teacher at Stars Secondary School. She teaches all themes under the National Values Curriculum (Social Studies, Civics and Security Education) at the upper basic education level. She has taught at Stars Secondary Schools for over two (2) years out of her twelve (12) years of teaching. She has a Bachelor of Science (Education) in Social Studies (B.Sc. (Ed) Social Studies).

Mr Udo is a teacher at Infinity Secondary School and teaches only Social Studies Education at the upper basic education level. He has taught in this school for over five (5) years out of his 13 years of teaching. He has a Nigeria Certificate in Education (NCE) and a Bachelor of Science (Education) in Social Studies.

Mr Cyril teaches Social Studies and Geography at the upper basic educational level at South Secondary School. In addition, he is the head of the Social Science Department in the school and has been teaching at South Secondary School for over 20 years out of 27 years of teaching. He has an NCE, B.Sc. (Ed) in Social Studies and a master's degree in Geography.

Mrs Nancy is a teacher at Light Secondary School, and she teaches Social Studies and Civic Education in the upper basic classes. She has been teaching for over ten (10) years at Light Secondary School out of her 23 years of teaching. She has an NCE and a B.Sc. (Ed) in Social Studies.

The basic qualification for secondary school teachers in Nigeria is four (4) years bachelor's degree in education or 4-year Bachelor of Science/Arts degree plus a National Certificate in Education (NCE or Postgraduate Diploma in Education). The National Certificate in Education (NCE) is a 3-year professional training programme provided at any College of Education after the completion of 3 years of senior secondary school education, where the candidate must have obtained the senior secondary school certificate (SSCE). Table 5 below summarizes key information about the selected teachers.

Table 5 Summary of key information on selected teachers/participants

Teacher	School	Highest qualification	Years of teaching experience	Class taught	Subject taught
Grace	Stars Secondary School	B.Sc. (Ed)	12	Upper basic 7-9	Social Studies, Civic and security education
Udo	Infinity Secondary School	B.Sc. (Ed)	13	Upper basic 7-9	Social Studies
Cyril	South Secondary School	B.Sc. (Ed) and master's degree	27	Upper basic 9	Social Studies and Geography
Nancy	Light Secondary School	B.Sc. (Ed)	23	Upper basic 9	Social Studies and Civics

4.5 Positionality

According to Chacko (2004) the frame of positionality enables one to understand the impact of explicit and implied power structures on the research process, which may affect one's access to research participants as well as the outcome of the study. As a Social Studies teacher educator at a university in Edo State, Nigeria, who teaches and trains Social Studies teachers at the university level and with my current educational background as a PhD student, I anticipated that these power dynamics might affect/influence the research process. I, therefore, employed the strategy of self-reflexivity to address the issue of positionality during my research process. Reflexivity involves a self-scrutiny on the part of the researcher and a self-conscious awareness of the relationship between the researcher and participants (Pillow, 2003). Self-reflexivity requires me to examine and re-assess aspects of the research process concerning my intentions in the entire research, how I thought about myself and how I related to others, alongside how I made known the agenda and activities that were carried out during the research, how I made conscious accommodations for the research participants' work schedule and time constraints, how information was mutually shared, and how I explicitly recognized the participants' expertise as the curriculum implementers. All these were attempts to balance power relations between my research participants and me.

4.6 Data generation methods and analysis focus

Data was generated from multiple sources during fieldwork, using different methods such as document analysis, classroom observations, field notes, and teachers' interviews. Various sources of data collection limit systematic biases inherent in specific methods and strengthen the study's validity through triangulation (Yin, 2011). Data was generated from two levels of the pedagogic device. The first level involved the curriculum documents (the official recontextualising field), while the second level involved data collected in four junior secondary schools' classrooms (the field of reproduction). The table below describes the different data collection strategies linked to the two levels of the pedagogic device this study focused on.

Table 6 Data collection strategies in two levels of the pedagogic device

Data collection strategy	Data collection instrument	Research participant(s)	Data sought	Data recording method
Official Recontextualising Field (ORF): Curriculum documents				
Curriculum document analysis	Not applicable	Revised Basic Education Curriculum and Social Studies Teachers guide.	Classification and framing relationships, Purpose of the Social Studies and Level of authentic pedagogy	Not applicable
Field of reproduction: School case studies				
Classroom observation	Video recorder and field notes	4 Teachers	Pedagogical practices and substance of the knowledge transmitted.	Video recording
Qualitative interviews	Interview schedule and Audio recorder	4 Teachers	Biographical data, teachers' understanding of the purpose of Social Studies.	Audio recording

As shown in the above table, the study used a range of different data collection methods. These are described in greater detail below.

Data from the curriculum documents, interviews, and classroom observation constituted the data presented in this study, and they were subjected to in-depth analysis of both an inductive and deductive nature. The analytical procedures employed to transform the information gathered from the curriculum documents, interviews, and classroom observation were informed by the conceptual framework earlier discussed in chapter three.

4.7 Description of data, coding and analysis

4.7.1 Curriculum documents

I analysed key curriculum documents comprising the Revised Basic Education Curriculum (RBEC) for National values subjects (FME, 2018) with a focus on Social Studies aspects of the curriculum and the accompanying teachers' guide for Social Studies implementation (FME, 2013). These documents were carefully coded and deductively analysed. In line with Morais and Neves (2001) and Bertram (2008), the sentence from the documents was the unit of analysis. I used an Excel spreadsheet to code the sentences by importing each curriculum statement into the first column of the Excel spreadsheet, with one sentence per row.

In analysing the curriculum document, the focus was on knowledge structure and integration, pedagogy, and purpose to understand how Social Studies Education is organized and give insight into how Social Studies might be recontextualised from the curriculum to the classroom.

I drew on Bernstein's (1973b) concepts of classification and framing, which are internal to his theory of pedagogic discourse. I developed into an external language of description that enabled me to read and analyse the curriculum document and teachers' guide for Social Studies. Also, because the phenomenon of my study focuses on the purpose of Social Studies and the substance of Social Studies knowledge that is beyond Bernstein's theory, I, therefore, extended Bernstein's theory with concepts from Barr et al.'s (1977) approaches to Social Studies and Newmann et al.'s (2007) authentic intellectual work (AIW) rubrics that enabled me to read and analyse data on the purpose of Social Studies and to examine the level of authentic pedagogy prescribes in the RBEC. My conceptual framework, therefore, are the concepts of classification, framing, the three instructional approaches of Social Studies and the four dimensions in the AIW rubrics. These concepts were translated into a coding scheme that comprises indicators that provide the means for making the conceptual categories readable/observable in the data; these indicators are discussed in detail in the next session.

Classification

My coding instrument for knowledge integration, which is broadly informed by the work of Bertram (2008) and Hoadley (2005) is designed to assign values in terms of classification to discourse relationships that is the different mode in which pedagogic practice can be

experienced or expressed. The curriculum documents were coded using three different types of classification relationships, namely inter-disciplinary, intra-disciplinary and inter-discursive relationships. I looked at the strength of classification between the different themes (civic and security education) in the curriculum (inter-disciplinary relationship), the strength of boundary between various topics within the subject of Social Studies (Intra-disciplinary relationship) and the strength of boundary between the subject (Social Studies) and everyday knowledge (inter-discursive relationship).

Statements that indicate a very strong boundary between Social Studies knowledge and other themes, between various topics within Social Studies and between Social Studies knowledge and everyday knowledge are coded (C++). Strong boundaries between these classification relationships are coded (C+), weak boundaries between these classification relationships are coded (C-), while very weak boundaries between these classification relationships are coded (C--). Classification categories used to code and analyse the curriculum documents are further described in detail in the next chapter, which describes and presents the findings of the curriculum document analysis.

Framing

Framing identifies the relative control the teacher and student have over the selection, sequencing, pacing, evaluation, and hierarchical rules. In the case of document analysis, framing was not used in a fine-grained way to analyse selection, sequencing, pacing, timing, and evaluation. Rather, framing was used in a generic sense to establish the degree of control that is given in the curriculum document to the teacher and the learner regarding the teaching-learning process. I was only interested in analysing the control relations between teacher and students as indicated in the curriculum document in the same way Morais et al. (2004) used the concept of framing to analyse the instructional practices indicated in the Portuguese Science syllabus. In other words, framing in this study was used to ascertain the position of control over the rules of communication. Therefore, I only categorised framing relationships between the teacher and learner, not relationships between the curriculum and learner.

Statements that place control of the learning process entirely in the teacher's hands are very strongly framed and coded (F++), and statements that place control of the learning process in the teacher's hands and give learners a bit of control are strongly framed and coded (F+). While statements that place control of the learning process entirely with the learners are very

weakly framed and coded (F--), statements that place control of the learning process with the learners but also give teachers a bit of control are weakly framed and coded (F-). Framing categories used to code and analyse the curriculum documents are further described in detail in the next chapter, which presents the findings of the curriculum document analysis.

Regarding assessment in the curriculum document, I relied on Bernstein's evaluative rule. According to Bernstein (2000), the evaluative rule refers to the extent to which teachers make explicit the rules for evaluating learners' performance. According to Morais et al. (2004), making the evaluative criteria explicit involves the teacher telling the students what is expected of them, identifying what is missing from their textual production, clarifying the concepts, leading them to make synthesis and broadening concepts. For this study, I coded the RBEC document regarding the assessment with the concept of framing.

A statement that indicates the assessment standards and criteria are explicitly coded (F++), while statements that indicate that the teacher makes the rules for evaluation of learners' performance implicit in the course of the teaching/learning process are coded (F--). This is further elaborated in the next chapter, which presents the findings of the curriculum documents analysis.

Three categorizations of the purpose of Social Studies

This section considers the purpose of Social Studies and instructional content that aligns with the purpose of Social Studies as indicated in the curriculum document. In this case, the curriculum documents are coded using the three different instructional approaches (Citizenship transmission, social science and reflective teaching), depending on the approach most emphasized in the curriculum document and teachers' guide. Citizenship transmission focuses on the inculcation of the traditional/nationalistic values of that society. The second theme, 'Social science', focuses more on testing hypotheses (social science truth/claims) for the sole purpose of study and validation. The third theme, 'Reflective inquiry', focuses on value analysis, critical thinking, problem-solving and decision-making within a specific socio-political context.

Sentences in the curriculum document indicating that Social Studies focus should be on inculcating the traditional/ nationalistic values of that society were coded for citizenship transmission (CT). Sentences in the curriculum document indicating that Social Studies focus more on testing hypotheses (social science truth/claims) for the sole purpose of study and

validation were coded (SS). While sentences in the curriculum document indicate that Social Studies focus on knowledge that reflects value analysis, critical thinking and decision-making are coded reflective inquiry (RI). This conceptual approach used to categorise the purpose of Social Studies is further elaborated in the next chapter.

Level of authentic pedagogy

Newmann et al. (2007) developed standards for measuring the degree of Authentic Intellectual Work (AIW) in a classroom. These standards were developed into rubrics to gauge the level of authentic pedagogy found in a classroom. AIW rubric for classroom instruction rated authentic pedagogy across four standards: Higher Order Thinking (HOT), Deep Knowledge, Substantive Conversation and Connectedness to the Real World. At the same time, the AIW rubrics for assessment rated authentic pedagogy across three dimensions: Construction of Knowledge, Elaborated Communication, and Connection to Students' lives.

I adopted Newmann et al.'s (2007) rubric for instruction to help me read the curriculum documents for the level of authentic pedagogy prescribed for Social Studies content. The AIW rubrics were used generically for this document analysis. Examples of how sentences were coded deductively using AIW concepts are explained in the next chapter.

The curriculum documents were coded using the adopted AIW rubrics for instruction across these four dimensions (Higher Order Thinking (HOT), Deep Knowledge, Substantive Conversation and Connectedness to the Real World).

I read the curriculum documents for sentences that refer to pedagogy. I examined these sentences to know what level of authentic pedagogy the curriculum prescribes. When the sentences that refer to pedagogy prescribe all four dimensions of the AIW rubrics (higher-order thinking, deep knowledge, substantive conversation, and connectedness to the real world) to enable teachers to bring about meaningful learning in their pedagogic practice, the curriculum is said to prescribe the very high level of authentic pedagogy. When the sentences that refer to pedagogy prescribe two or three out of the four dimensions of the AIW rubrics, the curriculum is said to prescribe a high level of authentic pedagogy.

When the sentences that refer to pedagogy prescribe any one out of the four dimensions of the AIW rubrics, the curriculum is said to prescribe a low level of authentic pedagogy.

However, when the sentences that refer to pedagogy do not prescribe any of the four dimensions of the AIW rubrics that would enable teachers to bring about meaningful learning, the curriculum is said to prescribe a very low level of authentic pedagogy.

4.7.2 Classroom observation

I employed the non-participant classroom observation method to generate data on each teacher's pedagogic practice because I see this method as less obstructive than participant observation and less likely to affect the behaviour of my participants. I spent one whole day in each school during the start of the fieldwork to get a general sense of how they organised the school activities for the day. After obtaining each school's timetable, I went to the school only to observe the upper basic nine (9) Social Studies lessons. I observed a particular teacher's four consecutive lessons in a week before moving to the next school. Most of the schools' timetables stipulate that Social Studies must be taught three times a week, with two single periods of 40 minutes each and one double period of 80 minutes (2 stretched single periods). I used field notes to gather information to get a sense of the different schools' ethos from teachers and principals in each school. According to Phillippi and Lauderdale (2018) field notes are means for documenting needed contextual information. The field notes enabled me to make sense of the challenges and issues facing the different schools as well as staff members. I also attended an assembly where possible. I wrote field notes of my impressions of the school environment while waiting for teachers and when I returned to the office after each classroom observation.

I observed four consecutive lessons per teacher in the four different sampled schools. The teachers selected these lessons based on the work scheme extracted from the RBEC during the second term of the 2020/2021 academic session. Since the teachers drew topics and content from the same curriculum document and I had to observe four consecutive lessons for a particular teacher before moving to the next teacher in a different school, it was impossible to observe all the teachers teaching the same topic. I observed a total of 16 lessons in the four schools that were sampled for the study.

There are two ways of doing classroom observation. The first is a systematic classroom observation; in this case, the researcher has a clearly defined idea of what they are looking for (for example, how the teacher introduces the lesson topic). In contrast, the second way is

descriptive, non-structured classroom observation. I employed both systematic and non-structured observation methods. The observation schedule, which is theoretically informed by my conceptual framework, enables me to describe the fine-grained aspect of each teacher's practice while the video recordings, together with the field notes, ensured I had a detailed transcript of all lessons and am also able to capture other qualitative issues that my theory may not capture.

The systematic type of observation that uses a structured observation schedule is not helpful for my study because it is an in-depth exploratory study. Therefore, I video-recorded all aspects of the lessons, transcribed the video, and coded the lesson episodes.

As a non-participant observer, I want to maintain neutrality and present an unbiased conclusion. I sat at the back of the classroom, but when there was no space to sit at the back, I quietly sat at the side to passively observe and video record the teachers as they taught Social Studies in their various classes. The teachers had different perspectives when I asked how my presence affected them and their learners during the individual interview session. For example, Mrs Grace at Stars Secondary School said she was not bothered about my presence in the classroom because she just needed to be herself and do what she enjoys. As for the learners, she said it was not difficult to put them together as they were already aware of my purpose in the class. Mr Udo at Infinity Secondary Schools noted that my presence psychologically impacted his behaviour, which made him very conscious. Thus, he tried to deliver the lesson to the best of his ability, but generally, there was not much difference in how the class activities played out. Mr Cyril at South Secondary School noted that nothing changed with my presence in the class as he sees any person in his class at the point of teaching as his student. As for the students, they are aware of my purpose in the classroom, and it was easy for them to follow up on the lesson because he always told them about the next topic and encouraged them to come prepared. Mrs Nancy at Light Secondary School noted that my presence in her classroom made some students behave better and participate more in the lesson.

Developing the coding instruments for analysing the classroom data

I developed the coding instruments for the classroom observation data from my conceptual framework (details in chapter 3), which constituted the external language of description for

analysis of knowledge and pedagogy in the different case studies. While Bernstein's concepts enabled me to describe knowledge integration, power and control in the pedagogic process, Barr et al.'s concepts enabled me to describe the instructional focus of that particular social studies lesson, while Newmann et al.'s AIW rubric for instruction captured the substance of the knowledge that is transmitted in order to gauge the level of authentic pedagogy in that particular classroom.

The general method used to operationalize the concept of classification and framing into the coding instrument followed the work of Hoadley (2005), and Bertram's (2008) study of history classrooms carried out in selected secondary schools in South Africa. However, the instrument was tailored to suit the purpose of my study. The coding instrument covers conceptual categories for pedagogy as indicated in Bernstein's theory, which includes the instructional and regulative dimensions of pedagogic practice. The instructional dimension covers the classification of discourse (inter-disciplinary, intra-disciplinary and inter-discursive relations) and the classification of space and agents, while the regulative dimension covers indicators for framing over the discursive rules (selection, sequencing, pacing and evaluative rule/criteria) and hierarchical rules.

I used the conventional Bernsteinian symbols and assigned each indicator a value on a four-point scale ranging from the weakest classification and framing values (C--/F--) to the strongest values (C++/F++). While the full coding instrument is attached in Appendix C, here is an example of one of the conceptual categories with four indicators under the framing (discursive rule) shown in Table 7 below.

Table 7. An example of one of the indicators under discursive rule (selection) on the coding instrument.

Indicator	F++	F+	F-	F--
1. In the topic introduction / content discussion	Teachers have full control	Learners have very little control	Learners have some control	Learners have substantial control
	The teacher at all times selects the topic and content for the lesson. Learners are not allowed to change the selection for any reason. Learners' spontaneous interventions are rejected or ignored.	The teacher, most times, selects topics and contents to be discussed. Only occasionally accept learners' spontaneous selection relevant to the current topic while leaving out the rest for the appropriate time.	Learners are sometimes allowed to vary the topic and content selection as some of the learners' suggestions are accepted. The teacher, therefore, alters the selection and the content for discussion to suit learners' needs.	Learners often select topics and content for discussion in the classroom. The teacher usually accepts and incorporates the learner's spontaneous interventions, allowing the learners to determine the content of the discussion.

Adapted from Hoadley (2005) and Bertram (2009)

The rubric clearly describes the indicators used to analyse the data, which enabled me to describe classroom practices more explicitly than vague terms such as 'teacher-centered' or 'learner-centered'. The rubric also provides a language that helps describe classroom life in a non-evaluative way because it does not set out with a pre-formed idea of what good classroom practice looks like. With 23 conceptual categories for the entire instrument, each had four empirical indicators that were modified continuously until the instrument could code the entire lesson episodes. I highlighted the corresponding strength of the classification and framing under the different indicators of each conceptual category. Also, some indicators were only applicable to some lessons. This made the number of indicators coded for each lesson vary according to the structure of activities in the lessons.

However, I realized in the course of my data analysis that neither Bernstein nor Barr et al.'s concepts helped me understand and describe the substance of the knowledge taught in the classroom or what Hoadley (2005) referred to as the 'conceptual demand' of the instructional knowledge that is taught in the classroom. I also sought to understand the substance of Social Studies instruction because I needed to gauge the quality of the message that is been transmitted. I believe the quality of the instruction is part of the necessary requirements for preparing competent democratic citizens. Thus, I explored Newmann et al. (2007) standards for measuring the degree of Authentic Intellectual Work (AIW) that occurs in a classroom. They developed the Authentic Intellectual Work (AIW) rubrics to gauge the level of

authentic pedagogy found in each of the classrooms in their study. Similarly, Saye et al. (2013) investigated the nature and quality of instruction in contemporary US Social Studies classrooms using the AIW construct, and I adapted the AIW rubrics to help me gauge the substance of Social Studies instruction in the classroom I had observed.

AIW rubric for classroom instruction rated authentic pedagogy in classrooms across four standards: Higher Order Thinking (HOT), Deep Knowledge, Substantive Conversation and Connectedness to the Real World. While Newmann et al. (2007) scored the assessment tasks associated with the observed lessons across three dimensions: Construction of Knowledge, Elaborated Communication, and Connection to Students' lives, I adapted only the rubric for classroom instruction to suit my study focus of teachers' pedagogic practices. See Appendix D for full scoring rubrics.

The table below shows the score for each indicator range from 1-4, with one being the lowest and four being the highest. Each teacher is scored according to the description for each indicator/standard, depending on the indicator level the teacher engages more with, as observed during classroom instruction.

Table 8 AIW indicators for classroom instruction.

Indicator/standard	1	2	3	4
Deep Knowledge	Knowledge is thin and very shallow	Knowledge is superficial or fragmented	Knowledge is relatively deep	Knowledge is very deep
	Teachers cannot structure the lesson to deal with the central ideas of a topic and sustain learners' focus on a significant topic. Also, teachers and learners are only involved in the coverage of simple information for recall purposes.	Key concepts or ideas are mentioned or covered, but only a trivialized understanding of the concepts is evident. Knowledge is treated unevenly during instruction, as a deep understanding of an idea is countered by a superficial understanding of other ideas.	Teacher structures the lesson so that many learners sustain focus on a significant topic and learners, through their reasoning, explanations, and arguments can at least do one of the following: demonstrate understanding of the topic by arriving at a reasoned conclusion; or explain how they solve a relatively complex problem.	Teacher successfully structures the lesson so that almost all learners sustain focus on a significant topic and, through their reasoning, explanations and arguments, can demonstrate fullness and complexity of understanding of the topic.

Adapted from Newman et al. (2007) and Saye et al. (2013)

Analysis of the classroom observation data

The analysis of the classroom observation data focused on several aspects: the boundary relationship between Social Studies knowledge and other forms of knowledge, the relative control of the teacher and learners in the pedagogic process and the overall pedagogic practices of the teachers in the classroom. In terms of knowledge relationships, I focused on the boundary between Social Studies knowledge and other themes (inter-disciplinary relationship), the boundary between topics within the Social Studies subject (intra-disciplinary relationship) and the boundary between Social Studies knowledge and everyday knowledge (Inter-discursive relationship).

Firstly, the video recordings were transcribed to enable me to get textual data that could be analysed. The transcribed lessons were then divided into episodes with a time dimension, allowing one to determine the percentage of each lesson spent on a particular episode. Episodes are chunks of time in the classroom when a particular activity occurs, indicating new episodes by a change in the activity taking place. The lesson episode, therefore, constituted the unit of analysis for the classroom observation.

Secondly, I categorised and coded these episodes using the concepts of classification and framing as the deductive categories. These concepts were operationalized into an external language of description that can 'read' the data (see Appendix C). I drew on the PhD work of Bertram (2008), who created a detailed rubric of indicators to operationalize the concepts of classification and framing for history using the work of Hoadley (2005). I adapted it to speak to data collected in Social Studies upper basic nine classrooms.

The rubric that served as my coding instrument covers conceptual categories for pedagogy offered by the theory, including its instructional and regulative dimensions. The instructional dimensions covered indicators for the classification of discourse relationships (Interdisciplinary, intra-disciplinary and inter-discursive), while the regulative dimensions covered indicators for framing over the discursive rules (selection, sequencing, pacing and evaluation criteria) and hierarchical rules.

Table 9 Conceptual categories for analysis of classroom data

Classification	Relations between discourses	Inter-disciplinary (strength of the boundary between Social Studies and other themes areas)
		Intra-disciplinary (strength of the boundary between various topics within Social Studies)
		Inter-discursive (strength of the boundary between Social Studies and everyday knowledge)
Framing	Discursive rules (Instructional discourse)	The extent to which the teacher controls the selection of the content
		The extent to which the teacher controls the sequencing of the content
		The extent to which the teacher controls the pacing of the Content
	Hierarchical rules (Regulative discourse)	The extent to which the teacher makes formal or informal the social relations between teachers and learners
	Evaluative rule	The extent to which the teacher makes explicit the rules for evaluating learners' performances.

Adapted from Hoadley, 2005 and Bertram, 2008, p. 88

4.7.3 Interview data

According to Yin (2011) interviews involve an interaction between an interviewer and a participant (interviewee). The nature of the interview varies depending on the research protocol used. When the interaction is carefully scripted, with a formal set of questions listing all questions to be asked, it is known as a structured interview. This type of interview can have closed or open-ended questions. The structured interview with closed-ended questions is more suitable for a survey kind of research because of the relatively large number of participants involved in survey research. It is less time-consuming to use the closed-ended questions interview schedule to elicit a response from the participants as it limits the interviewee to a set of predefined responses. The other type is the semi-structured interview suitable for qualitative study such as my study. For this type of interview, questions are mostly open-ended. Although the researcher will have a mental picture of the study questions, these questions are not strictly scripted. The interviewer can pose questions and decide to probe further depending on the interviewee's response, context, and setting. This type of interview creates a two-way interaction that allows for some rapport that can lead to

deeper engagement with the interview question. Brenner (2006) noted that this type of interview aims to understand participants on their own terms and the meaning they make out of their own experience, which is the fundamental aim of this study.

Therefore, I employed a semi-structured interview with open-ended questions for this study. The interview schedule was divided into two parts: pre- and post-classroom observation (See Appendix E). The first part (pre-classroom observation) focused on the teachers' biographical data, including teachers' number of years in teaching Social Studies, their qualifications, their understanding of the purpose of Social Studies, and reflections on the old and revised curriculum. Each teacher's classes were observed before the post-observation interviews, which enabled me to talk about the teacher's practice that I had observed and not just the idea of teaching. I interviewed each Social Studies teacher for about 30–45 minutes after all the 4-classroom observations. The second part (post-classroom observation) focused on the teachers' classroom practice as they recontextualized Social Studies Education under the revised curriculum. I avoided being so restrictive that I did not discourage the interviewee from raising issues that may not have occurred to me, the researcher. All interviews were audio-recorded and then transcribed. Transcriptions were emailed to the participants for confirmation that these were a good reflection of the interview.

Interviews data analysis

I analysed the data generated from the interviews with Social Studies teachers inductively and deductively. The inductive content analysis allows the data to speak through themes that emerged from the interviews. However, the concepts of citizenship transmission, social sciences, and reflective inquiry by Barr et al. (1977) informed the deductive analysis. For example, when asked what she enjoyed most about teaching Social Studies, one of the teachers said, "...inspiring students to think critically about the world". This statement indicates that the teacher tends towards "reflective inquiry" in understanding the purpose of Social Studies.

Table 10: Criteria for operationalising Barr et al.'s concepts.

Concepts for the categorization of Social Studies instructional approach	Criteria for operationalising the concepts	Examples from the interviews
Citizenship transmission	Statements that indicate the teacher focuses on the inculcation of traditional/nationalistic values as listed in the curriculum document.	"... inculcation of nationalistic values such as tolerance, hard work and sexual morality."
Social sciences	Statements that indicate that the teacher focuses on exposing students to these various Social Science disciplinary knowledge, how they are produced and used	"... to impact students with the knowledge, especially on contemporary issues."
Reflective inquiry	Statements indicate that the teacher focuses on knowledge and reflects value analysis, critical thinking and decision-making.	"...inspiring students to think critically about the world."

I transcribed the audio interview data using otter.ai voice transcription software and corrected the transcriptions where necessary. Then, I closely read each transcript several times to get a general impression of the data. Teachers' understanding of the purpose of Social Studies was categorised and coded under citizenship transmission, social sciences, and reflective inquiry. Other categories were also derived from the actual words (themes) that emerged from the interviews. For example, the teachers' rationales for their current pedagogic and formative assessment practice were inductively categorised according to the theme derived from their actual words. They were coded under the concept of 'time'.

4.8 Trustworthiness

In a qualitative case study such as this, the issue of validity and reliability are not considered because the terms are derived from the natural sciences for experimental and survey research, where the research aims to measure, determine cause and effect relationships and possibly generalize. Nonetheless, there is a need for qualifying check-in a qualitative study to help determine the 'trustworthiness' of the generated data. The term 'trustworthiness' was coined by Lincoln and Guba (1985). The term trustworthiness refers to the degree of confidence ascribed to the method used and data collected and interpreted to ensure the quality of a study. Lincoln and Guba (1985) also outlined criteria that constitute trustworthiness, and they include credibility, dependability, conformability, and transferability; and later added authenticity (Guba & Lincoln, 2005)

Likewise, Bassey (1999) provided questions that may be asked at various stages of the qualitative research process to ensure its trustworthiness. These include lengthy engagement with the data sources, steady observation of emerging issues, adequate checking of raw data with their sources, sufficient triangulation of raw data, systematically testing the emerging story against the analytical statements, using a critical friend to challenge the findings, giving sufficient detail in the account of the research, and providing a satisfactory audit trail.

To satisfactorily answer these questions raised by Bassey (1999) to address the issue of trustworthiness in my study, I ensured a lengthy data collection period, which was for the whole of term 1 (out of the three terms in an academic session), and one term is usually three months of teaching and learning. This allowed for sufficient data collection. I used various data collection strategies, including document analysis, field notes, interviews, and observation. Triangulating data from these different sources enabled me to compare findings from different perspectives and overcome the limitations associated with using just one method. I also used audio and video recorders to provide complete records of interviews and observed lessons in the classrooms. After transcribing the data, I checked with my participants to ensure I had not misrepresented their responses.

4.9 Ethical considerations

Oliver (2010) pointed out that anonymity and confidentiality are key issues in research ethics because they allow the participants to conceal their identities. In this research, pseudonyms which cannot be traced to the participants are used for identification purposes. Regarding ethical issues, respect for the participants' autonomy is essential in social research. Hence, in this research, several ethical issues were taken into consideration. For example, during my school visit, I first established contact with the principal (school head) and obtained the gatekeepers' letter. The purpose of the research was well explained to the school management as a doctoral study exploring the pedagogic and assessment practice of Social Studies teachers in upper basic nine classes (junior secondary schools) in Edo State, Nigeria. I also assured them that the name of the school, the participants and the data collected would remain confidential and anonymous.

When I met with the teachers, I emphasized the independent nature of the study, which is solely for the fulfilment of an academic requirement, and I assured them of the anonymity of the respondents. I also stressed the confidentiality of information that was gathered during the interview. The information from the teachers was not discussed with others (including other teachers, school management and the Ministry Officials), and my findings were not presented in ways that allowed for the identification of respondents.

The issue of informed consent was adequately addressed by me, the researcher, as a prospective participant was allowed to accept or decline to engage in the research. Their right to withdraw even after consent has been given was explained to them, according to Cohen et al. (2011). I carefully reviewed the research's purpose, methods, and importance with the participants before getting involved in the study. I also asked their permission to audio record interviews and observe lessons. After that, all participants who agreed to participate in the study signed the consent forms.

I got Ethical clearance approval from the university after submitting a research proposal and samples of the data collection instruments (see Appendix A). I received permission from the Edo State Ministry of Education to conduct the study in the four schools (Appendix B). I also got permission from the four schools' principals and teachers to conduct the study. Although I was not dealing with learners directly, I asked them to take home a consent form to be signed by their parents or guardians, which explained the purpose of the video recording of their class.

More so, I am very much aware that ethics in research is far more than just completing a technical form with institutional checklists. It is more about the researcher's integrity and social responsibility. I constantly reminded myself that I was in the school and the classroom due to the teachers' generosity. I tried to be as accommodating as possible and not unnecessarily demand teachers' time without compromising the research purpose.

4.10 Conclusion

This chapter showed how this study employed a wide range of data collection methods across two levels of the pedagogic device to generate data. I made use of different kinds of analysis tools to make sense of the range of data collected. Key concepts drawn from Bernstein's theory, such as classification, framing, and Barr et al.'s three approaches to Social Studies, were developed into an external language to read and analyse the data.

The next chapter provides an account of the procedure for analysing the curriculum documents. It also shows how the external language of description for the study developed through dialogic relations between theoretical concepts and empirical data. It also provides a detailed description of how the data were analysed in a deductive and inductive way.

Chapter 5

The Official Re-contextualizing field: Analysis of the Social Studies curriculum document and Teachers' Guide

5.1 Introduction

This chapter presents an analysis of the Revised Basic Education Curriculum documents (National Values Curriculum and the Social Studies Teacher's Guide). This analysis aims to answer the first research question, "What are the assumptions about knowledge and pedagogy that underpin the Revised Basic Education Curriculum documents?" The assumptions about knowledge and pedagogy that underpin the curriculum documents, the level of authentic pedagogy and the instructional purpose of Social Studies also served as a point of reference for my analysis of teachers' recontextualization of the Social Studies Education curriculum in their classrooms, which is described in the next chapter.

The National Values Curriculum (Social Studies) and Teacher's Guide for Social Studies Education are documents supplied to schools to guide teachers in implementing the Social Studies subject at the basic education level. I collected these documents from the Ministry of Education, Edo State, Nigeria, so I could analyse and interpret them in order to get a clear picture and understanding of the intentions of the curriculum developer/writers. The analysis of the curriculum documents was done both deductively and inductively. The next section of this chapter introduces the curriculum documents.

5.2 The National Values Curriculum

The National Values Curriculum (NVC) is 69 pages long and is divided into two sections. The first section, which comprises 12 pages, includes the title, foreword, preface, introduction, and list of content to be covered under three themes: Civic Education, Social Studies Education and Security Education in upper basic 7-9. The foreword and preface section maps out the events that lead to the revision of the 9-Year Basic Education Curriculum in Nigeria. The section also justifies the rationale for the new basic education

subject called National Values. The introduction section outlines the topics to be learned under the three themes in the National Values Curriculum and highlights key values that will be emphasized across the themes. The second section, the bulk of the NVC document, outlines the instructional content to be taught, its themes, topics, and brief content under each topic. It also outlines the prescribed activities for teachers and students, recommended instructional resources and techniques and evaluation guidelines.

I analysed the sentences in the curriculum documents' foreword, preface, and introduction sections. I analysed topics with content related to Social Studies. I scanned through the topics and content of Civic and Security Education since they are all part of the same National Values Curriculum. I focused solely on analysing Social Studies because it is the object of my inquiry. Also, only Social Studies subjects have speciality teachers; in most cases, the same Social Studies teachers teach the other themes (Civics and Security Education).

5.3 Teachers' Guide for Social Studies Education

The Teachers' guide is 64 pages long. It was developed by the Nigerian Educational Research and Development Council (NERDC) to assist teachers in effectively implementing Social Studies subjects under the revised curriculum (RBEC). The first 13 pages cover the title, table of contents, foreword, preface, and introduction. These sections gave the chronology of the development of the Basic Education Curriculum and its revision process in Nigeria. The sections also outline the Basic Education Subjects. While subjects like English studies and Mathematics remained single-standing subjects, others were grouped to form compound curricula. For example, Basic Science, Basic Technology, Physical and Health Education and Information Technology constitute the Basic Science and Technology curriculum. Similarly, Social Studies, Civic Education and Security Education constituted the National Values Curriculum.

The teachers' guide consists of seven units. Unit 1 provides an understanding of RBEC-Social Studies and includes the objectives, general structure, and implications for teaching and learning. Unit 2 breaks the curriculum into the syllabus, scheme of work, unit plans and lesson plans. Unit 3 deals with planning the lesson and using modern teaching methods that are activity-based, learner-centered, interactive, etc. Unit 4 shows a sample of social studies lesson plans, which includes stating the specific objective, teacher's activities, learner's activities, and formative and summative evaluation. Unit 5 guides teachers on how to teach

difficult topics/concepts in Social Studies. Unit 6 reiterates the resources for teaching Social Studies. Unit 7 deals with the assessment of learners and the use of appropriate assessment instruments. The entire teacher's guide document was analysed, including the foreword, preface, and introduction section.

5.4 A conceptual framework to analyse the curriculum documents

I adopted an eclectic conceptual approach in analysing my data because each conceptual resource informed different aspects of this study. Bernstein's (1973) concepts of classification and framing (the internal language of description) guided me in the development of the coding instrument (an external language of description) that enabled me to generate broad descriptions of the instructional and regulative dimensions of Social Studies in terms of knowledge and pedagogy, in both the NVC and Teachers' guide.

Two languages in theory and research are associated with Bernstein's method: internal and external language. According to Moore (2004) the internal language describes concepts within the theory, while the external language describes things outside the theory within the field it investigates. Moore pointed out that the external language operationalises the theoretical concepts so that these can describe the empirical data.

In addition, I explored Newman et al.'s (2007) authentic intellectual work concepts, which helped me gauge the authentic pedagogy prescribed in the curriculum documents for Social Studies teaching. The AIW concepts rate authentic pedagogy across four standards: Higher-order thinking (HOT), Deep Knowledge, Substantive Conversation and Connectedness to the Real World. While the first three standards give a clear insight into the substance of the message that is to be relayed in Social Studies instruction, the fourth standard, 'connectedness to the real world', is understood to focus on the same phenomenon as Bernstein's classification of inter-discursive relations (relationship between school knowledge and everyday/common sense knowledge).

Also, the three instructional approaches to the study of social studies by Barr et al. (1977) guided me in developing the coding instrument that enabled me to generate broad descriptions of the purpose of Social Studies as stated in the NVC and Teachers Guide for Social Studies. All concepts were operationalised for empirical analysis in subsequent sessions.

5.5 Classification of Discourse

The concept of classification (described in detail in the theory chapter) refers to the degree of boundary maintenance between objects/disciplines (Bernstein, 1990, 2000), that is, the strength of the boundaries between school subjects/themes, which in this case is between the Social Studies Education, Civic Education and Security Education. Classification is used in this study to describe Social Studies knowledge integration in the curriculum documents, how Social Studies knowledge is structured and the relationships between Social Studies knowledge and other forms of knowledge. I looked at for boundary relationship between Social Studies and other themes in the NVC (inter-disciplinary classification), the relationship between topics within Social Studies (intra-disciplinary classification), and the relationship between Social Studies knowledge and everyday knowledge (inter-discursive classification).

5.5.1 Coding the curriculum document for the Social Studies knowledge integration

In this section, I examine how the RBEC and Teachers' Guide perspectives are useful in understanding how the subject might be recontextualized in the classroom concerning boundary relationships among NVC themes (former standalone subjects). In this study, integration is sought firstly between subjects in the NVC comprising Social Studies, Civic Education and Security Education (inter-disciplinary relationship), secondly, within topics in the Social Studies syllabus (intra-disciplinary relations) and thirdly between Social Studies knowledge and non-academic everyday knowledge (inter-discursive relations). The data were analysed in relation to the strength of the classification by the values on a scale with four graduations: C++, C+, C- and C--. The following criteria show how the internal language of description (the concept of classification) was translated into an external language of description, which allows data to be analysed.

Inter-disciplinary classification: What are the discursive relations between social studies and other subject disciplines? (In terms of social studies knowledge).

C++ Means the boundaries between the Social Studies subject and other subjects is very strong. In other words, there is no reference to knowledge from other subjects in social studies.

C+ The boundaries between social studies subject and other subjects are loosened (not very strong). In other words, though a generally strong boundary is maintained between social studies and other subjects, occasionally, knowledge from other subjects could be used to illustrate social studies concepts.

C- The boundaries between the social studies subject and other subjects are weak. In other words, knowledge from another subject is often integrated with the Social Studies subject.

C-- The boundaries between the social studies subject and other subjects are very weak. In other words, knowledge from another subject is always integrated with the Social Studies subject.

Intra-disciplinary classification: what are the discursive relations between various topics within Social Studies?

C++ The topics taught within the subject of Social Studies are kept very separate, with very strong boundaries. In other words, there is no reference to knowledge from other topics within social studies.

C+ The boundaries between the topics taught within Social Studies are not very strong but loosened. In other words, knowledge from other topics could occasionally be used to illustrate new topics/concepts within social studies.

C- The boundaries between the topics taught within Social Studies are weak. In other words, knowledge from other topics within Social Studies blur into each other or is often used to illustrate new topics/concepts at all times.

C-- The boundaries between the topics taught within the subject of Social Studies are very weak. In other words, knowledge from other topics within Social Studies blur into each other or is always used to illustrate new topics/concepts at all times.

Inter-discursive classification: what are the discursive relations between school knowledge (formal education) and everyday knowledge? By everyday knowledge, Hoadley (2005) refers to common sense knowledge of everyday life.

C++ Social Studies is presented as a subject with very specific content in which the boundaries between the subject and everyday knowledge are very strong.

C+ The boundaries between Social Studies and everyday knowledge are not very strong but loosened a bit. In other words, occasionally, everyday knowledge could be used to illustrate Social Studies content/concepts.

C- The boundaries between Social Studies and everyday knowledge are weak. In other words, everyday knowledge is often used to illustrate Social Studies knowledge.

C-- The boundaries between Social Studies and everyday knowledge are very weak. In other words, everyday knowledge is always used to illustrate Social Studies knowledge at all times.

5.6 Framing

Frame refers to the degree of control the teacher and student possess over the selection, sequencing, pacing and evaluation of the knowledge transmitted and received in the pedagogical relationship (Bernstein, 1990, 2000). In other words, framing in this study is used to ascertain the position of control over the rules of communication. Framing identifies the teacher and student's relative control over the discursive rules, evaluation criteria and hierarchical rules. As I analysed the curriculum document and teacher's guide in this study, framing was not used in a fine-grained way to analyse selection, sequencing, and pacing discretely. Framing was used in a general sense to establish what degree of control is given in the curriculum document to the teacher or the learners with regard to the evaluative rule and the extent to which teacher and learner have control over the order, character, and manner of the conduct of learners in the teaching-learning process. The evaluative rule refers to the extent to which the rules for evaluating learners' performance are explicit in the teaching and learning process (Bernstein, 2000). According to Morais et al. (2004), making the evaluative criteria explicit means that the teacher tells the students what is expected of them to identify what is missing from their textual production and clarify the concepts. For this study, I analysed the curriculum documents for evaluative criteria while focusing on the explicitness or implicitness of the prescribed teaching and learning process and assessment.

5.6.1 Coding the curriculum documents for discursive and hierarchical rules

In this document analysis case, I analysed the control relations between teacher and students over the theory of instruction, discursive rule together with evaluation and hierarchical rule as indicated in the curriculum document. The curriculum documents are coded using three different framing categories, depending on the degree of control given in the curriculum document and teacher guide to both the teacher and the students regarding the teaching and learning process (Morais et al., 2004). The three framing categories are represented with a scale of F++, F+, and F-. These scales are constructed based on the following indicators:

F++ The sentence contains statements that indicate the teacher directs activities in the teaching and learning process, and the student plays a passive role. In this case, social relations between the teacher and learners are very formal, and the teacher makes explicit and clear rules for evaluation.

F+ The sentence contains statements that indicate the teacher guides the students in the teaching and learning process, and the student, to some extent, participates in the teaching-learning process. In this case, social relations between teachers and learners loosened (sometimes formal and sometimes informal).

F- The sentence contains statements that indicate the students' high participation in the teaching-learning process or suggest a high degree of students' autonomy in the teaching-learning process. Social relations between teachers and learners are very informal, and the rules for evaluation are implicit and very unclear.

5.7 Measuring Authentic Intellectual Work (AIW)

Part of the reason for the curriculum redesign in Nigeria was to ensure that learners acquire quality education. NERDC developed the corresponding teacher's guide to assist teachers in improving quality education delivery and bringing about meaningful teaching and learning (FRN, 2013). Many curriculum reformers promoted authentic pedagogy to address the inadequacies of current instructional practices in contemporary schooling that have failed to engage students and nurture meaningful learning (Saye et al., 2013). According to Saye et al. (2013) to produce work that has value beyond success in schools in the U.S., authentic

pedagogy challenges students to construct knowledge through disciplined inquiry. Newmann et al. (2007) developed standards for measuring the degree of Authentic Intellectual Work.

(AIW) in a classroom. These standards were developed into rubrics to gauge the level of authentic pedagogy found in a classroom. AIW rubric for classroom instruction rated authentic pedagogy across four standards: Higher Order Thinking (HOT), Deep Knowledge, Substantive Conversation and Connectedness to the Real World. At the same time, the AIW rubrics for assessment rated authentic pedagogy across three dimensions: Construction of Knowledge, Elaborated Communication, and Connection to Students' lives.

I adapted Newmann et al.'s (2007) rubric for instruction to help me read the curriculum documents for the level of authentic pedagogy prescribed for Social Studies content. The AIW rubrics were used in a generic way for this analysis.

5.7.1 Coding the curriculum document for the level of authentic pedagogy within Social Studies

The curriculum documents were coded using the adopted AIW rubrics for instruction across these four dimensions (Higher Order Thinking (HOT), Deep Knowledge, Substantive Conversation and Connectedness to the Real World). The AIW Standards assess the level at which teaching and learning are expected to:

- go beyond the reproduction of prior knowledge to construct new understandings about meaningful problems.
- engage students in disciplined inquiry that uses prior knowledge and rules of evidence to ensure that newly constructed knowledge has depth, rigour, and value.
- require complex communication of student understandings through extended descriptions, explanations, justifications, and dialogue.
- feature work that has value beyond school; student products impact others in ways beyond demonstration of factual recall (Newmann & Associates, 1996, pp. 22–28).

I read the curriculum documents for sentences that refer to pedagogy. I examined these sentences to know what level of authentic pedagogy the curriculum prescribes. When the sentences that refer to pedagogy prescribe all four dimensions of the AIW rubrics (higher-

order thinking, deep knowledge, substantive conversation, and connectedness to the real world) to enable teachers to bring about meaningful learning in their pedagogic practice, the curriculum is said to prescribe the very high level of authentic pedagogy. But when the sentences that refer to pedagogy do not prescribe any of the four dimensions of the AIW rubrics that would enable teachers to bring about meaningful learning, the curriculum is said to prescribe a very low level of authentic pedagogy.

The level of authentic pedagogy prescribed by sentences in the curriculum document is further described and categorised based on the following indicators:

The curriculum is said to prescribe:

Very high level of authentic pedagogy.

When sentences in the curriculum documents indicate/emphasize all four dimensions in the AIW rubrics for instruction.

High level of authentic pedagogy

When sentences in the curriculum documents indicate/emphasize any three dimensions in the AIW rubrics for instruction

Moderate level of authentic pedagogy.

When sentences in the curriculum documents indicate/emphasize any two dimensions in the AIW rubrics for instruction

Low level of authentic pedagogy.

When sentences in the curriculum documents indicate/emphasize any one dimension in the AIW rubrics for instruction

Very low level of authentic pedagogy.

When sentences in the curriculum documents do not indicate/emphasize any dimension in the AIW rubrics for instruction

5.8 Three Instructional Approaches to the Study of Social Studies

Barr et al. (1977) concepts were used to code and analyse the purpose of Nigerian Social Studies and what instructional approach the curriculum documents emphasize. Citizenship transmission focuses on inculcating traditional/nationalistic values drawn from that particular society's thoughts and culture by a consensus of authorities and experts. In the case of Nigerian society, the Nigerian Research and Development Council (NERDC) drew up and summarized key values envisaged to the value climate of the entire polity. These key values to be taught across the education spectrum include honesty, regard, concern for the interest of

others, justice, discipline, the right attitude to work, courage, and national consciousness (FRN, 2013).

The second approach, 'Social Science,' focuses on inculcating knowledge as it is structured with the various social science disciplines to expose students to these various disciplinary knowledge and how they are produced and used. For example, in History, procedural knowledge is critical reading and analysis of primary sources and uses the language of time and chronology to explain cause and effect. In Sociology, the knowledge is about social interaction and using concepts such as functionalism, post-structuralism, postmodernism, Marxism, etc., to explain people's social relationships (Bernstein, 2000). This approach changes focus from an expository model of teaching to a hypothetical model of teaching, whereby the focus is more on testing hypotheses (social science truth/claims) for the sole purpose of study and validation.

The third approach, 'Reflective inquiry,' focuses on value analysis, critical thinking, problem-solving and decision-making within a specific socio-political context. Here students develop their ability to identify problems when they arise and gather, evaluate, and analyse data that will guide them in making informed and reasonable decisions. Such social or personal problems, including racial segregation and discrimination, human and mechanical environmental pollution, increasing crimes and gender-based violence, etc., may directly or indirectly affect them within that particular society.

5.8.1 Coding the curriculum document for the purpose of teaching Social Studies

The curriculum documents were coded using three approaches (Citizenship transmission, social science, and reflective inquiry). The three different approaches are represented with the letters CT, SS, and RI. These categories are constructed based on the following indicators:

CT 'Citizenship transmission' The sentence contains statements that indicate the inculcation of the traditional/ nationalistic values of that particular society (Nigeria) as listed in the curriculum document.

SS 'Social science' The sentence contains statements that indicate that the teacher focuses on knowledge as it is structured with the various social science disciplines and on testing hypotheses (social science truth/claims) for the sole purpose of study and validation

RI 'Reflective inquiry' The sentence contains statements that indicates that the teacher focuses on knowledge that reflects value analysis, critical thinking and decision-making.

Table 11 Summary of the deductive categories used to analyse the curriculum documents

Category	Analytic tool
Knowledge integration (Bernstein, 1996, 2000)	Classification (Inter-disciplinary, Intra-disciplinary, Inter-discursive)
Pedagogy (Discursive and Hierarchical rules) (Bernstein, 1996, 2000)	Framing (of selection, sequencing, pacing, and evaluation criteria) Framing the rules of order and manner
Purpose of Social Studies (Barr et al., 1977)	Citizenship transmission Social science Reflective inquiry
Authentic pedagogy (Newmann et al., 2007)	AIW standards (Higher-order thinking, Deep knowledge, Substantive conversation, and Connectedness to the real world)

The inductive analysis captured themes around the way knowledge was structured.

5.9 Data analysis process

I carried out a sentence-by-sentence analysis for the National Values Curriculum (NVC) and Social Studies Teachers Guide, making the sentence the unit of analysis. Using an Excel spreadsheet, I typed one sentence per row into the first column of the spreadsheet. The deductive analysis is presented using the phenomena of knowledge, pedagogy, level of authentic pedagogy and purpose of social studies in my study.

Out of the 37 sentences from the preamble section of the NVC, which includes the foreword, preface, and introduction, only 11 sentences were coded using the deductive categories in my study. While from the teachers' guide, out of the 61 sentences from the preamble section, which includes foreword, preface, and introduction, and from the 386 sentences from Units 1-7 in the Teachers' guide, only 35 of these sentences were coded against the deductive categories of my study because these sentences indicate forms of classification or framing relations, indicate some level of authentic pedagogy or could be categorised under one or more instructional approaches to Social Studies. The sentences not coded are those sentences that did not indicate any form of classification relations or framing, neither did they indicate any of the approaches to Social Studies, nor did they indicate any level of authentic

pedagogy. Also, some sentences were coded twice because they contained words emphasising more than one deductive category. For example, on the categorization of the purpose of social studies, the sentence below indicates that social studies aim at **citizenship transmission** and *reflective inquiry*

Preamble: Foreword

The teaching and learning of the NVC in schools is expected to promote **national consciousness and socio-cultural development** and equip learners with *critical thinking ability for decision-making* (NERDC, 2013, p. iv).

Similarly, see the sentence below:

Preamble: Preface

Specifically, the revised 9-Year BEC addressed, amongst other things, the issue of **value re-orientation**, poverty eradication, peace, and dialogue, including human rights education, family life/HIV and AIDS education, *critical thinking*, entrepreneurship, and life skills as well as encouraged innovative teaching and learning approaches and techniques (NERDC, 2013, p. v).

This statement indicates that social studies within the NVC aim at **citizenship transmission** and *Reflective inquiry*.

5.10 Presentation of findings

The analysis will be presented using the broad categories of knowledge, pedagogy, level of authentic pedagogy and purpose of Social Studies.

5.10.1 Knowledge

The structure of knowledge

In this section, I categorise Social Studies knowledge as presented in the National Values Curriculum. I draw on the work of Bernstein (1996) and Muller (2004) within the field of sociology of knowledge to examine the structure of Social Studies knowledge in the curriculum documents. Although Social Studies, by its epistemological nature, is not a

specialist discipline in itself, nevertheless, an understanding of the internal knowledge structure of various disciplines gives me insight into how to categorise the knowledge in the NVC.

Maton and Muller (2007) express how in the latter part of Bernstein's life and career, his theoretical thinking had developed from pedagogic code to pedagogic discourse to knowledge. Bernstein (1996) distinguished two forms of discourse: horizontal and vertical. While horizontal discourse is concrete and context-dependent and is referred to as everyday or common-sense knowledge, vertical discourse, on the other hand, is abstract and context-independent and can be referred to as the discourse of formal education. Young (2010a) pointed out that horizontal knowledge is the form of knowledge developed to solve specific everyday problems. Social Studies is therefore categorised under the horizontal discourse because its knowledge is context-dependent. Its goal is to promote peaceful co-existence, national values, effective citizenship, national consciousness and national unity in Nigeria.

Bernstein further distinguished within the vertical discourse of two kinds of knowledge structure: hierarchical or horizontal. Hierarchical knowledge structures require progression pathways because concepts or ideas are connected vertically. Thus, it depends on a previous knowledge base before proceeding up the hierarchy of understanding (Bernstein, 1996). Such knowledge structure can be seen in most science disciplines. An example in physics is the hierarchical progression from Newton's laws of gravity to Einstein's theory.

In contrast, horizontal knowledge structures consist of a series of specialized languages with specialized modes of interrogation and criteria for constructing and circulating texts (Bernstein, 1996). Muller (2004) suggests that horizontal knowledge structures consist of parallel incommensurable languages. In this case, knowledge is not hierarchically organized, and concepts are not connected such that learning new knowledge relies on previous knowledge. Examples of such knowledge structures can be seen in most social science and art disciplines like Sociology, literature, and history.

Muller (2004) extends Bernstein's ideas about vertical (hierarchical) and horizontal knowledge structures to school subjects and suggests that curricular subject structures also differ regarding their requirement for stipulating knowledge content. Content sequencing is vital for vertically structured disciplines like Mathematics, Physics and the other natural sciences. While horizontally structured disciplines focus on developing cognitive skills with

less importance given to content sequencing. Social Studies knowledge structure is context-dependent and focuses more on developing certain cognitive skills, attitudes, and values. Therefore, in selecting topics and contents, not much importance is given to the sequencing of the selected topics and contents.

Although the curriculum documents that were analysed state that when selecting the recommended content of the curriculum (see Table 12 below for the recommended content for Social Studies upper basic 9), teachers are expected to arrange the contents from “simple to complex” and from “concrete to abstract” (NERDC, 2013, p. 9). I argue that even though the above statement means that Social Studies content shows some form of conceptual progression, sequencing of topics/contents is less important and may not be as critical as that of a vertically/hierarchically structured subject. Therefore, social Studies within the Nigerian official curriculum documents falls under the horizontal knowledge structure because it is not a vertically organised subject.

An example of the horizontal knowledge structure of Social Studies showing conceptual progression across the upper basic level is shown in Table 12 below.

Table 12 Social Studies sub-themes and topics.

Sub-themes	Topics	Topics	Topics
	Upper Basic 7	Upper Basic 8	Upper Basic 9
Fundamentals of Social Studies Education	History of Nigerian Social Studies Education	General objectives of Social Studies	Contents of Social Studies
Family as the Basic Unit of Society	Family as a Primary Social Group	Family bond and living together as one family	Roles of extended family members in child development
	The consequences of large/small family		
Culture and Social Values	Meaning and characteristics of culture	Purpose of marriage	Human Trafficking
	Similarities and differences among cultures in Nigeria	Readiness for marriage	Preventing human trafficking
	Agents and Processes of Socialization	Positive group behaviours	Harmful traditional practices
	Road Safety club as an agent of socialization		
Social and Health Issues	Common social problems in Nigeria	Meaning and consequences of drug abuse and harmful substances	Social conflicts
	Ways of solving common social problems in Nigeria	Dangers of drug trafficking	Managing and resolving conflicts
	Our roles in Promoting Safety in our community		Controlling cultism in our society
			Preventing drug trafficking

Adopted from the National Values Curriculum for the upper basic education level (NERDC, 2013)

Classification of Knowledge

How is Social Studies knowledge integrated in the curriculum documents?

Regarding knowledge integration, I looked for three different relationships based on Bernstein's classification. Firstly, an inter-disciplinary classification, which is the discursive relations *between* Social Studies and other subjects; secondly, an intra-disciplinary classification, which is the discursive relations between various topics *within* Social Studies;

and thirdly, inter-discursive classification, which is the discursive relations between school discourse and everyday discourse, that is, between Social Studies knowledge and everyday knowledge.

Sentences in RBEC and the teachers' guide suggest a range of classification relations that are discussed below:

Inter-disciplinary relations

NERDC (2013) pointed out that subject integration is one of the underpinning principles of the RBEC, which led to the identification, grouping, and harmonization of related disciplines/subjects that formed a "compound curricula", which resulted in a reduction in the RBEC subject listing. One such compound curriculum is the National Values Curriculum (NVC). NVC requires that Social Studies, previously taught as a single stand-alone subject in the previous curriculum (Curriculum 2008), be taught as a theme alongside two other clustered subjects (Civic and Security Education). This means that Social Studies does not stand clearly as a separate discipline.

Statements from the RBEC show a range of classification relations in the interdisciplinary field. Some statements suggest strong inter-disciplinary relations (C+) between Social Studies and other subjects within the NVC, where a generally strong boundary is maintained between Social Studies and other subjects in terms of how these subjects are being taught. However, some statements also suggest that occasionally, knowledge from other subjects could be used to illustrate Social Studies concepts, suggesting weak inter-disciplinary relations (C-). For example, the preface section of the curriculum and teachers' guide states that:

Preface:

RBEC is organized in a way that reduces the overload (repetition) of topics and contents within and across themes (NERDC, 2013, p.v). In these compound curricula (NVC)

The subject will still be taught separately, and the teachers' guide for the various subjects will clarify how it will be achieved (NERDC, 2013, p.viii)

Preface:

The curriculum emphasizes the depth, appropriateness, and interrelatedness of the curriculum contents (NERDC, 2013, p.v).

Stating that the subjects that now form the themes under NVC be taught separately suggests a strong inter-disciplinary boundary (C+) between Social Studies and other NVC themes.

However, by requiring that teachers do not compromise the ‘interrelatedness’ of the curricula, the NVC suggest weak insulated inter-disciplinary boundaries (C-) between social studies and other school subjects.

The curriculum also states thus.

Introduction:

The rationale for the new title (National Values Curriculum) is the need to emphasize the importance of values across the educational spectrum with particular reference to the curriculum content of the National Value Curriculum (NERDC, 2013, p. vii).

These clustered subjects in the NVC are meant to teach and emphasize national values such as honesty, justice, discipline, the right attitude to work, regard and concern for the interest of others, courage, and national consciousness. This suggests some level of reference to knowledge from other National Values Curriculum themes in Social Studies, which means the inter-disciplinary boundary is blurred (C-).

Intra-disciplinary relations

Regarding Intra-disciplinary relations, the strength of boundary relations between the different topics within the curriculum shows weak intra-disciplinary classification (C-) across Social Studies sub-themes and topics. The spiral structure of Social Studies sub-themes and contents within the curriculum and across the three basic education levels enables teachers to reinforce key concepts, skills, and attitudes as they build upon previously taught sub-themes (topics) and contents. This is seen in the sentences below.

Preface:

In addition, the curriculum was organized to ensure continuity and flow of themes, topics, and experiences from primary school to junior secondary school levels (NERDC, 2013, p. v).

For example, as seen in Table 12 above, the sub-theme, *Family as the basic unit of society*, is taught across all three levels of basic education (lower basic 1-3, middle basic 4-6, and upper basic 7-9). The following topics were selected for each basic education level respectively; Family as a Primary Social Group, Family bond and living together as one family, and Roles of extended family members in child development. These topics were selected to enable learners to understand the family as the first unit of socialization and how society grows from

this social unit called family. This suggests weakly insulated intra-disciplinary boundaries across social studies topics and contents.

Inter-discursive relations

The Teachers' guide suggests weak classification (C-) between Social Studies school knowledge and everyday knowledge, noting that learners come to school and the class with some general and specific information about the topic to be learnt (NERDC, 2013, p.18). The curriculum, therefore, recommends that teachers identify learners' prior ideas about a topic and build on this prior knowledge. Analysis of the curriculum documents using the lens of Bernstein's concept of classification indicates that boundary relations for Social Studies knowledge and everyday common sense knowledge are already collapsed/ weakened. As seen in Table 13 below, for the sub-theme 'Family as the basic unit of society', although the curriculum acknowledges that learners come to class with general and specific knowledge about the family. The curriculum, in this case, does not extend learners' knowledge beyond 'recall' of their everyday experience and understanding of types of family and roles of family members. For example, under the performance objectives, the curriculum does not prescribe the engagement of learners with knowledge such as "sociological theories of the family", which would most likely expose the learners to certain formal school knowledge.

Again, the curriculum states that it is the teacher's responsibility is to enhance Social Studies content with relevant materials and information from their immediate environment and support their teaching with relevant resources. This is seen in the sentences below:

However, teachers are encouraged to enrich the contents with relevant materials and information from their immediate environment while adapting the curriculum to their needs and aspirations (NERDC, 2013, p. vi).

Class presentation should be supported by relevant resources (real objects, places, and people) (NERDC, 2013, p.16).

These statements suggest the boundaries between Social Studies knowledge and everyday knowledge are weak (C-).

According to Bernstein's theoretical thinking, the analysis of the RBEC documents signifies collapsed boundaries (C-) for inter-disciplinary, intra-disciplinary, and inter-discursive relations.

The weak boundary for inter-disciplinary relations resonates with the integrated and multidisciplinary nature of Social Studies Education. The nature of Social Studies is one reason it was easily identified as one subject that can be grouped with other related subjects to form one of the compound subjects in the RBEC. In addition, the collapsed inter-disciplinary boundary supports the aim of the curriculum developers to reduce the total number of subjects listed (From 20 subjects to 10 subjects) but not to collapse the subject boundaries entirely.

The weak intra-disciplinary relations within Social Studies topics suggest that the spiral nature in which the topic/contents are arranged in the curriculum allows for the boundary within these topics and contents to be collapsed within and across the three basic education levels. Lastly, weak inter-discursive relations reveal that learners come to school with everyday common sense knowledge about some of the topics/contents of Social Studies.

The table below shows each theme that comprises the National Values Curriculum (NVC) for the upper basic nine, their sub-themes, topics/sub-topics and specific objectives.

General purpose: To promote national consciousness and socio-cultural development and equip learners with critical thinking ability for decision-making.

Table 13 National Values Curriculum themes, sub-themes, and corresponding topics/sub-topics

Curriculum themes	Sub-themes	Topics Upper basic 9 (J.S.S 3)	Specific Purpose/ Performance Objectives. Students should be able to:
Social Studies Education 653	Fundamentals of Social Studies Education	Contents of Social Studies	a) Explain the contents of social studies b) Identify components of Social Studies contents
	Family as the Basic unit of the society	Roles of extended family members in child development	a) Recall the type of people who make up the extended family members b) Identify the roles of extended family members in the child's development
	Cultural and social values	Human trafficking	a) Explain the meaning of human trafficking b) Highlight the factors responsible for child and women trafficking c) State the social consequences of children and women trafficking d) Suggest possible ways of preventing human trafficking
		Preventing human trafficking	a) Explain the meaning of human trafficking b) Suggest possible ways of preventing human trafficking
		Harmful traditional practices	a) Explain the meaning of harmful traditional practices b) Suggest possible ways of preventing harmful traditional practices
		Promoting peaceful living in our society	a) Identify ways of living peacefully in our society
	Social and health issues	Social conflicts	a) Explain the meaning of conflict b) Outline the various types of conflicts c) Discuss the causes of conflict d) Explain the consequences of conflicts
		Managing and resolving conflicts	a) Suggest non-violent methods of resolving conflicts b) Explain that the resolution of conflicts enhances peaceful national coexistence
		Controlling cultism in our society	a) Define cultism b) Identify causes of cultism c) Describe the consequences of cultism d) Proffer solutions to the problems of cultism in Nigeria
		Preventing drug trafficking	a) State the meaning of drug trafficking b) Identify reasons for trafficking in drugs

			<p>c) Describe the dangers of drug trafficking</p> <p>d) Identify ways to prevent drug trafficking</p>
Civic Education	Citizenship	The constitution	<p>a) Define a constitution</p> <p>b) Identify the various colonial Nigerian Constitutions</p> <p>c) Identify features of the colonial Constitution</p> <p>d) Identify Constitutions promulgated after Nigeria's independence</p> <p>e) Discuss elements of two of the identified independent Nigerian Constitution</p>
		Supremacy of the Constitution	<p>a) Explain the meaning of Supremacy of the Constitution</p> <p>b) Explain why the Constitution is supreme</p>
	Our values	The right attitude to work	<p>a) Explain the right attitude to work</p> <p>b) State the attribute of the right attitude to work</p> <p>c) Identify rewards for the right attitude to work</p> <p>d) Discuss the consequences of not having the right attitude to work</p>
		Negative behaviour	<p>a) Explain negative behaviour</p> <p>b) State the effect of negative behaviour on the society</p> <p>c) Discuss sanctions and strategies for promoting acceptable behaviour in people</p>
	Democracy	Election and Electoral Bodies in Nigeria	<p>a) State the meaning and importance of the election</p> <p>b) Identify the electoral bodies in Nigeria</p> <p>c) State the need for free and fair elections in Nigeria</p> <p>d) State electoral malpractices and prevention</p>
		Democratic process	<p>a) Explain the meaning of voting</p> <p>b) Explain the meaning of voter registration</p> <p>c) State the importance of voting</p> <p>d) Explain the process of voting</p>
Security Education	Common crimes and security management	Common crimes and associated punishment	<p>a) Identify common crimes and associated punishments</p> <p>b) List ways to avoid criminal behaviours</p>
		Crimes and national security	<p>a) Define national security</p> <p>b) State crimes that affect national security</p> <p>c) Demonstrate the crimes that affect</p>

			national security.
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Adopted from National Values Curriculum for JSS 1-3 (NERDC, 2013)

The contents of NVC are structured around three themes (Civic Education, Social Studies Education and Security Education) across all three levels of the basic education program (Lower Basic 1-3, Middle Basic 4-6 and Upper Basic 7-9), but with a reduced number of topics and concepts to be learnt within and across themes (NERDC, 2013). Social Studies Education, the object of this study, is structured along four similar sub-themes across all three basic education levels. However, there are different topics to be covered under each sub-theme.

5.10.2 Pedagogy

Framing the theory of instruction

Morais et al. (2004) pointed out that the theory of instruction is centered on the transmitter (teacher) if the syllabus legitimates an instructional practice where the teacher controls the discursive rules. This transmits a sociological message in which the power of the teacher is explicit. In contrast, the theory of instruction is self-regulative and centered on the acquirer if the syllabus legitimises an instructional practice in which control is given to the student. This transmits a sociological message in which the power of the teacher remains implicit.

In terms of the theory of instruction, analysis indicates a mixed theory of instruction with a spread of statements coded as very strongly framed, strongly framed and weakly framed. Out of the 386 sentences analysed in the Teachers' guide, only 25 were coded for framing. Seven were coded F++ (very strongly framed), ten sentences were coded F+ (strongly framed) and eight sentences were coded F- (weakly framed).

In terms of pedagogy, the curriculum documents emphasize teachers' focus primarily on the **inculcation** of values needed by individuals and members of society to live together positively (NERDC, 2013, p. 4). The word inculcation means the teachers are to persistently instil or teach acceptable national values to the learners, which implies that teachers are in control of the lesson focus to ultimately achieve the lesson's overall goals.

The revised curriculum documents include, amongst other things, the activities of teachers and students. This makes it clearer for teachers to understand their roles in bringing about meaningful learning. The theory of instruction focuses both on the teacher and the learners. The following extracts emphasize a very strongly framed (F++) and a weakly framed (F-) theory of instruction.

In teaching Social Studies, the teacher's orientation should be manifested in action. (NERDC, 2013, p.16).

The above sentence implies a very strongly framed (F++) theory of instruction. While the sentence below implies a weakly framed (F-) theory of instruction

Opportunities are to be created for learning to occur by the action of the learners through the discovery of what is to be learned (NERDC, 2013, p. 5).

According to my framing categories discussed in earlier sessions, the above-coded sentences indicate a range of framing categories, which implies a mixed instruction theory. In this case, control over the class activities is not entirely placed in the hands of the teachers or the learners, which implies that in the pedagogic process, control over the teaching and learning activities is loosened (not entirely very strong nor very weak). Thus, the analysis of the curriculum documents indicates a 'mixed' theory of instruction.

Discursive rules

The revised curriculum documents envisage a very strong framing over the macro-selection, sequencing and pacing of topics and contents. By macro level, I refer to the selection of topics from the prescribed syllabus, which the teacher breaks down into schemes of work. Again, the teacher selects contents from the scheme of work, arranges these contents logically in a unit plan and determines topics to be covered in several lessons. The curriculum prescribes that

The teacher makes the selection from the recommended content of the curriculum and is expected to arrange the recommended topic from "simple to complex" and from "concrete to abstract" ideas (NERDC, 2013, p. 9).

The sentence above points to macro selection and sequencing of the curriculum content, placing control in the hands of the teacher, which indicates very strongly framed control relations (F++).

The teacher also is expected to:

...determine the duration of the lesson period, depending on the depth of the content area and the instructional strategies to teach the selected topics (NERDC, 2013, p.15).

The above statement points to the pacing of content at the macro level and places control in the hands of the teacher (F++). However, regarding the timing of the entire lesson duration, the curriculum already stipulates the maximum lesson period per lesson for all basic education levels: Primary 1-3: = 30 minutes, Primary 4-6: = 35 minutes, JSS 1-3: = 40 minutes.

The curriculum documents envisage weak framing (F-) over content selection, sequencing and pacing at this micro level. Noting that:

The teacher selects content based on the learners' capabilities, interests, needs, problems, and aptitudes and allows learners to take charge of their learning (NERDC, 2013, p. 5).

The curriculum also prescribes that.

Learners are allowed some degree of freedom to initiate and complete learning with minimal interference to achieve lesson objectives and goals (NERDC, 2013, p.17).

The teacher's guide implies very strongly framed (F++) macro-selection, sequencing and pacing, thereby giving teachers absolute control. However, at the micro level, the curriculum implies weakly framed (F-) micro-selection, sequencing and pacing of instructional content.

Table 14 Sample of a unit plan of work for Upper Basic 7

Week	Topic	Unit Objectives	Content
1	History of Nigerian Social Studies, its growth and development.	Students should be able to : Explain the origin of Social Studies Education in Nigeria. Discuss the growth and development of Social Studies Education in Nigeria.	1. Origin or history of Social Studies Education. 2. Growth and development of Social Studies Education
2	Meaning of Primary Social Group	Give a sample meaning of the Primary Social group	1. Meaning of Primary Social Group 2. Types of Primary Social Groups
3	Composition of the Family as a Primary Social Group	Explain what makes the family a social group. Identify the roles and responsibilities of the family	1. Composition of Primary Social Group 2. Roles and responsibilities of the family as a primary social

Adopted from the National Values Curriculum for the upper basic seven education level (NERDC, 2013)

Hierarchical rules

The curriculum documents envisage weakly framed (F-) hierarchical rules, where the rule of conduct, manner and relations are relaxed. Opportunities are created for learning to occur by the action of the learners through the discovery of what is to be learned, then will lead to the development of a deeper understanding of themselves (NERDC, 2013, p.5). The following pedagogic prescription captures the role of the teacher in the pedagogic process.

The Social Studies teacher in the classroom is a facilitator. He/she is expected to create a conducive environment for the learners to interact after corrections and feedback when necessary (NERDC, 2013, p.17).

The teacher is expected to teach each topic with the consciousness that the learners are actively involved in learning so that they can become self-fulfilled (NERDC, 2013, p. 5)

This means that the teacher’s role is to ‘guide’ and ‘facilitate’ the learning process.

The next pedagogic prescription captures the role of learners in the pedagogic process.

Learners are equally expected to be made to regularly carry out discussions in groups and conduct investigations into social issues as individuals, while

the teacher guides and provides the necessary directions whenever the learners need to search for relevant information (NERDC, 2013, p.5).

The coded sentence allows the learners some level of control over the pedagogic process.

The above pedagogic prescriptions give the teacher and the learners some level of control but do not necessarily place absolute control of classroom activities in the hands of the teacher.

The above-coded sentences imply hierarchical rules that are weakly framed (F-) because the sentence notes that the teacher guides the students in the teaching and learning process. The student actively participates in the teaching-learning process. In this case, social relations between teachers and learners in the pedagogic process are relaxed.

Assessment

Assessment, referred to as evaluation in the curriculum documents, involves the relevant questions and answers sessions, and activities that the learners are expected to produce to provide feedback on the success or otherwise of the lesson topic (NERDC, 2013, p. 19).

The curriculum documents strongly emphasise continuous assessment, stating that the teacher provides an assessment column in their daily lesson plan that indicates how they intend to find out after each lesson if the information they delivered during class instruction has been received (NERDC, 2013, p. 12).

In terms of how knowledge is assessed, the teacher's guide demands that teachers should develop evaluation instruments in the form of tests, questionnaires, observation sheets and checklists that can help assess learning in the three domains, namely cognitive, affective, and psychomotor (NERDC, 2013, p.5). It is necessary to ensure that assessment goes deeper than just memorization of concepts, facts, laws or principles, as that limits the ability of learners to solve problems (NERDC, 2013, p. 46).

An example of an assessment that goes beyond memorization and facts is indicated in the extract from a lesson plan with the topic 'advantages of living together as a family'. Learners are asked to

Brainstorm and state the importance of a good family reputation

Explain the meaning of family bond and togetherness

Find out what members of the family do to stay together (NERDC, 2013, p. 30).

These were the pattern of formative assessment as prescribed in the curriculum documents and teachers are encouraged to ask learners to give reasons for their responses.

The curriculum also prescribes that.

Teachers should link formative assessment with the stated objectives for that lesson and ensure that specific changes in the behaviour of learners earlier stated in their lesson plan objectives are well represented by the assessment task (NERDC, 2013, p.46).

An example of how teachers should link teaching objectives to assessment is shown below:

Table 15 Linking teaching objectives to assessment in Social Studies

Subject	Class	Topic	Teaching Objectives	Assessment Focus
Social Studies	JSS 3 (Upper Basic Education Level)	Roles of Extended Family Members in Child Development	Students should be able to : 1. Recall the types of people who make up the extended family members. 2. Identify the roles of extended family members in the child's development.	Students to: 1. Compile a list of people who make up the extended family. 2. Compile a list of the roles which these members play in a child's development.

Adopted from the Teacher's Guide for Social Studies (NERDC, 2013, p. 47)

Evaluative criteria

In terms of Bernstein evaluative criteria, the curriculum documents envisage very strongly framed (F++) evaluation criteria, which implies that the criteria for knowledge evaluation are not left for the learners to decide.

The analysis of the teachers' guide for Social Studies indicates that teachers must provide learners with explicit evaluative criteria, as seen in the extract below.

The role of the learners in the evaluation activities is specified for them to carry out (NERDC, 2013, p. 20).

The curriculum documents also prescribe that the teacher clarifies ambiguity in any lesson due to the abstract nature of such topics/concepts so that learners can understand what is being taught. In addition, teachers should probe learners' prior ideas regarding the said topic. For example, the extract below contains steps guiding teachers on the evaluative criteria.

Topic: Consequences of Trafficking in Children and Women

Step 1: Proceed to identify what initial or prior ideas the learners have about human trafficking. You can do this by guiding the learners to carry out the following activities. Do a library or internet search to find out the meaning of human trafficking and present their findings in a class discussion.

Step 2: Moderate the discussion on the meaning of human trafficking and add more points on the trafficking of children and women with examples drawn from different communities.

Step 3: Invite a guest speaker to give a talk on human trafficking, its causes and consequences.

Step 4: Get the learners to take notes and raise questions on the talk, and the teacher summarises the presentation.

Step 5: Evaluate the learning outcomes through questioning.

(NERDC, 2013, p. 34-35)

Morais et al. (2004) explain that “making the evaluative criteria explicit” means “clearly telling children what is expected of them, identifying what is missing from their textual production, clarifying the concepts, and leading them to make synthesis and broaden concepts” (Morais et al., 2004, p.8).

5.10.3 Level of Authentic Pedagogy

The assessment standards of the curriculum documents were analysed using Newmann et al (2007) AIW concepts. The curriculum documents recommend very high levels of authentic pedagogy for the teaching and learning of Social Studies Education. The curriculum documents require teachers in the teaching and learning process to help learners construct new understandings about meaningful ideas/concepts, which takes them beyond their prior knowledge of the topic or concepts. This sentence indicates higher-order thinking as illustrated below:

Teachers should identify learners’ prior ideas (general or specific) about a particular lesson topic, and based on their prior knowledge, the teacher builds his/her introductory presentation (NERDC, 2013).

Again,

Learners are expected to brainstorm to develop their own constructed ideas about the topic/concept (NERDC, 2013, p. 29).

The above sentence indicates higher-order thinking (HOT) for Social Studies teaching and learning.

Secondly, the curriculum documents also require teachers to engage learners in the teaching and learning process.

In discipline inquiry, guiding the learners to carry out relevant activities that use prior knowledge and rules of evidence in order to gain experience and to ensure that newly constructed knowledge has “depth”, “rigour”, and “value” (NERDC, 2013, p. 9).

The Curriculum also prescribes that the assessment of learners

Goes deeper than just memorization of concepts.... (NERDC, 2013, p.46).

These above sentences indicate deep knowledge of Social Studies instruction.

Thirdly, the curriculum documents require teachers to engage learners

In discussions about the lesson's topic, to interpret pictures or visuals and enumerate their thoughts (NERDC, 2013, p. 23).

Teachers are also encouraged to

Ask learners to give reasons for their responses (NERDC, 2013, p. 27).

These sentences indicate substantive conversation during teaching and learning.

Lastly, the curriculum documents require that the teacher guides the learners.

In further discussion of the points presented with more real-life examples and community-based resources (NERDC, 2013, p. 33).

The curriculum expects that the learners be guided on

How principles or theories of the topic/concept learnt can be applied outside of the classroom (NERDC, 2013, p. 19).

These statements indicate class work that has value beyond the school and is connected to the learners' real world.

The curriculum documents indicate all four dimensions of Newmann et al.'s AIW rubric for instruction. This resonates with the standard for gauging authentic pedagogy in a classroom. This analysis, therefore, concludes that the curriculum documents recommend a very high level of authentic pedagogy since it emphasizes all four dimensions in the AIW rubrics for

instruction (higher-order thinking, deep knowledge, substantive conversation, and connectedness to the real world) in Social Studies teaching and learning,

5.10.4 Purpose of Studying Social Studies

The RBEC and Teacher's Guide suggest that the purpose of social studies is a combination of two instructional approaches to social studies by Barr et al. (1977), categorised as **citizenship transmission** and *reflective inquiry*. This is seen in the sentence below:

The teaching and Learning of the NVC (social studies) in schools are expected to promote national consciousness and socio-cultural development and equip learners with critical thinking ability for decision-making (NERDC, 2013, p. iv).

The specific objectives of Social Studies, as stated in the Teachers' Guide, suggest that Social Studies focus more on inculcating in learners nationalistic values that will make them good citizens. This is suggested in the sentence below:

The Social Studies theme should make the learners achieve the following objectives:

- Develop the ability to adapt to a changing environment.
- Develop national consciousness and spirit of national unity.
- Develop ethics of good citizenship and the willingness to contribute to the development of society.
- Acquire the right types of values and attitudes (Teacher's Guide, 2013, p.2)

Although the specific objectives for Social Studies Education as listed above can be categorised as citizenship transmission, the curriculum pointed out that Social Studies as a major theme in the revised curriculum is expected to contribute significantly to the realization of the philosophy/objectives of the revised 9-Year Basic Education Curriculum as stipulated by the Nigerian Educational Research and Development Council (NERDC). The RBEC philosophy anticipates that every learner who has gone through the nine (9) years of basic education should have acquired appropriate levels of literacy, numeracy, manipulative,

communicative and life skills, as well as the ethical, moral, and civic values required for laying a solid foundation for lifelong learning as a basis for scientific and reflective thinking (NERDC, 2013, p.1). This analysis, therefore, concludes that the instructional focus for Social Studies Education is **citizenship transmission** and *reflective inquiry*.

Below is a summary of the pedagogic prescription for Social Studies implementation in the curriculum documents using all three conceptual lenses.

Table 16: A summary of the pedagogic prescription for Social Studies implementation in the curriculum documents

Category	Analytic tool	Findings
Knowledge integration (Bernstein, 1996, 2000)	Classification (Inter-disciplinary, Intra-disciplinary, Inter-discursive)	1. Weak boundary of inter-disciplinary relations (C+) 2. Weak classification of intra-disciplinary relations (C-) 3. Weak classification of inter-discursive relations (C-)
Pedagogy (Discursive and Hierarchical rules) (Bernstein, 1996, 2000)	Framing The roles of teacher and learner and their level of control in the pedagogic process Weak framing of power relations between teacher and learners at the regulative level.	Mixed theory of instruction. Discursive rule: Weak framing over the micro-selection, sequencing and pacing of contents (F-) Very strong framing over the macro-selection, sequencing and pacing of topics (F++) Weak framing of hierarchical rules (F-) Very strong framing of evaluation criteria (F++)
Purpose of Social Studies (Barr et al., 1977)	Citizenship transmission Social science Reflective inquiry	Citizenship transmission and reflective inquiry.
Authentic pedagogy (Newmann et al., 2007)	AIW standards (Higher-order thinking, Deep knowledge, Substantive conversation, and Connectedness to the real world)	Very high level of authentic pedagogy. Curriculum documents indicate very high authentic pedagogy for all four dimensions of the AIW rubrics for instruction.

5.11 Implications of the Official Curriculum Discourse

This chapter answers the first research question: what is the assumption about knowledge and pedagogy that underpins Social Studies Education in the RBEC?

One of the underpinning principles of the RBEC is integration, where subject boundaries are blurred, and the inter-discipline relations loosed. As Bernstein (2000) argues, boundaries play an important role in creating learner identities, depending on what boundaries are weakened or held strongly. He noted that strong boundaries between knowledge domains and between

school and non-school knowledge play a key role in supporting learner identities and, therefore, are a condition for learners to progress. I argue that RBEC subject integration has implications for both the learners and teachers. For the former, subject integration can bring about barriers to learning. This means that no strong subject identities are built, which can make it difficult for the learners to distinguish between school and everyday knowledge or acquire knowledge that may not be available to them at home (Bernstein, 2000; Young, 2010a).

For teachers, the implication of subject integration, according to researchers whose studies used Bernstein concepts to analyse curriculum (see Bertram, 2008; Sikoyo, 2007), is that integration across subjects threatens teachers whose identities are strongly attached to the subjects that they teach. I argue that this may also be the case with teachers in this study who are trained as Social Studies teachers.

In terms of how knowledge is structured, Social Studies knowledge can be characterised as a horizontal knowledge structure within the vertical knowledge discourse. Bernstein (2000) made a distinction between vertical and horizontal knowledge structures based on the different ways in which knowledge progresses. While vertical knowledge progresses towards higher levels of abstraction, in horizontal knowledge structures, knowledge progresses by developing new languages which pose new problems. Understanding these different forms of knowledge has implications for curriculum and pedagogy. As Young (2010a) argued that although the curriculum has to take account of the everyday local knowledge that pupils bring to school, such knowledge should not be a basis for the curriculum, as the school does not exist to teach common-sense knowledge but to help learners to acquire what he referred to as “powerful knowledge” (p. 15).

Based on the findings from the analysis above, the RBEC documents prescribe the integration of knowledge within and across subjects. Grouping Social Studies Education with Civic Education and Security Education with the primary focus on inculcating values is one way the RBEC allows weak interdisciplinary classification. This implies a move from what Bernstein referred to as a collection code, where subjects have strong boundaries, to an integrated code, where there are weak boundaries between the subjects. However, I argue that this is not a move from a collection code to an integrated one because Social Studies is already an integrated subject by its epistemic nature.

Regarding intra-disciplinary relations, the boundary within the sub-themes or topics in Social Studies is collapsed. Regarding inter-discursive relations, the curriculum documents prescribe that everyday knowledge and local examples are used to make content more relevant to learners' lives. A critique of weak inter-discursive classification is that principled knowledge can be overshadowed by local experience (Schollar, 2001; Taylor et al., 2003).

As analysed in the previous sections regarding the theory of instruction, the RBEC prescribes a range of framing relationships that can be referred to as a mixed pedagogy. The analysed curriculum documents indicate weak framing (F-) over the micro-selection, sequencing, pacing, and timing of contents, but strong framing (F+) over the macro-selection sequencing, pacing, and timing of topics. The hierarchical rule is weakly framed (F-), and the evaluation criteria is strongly framed (F+). The findings from this analysis are similar to those of Morais and colleagues in Portugal (Morais et al., 2004), using Bernstein's concept of framing the study analysed the theory of instruction in the Science syllabuses, and the study revealed a shift from a more self-regulative theory of instruction to a mixed theory of instruction. Hoadley (2012) and Muller (2006) have shown empirically in their research the effectiveness of a mixed model of pedagogy, containing features from both the traditional and progressive pedagogies (teacher-centered and learner-centered approaches). Also, several studies have insisted that strongly framed evaluative criteria are important for learners who come from homes with few books and little focus on reading (Hoadley, 2007; Morais et al., 2004; Reeves & Muller, 2005). Strongly framed evaluation criteria seem to be expected in all formal legitimate schooling processes because pedagogy is there to transmit criteria.

Some researchers suggest more structured approaches that interweave teacher-centered and learner-centered pedagogies, noting that it may be more viable (Altinyelken, 2010b; Dembélé & Lefoka, 2007; Vavrus et al., 2011). This resonates with the pedagogic prescription of a "mixed theory of instruction", as seen in the document analysis. I argue that a "mixed theory of instruction" might have implications for power relationships in the classrooms in Nigeria, where teachers have always been seen as the authority. As already discussed in chapter two of this study, there is a strong emphasis in African curricula to embrace learner-centered education (Altinyelken, 2010b; Schweisfurth, 2011; Sikoyo, 2007; Tabulawa, 1998, 2003). Similarly, the RBEC also emphasizes learner-centered, activity-based, and interactive pedagogy. This kind of pedagogic prescription that centres on the

shift in the teachers' role from the custodian of knowledge to a facilitator of learning resonates with features associated with Bernstein's (2000, 1996) competence model of pedagogic practice in which the learners are active and self-regulating as the teacher acts a 'facilitator'. Admittedly, as research indicates, the learner-centered pedagogy supported by the curriculum may be difficult to take root in Nigerian classrooms.

In many African schools, such well-intentioned policies were never translated into classroom reality (Rogan & Grayson, 2003; Schweisfurth, 2011) due to several reasons ranging from lack of qualified teachers, inadequate lesson planning, overly large classes, lack of basic materials, as well as cultural clash around the role of the teacher as an adult in authority (Altinyelken, 2010a, Tabulawa, 2003). Moreover, Leyendecker et al. (2008) contend that changing classroom practice does not work by replacement but by incremental change over sustained periods based on their discussion of reform in sub-Saharan Africa. This resonates with Schweisfurth's (2011) contention that LCE may be inaccessible in its 'pure' form.

Rather, the gradual shift towards LCE may help address implementation challenges.

5.12 Conclusion

This chapter analysed the intended curriculum, representing the official state view within the official recontextualising field. Analysis of the curriculum documents was not a straightforward task because each pedagogic prescription that was analysed was not arranged systematically but was embedded in the curriculum rhetorics. Using the concepts of framing, classification, dimensions of AIW rubrics and the categorization of Social Studies knowledge, this chapter has described and analysed Social Studies knowledge, pedagogy, level of authentic pedagogy and purpose of Social Studies that underpins the RBEC documents. The analysis shows that the RBEC presents Social Studies knowledge in an integrated way, shows a tendency towards a competency model of pedagogy, prescribes a high level of authentic pedagogy and standard of assessment, and categorises the purpose of Social Studies as both citizenship transmission and reflective thinking. The findings of the fieldwork are presented in the next three chapters. The next two chapters describe the enactment of Social Studies Education in two public and two private schools.

Chapter 7 compares all four teachers' practices with their accounts in the interviews and the curriculum documents and highlights their understanding of the purpose of teaching Social Studies Education.

Chapter 6

The field of reproduction: Pedagogic discourse in two private secondary schools

6.1 Introduction

This chapter describes how teachers recontextualise Social Studies Education in two private secondary schools used as cases in this study. Data obtained from the classroom observation is used to present a picture of how teachers enact Social Studies Education in relation to the extent of control that the teachers and learners have in the pedagogic process, the relationship between Social Studies and other forms of knowledge and the category of the instructional approach of Social Studies used in the classroom.

This study does not claim that the pedagogic practice of these teachers represents the practice of all other teachers in their various schools. Rather, each observed lesson gives an example of how the particular teacher recontextualises Social Studies Education in his/her classroom. This chapter presents and analyses data from classroom observation and highlights the reasons for teachers' current pedagogic practice by drawing on the interview data.

I have described sampling, data collection and analysis, and the schools and teachers in detail in the methodology chapter. However, the next sections briefly highlight key points for the selected private schools, the teachers and detailed lesson analysis for the two teachers in the private schools.

6.2 Stars and Infinity Secondary Schools

Stars and Infinity Secondary Schools are the selected private schools for this study. These schools serve learners from middle-class socio-economic backgrounds, particularly children whose parents are professionals and middle-class civil servants. Most of these learners usually come to school via their parents' private cars, while others use the school bus or public transport. Learners here report to school with proper school bags, pens, exercise books and lunch packs, or their parents sometimes give them money to get their lunch/snacks from

the mini marts at school. These parents are compelled to pay fees every term and other school charges.

6.3 Mrs Grace, Social Studies teacher at Stars Secondary School

Mrs Grace has taught at Stars Secondary School for over two (2) years out of her twelve (12) years of teaching. She has a bachelor's degree in Social Studies (B.Sc. (Ed) Social Studies), and she plans to get a master's degree. She said she decided to become a teacher because of the job security in Nigeria and to become a lifelong learner, as teaching encourages reading and learning. She teaches all themes under the National Values Curriculum (Social Studies, Civics and Security Education) at the upper basic education level at Stars Secondary School. Besides Social Studies, she has taught geography and history in other private schools across Benin City, Edo State.

What she enjoys most about teaching Social Studies is her ability to use the medium to inspire students to think critically about the world and enable them to adapt to the changes around the world. She noted that the importance of Social Studies in the Nigerian school curriculum is to help young ones make informed and reasoned decisions because of our cultural diversity. She concluded by saying, "I think, in summary, the main goal of teaching Social Studies is to make students become good citizens that can compete actively in a civil and democratic society".

She feels Social Studies is an easy subject because Social Studies speak to all aspects of our everyday life and should be ascribed the same status as Mathematics and English studies because it is a compulsory subject that teaches children values and helps develop well-informed citizens.

6.4 A detailed description of one lesson in Stars Secondary School

In the classroom where Mrs Grace taught Social Studies, there was no teacher's table in front of the class. The learners' desks were arranged in rows with space between each row, making it easy for the teacher to move around the classroom. She placed her textbook on the learners' desk in the front row.

Although I chose one lesson to present in detail here (see Table 17 for the detailed analysis), I analysed all four lessons I observed, which were structured similarly. Mrs Grace introduced the lesson, explained the topic, and then asked questions.

At the beginning of the lesson, Mrs Grace entered the class, and the learners all stood up to greet her. “Good afternoon, Ma; you are blessed”. She responded, “Good afternoon, all; you are blessed”, and asked them to sit. She starts by recapping what was done in the last class: “You remember in our last class we discussed the Constitutions of Nigeria, and they are classified into pre- and post-colonial Constitutions”. That is the constitution that the colonial masters gave, and the constitution developed after independence which Nigerians themselves promulgated. She further added that in that previous class, they also discussed the features and sources of these constitutions. Mrs Grace then asked the learners, “can anybody help us in the class to list the four Pre-Colonial Constitutions and the Post-Colonial Constitutions with the dates they were given?” Learners put up their hands for identification. She called on each learner by their name to answer the question. Learner 1 replied by stating the following: “Clifford Constitution, 1922; Richards Constitution, 1946; Macpherson Constitution, 1951; and Lyttleton Constitution, 1954. Learner 2 responded by listing the following “Republican Constitution of 1963; 1971 Presidential Constitution; 1989 Presidential Constitution and 1999 Presidential Constitution”. The teacher rewarded the learners by asking the class to give her a sound clap.

She introduced the lesson for the day: “Today we are looking at another topic, the Content of Social Studies”. She explained, "Social Studies is a social science subject and not a science subject because we (referring to those that study Social Studies) do not take our experiment to the laboratory. Rather, we carry out observations, understand our experiences and narrate our history”. Afterwards, the following discussion ensued:

T: Who can tell me what is Social Studies? In your JSS1 (upper basic 7) it was discussed you were also taught the scope of Social Studies. So who can tell me what is Social Studies?

L1: Social Studies is the study of man and his environment

T: Good, and this environment is divided into how many?

L: (Chorus) two

T: which is it?

L (Chorus) Physical and social environment

T: Beautiful. A sound clap for yourselves. Man's physical environment involves things you can see or feel, like trees, forests, and rivers... while his social

environment involves aspects of his culture and traditions, the religion he believes in...

After the above dialogue, Mrs Grace then explains the topic for that lesson, stating that Social Studies content is those things we discuss in Social Studies, and they are drawn from History, Religion, Economics, Psychology, Philosophy, Anthropology, Government, Political Science, Geography and Sociology. To further explain what she means by the content of Social Studies, the teacher picked up a bottle full of ink and then the conversation below:

T: If I talk about content, can you see this refill bottle? What is the content inside this bottle?

L: (Chorus) Ink

Teacher: Yes, it is black ink. So it is in Social Studies that the content of Social Studies is topics from all these subject areas listed on the board (History, Economics, etc.).

Discussing these subject areas one after the other, she explained the following.

From the subject History, Social Studies talk about the history of Nigeria before and after independence, how Nigeria was amalgamated in 1914 by lord Fedrick Lugard, how the name Nigeria came from Floral shawl...these are all history. Without History, we can lose our identity...next is Religion; we have three major religions in Nigeria, Christianity, Islam, and Traditional Religion. These are different ways people worship God.... Economics has to do with buying goods and services.

To elaborate on the subject of Economics, she gave the following example.

T: You all have had lunch today, and you probably had bread on your table. That bread was produced in the industry. Is it not true?

L: (Chorus) Yes, ma

T: Social Studies teaches us buying and selling, production and consumption drawn from Economics. True or False?

L: (Chorus) True.

Mrs Grace went on with the lesson and explained that Psychology deals with the mind. It is our perception of certain things. For example,

T: when we say someone does not have integrity, the person always tells lies and steals. When we see such a person, we always want to run away. That is Psychology. Do you understand it? (No response from learners).

T: Philosophy is when we try to argue something. For example, when we say all flying birds are not bats but all bats are flying birds, we have some philosophical patterns in Social Studies. Next, we have Anthropology which is more like earth science and deals with man and his social environment. Then Government, we know that in Nigeria, we have a presidential system of government, and we practice a democracy that allows us to elect our leader. True/False?

L: (Chorus) True

T: Next is Political Science, which is like a full course we study at the University. You are applying to study political science, do you understand? It is all about the people and the government, the different arms of government (legislative, judiciary and executive). Then Geography is the study of the earth...different nations of the world as well as their climatic conditions...Social Studies also draws content from Sociology; sometimes, people have family issues, and all these are things we draw out for Social Studies. Is that clear? So, these are the content of Social Studies.

Mrs Grace then told the class she was moving on to the next sub-topic, those words we come across when we learn and explain Social Studies. They are facts, generalizations, concepts, attitudes, values, and skills. She explained the following:

T: Facts are based on observation and experience. What did I say?

L: (Chorus) Facts are based on observation and experience.

T: The experience you get daily, weekly, and yearly accounts for the facts you give regarding a particular event. If we say Nigeria has 36 states, is it a fact?

L: (Chorus) Yes

T: If we say Nigeria in 2020 is still under military rule, is it a fact?

L: (Some Chorus) Yes (others Chorus) No

T: Some of you are not sure; we are presently under a presidential system of government...Secondly, generalization. In the course of studying Social Studies, we sometimes generalize. For example, if we say, "all Hausa men are Boko-Haram", that is a generalization, and it is not true...do you now understand what generalization means?

L: (Chorus) Yes, ma.

T: ...in Social Studies, we lay a positive attitude. For example, when you step on somebody, you ought to apologise...that is a positive attitude. Value is the importance or worth we attach to something. What did I say?

L: (Chorus) Value is the importance or worth we attach to something.

T: This marker is of value to me because if I do not have it in my hand, I cannot teach you...we have good/positive values such as respect, contentment, honesty, tolerance, and integrity, while negative values include stealing, lying, exam malpractice, kidnapping, vandalism etc.

L3: What is vandalism?

T: Vandalism is said to mean destruction (citing everyday examples) ...lastly skills, when will study Social Studies, we learn social skills and skills in various areas like cooking skills, weaving skills etc.

Mrs Grace concluded the lesson and asked the learners to bring out their textbooks to carry out a class activity. Afterwards, she announced the end of the lesson for the day.

6.5 Analysis of the lesson

The lesson I described above is analysed in table 17 below, where I divided the entire lesson into two episodes that lasted for just 41 minutes (102.7%) of the timetabled lesson. Each

lesson on the timetable should last 40 minutes, indicating one lesson period. Episodes are chunks of time of a particular activity in the classroom. An episode is marked when there is a change in the type of activity during a classroom lesson. For example, an episode starts when the teacher introduces/explains the lesson and ends when the teacher asks the learners to carry out specific tasks in a lesson or when there is a shift to a questions and answers session during the lesson. Therefore, when one episode ends, another is set to begin, continuing until the lesson ends. Rather than label a whole lesson as “strongly framed”, for example, categorising different episodes in a lesson gives the study more academic rigour.

Episode one

Mrs Grace began the lesson by recapping what was learnt in the previous lesson and asking the learners questions on the previous topic, “Pre-Colonial Constitution and Post-Colonial Constitution of Nigeria” This process lasted for 5 minutes. She then introduces the new lesson and writes the topic “Content of Social Studies” on the board. For this episode, the lesson is strongly framed in terms of selection, sequencing, and pacing (F++) but weakly framed for evaluative criteria (F-). In this case, the teacher asked questions requiring verbal answers, and she looked only for yes / no answers or for learners to repeat what she had just said. This means evaluation criteria were left implicit as the teachers did not probe further when the learners gave yes/no answers.

Classification for this episode is strong for intra-disciplinary relations (C+); although the teacher referenced the previous lesson, it was only to remind the learners of what she taught in that class. Besides, the topic she had recapped (pre and post-colonial constitution of Nigeria) was from a different theme (Civic Education), which had no intra-disciplinary relations with the new lesson/topic in Social Studies. Again, it was only one occasion that Mrs Grace referred to the past topic in Social Studies throughout all the four lessons observed. For example, when explaining the “content of Social Studies”. She asked the learners.

T: Who can tell me what is Social Studies? In your JSS1 (upper basic 7), it was discussed you were also taught scope of Social Studies. So who can tell me what is Social Studies?

L1: Social Studies is the study of man and his environment

T: Good, and this environment is divided into how many?

L: (Chorus) two

T: which is it?

L (Chorus) Physical and social environment

T: Beautiful. A sound clap for yourselves. Man's physical environment involves things you can see or feel, like trees, forests, and rivers... while his social environment involves aspects of his culture and traditions, the religion he believes in...

At the same time, classification is weak for inter-disciplinary and inter-discursive relations (C). The teacher mostly linked Social Studies content to knowledge from other subjects/disciplines and often used everyday examples to explain the lesson content.

Episode two

Mrs Grace recapped and concluded the lesson. She called on one of the learners, who had indicated by raising her hand to ask a question. Below is one such question asked by a learner

L3: What is vandalism?

T: Vandalism is said to mean destruction. Sometimes, people destroy oil pipelines in areas with no security personnel on guard, or someone comes in to destroy all the seats in this classroom, which is vandalising. Is that clear?

L: Yes, Ma

T: Vandalism is a bad value. Some people vandalise for personal purposes, while others vandalise to agitate.

This extract indicates a strongly framed Evaluative criteria, as the teacher attempted to clarify the word 'vandalism'.

She also told them to carry out the class activity listed on page 5 of their textbook. The page has a picture of two learners sitting on the class desk inappropriately, and one of them was pointing towards the teacher's table. Below is the dialogue during the class activity between Mrs Grace and her learners:

T: Do you think these students have good values?

L: (Chorus) No, ma

T: Are they disciplined?

L: (Chorus) No

T: Firstly, instead of them sitting down properly, they are hanging on the class table. Secondly, they want to go and steal their teacher's property. We should all have good values; we should do what?

L: (Chorus) all have good values

T: We will lack self-control if we do not have good values.

This episode is strongly framed in terms of selection, sequencing, and pacing (F++), as Mrs Grace was in control of the selection of the page from which the activity was carried out, sequencing and pacing of that particular class activity in the way she asked the questions and quickly move to the next question without learners interjection. However, the evaluative criteria are weakly framed (F-) in the above class activity. The teacher asked questions that

only required yes / no answers or for learners to repeat what she had just said. She never bothered to probe learners' responses. In the kinds of verbal answers required by learners when they responded to the questions during the class activity, learners were not required to give reason(s) for their answers, and the teacher seldom elaborated on a correct answer (F-).

For example, in the following exchange

T: Someone should tell me three importance of having a positive attitude.

L1: It promotes healthy relationship

L2: People feel comfortable and happy when you are around

L3: People respect those with a positive attitude

T: A Sound clap for them

For this episode, classification is strong for inter-disciplinary and intra-disciplinary relations (C+) as Mrs Grace did not make reference to other themes or topics, but the classification is weak for the inter-discursive relation (C-) as the teacher mainly used everyday examples in trying to make clear the questions that she asked the learners as seen in the example below.

T: It is important to have a good attitude because it promotes healthy relationships. Sometimes, you will offend someone rather than say sorry, and you will start a fight. In such a case, nobody will want to be your friend.

This episode lasted for 06mins. After that, she announces the end of the lesson and informs the learners about the topic for the next class.

Table 17 A detailed analysis of one lesson taught by Mrs Grace at Stars Secondary School

Topic: Content of Social Studies (7 th May 2021)										
Episode	Duration Mins secs %	Kind of activity	Description	Framing				Classification		
				Selec- tion	Sequenc ing	Pac- ing	Evalua tion	Inter- Disci- plinary	Intra- disci- plinary	Inter- dis- cursive
1. 00.00	35mins (87.5%)	Content-based teacher talk/Explanation. The teacher recaps the lesson	The teacher recapped the previous lesson and asked questions about the constitutions of Nigeria. The teacher explains the content of Social Studies. She sometimes writes on the board. The teacher recaps the lesson and asks questions related to the work taught in the earlier part of the lesson. Learners mainly give chorus answers or answer yes/no.	F++	F++	F++	F-	C-	C+	C-
2. 35.00 End	06mins (15%)	Teacher-led question and answer End of the class	The teacher asks the learners questions and carries out a class activity that only requires a verbal response from the learners The teacher announces the end of the teaching for that lesson and tells the learners what they will do in the next class	F++	F++	F++	F-	C+	C+	C-

6.6 A description of pedagogic discourse

Here, I draw on the analyses of all four lessons to create a general picture of pedagogic discourse in Mrs Grace's classroom.

6.6.1 Hierarchical rule (teacher-learner)

In terms of the hierarchical rule (the extent to which the teacher and learner have control over the order, character, and manner of learners' conduct), Mrs Grace appeared to be in control (F++). Regarding the extent to which the teacher and the learners' roles are specialised concerning the classroom activities, it is always regulated by the teacher (F++), the teacher is generally engaged in activities related to teaching and learning. All routine activities are a result of explicit instruction from the teacher. Learner reception is always passive, and discipline is controlled by the teacher.

Regarding learners' behaviour in the classroom, the teacher rarely asked the learners to keep quiet or sit down as they were mostly well-behaved. For the most part of the lessons, she had little need to discipline learners for any wrong behaviour. It was only one time she admonished a learner who came out of his seat. In one of the class observations, a learner walked in while the lesson was going on. Below is Mrs Grace's reaction

T: Please, what is happening? Are you in this class? Are you a member of this class? Where did you go? (The learner tried to explain)

T: ok, sit down, find another seat.

T: (continues with the teaching) ok, as I told you, I said that constitutional law prosecutes crimes; there are constitutional laws to protect our human rights. So, the constitution is that law that governs what a country, true or false?

Regarding learners' conduct, the way learners are seated in the classroom is rarely regulated by the teacher (F-). Learners sit in seats chosen by themselves, and the seating arrangement is rarely altered by the teacher or at the learner's request. Regarding the way the learners were dressed, it is strongly regulated (F++) as learners all have school uniforms, are generally neat and formally dressed in school uniform or sportswear.

6.6.2 Framing Discursive Rules

Mrs Grace takes full control of the lessons through very strongly framed (F++) selection, sequencing, and pacing as she decides what knowledge is transmitted and the order in which transmission occurs. Learners were not allowed to alter the selection and the sequence of the knowledge. See the extract below.

T: Today, we are looking at another topic, the Content of Social Studies... Next, we have Anthropology, which is more like earth science and deals with man and his social environment... Next is Political Science... It is all about the people and the government. Then Geography is the study of the earth...different nations of the world as well as their climatic conditions...Social Studies also draws content from Sociology; sometimes, people have family issues, and all these are things we draw out for Social Studies. Is that clear? So, these are the content of Social Studies.

T: Moving on to the next sub-topic, which are those words we come across when we learn and explain Social Studies. They are facts, generalizations, concepts, attitudes, values, and skills.

The evaluative criteria were very weakly framed for (F--). In this case, the teacher asked questions that only required verbal answers, mainly yes / no answers, or for learners to repeat what she had just said, and she never probed answers. See the exchange below.

T: ...I said that constitutional law prosecutes crimes; there are constitutional laws to protect our human rights. So, the constitution is that law that governs a country, true or false?

L: (chorus) True

T: Who can repeat after me?

L: (chorus) A constitutional is that law that governs a country.

T: Okay, laws that govern a country are known as the constitution.

6.6.3 Classification

The classification was strong (C+) for intra-disciplinary relations as the teacher only once time referred to past topics all through the four observed lessons. For example, when explaining the “content of Social Studies”. She asked the learners questions and drew their attention to the related topics they were taught in the upper basic 7 class (JSS1). See the exchange below

T: ... Who can tell me what is Social Studies? In your J.S.S 1 (upper basic 7), it was discussed. When you were in J.S.S. 1, you were taught the scope of Social Studies, that is, those subjects related to Social Studies.

L: Yes, ma

T: And we know that Social Studies is a social science subject. Is it a science subject?

L: No, ma

Besides the above extract, Mrs Grace never referred to the past or future topic; thus, weak intra-disciplinary relations are not established.

While classification was weak for inter-disciplinary and inter-discursive relations (C-), the teacher mostly linked Social Studies content to knowledge from other subjects/disciplines

and also most often used everyday examples to explain the lesson content, as seen in the exchange below.

T: So today, our lesson will be more on Social Studies content. What are those things we draw from in the study of this course? Now, we are going to analyse them. You all will be calm. We will write, we will discuss, and then move ahead. Do you understand?

L: (Chorus) Yes, ma

T: (Wrote on the board) History, Religion, Economics, Psychology, Philosophy, Anthropology, Government, Political Science, Geography and Sociology. Can you see these ten subject areas? ...Now, can you see this bottle if I talk about the content (she went towards the learners' desk and picked a bottle she placed there earlier)?

L: (Chorus) Yes, ma

T: What is the content inside?

L: (Chorus) Ink

T: It is black Ink, so it is in Social Studies. The content of Social Studies is topics from all these subject areas (pointing to the board) ... we discuss them when we talk about Social Studies.

6.6.4 Classification of space

Classification of space reflects the power relations underpinning the relationships between the teacher and learners in the use of the teaching and learning space. Although there was no teacher's table or chair in the classroom, Mrs Grace's space was clearly demarcated from that of the learners as she mostly instructed from the front of the classroom. The insulation between the teacher's and learners' spaces is quite bounded (C+) as the teacher and learners generally remain in their own spaces. However, she moves into the learner's spaces on a few occasions to facilitate the teaching.

Learners' spaces were very strongly classified (C++), with their desks arranged in columns facing the front, and this was never altered. Concerning the specialization of space for teaching and learning, the space between the inside and outside of the classroom is quite bounded (C+). The teacher never leaves the classroom, and the learner's movement in and out is strictly monitored. However, the surrounding classrooms were noisy, quite unbounded (C-) and could distract the learners.

6.6.5 Classification between subjects (pedagogic identities between teacher and learners)

2 In terms of social relations between subjects (teacher and learners), the pedagogic identity of Mrs Grace is very strong (C++). This was evident in the distribution of tasks and in the explicitness of the boundary between her status and that of the learners. Mrs Grace

portrayed herself as the regulator of all instructional activities.

There was no classification of learners and learners as learners did not demonstrate their ability, social relations or social status as none of the teachers gave the learners the opportunity to demonstrate any form of social position in the classroom.

6.7 Purpose of Social Studies Education (Categorization)

6.7.1 Understanding of curriculum change and purpose of Social Studies

This section summarizes Mrs Grace's understanding of the RBEC changes and her interpretation of the purpose of Social Studies Education. Mrs Grace pointed out that the major change in the RBEC was the merging of Social Studies and Civic Education and the inclusion of Security Education to address the country's security challenges. Nigeria faces different but overlapping security crises ranging from kidnapping, armed robbery, and clashes between herders and farmers to extremist insurgencies (Ajibu, 2020). She noted that specifically for Social Studies, the change is the removal of those aspects of Civic Education that were initially incorporated into Social Studies. Nevertheless, she feels these formal standalone subjects merged as themes under the National Values Curriculum are similar because they all focus on human interaction in society and societal values. Thus, they form an integral part of children's training at school.

She also noted that contents in these merged subjects provide the framework needed to educate students about the challenges of citizenship in our society through topics like culture, people, places, environment, institutions, common unity, civic ideal, etc., incorporated in the

new curriculum. She pointed out that, unlike the BEC, which was more restrictive, the RBEC is broader with more content. This allows for in-depth teaching and learning that helps the students gain important competencies regarding critical and creative thinking skills and communication ability.

About the challenges faced in the effective implementation of Social Studies, Mrs Grace mentioned the lack of resources and funds to carry out research for effective content delivery as one challenge, giving an example of teaching methods that require field trips. She added that although the curriculum may prescribe other methods for content delivery, she often uses the teacher-centered method because the time allocated for teaching the subject is insufficient, and the workload is somehow overwhelming.

To establish some description of the instructional purpose of Social Studies according to any of the three categorizations of Social Studies by Barr et al. (1977), each lesson was analysed according to the instructional delivery method and the aim of the lessons from the teacher's perspective. In all four lessons taught by Mrs Grace, she only used direct instruction (lecture method) to deliver all lessons. The focus was on inculcating knowledge and content coverage. When I probed during the interview to find out why she uses the lecture method and engages the learners with short questioning at intervals, she replied by saying.

Content delivery is the main issue in effective implementation, shortage of teaching and learning resources for effective content delivery is one challenge. Even though the curriculum may prescribe other methods for content delivery, I often use the teacher-centered method because the time allocated for teaching the subject is 40mins, so as a teacher, I would want to manage the time to be able to cover all topics before the end of the term, because if you are unable to cover all the topics for that term, nobody wants to know if it the school programme or time allocated that affected the non-completion of those topics. So, I see myself using the teacher-centered method to deliver the content timely.

Although during my interview with Mrs Grace, she had mentioned that she likes to engage learners in "critical thinking" with the lesson content, in all four lessons, I observed only one time when she engaged the learners in questions that required them to think beyond the scope of their textbook as seen in the extract below:

T: What do you think is the reason people did not agitate but rather were calm when the colonial masters gave them the constitution?

L1: At that time, the colonial masters had lots of power, so the people could not speak against them.

T: Yes, since the people of Nigeria did not have any power and nowhere to complain, they would rather remain calm and stick to the rules of the colonial masters.

L2: Most of our forefathers then acted out of ignorance and were not aware of the content of the Constitution.

The other notable thing about the teacher's questioning is that the questions are mostly rhetorical questions or questions that usually require yes/no or true/ false answers, and almost all the direct questions she asked the learners required recall of the content that was taught.

Regarding the aim of teaching Social Studies, she stated that the primary purpose of Social Studies is to help young ones make informed and reasoned decisions because of our cultural diversity. Additionally, since we all come from different backgrounds, Social Studies help young people to make informed decisions for the public good as citizens of a democratic society and as people of the world. I went further to ask her what she aimed to achieve for the learners after the lesson, and she responded thus.

I hope my learner will achieve a lot since Social Studies deals with human interaction. My learners will have cultural understanding because we teach cultures from different ethnic groups. They will also have real-world understanding, which is one of the aims of teaching this subject. Then respect for history because this is very important as it will help them plan for their future, and I think they will appreciate this at the end of their schooling. Then critical thinking often gives some content, and you twist the question to see if the child can think independently. In summary, the main goal of teaching Social Studies is to make students become good citizens. Because we live in a diverse society, we need citizens to have acquired knowledge of the society that will enable them to grow into adults who can compete actively in a civil and democratic society.

Although Mrs Grace thinks Social Studies aims to inculcate cultural understanding and critical thinking skills in the learners, her pedagogic practice does not reflect her thoughts.

I went further to ask her what she aimed to achieve for the learners after the lesson on the role of the extended family and if she thought the lesson was successful. She responded thus

Mrs Grace

The aim is for students to identify extended family members and their roles. So, the learners are supposed first of all to know members of the nuclear family, knowing their various names, who they are, their roles in the family, their positive impact on the family and ways they can help as regards family.

Interviewer

Let me probe further. As the teacher, these roles you have identified for members of the family are they static in the real world?

Mrs Grace

They ought not to be static because we are in a changing world, and due to economic challenges, it is not always the norm we were used to father providing everything for

the family. Recently, we see that mothers are also involved and contribute to the family's finances. In the same way, we see some fathers in the kitchen trying to help out when the mothers are not around or are on official assignments. So, these roles are not static.

Interviewer

Do you think your student understands that the roles are not static and that there is room for change?

Mrs Grace

Yes, because I was able to make them understand that in these present times, some of these roles are not static and can be switched. However, the role of the children in the family cannot be switched because children will always be children and cannot fit into the roles of either of the parents. However, that of other members of the families can vary.

Interviewer

Okay, so as a teacher, do you feel this particular lesson was successful? Was the aim achieved?

Mrs Grace

Yes, the lesson was successful because the students participated and were keen to contribute to the discussion of the lesson. They were asking relevant questions and debating the topic with enthusiasm. Moreover, the lesson was interactive, too, so I felt that the lesson was truly successful.

The above response from Mrs Grace during the interview contradicts what I observed in that lesson. I engaged critically with contradictions in the data between what the teacher said and what I observed in Chapter Seven.

From all the lessons observed and analysed, Mrs Grace focused mainly on teaching factual knowledge, content coverage, and the inculcation of moral values such as discipline. This instructional focus can be categorised as “Citizenship transmission”, as there was no reflective inquiry throughout the lessons. Also, during the interview, she suggested the above categorization when she stated that the main goal of teaching Social Studies is to make students become good citizens.

6.8 Level of Authentic Pedagogy

Drawing on Newman et al.'s (2007) and Saye & Social Studies Inquiry Research Collaborative (2013) rubrics for measuring the degree of authentic intellectual work (AIW) that occurs in a classroom, I analysed the substance of the message taught in the lessons as well as gauge the level of authentic pedagogy enacted in the classroom I observed.

Firstly, in Mrs Grace's classroom, learners were primarily engaged in routine lower-order thinking (LOT) operations. Only one occasion throughout the four lessons observed that very

few learners could perform HOT operations when asked a significant question during the lesson (see the extract in 6.7). In this case, the teacher asked a question beyond the lesson's scope and required the learners to think outside the textbook and give an answer from their perspectives.

Secondly, Mrs Grace's classroom knowledge is presented superficially or fragmented. Although key concepts or ideas were covered, only a trivialized understanding of the concepts is evident. Knowledge is treated unevenly during instruction, as a deep understanding of an idea is countered by a superficial understanding of other ideas. For example, in the lesson "Content of Social Studies", Mrs Grace discussed those subjects where Social Studies draw content to form its own body of knowledge. Here, she gave quite a simplistic understanding of economics as one of the subject areas in which Social Studies draws content. See the exchange below showing her explanations

T: Economics has to do with buying goods and services. You all have had lunch today, and you probably had bread on your table. That bread was produced in the industry. Is it not true?

L: (Chorus) Yes, ma

T: Social Studies teaches us buying and selling, production and consumption drawn from Economics. True or False?

L: (Chorus) True.

Thirdly, substantive conversation in Mrs Grace's classroom is generally low. She mostly controls conversations, and the conversation is very brief. Teacher-student interaction about ideas on a topic is minimal. Mrs Grace seldom builds coherently on learners' ideas because her questions are motivated principally by a pre-planned checklist of questions, usually from the textbook. Such questions usually require a yes/no response. When learners carry out a class activity requiring them to give verbal responses, they are not required to give reasons for their responses. See the question-and-answer exchange below, where no substantiation of a response is expected.

T: Do you think these students have good values?

L: (Chorus) No, ma

T: Are they disciplined?

L: (Chorus) No

Lastly, although Mrs Grace tried to connect a topic to the learner's experience or contemporary public issues, the connection was weak. For example, when she discusses Psychology as one of the subject areas from which Social Studies draws its contents, her explanation does not indicate how knowledge of psychology eventually forms part of Social Studies content. Here is what she said.

T: Psychology has to do with our minds. How you perceive something. When they say that man does not have integrity, he is always telling lies. He is always stealing. In your mind, anytime the man comes close, you want to run away. That is psychology. Do you understand me?

L: (Chorus) Yes, ma

T: Or when they are asking someone a question, and the person is behaving funnily, there is a way you will read the person and know if the person is pure or not. So, psychology is using your mind to analyse things.

Although there was little sign that learners recognized the connection between classroom knowledge and situations outside the classroom as they were able to distinguish between facts and generalization, as seen in the dialogue below, learners were not engaged in class activities that would require them to demonstrate how they can use the knowledge gained in school in ways that can influence a larger audience beyond the classroom. See the exchange below

T: We want to look at some concepts we come across while studying Social Studies. They include Facts, generalization, attitude, and theory. Facts are based on observation and experience. What did I say?

L: (Chorus) Facts are based on observation and experience

T: The experience you get from all things you are involved with daily, monthly, or yearly will count as a fact that you give about a particular event. If we say Nigeria has 36 states, is it a fact?

L: (Chorus) Yes, ma

T: That there are three major ethnic groups in Nigeria, is it a fact?

L: (Chorus) Yes

T: Beautiful. If we say that Nigeria in 2021 is still under military rule, is it a fact?

L: (Chorus) No

T: Facts tell you things the way they are, the real thing. Is that clear?

L: (Chorus) Yes, ma

Table 18 below shows the AIW scores indicating the authentic pedagogy level for Mrs Grace's classroom lessons.

Table 18 Aggregated AIW Scoring for Mrs Grace's lessons Stars Secondary

Level of Authentic Pedagogy

The extent to which learners use higher thinking processes (HOT)

Indicator/Score	Grace Lesson 1	Grace Lesson 2	Grace Lesson 3	Grace Lesson 4	Average score
	1-4	1-4	1-4	1-4	
1. Higher Order Thinking	2	1	1	1	1.25

The extent to which knowledge is deep

Indicator/Score	Grace Lesson 1	Grace Lesson 2	Grace Lesson 3	Grace Lesson 4	%Average score
	1-4	1-4	1-4	1-4	
2. Deep Knowledge	1	1	2	1	1.25

The extent to which the subject matter's substance and the dialogue's character create an understanding of the subject matter.

Indicator/Score	Grace Lesson 1	Grace Lesson 2	Grace Lesson 3	Grace Lesson 4	Average score
	1-4	1-4	1-4	1-4	
3. Substantive Conversation	1	1	2	1	1.25

The extent to which the lesson and class activity have value and meaning beyond the instructional context.

Indicator/Score	Grace Lesson 1	Grace Lesson 2	Grace Lesson 3	Grace Lesson 4	Average score
	1-4	1-4	1-4	1-4	
4. Connectedness to the Real World	1	1	1	1	1

AIW scores for Mrs Grace’s classroom suggest that learners did not experience high levels of authentic pedagogy, as dialogue in the classroom did not go beyond factual recall of what was taught, and questions required mostly yes/no answers. She gave a very simplistic understanding of concepts and ideas. The lessons observed indicated that teaching and learning in Mrs Grace’s classroom did not go beyond the reproduction of prior knowledge to construct new understandings of issues. Learners were not engaged in disciplined inquiry learning that enables them to access knowledge with depth, rigour, and value. Lastly, Mrs Grace tried to connect the lessons to real-life situations, but the connections were weak.

6.9 Summary of the Findings for Mrs Grace’s Class.

The table below summarizes the findings from Mrs Grace’s classroom observation analyses based on all three analytic lenses used in this study.

Table 19 Summary of the findings from all three analytic lenses for Mrs Grace’s Class

Analytical lenses	Focus	Findings
Bernstein’s (1975; 1990; 2000) theory of pedagogic discourse (classification and framing).	The extent of control teachers and learners have in the pedagogic process is the boundary relations between discourse, agents, and space.	F++ selection, sequencing, pacing and hierarchical rules. F- evaluative criteria C++ insulation between teacher and learner identities. C+ intra-disciplinary relations, the insulation between teacher’s and learners' space C- inter-discipline, inter-discursive relations, C+ insulation between teacher and learner space and inside and outside of the classroom
Barr et al.’s (1977) categorization of the instructional approach of Social Studies (Citizenship transmission, social sciences, and reflective inquiry).	The instructional focus and aim of the Social Studies lesson.	Citizenship transmission - only used direct instruction (lecture method) to deliver all lessons, and the focus was mainly to ensure content coverage. Social Studies aims at inculcating in learners knowledge that will help young ones make informed and

		reasoned decisions.
Newmann et al. (2007) standards for measuring the degree of Authentic Intellectual Work (AIW) n(Higher Order Thinking (HOT), Deep Knowledge, Substantive Conversation and Connectedness to the Real World)	The substance of the knowledge taught in the classroom to gauge the level of authentic pedagogy found in each classroom.	AIW scores for instruction in Mrs Grace’s classroom suggest that learners did not experience high levels of authentic pedagogy.

6.9 Mr Udo, Social Studies teacher at Infinity Secondary School

Mr Udo has been teaching at South Secondary School for over five years, but he has been a teacher for approximately 13 years. He has the Nigerian Certificate in Education (NCE) and a Bachelor of Science (Education) degree in Social Studies. He became a teacher because of his passion for teaching and imparting knowledge to students. He teaches only Social Studies. He says that he enjoys teaching Social Studies because the subject is very interesting and deals with issues around man and his environment, how a man can explore his environment and the social aspect of man. He added that it is important for students to learn Social Studies because it will keep them informed as Social Studies helps create awareness of the environment and what learners can benefit from their environment as well as the benefit of their social interaction.

6.10 Detailed description of one lesson at Infinity Secondary School

In the classroom where Mr Udo taught Social Studies, there was a teacher’s table and chair in front of the class where he stood to teach. He sometimes moved around the classroom while the learners’ desks were arranged in rows with spaces between each row for easy movement around the classroom.

Although I chose one lesson to present in detail here (see Table 20 for the detailed analysis), I analysed all four lessons that I observed and were structured similarly. Mr Udo introduced the lesson by writing the topic on the whiteboard and explaining the content as he dictated his

lesson notes for learners to copy. Learners in the class were often noisy and sometimes interrupted the teaching through their interjections and questions.

At the start of the lesson, Mr Udo walked into the classroom and exchanged greetings with the learners. He started by asking the learners where they stopped in the last class before he began teaching. His teaching style is to read directly from his lesson notes for the learners to copy as he explains the content. See the exchange below:

T: Where did we stop in our last class?

L: (Chorus) Social consequences of human trafficking

T: We still have a lot to cover. Let us complete the last sub-heading for the last class. Number 8, the traffickers also.... Now let us go to a new topic: Family life education. I will give you the note and explain because we have so much to do.

T: Family life education refers to what young people or adolescents should know about sexual activity and reproductive health. The main objective of family life education is to prevent social problems in the family and teach the individual the knowledge and skills that will enable them to function well in society. Family life education is a form of education designed to enrich and improve the quality of individual and family life.

At some points during the lesson, learners moved in and out of the classroom and from seat to seat without the teacher restricting them. Mr Udo quickly moved on to the next sub-heading and told the learners when to write and when to stop writing for them to listen as he explained. See the exchange below

T: Next, subheading 'Sex Education'. It is the process of acquiring the necessary knowledge and information about the change in the body. These changes are known as physiological changes, which occur as a result of human growth and development.

T: (Do not write) when you were in kindergarten 2, your parents gave you feeding bottles (picks up an empty water bottle to illustrate). It will be questionable if you still come to school with a feeding bottle at this age. Some of you have bottled water here. It is another feeding bottle. (Learners chuckled) that is why some of you still behave like babies.

T: So, physiological changes result from human growth and development. In education, we cannot say learning has taken place until there is a behaviour change in the way you think and act. Take a look at yourselves; between when you were in J.S.S 1 and now in J.S.S 3, has any change occurred?

L: (Chorus) Yes

The teacher explained the physiological changes that occur in boys and girls. At this point, the learners became rowdy and noisy because of the excitement about the topic of discussion. Although the teacher tried to caution some of the learners, he was not firm and even sometimes made a joke from some examples he gave. See the exchange below

T: ...changes that occur in boys, for some of you, the changes may have already been taking place, but you are unaware. No. 1, pubic hair begins to grow around the genitals. 2, the voice breaks and becomes thick. No 3, the testicles now contain live sperm or semen capable of fertilising the ovary produced by the girl. When you get home, the boys should examine yourselves very well; those two things look like a coconut.

L: All (laughed). The class became rowdy.

T: The boys must be very careful because you can impregnate a girl at this stage. (He makes a joke about it).

T: Next, changes occur in girls. No 1, the pubic hair begins to grow around the genitals. No 2, They develop big breasts. No 3, they menstruate (the teacher asked a learner to stand up for making noise and later told him to take a seat). (Teacher continues). Pimples begin to appear on their face. It is important to know that girls reach the age of puberty before boys. Listen, if any boy tells you I love you, you should ask him if he loves himself. So do not be carried away when a boy in senior secondary school (S.S.2) tells you I love you, and then you start having sleepless nights.

L: (screams in excitement)

T: Do you know the meaning of I love you? I love you means taking responsibility for the whole problem you have with your family. He loves the problem.

T: if I catch you talking, you will lie on the floor

He then moved on to the next sub-heading importance of sex education, as seen in the exchange below

T: No 2, it helps the youth to know the danger of sexual indiscipline.

T: No 3. It stimulates healthy or friendly interaction between the opposite, thus reducing the risk of sexual immorality. (Let me say this do write) it is not a sin to interact with the opposite sex in school. For example, this is a mixed school (with boys and girls) some of you may think that to even ask for a favour from the opposite sex is a sin, no that is not correct. Alternatively, some of you will not even want to sit together on the same chair. Next class, I am going to change all your seating positions.

L: (All screamed in excitement and became noisy)

T: Listen, listen once we are in our Social Studies class. Just take your positions

L: (Some learners were shouting No, and others were making noise).

T: No. 4, hey (pointing to a learner at the back sit), bring your book. [The teacher checks the learner's notebook to be sure he was copying the note being dictated. Continues dictating the notes) It assists in the development of a responsible sexual attitude and the fulfilment of an awesome sexual relationship. (School bell rang, indicating a change of lesson period.)

T...No 9, Sex education will help to prevent unwanted pregnancies, sexually transmitted diseases and the immature use of contraceptives, abortion and other vices associated with illicit sexual relations.

Mr Udo moved on to the next sub-topics (some issues in family life education)

It has become necessary to educate adolescents on the dangers of engaging in sexual affairs without knowing the consequences involved. (Do not write) at this level, you

have no business discussing having a boyfriend or a girlfriend because your priority is to pass your exams. In J.S.S.2 (upper basic 8), when taught Marriage, you were taught marriage is a union of man and woman. Is it a union of teenagers?

L: Chorus No (but were engaged in discussing the question within themselves in a noisy manner).

T: if you are a boy, you have no business with marriage. You must be a man to get married.

Mr Udo taught two more sub-topics, ‘the right attitude to work’ and ‘attributes of the right attitude to work’. During this time, another teacher walks in and seeks his permission to announce to learners that there will be a test in her next class. Mr Udo also ignored learners’ interjections as the lesson was coming to an end. He then announced the end of the lesson when the school bell sounded a second time, indicating the end of the double-period lesson. See the exchange below.

T: ... the following attributes of the right attitude to work. No. 1, a worker must not cheat his/her employer by coming late to work, being absent without permission, leaving the office before closing time,

L: What if the worker lives very far away?

T: That should not be an excuse for coming late. For example, my house is not close to school, yet I come to work early. I should not use that as an excuse. (Continues with the notes) ... or even stealing anything from the workplace. No. 2, Discipline is obedience to the rules and regulations of the place where one works. (Bell rings).

T: All right, we will stop here for today. Any questions?

L: No, Sir

6.11 Analysis of the lesson

The lesson I described above is analysed in the table below. Out of the four lessons I observed, I divided just one of the lessons into two episodes because of the change in activity towards the end of that lesson when the teacher asked learners to take a test. The other three lessons were not divided into episodes, as they were just a continuous flow of teaching and dictating notes for learners to copy throughout the lessons. The lesson I described above was a double-period lesson (40 minutes per period), and the teaching lasted 80 minutes. Table 20 below shows a detailed analysis of the lesson I described above taught by Mr Udo at Infinity Secondary School.

Table 20 A detailed analysis of one lesson taught by Mr Udo at Infinity Secondary School

Topic: Family life education (19th May 2021)										
Epi- sode	Duration Mins secs %	Kind of activity	Description	Framing				Classification		
				Sele- tion	Sequenc ing	Pac ing	Evalua tion	Inter- Disci- plinary	Intra- disci- plinary	Inter- dis- cursive
1. 00.00	60:00mins (100%)	Content-based teacher talk/Explanation. Teacher-student led a question and answer The teacher dictates lesson notes for learners	The teacher dictates his notes and explains the various sub-topics as the learners copy the notes. The teacher mostly answered learners' interjections or questions. He only ignored one time towards the end of the lesson	F++	F++	F+	F-	C++	C+	C-
	End	End of the class	The teacher announces the end of the teaching for that lesson	-	-	-	-	-	-	-

6.12 Description of pedagogic discourse

Here I draw on the analyses of all four lessons with the following topics and sub-topics to create a general picture of pedagogic discourse in Mr Udo's classroom. They are Family life Education, Sex Education, National Values, and Consequences of human trafficking.

6.12.1 Hierarchical rule (teacher-learner)

The hierarchical rule (the extent to which the teacher has control over the order, character, and manner of learners' conduct) was weakly regulated (F-) by Mr Udo. Although there were times when he reprimanded learners who were making noise while the lesson was going on, he was not firm with his words and actions. I observed that learners sometimes left the classroom without his permission, while others sometimes moved around the classroom from one seat to another. He also allowed a fairly informal atmosphere where learners could ask questions or comment during the lesson, and he cracked jokes. Regards the way learners are seated in the classroom is rarely regulated by the teacher (F-). Learners sit in seats chosen by themselves. Although in one of the lessons (importance of sex education), the teacher had mentioned that in the next class, he would change all their seating positions to stimulate healthy or friendly interaction between the boys and girls, these changes never took place in the next class. The learners are generally neat and formally dressed in school uniforms; this indicates positional control which is very strong framing relations (F++) as the learners adhere to expected rules in this regard.

6.12.2 Framing the Discursive Rules

Mr Udo controls the lessons through strongly framed (F++) selection and sequencing. This is because he decides what knowledge was transmitted and the order in which transmission took place. Although he had indicated a strong focus on time/pacing, noting that they have so much content to cover, the pacing was not very strongly framed (F+) as the teacher sometimes allows learners interjections. He responds to most of the learners' questions. The evaluative rule was weakly framed (F-) for class discussions, the teacher asked oral questions that sometimes required a yes/no response or short verbal answers, and learners were always not required to give reasons for their answers.

6.12.3 Classification

There was a very strong classification (C++) for inter-disciplinary relations as the teacher never referred to content from other themes or subject areas. The classification was strong for intra-disciplinary relations (C+), as the teacher only one time referred to past topics throughout all four observed lessons. For example, when he was explaining the topic “issues in family life education”, he said, “In J.S.S.2 (upper basic 8), when you were taught Marriage, you were taught marriage is a union of man and woman. Is it a union of teenagers?”

While classification is weak for inter-discursive relations (C-), the teacher often uses everyday examples to explain the lesson content. For example, see the exchange below.

L: We want to look at national values, focusing on the right attitude to work. This has to do with the individual approach and how we handle duties given to us. For any nation to develop and to compete with other nations of the world, the attitude of workers towards their duties in different aspects of work is very important. For example, I know I have this class for the second period, and I come to class maybe 10 mins before the end of the period. Is that a good attitude to work?

L: (Chorus) No.

T: Or maybe you come to school by 7:30 am, and there are no teachers. Our attitude to work will enhance growth and development. The attitude here has to do with punctuality, transparency etc., on the part of the individual. For some of you, your parents always chase you to read your book, and you are already fast asleep before you even read two lines. However, when you watch TV, you do not sleep.

6.12.4 Classification of space

Also, in terms of relations between the subject regarding the extent to which the teacher and the learners' roles are specialised within the classroom, the roles are quite bounded (C++) as the teacher is generally engaged in activities related to teaching and learning.

There was a teacher's table and chair in the classroom. Mr Udo's space was clearly demarcated from that of the learners as he mostly instructed from the front of the classroom. Learners' spaces were very strongly classified (C++), with their desks arranged in columns facing the front, and this was never altered.

In terms of the insulation between the teacher's space and the learners' space in the classroom, it is also not well bounded (C-), as the teacher generally moves into the learners' space to facilitate learning, and learners sometimes move to teachers space to ask permission from the teacher.

Concerning the specialization of space for teaching and learning, the space between the inside and outside of the classroom is not well bounded (C-) as the surrounding classrooms are often very noisy. Although the teacher never leaves the classroom, the learner's movement in and out is not strictly monitored.

6.12.5 Classification between subjects (pedagogic identities between teacher and learners)

In terms of social relations between subjects (teacher and learners), the pedagogic identity of Mr Udo is weakly bounded (C-). This was evident in the implicitness of the boundary between his status and that of the learners. Although Mr Udo portrayed himself as the regulator of all instructional activities, he was not firm with his words and actions. He also allowed a fairly informal atmosphere where learners could ask questions or comment during the lesson, and he told jokes. Learner's movement in and out of the classroom was not strictly regulated. Learners sometimes left the classroom without his permission, while others sometimes moved around the classroom from one seat to another.

There was no classification for learners and their pedagogic identity, as learners did not demonstrate their ability, social relations or social status since the teacher did not allow them to demonstrate any form of social position in the classroom.

6.13 Purpose of Social Studies (Categorization)

6.13.1 Understanding of curriculum change and purpose of Social Studies

Mr Udo is aware of the RBEC and noted that when compared with the old BEC, the RBEC aimed at developing 21st-century skills in students. With regards to the changes in Social Studies within the RBEC, he responded thus, "I cannot draw a strong line on it, but I can point out basic changes such as the use of ICT in the teaching and learning process". In terms of changes in Social Studies topics and content, he noted that it is just a little modification, adding that for the pedagogy, it depends on the teacher as it may change a bit, but what matters is the teacher's ability to communicate and deliver the topic at hand.

From the statement above, it seems Mr Udo does not clearly understand the purpose of the curriculum changes. Thus, he does not see much difference between the old and new curricula. In comparison, the new curriculum indicates major changes like the reduction in

listed subjects, which was achieved by grouping related subjects to form a compound subject and the incorporation of certain topics that addressed some emergent issues such as family life/ HIV and AIDS education, critical thinking entrepreneurship and life skills etc. (NERDC, 2013).

Regarding Social Studies Education, he thinks it is to upgrade and put Social Studies on the same platform as other subjects by using modern teaching methods. In other words, he thinks the changes relating to Social Studies Education is for status purpose, where Social Studies is taught using non-traditional teaching methods and can be regarded as equally important, just like Mathematics and English studies. Regarding whether the subject is seen as too difficult or too easy by the learners, he pointed out that it all depends on the presentation and the mode of delivery by the teacher. To make the subject interesting for the students, he tries to employ teaching methods involving learners in the lesson. The selected teachers understanding of the RBEC will be discussed in detail in chapter seven.

Regarding the instructional purpose of Social Studies according to the three categorizations of Social Studies by Barr et al. (1977), each lesson was analysed based on the method of instructional delivery and the aim of that lesson from the teacher's perspective. In all four lessons taught by Mr Udo, he only used direct instruction (lecture method) to deliver all lessons. However, he mentioned during the interview that he considers students' individual differences and incorporates a teaching style that ensures all students are impacted by the knowledge needed for that particular level. This means that Mr Udo considers the traditional teaching method the only teaching style that can address the issues of learners' learning differences. Thus, his statement does not align with the curriculum document that encourages innovative teaching and learning approaches and techniques (NERDC, 2013).

When I probed during the interview session the reasons, he taught all topics using the same lecture method. Here was his response in the exchange below

I use the lecture method to avoid rowdiness in the class so they listen to me. If I use the question-and-answer method, I may not be able to achieve what I want to achieve for that day. If I had so much time, I would have used the discussion method so that the students could contribute to the lesson and get feedback from me.

This above statement contradicts what I observed in all four lessons, as they were still rowdy. Regarding the aim of teaching Social Studies, Mr Udo mentioned that when students are taught Social Studies, he aims at redirecting their minds and adding value to the positive

things they already know. I went further to ask him what he aimed to achieve for the learners after the lesson on sex education, and he responded thus

One of the aims is for the students to be aware of the consequences of indulging in relationships that lead to immoral acts that may affect their educational career at that level. It is for them to stay away from premarital activities or an environment that has such immorality.

When I asked if he thinks this aim was achieved in that lesson, he responded:

I think the aim was achieved because even after the class, quite several students came asking questions and clarification on those things that may be the consequences of indulging in premarital sex.

I argue that the instructional purpose of Social Studies, as perceived by Mr Udo, is “Citizenship transmission” and the inculcation of nationalistic values such as tolerance, hard work and sexual morality. There was no form of reflective inquiry or in-depth engagement with the concepts throughout all four lessons.

16.14 Level of Authentic Pedagogy

Regarding the level of authentic intellectual work (AIW) that occurs in a classroom, learners in Mr Udo’s classroom were only engaged in lower-order thinking (LOT) operations as the teacher mainly asked questions that required yes/no or true/false responses from the learners. Also, the few questions asked by learners fall within LOT operations. See the conversation below for LOT operations in one of the lessons, ‘Family Life Education.’

T: Any questions concerning family life education?

L: Between the father and the mother, who will take the blame for not informing the child about family life education?

T: Both parents are to be blamed. Some parents educate their children about family life education, while others do not for reasons best known to them. However, a parent is supposed to educate their children about family life education. It is not a sin or a crime. Even the church teaches young adults not to be involved in sexual matters, and the bible teaches us to abstain from every appearance of evil and immorality and live a holy life.

Secondly, in Mr Udo’s classroom, knowledge is superficial. Key concepts or ideas were mentioned and covered, but only a trivialized understanding of the concepts is evident. The

learners were sometimes out of control and became noisy because of the jokes the teacher sometimes made during teaching. See the exchange below

T: let us look at the changes that occur in boys, ... No 3, the testicles now contain live sperm or semen, which can fertilise the ovary produced by the girl. For the boys, when you get home, you should examine yourselves very well, those two things that look like coconuts.

L: All laughed (the class became rowdy).

T: So, the boy, you have to be very careful because you can impregnate a girl at this stage. ... You girls need to be very careful at this stage, do not allow any boy to touch you else you become a mother.

Listen, if any boy tells you I love you, you should ask him if he loves himself. So do not be carried away when a boy in senior secondary school (S.S.2) tells you I love you, and then you start having sleepless nights.

L: screams in excitement

T: Do you know the meaning of I love you? I love you means taking responsibility for the whole problem you have with your family. He loves the problem.

In the excerpt above, the teacher's use of the word 'touch' provides incorrect information about how a girl can become pregnant.

Thirdly, the conversation between Mr Udo and his learners in the classroom was at a low level. Although there was brief teacher-student interaction about the ideas of a topic, the conversations were superficial and mostly controlled by the teacher. When learners ask questions in complete sentences, the teacher gives a short response, ends the conversation, and continues with the teaching. See the question-and-answer exchange below, with no substantive conversation

L1: Sir, I want to ask a question, why are those girls that walk around late at night? We see them as loose girls (prostitutes)

T: Yes, when you talk about walking at night, it depends on where the such girl is coming from or going to or the area you are seen at night. If you are known to work late at night in a company, nobody will classify you as 'all those kinds of girls'

T: No. 2, it helps the youth to know the danger of sexual indiscipline

Lastly, Mr Udo sometimes tried to connect a topic to the learner's immediate environment, but the connection was moderate. Below are classroom conversations that indicated that learners recognized the connection between classroom knowledge and situations outside the classroom

T: The following are the attributes of the right attitude to work. No 1, a worker must not cheat his/her employer by coming late to work, being absent without permission, leaving the office before closing time,

L: What if the worker lives very far away?

T: That should not be an excuse for coming late. For example, my house is not close to school, yet I come to work early. I should not use that as an excuse...

Table 21 below shows the AIW scores that indicate the level of authentic pedagogy for Mr Udo's classroom lessons.

Table 21 Aggregated AIW Scoring for Mr Udo's lessons Infinity Secondary

Level of Authentic pedagogy

The extent to which learners use higher thinking processes (HOT)

Indicator/Score	Udo Lesson 1	Udo Lesson 2	Udo Lesson 3	Udo Lesson 4	Average score
	1-4	1-4	1-4	1-4	
1. Higher Order Thinking	1	1	1	1	1

The extent to which knowledge is deep

Indicator/Score	Udo Lesson 1	Udo Lesson 2	Udo Lesson 3	Udo Lesson 4	%Average score
	1-4	1-4	1-4	1-4	
2. Deep Knowledge	1	1	2	1	1.25

The extent to which the substance of the subject matter and the character of the dialogue create an understanding of the subject matter.

Indicator/Score	Udo Lesson 1	Udo Lesson 2	Udo Lesson 3	Udo Lesson 4	Average score
	1-4	1-4	1-4	1-4	
3. Substantive Conversation	2	1	2	1	1.5

The extent to which the lesson and class activity has value and meaning beyond the instructional context.

Indicator/Score	Udo Lesson 1	Udo Lesson 2	Udo Lesson 3	Udo Lesson 4	Average score
	1-4	1-4	1-4	1-4	
4. Connectedness to the Real World	2	2	1	2	1.75

AIW scores suggest that learners did not experience high levels of authentic pedagogy, as dialogue in the classroom did not go beyond factual recall of what was taught or questions that required yes/no responses. Teaching and learning in Mr Udo’s classroom did not go beyond reproducing prior knowledge to construct new understandings of issues. Although Mr Udo was sometimes able to connect the lessons to real-life situations, the connections were vague. Lastly, learners were not engaged in inquiry learning that enables them to access knowledge with depth, rigour, and value as prescribed in the curriculum documents.

6.15 Summary of the findings for Mr Udo’s Class.

Table 22 below summarizes the findings from Mr Udo’s classroom observation analyses based on all three analytic lenses used in this study.

Table 22 Summary of the findings from all three analytic lenses

Analytical lenses	Focus	Findings
Bernstein’s (1975; 1990; 2000) theory of pedagogic discourse (classification and framing).	The extent of control the teachers and learners have in the pedagogic process, the boundary relations between discourse, agents, and space.	F++ selection, sequencing, F+ pacing F- evaluative criteria and hierarchical C++ inter-disciplinary relations C+ intra-disciplinary relations, the insulation between teacher and learners' space, and roles C- inter-discursive relations and insulation between inside and outside of the classroom
Barr et al.’s (1977) categorization of the instructional approach of Social Studies (Citizenship transmission, social sciences, and reflective inquiry).	The instructional focus and aim of the Social Studies lesson.	Citizenship transmission - only used direct instruction (lecture method) to deliver all lessons. Social Studies aims to redirect the students' minds and add value to the positive things they already know.
Newmann, Carmichael, and King (2007) standards for measuring the degree of Authentic Intellectual Work (AIW) (Higher Order Thinking (HOT), Deep Knowledge, Substantive Conversation and Connectedness to the Real World)	The substance of the knowledge taught in the classroom to gauge the level of authentic pedagogy found in each classroom.	AIW scores for instruction in Mr Udo’s classroom suggest that learners did not experience high levels of authentic pedagogy.

Chapter 7

The field of reproduction: Pedagogic discourse in two public secondary schools

7.1 Introduction

This chapter is a continuation of the previous one and describes how teachers recontextualize Social Studies Education in two public secondary schools used as cases in this study. The next sections briefly highlight key points for the selected public schools and detailed lesson analysis for the two teachers in the public schools.

7.2 South and Light Secondary Schools

South and Light Secondary Schools are the selected public schools for this study. As earlier mentioned in the methodology chapter, these schools serve learners from low socio-economic backgrounds, particularly children whose parents are local market traders. These semi-skilled labourers are low-income earners and children who live with relatives in the city. While some learners here take public transport to school, most walk to and from school daily. Some of these learners report to school sometimes without proper school bags, pens, exercise books or lunch packs. School fees are not charged in this school because of the free and compulsory basic education policy.

7.3 Mr Cyril, Social Studies teacher at South Secondary School

Mr Cyril has been teaching at South Secondary School for approximately 20 years. He has a Masters degree in Geography, Bachelor's degree in Social Studies (B.Sc. (Ed) Social Studies) and a Nigeria Certificate in Education (NCE). He decided to become a teacher because his qualification allows him to be a Social Studies teacher, and he intends to impact students with his knowledge, especially on contemporary issues. He teaches Geography and Social Studies and supervises the Department of Social Science.

He said that he enjoys teaching Social Studies because contemporary issues are often incorporated as topics into the subject curriculum as it will help keep students informed about what is happening in their environment. They can examine issues critically. He added that it is important for students to learn Social Studies because Social Studies help inculcate in students skills such as reading, writing, and speaking.

He feels no subject should be classified as too difficult or too easy to study, as what is more important is how well the teacher teaches the subject. Although Social Studies is not one of those subjects taught every day as structured in the schools' timetable, he thinks Social Studies is ascribed the same status as Mathematics and English studies because it is a compulsory subject that students must learn throughout the basic education level.

7.4 A detailed description of one lesson in South Secondary School

In the classroom where Mr Cyril taught Social Studies, there was a teacher's table in front of the class, and the teacher stood by the table throughout all the lessons I observed. At the same time, the learners' desks were arranged in rows with space between each row for easy movement around the classroom.

Although I chose one lesson to present in detail here (see table 23 for the detailed analysis), I analysed all four lessons that I observed and were structured similarly. Mr Cyril first introduced the lesson by writing the topic on the whiteboard and began to explain the content while reading from his lesson notes. The learners were mostly passive throughout the lesson period.

At the beginning of the lesson, Mr Cyril walks into the classroom and exchanges greetings with the learners. He starts by recalling the topic of the previous lesson but does not go into details about the content of that lesson. He introduced the lesson for the day "today we are looking at managing and resolving conflict. In our previous lesson, we looked at conflict, so this lesson is a continuation from the last class". Then the following exchange below:

T: What is the meaning of conflict?

L1: Conflict is the absence of peace

L2: Conflict is the breakdown of law and order

T: Conflict is the disagreement between people between ethnic groups, resulting from differences in views, opinions, and issues. Now we are going to look at managing and resolving conflict. For peace to reign in a country or anywhere, conflict must be resolved. If conflict is not resolved, it can lead to a problem or even war.

So, we are going to look at how conflict can be managed.

While Mr Cyril continued teaching, his phone rang; although he did not receive the call, he did not put off the phone or the sound as the phone rang several times, interrupting the lesson. He went on to explain that

Conflict is normal, and conflict is healthy. Since there is an existence, conflict must occur because people have different opinions, views, and interests. Conflict is part of a relationship; two persons are not expected to always agree on the same issue. Conflict makes relationships to be tight.

To further illustrate this point, he gave an example of conflict between the federal government and labour and trade unions that centres on issues of minimum wage for workers. See the excerpt below

For example, in the meeting of the Trade Union Congress, there was a conflict about the issue of minimum wage. The Trade union Congress and the Peace organization for organised labour disagreed with the federal government's plan of wanting to remove the issue of minimum wage from the exclusive list to the concurrent list, stating that if the issue of minimum wage cannot be resolved and implemented at the federal level, the unions do not believe that the state government will be able to address the issue. (Exclusive list contains those matters left to be resolved by the federal government, while the concurrent list contains matters to be resolved by the state government, and the residual list contains issues to be resolved by the local government).

These different views about the issue have resulted in conflict. The unions in the minimum wage dispute have threatened to go on strike if the issue is not resolved, and if this happens, it will affect the nation's economy. Therefore, conflict must be resolved, and conflict must be managed. If not, it may result in something else.

Next, Mr Cyril moved on to the next sub-topic. He wrote the topic on the board, "Non-violent ways of resolving conflict". He listed the various ways of resolving conflict on the board and tried to explain each one. They include Negotiation, dialogue, and compromise court rulings. Afterwards, he moved on to the next sub-topic and wrote it on the board, "Attributes required for conflict resolution". At this point during the lesson, a few learners were moving in and out of the class and from one seat to another in the classroom without the teacher cautioning them.

Here is an example of how Mr Cyril discussed the attributes required for conflict resolution

T: One attribute is knowing how to pick your battles. For example, when one wants to park his car in the parking lot and instead of using another parking space, the person insists on a particular spot where someone else has already parked their car, therefore calling for unnecessary arguments that may result in serious conflict.

T: Next is to focus on the present. There is a book I read that states that the reason blacks/ Africans are not making progress is that they are always referring to the past.

They fail to address issues that bother them in the present, making them unable to resolve conflict. For example, I (the teacher) was resolving an issue between two families involving two children fighting, and I tried to point out areas they had wronged. However, one of the children's mothers said that the other child's elder brother beat her son in the past week. If we continue to look at an issue that happened in the past, we cannot resolve conflict.

Mr Cyril continues with the lesson, clearly following his predetermined lesson plan. He recapped what was done so far and asked the learners if they had any questions. See the exchange below

T: Is there any question?

L1: No Sir

L2: What does the number four attribute on the board mean?

T: Arbitration concerns an issue that involves workers. For example, suppose someone is working in an organization and was owed some money before being sacked by that organization. In that case, such a person can take the organization to the industrial arbitration court. We have one along the airport road. Go there and lay your complaint; there is someone there to take care of the issue and summon the organization to resolve the issue. Is that clear?

L: Yes, sir

Mr Cyril, after that, moves on to yet another topic.

T: The next topic we will look at is controlling cultism in our society. This topic was taught in your J.S.S one (upper basic 7) it is still coming up again. I know you have done this work. Let us discuss it. What is Cultism?

L3: It is an illegal act carried out by a person

L4: It is a secret society that people join.

T: Ok, you are correct. It is like an organization that people belong to, but their agenda and actions are unknown to society except to their members. What they do is always a secret, and they mostly do not conform to the norm of society—for example, black axe, warlords, Vikings etc.

Mr Cyril concluded the lesson discussion and told the learners to copy the notes as he wrote on the white board. This marked the end of the lesson for the day.

7.5 Analysis of the lesson

The lesson I described above is analysed in the table below. Mr Cyril's lessons were not divided into episodes; they were just a continuous flow, with him doing most of the talking

throughout the lesson. Episodes are chunks of time of a particular activity in the classroom. An episode is marked when there is a change in the type of activity during a classroom lesson. The lesson I described above was a double-period lesson (40 mins per period), but the teaching only lasted for 58 minutes while the learners used the remaining time to copy the teacher's note. Table 23 below shows a detailed analysis of one lesson

Table 23 A detailed analysis of one lesson taught by Mr Cyril at South Secondary School

Topic: Managing and Resolving Conflict (7th May 2021)										
Epi- sode	Duration Mins secs %	Kind of activity	Description	Framing				Classification		
				Sele- tion	Sequenc ing	Pac ing	Evalua tion	Inter- Disci- plinary	Intra- disci- plinary	Inter- dis- cursive
1. 00.00	58:00mins (72.5%)	Content-based teacher talk/Explanation. Teacher recaps the lesson. Teacher-student led a question and answer	The teacher explains the topic of managing and resolving conflict. He recaps the lesson and asks questions related to the work taught in the earlier part of the lesson. Learners mainly give short answers to questions asked.	F++	F++	F++	F-	C++	C+	C-
	End	End of the class	The teacher announces the end of the teaching for that lesson, and asks the learners to take down their notes.	-	-	-	-	-	-	-

7.6 A description of pedagogic discourse

Here I draw on the analyses of all four lessons to create a general picture of pedagogic discourse in Mr Cyril's classroom. The topics for these four lessons are promoting peace in our society, conflict, consequences of conflict, and managing and resolving conflict in society.

7.6.1 Hierarchical rule (teacher-learner)

The hierarchical rule (the extent to which the teacher has control over the order, character, and manner of learners' conduct) was strongly regulated (F+) by Mr Cyril. On very few occasions, he had to reprimand learners who were moving around the classroom and others who were resting their heads on their desks at the beginning of the lesson, I observed that one of them still had his heads on the desk perhaps that learner was not feeling very well. He also allowed a fairly informal atmosphere where learners could ask questions or make comments during the lesson. Regarding the way learners are seated in the classroom, it is rarely regulated by the teacher (F-). Learners sit in seats chosen by themselves. The learners are generally neat and formally dressed in school uniforms or sportswear, this indicates positional control which is very strong framing relations (F++) as the learners adhere to expected rules in this regard.

7.6.2 Framing the discursive rules

Mr Cyril takes full control of the lessons through very strongly framed (F++) selection, sequencing, and pacing, and this is because he decides what knowledge was transmitted and the order in which transmission took place. He did not give the learners any opportunities to alter the selection and the sequence of the knowledge, and he dismissed their interjections. The evaluative rule was weakly framed (F-) for class discussions, the teacher asked questions that only required verbal answers, and learners were not required to give reasons for their answers.

7.6.3 Classification

There was very strong classification (C++) for inter-disciplinary relations as the teacher never referred to content from other themes or subject areas; classification was strong for intra-

disciplinary relations (C+) as the teacher only one time made reference to the past topic, for example, when he was explaining the topic “controlling cultism in our society”, he said “This topic was taught in your J.S.S one it is still coming up again. I know you have done this work. Let us discuss it. What is Cultism?”²

While classification is weak for inter-discursive relations (C-), the teacher uses everyday examples to explain the lesson content most of the time. For example, see the exchange below

T: Now, what are the causes of Cultism?

L5: Poverty (other learners randomly gave answers that were not so audible)

L6: Peer group influence

T: let me tell you something about peer groups from my personal experience. When I entered the university, some people came to welcome other new students and me. They asked me to which group I belonged. And I told them I only belonged to the Nigerian fellowship of evangelical students (NIFES). The people that came to welcome me were cultists, and they were looking for new members. I already understood them and knew the right reply to give them. I told them I was a pastor. They began to monitor me throughout my stay in school. On Sunday, I pick up my bible, wear a big tie, and go to church. That was how I was free from them, and I also began to preach to them and invite them to my church. Finally, I graduated and left them in school, although they had entered the school before me. Cultism can make one not graduate from school.

7.6.4 Classification of space

Regarding the specialization of space for teaching and learning, the space between the inside and outside of the classroom is not well bounded (C-) as the surrounding classrooms are often very noisy. Although the teacher never leaves the classroom, the learner’s movement in and out is not strictly monitored. There was a teacher’s table and chair in the classroom. Mr Cyril’s space was very well bounded (C++) and clearly demarcated from that of the learners. He mostly stood by his table throughout all lessons observed, and instructed from the front of the classroom. Learners' spaces were very strongly bounded (C++), with their desks arranged in rows and columns facing the front, and this was never altered. The teacher and learners generally remain in their own spaces

² Cultism is a secret practice by members of cult groups whose activities are violent and extreme in nature.

Also, in terms of relations between the subject regarding the extent to which the teacher and the learners' roles are specialised within the classroom, the roles are quite bounded (C++) as the teacher is generally engaged in activities related to teaching and learning.

7.6.5 Classification between subjects (pedagogic identities between teacher and learners)

In terms of social relations between subjects (teacher and learners), the pedagogic identity of Mr Cyril is strongly bounded (C+). This was evident in the explicitness of the boundary between his status and that of the learners. Mr Cyril portrayed himself as the regulator of all instructional activities. He was more firm with his words and actions. He also allowed a fairly informal atmosphere where learners could ask questions or comment during the lesson. Learner's movement in and out of the classroom was a bit regulated (C+), learners never left the classroom without his permission after he reprimanded them.

There was no classification for learners and learners' pedagogic identity, as learners did not demonstrate their ability, social relations or social status since the teacher did not give the learners the opportunity to demonstrate any form of social position in the classroom.

7.7 Categorization of the purpose of Social Studies

7.7.1 Understanding of curriculum change and the purpose

Mr Cyril pointed out that the major change in the RBEC was the reduction in curriculum content overload as the topics taught have been reduced and disciplined specific topics such as weather and climate from Geography are no longer in the Social Studies syllabus and have been replaced with social issues. He added that regarding content taught in Social Studies, "we still have a rich content for Social Studies as we can now go in-depth in teaching these topics unlike in the old curriculum where the topics taught were just too vague". He also pointed out that grouping the three subjects, Social Studies, Civics and Security Education, under the National Values Curriculum has positively impacted his pedagogy and assessment practice as he always looks for the best approach or how best to communicate the lesson to the students. According to Mr Cyril, although these three formal standalone subjects are similar as they generally focus on man and his social interaction, they have their specific focus.

Regarding the challenges faced in effectively implementing Social Studies, Mr Cyril mentioned a lack of instructional materials like textbooks, stating that the National Values Curriculum does not have a single textbook. He added that the time allocated for teaching the subject is inadequate.

To establish some description of the instructional purpose of Social Studies, each lesson was analysed based on the method of instructional delivery and the aim of that lesson from the teacher's perspective. In all four lessons taught by Mr Cyril, he only used direct instruction (lecture method) to deliver all lessons even though he had mentioned several other teaching methods during the interview and specifically pointed out that topics like "conflict management" can be taught using demonstration method which is a teaching method teachers use when they want to use visuals such as flip charts, posters, etc. He added that he sometimes uses the guided inquiry and discovery method to guide the students to discover what they have read and if they understood the lesson. This statement contradicts what I observed in all four lessons. When I probed during the interview session the reasons, he (Mr Cyril) taught all topics using the same lecture method. Here was his response in the exchange below

Mr Cyril

As I told you earlier, the time allocated for Social Studies is not enough; if I decide to use, for example, the dramatization method, the lesson may take too long, leaving me, the teacher, with little or no time to do the actual teaching and then give the students notes.

Also, due to the COVID-19 pandemic and lockdown, we lost almost one whole academic year, and since the student exam is fast approaching, we are just trying as much as possible to cover up what was lost in the previous year.

With regards to the aim of the lesson, Mr Cyril, in the earlier part of the interview, had mentioned that when students are taught Social Studies, the character you imbibe into them is that of confidence, stating that the knowledge students gain from Social Studies classroom, will enable them to interact with their counterparts outside the classroom without fear or intimidation. I went further to ask him what he aimed to achieve for the learners after the lesson on conflict, and he responded thus

I hope to achieve by the end of that lesson for the student to understand the importance of tolerance for one another, that is, to tolerate ourselves.... Also, I try to get the student to master certain skills, such as social, ethical, and political performance skills. The student can decide whether or not to participate in any form of conflict and how best to resolve conflict.

When I asked if he thinks this aim was achieved in that lesson, here was his response

Yes, it was achieved, but it is not what you sense immediately because it grows. When an issue arises, you will only know that your action is on the right track. However, because these children are still developing, what was taught has been inculcated and embedded in them, and as they grow, they grow with it. Social Studies targets students' attitudinal behaviour, which is a manner of feeling or behaving that reflects their state of mind or disposition towards issues which is achieved by way of re-orientating the consciousness of the young ones.

What is interesting in the above statement is his belief that attitudes can only be changed through the input of information. From the data in the lessons observed and the interview with Mr Cyril, the instructional purpose of Social Studies, as perceived by the teacher, can be categorised under "Citizenship transmission" as his focus is on the inculcation of nationalistic values such as tolerance. There was no form of reflective inquiry or in-depth engagement with the concepts throughout the lessons.

7.8 Level of Authentic Pedagogy

Mr Cyril was doing most of the talking while the learners listened. Learners were only engaged in lower-order thinking (LOT) operations as the teacher only asked questions that required the learners to recall what was just taught in the classroom. For example, see the conversation below for LOT operations in one of the lessons with the topic "Managing and resolving Conflict".

T: last week, we looked at

L: (Chorus) Conflict

T: What is Conflict?

L 1: Conflict is the absence of peace

L2: The breakdown of law and order

T: So, we are going to look at how conflict can be managed (writes the topic on the board)

T: Conflict is the disagreement between people between ethnic groups resulting from differences in views, opinions, and issues. Now we are going to look at managing and resolving conflict. For peace to reign in a country or anywhere, conflict must be resolved. If conflict is not resolved, it can lead to a problem or even war.

Secondly, in Mr Cyril's classroom, Knowledge is not deep, key concepts or ideas were sparsely covered, and he structured the lesson in a way that allowed learners informal

interjections on a few occasions. He did more of the talking during the lesson, leaving no room for the learners to demonstrate their understanding of the topic or explain how they could solve a relatively complex problem outside of the classroom using the knowledge gained in the classroom. The learners, at some point through their responses to questions asked by the teacher, could only demonstrate comprehension and recall of the topics. See the exchange below

T: What is Cultism?

L1: it is an illegal act carried out by a person

L2: It is a secret society that people join.

T: Ok, you are correct. It is like an organization that people belong to, but their agenda and actions are unknown to society except to their members. What they do is always a secret, and they mostly do not conform to the norm of society. For example, black axe, war lords, Vikings etc., as a student, you should be careful so that you are not lured into any of these groups. They are evil.

Thirdly, the conversation in Mr Cyril's classroom was not substantive and was at a low level. There was brief teacher-student interaction about the ideas of a topic, but the teacher mostly controlled the conversations. The dialogue hardly builds coherently on learners' ideas because the teacher's questions were motivated principally by a pre-planned checklist of questions, usually from his lesson note. Although learners sometimes respond to questions in complete sentences, they were never required to give reasons for their responses.

See the question-and-answer exchange below, with no substantive conversation

T: Any questions

L: No, sir

T: Understood?

L: yes, sir

T: I have some questions to ask. What is non-violent conflict?

L1: Non-violent conflict is a conflict that does not require the use of force or weapons.

T: It is all right. What is peace?

L2: Peace is the absence of conflict or war.

T: Okay, what are the ways of promoting peace?

L3: Tolerance

L4: Justice

L5: Public enlightenment

L6: Protection of human rights

T: It is okay; let us call it a day. I will see you in the next class.

Lastly, Mr Cyril often tried connecting a topic to the learner’s immediate environment or contemporary public issues. Although there were signs that learners recognized the connection between classroom knowledge and situations outside the classroom, as seen in the exchange between the teacher and the learners on the topic “Consequences of conflict”, there was no evidence that learners used the knowledge outside the classroom. This may be because learners were not given any activity or opportunity to apply such knowledge. Below are classroom conversations that show learners recognized the connection between classroom knowledge and situations outside the classroom

T: One of the consequences of violent conflict is that it leads to the destruction of public and private properties. For example, let us look at what happened in Edo State, which is an ideal situation; even though there are many examples from different parts of the country, let me cite that of Edo state. During that “End SARS” protest, because of the state of lawlessness, people were going about looking for government properties to steal (*a learner interrupts*)

L: They were looking for palliatives

T: You have said palliative; you know that Edo Pharmaceutical company located at the medical store road

L1: Yes, the warehouse there

T: Yes, they said it was a government warehouse. So, they went and vandalised it. They carried rice...

L2: (*Laughing*) they carried noodles, salt, and sugar

T: Everything they saw there; the people carried them all.

L3: They even carried money

T: I do not know if there was money there (*Learners began to argue among themselves*)

T: It is ok to know how grievous that issue was. It attracted the federal government's attention and sent the health minister to the scene.

Table 24 below shows the AIW scores that indicate the level of authentic pedagogy for Mr Cyril’s classroom lessons.

Table 24 Aggregated AIW Scoring for Mr Cyril's lessons South Secondary

Level of Authentic pedagogy

The extent to which learners use higher thinking processes (HOT)

Indicator/Score	Cyrl Lesson 1	Cyrl Lesson	Cyrl Lesson	Cyrl Lesson	Average score
	1-4	1-4	1-4	1-4	
1. Higher Order Thinking	1	1	1	1	1

The extent to which knowledge is deep

Indicator/Score	Cyrl Lesson 1	Cyrl Lesson	Cyrl Lesson	Cyrl Lesson	%Averag e score
	1-4	1-4	1-4	1-4	
2. Deep Knowledge	2	1	2	2	1.75

The extent to which the substance of the subject matter and the character of the dialogue create an understanding of the subject matter.

Indicator/Score	Cyrl Lesson	Cyrl Lesson 2	Cyrl Lesson 3	Cyrl Lesson 4	Average score
	1-4	1-4	1-4	1-4	
3. Substantive Conversation	1	1	1	1	1

The extent to which the lesson and class activity has value and meaning beyond the instructional context.

Indicator/Score	Cyrl Lesson 1	Cyrl Lesson 2	Cyrl Lesson 3	Cyrl Lesson 4	Average score
	1-4	1-4	1-4	1-4	
4. Connectedness to the Real World	2	1	2	2	1.75

AIW scores suggest that learners did not experience high levels of authentic pedagogy, as dialogue in the classroom did not go beyond factual recall of what was taught. The lessons observed indicated that teaching and learning in Mr Cyril’s classroom did not go beyond the reproduction of prior knowledge to construct new understandings of issues. However, Mr Cyril was able to connect the lessons to real-life situations; learners were not given any activity or opportunity to explain how such knowledge can be used beyond the classroom. Lastly, learners were not engaged in subject inquiry learning that can enable them to access knowledge with depth, rigour, and value.

7.9 Summary of the findings for Mr Cyril’s class

The table below summarizes the findings from Mr Cyril’s classroom observation analyses based on all three lenses used in this study.

Table 25 Summary of the findings from all three analytic lenses for Mr Cyril’s Class

Analytical lenses	Focus	Findings
Bernstein’s (1975; 1990; 2000) theory of pedagogic discourse (classification and framing).	The extent of control which the teachers and learners have in the pedagogic process, the boundary relations between discourse, agents, and space.	F++ selection, sequencing, pacing. F+ hierarchical rules. F- evaluation C++ inter-disciplinary relations, insulation between teachers’ and learners’ space, and their roles in the classroom. C+ intra-disciplinary relations C- inter-discursive relations and the space between the inside and outside of the classroom
Barr et al.’s (1977) categorization of the instructional approach of Social Studies (Citizenship transmission, social sciences, and reflective inquiry).	The instructional focus and aim of the Social Studies lesson.	Mr Cyril only used direct instruction (lecture method) to deliver all lessons, and he thinks Social Studies aim to inculcate certain skills and imbibe certain character in the learners.
Newmann, Carmichael, and King (2007) standards for measuring the degree of Authentic Intellectual Work (AIW) (Higher Order Thinking (HOT), Deep Knowledge, Substantive Conversation and Connectedness to the Real World)	The substance of the knowledge taught in the classroom to gauge the level of authentic pedagogy found in each classroom.	AIW scores for instruction in Mr Cyril’s classroom suggest that learners did not experience high levels of authentic pedagogy.

7.10 Mrs Nancy, Social Studies teacher at Light Secondary School

Mrs Nancy has been teaching at Light Secondary School for approximately ten years. She has a bachelor's degree in Social Studies (B.Sc. (Ed) Social Studies) and a Nigeria Certificate in Education (NCE). She decided to become a teacher to help students understand their world so they can make informed decisions about issues affecting them, especially when they grow older. She teaches Social Studies and Civic education.

She said that she enjoys teaching Social Studies because the subject enables students to understand their immediate environment and the world at large. She added that it is important for students to learn Social Studies because it will help them gain knowledge about things that have happened in the past and what is currently happening in the world and help them to become good citizens.

She thinks Social Studies is easy because it deals with studying man and his physical environment. She added that Social Studies is one of the important subjects because it prepares learners in her school for an inter-school quiz and debate competition on current affairs.

7.11 A detailed description of one lesson in Light Secondary School

In the classroom where Mrs Nancy taught Social Studies, there was no teacher's table and chair in front of the class; thus, she kept her bag on the learner's table. Learners' desks were arranged in rows with space between each row for easy movement around the classroom.

Although I chose one lesson to present in detail here (see table 26 for the detailed analysis), I analysed all four lessons that I observed and were structured similarly. Mrs Nancy introduced the lesson by writing the topic on the whiteboard and explaining the content. The learners did not ask any questions and only responded to the teacher's questions when asked to do so.

At the beginning of the lesson, Mrs Nancy walks into the classroom and exchanges greetings with the learners. She introduced the lesson for the day "we are looking at the topic of the Family as the Basic Unit of Society". See the excerpt below:

T: Today, we will be looking at the topic of family. We are going to look at what?

L: [Chorus] Family

T: What is family? A family is a group of people related by blood or marriage. That means it is not only those related to you by blood that is your family (the teacher goes to the board to write the definition and explains further).

T: Now, let us see the types of families. We have a nuclear and extended family. As I mentioned earlier, it is not only when a person is related to you by blood that they are your family. As I explain further, you will understand the difference between the two types of family.

T: Nuclear family is the type of family that includes the father, mother(s) and children. You know, there are some homes where the man has more than one wife, meaning the family has more than one mother. Are we clear?

L: [Chorus] yes, Ma

T: Nuclear family is the smallest unit of the family, and they most times live under one roof.

T: The extended family comprises more than one nuclear family. Are we together?

L: yes, Ma

She explained and wrote notes on the board and told the learners to copy their own notes. She moves to the next sub-heading as seen in the excerpt below

T: Let us take a look at the benefits of family relationships. Have you all copied this? (Pointing to the board)

L: Yes, ma

T: Ok, let me wipe it off. The first benefit is 1, helping one another. Sometimes you need something or are asked to pay for something, you either ask your father or mother for help or money, isn't it?

L: Yes, ma

T: Those not living with your parents can also meet their uncle or aunty they are living with for such money.

L: Yes, ma

T: Another benefit is the love and concern for one another. For example, when you are sick, your parents are very worried and would not want anything to happen to you because of their love for you.

T: Next is offering advice to one another. For example, we sometimes go through certain challenges in our academics or social life, and the first people we meet for advice are our parents or siblings. It would be best if you did not seek advice from a friend, first rather go to your parents.

To further illustrate the lesson topic, she drew a board diagram showing the family tree. She recaps the lesson so far and asks some questions related to the lesson, and moves to the next sub-topic, as seen in the exchange below

T: Now, let us look at family bonds and cohesion. Here we will be talking about the importance of family being together, respecting the family, upholding the family name with integrity and not bringing shame to the family. Do you know that some

people get help and assistance because of the family name they bear? The family has a good name. While for some others, when you hear the family name, people distance themselves from such a family because of the family's bad name. Are we together?

L: Yes, ma

Mrs Nancy concluded the lesson and gave the learners an assignment. This marked the end of the lesson for the day. See the exchange below

T: Let us quickly write down this assessment. Writes down five benefits of family relationships. I only taught you four benefits, and you will find the fifth one on your own. Just make sure you get something.

Secondly, this is a kind of research, and you have to find more definitions of the family. Thirdly, draw a diagram of an extended family with four nuclear families. The diagram I gave as an example only comprises two nuclear families. So, I will ask you for these in our class, which is all for today. I will see you in our next class.

7.12 Analysis of the lesson

The lesson I described above is analysed in the table below. Mrs Nancy's lessons were not divided into episodes as they were just a continuous flow, with her doing most of the talking throughout the lesson duration. Episodes are chunks of time for a particular activity in the classroom. An episode is marked when there is a change in the type of activity during a classroom lesson. The lesson I described above was a single-period lesson (40 minutes). Table 26 below shows a detailed analysis of one lesson taught by Mrs Nancy at Light Secondary School.

Table 26 A detailed analysis of one lesson taught by Mrs Nancy at Light Secondary School

Topic: Family (26th May 2021)											
Epi- sode	Duration Mins secs %	Kind of activity	Description	Framing				Classification			
				Sele- tion	Sequenc ing	Pac ing	Evalua tion	Inter- Disci- plinary	Intra- disci- plinary	Inter- dis- cursive	
1. 00.00	38:00mins (95%)	Content-based teacher talk/Explanation. The teacher recaps the lesson and asks the learners questions.	The teacher explains the meaning and types of family. The teacher recaps the lesson and asks questions related to the work taught in the earlier part of the lesson. Learners mainly give short answers to questions asked.	F++	F++	F++	F-	C++	C++	C-	
2 38.00	End 02.00mins (5%)	End of the class/take-home assignment	The teacher announces the end of the teaching for that lesson and asks the learners to write their assignment.	-	-	-	-	-	-	-	

7.13 Description of pedagogic discourse

Here I draw on the analyses of all four lessons to create a general picture of pedagogic discourse in Mrs Nancy's classroom. The topics of the other lessons were drug trafficking, preventing drug trafficking and national values.

7.13.1 Hierarchical rule (teacher-learner)

The hierarchical rule (the extent to which the teacher has control over the order, character, and manner of learners' conduct) was very strongly regulated (F++) by Mrs Nancy. She did not have any reason to reprimand learners as they were all well-behaved in most parts of the lesson. Although she had mentioned during the interview that my presence in the classroom changed the way she and her students behaved, adding that she had to be at her best to deliver one of the best lectures, and her students were also on their best behaviour. She also did not allow any informal atmosphere for telling jokes. The teacher rarely regulated (F-) the way learners were seated in the classroom. Learners sat in seats chosen by themselves and remained seated throughout the lessons (C++). Most learners were formally dressed in school uniforms, and this indicates positional control which is very strong framing relations (F++) as the learners adhere to expected rules in this regard.

7.13.2 Framing the discursive rules

Mrs Nancy takes full control of the lessons through very strongly framed (F++) selection, sequencing, and pacing, and this is because she decides what knowledge was transmitted and the order in which transmission took place. Learners were not allowed to alter the selection and sequence of the knowledge; they only responded to questions when they were told to do so. The evaluative rule was strongly framed (F+) for class discussions. Although the teacher asked questions that required short verbal answers from the learners, she probes by pointing to the gaps in the responses until the learners gave satisfactory response. This makes the criteria for producing the legitimate text explicit as see the exchange below

T: Now I want some to list the types of family

L1: Nuclear and extended family.

T: Good. Who makes up the nuclear family?

L2: Father and mother

T: Just father and mother?

L2: Father, mother, and children

T: Good. The extended family is made up of more than one what?
L: (Chorus) more than one nuclear family

7.13.3 Classification

There was a very strong classification (C++) for inter-disciplinary and intra-discipline relations as the teacher rarely referred to content from other themes or subject areas, nor from other topics. At the same time, classification was weak for inter-discursive relations (C-). The teacher often used everyday examples to explain the lesson content. For example, see the exchange below

T: Another benefit of being part of a family is the love and concern for one another. For example, when you are sick, your parents are very worried and would not want anything to happen to you because of their love for you.

T: Next is offering advice to one another. For example, you sometimes go through certain challenges either in your academics or social life, and the first people you meet for advice are your parents or siblings. It would be best if you did not seek advice from a friend first but rather go to your parents.

17.13.4 Classification of space

With regard to the specialization of space for teaching and learning, the space between the inside and outside of the classroom is not bounded (C-), as the surrounding classrooms are quite noisy.

There was no teacher's table or chair in the classroom. Mrs Nancy mostly instructed from the front of the classroom, and she kept her bag and books on the learner's table in front. In terms of the insulation between the teacher's space and the learners' space in the classroom, it was quite bounded (C+) as the teacher never moved between the learners' desks. She remained in front and sometimes used the whiteboard. Learners' spaces were very strongly classified (C++), with their desks arranged in rows and columns facing the front, and this was never altered. The learners generally remain in their own spaces. Neither the teacher nor the learners left the classroom during the lessons.

Also, in terms of relations between the subject regarding the extent to which the teacher and the learners' roles are specialized within the classroom, the roles are quite bounded (C++) as the teacher is generally engaged in activities related to teaching and learning.

17.13.5 Classification between subjects (pedagogic identities between teacher and learners)

In terms of social relations between subjects (teacher and learners), the pedagogic identity of Mrs Nancy is very strongly bounded (C++). This was evident in the explicitness of the boundary between her status and that of the learners. Mr Nancy portrayed herself as the regulator of all instructional activities, and she was firm with her words and actions. She also never allowed any informal atmosphere where learners could ask questions or comment during the lessons. Learners' movement in and out of the classroom was strictly regulated (C++); learners never left the classroom, nor did they move around the classroom or from one seat to another.

There was no classification for learners and their pedagogic identity, as learners did not demonstrate their ability, social relations or social status since the teacher did not allow them to demonstrate any form of social position in the classroom.

7.14 Categorization of the purpose of Social Studies

7.14.1 Understanding of curriculum change

Mrs Nancy's view about the RBEC compared with the BEC is that the Revised Basic Education Curriculum is meant to raise a new generation of Nigerian citizens who will survive in the modern world. She pointed out that the curriculum was developed to attain the education for all goals and that the RBEC pays attention to teaching reading and skills development and reduces content overload and repetition of topics.

According to Mrs Nancy, the purpose of the curriculum changes is to restructure the curriculum according to the needs of the learners in society and to introduce new knowledge and updated methods of teaching practices.

With regards to the challenges faced in the effective implementation of Social Studies, Mrs Nancy mentioned it is the lack of a clear definition of the subject, lack of in-service training on how to implement the new curriculum effectively in terms of method, the short time to teach the subject and lastly lack of updated instructional materials.

In all four lessons taught by Mrs Nancy, she only used direct instruction (lecture method) to deliver all lessons. When I asked why she responded:

I used that method because the children were still young, and I felt the lecture method was the simplest method I could adopt to bring knowledge to the students. If the learners were in higher grades, I would have used the inquiry method whereby they researched the topic using their android phones and presented their findings in the next class. I will add to whatever they have found out from their research.

With regards to the aim of teaching Social Studies, Mrs Nancy mentioned that when students are taught Social Studies, the aim is to impact learners with knowledge that will help them become good citizens. I went further to ask her what she aimed to achieve for the lesson on ‘drug trafficking, and she responded thus

The aim was to sensitize the students to the danger of drug abuse and its implications.

When I asked if she thinks this aim was achieved in that lesson, here was her response

Yes, the aim of the lesson was grossly achieved, we discussed it together, and they understood the implications of drug trafficking perfectly.

Mrs Nancy did most of the talking in all four lessons observed, so the notion that she and the learners discussed the topic together reveals a gap between her belief and the actual practice. The instructional purpose of Social Studies, as perceived by the teacher, is “Citizenship transmission”, as her sole aim for teaching Social Studies is to empower the students with the knowledge and the inculcation of nationalistic values such as honesty. There was no form of reflective inquiry or in-depth engagement with the concepts observed during the lessons.

7.15 Level of Authentic Pedagogy

As already stated, Mrs Nancy was doing most of the talking in the classroom while the learners listened. Learners were only engaged in lower-order thinking (LOT) operations as the teacher only asked questions that required the learners to recall what was just taught in the classroom. The following exchange on the topic “Family” indicates LOT operations.

T: Now I want some to list the types of family

L1: Nuclear and extended family.

T: Good. Who makes up the nuclear family?

L2: father and mother

T: just father and mother?

L2: Father, mother, and children

T: Good. The extended family is made up of more than one what?

L: [Chorus] more than one nuclear family

Secondly, in Mrs Nancy's classroom, knowledge was superficial. The concepts taught did not go beyond surface definitions. Learners were not required to demonstrate their understanding of the topic or explain how they could relate it to issues that may occur outside the classroom. See the exchange below as the teacher described the meaning of extended family:

T: An extended family includes the grandparents, the parents, uncles, aunts, nephews, nieces and cousins. Are we together?

L: Yes, ma

T: When something is extended, it is somehow long or stretched out; it is no longer that small thing. Are we together?

L: Yes, ma

Thirdly, there was no substantive conversation in Mrs Nancy's classroom. There was almost no teacher-student interaction about the ideas of a topic because the teacher did most of the talking. Although learners sometimes responded to questions in complete sentences, they were never required to give reasons for their responses. See the question-and-answer exchange below:

T: What are the causes of drug trafficking? What do you think will make people get involved in drug trafficking? (*No response from learners*)

T: There are some factors responsible for drug trafficking; they include 1. Poverty, unemployment, greed, and laziness. Who can tell me what is poverty?

L2: Poverty is a state of not having enough money for basic needs

T: Thank you (recaps what the learner had said).

Lastly, Mrs Nancy tried to connect a topic to the learner's immediate environment, the connections seem to resonate with the learners experiences. Below are classroom conversations that see the teacher trying to connect the topic to the learners' experience.

T: What are the benefits of being part of a family? The first benefit is, helping one another. Sometimes you need money to pay for something, and you meet your father for help or money.

L: Yes, ma

T: Those not living with your parents can also meet their uncle or aunty they are living with for such money.

L: Yes, ma

Table 27 below shows the AIW scores that indicate the level of authentic pedagogy for Mrs Nancy's classroom lessons.

Table 27 Aggregated AIW Scoring for Mrs Nancy's lessons Light Secondary

Level of Authentic pedagogy

The extent to which learners use higher thinking processes (HOT)

Indicator/Score	Nancy Lesson 1	Nancy Lesson 2	Nancy Lesson 3	Nancy Lesson 4	Average score
	1-4	1-4	1-4	1-4	
1. Higher Order Thinking	1	1	1	1	1

The extent to which knowledge is deep

Indicator/Score	Nancy Lesson 1	Nancy Lesson 2	Nancy Lesson 3	Nancy Lesson 4	%Average score
	1-4	1-4	1-4	1-4	
2. Deep Knowledge	1	1	2	1	1.25

The extent to which the substance of the subject matter and the character of the dialogue create an understanding of the subject matter.

Indicator/Score	Nancy Lesson 1	Nancy Lesson 2	Nancy Lesson 3	Nancy Lesson 4	Average score
	1-4	1-4	1-4	1-4	
3. Substantive Conversation	1	1	1	1	1

The extent to which the lesson and class activity has value and meaning beyond the instructional context.

Indicator/Score	Nancy Lesson 1	Nancy Lesson 2	Nancy Lesson 3	Nancy Lesson 4	Average score
	1-4	1-4	1-4	1-4	
4. Connectedness to the Real World	2	1	1	2	1.5

AIW scores suggest that learners only experienced low levels of authentic pedagogy as there was minimal dialogue in the classroom. Questioning did not go beyond factual recall of what was taught. Although Mrs Nancy was able to connect the content to real-life situations, learners did not get the opportunity to discuss their understanding of the topic taught and how it may impact their relationships or activities outside the classroom. Lastly, learners were not engaged in discipline inquiry learning that enables them to access knowledge with ‘depth’, ‘rigour’, and ‘value’ (NERDC, 2013, p. 9).

7.16 Summary of the findings for Mrs Nancy’s pedagogy

The table below summarizes the findings from Mrs Nancy’s classroom observation analyses based on all three lenses used in this study.

Table 28 Summary of the findings from all three analytical lenses

Analytical lenses	Focus	Findings
Bernstein’s (1975; 1990; 2000) theory of pedagogic discourse (classification and framing).	The extent of control which the teachers and learners have in the pedagogic process, the boundary relations between discourse, agents, and space.	F++ selection, sequencing, pacing and hierarchical rules. F+ evaluation. C++ inter-disciplinary relations, insulation between teachers and learners space, and their roles in the classroom. C+ intra-disciplinary relations. C- inter-discursive relations and the space between the inside and outside of the classroom.
Barr et al.’s (1977) categorization of the instructional approach of Social Studies (Citizenship transmission, social sciences, and reflective inquiry).	The instructional focus and aim of the Social Studies lesson.	Citizenship transmission Mrs Nancy only used direct instruction (lecture method) to deliver all lessons. She thinks Social Studies aim to empower students with knowledge and inculcate certain skills.
Newmann, Carmichael, and King (2007) standards for measuring the degree of Authentic Intellectual Work (AIW) (Higher Order Thinking (HOT), Deep Knowledge, Substantive Conversation and Connectedness to the Real World)	The substance of the knowledge taught in the classroom to gauge the level of authentic pedagogy found in each classroom.	AIW scores for instruction in Mrs Nancy’s classroom suggest that learners only experienced low levels of authentic pedagogy.

7.17 Conclusion

This chapter describes the pedagogic practice of two selected teachers within the two public schools. Also, it presents the empirical findings on the teachers' recontextualization of Social Studies Education in their classrooms. In the next chapter, I compare key aspects of each teacher's pedagogic practice and relate these to the pedagogic prescription outlined by the RBEC.

Chapter 8

Comparing teachers' pedagogic practices

8.1 Introduction

This chapter compares the pedagogic practices of each teacher across all four selected case study schools. The comparison is to establish how the context in which the teachers work impacts their pedagogic practice. This chapter also compares teachers' pedagogic practice to the pedagogic prescription outlined by the RBEC. Lastly, this chapter further analyses the reasons given by teachers for their current pedagogic practice by drawing on the interview data.

8.2 Quantifying teachers' pedagogic practices

I presented a detailed account of each teacher's pedagogic discourse in the previous two chapters. In order to compare these teachers' practices, I had to aggregate the analysis over the four lessons observed by allocating numeric values to the classification and framing codes as done by Hoadley (2005). Details of the aggregated tables for the four lessons of each teacher are presented in this section.

It was possible to have a numeric number for the strength of the pacing, selection, sequencing and evaluation and the classification of boundaries. Although this data reduction process is a trade-off for in-depth data in this chapter, it enabled the comparison of pedagogic discourse across schools and teachers and the official discourse. The official pedagogic discourse presented in the RBEC for upper basic 7-9 Social Studies is reduced and presented similarly. The table below shows the numeric value assigned to the strength of framing/classification.

Table 29 Numeric values and the strength of framing/classification

1	2	3	4
Very weakly framed/ classified	Weakly framed/ classified	Strongly framed/ classified	Very strongly framed/ classifies
F--/C--	F-/C-	F+/C+	F++/C++

I then calculated the mean value for each pedagogic dimension for all four lessons per teacher and assigned a value drawn from the range below:

Table 30 Range value for each pedagogic dimension

Range value	Framing	Classification
1 - 1.4	F- -	C- -
1.5 - 2.4	F-	C-
2.5 - 3.4	F+	C+
3.5 - 4	F++	C++

8.3 Pedagogic discourse in the schools and the official curriculum

The following table presents the composite data from each teacher and the official discourse.

Table 31 Summary of pedagogic discourse in four schools and the official curriculum

	Framing					Classification				
	Hierar- Chical	Selec- tion	Sequen- cing	Pacing	Evaluat ive	Inter- discip	Intra- discip	Inter- discur sive	Space	Agent/ Subject
Star Sec. Mrs Grace	F++ 3.8	F++ 4	F++ 3.8	F++ 3.8	F- 1.8	C- 2.4	C+ 2.9	C-- 1	C+ 3.3	C++ 3.8
Infinity Sec. Mr Udo	F- 1.6	F++ 4	F++ 3.8	F+ 2.8	F-- 1.1	C++ 3.9	C++ 3.5	C-- 1	C- 2	C++ 3.7
South Sec. Mr Cyril	F+ 2.5	F++ 4	F++ 3.8	F++ 3.8	F-- 1	C++ 4	C+ 3.3	C-- 1	C+ 3	C++ 3.9

Light Sec.	F++	F++	F++	F++	F--	C++	C++	C--	C+	C++
Mrs Nancy	3.8	4	4	4	1.1	4	4	1.3	3.1	3.8
Official RBEC	F--	F-	F--	F	F++	C--	C	C--	C--	C-
Discourse	1	2	1	— 1	3.5	1	— 1	1	1	2

The same data as seen in the table above are presented graphically in the figures below:

Figure 3 Comparison of teachers' pedagogic framing with the official curriculum

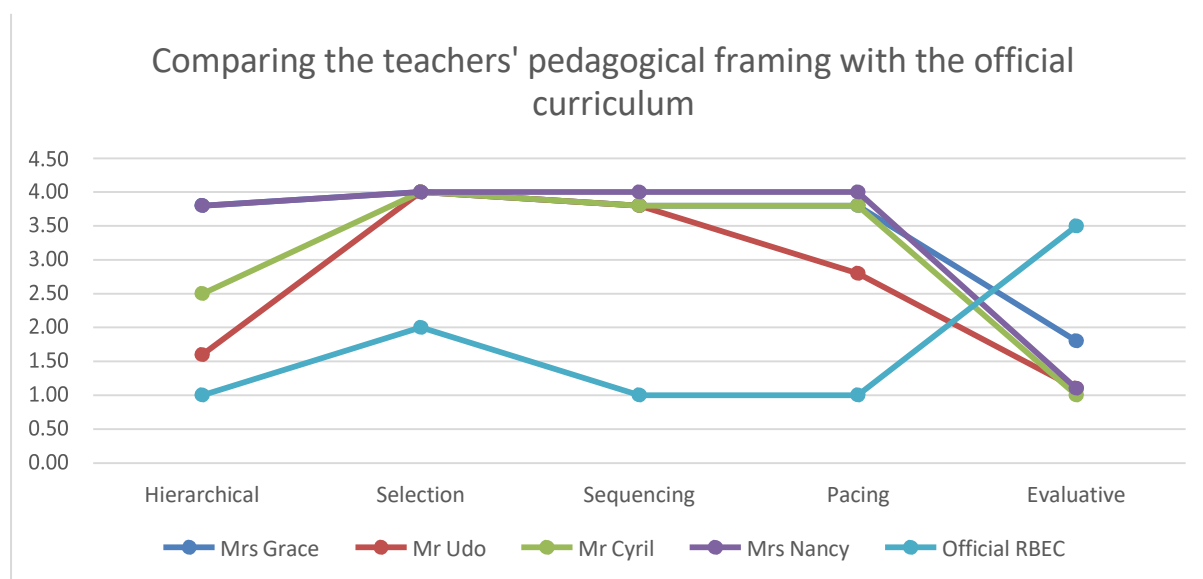
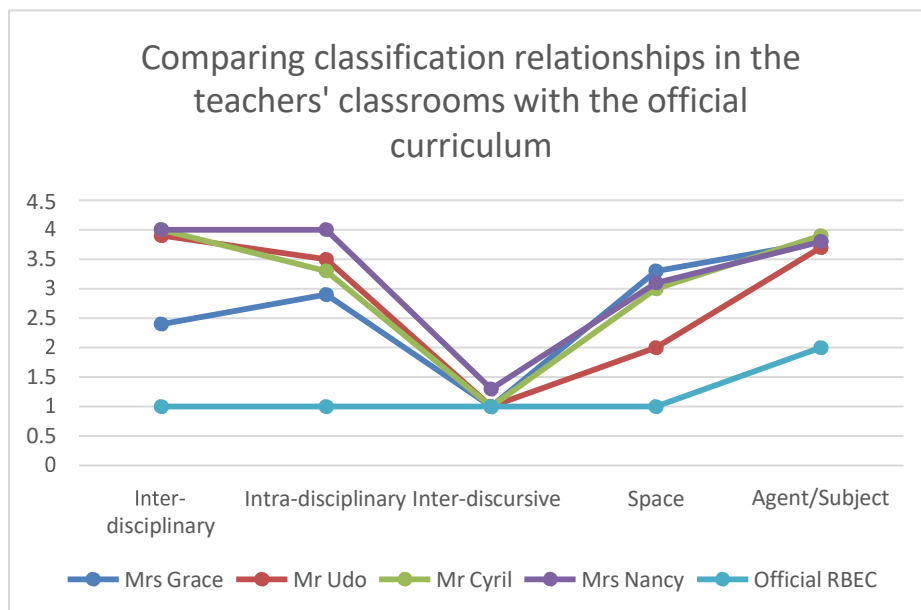


Figure 4 Comparing classification relationships in the teachers' classrooms with the official curriculum.



8.4 Similarities in pedagogic practices across lessons

This section examines the pedagogic dimensions that were broadly similar for all four teachers across all the sixteen lessons observed. The lessons were similar in the following dimensions: selection, sequencing, pacing, evaluative criteria, intra-disciplinary, inter-discursive relation, and the classification of agents.

8.4.1 Selection, sequencing, pacing and evaluative criteria

In all sixteen lessons observed, the analysis shows a strong framing of selection, sequencing and pacing of topics/contents, however all but one of the sixteen lessons observed were weakly framed evaluative criteria. In one of the lessons there was evidence of moderately strong framing of the evaluative criteria.

Selection and sequencing

The analysis indicates very strong framing (F++) over the selection and sequencing of topics by all the teachers. They select concepts and ideas to be covered from the curriculum, and learners are not free to select any topic or content. The official curriculum document prescribes strongly framed macro-selection, where the curriculum provides topics for the teachers, and weakly framed micro-selection, where the teacher selects contents for the provided topics, based on the learners' capability, interests, needs, problems, and aptitude.

Regarding sequencing, the order of transmission of knowledge in the classroom, the official curriculum documents prescribe weakly framed sequencing of contents that allow learners to take charge of their learning.

The classroom data analysis shows that teachers adhere to particular instruction sequences in all lessons observed. They quickly address learners' interjections or questions and then carry on with the lesson. I had expected more flexibility in Mrs Grace's classroom when she asked the learners to carry out a class activity. However, she also controlled sequencing during class activity, indicating strong framing (F+). The other teachers did not engage the learners in any class activity but gave the learners homework.

Pacing

Bernstein (1990) noted that pacing is the expected rate of acquisition. In other words, the pacing is the rate at which learning is likely to occur. The curriculum documents prescribe weak framing over pacing (F-), indicating that the learners should be allowed some degree of freedom to initiate and complete learning with minimal interference (NERDC, 2023).

However, the analysis indicates very strong framing for pacing throughout all the lessons observed. Teachers carry out instruction at a swift pace and do not allow learners to change the pacing. The reason, according to them, is that they needed to cover the course contents for all lessons before the end of the academic term since they had limited time.

The teachers in their interviews claimed that they follow the curriculum strictly. In other words, they act based on what the curriculum prescribes. Comparing this with what the curriculum prescribes, the teachers only follow the curriculum at the macro level of selection. However, they do not incorporate learners' micro-selection, sequencing, and pacing of lesson contents. In conclusion, this study's evidence of very strongly framed selection, sequencing and pacing implies that teachers are still in complete control of the teaching and learning process and do not mask their authority as a transmitter. Thus, the projected pedagogic identities of the teacher as a "facilitator" and the learners being "self-regulated" and "actively involved" remained largely unattained.

Evaluative criteria

I examined evaluation criteria concerning how teachers handle learners' verbal responses only because oral/verbal responses were the only learner productions in almost all the sixteen observed lessons. They did not write any texts. The analysis indicates very weak framing (F--) of the evaluative criteria based on the kinds of verbal answers required of the learners.

There were similarities across all teachers' evaluative criteria, and they mostly asked questions that required the learners to respond yes/no or true or false. On very few occasions, these teachers asked questions that required learners to reply with complete sentences, and the teachers seldom explored and elaborated on correct responses. They neither required learners to give the reason for their answers nor did they say if an answer was incorrect and why that particular answer was incorrect.

The curriculum document prescribes strong framing (F+) of the evaluative criteria. In other words, teachers are expected to make explicit the criteria for the required performance. During the interviews, these teachers implied that learners' productions should encompass both oral and written texts (oral responses to teachers' questions and class exercises). However, they only engaged in so-called "convention-led" pedagogic practices (Jacklin, 2004), which is when practices are adopted as a convention rather than being directed at fulfilling particular instructional ends. In this study, teachers enacted the convention-led form of instruction and evaluation, which did not enable learners to participate actively in all teacher-led expositions. They did not allow for the development of a deeper understanding of the lesson, nor did they help to assess learners in all three domains of learning - cognitive, affective, and psychomotor.

Intra-disciplinary relations

The official curriculum's pedagogic prescription for intra-disciplinary relations is weak classification (C-) of intra-disciplinary boundaries within Social Studies topics/contents. The documents suggest continuity and flow of sub-themes, topics, and experiences across all the basic education levels.

In contrast, classroom data analysed indicates strong intra-disciplinary (C+) classification across all sixteen lessons in all teachers' classroom instruction. Although the teachers sometimes referred to topics the learners were taught in a previous grade, it was solely to remind learners that some concepts had been introduced in their previous grade classes. While the other teachers only reviewed the previous lesson as a reference point to begin the lesson for the day, Mrs Grace sometimes began each lesson by reviewing the previous topic from the last lesson through questioning before introducing the topic for that day. However the topics reviewed are mostly not related to the new topic that is being introduced.

Inter-discursive relation

All the sixteen lessons analysed were very weakly classified (C--) as the teachers collapsed the boundaries between Social Studies school knowledge and everyday common-sense knowledge. The teachers at all times weakened school knowledge by regularly using everyday examples or contexts to illustrate concrete and abstract concepts.

The official curriculum's pedagogic prescription for inter-discursive relations is weak classification (C-) of inter-discursive boundaries between Social Studies school knowledge and everyday common-sense knowledge. The curriculum recommends that teachers enhance Social Studies content with relevant materials and information from learners' immediate environment.

Of all the dimensions of pedagogic discourse analysed in all observed lessons, it is only in inter-discursive relations that teachers' pedagogic practice aligns with the Teachers' Guide. The teacher's guide suggests that teachers should identify the learners' general or specific information about a specific topic/content. Based on these initial ideas the learners bring to the classroom, the teacher builds his/her content for that lesson (NERDC, 2013, p. 18). I assume this is the case because many of the listed topics/sub-topics in the curriculum have content knowledge that is already collapsed/ weakened with everyday common-sense knowledge.

Weak classification for inter-discursive relations is similar to one of the dimensions for gauging the level of authentic pedagogy: "connectedness to the real world". Both lenses described the same phenomenon and were used to analyze how teachers can connect classroom topics/contents and learners' experience of the real world. Based on the data analysis, I argue that although the teachers made the connections, an area of concern is that they did not devise adequate means to determine if learners understood the school concepts and could use the knowledge gained beyond the classroom.

8.5 Differences in teachers' pedagogic practices across all lessons

This section examines the pedagogic dimensions in which I observed slight variations in classroom practice of all four teachers across all the sixteen lessons observed. The lessons were different in the following dimensions: inter-disciplinary relations, hierarchical rule, and the classification of agents/subjects.

Inter-disciplinary relations

I examine inter-disciplinary classification about how teachers draw ideas/concepts from other themes (Civic and Security Education) in the NVC. The analysis indicated that three of the four teachers' lessons reflected strong inter-disciplinary relations (C++). These three teachers did not mention concepts from other themes, indicating that Social Studies knowledge was presented independently from the other themes in the NVC. Only Mrs Grace's lesson reflected weak inter-disciplinary relations (C-). Mrs Grace sometimes recaps topics taught in the other themes. I assume the reason is that, unlike the other teachers, she teaches all three themes (Social Studies, Civic Education and Security Education) in the NVC curriculum. Perhaps she needed the learners to remember which of the three themes the current lesson was focused on.

The official curriculum prescription for inter-disciplinary relations is a weak classification of inter-disciplinary boundaries between Social Studies knowledge and knowledge from themes. The curriculum emphasises the interrelatedness of curriculum contents for different themes. It prescribes that teachers do not compromise this interrelatedness, as all themes were supposed to emphasize the importance of values across the basic education level.

Hierarchical rule

I analysed the strength of framing for the hierarchical rule by examining the communication between the teacher and the learners and the form of control teachers use to regulate learners' conduct.

The classroom analysis across all four teachers for most lessons indicates the teacher's strong dominance of classroom communication. Learners only contributed when they were asked to do so through teacher-led questions. Therefore, any form of unauthorized communication from the learners is considered a disruption of the teaching and learning process. Even though the dominance of a very strongly framed (F++) hierarchical rule among the other teachers, only Mr Udo's lesson indicated a weakly framed (F-) hierarchical rule. Although the social climate in all the teachers' classrooms was warm, Mr Udo's classroom was more relaxed, with humor and an informal style of communication that sometimes de-emphasized his hierarchical position as the authority figure. Mrs Grace related to her learners also warmly and affectionately. She often called learners by their names and frequently asked the class to clap for learners who answered questions correctly to motivate them. However, she did not allow an informal communication style or mask her hierarchical position.

Some rules and codes of conduct were not announced in all the classes observed. I assume the reason is that at the upper basic nine-level, most learners had already been socialized into expected conduct at school and in the classroom. For example, at the beginning of each lesson, learners stood up to greet their teacher to show respect. Also, learners raised their hands and waited for the teacher's authorisation before answering or asking questions. Some sort of positional control was also observed. For example, chorus answers were allowed, especially when the learners were asked to repeat what the teacher had just said or when the learners responded to questions that required yes/no or true/false. Again, learners were expected to seek permission from the teacher before leaving the classroom. However, this was not the case in Mr Udo's classroom, where I observed only one learner who asked permission to leave the class out of the four learners who went out of the class during that particular lesson.

Although I did not observe any physical punishment to control/ regulate learners' conduct, all teachers used verbal admonishments to control learners' conduct. Despite the verbal admonishments in Mr Udo's class, learners' conduct in his class was not strongly regulated. Learners in Mr Udo's class sometimes interrupted his teaching and asked a question beyond that lesson's scope. In contrast, the learners in Mrs Grace's classroom asked questions within the scope of the lesson at the opportune time devoted to learners' questions. Both teachers responded to the questions asked by the learners in their various classes in the same manner. They addressed the question briefly but did not elaborate and continued with their teaching. The actions of the two learners in the two different classrooms can be examined in relation to power and control between the teachers and the learners. In Mr Udo's class, where he demonstrated weak power and control over the hierarchical rules, I observed more learner interjections than in the classrooms of the other three teachers, where the power and control were strongly framed on the hierarchical rules.

Comparing this to the official curriculum documents, the documents prescribe that the hierarchical rule be weakened to enable learners to participate and freely ask questions during the lessons. Morais (2002) argued that weakly framed hierarchical rules make learners confident to participate in class discussions, share their ideas and ask questions. Supporting this argument, I believe strongly framed hierarchical rules in most observed classrooms may have constrained learners' willingness to engage.

Classification of agents

This study examines the classification of agents with regard to the power relations underlying the pedagogic relationship between teacher and learners and between learners and learners.

Social relations between teachers and learners reflect the power relations defining their pedagogic identities. Bernstein (2000) argued that because of the high status of the transmitter (teachers) in the pedagogic relations, strong classification between transmitters and acquirers (learners) is intrinsic. Teachers' and learners' pedagogic identities were strongly classified (C+) in all the lessons observed, indicating that the teachers regulate instructional and regulative activities. This strong pedagogic identity of the teacher was particularly evident in Mrs Grace's classrooms when she asked the learners to carry out a class activity. She set the rules for that instructional activity when she told the learners to quickly turn to their textbooks to carry out the class activity there. She then asked the learners to respond yes/no or true/false to the questions in that class activity. Learners were not allowed to regulate their activities. In these classrooms, where learners' conduct was very strongly regulated, only the teacher's authority was evident, not the learners' interest.

Classification of space.

Classification of space indicates the power relations underlying the relationships between teachers and learners as they use the teaching and learning space. I examined the boundary relationship from two perspectives, classification between teacher and learners' space in the classroom and classification between inside and outside of the classroom. Classification of space within the classroom is evident in the seating arrangements of the teacher and learners and the use of their pedagogic space.

In Mr Udo and Mr Cyril's classrooms, there was a desk at the front of the class, which demarcated the teachers' space from that of the learners. However, I observed two different scenarios in these two different classes. While the teacher and learners sometimes enter into each other's space in Mr Udo's class which implies weak classification (C-), the teacher and the learners remained in their own space throughout the lesson in Mr Cyril's classroom, implying strong classification (C+). There was no teacher's desk in Mrs Grace and Mrs Nancy's class. They both placed their notebooks and textbooks on the learner's desk in front of the classroom. While Mrs Grace sometimes enters learners' space to facilitate learning indicating weak classification (C-), Mrs Nancy and the learners in her class never entered each other's space, implying strong classification (C+).

Learners' desks were arranged in rows facing the front, and this arrangement was never adjusted for any reason. I assume this may be because learners never carried out any group activities, the physical size of the classroom or due to the nature of the learners' desks and chairs. The desks and chairs could not be separated, and they were long enough for four or five learners to share.

Findings from this analysis, as seen in Mr Udo's classroom, suggest that weakly classified teacher-learner space can be associated with weakly classified hierarchy and social interactions. However, weakly classified teacher-learner space does not necessarily imply weakly classified hierarchical and social interaction, as seen in Mrs Grace's classroom.

Therefore, deducing from the above scenarios, findings from Mr Udo's classroom support evidence from some Bernsteinian studies (See Morais et al., 2005; Hoadley, 2005) that associated weak classification of teacher-learner space with weakly framed hierarchical relations between teachers and learners. While findings from Mrs Grace's classroom contradict the evidence in those studies, but support findings from another Bernsteinian study (Sikoyo, 2007) whose evidence indicates that weak classification of teacher-learner space may not necessarily result in less hierarchical relations.

Although I had assumed that situational constraints in the two different school types sampled in this study might influence teachers' pedagogic practices, an unexpected finding from this analysis is that the four lessons for each teacher were structured in the same way. There was not much difference in how the teachers from the private schools and teachers from the public schools enacted Social Studies Education. The only difference was the hierarchical rule and social interaction that was more relaxed in Mr Udo's class and the weak interdisciplinary relations in Mrs Grace's class. This information is interesting because it negates findings from other research (see Braun et al., 2011) that suggest that the policy enactment environment of a school can affect how policy is enacted. Perhaps context does not seem to influence pedagogy in this study because the private case study schools are low-cost private schools (Rose & Adelabu, 2007). These schools do not have the same "privileged resonance" that characterises private schooling in many Western nations (Thompson, 2013). There are elite kinds of private schools where parents pay fees in millions of naira annually, with highly sophisticated materials, professional resources, and support. These schools claim to align their practices with the British Montessori practices. Therefore, compared to public schools, I assume there would be differences in pedagogy in elite private schools. However, there was no difference in pedagogy in the low-cost private schools in this study.

8.6 Categorisation of the instructional purpose of Social Studies

Bernstein's classification and framing, by using a language that describes education in its own terms, only shows us the inner logic of pedagogy. His concepts describe the relay of pedagogic discourse but not **what** is relayed. I, therefore, employed the concepts by Barr et al. (1977) that helped reveal the instructional purpose of Social Studies. Drawing on the observation data, the study revealed that all the teachers used direct instruction (lecture method) to deliver all lessons and focused on inculcating knowledge and content coverage. These can be categorised under the purpose of "citizenship transmission".

Again, interview data revealed that although each teacher had explained their understanding of the purpose of teaching Social Studies differently, it can also be categorised as "citizenship transmission". For example, Mrs Grace stated that the primary purpose of Social Studies is to help learners become good citizens who are informed and can make reasoned decisions. Mr Udo stated that Social Studies aims to redirect learners' minds and add value to the positive things they already know. Mr Cyril noted that Social Studies helps inculcate skills such as reading, writing, and speaking, attitudes like confidence and values such as tolerance. At the same time, Mrs Nancy noted that Social Studies helps learners become good citizens by inculcating past and current knowledge to sensitise them about their immediate environment and the world. Drawing from these teachers' words of "inculcating" knowledge in learners indicates that these teachers understand knowledge as something to be "deposited" into the learners.

The official curriculum documents, compared to the above analysis, show that the instructional purpose of Social Studies can be categorised under two instructional approaches: *citizenship transmission* and *reflective inquiry*. The curriculum documents prescribe that Social Studies Education is expected to contribute significantly to the realisation of the philosophy/objectives of the revised 9-Year Basic Education Curriculum, which includes learners acquiring appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral, and civic values required for laying a solid foundation for lifelong learning as a basis for scientific and reflective thinking (NERDC, 2013, p. 1).

Why would the teachers believe that Social Studies knowledge is aimed primarily at inculcating citizenship knowledge in learners and not about reflective thinking? Is it that their understanding of the purpose of Social Studies Education is still based on the old basic education curriculum (Curriculum 2008) in which Social Studies was still a stand-alone subject that encompasses knowledge in civic education? Or is it due to their belief that knowledge is only deposited in the learners and not something to be engaged with by the learners?

As seen in the analysis, there is a correlation between teachers' beliefs and understanding of Social Studies knowledge expressed during the interview and their broad instructional focus during classroom teaching. This is why I think that teachers' understanding of the nature of knowledge is rooted in their deep-seated beliefs that knowledge is to be acquired and accepted without questioning. At the same time, their understanding of the purpose of Social Studies Education is still based on the aim of the old basic education curriculum (Curriculum 2008). In Curriculum 2008, Social Studies was a stand-alone subject encompassing knowledge in Civic Education and was taught as a body of knowledge aimed at developing informed and good citizens. Again, during the interviews, although these teachers claimed to know the old and new curricula, they struggled to communicate the reason for the new curriculum and identify the changes in the curriculum.

The findings from this analysis support other studies (see Brodie, 2000; O'Sullivan, 2004; Tabulawa, 2013; Guthrie, 2018) that argue that introducing a new curriculum does not necessarily change teachers' deep-seated beliefs about the nature of knowledge and the purpose of education. This has implications for teachers' development and re-training.

8.7 Level of authentic pedagogy

Beyond the categorisation of the instructional purpose of Social Studies, it is critical to understand better the substance or the nature of the knowledge that is relayed or evaluated. I needed to look beyond Bernstein and Barr et al.'s concepts to understand the cognitive complexity of teaching and learning in the classroom. I used an analytical tool by Newmann et al. (2007) to gauge the level of authentic pedagogy found in each of the study teachers' classrooms.

The curriculum document recommends a high level of authentic pedagogy in the classroom that can move learners beyond their prior knowledge. Teachers are encouraged to assist learners in constructing a meaningful understanding of ideas/concepts.

The following table presents the composite data for the AIW scores that indicate the level of authentic pedagogy in all teachers' classrooms. Teachers were assigned scores for each AIW dimension within the range of 1-4, where one is the lowest and four is the highest score. The higher the score, the higher the level of authentic pedagogy present in that particular classroom. Each dimension has empirical indicators, found in Appendix G. Table 32 summarises the aggregate score for all the teachers.

Table 32 Summary of the aggregated AIW score for level of authentic pedagogy.

Dimensions/ Teachers	Higher Order Thinking	Deep Knowledge	Substantive Conversation	Connectedness to the Real World
Mrs Grace	1.25	1.25	1.25	1
Mr Udo	1	1.25	1.5	1.75
Mr Cyril	1	1.75	1	1.75
Mrs Nancy	1	1.25	1	1.5

Although the analysis found slight variation in the AIW score across the teachers, the data analysis revealed that learners did not experience high levels of authentic pedagogy in all the teachers' classrooms. Rather, teachers' pedagogy tended towards what Freire (1994) referred to as the "banking deposit form", in which the teacher merely deposits instructions/ content into the learner instead of engaging them. This banking model contrasts with the underpinning principle of learner-centered pedagogy, which assumes knowledge ought not to be simply transmitted. However, that knowledge should be something with which students must engage (Vavrus, Bartlett, & Salema, 2013).

Questions in this regard are "why were the learners not engaged with deep knowledge?" "Why did the teachers only give very superficial and trivialised understandings of concepts and only engage in routine lower-order thinking (LOT) operations?" Is it that these teachers' classroom practice is based on how they were taught, or do they not understand what active pedagogy means?

Responding to the latter question, Seashore et al. (2005) state that “when teachers are confronted with a new policy, their interpretation of it will determine whether they engage in significant change, incremental change, or resistance” (p. 178). Many studies reveal that learner-centered pedagogy, which has become synonymous with active learning (Di Biase, 2019; Shah & Quinn, 2014), is difficult to translate into classroom practice (Schweisfurth, 2011) despite widespread endorsement by Western policies and organisations such as the World Bank (Altinyelken, 2010; Tabulawa, 2003). The main reasons why learner-centered pedagogy is challenging to translate into classroom practice is due to the “unclear nature of the understanding, the actual application of learner-centered education and the scope of the intended change that focused on the high pedagogical ideal” (Chisholm & Leyendecker, 2008, p. 201).

Di Biase (2019) argues that in the absence of an explicit policy or understanding of active learning pedagogy, teachers tend to focus on the visible aspects and substitute active learning for a friendly teacher-student relationship. In a study in South Africa that focused on how teachers take up learner-centered practices, Brodie et al. (2002) noted that most teachers took up the outward forms of it (such as group work tasks) without the substance (a meaningful engagement with connected knowledge). However, the analysis of data in this study revealed that the teachers in this study did not even take up the outward forms of learner-centered practices, such as grouped desks.

Regarding teachers’ understanding of active pedagogy, I argue that the teachers in this study seem to have propositional knowledge but lack the practical knowledge of enacting active pedagogy. In their explanation, this means that although teachers can describe what active pedagogy means, their practice in the classrooms did not demonstrate their ability to carry out active pedagogy. For example, Mrs Nancy stated during the interview that she would have used the inquiry method in classroom instruction if the learners were in higher grades. In contrast, Mr Udo justified using the lecture method in his classroom to avoid rowdiness in the class. He added that if he had the time, he would have used the discussion method so that the students could contribute to the lesson. Statements such as these echo what Priestley et al. (2014) pointed out: part of the challenges of translating policy to practice often involves the teacher adapting the policy to suit the classroom context. Similarly, Brodie et al. (2002) noted that although teachers in their study might be aware of the need to make learners participants

in the learning process, this was understood more in procedural terms rather than as something which promotes learning (p. 542).

8.8 Discrepancy between teachers' beliefs and their actual classroom practices

In this section, I discuss contradictions in the data between what the teacher says and classroom observation data. For example, during the interview, Mrs Grace mentioned that she likes to engage learners in “critical thinking” with the lesson content. In contrast, her instructional practice did not reflect critical thinking. Likewise, Mr Udo mentioned during the interview that he considers students' individual differences and incorporates a teaching style that ensures all students are impacted with the knowledge needed for that particular level, but this was not apparent in his lesson.

Similarly, Mr Cyril mentioned he sometimes uses the guided inquiry and discovery method, where he guides the students to discover what they have read and if they understood the lesson. He also added that he sometimes conducts tests because of students who have answers to questions but may not be able to respond verbally but can put them down in writing. However, the lessons I observed neither reflected any form of inquiry nor did the learners carry out any test. Again, Mrs Nancy mentioned during the interview that she and the learners discussed the topic together when she was seen doing most of the talking in the classroom. These statements reveal the inconsistency between teachers' beliefs about their pedagogic practice and their actual classroom practice. One question in this regard is why the mismatch between the teachers' interview data and observed data.

There is much research in this area that helped guide this discussion about the discrepancy in teachers' beliefs and their actual classroom practices (Hedrick et al., 2004; Basturkmen, Loewen, & Ellis, 2004; Borg, 1999; Woolfolk-Hoy, Davis, & Pape, 2006; Phipps, 2009).

In this study, while the interview data indicate that teachers' beliefs resonate with the official curriculum documents' pedagogic prescription, the observation of these teachers' classroom practices reflect more traditional/conservative practices like those found in many typical sub-Saharan African classrooms. Findings from this study analysis resonate with the conclusion from the review carried out by Buehl and Beck (2014), which pointed out that findings from other studies have led researchers to conclude that teachers' beliefs are disconnected, misaligned, or inconsistent with classroom practices (Zheng, 2013). Perhaps the fault lies

with the curriculum designers who do not consider the social context and assume that LCP can be ‘transplanted’ to any context. This explains why Reyes (cited in Tabulawa, 2003) noted that learner-centered pedagogy is often presented as a one-size-fits-all pedagogical approach.

The findings from this study which indicate the mismatch between teachers’ beliefs and practice, hold several implications for teacher development and training. I assume, therefore, that the teachers may need a framework that will assist them in achieving clarity on how to enact active pedagogy and address any misconceptions about their role as facilitator in the pedagogic process. I suggest that an explicit framework that draws directly from the activities associated with active pedagogy be made available for the teachers as they enact the curriculum. The Further Diploma in Education (FDE) in Mathematics, Science, and English Language teaching in South Africa offered an example of such activities. Brodie et al. (2002) summarised it as follows:

Activities aimed at eliciting learners’ interest, knowledge, and competence; exercises that begin with everyday knowledge and end in more systematised knowledge and practice; careful scaffolding of new ideas; probing communicative tasks; problem-solving or process writing; group work and code-switching (p. 544).

8.9 Conclusion

This chapter has drawn comparisons between the pedagogic practice observed in the four Social Studies classrooms and the pedagogy prescribed by the revised Basic Education Curriculum. The findings revealed the difference between teachers’ practices and the pedagogic discourse espoused by the curriculum documents. There was not much difference in the instructional practises of the teachers from the private and public schools. There were inconsistencies between what teachers believed they were doing and their actual practice. The next chapter summarises the findings of this study using the research questions. It discusses what new insight this study provides concerning teachers’ pedagogic practice as they enact Social Studies Education.

Chapter 9

Discussion and conclusion

9.1 Introduction

This concluding chapter gives an overview of the thesis. It summarises the findings from this study by answering the research questions. This chapter offers a possible explanation for the findings of this study and points out the new insight that this study provides. The chapter concludes by highlighting this study's limitations and some suggestions for further research.

9.2 Overview of the thesis

This study aimed to describe and analyse how selected teachers recontextualise Social Studies Education using the theoretical resources provided by Bernstein's theory of pedagogic discourse (2000). The central question that guided this study is: How is Social Studies Education understood and implemented in the classroom?

Key findings from this study are summarised in the next session, where I also relate these findings to the research questions asked in the study. Furthermore, I point out the methodological process of using Bernstein's concept of pedagogic discourse and how it was extended with other concepts to describe Social Studies recontextualisation within two fields of Bernstein's pedagogic device.

9.3 Key findings of the study

9.3.1 Official recontextualising field

The key question here is, what are the assumptions about knowledge and pedagogy underpin the Revised Basic Education (upper basic 9) Curriculum for Social Studies?

From the sociology of knowledge perspective, Bernstein suggests that Social Studies could be described as a horizontal discourse because its knowledge is context-dependent. Social Studies as a horizontally structured knowledge focuses more on developing certain cognitive skills, attitudes, and values, giving less importance to vertical content sequencing.

Regarding how knowledge is structured in the official curriculum documents, the analysis of the RBEC documents signifies collapsed boundaries (C-) for inter-disciplinary, intra-disciplinary, and inter-discursive relations.

The RBEC presents knowledge in an integrated manner. Knowledge within the National Values Curriculum (NVC) is structured spirally using themes (Social Studies, Civic and Security Education) with a broad focus on inculcating in learners certain nationalistic values such as tolerance. The curriculum emphasises the interrelatedness of subject contents within and across themes and between everyday common-sense knowledge, thereby collapsing its boundaries. The weak boundary for inter-disciplinary relations resonates with the integrated and multidisciplinary nature of Social Studies Education. The nature of Social Studies is one reason it was easily identified as one subject that can be grouped with other related subjects to form one of the compound subjects in the RBEC. In addition, the collapsed inter-disciplinary boundary supports the aim of the curriculum developers to reduce the total number of subjects listed (From 20 subjects to 10 subjects) but not with the intention of entirely collapsing the subject boundaries.

The weak intra-disciplinary relations within Social Studies topics suggest that the spiral nature in which the topic/contents are arranged in the curriculum allows for the boundary within these topics and contents to be collapsed within and across the three basic education levels. Lastly, weak inter-discursive relations reveal that learners come to school with everyday common sense knowledge about some of the topics/contents of Social Studies.

According to Bernstein's theoretical thinking, the above scenarios imply what Bernstein referred to as an integrated code, where there are weak boundaries between the subjects. I argue that for Social Studies Education, it is not a move from a collection code to an integrated code because Social Studies, by its epistemic nature, is made up of an integrated body of knowledge.

The curriculum emphasises that teachers should draw and enrich content with everyday knowledge from the learners' immediate environment. However, what is not clear in the curriculum is the extent to which Social Studies content can be drawn from learners'

everyday context while not overshadowing school knowledge. I argue that drawing content from everyday common-sense knowledge is a concern, especially for a subject like Social Studies that does not have a strongly insulated identity. For example, in one of Mrs Grace's lessons on the topic "*Content of Social Studies*", she unintentionally stripped off Social Studies concepts and transmitted everyday common-sense knowledge. Like Mrs Grace, the other teachers may have misinterpreted the meaning of "drawing relevant content from learners' immediate environment" as the official curriculum prescribes and completely changed to teaching only common-sense knowledge. This resonated with the critique of very weak classification when they suggested that principled knowledge can be overshadowed by local experience when the boundary for inter-discursive relations is collapsed (Taylor et al., 2008; Schollar, 2008).

Regarding pedagogy, the RBEC prescribes a mixed theory of instruction that balances the control the teacher and the learners have in the pedagogic process. For example, In terms of the discursive rules, the analysis implies that teachers are in total control (F++) of the selection, sequencing and pacing of curriculum contents at the macro level, while at the micro level, the curriculum documents envisage weak framing (F-) over the selection, sequencing and pacing of contents suggesting that learners have control. Hoadley and Muller (2009) have shown empirically in their research the effectiveness of a mixed model of pedagogy to help bring about meaningful learning. The findings resonate with suggestions from other empirical studies for more structured approaches that interweave teacher-centered and learner-centered pedagogies (Altinyelken, 2010b, 2011; Dembélé & Lefoka, 2007; Vavrus, 2009; Leu & Price-Rom, 2006).

9.3.2 The field of reproduction

The key question is how upper-basic nine teachers enact Social Studies Education in their classrooms.

The study observed four upper basic 9 Social Studies teachers in 2021, some years after the RBEC implementation started, to get a sense of how they enact the curriculum. The analysis points to the inconsistencies between teachers' interpretation of the curriculum prescription and their understanding of the instructional purpose of Social Studies on the one hand and the pedagogic practices across all schools on the other hand. Nevertheless, Braun et al. (2011)

rightly noted that enacting policy can be complex and involves a process of interpretation and recontextualisation.

Teachers generally maintained a high level of control over the selection, sequencing and pacing of instruction, and the majority of the lessons reflected teachers' strong hierarchical social relations and explicit code of conduct. The teachers in their lessons were entirely in control and dominated classroom communications. The slight difference was in terms of control for Mr Udo, whose lesson indicated weakly framed (F-) hierarchical rule as he sometimes allowed an informal style of communication that de-emphasised his hierarchical position as the authority figure in the classroom. Teachers' dominant hierarchical social relations in the classroom is a reflection and reinforcement of the cultural practices in the broader Nigerian Society.

Like many curricula in sub-Saharan Africa, the RBEC prescribes that teachers take up learner-centered pedagogy alongside their teacher-centered practice. However, just as the literature indicates, the findings from this study analysis showed that the curriculum prescription for a learner-centered, activity-based, and interactive pedagogy failed to take root in these selected Nigerian classrooms. Teachers' instructional approaches and their account of the purpose of teaching Social Studies were categorised as citizenship transmission because they all used traditional instruction (lecture method) to deliver all lessons and focused on inculcating knowledge and content coverage. For example, Mrs Nancy justified her use of direct instruction, stating that because the learners were still young, she opted for a more straightforward method: the lecture method. Adding that if the learners were in higher grades, she would have used the inquiry method. This rationale resonates with Ensor's (1999) study, which reports that beginning teachers shifted their preferred teaching style and adopted what they considered most suitable for particular learners' abilities.

Schweisfurth (2011) ascertained that LCE may be inaccessible in its 'pure' form. In this case, teachers have mainly adapted the curriculum to suit their classroom practice, which again resonates with Braun et al. (2011), who argue that despite a prescriptive curriculum, teachers will adapt and enact the curriculum policy into their working practices. Just as some researchers have suggested in addressing the implementation challenges, instead of an outright replacement of these teachers' practice, there is a need for an incremental change towards such reform (Guthrie, 2018; Leyendecker et al., 2008; Schweisfurth, 2011).

Finally, an analysis of the cognitive demand or the substance of the knowledge taught in all sixteen lessons revealed that learners did not experience a high level of authentic pedagogy in any of the classrooms. One interesting finding from this analysis is that these teachers mostly use the knowledge gained from local public issues and day-to-day community interactions to teach Social Studies. These teachers transmitted Social Studies knowledge by excessively emphasising their personal experiences and that of the learners and the local community where they live. Toledo (2020) pointed out that the content knowledge needed to teach students about public issues seems to evolve and shift quickly because of the quickly evolving nature of public issues. Therefore, there is a need for frequent updates of specific knowledge to allow for the inclusion of new developments related to public issues. Admittedly, for teachers to engage learners in deep knowledge within specific topics and content, there should be an engagement with key concepts in the subject area. Teachers ought to teach the substance of the concepts in that particular topic and the updated knowledge gained from public issues or day-to-day interaction.

9.3.3 Why do the teachers enact Social Studies the way they do?

This section examines teachers' justification for their current pedagogic practice. One question arising from this is why the teachers did not enact the learner-centered pedagogy despite knowing what it entails. Perhaps they were too embarrassed to admit that they do not know how to enact learner-centered pedagogy? Or it may be embarrassing for them to outrightly state that they do know but would not want to implement it. After all, it challenges the prevailing authoritarian teacher-student relationship found in their classrooms. Tabulawa (1998) noted that teachers may not be prepared to shift from the banking education pedagogical style to a learner-centered style as it would destabilise their taken-for-granted classroom world.

Interestingly, none of these teachers drew from their professional judgement to explain if they had attempted to implement learner-centered pedagogy, but it just did not work in their context. Neither did they complain about not knowing how to implement the learner-centered pedagogy. They also do not question the curriculum's values handed to them by the state as an authority. They accept the curriculum without any complaints.

One interesting finding from this study is that all four teachers justified their current practice using the issue of "time". They noted that the time for teaching Social Studies is inadequate

for them to take up the learner-centered pedagogy, and only the traditional/teacher-centered pedagogy would enable them to cover all the contents they need to teach. They pointed out that the time allocated for teaching Social Studies on the timetable was inadequate for curriculum coverage.

Why would teachers identify “time” as a key issue in enacting Social Studies in the RBEC? “Subject overload” and “time” were some of the considerations that led to the revision of the old 9-year basic education curriculum (Curriculum 2008), which resulted in the reduction in the listed subjects from 20 subjects to 10 subjects (seven stand-alone/single subjects and 3 compound subjects). This finding from the teachers implies that maybe the subject reduction happened only at face value, meaning that nothing had changed with how the so-called “compound” subjects were stipulated in the school timetable and taught in the classrooms. It could also be that ‘time’ is a factor that is outside teachers’ control and thus is a convenient factor to blame.

Furthermore, this analysis showed significant similarity in teachers’ current pedagogic practices. Their classroom practices revealed strongly framed selection, sequencing and pacing of instruction and weak evaluative rules. They argued that they maintained strong control over the instructional and regulative aspects of classroom instruction, and they used the traditional teaching method to quickly complete the syllabus for that academic term. Again, for the upper basic nine-level, there is the pressure to cover subject contents to prepare learners for the Basic Certificate Examinations (BECE) adequately. Demand to cover the curriculum contents in preparation for the Basic Education Certificate Examination (BECE) resonates with studies that had identified pressures from high stake examination as constraints in reform implementation (Jwan et al., 2010; Vavrus, 2009). Benavot and Resh (2003) have noted that public examinations in a centralised education system serve as an indirect control mechanism that mainly results in uniformity in school curriculum implementation.

In conclusion, teachers’ recontextualisation of the curriculum in their classroom can best be associated with the adaptation perspective on implementation, which assumes the intentions of the policy/curriculum developers can be negotiated and adapted to suit each institutional setting where the innovation is to take place because of unpredictable factors that are associated with implementation (Blignaut, 2009). The findings in this study are not unexpected, as other classroom-based research in Africa has shown very similar findings

(Guthrie, 2018; Hoadley, 2012; O’Sullivan, 2004; Tabulawa, 2003; Schweisfurth, 2013), which are consistent with the findings in this study.

9.4 Possible explanations for this study’s findings

Nigeria’s basic education espouses interdisciplinary curricula by collapsing boundaries between school subjects and between knowledge and aligning itself with “learner-centered” pedagogy, also referred to in some other literature as progressive or invisible pedagogy. Barrett and McPhaill (2021) noted that invisible or learner-centered pedagogy emphasises learners’ interest and experience. This pedagogic style expects that learners are given significant control over both the instructional and regulative aspects of pedagogic practice.

It is argued that learner-centered pedagogy is in line with the individualistic Western/American culture (Tabulawa, 2003) and is incompatible with the educational cultures in Africa (Guthrie, 2018; Tabulawa, 2003). Guthrie (2018) is of the opinion that progressive values should not be transferred to other cultures. Following the evidence that progressive educational reforms are widely prone to failure in the developing world, Guthrie points out that developing countries should not attempt to follow Western educational paths since the culture of most developing countries aligns with traditional revelatory epistemologies that have a formalistic pedagogic preference for teacher-centered methods to transmit knowledge.

Although Thompson (2013) disputed this claim, noting that although LCE is clearly a western product, it can have relevance in the developing world if promoted effectively in potentially suitable settings. A possible explanation for why learner-centered pedagogy does not work in Africa or why teachers do not take it up in their classroom practices is likely linked to these pedagogic styles being culturally inappropriate. Schweisfurth (2015a) pointed out that “learning is more effective when it is not in dissonance with local values (p. 646)”. The Western/American values and culture that underpins the ideology of learner-centered pedagogy hold different beliefs about children’s rearing practises and authority. The western expectations of appropriate behaviour and intellectual and emotional development vary greatly from African expectations, which are deeply rooted in African values and culture.

For example, learner-centered education emphasises a shift from whole-class teaching to group and individual teaching, from competition to cooperation, from students as followers to students as leaders, and from students working in isolation to cooperative and differentiated learning in which students freely discuss their work (Tabulawa, 2003). LCE supports a democratic learning environment, values questioning, creativity and problem-solving to construct new knowledge, whereas in African culture, authority, respect and hierarchy are held in high esteem, and child-rearing practices are influenced by the social hierarchy and interpersonal relations in the home and church as well as by other agents of socialisation for which the child has to conform. Learner-centered education is not compatible with societies that value respect for knowledge and authority.

Adopting the socio-historical approach, Tabulawa (1998) provided a deeper understanding of the beginning of authoritarian classroom practices that are widely reported in many classrooms in Africa. He noted that there is nothing value-neutral about pedagogical styles. Rather, they are ‘products of the surrounding cultural, social, and historical milieu’ (p. 192), and it is through the pedagogical style that the wider social structure finds expression in the classroom. Tabulawa noted that the nature of religious knowledge is viewed as objective, factual and unchanging, making it naturally responsive to the direct instruction teaching style. In this case, knowledge is not something to engage with but to be deposited in the learners. These teachers’ understanding of knowledge as something to be transmitted and acquired has evolved over a long period, and their socio-cultural and religious context largely influences it (Guthrie, 2018; Nwosu et al., 2016; Obiagu & Nwaubani, 2020). Teachers see themselves as the authority figure in the classroom whose authority is not to be questioned. Their role revolves around imparting knowledge and preparing learners for their final examinations. In this case, the learners learn by rote and are reprimanded for mistakes and wrong conduct. Their role is to acquire and assimilate the knowledge inculcated or memorise basic facts and principles.

In conclusion, teachers’ view of knowledge (something that is inculcated and not engaged with) in this study and the underpinning beliefs about authority and hierarchy in the classroom have implications for classroom practice and, ultimately, for pedagogic change. As long as these teachers’ belief about knowledge prevails, there will continue to be resistance or what is referred to as “tissue rejection” of pedagogic innovation/change such as progressive education (Harley et al., 2000; Tabulawa, 2013).

9.5 What new insights does this study contribute?

I noted in the beginning chapters that this qualitative case study provides insights into unexamined aspects of Social Studies teachers' pedagogic practice, which other quantitative studies in Nigeria have overlooked. I argued that these quantitative studies focused on the "fidelity perspective" of curriculum implementation that examined teachers' classroom practices against specific predetermined standards and outcomes, resulting in a dualistic categorisation of pedagogy. Hoadley (2012) pointed out that the dualistic categorisation of pedagogy is not helpful as it does not allow nuance in describing teachers' practices. This study, therefore, provides for a deeper engagement in making sense of teachers' classroom practises in Nigeria by employing theory and concepts that helped refine broad categorisations of pedagogic style (teacher-centered or learner-centered approach) into dimensions of pedagogic classroom practices.

This study provides methodological, theoretical, and contextual insights into the issues under investigation, thereby contributing more nuanced ways of research within the field of curriculum implementation. This study adapted and used a range of different concepts to map out a conceptual framework that allowed for more nuanced ways of researching pedagogy and knowledge.

Although this study was exploratory and descriptive, it provides valuable insight into understanding the substantive nature of Social Studies knowledge and the pedagogic practices of four Social Studies teachers at the micro classroom level. I adopted an eclectic conceptual approach in analysing my data because each conceptual resource informed different aspects of my research questions. Bernstein's work gave access to a generic pedagogic discourse. However, he did not address the issue of knowledge beyond vertical and horizontal structured knowledge, which would not sufficiently capture the substantial differences in the quality of the teaching and learning in each Social Studies teacher's classrooms. I, therefore, extended Bernstein's theory of pedagogic discourse with Barr et al.'s concepts for categorising the instructional approach of Social Studies and Newmann et al.'s AIW constructs for gauging the level of authentic pedagogy found in the classroom.

The methodological question is: *How does the new conceptual framework assist in providing new insight into describing the recontextualisation of Social Studies Education?*

Bernstein provides an internal language of description that helps describe the relay of pedagogic discourse. I operationalised the key concepts from his theory (classification and framing) to develop an external language of description that would read both the curriculum documents and the classroom data. Bernstein's concepts of classification and framing enable me to describe and analyse dimensions of pedagogic transmission and Social Studies knowledge structure in the official curriculum document and Social Studies teachers' classrooms. Bernstein's language helps describe the instructional and regulative dimensions of pedagogy but does not evaluate the substantial differences in the quality of teaching and learning in classrooms. The three categories of the instructional approaches of Social Studies by Barth et al. (1977) and Newmann et al. (2007) AIW concepts for gauging the level of authentic pedagogy provided this study with the tool for evaluating the substantial differences in the quality of the teaching and learning in the different classrooms. Therefore, the analysis enables a deep engagement with the substantive knowledge and level of cognitive demand of such knowledge being communicated in classroom teaching and learning.

Besides the conception framework mapped out for analysis, this study also allowed me to reflect on knowledge in Nigerian schooling. My reflection on knowledge alongside teachers' beliefs about knowledge enhances the understanding of knowledge in the curriculum and the reason teachers enact the curriculum the way they do. A lack of engagement with knowledge in the Nigerian curriculum makes it difficult for teachers to recognise its relationship to pedagogy. This is the justification for extending Bernstein's concepts of classification and framing with concepts from Newmann et al.'s authentic intellectual work (AIW) and Barr et al.'s Social Studies instructional approaches to frame this study.

From the sociology of knowledge perspective, Social Studies knowledge is a horizontal knowledge structure that also draws on context-dependent knowledge. This is the knowledge that is developed in the course of solving specific problems in everyday life (Young, 2010a). Undoubtedly, like Vygotsky (1986) had rightly noted, context-dependent knowledge (everyday knowledge) is important in forming the foundations for the cognitive development requisite for understanding academic knowledge. Most curriculum theorists would argue that everyday knowledge must support the acquisition of scientific concepts. However, Young (2010b) argues that it is not the schools' responsibility to transmit everyday knowledge that can be acquired from home. Instead, schools should help learners acquire knowledge that cannot be acquired at home, in the community, or, for adults, in workplaces.

The conceptual framework introduced in this study also offers new possibilities for understanding teachers' deep-seated beliefs about knowledge, specifically Social Studies knowledge, as it relates to their pedagogic practice. Teacher's deep-seated beliefs about knowledge are social-historical, as earlier discussed in other sessions above. The teachers in this study talk about inculcating knowledge in the learners, which indicates that, in their view, the classroom is not a place for dialogue and engagement. Such knowledge, according to Guthrie (2018), is "deeply rooted in 'revelatory' cultures where knowledge is there to be revealed rather than created" (p. 8). There is the underlying assumption associated with the revelatory epistemologies that teachers know and transmit knowledge while students do not know; hence, they receive knowledge. This explains the tension between the pedagogic prescription in the curriculum and teachers' contextualisation in the classroom.

In conclusion, this study supports Guthrie's (2015b) grounded approach, reiterating that the focus should be on identifying culture-specific pedagogy (teaching style) that fits rather than making a particular teaching style (in this case learner-centered education) the primary frame of reference for classroom change. How best to improve the quality of the teaching style that is compatible with existing cultural practices should be the main issue and not how to outrightly change or promote alternatives simply because such alternatives appear to represent modern thinking in developed countries. With the understanding that different teaching styles are not 'better' or 'worse' than each other, only more or less appropriate (Guthrie, 2011, p. 208-210), this study offers its relevance to policymakers, researchers, and practitioners.

9.6 Limitations of the study

Due to the methodological design of this study, which is a case study, generalising needs to be done with caution. However, because of the theoretical and methodological understanding and insight this particular case can generate about curriculum recontextualisation in a particular context, Bassey (1999) suggests that a "fuzzy generalisation" can be made. It would be worthwhile to see if the findings seen in the case of Social Studies Education with a horizontal knowledge structure are also seen in other school subjects with vertically structured knowledge. It may be that for vertically structured disciplines, the findings may be different.

Again, there was no previous Social Studies research from a sociological perspective for this study to build upon. Although Obiagu & Nwaubani (2020) conducted a survey to explore the level of readiness of Social Studies teachers as they set out to implement Human Right

Education, the study was a quantitative study. As I carried out this study, it became evident that the knowledge dimension is key in exploring teachers' curriculum recontextualisation. Again, in the later part of this study, I realised that I needed other concepts that enabled me to explore more substantive aspects of knowledge.

Another limitation of this study is the attention that was not given to other fields of Bernstein's pedagogic device, such as the pedagogic recontextualising field (PRF), which could also impact teachers' recontextualisation of the Social Studies curriculum at the classroom level. The study also did not engage in-depth with personal factors that influence Social Studies teachers' pedagogic practice, such as teachers' professional disposition, their subject content specialisation and knowledge, their schools' instructional cultures and the contextual conditions within and outside the school.

9.7 Further research

The findings of this study hold several implications. Firstly, because of the small number of teachers and schools, it would be impactful for other studies to extend the breadth of the issues under study. Also, only a few schools were selected, which did not represent a variety of schools reflective of the location and composition of schools in Edo State, Nigeria (Ministry of Education, 2020). These included: all-girls; all-boys; co-educational; urban; rural; public school, and private. Secondly, a longitudinal study focusing on an equally small number of teachers in different school contexts will build upon other facets not covered in this study.

I have been able to theorise the "how" and "why" of teachers' pedagogic practice as they enact the curriculum in a way that more accurately accounts for four teachers' deep-seated beliefs and practices. Future research on curriculum implementation should abandon the search for the so-called "gap" between the prescribed curriculum and its implementation; instead, such research should focus on understanding teachers' practice in their particular context and the reasons for such practice. The reported practices in this study indicate a need for more emphasis on the "how" and "why" of curriculum implementation in teacher preparation programs at both the lower and middle basic education levels.

Finally, this in-depth case study based on interviews and classroom lesson observations revealed minimal difference between classroom practices of teacher from low-income

private schools and teachers from public secondary schools, particularly regarding their knowledge beliefs. These observed similarities open up the debate about the constraints of LCP by school contextual factors, which is worth further exploration.

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Appendices

Appendix A: Ethical clearance certificate



22 May 2020

Mrs Faith Ehizele Daudu (218036500)
School Of Education
Pietermaritzburg Campus

Dear Mrs Daudu,

Protocol reference number: HSSREC/00001190/2020

Project title: Teachers Pedagogic and Formative Assessment Practices: A Case Study of the Enactment of the upper basic Social Studies Curriculum in Edo State, Nigeria.

Degree: PhD

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 11 March 2020 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

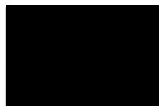
This approval is valid until 22 May 2021.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

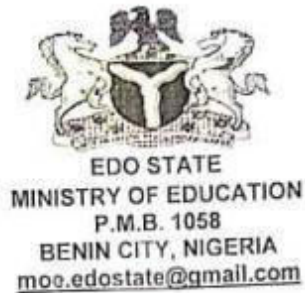
Yours sincerely,



Professor Dipane Hlalele (Chair)

/dd

Appendix B: Edo State Ministry of Education Approval



OUR REF: STT/1495/T⁷/208
Faith Ehizele Daudu,
University of KwaZulu-Natal,
Scottsville 3209,
Pietermaritzburg, South Africa.

28 October, 2019

RE: APPLICATION FOR PERMISSION TO CONDUCT RESEARCH IN EDO STATE JUNIOR
SECONDARY SCHOOLS.

I am directed to refer to your letter dated 7th October, 2019 on the above subject matter and to humbly inform you that the Honourable Commissioner has graciously granted approval for you to carry out your research in some selected Junior Secondary Schools in Edo State as part of a tertiary qualification for a Doctorate in Curriculum Studies.

2. Wishing you a successful data collection through observation of classroom teaching, and interviews for your research titled "Teachers Pedagogic and Assessment Practice: A case study of the Enactment of the Upper Basic Social Studies Curriculum in Edo State, Nigeria".

3. Please accept the assurances of the Honourable Commissioners warmest regards.

MINISTRY OF EDUCATION
Benin City, Edo State

Sign

Agbonze U.G (Mrs)
Director Schools

For: Honourable Commissioner

Appendix C: Lesson coding instrument

LANGUAGE OF DESCRIPTION FOR CLASSROOM OBSERVATION

Discursive relations inter-disciplinary relations (between subject areas) (C⁺)

Note : Each category is assigned numeric value ranging from 4-1

The extent to which reference is made to knowledge from other themes within the national values curriculum in the teaching of a particular content/s in social studies.

Score	4	3	2	1
1. In the introduction / explanation / exposition to a topic	C ⁺⁺ Never referencing other contents	C ⁺ Sometimes referencing other contents	C ⁻ Often referencing other contents	C ⁻⁻ Always referencing other contents
	There is no referencing of content(s) from other themes within the national values curriculum in a particular social studies lesson. Social studies content is presented independent of knowledge from other themes .	Contents from other themes within the national values curriculum are sometimes referred to while teaching social studies.	There is often referencing of contents from other themes areas to explain the topic under discussion or to revise or remind learners.	Contents from other subjects are constantly referred to when teaching social studies. The teacher presents the contents from other subject in an integrated form during social studies lesson
2. In response to questions from learners	The teacher rarely or never makes reference to contents from other subject area to clarify concepts or respond to learners' questions.	The teacher sometimes makes reference to content from other subject area when trying to clarify concepts or answer questions raised by learners.	The teacher often makes reference to contents from other subject areas while responding to learners' questions and clarifying concepts.	The teacher always or in a significant and explicit way makes reference to content from other subject area to clarify concepts and while responding to learners' questions.

Discursive relations intra-disciplinary relations (Between topic) (C⁺)

The extent to which reference is made to other contents/topics in the same subject area while teaching of particular content/s. Reference is made to similar past or future topics of same subject area.

1. In the introduction / explanation / exposition to a topic	C ⁺⁺ Rarely/never refers to other contents/topics.	C ⁺ Sometimes refers to other contents/topics.	C ⁻ Often refers to other contents/topics	C ⁻⁻ Very often/always refers to other contents/topics
	The teacher does not make reference	The teacher only sometimes makes	The teacher often times makes	The teacher very often or most times

	nor relate knowledge to previous or future social studies topic.	reference to content from previous or future social studies topics/lessons	reference or relates content to previous or future social studies topics/lessons	recalls previously learnt knowledge and links it to new topic. S/he also in a significant and explicit way makes reference to content from previous or future social studies topics.
2. In the response to questions from learners	The teacher rarely or never makes reference to other topics of social studies while responding to learners' questions.	The teacher on few occasions makes reference to other topics of social studies.	The teacher often times makes reference to other topics of social studies.	The teacher very often or at all times makes significant reference to other social studies topics.

Discursive relations Inter-discursive relations (between school knowledge and everyday knowledge) (C⁺)

The relations in the instructional knowledge between social studies and everyday knowledge.

	C ⁺⁺	C ⁺	C ⁻	C ⁻⁻
1. In the introduction/discussion of the topic.	The teacher always maintains a very strong boundary	The teacher sometimes maintains strong boundary	The teacher often times allow for weak boundary.	The teacher always maintains very weak boundary
	Everyday knowledge is never referenced in class discussion. The teacher does not in any way show how social studies lessons content applies to everyday life. Other references to everyday knowledge by the learners are dismissed.	Everyday knowledge is sometimes referenced in order to explicate social studies knowledge. The teacher only sometimes refers to everyday knowledge briefly just to illustrate social studies concepts. The teacher hints on the application of everyday example to the topic in a more general way.	Everyday example is often referenced. The teacher relaxes the boundary between social studies and everyday knowledge. S/he provides clear indications of how the lesson content applies to everyday life. Everyday life examples are also employed to illustrate abstract social studies concepts.	Everyday knowledge is constantly referenced. The teacher establishes very weak boundary between social studies and everyday knowledge. S/he always employs illustrations from everyday knowledge to explain social studies concepts. Teacher provides a very clear indication of how the lesson topic applies to everyday life while citing numerous examples of specific incidents in the learner's immediate environment.
2. In response to questions of the learners	C ⁺⁺	C ⁺	C ⁻	C ⁻⁻
	Learners' responses and questions that refer to everyday knowledge are dismissed or ignored.	Learners' responses and questions that refer to the everyday are sometimes addressed. The teacher responds to the learners' questions/	Learners' responses and questions that refer to everyday knowledge are often accepted, and the teacher often responds to these questions by citing	Learners' responses and questions that refer to the everyday knowledge are always accepted and incorporated into the class discussion. The teacher responds to

		interventions from the social studies perspective or by citing some examples.	some examples.	the learners' questions by integrating social studies concepts with issues of everyday life.
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DISCURSIVE RULE SELECTION (F⁺)

The extent to which teacher and learner have control over the selection of instructional knowledge.

1. In the topic introduction / content discussion	F++	F+	F-	F--
	Teachers have full control The teacher at all times selects the topic and content for the lesson. Learners are not allowed to change the selection for any reason. Learners' spontaneous interventions are rejected or ignored.	Learners have very little control The teacher most times, selects topics and contents to be discussed. And only on few occasions, accepts learners' spontaneous selection that is relevant to current topic while leaving out the rest for the appropriate time.	Learners have some control Learners are sometimes allowed to vary the topic and content selection. As some of the learners' suggestions are accepted. The teacher therefore alters selection and the content for discussion to suite learners' needs.	Learners have substantial control Learners often select topic and content for discussion in the classroom. The teacher usually accepts and incorporates learners spontaneous interventions given the learners opportunity to determine the content of discussion.
2. In the writing of lesson notes	The teacher synthesizes the lesson and always provides lesson notes on the concepts taught at the end of the lesson and must be written down by all learners.	The teacher often times summarise major issues discussed in the lesson which may be taken down as lesson notes by learners.	The teacher guides learners to summarize salient issues discussed in the lesson which they take down as lesson notes.	The teacher does not provide the learners with lesson notes although some of the learners are free to make their own notes.

Discursive rule **SEQUENCING (F⁺)**

The extent to which teacher and learner have control over the sequencing of instructional knowledge.

1. Exposition and recapitulation during the course of the lesson	F++	F+	F-	F--
	Teachers have full control The teacher always or almost always determines the sequence of transmission of knowledge in the lesson. S/he explains and	Learners have a little control The teacher often times determines the sequence of transmission of knowledge in the lesson. S/he explains and recapitulates	Learners have some control Learners' sometimes has the opportunity to vary the sequence of the content transmission. The teacher in response to learners'	Learners have substantial control Learners often make decisions around the sequence of knowledge been transmitted in the lesson. The teacher explains and

	summarise content in an inflexible order which makes any interjection that is potentially disturbing the order of learning to be dismissed or ignored.	content in a defined order which is also subject to minor changes as a result of learners' intervention.	interventions sometimes explains and recapitulates contents thereby altering the sequence of the learning.	recapitulates content following a very flexible sequence which can be altered according to learners' interventions and needs.
2. In carryout out learners tasks	Teacher provides Learners with a defined sequence for carrying out tasks which must be strictly adhere to.	Although Learners follow a defined sequence set by the teacher to carry out task, but minor alterations can be made based on learners intervention/ needs	Learners sometimes vary the sequence and order of the task to suit their preference and needs.	Learner are always in control of how the task is sequenced according to their individual preference. They are regularly given options regarding the order in which to do task.

Discursive rule PACING (F⁺)

The extent to which teacher and learner have control over the pacing of instructional knowledge.

1. In the introduction / discussion / question and answer	F⁺⁺	F⁺	F⁻	F⁻⁻
	Learners have no control over the pace The teacher always or mostly defers or ignores learners' questions and interjections, or learners make no interjections. Exposition, debate, and discussion is not changed or disrupted by the learners.	Learners have very little control over the pace The teacher accepts few learners' interventions and questions. S/he answers questions briefly and moves on.	Learners have some more control over the pace The teacher accepts more learners' interventions and questions. S/he answers questions briefly and moves on. S/he pause the lesson briefly to make sure that all learners are following the lesson. Time is mentioned quite often	Learners have substantial control over the pace The teacher accepts most or all learner interventions and questions. S/he makes sure that all learners are ready to move on before doing so. The discussion may be extended or deviate due to learners' interjections.

Discursive rule EVALUATION CRITERIA (F⁺)

The extent to which teacher make explicit the criteria for evaluation of learners task.

1. In the introduction / explanation / exposition to content	F⁺⁺	F⁺	F⁻	F⁻⁻
	Evaluative rules are always very clear and explicit Teacher always gives detailed explanation and illustration and makes the evaluative rules explicit. S/he asks	Evaluative rules quite clear and explicit Teacher usually gives detailed explanation and illustration and makes the evaluative rule quite clear. S/he	Evaluative rules quite unclear and implicit Teacher gives less detailed explanations and with fewer illustrations. The evaluative rule is quite unclear.	Evaluative rules very unclear and implicit Teacher does not give detailed explanation or illustrations. S/he does not make the requirements for the successful

	learners to seek clarification on aspect of the lesson that is not understood, which s/he always clarifies.	also tries to clarify aspects of lessons not understood by the learner.	Teacher attempts to make the requirements for the successful production of a text available to learners, but this is often unclear or not well articulated.	production of a text available to learners.
2. In the course of learners conducting an activity or task	Teacher makes it clear exactly how a task should be completed. S/he provides learners with detailed instruction on what is expected in the task and also clarifies instructions when necessary, during the course of the task.	Teacher provides general instruction for task and refers learners to the guidelines when they require help for task. The requirements for the successful completion of a task are generally clear, although there may be some aspects that remain implicit.	Teacher provides guideline for the task, but these are not detailed and clear. There exists some ambiguity as to what should be done and how it should be done.	Teacher does not provide any guideline for task. Learners are unclear as to how to proceed, as they embark on task without prior instruction from the teacher. Teacher does not also provide any sort of clarification on the task.
3. In the kinds of verbal answers required of learners	Teacher always listens to accepts all responses given by the learner. Learners are always required to give reasons for their answers. Teacher always elaborates on the correct responses and shows why other answers are incorrect.	Teacher listens to responses given by the learners. Learners' are sometimes required to give reasons for their answers. Teacher sometimes elaborates on the correct responses and shows why other answers are incorrect.	Teacher on few occasions listens to learners responses. Learners also on few occasions are required to give reasons for their answers. Teacher rarely elaborates on the correct responses and rarely shows why other answers are incorrect.	The teacher looks only for yes / no answers, or for learners to repeat what s/he has just said. Correct answers are accepted but are not elaborated on. Incorrect answers are generally ignored, or the reasons for them are not sought.
4. At the conclusion of the task / activity	The teacher always indicates what is missing in the text, always provides example of the missing texts and always guides learners to build up incomplete responses	Teacher sometimes indicates what is missing in the text, sometimes provides example of the missing texts and sometimes guides learners to build up incomplete responses.	Teacher rarely indicates what is missing in the text, rarely provides example of the missing texts and rarely guides learners to build up incomplete responses.	Teacher never indicates what is missing in the text, never provides example of the missing text and never guides learners to build up incomplete responses.

Hierarchical rule TEACHER – LEARNER (F⁺)

The extent to which teacher and learner have control over the order, character, and manner of the conduct of learners in the relation between teacher and learner.

1. When learners do routine activities in the classroom	F⁺⁺	F⁺	F⁻	F⁻⁻
	Learners are never self-regulating	Learners are seldom self-regulating	Learners are often self-regulating	Learners are predominantly self-regulating

	All routine activities are as a result of explicit instruction from the teacher. Learner reception is always passive, and discipline is controlled by the teacher.	Most routine activities are as a result of explicit instruction from the teacher. Learner reception is mostly passive, and discipline is most times controlled by the teacher.	The learners are sometimes self-regulating. The teacher sometimes give instruction regarding learning and disciplinary routines.	The learners to a large extent are self-regulating and active with respect to learning. They manage their own books and have internalized certain routines and disciplinary norms.
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Hierarchical rule LEARNER – LEARNER (F⁺)

The extent to which teacher and learner have control over the order, character, and manner of the conduct of learners in the relation between learners.

1. In the way in which learners are seated and change seating in the classroom	F ⁺⁺ Always regulated by teacher	F ⁺ Often regulated by teacher	F ⁻ Rarely regulated by the teacher	F ⁻⁻ Always regulated by the learner
	Learners sit in seats or groups assigned by the teacher. Learners do not change the composition of their groups or change their seating place.	Learners sit in seats or groups which have been negotiated between teacher and learners. Learners may request to change the composition of their groups or their seating place at times.	Learners sit in seats chosen by themselves. The seating arrangement is at times altered by the teacher, or at the request of a learner.	Learners sit in seats chosen by themselves. The seating arrangement may be altered by the learners without negotiating with the teacher.
2. In the dress of the learners	F ⁺⁺ Always regulated by teacher	F ⁺ Often regulated by teacher	F ⁻ Rarely regulated by the teacher	F ⁻⁻ Always regulated by the learner
	Learners all have school uniform and are generally neat and formally dressed in school uniform.	Most learners have school uniform and are generally neat. Few learners do wear slightly different variations of the uniform.	Many of the learners wear school uniform but several others do not. Some are untidy or without parts of the required uniform.	Most of the learners do not have school uniform. Quite a number of them are inappropriately dressed, others are untidy.
4. In the behaviour of the learners	Teacher rarely has to ask the learners to keep quite or sit down. Learners mostly work consistently and quietly.	At times the teacher has to ask the learners to keep quiet or sit down. Learners generally work consistently but sometimes not quietly.	Often the teacher tries to get learners to work quietly and consistently. He/she often tell learners to sit down or be quiet.	The teacher constantly tells learners to sit down or to keep quiet. All learners do not work consistently and are frequently playing, talking or out of their seats.

Relations between **SPACES (specialisation of space for teaching and learning) (C⁺)**

The extent to which space/s in the classroom are marked off and specialised for teaching and learning, and the strength of insulation between the classroom and the outside.

1. Between inside and outside the classroom	C ⁺⁺	C ⁺	C ⁻	C ⁻⁻
	Very bounded	Quite bounded	Quite unbounded	Very unbounded
	The teacher rarely leaves the classroom during the lesson. Learners' movement out of the classroom is strictly monitored and curtailed. There are no interruptions The surrounding classrooms are quiet.	The teacher on a few occasions leaves the class, and learners generally remain in class or ask specific permission to leave the classroom. There are few interruptions from outside. The surrounding classrooms are generally quiet.	The teacher sometimes moves in and out of the classroom, and there are often disruptions from outside. Children at times move in and out of the classroom. There are sometimes noise interruptions from outside.	Teacher and learners often move in and out of the classroom. There are often disruptions from other teachers, parents, students. The surrounding classrooms are noisy.

Relations between **SPACES (insulation between teacher's space and learners' space) (C⁺)**

The extent to which space/s in the classroom are marked off for teacher and learners, and the strength of insulation between teacher and learners' spaces.

1. In movement between teacher and learner space	C ⁺⁺	C ⁺	C ⁻	C ⁻⁻
	Very bounded	Quite bounded	Quite unbounded	Very unbounded
	The teacher and learners generally remain in their own spaces. The teacher mostly remains in her desk or at the blackboard and learners remain in their seats. Learner never approaches the teacher for help or permission.	The teacher and learners generally remain in their own spaces but on few occasions move into each other's spaces particularly to facilitate the teaching. Sometimes a learner may approach the teacher for help or permission, and the teacher on a few occasions may approach a pupil in their space.	The teacher often enters the learners' spaces to facilitate teaching, monitor what they are doing and give assistance. Learners also sometimes approach the teacher.	The teacher spends the majority of the time in the same space as the learners, checking work, marking, assisting. She rarely sits at her desks. Learners also approach the teacher frequently.

Relations between SUBJECTS (teacher and learner) (C⁺)

The extent to which the teacher and the learners' roles are specialised with respect to the classroom and its practices.

1. In the kinds of activities engaged in by the teacher	C ⁺⁺	C ⁺	C ⁻	C ⁻⁻
	Very bounded The teacher is always mostly engaged in activities related to teaching and learning. No portion of his/her time involves attending to administrative issues.	Quite bounded The teacher is generally engaged in activities related to teaching and learning. A small portion of his/her time involves attending to administrative issues.	Quite unbounded The teacher spends about half the time engaged in teaching and learning and the other half in dealing with administrative issues. On a few occasions she attends to personal issues.	Very unbounded The teacher spends the majority of time attending to issues unrelated to teaching and learning. These issues may also not concern administrative functions pertaining to the classroom
2. In the kinds of activities engaged in by the learners	C ⁺⁺	C ⁺	C ⁻	C ⁻⁻
	Very bounded At all-time learners are engaged in schoolwork. They do have tasks that are unrelated to learning.	Quite bounded Learners often do schoolwork but some of the time is spent sitting and waiting. Small tasks unrelated to learning are at times evident.	Quite unbounded Learners often are engaged in activities that do not have anything to do with learning. Much of the time is taken up by sitting and waiting, prayers, eating, cleaning.	Very unbounded Learners mostly are engaged in activities that do not have anything to do with learning. Most of the time is taken up by sitting and waiting, prayers, eating, cleaning.

Appendix D: AIW Scoring rubrics for classroom instruction

Indicator/ standard	1	2	3	4
Higher Order Thinking	Learners only use lower order thinking processes	Learners only sometimes use higher order thinking processes	Learners often use higher order thinking processes	Learners always use higher order thinking processes
	Learners either recite or participate in routine practice and in no activities during the lesson do learners go beyond LOT	Learners are primarily engaged in routine LOT operations but at some point, few learners are able to perform HOT operations when asked a significant question during the lesson	Many learners are engaged in at least one major activity during the lesson in which they perform HOT operations.	Almost all learners and at all times perform HOT as they are able to combine facts and ideas in order to synthesize, generalize, explain, hypothesize or arrive at some conclusion or interpretation during class activities.
Deep Knowledge	Knowledge is thin and very shallow	Knowledge is superficial or fragmented	Knowledge is relatively deep	Knowledge is very deep
	Teacher is not able to structure the lesson to deal with central ideas of a topic and sustain learners focus on a significant topic. Also, teacher and learners are only involved in the coverage of simple information for recall purpose.	Key concepts or ideas are mentioned or covered but only a trivialized understanding of the concepts is evident. Knowledge is treated unevenly during instruction as deep understanding of an idea is countered by superficial understanding of other ideas.	Teacher structures the lesson so that many learners sustain focus on a significant topic and learners through their reasoning, explanations and arguments are able to at least do one of the following: demonstrate understanding of the topic by arriving at a reasoned conclusion; or explain how they solve a relatively complex problem.	Teacher successfully structures the lesson so that almost all learners sustain focus on a significant topic and learners through their reasoning, explanations and arguments are able to demonstrate fullness and complexity of understanding of the topic.
Substantive Conversation	No substantive conversation	Low level substantive conversation	Moderate level substantive conversation	High level substantive conversation
	Teacher-learner(s) interaction typically consists of a lecture with recitation. conversation is completely controlled by the teacher. Classroom discourse is usually	There is considerable brief teacher-student interaction about the ideas of a topic and conversation is most likely controlled by the teacher. The	Quite a number of learners participate and share ideas in conversation that focus on subject matter. The dialogue builds coherently on participants' ideas	Almost all learners participate in conversation that focus on subject matter in the discipline and includes higher order thinking. The conversation

	not coherent. Learners give short answers and no follow-up of learners response.	dialogue hardly builds coherently on participants' ideas because the teacher's questions are motivated principally by a pre-planned checklist of questions, facts, and concepts. Learners may respond to questions in complete sentences but are not required to give reasons for their response.	as the teacher sometimes deviates from delivering a pre-planned body of information and set of question. Learners sometimes ask and respond to questions in complete sentences and are sometimes required to give reasons for their response.	involves sharing of ideas and is not completely scripted or controlled by neither the teacher nor the learners. The dialogue builds coherently on participants' ideas to promote improved collective understanding of a theme or topic. Conversation is sustained with at least three consecutive interchanges (a statement by one person and a response by another). Learners ask and respond to questions in complete sentences and are required to give reasons for their response.
Connectedness to the Real World	No connection	Weak connection	Moderate connection	Highly connected
	Lesson topic and activities have no clear connection to anything beyond the instructional context. Teacher offers no justification beyond the need to perform well in class.	Although teacher tries to connect a topic to learners experience or to actual contemporary public issues, the connection is weak and there are no evidence that learners make the connection nor use the knowledge in ways that actually influence a larger audience	Learners recognizes the connection between classroom knowledge and situations outside the classroom, they explore this connection in ways that create personal meaning and significance for the knowledge. However, learners hardly make an effort to use the knowledge in ways that go beyond the classroom to actually influence a larger audience.	Learners are able to link the lesson with their personal experience recognize the connection between classroom knowledge and situations outside the classroom. They explore these connections in ways that create personal meaning and significance for the knowledge. They make an effort to use the knowledge in ways that go beyond the classroom to actually influence a larger audience.

Adapted from Newman et al. (2016) and Saye et al. (2018)

In the above table that score for each indicator range from 1-4 with one being the lowest score and four being highest score. Each teacher is scored according to the description for each indicator/standard, depending on level of the indicator the teacher engages with as observed during classroom instruction.

Appendix E: Interview schedule

Teacher Interview questions

First interview (Pre- Classroom observation)

Biographic profile

1. Why did you decide to become a Social Studies teacher?
2. Where and when did you do your teacher training?
3. What is your Qualification?
4. How long have you been teaching at this school? How long have you been teaching social studies altogether?
5. Do you teach any other subjects?
6. Tell me about what you enjoy about teaching social studies.
7. What are your greatest challenges in teaching social studies?

Purpose of Social Studies

8. Why do you think it is important for children to learn social studies?
9. What do you aim to achieve when you teach social studies? What do you hope that your learners will get out of learning social studies?
10. Do you think learners see social studies generally as a “difficult” or an “easy” subject? Why do you think this is the case?
11. What kind of ‘status’ does social studies have in your school when compared to other subjects like Maths and English studies? Why do you think this is the case?
12. To what extent do you have to stick to the syllabus, or how much flexibility do you have over what you teach?

Reflections on the old and revised curriculum

13. What are your views about the revised Basic Education Curriculum when compared to the old Basic Education Curriculum?
14. What do you think has changed with regard to social studies in the RBEC? In terms of topics and content, pedagogy, assessment, and purpose?
15. What do you think are the purposes of the curriculum changes?

16. Now that social studies is no longer a single stand-alone subject but form a theme under the National Values Curriculum, do you think the social studies content will suffer? Why do you think so?
17. In terms of the integration of social studies, civics and security education, how has the integration impacted your pedagogy? On your assessment? On how learners understand the subject?
18. Are these formal standalone subjects similar in any way?
19. What challenges do you see for yourself with regards to effectively implementing social studies within the RBEC?

Second Interview (Post-Classroom Observation)

20. How did you feel about me being in your classroom? Did my presence in your classroom change the way that you and the learners behaved?
21. Tell me about the lesson(s) that I observed. What was the aim(s) of that lesson? Did you feel that the aims were achieved? Why?
22. I noticed that you used xxx methods (name the methods) in the lesson. Why do you use these methods? What other methods do you use?
23. Do you think social studies require specific kinds of teaching methods?
24. How did you select this topic to be taught in this lesson?
25. How did you make choices about how the lesson was sequenced and paced?
26. I noticed that you did xxx (name) in terms of formative assessment. Can you tell me why you assessed in this way and why you chose those aspects to assess?
27. I noticed that you did (or did not) tell the student what is expected of them from the assessment task. Do you think they were clear about what was expected of them?
28. In the lesson with the topic xxx (name the topic), what specific skills, values or attitudes were you looking for when assessing the students?