

Educators' Gender and Ideological Beliefs Versus Alternative Traditions of Teaching Social Studies in Secondary Schools in Akwa Ibom State, Nigeria

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Abstract

The research examined the preferred alternative traditions of teaching social studies of sampled educators divided into groups based on gender and ideological beliefs about learners. A sampled group of 313 social studies educators in junior secondary schools in Akwa Ibom State of Nigeria was surveyed. The educators positively endorsed all the four traditions, citizenship transmission, social science, reflective inquiry and the democratic transformation, in varying degrees. The ideological beliefs of educators made more significant difference than did gender in differentiating their preferences for the alternative traditions. Educators exhibited a more positive preference for the citizenship transmission but reacted less positively toward the social science, reflective inquiry and the democratic transformation tradition. Implications for instructional development are suggested.