PEDAGOGICAL PRACTICES AMONG SOCIAL SCIENCE TEACHERS – AN EMPIRICAL STUDY

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Abstract:

Pedagogical practices are the practices that teachers need to be well-aware of in promoting student learning. The major factors that need to be put into practice in shaping pedagogical practices are, reflections, documentation , learning and research. The current empirical study delves into the pedagogical practices of Social Science teachers with special reference to their pedagogy, Teaching Learning Practices (TLPs) and digitalization in the State of Telangana. The research employs an empirical approach which is qualitative and the study cohort comprised 350 Social Science teachers from Mahbubnagar district of Telangana State. The instrument is a self-developed questionnaire based on Likert five point scale. The data was analyzed using t-test. The main findings of the study indicate that there exists a significant difference in the pedagogical practices of Social Science teachers with regard to their pedagogy, Teaching Learning Practices (TLPs) and digitalization. The study reflects certain educational implications for teachers, Heads of Institutions and also for implementing authorities. Directions for further research were also portrayed succinctly.

Index Terms - Pedagogical Practices, Social Science teachers, Empirical study, Teaching Leanring Material (TLM) , digitalization.

1.Introduction

Pedagogy denotes the methods adopted for conducting teaching-learning sessions using various strategies and approaches adopted by teachers to ensure the fulfilment of the objective. Pedagogic approaches are the fundamental factors in promoting student learning, achieving academic goals and up-grading the overall system of education. Pedagogic practices are described in a variety of ways. Some of them are:

1.Actions developed, from the planning and systematization of the dynamics of learning processes to the concrete realization of learning.

2.Teaching and learning activities, school wide as well as classroom interactions which support the delivery of content, as well as utilizing various learning theories.

3. The learning activities that support the unit of content; the instructional approach such as active learning, constructivist model, student-to-student engagement; teaching to multiple learning styles, variety of assessments

4. Methods, strategies, and/or styles of instruction.

5. The strategies that teachers use to teach students. Strategies are selected according to the beliefs of the teacher, the needs of the learner and the demands of the task.

6. Interactions and learning activities that support the delivery of content, such as using the constructivist model, active learning, student-centered activities, supporting multiple student learning styles, etc.

Effective pedagogic approaches are crucial in the effective delivery of knowledge to learners. The choice of a particular pedagogy depends on many factors, some of which have been discussed above. Also, pedagogy relates teachers, students, and learning with each other. It helps achieve academic outcomes. So, teachers are often advised by educationists to develop their own, unique pedagogic approach.

The recent pandemic COVID-19 has jolted the entire education system around the globe, moreover, the pedagogic practices. The main obstacles to overcome were 1) adequate training for faculty so that pedagogical integrity would be maintained, 2) reestablishing reasonable expectations for student work, 3) equitable evaluation of all student work, and 4) maintaining student-faculty relationships. The benefits of this catalytic shift are that teachers are all learning new skills; new educational skills, and new people skills.

Currently, the way teachers teach in the classroom is considered an important factor influencing learning outcomes. Pedagogical practices for teachers are usually based on the type of teaching and learning they experience as a student, the methods promoted in teacher education training.

Pedagogic practices in social sciences have been thoroughly studied in Western countries. Furthermore, studies conducted in India in respect of pedagogic practices related to Social Sciences are in *embryonic stage*. Moreover, studies conducted on pedagogic practices of social sciences especially in the State of Telangana seems to be *a distant dream.* So, this study will be a basement for the further studies and researches in future.

The fundamental objective of the study was to delineate the pedagogic practices prevailing among Social Science Teachers in the State of Telangana. The specific objective is to investigate the perceptions of Social Science Teachers on pedagogic practices viz., pedagogy, TLP and digitalization in the State of Telangana with regard to gender.

2.Literature Review

The studies that focused on pedagogical practices in teaching social studies are: Katie Thiveos and Wally Moroz (2001) investigated secondary students' attitudes towards social studies as well as factors which impact their attitudes; Mark C. Baildon, Jasmine B.-Y. Sim (2009) examined how social science teachers in Singapore responded to new curriculum requirements; Felicia N. Akubue (2010) identified the instructional materials available in the secondary schools for teaching social studies; William B. Russell III,(2010) examined what methods and practices teachers use to teach social studies in the 21st century; Joel Okogu (2011) investigated the factors affecting the effective implementation of Social Studies curriculum in Teachers' Training Colleges; Baig, M. (2011) in a qualitative study explored teachers and students' perceptions about effective teaching methods of teaching Social Studies; Fakhri R. Khader (2012) studied how the pedagogical beliefs of social studies teachers correspond to the practices observed by their own students; David Asakiba Ayaaba (2013) studied the attitude of Students towards the Teaching and Learning of Social Studies Concepts; Samuel Ofori Bekoe et al (2014) researched on Colleges of Education final year teacher-trainees' (mentees) sense of efficacy in students' engagement, instructional practices, and classroom management in Social Studies lessons; Ntasiobi C.N.Igu et al (2014) examined effects of instructional materials on students' achievement in Social Studies; Njok, Pauline Cletus, Sunday David Edinyang (2014) examined socio-cultural factors in Nigeria that affects social studies teaching and learning; Sabahattin Ciftcia (2015) examined the effect of Project-based Learning to students' attitudes for teaching social studies; Omolara, S.R., & Adebukola, O.R. (2015) evaluated teachers' attitudes towards teaching and learning of social studies; S. N. Ikwumelu ; Ogene A. Oyibe & E. C. Oketa (2015) delved into the issue of learner/teacher centredness in Social Studies; Shittu Rashidat Omolara and Oanite Rukayat Adebukola (2015) evaluated teachers' attitudes towards teaching and learning of social studies; Bilqees Olayinka Abdu-Raheem(2015) examined the methods that facilitate learning Social Studies; Igba, Danuel Igba (2015) ascertained teaching technique that could improve the teaching of Social Studies; Omale Ameh (2015) investigated into Junior Secondary School Social Studies Students perception on the study of sex education; Kilinc, E., et al (2016) examined teachers' attitudes toward the use of technology in social studies teaching; Bursa, S., & Ersoy, A. F. (2016) conducted a study on social studies teachers' perceptions and experiences of social justice; Tamunosa Brown ; Sam A. Mezieobi and Ijeoma Ernest-Ehibudu (2017) investigated social studies teachers and students attitudes toward Cooperative Learning Method; Edinyang Sunday David and Effiom N. Vera (2017) looked briefly at the concept of Social Studies; Siva Kumar.R(2018) studied simulation methods in Social Studies teaching; AbdullahI Nura (2018) made an enquiry on Teaching Method on Social Studies students' attitude and academic performance; Roli Bhatnagar (2018) presents an overview of prevailing pedagogic practices of social science in India; Ronald osei Mensah (2019)investigated the factors that affect students' attitude towards Social Studies; Servet Uztemur, Erkan Dinc, Ismail Acun (2019) studied the usefulness of the teaching activities prepared for effective utilization of museums and historical places in social studies; William E.Murphy (2020) examined the perceptions of secondary social studies teachers regarding the influence of standards-based education; Avcı,G.; Gümüş, N. (2020) studied the effects of the implementation of activities based on outdoor education in social studies teaching; Rajendra Kumar Shah (2020) investigated the views of Social Studies teachers on Learner Centered Teaching (LCT); Lemma Tadesse (2020) assessed the perceptions of teachers towards activity-learning; Oliver R. Crisolo ,Sandy Camposano and Danilo Rogayan Jr. (2021) elicit the junior high school students' perspectives on the significance of social studies in 21st-century; Robert Andrews Ghanney (2021) examined Social Studies teachers' pedagogical content knowledge and its influence on their assessment practices; Wali Muhammad Channa and Zafarullah Sahito (2022) studied pedagogical mechanisms; Charin Mangkhang & Korravit Jitviboon (2024) examined competence perception of teachers.

3. Research Methodology

Descriptive empirical research design was employed. The survey instrument was a closed ended questionnaire. The study cohort consists of 350 Social Science teachers from Mahbubnagar district of Telangana State. The tool consists of 65 statements divided into pedagogy, Academic standards, Teaching Learning material (TLM and digitalization. A five-point Likert scale was employed to elicit required information.

Test, re-test reliability and interrated reliability was established. The Cronbach alpha reliability coefficient of the tool was found to be 0.94.

Validity Content was established by submitting the instrument to nearly twenty professionals who have more than ten years of experience in teaching viz., colleges of Education and SCERT. The content validity index of individual items ranged between 0.82 to 1.00 showing high content validity. On the basis of the suggestions the tools were suitably modified/ amended and used for the present study.

The tool was administered to the selected sample. Statistical techniques like percentiles, t-test were employed.

4. Results and Discussion

HO₁. There is no significant difference between *pedagogical practices* viz., pedagogy, of Social Science Teachers in the State of Telangana with regard to *gender.*

Table 1 showing pedagogical practices of the sample

t-test

	Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pedagogy	Female	175	56.1943	4.65067	-1.240	348	.216
	Male	175	56.8343	4.99896	-1.240	346.201	.216

An independent t-test is used to test the hypothesis. The calculated p-value is insignificant at 5% level i.e., (348 <0.05). The null hypothesis framed – '*There is no significant difference between pedagogical practices (Pedagogy) of Social Science Teachers in the State of Telangana with regard to gender'* was **retained.**

HO₂. There is no significant difference between *pedagogical practices* viz., TLP of Social Science Teachers in the State of Telangana with regard to *gender*

Table 2 showing pedagogical practices of the sample

t-test

	Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
TLP	Female	175	92.3600	7.60910	-.649	348	.517
	Male	175	92.8971	7.87917	-.649	347.578	.517

An independent t-test is used to test the hypothesis. The calculated p-value is insignificant at 5% level i.e., (348 <0.05). The null hypothesis framed – '*There is no significant difference between pedagogical practices (TLP) of Social Science Teachers in the State of Telangana with regard to gender'* was **retained.**

HO₂. There is no significant difference between *pedagogical practices* viz., digitalization of Social Science Teachers in the State of Telangana with regard to *gender*

Table 3 showing pedagogical practices of the sample

t-test

	Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Digitalization	Female	175	25.5600	3.15055	.862	348	.389
	Male	175	25.2743	3.05207	.862	347.650	.389

An independent t-test is used to test the hypothesis. The calculated p-value is insignificant at 5% level i.e., (348 <0.05). The null hypothesis framed – '*There is no significant difference between pedagogical practices (digitalization) of Social Science Teachers in the State of Telangana with regard to gender'*was**retained.**

5 Major findings

1.The study demonstrated that no significant difference exists between pedagogical practices i.e, pedagogy of Social Science Teachers in the State of Telangana with regard to gender.

2.The study revealed that no significant difference was found between pedagogical practices like using TLM by Social Science Teachers in the State of Telangana with regard to gender.

3.The study established that no significant difference was detected between pedagogical practices like digitalization among Social Science Teachers in the State of Telangana with regard to gender.

6 Implications of the Study

The findings of the present study are of practical as well as theoretical importance to Teachers, Heads of institutions as well as to the implementing authorities.

The study repeatedly demonstrated *the teachers* had sufficient content knowledge in teaching social sciences and they were carrying out various strategies with well-managed classrooms. However, the findings of the study expose that the technological area was a given a scant attention and social science laboratories were an unknown territory even for most of the teachers. At the same time, the results also mirror that group activities are rarely conducted leading students to be passive in the classrooms. This demands for capacity building programmes for teachers to develop a positive aptitude and a flair knowledge on the pedagogical practices among Social Science teachers.

One of the glaring findings of the study reveals that proper monitoring from the Heads of institutions exhibit **lackadaisical attitude**, resulting in improper utilization of strategies in the classrooms. Setting up of social studies laboratories also depends on the cooperation of Heads of Institutions. Moreover, dearth of infrastructural facilities were also found to be one of the primary reason for non-execution of the lessons. Therefore, the Heads of the institutions are to be well-aware of the facilities and amenities that promote teaching of Social sciences in a congenial way.

It was found that there was statistically significant difference between observation and pedagogical practices of Social Science Teachers in the State of Telangana with regard to teacher preparation; teaching learning process; class room management; assessment and other aspects in the class. Hence, it is the ardent obligation of the *authorities* to meet the demands of the pedagogical practices to inculcate positive attitude towards teaching of Social Sciences in the State of Telangana.

7 Directions for future research

The present study is not much comprehensive and exhaustive due to the limitations of a doctoral work. There are some limitations in its scope and design. Thus, it is suggested that further investigations may be focused on the following issues:

1. A similar study can be conducted with a *larger group of respondents* to have in- depth knowledge on the pedagogic practices among social science teachers.
2. A deeper exploration into techno-pedagogical competence of teachers would add colour to the present study.
3. A longitudinal study can be taken up for a deeper understanding of the pedagogic practices with special reference to setting up *Social Sciences laboratory.*

8 Conclusion

It can be concluded that no significant difference exists between pedagogical practices i.e, pedagogy, using of TLN and digitalization usage by Social Science Teachers in the State of Telangana with regard to gender. To make a strong difference social science teachers are to be exposed to more number of capacity building programmes so that they can create a congenial atmosphere in the classroom and prepare the students 4IR (Fourth Industrial Revolution)

Competing Interests

Authors declare that no competing interests exists

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