APPLICATION OF SOCIAL LEARNING THEORIES: A VERITABLE TOOL FOR TEACHING AND LEARNING SOCIAL STUDIES EDUCATION

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Abstract
It is important to note that learners learn from their immediate environment. Social learning theories investigate how socialization factors, including character on social media, peer group, religion, family, and school can influence human development and behaviour. Learners pay more attention to some of these socialization agents in their communities and experience the behaviours observed. They may imitate the behaviour they have observed, regardless of whether the imitation is appropriate or not, but there are many mechanisms that make it possible for a learner to imitate the behaviour that the society considers appropriate for its gender and age. Hence, this paper explores the concepts of social learning theories, social studies education and goals, the effects of social learning theories on social studies education, and how social studies teachers could use them to achieve the aims and objectives of the discipline.

Keywords: Application, Social learning theories, Teaching, Learning, Social studies education

Introduction

Social Studies is a subject which aims at developing responsible citizenship in many nations of the world. It provides the knowledge, skills and disposition of individual and proficient growth and national development. Social Studies is an interdisciplinary subject area which focuses on broad personal, societal ills and draws its knowledge base from all social science discipline and humanities. Gotep (2013) opined that Social Studies as a discipline is a vehicle that can be used for problem solving in the society. The vital role of Social Studies is its emphasis on classroom without walls in the community. The subject seeks to help young learners to acquire the essential knowledge and skills to develop in them the ability to make an informed decision in their environment.

As at today, one of the problems confronting our society are social ills like, corruption, terrorism, killings, kidnapping, drug abuse, ritual killings, rape just to mention a few which has generated a lot of arguments among the academics that what has been the role of social studies teaching and learning as an interdisciplinary subjects which focuses on profer solutions in our society. Some of the agents of socialization like family, school, peer group, media has a lot of significant influence of the learner about what they see, hear, perceive, learn, which could easily influence the behaviour, character, believe, perception, attitude and emotions of the learners. Behaviour is observed and then imitated, as proposed by McLeod(2011) who happens to be the source of this hypothesis. Social learning theory is generally agreed to have been developed by Albert Bandura who believed that a purely behaviourist account of learning was insufficient. He believed that a person's character was greatly shaped by their environment and their behaviours. Self-regulation, according to Bandura, gives us the power to control our actions. To self-regulate, one must first watch their own behaviour, then assess their own and their surrounding conditions, and last react to oneself. People may change the world, but they can also be changed by it.

The process from which social learning theory stems is often referred to as observational learning, and it is defined as the modification of an observer's behaviour in response to exposure to the behaviour of a model. How an observer

acts may be affected by whether or not they see a positive or bad example of the behaviour in question. The study's overarching goal is to assess the significance of social learning theories as motivating forces in the delivery of social studies instruction.

Objectives of the Study

The objectives of the study are to:

i. discuss the concepts of teaching and learning and veritable tools
ii. examine the nature of Social Studies;
iii. discuss rationale for inclusion of Social Studies in the curriculum in Nigeria;
iv. examine the objectives of social studies teaching in Nigeria.
v. describe Social learning theories;
vi. examine applications of social learning theories to Social Studies

Concept of Teaching and Learning

The concept of teaching and learning is a fundamental aspect of education. It involves the process by which knowledge, skills, values, and attitudes are transmitted from a teacher or educator to a learner. Teaching refers to the intentional and planned activities undertaken by a teacher to facilitate learning, while learning is the active process of acquiring new knowledge, understanding, or skills by the learner. Teaching encompasses various techniques, strategies, and methods employed by educators to engage learners, present information, and facilitate understanding. It involves the design and delivery of lessons, instructional materials, and assessments to meet the educational objectives and cater to the diverse needs of learners. On the other hand, learning involves the cognitive, affective, and behavioral changes that occur within the learner. It is an interactive and dynamic process where individuals construct meaning and develop new knowledge by building upon their prior experiences, connecting new information to existing knowledge, and engaging actively in sense-making and reflection.

Learning can occur through various modalities, including listening, observing, reading, writing, experimenting, discussing, and problem-solving. Both teaching and learning are influenced by a variety of factors such as the learning environment, the teacher-learner relationship, the curriculum, instructional methods, assessment practices, and individual learner characteristics. Effective teaching promotes active engagement, critical thinking, collaboration, and creativity, while meaningful learning requires motivation, effort, curiosity, and the application of knowledge and skills to real-life situations.

In contemporary educational settings, the concept of teaching and learning has evolved, emphasizing student-centered approaches that empower learners to be active participants in their educational journey. This includes promoting inquiry-based learning, problem-solving, critical analysis, and the development of lifelong learning skills. Furthermore, technology has transformed the landscape of teaching and learning, providing access to vast information, communication tools, and interactive resources that can enhance the learning experience and facilitate personalized learning. Ultimately, the concept of teaching and learning is a complex and dynamic process that constantly evolves to meet the needs of learners and society. It plays a vital role in equipping individuals with the knowledge, skills, and attitudes necessary for personal growth, academic success, and active participation in an ever-changing world. The concept of teaching and learning is rooted in the fundamental process of transferring knowledge, skills, and information from a teacher to a student. It encompasses various approaches, theories, and techniques that aim to facilitate effective and meaningful learning experiences. Teaching involves the deliberate act of delivering instruction, organizing and planning educational activities, and creating an environment that fosters learning. It requires the teacher to have expertise in the subject matter, as well as the ability to communicate effectively, engage students, and assess their progress.

On the other hand, learning refers to the process of acquiring knowledge, skills, attitudes, and values through various educational experiences. It involves active engagement, critical thinking, and the construction of meaning and understanding. Learning can occur in formal settings such as classrooms, but it can also take place informally

through personal experiences, interactions with others, and self-directed efforts. The concept of teaching and learning is not limited to a one-way flow of information. It emphasizes the importance of active participation, collaboration, and the integration of prior knowledge and experiences. It recognizes that each learner is unique and may have different learning styles, preferences, and needs. To enhance the teaching and learning process, educators often employ a variety of strategies, instructional methods, and educational technologies. These might include lectures, discussions, group work, hands-on activities, multimedia resources, and interactive online platforms. The goal is to create an engaging and inclusive learning environment that promotes deep understanding, critical thinking, creativity, and problem-solving skills. In summary, the concept of teaching and learning involves the intentional and dynamic exchange of knowledge and skills between teachers and learners. It recognizes the importance of active engagement, individual differences, and the utilization of diverse instructional approaches to support effective and meaningful learning experiences.

Concept of Veritable Tool

A veritable tool in the context of teaching and learning refers to a reliable and effective resource or technique that enhances the learning experience. It serves as a means to engage learners, promote understanding, and support their educational development. Veritable tools can take various forms, including instructional materials, technologies, methods, or even human interaction. A veritable tool should meet several criteria to be considered effective. Firstly, it should align with the learning objectives and help learners achieve the desired outcomes. It should also be suitable for the age, developmental stage, and individual needs of the learners. Additionally, it should be based on sound educational principles and research, ensuring its pedagogical value.

One example of a veritable tool in teaching and learning is multimedia technology. This includes the use of audio, video, graphics, and interactive elements to present information in a visually appealing and engaging manner. Multimedia tools can enhance the learning experience by making complex concepts more accessible, stimulating multiple senses, and accommodating various learning styles. Another example is hands-on activities, which provide learners with opportunities to actively engage with the subject matter. These activities can include experiments, simulations, problem-solving tasks, role-playing, or other interactive exercises. Hands-on learning promotes critical thinking, skill development, and deeper understanding by allowing learners to apply concepts in practical situations. Moreover, collaborative learning approaches, such as group discussions, teamwork, and project-based learning, are also considered veritable tools. They facilitate social interaction, communication, and cooperation among learners, fostering a sense of community and shared ownership of the learning process. Collaborative learning encourages active participation, peer feedback, and the exploration of different perspectives.

In conclusion, the concept of teaching and learning involves the transfer of knowledge and skills from a teacher to a learner. Veritable tools play a crucial role in this process, as they enhance the learning experience, promote engagement, and support educational outcomes. Whether it is multimedia technology, hands-on activities, or collaborative approaches, effective veritable tools align with learning objectives, cater to individual needs, and facilitate meaningful learning experiences.

Nature of Social Studies Education

Many authors have tried, with varied degrees of success, to portray Social Studies as a discipline rooted in moral values. Social studies, for example, has been defined as "essentially the study of human interaction," including "the study of human interaction with institutions, with the physical environment, and with value systems" (National Open University of Nigeria 2017:17) The study of human needs, custom, social institutions, values, and cultural heritage, among other things, can be summed up to form the field of Social Studies, which advocates for the development of an awareness of the significance of interdependence, self-improvement, communal living, and the

actualization of all social amenities that make life suitable and convenient. According to Edinyang, Unimke, Ubi, Opoh, and Iwok (2015), the field of Social Studies is concerned with the investigation of human actions in connection to the contexts that foster such actions. Human behaviour and the social context that foster it are the focus of Social Studies.

Proponents of social studies argue that it is a discipline concerned with understanding what motivates people to behave as they do and how a person's upbringing and experiences form his or her character and world view throughout the course of their lives. Social studies, as defined by Edinyang and Effiom (2014), is the study of "The study of man in his environment, the connections and interactions between man and his environment, and the attempts to equip him with the information, values, and attitudes he needs to recognise and solve the issues in his environment in order to make his social existence meaningful". Mezieobi, cited in Edinyang and Effiom (2014), claim that to achieve the desired changes in student behaviour, education may be characterised as the planning and implementation of a course's content, the formulation of its goals, the coordination of course-related activities and resources, as well as their assessment and delivery. The National Council for the Social Studies (NCSS) of the United States of America defines Social Studies as an interdisciplinary approach to learning about and improving society and human culture. In other words, it is a field that, by borrowing concepts and methods from other areas of study, improves the quality of people's lives. NCSS also emphasised the following:

> *Subjects including anthropology, archaeology, economics, geography, history, law, philosophy, politics, psychology, religion, and sociology are all covered in social studies classes, along with relevant material from the humanities, the sciences, and mathematics. Teaching students to think critically and act responsibly as members of a culturally diverse, democratic society in an interconnected world is central to the field of Social Studies. (NCSS, 1992)*

The above assertion is a pointer that social studies is a subject that promote citizenship education, education for cultural integration and sustainable living. It helps to prepare, and nourish the attitude and character of a learner to become a better citizen and also enhances transmission of culture from generation to another for good and better living in the society.

Rationale for Inclusion of Social Studies in the Curriculum in Nigeria

The below reasons are responsible for introduction of Social Studies in Nigeria schools and reasons as given by (NTI: 2015) including the below:

i. Nigeria's encouraging answer to the curriculum modification trends in the world community where the former Soviet Union launching into space of Sputnik on October 4th 1957 and America's realization of the techno-human education that will boost human development encouraged the confidence of Nigeria to sue for that education via Social Studies that will improve human survival.
ii. The acknowledge inadequacies and significance of Nigeria's education up to self-government, which did not reflect Nigeria's desires, tribulations in addition to aspiration, hence the need for Social Studies for the education of persons who will be capable with the logical, philosophical and common skills to make life worth living.
iii. Nigerians were disappointed with the disintegration of discipline of Social Sciences and the Humanities which, in their uniqueness, presented a false view of the real world. Students were taught to assume that Social Studies, with its holistic approach to teaching, might finally overcome the artificial barriers that separated seemingly unrelated subjects.
iv. In the middle of the incidence of a huge number of unenthusiastic standards, poor manners to work, lack of respect to constituted power and absence of wisdom of patriotism, the foreword of Social Studies a value laden subject was thought to provide a value re-orientation platform to inculcate socio-civic and emotional ability in our

people.

v. The introduction of Social Studies in Nigeria schools was an implementation response of the African countries at Mombasa, Kenya Conference in 1968 to the effect that all African countries should standardize its integrated Social Studies programmed to go with its peculiar needs and aspirations.

vi. The success of the Social Studies pilot test at Aiyetoro, Abeokuta Ogun State of Nigeria under the sponsorship of the United State Agency for International Development (USAID) and Ford Foundation encouraged the introduction of Social Studies in Nigerian schools on a nation-wide scale.

From the above, it could be seen that the reasons for the introduction of Social Studies as a subject is relevant and has so far made significant effects in Nigerian educational system and the society in the recent time.

Objectives of Social Studies Teaching in Nigeria.

Social Studies, like other school subjects, has its own stated objectives. These objectives specify the kinds of knowledge, skills, values and attitudes that could accrue to the learners through learning the subject. Social Studies, like other subjects, has its own stated objectives specify the kinds of knowledge, skills, values and attitudes that could accrue to the learners through learning the subjects. The general objectives of social studies teaching that have been identified for Nigeria are:

1. to encourage the wise use and protection of the nation's natural, anthropogenic, cultural, and spiritual resources for the sake of future economic growth and social progress in the field of social studies;
2. to foster the capacity to pick up and master the basic cognitive and motor abilities necessary for making informed decisions in the realms of social, economic, and political life, including but not limited to listening, speaking, reading, writing, arithmetic, and computation;
3. to ensure the acquisition of the necessary body of knowledge and information, which is essential not only for one's own enlightenment but also for making a positive, individual contribution to the progress of mankind.
4. In order to foster a caring understanding of the interconnectedness of the many individuals who make up one's local community as well as the bigger national and global communities; and
5. to inspire students to strive for a healthy country by instilling suitable values of honesty, integrity, hard work, fairness, and justice in the workplace and as an individual's contribution to the achievement of national goals (Adaralegbe, 1980)

From the aforementioned objectives one will notice that some of these objectives are also objectives of the other school subjects that we have. One difference, however, is the medium to be used in social studies to achieve them. Usually in the separate subjects, the emphasis is on hard, concrete facts to be assimilated in the hope that these outcomes which are specified will accrue to the learners through 'mastering' these facts and these facts are not always seen to be immediate relevant to the life situation of the learners.

Concept of Social Learning Theory
Social Learning theory

Individuals may take up new behaviours only by seeing the acts of others, according to the Social Learning Theory, also known as the Observational Learning Theory. This also relates to how people are impacted by the social features of their surroundings and how they perceive those traits, as well as how motivated and able they are to imitate the behaviours they watch. The primary assumption of this school of thinking is that we acquire knowledge via our interactions with others in a social context (Nabavi, 2014). People learn to act in ways that are consistent with those of their peers by seeing the actions of their peers. When people have positive experiences while seeing others' actions, or when they are offered incentives that are tied to the actions they have seen, they are more likely to internalise and adopt such behaviours themselves.

Social Learning Theory of Albert Bandura (1977)

Bandura reportedly came up with the concept of social cognitive theory first, as stated by Lou (2013). It is widely held that the development of human intelligence is the result of a complex interplay of cognitive, emotional, biological, behavioural, and environmental factors. This is a rather general claim. In 1961, Bandura allegedly conducted his now-famous experiment, which came to be known as the Bobo doll experiment, with the intention of analyzing behavioural patterns in light of the social learning theory (Nabavi, 2014). Bandura proposed that individuals learn to behave in a socially acceptable manner by shaping their own behaviour to mimic that of models. The volunteers were asked to mimic the behaviours of the experiment's subjects in order to ascertain whether or not the subjects had learnt to behave similarly.

Bandura's discoveries from the Bobo Doll Experiment significantly redirected the development of modern psychology. The movement away from strict behaviourism and toward cognitive techniques in academic psychology is often attributed to him. He demonstrated that young children can pick up on and imitate adult behaviour. He investigated how kids pick up new skills and behaviours via imitation. Bandura believed that not all learning could be accounted for by direct reinforcement, and that people may pick up new skills and habits just by watching others around them. This is what Banyard and Grayson (2000) say Bandura thought, so take it with a grain of salt. According to Shaffer (2005), people pick up new skills from one another via a number of different means, including observation, imitation, and modelling.

Observational Learning: Bandura demonstrated in his famous Bobo doll experiment that children pick up social cues and mimic adult behaviour, as stated by Lou (2013). Bandura's use of the Bobo doll as evidence demonstrates this. The children in Bandura's study saw an adult displaying hostile behaviour toward a Bobo doll.

The kids were eventually allowed to play in the same room as the Bobo doll. In this period, the children began to act out in ways that were similar to those they had seen.

Imitation Process: The ability to repeat a past action or behaviour with the same proficiency is at stake here. A child who often observes an action is likely to pick up on the nuances of that action and duplicate it at some point. Examining Sociological and Anthropological Research: A Global Forum

Modeling Process: Some observed behaviours may not be effectively acquired, as may be the case here. In order for the following modelling processes to contribute in the promotion of learning, as stated by O'Rorke (2006), it is necessary for the model and the observer to conform to the following:

a. **Attention:** First, the individual should focus their attention on the example.
b. **Retention:** It is necessary for the observer to be able to recall the behaviour that has been seen
c. **Reproduction:** The third need is the capability of reproducing the behaviour that the model has just shown as an example.
d. **Motivation:** The last component that is required for modelling to take place is motivation on the part of the learners, since they need to have the desire to show what they have learned.

Social Learning Theory of Julian Rotter (1954)

Rotter's interactionist viewpoint holds that people's actions stem from their interactions with the situations in which they find themselves. Personality may change through time, but according to Rotter, this isn't due to trivial experiences because of the underlying coherence of a person's personality. McLeod's (2011) argument that the empirical rule of effect assumes that people choose an activity that brings them closer to an anticipated target lent credence to Rotter's research. Many have drawn the inference from the preceding that interacting with other humans may significantly alter one's course of events. To make the most accurate forecasts about human behaviour, it is essential to grasp these four aspects:

Behaviour Potential: This concept describes the probability that a certain action will occur at a given time and place in relation to the reward that action is most likely to get.

Expectancy: People's "expectancy" in any particular situation refers to the certainty that a predetermined reward would follow a predetermined behaviour in a predetermined environment or sequence of events. The likelihood of success is affected by the mix of general and specific expectations (generalised and specific).

Reinforcement Value: When all other types of reinforcement are equally likely to occur, this term describes a person's preference for one type of reward over another. The individual's assessment of an event is known as internal reinforcement, whereas society's evaluation of an event is known as external reinforcement.

The value of an event in a reinforcement-reinforcement chain is predicated on the likelihood that a given reinforcement will be followed by more reinforcements of the same kind. According to this theory, an event's worth is determined by how likely it is to provide the desired reinforcement in the future.

Psychological Situation: The individual's internal and/or external environment is the environment to which they are responding psychologically. People's behaviours are moulded by their experiences with the things that matter to them in their environments.

Skinner's Operant Learning Theory (1953)

This line of thinking is also known as radical behaviourism. According to the notion proposed by Skinner in Shaffer (2005), animals and humans alike are more inclined to repeat behaviours that have good results. Skinner's theory of operant learning emphasises the importance of environmental cues, either positive reinforcement or negative punishment, in shaping the course of human development. Depending on the nature of the consequences they cause, Skinner argues, human behaviour may take many forms and either remain or disappear. The negative attitude will spread if onlookers keep giving up or giving up; the individual being punished, on the other hand, will learn to suppress future instances of the same behaviour. Schaefer (2008) argues that praise, appreciation, a pat on the back, or a medal are all examples of positive punishments and incentives for good behaviour. In contrast, negative penalties may include threats, fines, or even jail time for inappropriate behaviour. Schaefer argues that positive reinforcement, in the form of expressions of approval or encouragement, is an effective strategy to discourage undesirable behaviours and encourage desired ones.

Applications of Social Learning Theories on Social Studies Education

The relevance of transmitted influence stems from the fact that viewers might develop persistent preferences for the types of people, places, and things with whom they have formed positive associations via modelling. Herein lies the source of the message's emotional weight. Research in the several subfields that make up the topic of social studies elucidates the good features of human behaviour and the negative impacts of social vices in both the past and the present. Attachment and gender role development, relationship formation, and the internalisation of moral concepts are just a few examples of the numerous aspects of human development that the study of social learning theories seeks to explain. To better understand the process of living and working together, and of utilising the environment to satisfy fundamental human needs, it is helpful to reflect on such factors as culture, society, norms, and values, as well as one's own personal position. This subject fosters the study of Nigeria's cultural history and the ways in which it continues to change and evolve, both of which are important to the country's development as a whole. These qualities are crucial to Nigeria's development into a prosperous and safe country. Lawal and Obebe (2011) argue that more of the time spent teaching Social Studies should be devoted to encouraging students to develop character traits including cooperation, tolerance, persistence, and solidarity. In indigenous societies, pupils frequently learned about the world through their parents or other family members, as well as from community

elders. It was assumed that students would regurgitate information from the unwritten curriculum, which Edinyang et al. (2015) discovered to get them involved in the learning process. Since they knew they would be held to this standard, pupils were more engaged in what was being taught to them. The indigenous educational programme is based on Albert Bandura's belief that individuals learn best via modelling and imitation. The previous generation used a broad range of instructional methods to instil social standards and values in the current generation. Role-playing, games, observation, imitation, leading by example, and questioning were just a few of the pedagogical methods used. Self-study and learning from one's peers were two more methods.

The following are examples of such strategies: A baby is sometimes referred to as a "tabula rasa" since they have no life experiences to draw from. According to the work of Watson, cited by Shaffer (2005), one's life experiences might help fill up this blank space. An explanation for the phenomenon of social learning Watson believed that a child's upbringing, including the way their parents and other major people in their life treat and interact with them, had a considerable influence on the adult the child will become. According to him, growth is a process of changing one's behaviour, and this change is influenced by the individual's history and environment. He thinks this way because he recognises growth as a dynamic process of behavioural change that is formed by one's own set of experiences.

Students' learning outcomes might be affected by the presence or absence of characters in their surroundings that are consistent with the values that Social Studies education seeks to instil. This is essential for conveying the intended values, skills, and knowledge gained through studying Social Studies. Students who are given positive role models to emulate are more likely to succeed in school and in communities, both of which contribute to the achievement of Social Studies goals. The capacity to self-regulate is fostered in students when they take the initiative to set learning goals, monitor their progress toward those goals, and reflect on whether or not their efforts were successful. Students who are able to self-regulate their behaviour are more successful academically than their counterparts who are not, and this theory helps explain why instructors share their thought processes when they display effective abilities. Lou (2013) argues that using both cognitive and behavioural learning principles may be more effective than using behavioural principles alone in generating the desired behaviours in learners.

To learn to discriminate, all one needs are the learner's own thoughts and experiences. It also complements self-instruction, where the learner is responsible for their own education. Bandura defines self-efficacy in Lou (2013) as the confidence to plan and carry out the actions necessary to handle upcoming problems. Self-efficacy may also be defined as a person's confidence in his or her own abilities to achieve a desired outcome. During the early years of childhood, when children are exposed to a variety of roles, responsibilities, and environments, they begin to form these early concepts. However, one's feeling of self-efficacy develops not just throughout youth, but throughout one's whole life, as one acquires new skills and experiences. O'Rorke (2006) argues that people pay attention to models when they believe they can pick up the learned skills or mimic the behaviour being modeled. Self-efficacy is affected by exposure to similar models since doing so creates doubts about one's capacity to replicate the behaviour. It is now crystal evident that students are taught and exposed to proper conducts in the Social Studies classroom by means of social learning theories. In this way, pupils would be inspired to adopt the right mindset and societal norms of Nigeria.

Conclusion

Theories of social learning stress the importance of acquiring new skills and altering one's behaviour by seeing and mimicking the activities and routines of one's peers. Teaching kids social studies is an effort to mould them into people who share our culture's norms and beliefs. The availability of positive attitudes is crucial to a successful social studies education, which is mostly affective in nature. The field of Social Studies focuses on documenting and preserving human cultural practices in the context of specific communities across time.

This is essential due to the fact that various cultures tolerate varying standards of behaviour, as shown in the International Journal of Sociology and Anthropology Research.

Recommendations

The following recommendations have been made to guide education and curriculum planners toward the full application of social learning theories in order to achieve the goals set for social studies:

1. Social studies teachers should be careful how they act in the presence of students.
2. Appropriate behaviour should also be taught using tactics that help students remember material longer and make learning more enjoyable, such as role acting and demonstration, simulation and games, and dramatisation.
3. Teachers of social studies should routinely make use of flexible instructional tools since students learn rapidly from what they see, hear, and experience in the classroom.
4. In order to assist students in developing the appropriate mentality, instructors of social studies should effectively reprimand students for inappropriate behaviours and praise students for appropriate behaviours.
5. Parents of children who enroll in social studies classes must be able to provide support in behavioural training.

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