Social Interaction Models and Behavioral Advancement Among Secondary School Students in Social Studies in Calabar Metropolis, Cross River State, Nigeria.

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Abstract
This paper investigated better behaviour advancement through social interaction model in Social Studies among Secondary School Students in Calabar Metropolis, Cross River State. Two research questions and two corresponding hypotheses guided the study. Survey research design was adopted for the study. The population consisted of 66 Social Studies teachers out of which 33 constituted the sample selected through simple random sampling technique which represents 50% of the entire population of the study. Social Interaction Model in Social Studies positive behaviour in Social Studies Questionnaire (SIMPBASSQ) was the instrument used for data collection. Pearson Product Moment Correlation was used to analyze the data from the study. The result of analysis showed that there exist a significant influence of fieldtrip as a Social Interaction Model in Social Studies on the advancement of positive behaviour among secondary school students and group discussion as a Social Interaction Model in Social Studies has a significant influence on the advancement of positive behaviour among secondary school students in Calabar Metropolis. The research concluded that Social Interaction Models in Social Studies does significantly influence the advancement of positive behaviour among secondary school students. The authors recommended among others that teachers should learn to use students with positive behaviour to change those with negative behaviour through Social Interaction models. Field trips and excursions should be made part of educational programmes in Nigeria so as to give room for more interaction between and among students. Teachers should also endeavor to engage students in group discussion from time to time in order to improve their level of communication and interaction and above all, there is the urgent need for reviewing the current Social Studies curriculum to be all embracing.
Key words: *Social Interaction Model, Social Studies, student's behavioural Advancement, Students.*

Introduction

The emergence of world war and its destructive effect on the ethics, customs, and culture of the nation led to the rising loss in values, morals, belief system, skills and moral decadence and attitudes of the citizens. Most of the individual subjects available then were only based on promoting cognition and not affective domain. The need for Social studies being a value-laden subject was agitated for to help correct the challenges which the world was facing then, with the aim of not just restoring peace but to help every learner appreciate the values embedded in the culturally diverse society which they find themselves. The success of this subject in the United State of America triggered its acceptance in other countries including Nigeria in the late 1960s. This programme of study was also introduced in order to appease the conscience of the citizens to respect constituted authority, submissive to their parents, show regards to the elders of the society, help to protect public property, value the lives of fellow citizens and contribute positively towards the development of the society (Edinyang, Mezieobi and Ubi 2013). This implies that students are expected to learn patterns of behaviour from the study of social studies as they interact with the teacher and their peers. This subject was yet introduced to help stop the disparity existing between man and his environment, hence, to enable the interaction between human to human, human to institutions, human to value system and human to physical environment to buff.

Social Interaction Model stresses the relationship of the individual to the other persons and to the society. According to Ezegbe (2013), social interaction models are instructional methods used by teachers in the classroom to facilitate group work. It is a student centered teaching approach that allows students to interact with each other in a structured hand on task manner. In this strategy, students take on the role as a facilitator of content by helping their peers construct meaning. The students are allowed to question, reflect, reconsider and get help and support, as well as participate in group discussion. The three most common strategies include group project, group discussion, cooperative learning and field trips. These interactions normally occur face-to-face but are not limited to this type of interaction with the assistance of online tools and technologies. The stages of instruction using the social interaction models begin with an introduction lead by the instructor. The learners then break into groups, and the instructor continues to monitor and assess teams and their work. Finally, the teams conclude with their results/findings.

Social interactions refer to particular forms of externalities, in which the actions of an orientation group affect an individual's preferences. The reference or orientation group depends on the context and is typically an individual's family, neighbors, friends or peers. Social interactions are sometimes called non-market interactions to emphasize the fact that these interactions are not regulated by price mechanism (Mezieobi, 2009). Ashman and Conway (2003) asserted that Social Interaction Models play significant role in shaping the behaviour of students from negative to positive. The author further noted that social Interaction Models can be advantageous to teachers for many reasons. These models are student centered, so they engage a higher level of thinking. Because the method is student centered, it promotes meaningful learning. It can be beneficial to students that work well in a cooperative setting, and can be used to promote leadership, team work and problem solving skills. This strategy is most beneficial to students that work well in a cooperative environment rather than a competitive one. Some students are able to learn more efficiently and be more motivated when working together with their peers rather than by themselves. Because students work together in groups, they learn to use leadership as well as problem solving skills. They also learn to work together as a team to produce a desired outcome.

Similarly, King (2004) pointed out that Weekly self-evaluation notes from students during group work helped the instructor understand how and how much they were learning, what concerns they had, and how they wanted to improve their debate. This, in turn, helped the instructor consider how to guide their learning throughout the term. In the beginning of the term, students' reflections showed that they were not familiar with the jurisprudential inquiry model and thought that they did not express themselves. Better behaviour refers to the positive ways by which students communicates, solve problems, deal with anger and self esteem and develop social skills. Advancement of better behaviour in students has been clearly highlighted as one of the Priorities for Scottish education. Establishing better behaviour among students and teachers ensures effective learning. Equally, it is known that this relationship also works in reverse.

For many children the early childhood classroom provides their first group learning experiences outside of the home and, through such interactions, they come to understand themselves as learners (Marx, Fuhrer, and Hartig, 2009), and as social beings. The determinant of most advanced behavior among secondary school student is the peer influence through peer pressure which they get from their peers. These peer pressure has variously been listed as one of the major determinants of student's ;earning and moulding of students character, value, belief, attitude and bahaviour towards life generally and towards their studies. It is this peer influence and its pressure that determine the relationship between the students and their teachers and between the students and their peers in the school setting and in the communities (Allen, McGarland & Elhaney, 2005; Akpobia & Nidah, 2009).

In Hartney, (2011) study on peer influence and student's attitude towards community participation observed that peer pressure refers to the influences that peers can have on each other. Peer pressure is emotional or mental forces from people belonging to the same social group (such as age, grade or status) to act or behave in a manner similar to themselves (Weinfied 2010). Jones, (2010) defined peer pressure as the ability of people from the same social rank or age to influence another of same age, bracket peer pressure is usually associated with teens although its influence is not confined to teenagers alone. Mature adults, teens, young adults and children can be seen doing things in order to be accepted by their peers. Peer pressure is commonly associated with episodes of adolescent risk taking (such as delinquency, drug abuse, sexual behaviours), because these behaviour commonly occur in the company of peers. It can also have positive effects when youth are pressured by the peer toward positive behaviour. Such as volunteering for charity or excelling in academics (Kellie, 2013). However, peers can also have a negative influence.

Some examples of peer pressure and influences include the encouragement of each other to skip classes, steal, cheat, use of drugs or alcohol, or become involve in other risky behaviours. Majority of adolescents with substance abuse problems began using drug or alcohol as a result of peer pressure. Negative peer pressure may influence in various ways like joining group who drink alcohol, smoke cigarette and Indian hemp among others. It may also lead to the decision to have a boy friend/girl friend, Peer pressure indulges youth into loitering about in the streets, watching films and attending parties during school hours, taping as alternative to stealing which may eventually graduate

into armed robbery, (Aribiyi, 2006;Arief, 2011).

Other studies suggest that peer pressure may be present in the workplace, at school or within the society; it can affect people of all ages. Peer pressure may have a positive influence and help to challenge or motivate one to do best. Peer pressure may also result in one doing thing that may not fit with ones sense of what is right or wrong. In other words, when peer pressure makes one do things that people frown at, it is a negative peer pressure, while if it makes the secondary school students do what people applaud; it is a positively advanced behaviour. Operationally peer pressure is a force exerted by people that is influenced by ideas, values and behaviour either positively or negatively and always associated with adolescents. Studies have shown that many students tend to behave the way they do because they want to conform to the norms and pressure influenced and exerted by the group they constantly associates with (Answers, 2010; Scortt, 2012).

Some negative bahaviour where the proposed model could be used to curb in the school setting include where adolescent are encouraged by negative pressure to loiter along the street during school hours, holding parties at the expense of their study, skipping school and drug abuse, not concentrating in the class during teaching, developing hate for their teachers for correcting them and also hating their teaching methods or their subjects. All these will create room for poor academic performance thereby transferring negative attitudes to the larger society. The adolescent should associate with peers that are serious and influence them positively to study their books in order to have good academic performance, thereby contributing and functioning properly in the society. Adolescence is a developmental period in which an individual changes (over a varying length of time) from childhood into adult hood, a lot of confusion is created about the self because society considers them neither children nor adults. At this stage, the adolescent struggles to form an identity for him/herself, therefore any goes in terms of advice and counsel, either from the right or wrong persons, (Barnes, Hoffman & Dintcheff, 2005; Aryana, 2010;Arief & Martin, 2011).

At this stage of development among secondary school students, the pattern of thinking is that in which immediate needs tend to have priority over long term ones and because they lack knowledge and skills to make healthy choices, they tend to go into risky behavior and tryout experiences which often leads to mistakes and regrets in most adolescents it marks the beginning of sexual activity Steinberg, (2008) Adolescents substance use, or antisocial behavior are often considered as "problem" behaviours. In trying to form their identities, part of this process includes questioning previously accepted beliefs and guidance given in childhood and maintaining a distance from adult influences. Young ones during this period often, rely on their peer group for support, approval and behavior models (Aribiyi, 2006; Cross & Madson, 2007; Bern, Capracm, Moore & Noussair, 2010). Most studies further observed that at this stage of development, adolescents are particularly vulnerable to peer influence, because they are at a stage of development, when they are separating more from their parents' influence but have not yet established their own values or understanding about human relationship or the consequences of their behaviour. They are also typically striving for social acceptance at this stage and may be willing to engage in behaviours that will allow them to be accepted but are against their better judgment. At this stage whether male or female the pattern thinking is that in which immediate needs tend to have priority over long term ones and because they lack knowledge and skill to make healthy choices (Ifedili, 2002; Eze, 2010; Erickson, 2011).

The quality of teaching and learning has a major and direct influence on student's behaviour and motivation. This remains the case despite the fact that other significant factors may also have an influence on behaviour, including some with their origins outside the school itself. Given the close links between pupil learning and behaviour, advancing better behaviour in schools must be a key element in ensuring the best possible educational outcomes for students. Furthermore, teaching students to manage their relationships with others in positive ways is also an important end in its own right. For pupils, acquiring the ability to manage their behaviour and relationships appropriately is a key part of preparing them for life in an adult society, including the workplace. Thus, schools and teachers consider different ways of addressing behaviour and providing support for students with learning difficulties (Kane, Head and Cogan, 2004).

According to McMaster and Fuchs (2002), group work in social studies enable students acquire and apply core competencies to recognize and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain supportive relationships, make responsible decisions, and handle personal and interpersonal situations constructively. McMaster and Fuchs (2002) maintained that social studies group work foster the development of the following five interrelated sets of cognitive, affective, and behavioral competencies in students:

•• *Self-Awareness*—the abilities to recognize one's own emotions and values, to accurately assess weaknesses and strengths, and to possess a well-grounded sense of self-efficacy and optimism

•• *Self-Management*—the ability to regulate emotions, thoughts, and behaviors in diverse situations, including the ability to manage stress, control impulses, and set and achieve goals

•• *Social Awareness*—the ability to adopt the perspective of those with different backgrounds, understanding social and cultural norms, and recognizing available resources and supports

•• *Relationship Skills*—the ability to establish positive relationships with different kinds of people, communicating clearly, listening actively, cooperating, resisting inappropriate peer pressure, negotiating conflict, and seeking help when necessary

•• *Responsible Decision making*—the capacity to make choices based on realistic evaluations of consequences, well-being, ethics, safety, and social norms

Field trip is an inquiry method which is activity oriented, thought provoking in which students under the guidance of the teacher, investigate and interpret relevant issues and problems with a view to providing solution through reflective thinking. Goleman (2005) opined that field trip as a method of Social Interaction Models promotes high level of communication between and among the students which can lead to the transfer of positive values from one student to another. According to the author, there are different types of social interaction models which includes; jurisprudential inquiry, group investigation, social inquiry, laboratory method, field trip, role playing, social inquiry and social stimulation among others. The development of social skills, interpersonal understanding and concern for others continues into adulthood, but the foundation of these critical competencies occurs in early childhood.

The use of social interaction model is then geared to help students at the secondary school advanced more positive behaviour. When young children first come to a structured educational setting, their fledgling social and emotional skills and understandings are challenged in new and more complex ways. They will need to interact and negotiate with a large number of unfamiliar peers with different levels of social and emotional competencies, interests, cognitive abilities and interaction styles. Many will need their teacher's help to successfully manage these new challenges. If children do not learn successful strategies for interacting with their peers, the classroom environment will be peppered with disruptions and academic learning is likely to be seriously undermined (Howes and Ritchie 2002, Ikwuji, 2005). Equally important for success in life, is the ability to interact competently and positively with others for the acquisition of academic skills, knowledge, social attitude and moral bahaviour among these secondary school students at this level of our educational system.

Group discussion is a social interaction model that allows students to work in groups during the process of learning. This makes it possible for intensive discussion and interaction to take place within the students which are in the same groups. Field trip has also been found to be useful as a social interaction model as students have the opportunity of sharing their views when they go for excursions or field trips. Esu and Inyang-Abia, (2002), and Mezieobi (2001) have indicated that the essence of social studies instruction in junior secondary school is to equip the learner with attitudes, values, knowledge, behaviour and skills for functional living in the Nigerian society. It is therefore imperative that effective implementation of Social Studies instruction is in line with vocational ideals of UBE be focused on equipping the learner with positive behaviour, entrepreneurial and creative skills for productive living. Social Studies education classroom instruction ought to be innovative in exposing the learner to discover knowledge, create ideas, and think scientifically; this process is made achievable through social interaction models

which are a veritable process of exposing and preparing the learners to become job creators rather than job seekers in future.

In their perception of existent in Social Studies classroom interaction process, Ukadike and Iyamu (2007) reported that Social Studies teachers are yet to involve learner's adequately in active learning engagement and condemned the social interaction models which is responsible for the poor behaviour of Social Studies learners as exhibited in the society today. It is against this background that this study intends to find out if social Interaction model advance better behaviour among Secondary School Students in Social Studies in Calabar Metropolis, Cross River State.

The Social Studies classroom is expected to be highly interactive in nature; this is because students learn effectively through active participation in instruction and it also assists the Social Studies teacher in determining how to provide materials, methods and the entire management of the classroom for effective moulding of character and bahviour. An effective classroom has to be maintained through co-ordinated managed instruction and group interaction which is the core of social interaction model which can further lead to the attainment of good and responsible behaviour by students. However, a look at the society today shows that the objectives of Social Studies has not been achieved and is far from been achieved. The main purpose of social studies as a subject is to foster social interaction among different cultures, religion, creed and race, brining about good citizenship for national development and growth, unfortunately, this all important role of moulding character and social behaviour is at its ebb and this has not been achieved by the introduction of the subject. This is observed in the increase in crime rate among students in Cross River State. Most secondary students display high level of truancy leading to negative behaviours displayed within the school like examination malpractices, thuggery, stealing, rape and other bad behaviours that have taken over the society. This problem may be partly due to the inability of most Social Studies teachers to effectively use the social interaction model which comprised the use of models such as group discussion and field trip to teach and correct some bad behaviours in students. Students are often left to learn or study alone which promotes high level of unawareness as the students do not get to learn good behavioural patterns from their peers. The end result of this occurrence is that the school produces secondary school graduates with negative behaviours and attitudes to life. This study therefore, seeks to investigate whether Social interaction model can advance better behaviour among Secondary School Students in Social Studies in Cross River State, Nigeria?

Methodology

The research design adopted for this study is the survey research. The purpose of the study is to examine how social interaction model of teaching social studies can advance positive behaviours among secondary schools students in Cross River State, Nigeria. Two models were examined in this work: the fieldtrip model and the group discussion model. To address these two purposes, two research questions of how cans field trip as social interaction model influence behaviours in Social Studies classroom? And to what extent can group discussion as social interaction model influence behaviour among secondary school students in Social Studies classroom? Two commensurate hypotheses were also formulated thus: Fieldtrip as a social interaction model does not significantly influence positive behaviour among secondary school and group discussion as a social model does not significantly influence positive behaviours among secondary schools. The population of this study comprised all the Social Studies Teachers in all public secondary schools in Calabar Metropolis numbering 66 teachers in all. The sample for this study was 33 Social Studies teachers which comprised 50% of the entire population. Social Interaction model and Positive Behaviour Advancement in Social Studies Questionnaire (SIMPBASSQ) was the instrument used for data collection. The instrument's validity was ascertained by experts in test construction and researchers in Social Studies, while the test retest reliability was carried out with an estimate of about 92%, with this reliability estimate, the instrument was reliable and valid for the research. Data collected with this instrument was analyzed using the Pearson product moment correlation coefficient.

Results and discussion

The analysis of data in this study was based on the research questions and hypotheses stated earlier in this study. The first hypothesis was stated in the null form thus: Fieldtrip as a Social Interaction Model in Social Studies does not significantly influence positive behaviour among secondary school in Calabar Metropolis. This hypothesis was tested using Pearson Moment Correlation Analysis and the result presented in Table 1.

The result on table 1 shows a calculated r-value of 0.734 and a table value of 0.195 with a degree of freedom 31, the result is significant; therefore the null hypothesis is rejected. It therefore means that fieldtrip as a social interaction model in Social Studies does significantly influence positive behaviour among secondary school students in Calabar metropolis.

Table 1: Pearson Product Moment Correlation analysis of the influence of fieldtrip as a social interaction model in Social Studies on positive bahviour among secondary school students in Calabar metropolis (N= 33)

Variable	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r-cal	r-value
Fieldtrip as Social Interaction Model (X)	33	601	1598	1402		
					0.734	0.195
Advancement of positive behaviour among secondary school students (Y)	33	519	1241			

P<0.05, Critical value = 0.195, df = 31

Hypothesis 2

How does group discussion as a social interaction model in Social Studies influence positive advancement behaviour among secondary school students? Group discussion as a Social Interaction Model does not significantly influence positive behaviours in Social Studies among secondary schools in Calabar Metropolis. This hypothesis was tested using Pearson Moment Correlation Analysis and the result presented in Table 2.

From the result on table 2, the calculated r-value of 0.623 is higher than the table value of 0.195 with the degree of freedom as 31, therefore the null hypothesis is rejected, and therefore, group discussion as a social interaction model in Social Studies does significantly influence the advancement of positive behaviour among secondary school students in Calabar metropolis. The results of the findings of this study showed that there is a significant influence of field trip as a social interaction model in Social Studies on the advancement of positive behaviour of students in secondary schools in Calabar Metropolis.

Table 1: Correlation analysis of the influence of group discussion as a social interaction model in Social Studies on positive advancement bahaviour among secondary school students (N – 33)

Variable	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r-cal	r-value
Group Discussion as a social interaction model in Social Studies (X)	33	641	1054	1078		
					0.623	0.195
Advancement of positive behaviour among secondary school students (Y)	33	519	1241			

P<0.05, Critical value = 0.195, df = 31

This finding is in agreement with Ashman and Conway (2003) who asserted that field trip as a Social Interaction Models plays significant roles in shaping the behaviour of students from negative to positive. This author further noted that field trip as a Social Interaction Models can be advantageous to teachers for many reasons. During field trips, students are exposed to true life situation and are allowed to interact and discuss such situation in an out of the classroom situation. This model allows students to get first hand information and get them in touch with real life situation away from the theoretical model to reality as it occurs.

Studies abound that encourages the use of field trip for teaching most Social Studies concepts and content. These authors found a very positive link between field trip and student's interaction with the natural environment. Students are at liberty to make meaning, define concept the way they see the phenomenon in the real world outside the classroom, (Shamrock, 2007; Pandey, 2008). These models are student centered, so they engage a higher level of thinking, group interaction and discussion, thereby finding fundamental solutions to problems under discourse.

Jones, (2010) found and posited that because the method is student centered, it promotes meaningful learning, where the students are at the center of learning, they discuss deeply into issues with divergent perspectives. Various authors and studies like Obidoa & Ifelunni, (2010); Omotere, (2011); Gormly, (2013) found that fieldtrip and group discussion models can be very beneficial to students that work well in a cooperative setting, and can be used to promote student's leadership skills, team work and problem solving skills. This strategy is most beneficial to students that work well in a cooperative environment rather than a competitive one. Some students are able to learn more efficiently and be more motivated when working together with their peers than working by themselves. The students can also learn to work together as a team to produce a desired outcome, than working individually or in a class directed by the teacher as a reservoir of knowledge and the student who is being spoon fed.

The results of this research question is also in line with King (2004) who pointed out that Weekly self-evaluation notes from students during group discussion helped the instructor understand how and how much they were learning, what concerns or challenges they had during their group work, and how they wanted to improve their debate. This, in turn, helped the instructor consider how to guide their learning throughout the term. This will help the student to have reflections on topics and issues they might not be familiar with, then the teacher then design and develop programmes to guide them into understanding such topics with the teacher as a facilitator. When

The result of hypothesis 2 shows that there is a significant influence of group discussion as a social interaction models on the advancement of positive behaviour among secondary school students in Calabar metropolis. This finding is in agreement Goleman (2005) who opined that group discussion as a method of Social Interaction Models promotes high level of communication between and among the students which can lead to the transfer of positive values from one student to another.

According to the author, there are different types of social interaction models which includes; field trip, group discussion, jurisprudential inquiry, group investigation, social inquiry, laboratory method, participatory observation, role playing, social stimulation among others. Group discussion enhances student's communication skills, thinking and encourages both verbal and quantitative reasoning. This model allows for students correcting themselves and developing study skills which will make them become teachers of themselves than waiting for the teacher to teach them. Most scholars however observed that while these methods are very informative and learner centered, teachers must guide and facilitate the process to enable them curb attitude, behaviours and tendencies that my tend to drift the students from learning to develop positive behaviour to negative ones (Santrock, 2007; Akpobia & Nidah, 2009; Arief & Martin, 2011).

When students are exposed to these models in Social Studies class, they develop positive behaviour in terms of team spirit and collective discussion, where every member of the group is given equal opportunity to participate in the field trip and discussions, to arrive at a dependable solution to the problem on ground. Here team spirit is developed, mutual respect for one another (team members and peers) is developed, interpersonal relationship, social justice and group relationship is fostered. Since the school is a miniature version of the

larger society (microcosm of a macrocosm), the students will transfer these positive behaviours to the society, hence there will be a peaceful coexistence between all members of the society. This will enhance sustainable and peaceful national development. The development of social skills, interpersonal understanding and concern for others continues into adulthood, this foundation of these critical competencies occurs in early childhood. This is where Social Studies as a subject is introduced to bridge this gap.

Conclusion

Learning can be a solitary experience but, generally, it revolves around partnerships between the learner and another or a number of others. Those involved might be Social Studies students, teachers, parents and tertiary instructors, training officer at work, supervisor or the boss. Proxy teaching–learning partners may also be involved such as the author of a textbook, the creator of a website or instructional compact disc, or the director of a film or video. Throughout life, some tensions and challenges are important to stimulate motivation and enhance performance. Modest levels of challenge can have positive outcomes by exposing young people to situations that involve competition and co-operation. Even rebellion has a place in the process of learning through social interaction.

While challenges to law and order are not to be ignored, experiences which enable Social Studies students and youth to test their independence and the consequences of their actions alone and with others are essential prerequisites of functional learning and problem-solving skills. These various life events are also crucial for the development of initiative-taking and self determination, and for establishing behaviours, values, attitudes and beliefs about one's own culture and other cultures that will endure across the course of their lives. This research therefore concluded that social interaction models are essentials for the development and advancement of positive behaviour among secondary school students in Calabar Metropolis and Social studies is better placed to deliver this all important component of student's development of positive behaviours among secondary school students not only in Calabar, but Cross River and Nigeria as a whole.

Recommendations

Based on the findings made in this study, the following recommendations were made;

1. Teachers should learn to use students with positive behaviour to change those with negative behaviour through group discussion and fieldtrips.

2. Field trips and excursions should be made part of every educational programms in Nigeria so as to give room for more interaction between and among students.

3. Teachers should endeavour to engage students in group discussion from time to time in order to improve the level of their communication and interaction skills.

4. Curriculum planners and school administrators should do a curriculum overhauling of the current social studies curriculum to cover more topics that were not included, especially respect for laws, attitudinal change, value re-orientations among others

5. Above all, secondary school students should go back to our traditional cultures and religion, which hold respects for elders, rule of law, respect for human life and the respects to traditional institutions.

6. All secondary schools and students should be made to take Social Studies as a compulsory subject and more qualified teachers should be employed to serve in these schools.

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