

Group Dynamic Concepts in Social Studies as Correlates of Moral Values and National Unity in Nigeria

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Abstract

Nigeria is a multilingual and multicultural nation which is characterized by ethno-religious crises and insurgencies. The introduction of an active approach to teaching would ensure effective education and socialization for transformation in Nigeria. Effective teaching of group dynamic concepts (GDC) is relevant because of the diversity of students in our schools today. GDC are selected themes which could be used to help students from diverse racial, cultural, ethnic and language groups to experience unity through academic success. While academic knowledge and skills are essential, students must also develop positive attitude and skills necessary to interact positively in our diverse nation. This study, therefore, examined group dynamism as correlate of moral values and national unity in Ogun state, Nigeria. Two null hypotheses were generated and tested at 0.05 level of significance. The study adopted a quasi experimental design. A 30 item achievement test was administered on 150 junior secondary school (JSS) students randomly selected from five secondary schools in the south-west region of Nigeria. Data were analyzed using descriptive and inferential statistics. The Pearson product moment correlation and Scheffe Post hoc tests were used to determine the source of significant main effect where observed. The findings of this study revealed that effective teaching of GDC could help to inculcate the desired moral values in students and this could translate into national unity in and beyond Nigeria.

Keywords: group dynamic concepts, multiculturalism, national unity, social studies

Abbreviations: Group Dynamic Concepts (GDC), Junior Secondary School (JSS)

1. Introduction

1.1. Background of the Study

The growing spate of ethno-religious crises and insurgencies that characterizes Nigerian polity has been traced to inadequacies in the knowledge of intergroup relationships. Prejudice, discrimination and lack of equal opportunity to learn are the prevailing situations in the society. With over 400 ethnic groups distributed among Christianity, Islam and Traditional religion, ethno-religious conflicts in Nigeria have resulted in loss of several lives and unquantifiable psychological and material damages (Ajiboye, 2010). There is pervasive insecurity of lives and property as evident by the spate of armed robbery attacks, assassinations, ethnic and religious conflicts in Nigeria (Ojo,

2010). Speaking in the same vein, Enuoka (2005) submitted that Nigeria provides one of the best case studies of ethno-religious conflicts.

These crises together with the continued attacks and killings by a radical Islamic sect, Jama'atu Ahlis Sunna Lidda'awati wal-Jihad (Boko Haram) across the Northern part of Nigeria calls for sober reflection and concern about the unity and peaceful co-existence of the various ethnic groups in Nigeria (Salako, 2010). In an attempt towards attaining national unity by managing the problems of ethno-religious crises and insurgencies in Nigeria, various policy frameworks have been put in place by the Federal government (Maduabum, 2006). One of the policy frameworks is the Federal Character principle which was enshrined in the 1979 Constitution of Nigeria (Ugoh & Ukpere, 2012). The Federal Character principle seeks to ensure the implementation of equity and justice despite the nation's diversities. There have been series of policy failures in the country due to inability of the government to identify the needs of its citizens (Ugoh & Ukpere, 2012).

Effective management of diversity in the society is no doubt a challenge, hence, the increased recognition on the part of governments worldwide for better public policies of managing cultural diversity (French, Strachan, & Burgess, 2012). As a result of these migrations, contemporary societies are becoming more diverse and multi-ethnic in nature, especially in the urban environments of large cities (Banks, 2005). These changing demographics are especially apparent at the school level and are having a major impact on the work of educators, particularly those in formal leadership positions within the school (Billot, Goddard, & Cranston, 2007). The development and consequent need for a group dynamic approach is the direct result of the multicultural and pluralistic nature of the modern, global and internationalized society.

The ethnic demography of some classrooms in a study carried out in South West, Nigeria as displayed below shows that today's classrooms are very different from classrooms of a decade ago because they are classrooms of unparallel diversity. Students in these classrooms according to the table 1 are Yorubas (Indigenes) from the South Western part of Nigeria and non Yorubas (non indigenes) from other parts of Nigeria and beyond as shown below. They differ in terms of ethnic, tribe, language, beliefs and many other variables. Therefore, by focusing on the teaching of group dynamic concepts, minority students are opportune to see themselves reflected in the curriculum.

Table 1. Ethnic demography of some classrooms in south west, Nigeria

States	Yourba				Non-Yoruba							Total
	Ogun	Oyo	Osun	Ekiti	Edo	Delta	Kebbi	Kano	Imo	Ghana	B.Fasco	
JSS 3A	43	5	0	1	0	1	0	0	0	0	0	50
JSS 3B	38	4	2	0	3	0	1	2	0	1	1	54
JSS 3C	48	1	0	0	0	0	2	5	1	0	0	57
Total	129	10	2	1	3	1	3	7	1	1	1	161

The above ethnic demography is graphically represented in figure 1 below:

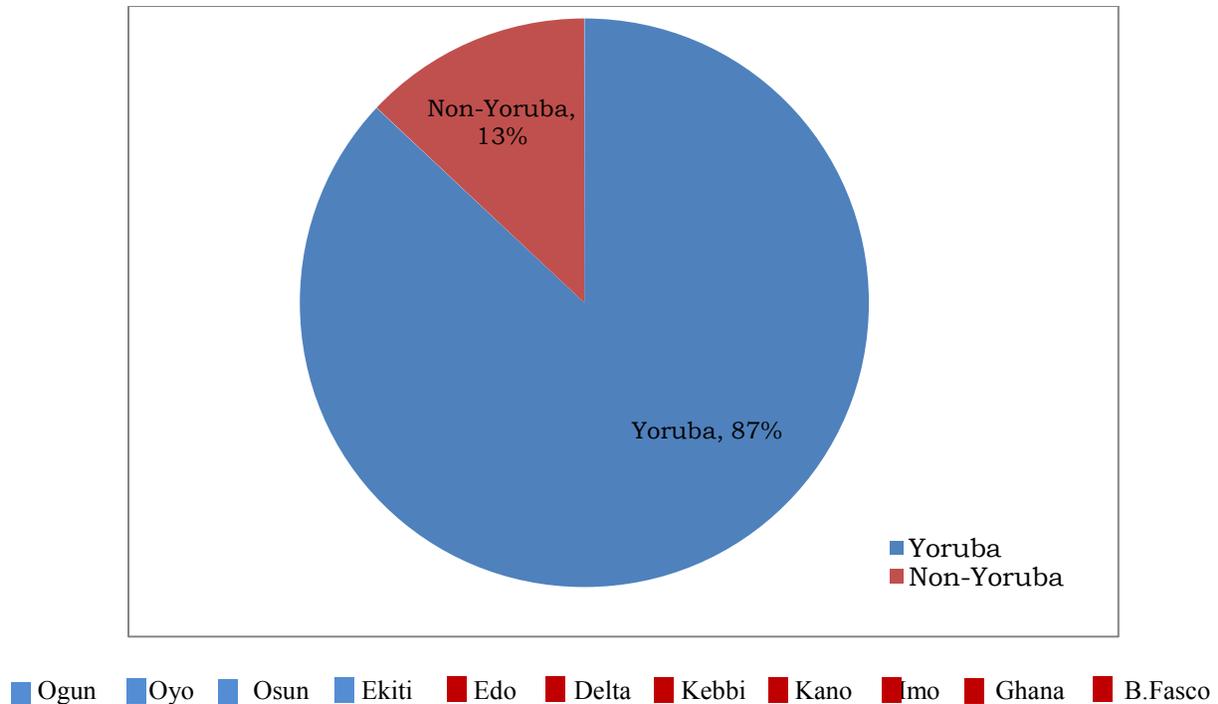


Figure 1. Ethnic demography of some classrooms in South West, Nigeria

Source: Salako (2014)

The administration of the education system in Nigeria is shared mainly amongst the Federal and State Ministries of Education as well as statutory bodies referred to as Commissions. There is a National Primary Education Commission (NPEC), the National Secondary Education Commission (NSEC). The National Policy on Education made recommendations for a system of education that segmented the system into the 6-3-3-4 system of education. The system was designed to allow an exit point after nine years of schooling to continue careers through apprenticeships or other vocational training programs which put emphasis on a balance between physical and intellectual development. The curriculum is based on the NPE guidelines of 1981 and tends to be outdated in outlook. There is need for curriculum transformation in order to take into consideration of global changes. The transformed curriculum will have to be responsive to new needs in society and be updated to include new knowledge of social issues such as those pertaining to diversity and the introduction of new technologies. The overall responsibility of the Federal Ministry of Education is to ensure quality within the system, to encourage and initiate innovations, and to ensure that the schools maintain minimum standards of acceptable educational practice.

Synonymously, Social Studies is primarily concerned with the study of people, their activities and relationships as they interact with the physical and cultural environment (Fadeiye, 2005). Its methodology lays emphasis on finding out, understanding and coping with various problems confronting human beings in the course of survival in the environment. Numerous scholars identify Social Studies education as a discipline through which human beings learn about the problems of survival (Adler & Sim, 2008; Cornbleth, 2002; Mhlauli, 2010). Effective management of diversity in the society is no doubt a challenge, therefore, there is the need for effective teaching of group dynamic concepts (GDC) through Social Studies. GDC could help promote interdependent collection of people doing a task or reaching a goal. These are concepts which promote national unity through the use of education as a tool. Emphasis is laid on the teaching of GDC as a result of the growing spate of ethno-religious crises that characterizes Nigerian polity.

1.2. Importance of the Problem

Despite the prohibition of discrimination on grounds of sex, religion, place of origin or ethnic group by Section 42 of the 1999 Constitution of the Federal Republic of Nigeria, people still face discrimination based on where they come from. Prejudice, discrimination and lack of equal opportunity to learn are the prevailing situations in the society. The roots to challenge bias, prejudice and creating classroom environment that reflects the learner's culture for national unity lies in group dynamism. These situations could improve using effective educational strategies as tools for national unity. Thus, school curriculum must directly address issues of racism, sexism, classism, ethnicity, religious intolerance, pluralism. Therefore, finding ways to work through the appropriate use of group dynamic concepts would lead to developing a culturally responsive curriculum that would help students build self esteem and successful relationships.

1.3. Literature Review

The sixty years of research and literature on group dynamics has grown rapidly (Wegge, 2000). Across time, culture, and societies, people have always joined with others to create social living communities. As demonstrated in other species, the human is a social animal. However, living in groups requires concession and compromise. The needs and interests of a group do not always completely match the needs and interests of its members. This leads to influential interpersonal processes that take place in groups which can be summed up using the common word group dynamics (Matz & Hinsz, 2000). Group work amongst collegiate individuals from diverse experiences and backgrounds are sometimes promoted in order to achieve a common goal. Working in groups has long been used as a pedagogical tool in both academic and corporate environments (Abrams & Hogg, 2001).

Further benefits cited for this type of active learning include versatility, improvements in communication and the development of social skills (Payne, Monk-Turner, Smith, & Sumter, 2006). According to Dudley, Davis and McGrady (2001), when studying undergraduates participating in group work; first, they begin with the hopes of achieving a good grade. This stage is replaced with the desire to complete the project successfully. Ultimately, the goal of getting a good grade resurfaces to complete the last stage. Finding commonalities regarding goal commitment is essential for the successful implementation and completion of a particular project. This can be accomplished through using the strategy of active participation (Andrusyk & Andrusyk, 2003; Payne *et al.*, 2006). A commitment by educators to the teaching of group dynamic concepts would bring us closer to this goal.

In the same vein, Amosun (2002) explained that several literature on group-level outcomes have shown to have strong positive effects on the effort levels of individuals doing independent tasks and that effort levels can suffer when tasks are independent but outcomes are collective. Such studies include those of Okebukola (1984) and Adeyemi (2002). Similarly, some other works on group learning include Ajitoni and Salako (2013), Okoh (2005) and Omoshein (2003). Several years of research has shown that when compared to other methods of instruction, group learning is one of the most effective ways for students to maximize their own learning and the academic accomplishments of their classmates (Slavin, 2001).

1.3.1. Tuckman's Group Dynamic Model of Learning

This model is a very good framework for group learning. It could be used as a guide for any teacher who wants to apply the group learning method for effective teaching. This is germane because as nations continue to grow and ethnic groups are becoming larger, the changing demographics of the society demands that citizens learn to live peacefully (Matthaei, 2005). Students in the classrooms shown in table 1 above are Yorubas (Indigenes) from the South Western part of Nigeria and non Yorubas (non indigenes) from other parts of Nigeria and beyond. They differ in terms of ethnic,

tribe, language, beliefs and many other variables. It is therefore imperative to continue to search for instructional models that could facilitate the development of more positive attitude towards learning. Therefore, focusing on the search for linkages between the teaching of group dynamic concepts and Tuckman's group dynamic model of learning could be effective in the management of cultural diversity.

Dr. Bruce Tuckman's famous phases are part of a teamwork theory based on stages of team development. It provides a useful and simple way to think about how humans interact in team situations. This model describe the phases which teams tend to go through from their inception to the successful completion of the project and highlights the areas which may cause the team and the project to fail. A team or group develops a culture of traits and patterns as they progress.

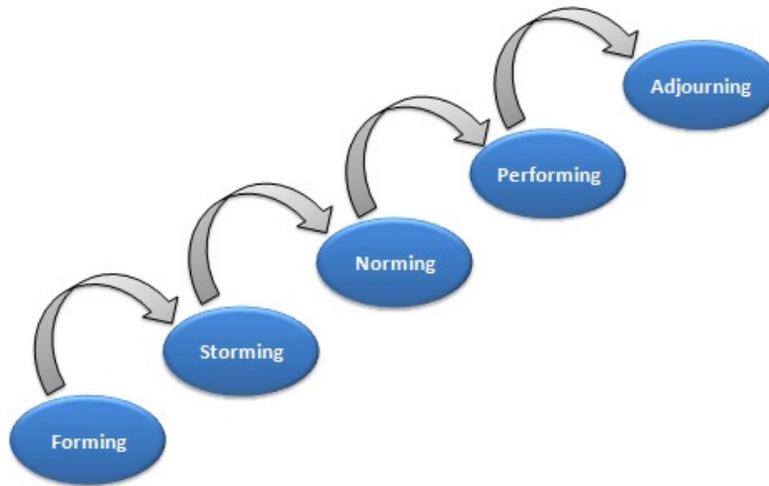


Figure 2. The Tuckman model of group development forming, storming, norming, performing, & adjourning

Source: Project - management - skills.com

Forming stage: At this stage, teachers should play a dominant role by investing time in listening to and empathizing with the students. Expectations and job descriptions should be clearly laid out by the teacher who should be role model by exhibiting the behaviors expected of the team.

Storming stage: Here, the teacher should encourage students to do things their way instead of being authoritative but intervene if there is conflict.

Norming stage: Here, roles and relationships are now established, freeing people up to concentrate on exercising the talents that got them into the team in the first place. The teacher should check that the group is on track regarding the task.

Performing stage: At this stage, the group is very powerful and successful because members have learnt to give their best. Therefore, the teacher should recognize the contributions of the students and ensure that credit is awarded where due. If anyone is left feeling that their contribution is not being recognized, the resentment may be carried through to the next project. The way that students behave within their group is important because it can affect their performance in class.

Adjourning stage: As the project comes to an end, the team moves into the adjourning stage. At this point, the team has become very close and many of the team members will feel a sense of loss. For this reason, this stage is also known as the mourning stage. As the project manager, it is important that a celebration is arranged to recognize the team's accomplishments (Project - management - skills.com).

From this model, the main ingredient is coming together to work as a group. Each step builds on the previous one and each step prepares for the adjourning stage. Attempting to skip any step affects performance and with every new challenge, the process repeats. Therefore, when the task is completed successfully and its purpose fulfilled using this model, everyone can move on to new things, feeling good about what has been achieved. The Tuckman model is one of the most influential models of teamwork theory. Understanding its stages of group development can help a teacher develop a high performing academic team.

1.3.2. *Theoretical Framework*

Sociometric Theory

Sociometric theory, Tuckman's group dynamic model and practices are derived from theories and principles of multiculturalism. Such principles provide educational experiences in which all students reach their full potentials as learners and as socially aware and active beings, locally, nationally and globally. Sociometric theory is premised on the postulation of J. L. Moreno (1889 - 1974) who was a leading psychiatrist, theorist and educator. He had his work firmly rooted in orientation towards interpersonal relations. He was the founder of Psychodrama, sociometry and the foremost pioneer of group psychotherapy. Moreno's aim was elaborated in his 1934 major book "Who Shall Survive?" and in a journal of Sociometry, founded in 1937. Moreno, because of his interest in inter-group conflict and interpersonal attraction, developed quantifiable measuring techniques which were later called sociometrics (Martin, 2003). He was primarily interested in how recent immigrants to the United States adapted to their new environment and became accepted by other non-immigrant citizens. Many of these research techniques were adopted for usage in public school classroom by the end of 1950 because of racial integration of the 1960s that continues to this day.

Sociometry is a methodology for stimulating, exploring and measuring interpersonal relations. The purpose of sociometry is to facilitate group task effectiveness and satisfaction of participants by bringing about greater degrees of mutuality amongst people and greater authenticity in relationships (Remer, 2006). Moreno noticed groups and communities function with people being attracted to or drawn away from others and the subsequent networks and patterns of interaction these created. He discovered that when people chose whom they interacted with, the higher their level of satisfaction in being together, the greater sense of belonging in achieving their purpose. Growing awareness of the importance of social relations in the lives of both children and adults has led to the development of a variety of ways of studying groups but it is possible that the greatest advances have been made through the sociometric technique devised by J. L. Moreno (Fuchs & Fuchs, 2001).

According to Snowman & Biehler (2003), the sociometric assessment techniques include, peer nomination and peer rankings. Peer nomination technique involves children in a social group or school classroom anonymously identifying social preferences for their classmates. For example, learners may be asked to provide a list of three classmates with whom they would most like to play and three with whom they would least like to play. Peer nomination technique is to provide a list of the names of the children in a classroom along with social acceptance items (e.g. who do you like to play with? Who is most likely to be alone during recess? Or who gets into trouble the most?). The learners are asked to identify perhaps one to three classmates who they perceive best fit the item description. Early identification of children likely to be experiencing social rejection and peer neglect is desirable (Bandura, 2005). Children who are not accepted by their peers may be thought of as being socially at risk. The patterns of friendship and rejection play an important role in determining how the group will react to learning situations, hence, the teacher should use effective management techniques (Michaelsen, Knight, & Fink, 2004).

Effective use of group dynamic concepts with the Tuckman model plus a strong sociometric framework could correct social rejection and peer neglect in the classroom. These strategies could provide more opportunities for the students to interact as they learn. To reinforce alliances between children as well as to prevent future peer rejection, teachers should encourage the use of

cooperative, teamwork-based group activities for academic instruction (Cillessen, Bukowski, & Haselarger, 2000). Mixed groups of accepted and rejected children in cooperative games that require teamwork and mutual respect among all members should be promoted. Peer ratings are conducted by providing a list of learner's names in the social group or classroom along with a rating for social acceptance items such as the most fun to play with, the least fun to play with and has the most friends. The rating methods that are used may vary, typically ranging from three- to five-point Likert-type responses (e.g., Agree, Neutral, and Disagree). The teacher could use the choice for organising the class.

1.3.3. *Social Studies Principles of National Unity*

The Social Studies curriculum adopts an interdisciplinary approach and it is an issues-based national curriculum with a global focus (Ajiboye, Adu, & Amosun, 2005). Group dynamism and multicultural issues are considered to be essential to Social Studies, primarily because of their roles in enhancing social cohesion within a diverse society organized around the core ideas of global living with the aim of promoting national identity, multicultural understanding, and global perspectives (National Council for the Social Studies [NCSS], 2009). The aim of Social Studies programme is to enable students understand issues that affect the socioeconomic development, governance and to learn from the experiences of other countries to build and sustain a politically viable, socially cohesive and economically vibrant global relation (Mhlauli, 2010).

In addition, some aims of Social Studies according to (NCSS, 2009) include: to develop thinking and process those skills which are essential for lifelong and independent learning, to have a deep sense of shared destiny and national identity, to develop learners into people who have empathy toward others and will participate responsibly and sensibly in a multiethnic, multicultural, and multi religious society. Such learners according to (NCSS, 2009), would develop into responsible citizens with a global perspective and respect for differences. In pursuance of the attainment of the lofty objectives, Social Studies emerged on the Nigerian schools curricula (Federal Republic of Nigeria [FRN], 2004). Similarly, Ojebiyi & Salako (2011), stated that the roots to challenge bias prejudice and create a classroom environment that reflects the learner's culture for national unity lies in group dynamism and Social Studies principles. Group dynamic concept acknowledges the differences between race and culture in order to promote societal change and orderliness which Social Studies principles stand to promote.

In order to make the philosophy of Social Studies work harmoniously for Nigeria's goals, education in Nigeria has to be tailored towards building a united country. It should be able to inculcate in every Nigerian the ability to contribute to the development or up-liftment of the country (Makinde, 2005). Every Nigerian should be his brother's keeper irrespective of religion, ethnic or social background. Equally, Nigeria as a nation should be strong in defending her territory and the rights of her people (National Teaching Institute [NTI], 2006). To this end, the Nigerian education system is value-laden and aims at upholding the integrity and dignity of its citizens. The system ensures the betterment of the citizens in order that they may live a better life and contribute to the advancement of society (FRN, 2004). The overall principle of Social Studies is to live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principles of freedom, equality and justice (FRN, 2004).

1.4. Hypotheses

The following null hypotheses were generated and tested at 0.05 level of significance:

- H01:** There is no significant relationship between students' perception of Social Studies and moral values
- H02:** There is no significant relationship between students' perception of group work and academic performance

2. Method

This study adopted the pretest - posttest, control group, quasi-experimental design. The design adopted a 2 x 2 x 2 factorial matrix. The factorial matrix is presented in table 2 below,

Table 2. 2x2x2 Factorial matrix

Treatment	Religion	Ethnicity	
		Indigene (Yorubas)	Non-Indigene (non Yorubas)
Group work	Christianity		
	Islam		
Conventional method	Christianity		
	Islam		

Instrumentation

The study employed Social Studies achievement test as its instrument:

Social Studies Achievement Test (SAT)

The test item consists of thirty items which cut across Social Studies education related issues. The test items were drawn from the universal basic education curriculum on Social Studies education for junior secondary schools designed by Federal ministry of education, science and technology. The KR-20 formula yielded 0.82 reliability coefficient and an average item difficulty of 0.43.

2.2. Participants Characteristics

The population sample for this study is 150 Junior Secondary School students randomly selected from five secondary schools in the South-West region of Nigeria. They differ in terms of ethnic, language, beliefs, culture and many other variables. The state capital was purposively selected because of its multicultural nature in terms of getting students from various ethnic and religious backgrounds. Five secondary schools were randomly assigned to the experimental and control groups for the purpose of this study. The JS III students in these schools were considered appropriate for this study because concepts that were treated are found in the junior secondary school curriculum and the students are mature enough to reflect on their experiences. In all, one hundred and fifty students participated in the study. Some of the participant characteristics are presented in table 3 below:

Table 3. Gender, age and class distribution of the students

Variable	F	%
STUDENTS' GENDER		
Male	80	53.3
Female	70	46.7
Total	150	100.00
STUDENTS' AGE		
Less than 15yrs	59	39.3
15 – 18yrs	85	56.7
Above 18yrs	6	4.0
Total		
STUDENTS' CLASS		
JSS3	150	100.00
JSS3	150	100.00

2.3. Sampling Procedure

Using the random sampling technique, a sample of (150) students were selected for the study. The schedule of the activities during the period is shown in Table 4 below:

Table 4. Field work activities

S/NO	WEEK	RESEARCH ACTIVITIES	TOPIC
1.	1st Week	Selection and training of research assistants Selection of schools	The use of research assistant selection scale
2.	2 nd Week	Categorization of schools into experimental and control groups Random selection of schools Selection and training of teachers	-
3.	3rd Week	Pre-test administration for experimental and control groups	Test items in the questionnaire
4.	4 th -9 th Week	Treatment administration and follow-up	Unity, culture, peace, ethnic groups, religion
5.	10 th Week	Post tests administration for experimental and control groups	Test items in the questionnaire

3. Results

Research H01

There is no significant relationship between students' perception of Social Studies and moral values (see Table 5).

Table 5. Summary of Pearson product moment correlation (PPMC)

Variable	N	Mean	Std D	R	P	Remark
Students' level of moral values	150	15.98	3.77	.378	.000	Significant
Students' perception of social studies	150	19.71	10.28			

Table 5 revealed that there is a positive significant relationship between students' level of moral values and their perception of Social Studies ($r = 0.378$; $p < .05$). So, H01 is rejected. The positive relationship implies that the better students' perception of Social Studies, the better their moral values.

Research H02:

There is no significant relationship between students' perception of group work and their academic performance in Social Studies.

Table 6. Scheffe Posthoc tests performance scores by treatment

Treatment	N	\bar{X}	Treatment	
			(1) Group work	(2) Conventional lecture method
1. Group work	150	82.71	*	*
2. Conventional teaching method	150	64.26	*	

* Pairs of groups significantly different at $p < .05$

H02: Table 6 shows that (group 1) the experimental group ($x = 82.71$) significantly differs from (group 2) the conventional teaching method ($x = 64.26$). Table 6 revealed that there is a positive significant relationship between students' academic performance using group work strategy in Social Studies. Therefore, H02 is rejected.

3.2. Data Analysis

Data collected were analyzed using descriptive statistics of frequency counts, mean and percentage and standard deviation. Scheffe posthoc test and Pearson moment correlation test were used to test the formulated hypotheses.

4. Discussion of Result

Findings in this study revealed that group dynamic concepts in Social Studies as correlates of students' performance and moral values is significant. This is to the effect that the perception of students about Social Studies is on the positive side and could be rated high because of their level of interest in the subject as shown in table 5 above which revealed that there is a positive significant relationship between students' level of moral values and their perception of Social Studies ($r=0.378$; $p < .05$). So, H01 is rejected. The positive relationship implies that the better students' perception of Social Studies, the better their moral values. Fadeyiye (2005) supports this finding by stating that Social Studies as a discipline is geared towards ensuring good citizenship. A cursory look at the Social Studies curriculum at all levels of education shows that the subject is tailored towards ensuring good citizenship education. Attitudes, values, skills, behaviors such as respect for leaders, parents, love, patriotism, dignity of labour and other positive attitudes are promoted in Social Studies. Hence, it could be said that the students are favorably disposed to Social Studies as a subject largely because it promotes high moral values.

It was also revealed in this study that group learning strategy is a successful instructional strategy for teaching group dynamic concepts. This is to the effect that the group learning strategy was more effective than the conventional teaching method. The superiority of the group learning mode of instruction over the conventional method was based upon the nature of interaction among the students in the learning situation. For instance, students in the group learning mode learnt how to work with the teacher in implementing solutions. Students became active participants in the learning process rather than simply passive observers. Hence, there is a need for strategies which could promote student interaction and respect for other cultures. Similarly, Akinsola and Olowojaiye (2008) citing Olowojaiye (2000) suggested the need to shift from the conventional method of teaching and embrace some other instructional strategies that have been found to have facilitative effect in promoting students' positive attitude towards learning. In the light of the above, group dynamics as teaching ingredients and Social Studies as a subject could help promote moral values and national unity in Nigeria and beyond.

5. Conclusion

Based on the various views expressed in this work, it could be deduced that the effective use of group dynamic concepts has the potentials of helping to foster cooperation, mutual trust and understanding. This could also promote effective communication and sharing of other peoples' world views which could ultimately lead to improved attitude of students towards differences. Also, in employing the group dynamic principles in classrooms, students' religious and ethnic origins are relevant because these two factors are germane for peaceful co-existence in any society. Hence, the future of the Nigerian state would become surer and among the citizens, peaceful co-existence would tend to hold sway in different parts of the country if group dynamism is given a pride of place through Social Studies in Nigerian Secondary Schools.

The effective use of group dynamic concepts could be a valuable method of instruction, providing students with important cognitive and affective benefits. To help ensure that students actually gain these potential benefits, instructors must consider the factors that influence the educational effectiveness of group work. They must integrate enough group dynamic concepts into the curriculum and align it with national and state education standards using pre- and post-visit activities; familiarize students with group dynamism and its expectations; base on this, solid educational theory would be developed and students provided with multiple experiences in natural settings.

Another aspect of group dynamics is positive reactions to group activities. Group members tend to be more satisfied with their performance than individuals. One of the reasons is that groups fulfill their members' social and emotional needs, individuals generally expect pleasant experiences from participating in a group. Social identity theory supports the expectation that performing in a group will be a positive experience, provided that a group member feels an attachment to the group (Abrams & Hogg, 2001). Group members are also more committed to goals and have more positive attitudes to attaining those goals than individuals because of the visibility and volition that come with discussing and deciding on a group goal with other group members.

The elements of group work are positive interdependence, promotive face-to-face interaction, individual accountability, social skills, and group processing (Kagan, 2001). When students work cooperatively together, they learn to give and receive help, share their ideas and listen to other students' perspectives, seek new ways of clarifying differences, resolving problems and constructing new understanding and knowledge (Ajitoni & Salako, 2013). The result is that students attain higher academic outcomes and are more motivated to achieve than they would be if they work alone. A state of positive interdependence among learners may serve as the catalyst for the establishment of healthy, caring and committed scholastic and social relationships across the cultural spectrum (Kagan, 2001). The interdependence, interconnections and interrelationships in all aspects of education for all learners is vital for peaceful co-existence.

6. Contribution to Knowledge

This study examined group dynamic concepts in Social Studies as correlates of moral values and national unity with a focus of providing opportunity for students to develop strong values for group work, cooperation, acceptance and respect for other cultures. The study provides empirically based information that group work strategy could create opportunities for more student interaction, collective inputs and decision-making. This could further provide a rationale for alternative strategy which could complement the conventional teaching method because there is no single mode of teaching that fits all the learning situations. Through group work, success may then be experienced as a collective effort while failure may be regarded as an area for improvement.

7. Recommendations

It is hereby recommended that:

Teachers should use more group dynamic concepts while teaching in Social Studies multicultural classrooms and indeed across other subject areas in order to better prepare the students for future communal living, understanding of other peoples' culture and development of abilities to live peacefully with others especially outside their own cultural origins.

Students should be assisted to appreciate the need for unity, peace, love, harmony and the need to contribute to its entrenchment in the society. This would go a long way to assist them to be more sociable and tolerant of other people's ways of life.

Curriculum developers in Social Studies should incorporate more group activities into the Social Studies curriculum and make them to be of equal proportion in terms of elements of cultural identity.

Also, they should popularize group work instructional strategies by recommending its use for teachers in the curriculum.

Teachers' associations such as Social Studies Association of Nigeria (SOSAN) should organize seminars and workshop for teachers in order to make them familiar and interested in the use of more group dynamic strategies in the teaching of Social Studies.

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