

Management of Pedagogical Approaches of Teaching Sociology of Education for a Sustainable Quality Education in Post Covid Era in Nigeria

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Abstract

Corona virus has brought about unprecedented changes in the field of education, necessitating a paradigm shift in pedagogical approaches of teaching and learning. This paper x-rays how pedagogical approaches could be effectively managed in teaching sociology of education for achieving a sustainable quality education in post covid era. It also examines the significance and potentials of adopting innovative teaching approaches to better enhance the students' understanding of the sociological aspects of education and promote sustainable educational practices. The paper also highlights the roles of pedagogical approaches in enhancing sustainable education and the role of Sociology of Education in this context. It also explores the theoretical framework for pedagogical approaches in Sociology of Education, as well as various pedagogies in teaching Sociology of Education for promoting sustainable education in the Post Covid Era. The paper wraps up with conclusion and recommended that, teachers of sociology of education should among other things, incorporate experiential learning in teaching, foster critical reflections, promote interdisciplinary approaches, engage with community partners, use technology for active learning, and assess learning outcomes through multiple measures.

Keywords: Management, Pedagogy, Sociology, Education, Sustainable, Quality, Post Covid

Introduction

Education plays a crucial role in building a sustainable future. As societies grapple with complex socioeconomic and environmental challenges, it is essential to foster an understanding of the sociological aspects of education to promote sustainable educational practices. The field of Sociology of Education offers valuable insights into the relationship between education and society, helping students comprehend the impact of education systems and institutions on social structures, inequality, and sustainability. However, the Covid19 pandemic has brought about unprecedented challenges to the field of education due to closure of schools, lockdowns, quarantines, etc. which

necessitated a paradigm shift in pedagogical approaches to ensure sustainable and effective learning. Therefore, to effectively teach Sociology of Education in the post Covid era with the aim of instilling high sense of responsibility to students towards sustainable education, it is imperative to manage and employ appropriate pedagogical strategies that engage and challenge students' thinking.

Thus, this paper aims to delineate the management strategies of the pedagogical approaches in teaching sociology of education in the post-Covid era for achieving a sustainable quality education. Based on this, the paper after conceptual clarifications, justifies the relevance of Sociology of Education in promoting understanding and sustainable quality education among students, explores the theoretical framework for pedagogies in Sociology of Education, explains the management strategies to be employed and examines various pedagogical skills that could be used in teaching Sociology of Education for promoting sustainable quality education in the Post Covid Era in Nigeria. The paper wraps up with conclusion and some recommendations.

The Conceptual Framework

Sociology of Education is a specialized field within the broader discipline of sociology that focuses on studying the role and impact of education in society (Beeby, 2019). In their own perspective, Chae and Hill, (2017) buttressed that the field of sociology of education attempts to examine the social processes, structures, and institutions that shape educational systems, practices, and outcomes, and how education influences and is influenced by social factors such as class, race, gender, and inequality. In the opinion of Bourdieu, (1997) whose book 'Reproduction in Education, Society, and Culture' has greatly contributed to understanding the relationship between education and social inequality, argues that education serves as a mechanism for the reproduction of social hierarchies and the perpetuation of social inequalities. Moreover, Emile Durkheim, (1922) has emphasized the role of education in enhancing social solidarity and the transmission of moral values. Based on this, his book titled 'Education and Sociology' explores the role of education in maintaining social order and social cohesion. Nevertheless, scholars like Jackson, (1968) and Gatto, (1992) argued that education not only transmits explicit knowledge but also instils hidden values, norms, and ideologies that can perpetuate societal norms and inequalities.

The concept of sustainable quality education has received various interpretations from different scholars. According to Hassan (2016), sustainable quality education is a term that has gained significant prominence in recent years and refers to a holistic approach to education that addresses the interconnections between environmental, social, and economic systems. It aims to equip individuals with the knowledge, skills, and values necessary to build a sustainable future by promoting a deeper understanding of sustainability issues and fostering sustainable practices in various aspects of life. The United Nations General Assembly (2015) has defined sustainable quality education as an educational system that fosters social, economic, and environmental sustainability for present and future generations. It emphasizes the integration of social equity, economic development, and environmental stewardship in education practices and policies. According to UNESCO, sustainable quality education is a transformative learning process that promotes societal transformation towards sustainability, empowering individuals and communities to reflect on their own values, attitudes, skills, and behaviours, and to make informed decisions and take actions towards a more sustainable and equitable world (UNESCO, 2014). The Sustainable Development Goals (SDGs) outlined by the United Nations provide another perspective on sustainable quality education. Goal 4, which focuses on quality education, emphasizes the importance of education that is inclusive, equitable, and promotes sustainable development. SDG 4.7 specifically calls for education that fosters sustainability and global citizenship.

Pedagogy has been described as a method of teaching in which teachers teach students both in theory and practice (Tilbury et al., 2015). Hassan (2016) has also defined pedagogy as the way of teaching students, whether it is the theory or practice of educating. According to him, pedagogy primarily aims at building on previous learning of students and work on development of skills and attitudes of learners. Johnson and Johnson (2009), opined that pedagogy is shaped by teacher's teaching beliefs, culture and learning styles. In essence, pedagogy is a relationship between the teaching culture and techniques of learning.

Post Covid era simply refers to the time after the COVID-19 pandemic has subsided and societies are transitioning back to a more normal state (Nwadiani, 2023). According to this perspective, the period is characterized by the recovery of economies, societies, and health care systems from the impact of the pandemic. The period involves adjustments to new ways of life,

working, and interactions that were shaped by the pandemic experience. During this era, the focus might shift towards lessons learned from the pandemic, including improvements in healthcare infrastructure, educational systems, disaster preparedness, remote work practices and digitalization.

Impact of Sociology of Education on Sustainable Quality Education

The field of Sociology of Education plays a crucial role in promoting understanding and sustainable education. Sociology of Education provides valuable insights and perspectives in advancing sustainable education by examining the social dynamics and structures within educational systems. Here are some key reasons why the Sociology of Education is important in the context of sustainable education as identified by Chae and Hill (2017), Hassan (2016), as well as Shumovich and Ifinedo, (2017):

1. **Promotes Social Equity.** Sociology of Education helps analyse educational policies, practices, and curriculum to address social inequalities and ensure equal access to quality education for all individuals. It examines the social factors that contribute to educational disparities, such as socioeconomic status, race, gender, and ethnicity, and proposes solutions to mitigate these inequalities. This has been perceived from the work of sociologist, Pierre Bourdieu, which explored the concept of cultural capital to imply the knowledge, skills, and education acquired through socialization processes. Thus, understanding cultural capital allows teachers to create inclusive educational environments that value diverse forms of knowledge and promote equal opportunities for all students.
2. **Enhances Critical Thinking.** Sociology of Education emphasizes critical thinking and encourages teachers to challenge existing power structures and dominant ideologies within educational systems. Critical thinking as popularized by Brazilian educator Paulo Freire, enables learners to critically analyse social and environmental issues, fostering a sense of agency and empowering them to transform society through sustainable practices.
3. **Promotes Environmental Stewardship.** Sociology of Education highlights the importance of integrating environmental education within the curriculum to foster awareness and responsibility towards the environment. It examines how educational institutions can promote

environmental values, sustainable practices, and ecological literacy among students and the broader community. On this ground, a study conducted by a sociologist, John Urry, explored the impact of education on climate change mitigation and sustainability practices. The author positioned that by understanding the social dimensions of environmental challenges, teachers can design curriculum and engage students in environmental stewardship activities, such as recycling initiatives and sustainable energy practices.

4. Provides valuable insights into the social, cultural, and structural factors that influence educational systems, practices, and outcomes. This is because, by examining the dynamics between education and society, sociologists can contribute to the development of sustainable education policies and practices that address societal needs and promote long-term social and environmental well-being.
5. Promotes Social Justice. By examining educational inequalities and their root causes, sociologists can inform policymakers and educators about the importance of providing equitable opportunities for all learners. This perspective is essential for sustainable education, as it ensures that educational resources and opportunities are distributed fairly, and that no group is left behind in the pursuit of sustainable development.
6. Enables understanding of the complex interactions between educational institutions and broader social systems. In this case, Sociology of Education explores the ways in which social factors such as class, race, ethnicity, and gender shape educational access, experiences, and outcomes. This knowledge is vital for developing inclusive and sustainable educational systems that embrace diversity and promote social cohesion.
7. Promotes Civic Engagements. Sociology of Education sheds light on the role of education in creating active and engaged citizens. It can provide insights into how education can foster social responsibility and civic consciousness among learners. By promoting civic engagement, sustainable education can contribute to building resilient and conscious communities.

In a nutshell, Sociology of Education contributes significantly to sustainable education by advocating for social equity, promoting critical pedagogy, and fostering environmental stewardship. It offers valuable insights and strategies for developing educational systems that prioritize sustainability and empower individuals to address social, economic, and environmental challenges.

Theories Underpinning the Pedagogies of Sociology of Education

When it comes to pedagogies of teaching Sociology of Education, there are several theories that have shaped and influenced it. These theories provide frameworks and perspectives for understanding the dynamics of educational systems, structures, and processes. The following theories are sacrosanct for consideration:

1. **Social Reproduction Theory:** Social reproduction theory, proposed by Pierre Bourdieu and Jean-Claude Passeron (1970), examines how educational systems can perpetuate existing social inequalities and reproduce social structures. It explores how social class, cultural capital, and economic factors influence educational opportunities and outcomes. The theory suggests that educational institutions can perpetuate social divisions by favouring certain cultural values, knowledge, and skills, leading to unequal educational outcomes.
2. **Cultural Capital Theory.** Cultural capital theory, also developed by Pierre Bourdieu (1986), extends the notion of social reproduction theory by focusing on the cultural resources that individuals acquire through their socialization processes. It argues that individuals from privileged backgrounds often possess cultural capital, such as knowledge, language proficiency, and social skills, which gives them an advantage in educational settings. This theory also emphasizes the importance of recognizing and valuing diverse forms of cultural capital to create inclusive learning environments.
3. **Critical Social Theory.** This theory aims to empower students to think critically about social issues, inequalities, and power structures. It emphasizes the development of social consciousness, praxis, and transformative action. In the context of sociology of education, critical pedagogy encourages students to critically think, reflect, examine the relationship between education and society, explore ways in which

education can reproduce or challenge existing inequalities, and promote social justice (Freire, 1970).

4. **Constructivism Theory.** Constructivism theory emphasizes the active role of learners in constructing their knowledge and understanding of the world around them. According to this theory, learning occurs when students actively engage in activities that allow them to form connections between their existing knowledge and new information. In the context of sociology of education, constructivist pedagogy encourages students to critically analyze social structures, institutions, and interactions to develop a deeper understanding of sociological concepts (Vygotsky, 1978).
5. **Social Learning Theory.** Social learning theory posits that learning occurs through observation, modelling, and imitation of others. In the context of sociology of education, this theory suggests that students should be made to acquire knowledge and skills by observing and interacting with their peers and teachers. Collaborative learning activities, group discussions, and roleplaying exercises are some of the pedagogical strategies that can be employed to enhance social learning within the field of sociology of education (Bandura, 1977).

These theories provide valuable frameworks for understanding the complexities of teaching Sociology of Education. By incorporating these theories into pedagogical practices, educators can promote more inclusive, equitable, and transformative educational experiences.

Pedagogical Approaches of Teaching Sociology of Education in Nigeria

Research has identified various pedagogical strategies that can be used in sociology of education to enhance sustainable quality education in Nigeria. Active learning approaches, such as problem-based learning, collaborative projects, and experiential learning, have been found to promote critical thinking, engagement, and retention of knowledge (Shumovich & Ifinedo, 2017). These pedagogies not only enhance students' understanding of the subject matter, but also equip them with the necessary knowledge to promote sustainable practices. These are:

1. **Project-based learning (PBL).** This pedagogy engages students in real-world, inquiry-based projects that have direct connections to

the community and sustainability. Students actively construct knowledge through research, problem-solving, and collaboration. In a study by Jiang et al. (2017), it was found that PBL helps students develop critical thinking skills and an understanding of sustainability issues.

2. **Experiential learning.** This pedagogy involves hands-on or practical experiences and reflection to facilitate understanding of sociological concepts related to sustainable education. Field trips, case studies, and simulations can be used to expose students to real-world examples. Hawkins et al. (2018) highlighted the importance of experiential learning in sociology of education, stating that it promotes critical thinking, empathy, and a deeper understanding of social issues.
3. **Service-learning.** This pedagogy combines academic learning with community engagement. Students apply sociological theories and concepts to address community needs related to sustainable education. A study conducted by Butin (2003) demonstrated that service-learning in sociology of education fosters civic responsibility, empathy, and a sense of social justice.
4. **Collaborative learning:** This pedagogy emphasizes group work and cooperation among students. Collaborative activities such as group discussions, debates, and problem-solving tasks can enhance understanding of sociological concepts and encourage critical thinking regarding sustainability issues. According to Johnson and Johnson (2009), collaborative learning promotes positive interdependence, individual accountability, and the development of teamwork skills.
5. **Blended Learning.** This pedagogy advocates for incorporating technology in the classroom. has shown promising results. Blended learning, which combines face-to-face instruction with online resources, allows for a more flexible and personalized learning experience (Harley et al., 2007). The integration of multimedia materials, online discussions, and virtual simulations enhances student engagement and interaction, enabling a broader exploration of sociological topics

These pedagogical approaches can be combined or adapted based on the specific learning objectives and context of the sociology of education course. By utilizing these strategies, educators can create a dynamic and engaging learning environment that enables students to understand and promote sustainable education

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This involves the act of planning, implementation, and assessment of various existing teaching methods and approaches to be employed to achieve specific learning objectives. This in essence, suggests that a teacher should be able to scrutinise among the available teaching approaches, select and utilise the most relevant and effective instructional techniques, assess their impact on student learning, and make adjustments as the need be (Joyce & Weil, 2009).

According to Shulman (1987), effective management of pedagogical strategies requires teachers to:

1. Identify learning objectives and outcomes
2. Select appropriate teaching methods and materials
3. Implement and adapt strategies to meet diverse student needs
4. Monitor and evaluate student progress
5. 5. Reflect on and refine their teaching practices

By managing pedagogical approaches effectively, teachers can enhance students' engagement, motivation, and achievements thereby enabling a sustainable quality education.

Conclusion

Managing pedagogical approaches in teaching Sociology of Education for sustainable education is essential in nurturing critical thinking, promoting engagement, and developing a sense of responsibility in students. By incorporating active learning methodologies, integrating technology, fostering interdisciplinary connections, and emphasizing real-world applications, educators can enhance students' understanding of the sociological aspects of

education and their role in sustainable educational development. However, continuous evaluation and improvement of pedagogical practices in response to changing contexts and student needs are crucial for effective teaching.

Recommendations

To implement pedagogical approaches in teaching sociology of education for sustainable education in Nigeria, there is the need to:

1. Incorporate experiential learning in teaching. Teachers should engage students in hands-on activities, fieldwork, simulations, and case studies to enhance their understanding of the complex dynamics between education and sustainability. This is to allow students apply theoretical concepts to real-world scenarios, fostering critical thinking and problem solving skills. In other words, this hands-on experience can bridge the gap between theory and practice, fostering a sense of social responsibility.
2. Foster critical reflection. This implies that teachers should encourage students to critically reflect on the social, economic, and environmental implications of educational practices and policies. Utilize reflective journals, group discussions, and structured reflection activities to deepen their understanding of sustainable education.
3. Promote interdisciplinary approaches. This is to say, teachers should integrate perspectives from various disciplines such as sociology, ecology, economics, and environmental studies to offer a comprehensive understanding of sustainable education. Teachers need to encourage collaboration between students from different majors to foster interdisciplinary learning and innovative solutions. In other words, teachers should be able to encourage students to make connections between Sociology of Education and other disciplines, such as environmental studies or social justice, to promote a holistic understanding of sustainability and its intersectional nature.
4. Engage with community partners. This calls for establishing partnerships with local schools, NGOs, and community organizations

to provide students with opportunities for practical research and service-learning experiences related to sustainable education. This engagement can lead to meaningful community impact and enhance students' sense of civic responsibility.

5. Use technology for active learning. Teachers should be able to use online platforms, multimedia resources, and interactive tools to facilitate active learning and enhance student engagement in the subject matter. Teachers should incorporate digital simulations, virtual field trips, and interactive online discussions to create a dynamic and inclusive learning environment. In other words, teachers should utilize blended learning approaches that incorporate multimedia materials, online discussions, and virtual simulations to enhance student engagement, interaction, and exploration of sociological topics.
6. Promote student agency and empowerment. This means teachers should encourage students to take an active role in shaping their learning experiences and developing sustainable education initiatives. Provide opportunities for student-led projects, advocacy campaigns, and research on education policies and practices. This approach nurtures students' sense of agency and fosters their commitment to sustainable education.
7. Assess learning outcomes through multiple measures. Teachers should move beyond traditional exams and essays by utilizing diverse assessment methods, such as portfolios, presentations, projects, and group work, to capture students' holistic understanding of sustainable education. This approach aligns with the principles of authentic assessment and encourages creativity and critical thinking.

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