

**EVALUATION OF THE EFFECTS OF INDIVIDUAL AND COOPERATIVE  
LEARNING INSTRUCTIONS ON PERFORMANCE OF SOCIAL STUDIES  
STUDENTS IN UPPER BASIC JIGAWA STATE, NIGERIA**

**BY**

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ZARIA -NIGERIA**

**AUGUST, 2021**

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**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,  
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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,  
FACULTY OF EDUCATION,  
AHMADU BELLO UNIVERSITY,  
ZARIA -NIGERIA**

**AUGUST, 2021**

## DECLARATION

I hereby declare that the work in this thesis titled “EVALUATION OF THE EFFECTS OF INDIVIDUAL AND COOPERATIVE LEARNING INSTRUCTION ON PERFORMANCE OF SOCIAL STUDIES STUDENTS IN UPPER BASIC JIGAWA STATE, NIGERIA” has been carried out by me in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other Institution.

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Yusuf, ADAMU

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Date

## CERTIFICATION

This thesis titled EVALUATION OF THE EFFECTS OF INDIVIDUAL AND COOPERATIVE LEARNING INSTRUCTION ON PERFORMANCE OF SOCIAL STUDIES STUDENTS IN UPPER BASIC JIGAWA STATE, NIGERIA by YUSUF, ADAMU meets the regulations governing the award of the degree of Doctor of Philosophy in Curriculum and Instruction of the Ahmadu Bello University, and is approved for its contributions to knowledge and literary presentation.

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## **DEDICATION**

This research work is dedicated to my beloved parents, Late. Mal. Adamu Ahmad, Khadija Yusuf and my wife Fatima.

## **ACKNOWLEDGEMENTS**

All praises be to Allah the Giver of all things. My unquantifiable appreciation goes to the supervisory committee of this work in person of Head of Department, Dr. A.D. Aliyu, Prof. S.U, El-Yakub and Dr. A.M Aminu, Dr. S. Isma'il (PG. Coordinator, Department of Educational Foundations and Curriculum) They tirelessly supervised the work from beginning to the end in order to ensure that the work met the required standard, despite all the academic and administrative responsibilities conferred on them. May you be rewarded with Allah's blessings in this life and hereafter.

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## ABSTRACT

The study evaluated the Effects of Individual and Cooperative Learning Instruction on the Performance of Social Studies Students in Upper Basic, Jigawa State, Nigeria. The study was carried out with five research objectives which were to: determine the effect of pre-test, post-test performance of students taught Social Studies using individual instruction in Upper Basic in Jigawa State; determine the effect of pre-test, post-test performance of students taught Social Studies using cooperative learning instruction in Upper Basic in Jigawa State; compare the performance of students taught Social Studies using individual instruction, cooperative learning instruction and conventional method in Upper Basic in Jigawa State. In line with the stated objectives, five corresponding research questions were asked and answered while five null hypotheses were formulated and tested in the study. Related literatures were reviewed on the variables of the study. The study adopted quasi-experimental research design that is, pre-test and post-test, non-equivalent control group were used. The target population of the study was 325,488 Upper Basic<sup>II</sup> students spread across the 504 Upper Basic students in nine educational zones in Jigawa State. The sample size for the study consisted of 220 Upper Basic<sup>II</sup> students from six (6) intact Upper Basic in Dutse Educational Zone. The instrument used for data gathering for both pre-test, post-test and retention-test Social Studies Achievement Test (SOSAT). The sampling technique used was simple random Sampling (SRS). A researcher made test item titled: Social Studies Achievement Test (SOSAT) was used for data collection in the study. After validation of the test instrument by researcher's supervisors, experts and the instrument was pilot tested using a test/retest method. The scores obtained were subjected to Pearson Product Moment Co-Relation Co-efficient statistical technique and a reliability index of 0.81 was obtained. Data collected in the study were analysed using descriptive statistics which involved frequencies and percentages while mean and standard deviation were used to answer the research questions. Hypotheses 1,2,4,5 were tested using the independent t-test while hypothesis 3 was tested using Analysis of Variance (ANOVA). All the hypotheses were tested at 0.05 level of significance. Findings of the study revealed that Students taught Social Studies using individual instruction performed significantly better in Post-test than in the Pre-test. The performance of students that were taught Social Studies using cooperative learning instruction was significantly better in Post-test than in Pre-test. Students exposed to cooperative learning instruction in teaching Social Studies had higher performance scores than those exposed to individual instruction or conventional method. Recommendations were made, among which were that Social Studies teachers should be enlightened on the use of individual instruction through organized in-service trainings, workshops and seminars. This in turn will boost their level of confidence in using individual instruction as well as other teaching methods to teach social studies. Social Studies teachers should also be encouraged to use cooperative learning instruction to facilitate the teaching of Social Studies in such a way that students will effectively learn and retain the concepts taught.

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## **LIST OF ABBREVIATIONS**

ANOVA	-	Analysis of Variance
ASESP	-	Africa Social Studies and Environmental Studies Programme
BPNT	-	Basic Psychological Needs Theory
CESAC	-	Comparative Educational Study and Adaptation Centre
CORI	-	Concept Orientated Reading Instruction
JSMOSE	-	Jigawa State Ministry of Education Science and Technology
LCM	-	Learning Centred Model
LGAs	-	Local Government Areas
NCSS	-	National Council for the Social Studies
GCSS	-	Government Commercial Secondary School
NERDC	-	Nigeria Educational Research and Development Council
NNTEP	-	Northern Nigeria Teacher Education Project
NTI	-	National Teachers' Institute
PBL	-	Problem Based Learning
SDT	-	Self Determination Theory
SOSAN	-	Social Studies Association of Nigeria
SOSCEON	-	Social Studies and Civic Education of Nigeria
SOSAT	-	Social Studies Achievement Test
UB	-	Upper Basic
FRN	-	Federal Republic of Nigeria
TAI	-	Team Assisted Instruction
TEL	-	Test of Economic Literacy
TGT	-	Team Game Tournament
UPE	-	Universal Primary Education
USA	-	United States of America
USAID	-	United State Agency for International Development

## OPERATIONAL DEFINITION OF TERMS

**Teaching Approach:** A style of teaching

**Cooperative Learning Instruction:** Is defined as students working together to attain group goals that cannot be obtained by working alone or competitively

**Evaluation:** The process of getting information, analysing it and drawing final conclusion from it.

**Individual Instruction:** A method of teaching in which content instructional technology and pace learning are based upon the abilities and interest of each learner.

**Learning:** Activity of obtaining knowledge or connection between response and stimuli

**Performance:** The outcome of the educational goals that are achieved either by the students or teacher. It is a measurement in terms of specific and desirable results in examination.

**Conventional Method:** A teacher centred teaching method where a teacher dominates the class by carrying out all the class activities thereby limiting student's activities to just listening to teacher's words and copying notes from the board.

## **CHAPTER ONE INTRODUCTION**

### **1.1 Background to the Study**

Social Studies deals with man's interactions with his environment. It is concerned with the reciprocal relationship between man and the various aspects of his environment. While interacting with his physical and social environment, man encounters problems which challenge in him to live comfortably, orderly and more meaningfully. (Muhammed, 2011), man continuously finds solutions to problems that arise in his socio-economic life. It is expected that through Social Studies man would have been sufficiently informed to tackle societal problems. Therefore, the general purpose of Social Studies education is to help learners develop the ability to adapt to acquisition of relevant knowledge, attitudes, values and practical skills. Social Studies provides coordinated, systematic study drawing upon such disciplines as Anthropology, Archaeology, Geography, History, Law, Philosophy, Political Science, Psychology, Religion, and Biology, as well as appropriate content from the humanities, Mathematics, and natural sciences.

The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Social Studies is taught in kindergarten through secondary schools across the nation. The main philosophy behind the teaching and learning of Social Studies in Nigerian schools at primary and Upper Basic levels according to National Orientation Agency (NOA, 2015), was to produce an effective citizen and forging a cohesive society that will support nation building by a way of classroom mediation of curriculum programmes. In the same vein, Social Studies has been viewed by many academics as a course of study that is geared towards producing responsible and law abiding citizens. For instance, Ukegbu, Mezieobi, and Ajileye, (2011) outlined objectives of Social Studies to include: developing and transforming the Nigeria youths into effective and

responsible citizens by making them law-abiding; creating awareness of one's right, duties and obligations as citizens of this great nation and also appropriate the rights of other citizens; and helping the young people to acquire a sense of loyalty, honesty, discipline, courage, dedication, respect, patriotism, hard work. It inculcates in students, the spirit of nationalism and desirable habits, values and attitudes children and youths.

Social Studies as it was harmonized in religion and national values curriculum, aimed at giving learners an opportunity to a worldview that symbolizes the culture and takes into consideration the humanistic values at the same time. The content should support the development of patriotic and citizenship upbringing, evaluate and protect the national and world cultural heritage and human values. Moreover, the classroom practice should not be limited within the school walls. The learning should take place in nature, streets, business organizations, governmental offices, cultural sites, public and private libraries. The school itself is considered as a model of a democratic institution, where the citizens should shape, practice and improve their analytical, creative, participatory decision making, leadership, and active citizenship skills and abilities. Additionally, in this uncertain world, Social Studies is the channel through which the citizens of a new generation develop the peace culture, where the national values are protected.

The teaching and learning methods and learning opportunities are also important in achieving the goals and objectives of teaching Social Studies. Social Studies teachers are free to select the appropriate learning activity depending on the aim of a lesson, classroom environment, peculiarities of learners, discuss topics and other educational factors. Reference to this, Gyulbudaghyan, Petrosyan, Tovmsayan, and Zohrabyan, (2011), encouraged the American Social Studies teachers to utilize group discussion method or strategies like cooperative learning instructions and brainstorming among other strategies. They further stressed that the practical discussion will develop active citizenship skills and dispositions among students,

willingness and skills for realizing personal responsibility as a citizen. The school graduates should be able to analyse various situations independently, express and defend personal opinions and attitudes, and develop action plans.

Despite the recommendations of innovative strategies like individual instructions and cooperative learning instructions, and brainstorming among other strategies for Social Studies teaching by Ezegebe, Oyeokuku, Mezieobi and Okeke (2016), that the lecture method dominates other approaches in the teaching of Social Studies at Upper Basic level; students were made passive learners. Teachers' poor usage of participatory approaches to instructions like individual instructions and cooperative learning instructions, discussion, debate and inquiry as indicated in their study is a big challenge to the implementation of Social Studies contents at Upper Basic. Perhaps the challenges to interactive and or participatory teaching and learning at the classroom level are compounded by the traditional structures and culture of the teacher-centered approach that perpetuates the one-way teacher transmission of ideas but encourage limited engagement in teaching.

According to Adediran, Ibrahim and Adelegun (2012), most of the Nigerian Social Studies teachers seem not to carry out instructions using participatory approaches such as individual instructions and cooperative learning instructions, discussion, debate, inquiry despite their relative advantage. It could probably be that Social Studies teachers don't use participatory approach either because they lack knowledge of such methods or because they are not fully aware of the efficacy of Social Studies in solving social problems in the society.

These approaches (Individual and Cooperative learning instruction) stem from the constructivism learning theory, which suggests that a classroom is no longer a place where learners just wait for instructors to impart the knowledge. The students learn by generating their own idea through active participation in the learning process (Boghossian, 2006 in

Inuwa, Abdullah and Hassan, 2017). The focus is no longer on how much a student can remember, but how he understands; what meaning he make of his understanding; and, whether he can apply the knowledge and meaning in real-world situations.

Whatever method a teacher adopts, the teacher establishes a pattern of general conduct during a lesson, while on their part students establish certain types of behaviour to coincide with this pattern. What is needed here, the teacher should not dominate the class by talking too much as practiced by many Social Studies teachers in Nigeria today; as if the lecture method is the only pedagogy for teaching Social Studies curriculum.

It is in line of the above that a feasibility study was carried out by the researcher to see whether individual instructions and cooperative learning instructions were being employed by Social Studies teachers in Upper Basicin Jigawa State, Nigeria, and they were found not commonly employed by Social Studies teachers in the study area which appears to be one of the basis for low students' performance in Social Studies, and as well seems to be one of the factors resulting to poor inculcation and acquisition of social, democratic, moral values and citizenship skills in the minds of Nigerian younger generation.

It is on the basis of this that the researcher was prompted to embark on this study, Evaluation of the effects of individual and cooperative learning instructions on the performance of Social Studiesstudents in Upper Basicin Jigawa state, Nigeria, with the intent to reveal the suitability or otherwise of individual instructions and cooperative learning instructions in teaching Social Studies in Upper Basic.

## **1.2 Statement of the Problem**

Social Studies education as it is being taught in schools as part of religion and national values curriculum was introduced in to Nigerian primary and Upper Basicwith the view to preparing learners especially the youths, to carry out their roles as citizens of the country. Social

Studies ought to be taught using innovative teaching instructions such as individual instructions and cooperative learning instructions among other teaching instructions as recommended by Gyulbudaghyan, Petrosyan, Tovmasyan, and Zohrabyan, (2011), for the learners to perform academically better and develop active citizenship skills and dispositions, willingness and skills to realize personal responsibility as a citizen.

According to Sani (2009) in Yusuf (2016), objectives of the Social Studies curriculum were adequately defined and the content are sufficient. The quality of the graduates of this curriculum and their academic performance shows that there are problems that hinders the effective implementation the Social Studies curriculum. The objective of any programme cannot be achieved if the planned programme is not well implemented. For an educational programme like Social Studies curriculum to be successfully implemented, the teacher who implements the curriculum at classroom level is expected be competent to create an environment that is fair, understanding, and accepting of diverse students, ideas, experience, and background.

Instead of the foregoing ideal, it was concluded in a study conducted by Ezegebe, Oyeokuku, Mezieobi and Okeke, (2016), that the lecture method dominates other approaches in the teaching of Social Studies Education at Upper Basic level and students were made passive learners. Teachers' poor usage of participatory approaches to instructions like individual instructions and cooperative leaning instructions, discussion, field trip, debate and inquiry as indicated in their study is one of the big challenge for implementation of Social Studies at Upper Basic level. Perhaps the challenges to interactive and or participatory teaching and learning at the classroom level are compounded by the traditional structures and culture of the teacher-centered approach that perpetuates the one-way teacher transmission of ideas but encourages limited engagement in teaching. According to Adediran, Ibrahim and Adelegun (2012).

Most of the Nigerian Social Studies teachers seem not to carry out instructions using participatory approaches such as like individual instructions and cooperative learning instructions, discussion, field trip, debate and inquiry despite their relative advantage. Feasibility study conducted by the researcher shows that innovative instructions like individual instructions and cooperative leaning instructions are not being employed by Social Studies teachers in Upper Basicin Jigawa State, Nigeria. This appears to be one of the bases for lowstudents' performance in Social Studies education, and as well seems to be one of the factors resulting to poor inculcation and acquisition of social, democratic and moral values and citizenship skills in the mind of Nigerian younger generation.

Consequent to this, the researcher examined the Evaluation of the effect of Individual Instructions and Cooperative Learning Instructions on the Performance of Social StudiesStudents in Upper Basic in Jigawa State, Nigeria, to see whether the two instructionsmethod can be used to improve the academic performance of Social Studiesstudents in the study area and the extent to which the instructions identified could help in arousing the students interest when taught using such instructions and thereafter assist in the development of active citizenship skills disposition, willingness and practical skills for realizing personal responsibility as a citizen among students.

### **1.3 Objectives of the Study**

The objectives of the study are to:

1. determine the effect of pre-test, post- test performance of students taught Social Studies using individual instructions in Upper Basic in Jigawa State;
2. determine the effect of pre-test, post- test performance of students taught Social Studiesusing cooperative learning instructions in Upper Basic in Jigawa State;

3. compare the performance of students taught Social Studies using individual instructions, cooperative learning instructions and those with conventional method in Upper Basic in Jigawa State;
4. determine the level of retention of students taught Social Studies using individual instructions in Upper Basic in Jigawa State;
5. assess the retention of students taught Social Studies using cooperative learning instructions in Upper Basic in Jigawa State;

#### **1.4 Research Questions**

The following research questions were answered in the study:

1. What is the effect of individual instructions on students' performance in Social Studies in Upper Basic in Jigawa State?
2. What is the effect of cooperative learning instructions on students' performance in Social Studies in Upper Basic in Jigawa State?
3. What is the difference between the performances of students taught Social Studies using individual instructions, cooperative learning instructions and those with conventional method in Upper Basic in Jigawa State?
4. What is the level of retention of students taught Social Studies using individual instructions in Upper Basic in Jigawa State?
5. What is the retention of students taught Social Studies using cooperative learning instructions in Upper Basic in Jigawa State?

#### **1.5 Hypotheses**

The following null hypotheses are tested at 0.05 level of significance:

**HO<sub>1</sub>:** There is no significant difference between the pre-test and post-test performances of students taught Social Studies using individual instructions in Upper Basic in Jigawa State.

**HO<sub>2</sub>:** There is no significant difference between the pre-test and post-test performances of students taught Social Studies using cooperative learning instructions in Upper Basic Jigawa state.

**HO<sub>3</sub>:** There is no significant difference between the post-test scores of students taught Social Studies using individual instructions, cooperative learning instructions and those with conventional method in Upper Basic in Jigawa State.

**HO<sub>4</sub>:** There is no significant difference between the post-test and retention-test scores of students taught Social Studies using individual instructions in Upper Basic in Jigawa State.

**HO<sub>5</sub>:** There is no significant difference between the post-test and retention-test scores of students taught Social Studies using cooperative learning instructions in Upper Basic in Jigawa State.

## **1.6 Significance of the Study**

The findings of this research work, “Evaluation of the effect of individual instructions and cooperative learning instructions on performance of Social Studies student’s in Upper Basic, in Jigawa state, Nigeria,” are expected to be beneficial to many stakeholders of education, which include: the Social Studies teachers; students of Social Studies; parents; Nigerian educational research and development council (NERDC); ministries of education; quality assurance evaluators; teachers registration council of Nigeria (TRCN); and researchers.

The need to choose appropriate teaching method for Social Studies at Upper Basic has been of great significance to teachers. This is because during planning a lesson, teacher takes much time thinking hard before selecting method that could be appropriate for the lesson. The result of this study, therefore, is expected to widen the frontiers of knowledge of the Social Studies teachers in selecting appropriate methods for teaching Social Studies. This could help the Social Studies teachers prepare this lessons without difficulty and teach easily.

The moment a teacher concludes a lesson that successful, the students are the first agents of curriculum implementation to benefit from that success. The findings of this research work is considered to provide a teaching approach that teachers of Social Studies can adopt, which could improve their productivity and, by extension, improve the quality of students in terms of knowledge and skills. This improves the students' academic performance and help them to achieve their targeted scores in both internal and external examinations. For the students who have lost hope in doing well in Social Studies, application of these approaches would make them to be hopeful, as they can still understand the subject and have their academic performance and retention in Social Studies improved.

Nigerian Educational Research and Development Council (NERDC) that have mandate to develop curriculum in Nigeria would find the result of this study valuable. NERDC develops the Upper Basic Social Studies curriculum without precisely stating the methods (s) that a teacher should adopt to teach the subject. This creates a serious gap in the curriculum, which leads to application of wrong teaching methods for the subject. This study therefore intends to bridge this gap by revealing some of the appropriate approaches for teaching Social Studies at Upper Basic level.

The achievement or otherwise of educational policies and objectives depends largely on what a teacher does in classroom and teaching method is a crucial factor that affects the efforts of teachers in the implementation of these educational policies and objectives at classroom level. The result of this research, therefore, is desired to reveal the students performance in relation to teaching approach, which would be useful to educational administrators in the Federal and State ministries of education by calling their attention on the relevance of teaching methods in the attainment of educational policies and objectives. This would help them searching for a topic to include during the planning stage of workshops and seminar for teachers, which they can easily get from the outcomes of this research.

The result of this study is also expected to benefit some special and professional bodies, such as Teachers Registration Council of Nigeria (TRCN) and Quality Assurance Evaluators. For instance, the study could sensitize inspectors from Quality Assurance Evaluators on some of the approaches that are appropriate for teaching Social Studies. This knowledge eases their work during inspection by highlighting at least one important area of concentration during the inspection. On the other hand, Teachers Registration Council of Nigeria (TRCN) body that certifies professional teachers, could utilise the outcomes of this research work by appreciating the relevance of teaching method to the success of every lesson. Therefore, before they certify that a teacher is professional, they should make sure that the teacher is conversant with adequate approaches for teaching Social Studies.

Finally, researchers could find this research work useful because its findings, conclusions and recommendations would provide a point of reference. Furthermore, those that are looking for researchable topics may easily get it from the recommendations for a further research in this study.

### **1.7 Scope of the Study**

The study focused on the evaluation of the effects of individual and cooperative learning instructions on performance of Social Studies students in Upper Basic. The study was carried out in Dutse educational zone, in Jigawa state on (Upper Basic II) level students selected from Dutse International Model, G.S.S.C Dutse, Upper Basic Zarenawa, Upper Basic Masamawa, Upper Basic Wada Abubakar, Upper Basic Shuwarin. The choice of the Dutse zone was to eliminate the intervention of location variable in the study because the zone comprised rural, urban and semi-urban schools. The main reason for selecting Upper Basic II is because they are relatively more stable in the school, compared to Upper Basic I

that are new to the subject and Upper BasicIII are busy doing registration for placement examination.

The subjects in both experimental and control groups were taught the following topics: concept of culture; concept of communication; concept of marriage; concept of family and concept of transport. The duration for this research was ten (10) weeks. Administration of pre-test at the beginning of first week then eight (8) weeks lessons. These was followed by post-test at the end of eight week, then an interval of two (2) weeks for retention test at the end of tenth week. Since this research involved six (6) schools, each school was handled by a research assistance and this makes a total of six (6) research assistance.

## **CHAPTER TWO REVIEW OF RELATED LITERATURE**

### **2.1 Introduction**

The study aimed at Evaluating the Effects of Individual and Cooperative Learning Instructions on the Performance of Social Studies Students in Upper Basic. This chapter reviewed the related literature under the following sub-headings: theoretical framework constructivism theory; stages of constructivist process, difference between conventional classroom and constructivist classroom, self-determination theory; conceptual frame work; teaching method; classification of teaching method; teaching method in Social Studies curriculum; demonstrative method; peer teaching and learning; lecture method; Social Studies; individual instructions; cooperative learning instructions; conventional/traditional method; students interest; students' performance; nature and scope of Social Studies; Social Studies curriculum in Nigeria; aims and objectives of Social Studies curriculum in Nigeria; justification for Social Studies education in Nigeria; resources for the implementation of Social Studies curriculum; an overview of instructional method; importance of individual instructions; components of individual instructions; types of individual instructions; impact of individual instructions in Social Studies in Upper Basic; importance of cooperative learning instructions; element of cooperative learning instructions; impact of cooperative of learning instructions in Social Studies in Upper Basic; concept of retention; Obstacles in Teaching Social Studies in Upper Basic; framework for evaluation of academic performance, empirical studies; and summary.

### **2.2 Theoretical Framework**

The theoretical model for this study is based on the constructivists learning theory and self-determination theory which explain the relevant to the two theory to the study in hand.

### **2.2.1 Constructivism Learning Theory**

As a theory of learning argue that humans generate knowledge and meaning from an interaction between their experience and their ideas. During infancy, it was an interaction between human experiences and their reflexes or behaviour pattern which Piaget called this system of knowledge schemata. John Dewey (1992), Maria, Montessori, Wladyslaw Strzemiński, Jean Piaget, Herbert Simon, Paul Watzlavick, Ernest Von Glasersfeld, Edgar Morin among other authors, formalized theory of constructivism based on Jean Piaget, theory who articulated mechanism by which knowledge is internalized by learners. Piaget further emphasized process of accommodation and assimilation where individual constructs new knowledge from their experiences. When individuals assimilate, they incorporate the new experience into an already existing framework without changing that framework. This may occur when individuals' experiences are aligned with their internal representations of the world, but may also occur as a failure to change a faulty understanding. For example, they may not notice events, may misunderstand input from others, or may decide that an event is a fluke and is therefore unimportant as information about the world (Barr & Tagg, 2010).

In contrast, when individuals' experiences contradict their internal representations, they may change their perceptions of the experiences to fit their internal representations. According to the theory, accommodation is the process of retraining one's mental representation of the external world to fit need experiences. It is important to note that, construction is not a particular ideology. In fact, construction is a theory describing how learning happens, regardless of whether learners- are- using their, experience to understand a lecture or following the instructions. In both classes, the theory of constructivism suggests that learners construct knowledge out of their experiences (Boud & Feletti, 2009). However, constructivism is often associated with pedagogic instructions that promote active learning or learning by

doing. The learner as a unique-individual, social constructivism views each learner as a unique 'individual with unique needs and background and the learner is also seen as a complex and multidimensional. Social constructivism not only acknowledges the uniqueness and complexity of the learner, but actually encourages, utilizes and rewards it as an integral part of the learning process (Wertsch, 2010).

The constructivism theory encourages the learner to arrive at his/her version of the truth, influenced by his/her background, culture or embedded worldwide. According to this theory, it is thus important to take into account the background and culture of the learner throughout the learning process (Wertsch, 2010). The responsibility for learning should reside increasingly with the learner (Gasser, 2011). He emphasized that learners construct their own understanding and those they do not simply mirror and reflect what they read. Learners look for meaning and will try to find regularity and order in the events of the world even in the absence of full or complete information. Sustaining motivation to learn is strongly dependent on the learner's confidence in his or her potential for learning. These feelings of competence and belief in potentials to solve new problems are derived from past and are much more powerful than any external acknowledgement and motivation (Eggen&Kauchak, 2010).

According to constructivism theory, instructor has to adapt to the role of facilitators and not teachers (Baversfled, 2009). Whereas a teacher gives a didactic lecture that covers the subject matter, a facilitator helps the learner to get to his or her own understanding of the content (Gamoran, Secada&Marrett, 2011). This dramatic change of role implies that the facilitator needs to display a totally different set of skills than a teacher (Brownstein, 2010), A teacher tells, a facilitator asks, a teacher lectures from the front, a facilitator according to a set curriculum, provides guidelines and creates the environment for the learner to arrive at his or her own conclusions; a teacher mostly gives a monologue, a facilitator is in continuous dialogue with the learners (Rhodes &Bellany, 2009).

The theory further suggests that knowledge is first constructed in a social context and is appropriated by individuals (Bruning & James, 2009; Eggen & Kauchak, 2014). According to constructivists, the process of sharing individual perspectives- called collaborative elaboration results in learners constructing understanding together that would not be possible alone (Meter & Stevens, 2010). The theory views learning as an active process where learners should learn to discover principles, concepts and the facts for themselves; hence the importance of encouraging guess work and instinctive thinking in learners (Meter & Stevens, 2010). Other constructivist scholars agree with the view of (Meter & Stevens, 2010), and emphasize that individuals make meanings through the interactions with each other and with the environment they live in. Knowledge is thus a product of humans and is socially and culturally constructed (Ernest, 2011; Pravat and Floden, 2010). McMahon (2010), agreed that learning is a social process. They further stated that learning is not a process that only takes place inside our minds, nor is a passive development of our behaviour that is shaped by external forces and that meaningful learning occurs when individuals are-engaged in social activities.

Constructivism theory is also of the view that the instructor and the learners are equally involved in learning from each other as well (Holton and Clark, 2009). This means that the learning experience is both subjective and objective and requires that the instructor's culture, values and background become an essential part of the interplay between learners and task in the shaping of meaning. Learners compare their version of the truth with that of the instructor and fellow learners truth (Kwifiss, 2009). The task or problem is thus the interface (McMahon, 2010). This creates a dynamic interaction between task, learner and instructor. Learners with dynamic skills and background should collaborate in tasks and discussion to arrive at a shared understanding of the truth in a specific field (Ducfi, Groh and Allen, 2013). Also, stressed the need for collaboration among learners, in direct contradiction to traditional

competitive instructions. Vygotsky opined that, this has significant implications for peer collaboration, and that of the zone of proximal development level as determine by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers it differs from the fixed biological nature of Piagets stages of development (Gray, 2012).

Knowledge should not be divided into different subjects or compartments, but should be discovered as an integrated whole (Me Mohan, 2013). This also underlines the importance of the context in which learning .is presented. The world, in which learners need to operate, does not instructions one in the form of different subjects, but as a complex myriad of facts, problems, dimensions, and perceptions (Banchi, 2010). Learners should constantly be challenged with tasks that refer to skills and knowledge just beyond their current level of mastery. This captures their motivation and builds on previous successes to enhance learner confidence (Brownstein, 2011). This is inline with Vygotsky's zone of proximal development.

Bogg (2010), further claimed that instructions is good only when it proceeds ahead of development. Then, it awakens and rouses to life an entire set of functions in the stage of maturing, which lies in the zone of proximal development. It is in this way that instructions pays an extremely important role in development. To fully engage and challenge the learner, the task and learning environment should be that the learner be able to function in at the end of learning. Learners must not only have ownership of the learning or problem-solving process, but of the problem itself (Daniel, 2009).

It is important to achieve the right balance between the degree of instructions and flexibility that is built into the learning process. Daniel (2009), contended that the more structure the learning environment, the harder it is for the learners to construct meaning based on their

conceptual understanding. A facilitator should structure the learning experience just enough to make sure that the students get clear guidance and parameters within which to achieve the learning objectives. The learning experience should be open and free enough to allow for the learners top discovery, interaction and arrived at their own, socially verified version of truth. Instructions based on constructivism stress the importance of mechanisms for mutual planning, diagnosis of learner needs and interests, cooperative learning climate, sequential activities for achieving the objectives, formulation of learning objectives based on the diagnosed needs and interests. Personal relevance of the content, involvement of the learner in the process, and deeper understanding of underlying concepts are some of the intersections between emphases in constructivism and learning principles.

### **2.2.2 Stages of Constructivist process**

According to Board (2013), the constructivist process consists the following stages: -

1. Construction of new knowledge on the prior knowledge: The learning process is impacted by the prior knowledge. If the knowledge is built without the learner's prior knowledge, then learners can easily forget the new constructed knowledge. Hence, it is very important for the teachers to construct the new knowledge into the students's existing mental framework.
2. The concept development through real and authentic problems: The constructivist learning is because the learners learn the concepts through real and authentic problems using classroom activities, which enable them to be actively engaged and subsequently develop the ability to resolve the problems on their own.
3. Constructivist curriculum: It is very important for the teacher to present the materials based on the prior knowledge of learners, and what the learners are puzzled by. The constructivist curriculum is based on the idea of understanding the concepts more

deeply and meaningfully. The purpose is to generate the curiosity among the students, and so students start posing questions, and subsequently this result in deeper learning.

4. Closure and reflection on students' learning: It is essential to give proper closure to the learning outcomes of the lesson, as it determines the organization and nature of what has been learnt. The stimulus for learning is cognitive conflict and puzzlement, and this involves discussion and attentive listening. The goal of the constructivist approach is to learn together by applying the concept and resolving the puzzling concept with the help of the peers or the teacher. In this way, the proper closure can assist the students to comprehend their learning outcomes, especially at the end of the lesson.

### **2.2.3 Difference between conventional classroom and constructivist classroom**

Tam (2000) in Olisogun (2015) list four basic characteristics of constructivist learning environments which must be considered when implementing constructivist instructional strategies: that knowledge will be shared between teachers and students; teachers and students will share authority; teacher's role is one of a facilitator or guide; learning groups will consist of small numbers of heterogeneous students. In the constructivist classroom, the focus tends to shift from the teacher to the students. Olisogun (2015), differentiates between the traditional classroom and constructivist classroom as follows:-

1. conventional classroom begins with parts of the whole, emphasize basic skills while constructivist classroom begins with the whole, expanding to parts.
2. In conventional classroom, there is strict adherence to fixed curriculum but constructivist classroom Pursuer students questions or interest.
3. Textbooks and workbooks are dominantly used in traditional classroom while Primary sources or manipulative materials are used in constructivist classroom.

4. In conventional classroom, the instructor gives or the students receive, but in constructivist classroom learning is interaction-building on what students have already known.
5. The instructor in traditional classroom assumes directive and authoritative role while in constructivist classroom the instructor interacts or negotiates with the students.
6. In conventional classroom, assessment is via testing or correct but in constructivist classroom, assessment is via students works, observations, points of view, test. Process is important as product.
7. Knowledge is inert in traditional conventional but in constructivist classroom, knowledge is dynamic or changes with experiences.
8. Students work individually in constructivist classroom but in constructivist classroom students work in groups.

Generally, in the constructivist theory, the classroom is no longer a place where the teacher (“expert”) pours knowledge into passive students, who wait like empty vessels to be filled. Olosoygun (2015) maintained that in constructivist classroom the students are urged to be actively involved in their own process of learning. The teacher functions more as facilitator who coaches, mediates, prompts, and helps students develop and assess their understanding and consequently, their learning. Moreover, in the constructivist classroom, both the teacher and the students think of knowledge not as inert factoids to be memorized, but as a dynamic, ever changing view of the world we live in and the ability to successfully stretch and explore that view.

#### **2.2.4 Self-Determination Theory**

Self-Determination Theory (SDT) is an influential branch of educational and positive psychology (Deci and Ryan, 2009; Ryan and Deci, 2012). It is a complex meta-theory that attempts to explain how and why an individual’s behaviour is self-motivated and self-

determined (Deci and Ryan, 2012). One sub-theory which falls under the general umbrella of SDT is Basic Psychological Needs Theory (BPNT). BPNT involves three basic psychological needs that humans seek to satisfy in order to thrive. These three basic needs are: competence, relatedness and autonomy.

Competence concerns an individual's experience of the effective interactions with the environment (Niemi, Ryan and Deci, 2010), and their sense of ability, capability, and mastery in relation to tasks and challenges (Krieger, 2011) and experience of meaningful and reciprocal connections with key others (Niemi, Ryan and Deci, 2010; Krieger, 2011). Another related concept in self-determination theory is autonomy. Autonomy refers to the subjective experience of an individual's behaviour as being self-governed, volitional, and congruent with their true beliefs, values, and interests (Niemi, Ryan and Deci, 2010). It concerns the common need to be the causal agent of one's own life, and to act and make decisions for oneself in accordance with one's beliefs, values, and interests. In addition to these three basic human needs, SDT also considers how self-motivation and self-determination are influenced by two different classifications of motivation (Ryan and Deci, 2009, Deci *et al.*, 2013). The first is intrinsic motivation which is grounded in an inherent drive to seek out challenges and new possibilities and to act in accordance with one's own genuine sense of interest and/or enjoyment. The second is extrinsic forms of motivation, which are essentially reasons for acting that come from external sources, are primarily predicated on external recognition, demand or possible reward, and are typically a means to an end.

Self-determination theory (SDT) posits that autonomous self-regulation is supported when a person has their basic needs of autonomy, competence and relatedness met, and when they have predominantly intrinsically motivated goals. The theory proposed that autonomous self-regulation may be supported when a person relies on extrinsic forms of motivation, if those extrinsic motivations are harnessed in a way that is self-determined. Importantly, empirical

associations between the factors examined by SDT among law students' well-being have been documented (Sheldon and Krieger, 2012), (Larcombe, Tumbaga, Malkin, Nicholson and Tokatlidis, 2013).

Critically, for our purposes in advocating the importance of explicitly teaching independent learning skills to first year students, the two elements of SDT's basic theory work together to highlight that autonomous self-regulation is a key factor and condition for promoting learning, academic performance, and wellbeing (Vansteenkiste, Niemiec, and Soenens, 2010). That is, students well-being can be seen to be supported if students are equipped with independent learning skills that allow them to be self-regulated, autonomous, and motivated to be 'active participants in their own learning process' (Cubukcu, 2009). SDT, the teaching of independent learning skills can be seen as one theoretically informed instructions to enable tertiary learners to personally activate, alter, and sustain their learning practices in specific contexts (Zimmerman, 2011).

Generally, the SDT represents an important theoretical framework for considering how independent learning skills can promote self-management capacities, and consequently the psychological well-being of first year students. The argument here is that SDT's key concept of autonomous self-regulation, which is maintained by intrinsic motivational goals and self-determined extrinsic motivation, as well as the satisfaction of the basic psychological needs of autonomy, competence, and relatedness, provides a theoretically grounded basis for arguing that the teaching of independent learning skills can support the well-being of the first year students. Independent learning skills provides students with instructions to enact intrinsic motivations and goals, and contribute to a self-determined response to extrinsic motivations. The students also play a part in the satisfaction of the basic needs of competence, relatedness and, in particular, autonomy.

## **2.3 Conceptual Framework**

Social Studies programme is expected to make good citizens and patriots out of the teeming youth of Nigeria. Incidentally, the programmes of Social Studies in schools over the years have been implemented without success in terms of inculcating the values of good citizenship among the youths (National Council for the Social Studies, [NCSS],2012). The youths are rich in knowledge of social concepts and facts, but deficient in expected social values, attitudes and behaviours that characterized social responsible citizens. It is assumed that this deficiency arises from the way the subject is taught and learnt in the classrooms. However, the teaching of Social Studies has relied on conventional method of teaching such as, the lecture method, dictation and note taking, which are not interactive. This method is inadequate to facilitate optimal learning in students and modify their behaviours positively (NTI, 2009).The major concepts or variables involved in this research topic are discussed as follows:

### **2.3.1 Teaching Method**

The quest for education is all about seeking positive social change in the society (Danladi and Lorlian, 2016). To make a students knowledge is not the only purpose of education, but also making the students to learn about rationale thinking, the right attitude, behaviour, and contribute to knowledge. To achieve these, curriculum implementation agents are needed, and among the agents, the teacher and his methods are the most important. Instructional methods are named after the dominant actively employed in a lesson. A teaching method encompasses the principles, policies and methods that could be used for instructing students.

According to Ayeni (2011), teaching is a continuous process that involves bringing about desirable changes in learners through use of appropriate methods. There are various methods for teaching. Ogunniyi (2009) in Thomas & Israel (2013), asserted that one of the most persistent and compelling problems besetting achievement is the poor quality of teaching. The use of a variety of instructional methods is necessary for effective and efficient curriculum implementation. No wonder Thomas & Israel (2013), posited that what constitutes good teaching and learning of school subjects is the use of appropriate methods of teaching. According to Tebabal&Kahssay (2011) in Eze, Ezenwafor&Molokwu (2015), to facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives. In order for the method use in teaching to be effective; Adunula (2011), posited that teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered.

Effective teaching in Social Studies is centred on certain factors such as what to teach, when to teach and how to teach. The teacher does not only teach the most relevant, meaningful and useful materials for specific students, he must also recognize and adopt a good and well-researched method of teaching that guarantees better understanding and also stimulates and motivates the students. Several methods of instructions have been employed to stimulate students' interest depending on the situation. Teaching methods that encourage students centred activities for developing reasoning and process slides through scientific approach are conspicuously lacking in Upper Basic in Jigawa State (Yusuf, 2017). For effective teaching to take place, the teacher should stimulate, encourage, and maintain active participation of the students, through the selection of appropriate teaching methods. This would a balance between what is taught and how it is taught. Thus, successful teaching in Social Studies does

not depend only on the teachers' mastery of the subject matter but also the teaching method employed.

### **2.3.2 Classification of Teaching Methods**

Teaching methods are categorized into some classes. According to Tara (2005) in Gengle, Abel & Mohammed (2017), teaching and learning methods are classified into two broad categories: learner-centred strategies and teacher-centred strategies.

**Teacher-centred methods.** The traditional chalk and talk method is categorized as teacher-centred method in which the teacher dominates the teaching and learning activities (Oloyede, 2007 in Gengle, Abel & Mohammed, 2017). In this approach, the teacher is the prime mover of educational experiences. Teacher-centred approach is a process whereby the teacher as an instructor pours knowledge on to the students who have no idea or prior knowledge or experience on a particular concept. The learners remain as passive listeners and there is minimum interaction between the teacher and the students. The term teacher-centred approach comes from the roles of the teacher in the traditional classroom as a possessor of knowledge and a decision maker. Abimbola & Abidoye, (2013) and Hossain & Tarmizi (2013), have argued that conventional teaching approach was not effective in enhancing students' academic achievement; they further argued that students are not fully partaking in the learning process. Teacher-centred approach is least practical, more theoretical and memorizing (Teo & Wong, 2000 in Ganyaupfu, 2013). It does not apply activity based learning to encourage students to learn real life problems based on applied knowledge. As a result, both interest and understanding of students may get lost. To address such shortfalls, Zakara, Chin & Daud (2010), specified that teaching should not merely focus on dispensing rules, definitions and procedures for students to memorize, but should also actively engage students as primary participants. Conventional teaching method is constantly used in teaching

many subjects including Social Studies in Upper Basic in Nigeria. In this case, the teacher is seen as knowledge-dispenser and the students as knowledge-recorder and memoriser.

### **Advantage of Teacher-Centred Methods**

According to Gengle, Abel and Mohammed (2017), teaching and learning methods are the key to any teaching and learning activities. Therefore, teachers should be groomed to use different and suitable strategies during their instructional activities in Upper Basic. Using different methods depends on the topics to be learned, the learners' ability, the time allocation, the objective of the lesson. Samuel (2004) in Shehu (2014), revealed the advantages of teacher-centred learning and teaching strategies as follows:

1. Teacher-centred can convey a lot of information to many students;
2. Maximizes teachers' time;
3. Non-threatening to students;
4. The methods are useful when introducing new subject matter or presenting summaries or overview to learners particularly the lecture method;
5. Help the teachers in covering a lot of content in a short space of time since most activities are done by the teacher;
6. They support other participatory techniques like the lecture method can be used together with other learner-centred approaches.
7. In teacher centred strategies, the classroom remains orderly, the students are quiet and the teacher retains full control of the classroom and its activities.

### **Disadvantages of teacher-centred methods.**

The teacher is the main source of the information in a traditional learning classroom (Estebanez, 2017), therefore, students deal mainly with the teacher to acquire knowledge. That means learning involves a passive perception of information from the teacher by the

students who then organize and store the ideas without substantive modification in long-term memory, to be retrieved when needed. The students rely on their teachers to decide what, when, and how to learn. Traditional teaching tends to see education as the transfer of knowledge from the 'expert' to the 'novice'. According to Ndulo (2011) in Shehu (2014), the disadvantages of conventional method have been given more emphasis than their advantages and they include:

1. It does not encourage critical thinking skills. Mostly emphasis is on the role of teacher as knowledge dispensers and students as repositories;
2. Lacks of process oriented learning;
3. Lacks of interactively;
4. Lacks of emphasis on larger concept or structure;
5. Some teacher-centred like the lecture method is usually presented as a monologue and does not take into account the individual needs, feeling or interest. No feedback from students is required;
6. The quality of learning is superficial, poor and it is not permanent;
7. Students seldom express their feeling and attitude on what is going on and therefore, it is difficult to assess whether or not learning has taken place. When students work alone, they do not learn to collaborate with other students and communication skills may suffer. It does not allow students to express themselves.

Conventional teacher-centred lecture method, which limits students' classroom activities to just listening teacher's words and copying notes from the board, was the major method of instructions by most teachers (Enu, Agyman and Nkum, 2015). These methods do little to advance conceptual understanding and critical thinking. Among other outdated instructional techniques, rote learning which focuses on the memorization and regurgitation of facts, is

also still in use. This form of instructions and learning hampers creativity and does little to foster innate abilities for problem solving and decision-making. Therefore, there is the need to incorporate students-centred approaches in curriculum development that fosters cooperation, tolerance, self-reliance, and self-expression.

**Learner-centred methods.** Teaching is an academic process that involves two groups of people: the teacher/instructor, students/learners and information, which include knowledge and like that are transmitted. Due to these activities involved in teaching, the concept of teaching are preferable discussed as teaching and learning (Aniaku, 2012). Teaching is only meaningful if learning takes place. For this reason, modern teaching methods focuses on the learner. The term “learner-centred”, on the other hand, describes a concept and practices in which students and teachers learn from one another. It proposes a global shift away from instructions that is fundamentally teacher-centred. Tara (2005) in Gengle, Abel and Mohammed (2017), described learner-centred teaching method as those that focus instructions on the needs, preferences, and interest of the learner. Teachers act as facilitators of the learning process, providing direction and feedback, rather than just instructions. learning activities emphasizes cognitive process that prompts learners to construct new meaning from the information they acquire. Students are given multiple opportunities to discover knowledge and practice skills in an environment designed to appeal to them.

In learner-centred teaching, learners actively participate in the decision making process about what to learn, how to learn, what kind of help is required, and how to decide how much to be learned (Abdurrahaman, 2010). Learner-centred involves how teachers help the learners to activate prior knowledge, reveal knowledge organizations, increase students’ motivation, facilitating mastery of skills, foster students holistic development, and foster reflection and self-awareness. According to Kaminski (2000) in Gengle Abel and Mohammed (2017),

learner-centred method is an instructional procedure where by the learners are kept at the centre of the learning process, and they share more of the responsibility as the instructor help them to create an environment in which students can makes connection. The focus in these learners centre approaches is the students and the teacher act as guide.

Vasiliki, Panagiota, and Maria (2016), posited that teachers must discover and apply new teaching methor, which are compatible with the needs, the interest and the abilities of their students. For effective teaching there is the need for be an environment in the teaching room that allows students to be engage, without loss of control. According to Khan (2017), it is important that the teachers see that students can contribute to their own learning: the teacher is not the sole source of knowledge. Mtsem (2011), reported that teaching method affects the responses of students and determines whether they are interested, motivated and involved in the teaching and learning process. Teaching method of this direction is referred as students-centred method.

Students-centred approach is based on constructivists' principles and ideas, which is relevant to Social Studies teaching, because it create an environment that encourages students to interact with materials and construct meaningful knowledge. No wonder, Ganyaupfu (2013), reported that a typical learning environment with a presentation from the course teacher, accompanied by a lecture, neither promotes learners' participation nor build the required level of reasoning amongstudents. Students build a better understanding of the main concepts more effectively when they are engaged to solve problems during class activities. With the advent of the discovery learning, many scholars today widely adopt supplerstudents-centred methods to enhance active learning (Greitzer, 2002 in Ganyaupfu, 2013). Most teachers today apply the students-centred approach to promote interest, analytical research, critical thinking and enjoyment among students.

## **Advantages of learner-centred methods**

Most of the current emphasis is on the use of learner-centred methods to teaching and learning. This is because learning itself is dynamic, the environment keeps changing as the world is moving towards the development of science and technology, the learning and teaching strategies should change to reflect the change in the environment. According to Ofuani&Gbenedio (2016), teachers are expected to have a strong content and pedagogical knowledge that would enable them manage classroom effectively. Learner-centred teaching approaches remove the central role of the teacher as a prime mover of the educational experience. Tara (2005) in Gengle, Abel & Mohammed (2017), outlined the following advantages for learner-centred method:

1. The learner become actively engaged in the learning process;
2. Take responsibility for their own understanding;
3. Learn how to learn;
4. Develop a desire for life-long learning;
5. Retain knowledge and understanding;
6. Gain social skills by working with others.

One of the most important advantages of learner-centred is that the teacher is a facilitator and each students has the privilege to learn new things and new mode of communication through different means. Students learn to direct their own learning, ask questions, and complete tasks independently.

## **Disadvantages of Learner-Centred Method**

There are students who do not relate well to learner-centred in spite of the teachers best effort, particularly at the lower level. According to Sambo (2009) in Sagir (2012), one of the disadvantages of learner-centred method that students have to work in a team and some

learners find it very difficult to work in team because they have no skills for teamwork. Learner-centred method is a time taking approach that, according to Zadra (2008) in Sagir (2012), hinders most of the teachers in applying such strategies during the course of their instructions. teachers must attempt to manage all students' activities at once, which can be difficult when students are working on different stage of the same project.

### **2.3.3 Teaching Methods in the Social Studies Curriculum**

Since there are many subjects and each subject contains numerous topics that requires different approach, a number of teaching methods emerges out of which no known single approach that can succeed with all kinds of students or all instructional objectives. Teachers should use teaching methods that suit both the content and the students. A teacher may use a variety of teaching methods depending on the topic and situation. According to Tahir (2008) in Sagir (2012), the dominant actively that a carry out in class tells the method (s) he/she adopts. This is to say each teaching methods is named from the most frequent actively that a teacher does while teaching. NERDC (2008), Social Studies is a living subject and has to be tough and learned in a practical realistic way. Teaching of Social Studies requires many approaches because of the nature of the content of the subject that involve many aspects of different fields, politic science, history, government, sociology and geography etc. consequently, teachers are implored in the social curriculum to use collaborative and learner-oriented instructional strategies. These methods include cooperative learning instructions; problem solving methods; demonstration method etc.

### **2.3.4 Demonstration Method**

According to Nwachukwu (2011) in Onigbo (2012), described demonstration method of instruction as one of the very effective methods applied by the teacher in achieving objective learning in real life situations. Demonstration method of teaching is mostly used in teaching

practical works like plotting of demand curve on graph sheet and derivation of normal curve from utility curve.

In using demonstration method for instruction, Okoro (1999) in Onuigbo (2012), pointed out that for demonstration to be effective, the teacher should:

1. Plan the demonstration
2. Prepare students for the demonstration
3. Carryout the demonstration process and restate the important point connected with it.

Demonstration can be carried out in the class or class demonstration or done in groups, as group demonstration and can also be an individual demonstration. It possible for students to learn how to perform manipulative operations by reading or being told how to do them. However, they can learn faster and more effectively when they are shown how the work is done. Demonstration enhances students rate of comprehensive of specific objectives.

### **Advantage of Demonstration Method**

Demonstration method of teaching is mostly used in teaching practical, and according to Usaini&Dawani (2013), it has the following advantages as:

1. It helps in involving various sense to make learning permanent;
2. Though, teacher behaviour is autocratic, he invites the cooperation of pupils in teaching learning process;
3. It develops interest in the learners and motivates them for their active participation;
4. It helps in achieving psychomotor objectives.

### **Disadvantage of Demonstration Method**

Even though many researchers reported demonstration method as suitable methods for teaching practice, it still has some limitations in teaching the practical. Usmani&Dawani (2013), listed the following disadvantages of demonstration method:

1. It can be used only for skills subjects;
2. Only the attention of the learners is invited towards the activity demonstrated. They are not free to discuss about it;
3. Due to poor economic conditions of the government schools, there is scarcity of audio-visual aids and equipment and the teachers are not so creative to produce handmade models for demonstration;
4. There is a general lack of sincerity and diligence among teachers; who wish to complete the syllabus at the earliest without putting sincere efforts.

### **2.3.5 Peer Teaching and learning**

Students teaching each in a variety of ways is another strategy to enhance learning. Students tended to be more attentive to what their peers had to say as they could question them freely during the presentation. This strategy is very useful for topics that require a large number of points to be covered, such as transportation. The class can be divided into groups and each group reads only one factor and ensures that every group member understands it (Adams, 2011). The teacher then asks any group member to articulate the understanding of their group. Students pose their questions to the presenting group, and the teacher once again becomes a facilitator of learning.

### **Advantages and Disadvantages of Peer Teaching**

According to Adams (2011), the following are the advantages of peer teaching: Peer-to-Peer learning supports the idea of self – help and demand oriented learning and appreciative

inquiry; Learning is mutual in both directions, both peers express what they have achieved and what is difficult to achieve; and internet technologies can further support the exchange of experiences after a Peer-to-Peer exercise.

Adams (2011), also outlined the following disadvantages of peer teaching: Peer-to-Peer learning approaches require extra resources, as every government is trying to minimize cost; and the quality of a Peer-to-Peer exercise, as its long term impact cannot be measured easily.

### **2.3.6 Lecturer Method**

In the lecture method, fact or principle is presented orally to groups of students who make notes, have little or no participation in learning, and experiences passive rather than active learning. Good lectures have certain qualities or reason that determine the effectiveness of the method. According to Walker (2002) in Rahman, Khalil, Jumani, Ajmal, Malik & Sharif (2011), there are three main reason to use the lecture format: to transmit information; to create interest and to promote understanding. Lecture can be good or bad depending on these qualities. Hence, the effectiveness of a method can be determined by studying the degree to which its objectives are achieved. There are different types of lecture method as described by Kumar (2003), in Rahman, Khalil, JumaniAjmal, Malik & Sharif (2011).

1. The expository lecture: It is what most student's think of when they hear that the teacher lectures a lot. The instructor does most of the talking and at times allows students to ask questions of clarification.
2. Illustrated lecture: It can take up different forms for example; transparencies, filmstrips, slides projected and non-projected pictures, diagrams, maps, chart, and blackboard writings. These are mean to catch the attention of the learners and must be prepared carefully.

3. **The Lecture-Recitation:** In this teacher does most of the talking, but often stops and asks students specific questions or requests students to read prepared material. In the lecture-recitation, the direction of interaction is either teacher to class, teacher to individual student, or individual students to teacher.
4. **Lecture-cum-Demonstration:** This types of teaching serves a positive purpose as the students keen observation during demonstration enables them in comprehension. Demonstration are often useful when concepts are being developed. It is helpful in teaching of skill-subjects, sciences and languages. Lecture cum demonstration is suited particularly to the students who have limited ability to think abstractly.
5. **The interactive lecture:** It encourages student-to-students interaction. In this instructor begins with a 15 to 25 minutes' mini-lecture and then asks the students to form learning groups and complete an assignment based on the mini-lecture.

### **Advantage of Lecture Method**

Lecture method was the dominant method used by teachers at secondary schools. Adams (2011), outlined the following advantages of lecture method.

1. Effective lectures can communicate the intrinsic interest of a subject through their enthusiasm;
2. Lectures can present materials not otherwise available to students;
3. Lectures can be specifically organized to meet the needs of particular audiences;
4. Lectures can present large amounts of information;
5. Lecture allow the instructor maximum control of the learning experience;
6. Lectures can be presented to large audiences;

### **Disadvantage of Lecture Method**

Adams (2011), also listed the following as disadvantages of lecture method:

1. Lectures fail to provide instructors with feedback about the extent of student learning;
2. In lectures students are often passive because there is no mechanism to ensure that they are intellectually engaged with the materials;
3. Information tends to be forgotten quickly when students are passive;
4. Lectures presume that all students learn at the same pace and are at the same level of understanding;
5. Lectures are not suited for teaching higher orders of thinking such as application, analysis, synthesis, or evaluation; for teaching motor skills, or for influencing attitude or values;
6. Lectures are not well suited for teaching complex, abstract materials

### **2.3.7 Social Studies**

The purpose and content of Social Studies as school subjects are viewed closely related to African traditional citizenship education viewed from this perspective, the developmental trend of Social Studies education in Nigeria can be traced through, the African traditional education, colonial, post-colonial and the integrated instructions phrases (Africa Social and Environmental Studies Programme, (ASESP), 2010). African traditional education was basically citizenship education Nigeria like other African nations had a system of education that integrated the young members into the society through the inculcation of cultural practices, values and beliefs. The goal of the system of education was to make individuals functional and productive members of the society which agreed with the primary role of Social Studies education.

Ever since the colonial rule introduced formal type of education, traditional education existed side by side through its value was de-emphasized. Education became a tool for western imperialism as foreign cultures and values were taught in what constituted the social aspect of

the curriculum. The discrete social sciences particularly History, Geography and Civic Education were taught to produce loyal and obedient British subjects to serve the interest of the colonial masters. At the attainment of independence and subsequently afterwards, Nigeria began to take a close critical look at the curriculum in the schools to redirect focus (Scaglione, 2009). Indeed, the 1968 Mombasa conference formally and officially adopted Social Studies to achieve this purpose. This marked a new beginning of Social Studies in Nigeria. Earlier in 1958 in the former western region, a cooperative effort of the region and the University of Ohio, USA led to the teaching of Social Studies to teachers and the subsequent production of a Social Studies syllabus and a textbook. In 1963, at the Comprehensive High School, Aiyetoro, Egbado, the joint effort between the then western region and the United States Agency for International Development (USAID) saw the appearance of Social Studies in the school curriculum (O'Sullivan, 2010; National Council for the Social Studies-NCSS, 2012).

Meanwhile, in the northern part of Nigeria, the Northern Nigeria Teacher Education Project (NNTEP) in 1964 encouraged the teaching of Social Studies and produced a textbook on Social Studies methodology for teachers (NCSS, 2012). Major landmark in Social Studies education nationally was the 1969 national curriculum conference which sought to make education relevant to the needs of the child and the nation. Just before this in January, 1969 the Social Studies Association of Nigeria (SOSAN) had been launched at the Cooperative College, Ibadan to promote the effective teaching of Social Studies in Nigeria. However, with the national curriculum conference and education agency; the Nigeria Educational Research Council (NERC) was formed in 1970.

The agency with the Comparative Education Study and Adaptation Center (CESAC) organized a series of seminars and workshops which led to the production of Social Studies

curriculum materials for in Upper Basic and teacher education programmes in Nigeria. With the federal government introduction of the Universal Primary Education(UPE)scheme in 1976 and the 6-3-3-4 system of education in 1982, Social Studies was made a core subject in Upper Basic. Curriculum materials were produced for Social Studies for these leads by NERC and ESAC (Scaglione, 2009).

Although the history, of Social Studies appears short, it has continued to make tremendous studies and impact in the Nigeria educational scene. Social Studies is not only taught as a core subject in the primary and secondary schools, it has a pride of place in teacher education programmes in the country. At various Universities, Social Studies can be studied from the first degree level to the doctoral level. In keeping with its dynamic nature, Social Studies now has new theme infused into the curriculum to make it relevant to the needs and aspiration of the society and for preparing learners to become productive and functional members of the society. Social Studies has indeed come a long way but more still need to be done to maximize its benefit to the citizens and the Nigerian nation (NCSS, 2012).

### **2.3.8 Individual Instructions**

The term individual instructions is widely used in teaching and learning. Many terms have been linked with individual instructions, such as flexible learning (Taylor, 2009), experiential learning (Burnard, 2009), self-directed learning and therefore, the slightly overused term 'individual instructions ' can mean different things to different people. In addition, in practice it is also described by a range of terms and this has led to confusion surrounding its implementation. The concept of individual instructions has been credited as early as 1905 to Hayward and in 1956 to Dewey's work (O'Sullivan, 2010). Carl Rogers, the father of client-centred counseling, is associated with expanding this instruction into a general theory of education (Burnard, 2009; Rogoff, 2010).

The term individual instructions was also associated with the work of Piaget and more recently with Malcolm Knowles (Burnard, 2009). Rogers (2009:25), in his book 'Freedom to Learn for the 80s', described the shift in power from the expert teacher to the students learner, driven by a need for a change in the traditional environment where in this 'so-called educational atmosphere, students become passive, apathetic and bored'. In the school system, the concept of individual instructions has been derived, in particular, from the work of Froebel and the idea that the teacher should not 'interfere with this process of maturation, but act as a guide'(Simon, 2010), Simon highlighted that this was linked with the process of development or 'readiness', that is, the child will learn when he/she is ready (Simon, 2010).

The paradigm shift away from teaching to an emphasis on learning has encouraged power to be moved from the teacher to the students (Barr & Tagg, 2009), The teacher-focused/transmission of information formats, such as lecturing, has begun to be increasingly criticized and this has paved the way for a widespread growth of individual instructions an alternative instruction. However, despite the widespread use of the term, Lea and Stephenson (2009), maintained that one of the issues with individual instructions is the fact that 'many institutions or educators claim to be putting individual instructions into practice, but in reality they are not'(Lea & Stephenson, 2009:322). Kember (2009), described two broad orientations in teaching: the teacher-centred/content oriented conception and the individual instructions oriented conceptions. In a very useful breakdown of these orientations Kember (2009), supported many other authors' views in relation to individual instructions view including: that knowledge is constructed by students and that the lecturer is a facilitator of learning other than a presenter of information. Rogers (2009), identified the important precondition for individual instructions as the need for: a leader or person who is perceived as an authority figure in the situation, is sufficiently secure within herself/ himself and in her/ his relationship to others that she/ he experiences an essential trust in the capacity of others to think for

themselves, to learn for themselves. Rogers' (2009), ideas of individual instructions who posits that students might not only choose what to study, but how and why that topic might be an interesting one to study' Burnard (2010), The author also emphasized Rogers' belief that students' perceptions of the world were important, that they were relevant and appropriate. This definition therefore emphasized the concept of students having 'choice' in their learning. Harden and Crosby (2009:335), described teacher-centered instructions as the focus on the teacher transmitting knowledge, from the expert to the novice. In contrast, they described individual instructions as focusing on the students' learning and what students do to achieve this, rather than what the teacher does'. This definition emphasizes the concept of the students 'doing'. Other studies articulate broader, more comprehensive definitions. Lea and Stephenson (2009), presented some of the literature on individual instructions to include the following tenets:

- i. the reliance on active rather than passive learning,
- ii. an emphasis on deep learning and understanding,
- iii. increased responsibility and accountability on the part of the students,
- iv. an increased sense of autonomy in the learner
- v. an interdependence between teacher and learner,
- vi. mutual respect within the learner teacher relationship, and
- vii. a reflexive instructions to the teaching and learning process on the part of both teacher and learner,

According to Gibbs (2009), drawn on similar concepts when he described individual instructions courses as those that emphasize, learner activity rather than passivity students' experience. Other areas related to course outside the institution and prior to the course; process and competence, rather than content; where the key decisions about learning are made by the students through negotiation with the teacher. Gibbs (2009) presented in more

detail on these key decisions to include: 'What is to be learnt, how and when it is to be learnt, with what outcome, what criteria and standards are to be used, how the judgments are made and by whom these judgments are made' (2010), In a similar vein, in earlier literature, the students- teacher relationship is particularly elaborated upon by Brandes and Ginnis (2010),the presented the main principles of individual instructions as:

1. the learner has full responsibility for her/his learning;
2. involvement and participation are necessary for learning;
3. the relationship between learners is more equal, promoting growth, development;
4. the teacher becomes a facilitator and resource person;
5. the learner experiences confluence in his education (affective and cognitive domains flow together) and
6. the learner sees himself differently as a result of the learning experience.

A variety of phrases have been coined to describe a critical shift in mission and purpose of higher education. Barr and Tagg (2009) expressed the change as a move from an “instructions paradigm” in which universities delivered instructions to “transfer knowledge from faculty to students to a learning paradigm” in which universities produce learning through students discovery and construction of knowledge. Huba and Freed (2010), used the phrase “learning- centered assessment” to emphasize transition in the focus of instructions and assessment from teaching to learning. The following description of students-centered instructions provides another starting point for conversations about individual instructions:

Individual instructions is an instructional method in which students influence the content, activities, materials, and pace of learning. This learning model places the students (learner) in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches those in the skills they need to do so

effectively. The individual instructions includes such techniques as substituting active learning experiences for lectures, assigning open-ended problems and problems requiring critical or creative thinking that cannot be solved by following text examples, involving students in simulations and role plays, and using self-paced and/or cooperative (team-based) learning. Properly implemented individual instructions can lead to increased motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught (Collins & O'Brien,2013).

Individual instructions can also be viewed from the perspective of an influential report from the National Research Council (NRC) 2010), synthesized research on learning and recommended organizing learning environments around four foci: knowledge-centered, learner-centered, assessment-centered, and community-centered. Knowledge-centered learning instructionss grow out of research on novices and experts in which experts have organized their knowledge very differently than novices. So knowledge-centered learning stresses learners developing their knowledge to facilitate transfer of their learning to new contexts and application of their learning to open-ended challenges such as problem-solving, critical thinking, and design. In a learner-centered learning environment, McCombs and Whistler (2010), stated that “learners are treated as co-creators in the learning process, as individuals with ideas and issues that deserve attention and consideration.” Learner-centeredlearning environments recognize that the prior knowledge of learners powerfully influences future learning and thus attempt to build on prior knowledge.

Assessment-centered learning environments provide opportunities for feedback and improvement through at the learning process leading to evaluation and judgment at the end of the learning process. Assessment for feedback and improvement is referred to as formative assessment while assessment for conclusive evaluation and judgment is referred to as summative assessment. Nicol and Macfarlane-Dick (2009), indicated that formative

assessment can promote the development of capacities and attitudes used in lifelong learning. Assessment-centered learning environments also emphasize congruence between learning goals and what is assessed (NRC, 2010). Finally, community-centered environments recognize that individual learners take many cues and insights from learners around them, so that community-centered learning environments facilitate purposeful interactions among learners to promote and sustain learning.

### **2.3.9 Cooperative Learning Instructions**

Cooperative learning instructions is defined as students working together to attain group goals that cannot be obtained by working along competitively (Johnson and Johnson, 2009). Cooperative learning instructions is a methodology that employs a variety of learning activities to improve students understanding of subject by using a structural approach which involves a series of steps requiring students to create, analyze and apply concepts (Ted, 2009).

Cooperative learning instructions involves small heterogeneous students group working together to solve a problem or complete a task. All students in the group must actively participate with each students maintaining some independence. The success of the group depends on the input of each individual. This teaching method promotes active participation, individual accountability, students' ability to work cooperatively and improvement of social skill (Obannon 2010). In cooperative learning instructions students work together in small groups on a common learning task, coordinate their effort to complete the task and depend on each other for the outcome. Cooperative learning instructions composed of students groups in a teams (of 2-6) working to master a concept as an academic group.

Teams are normally comprised of learning of mixed ability, ethnicity, and gender. Reward systems (grades) are designed for the group as well as individuals. Cooperative learning

instructions is rooted in two theoretical tradition. First, it is based on the professionalism of John Dewey, particularly his idea that the school should mirror the values of the society and that classrooms should be laboratories for learning democratic values and behaviour. Students are prepared for civic and social responsibilities by participating on democratic classroom and small problem- solving groups (Gray, 2010). Cooperative learning instructions also has roots in constructivist theory and the perspective that cognitive change takes place as students actively work on problems and discover their own solutions. Particularly important is Leo Vygostky's theories of learning that students learn through language- based interactions with more capable peers and adults (Gray, 2010).

Cooperative learning instructions has three distinct goals; academic achievements, acceptance of diversity through interdependent work and development of cooperative social skills, (Daniel 2009). There are numerous approaches to cooperative learning instructions and each proceeds in slightly different ways. However, in general cooperative learning instructions lesson has six phases.

**Phase 1:** The teacher begins the lesson by presenting the goals of the lesson, motivating students, and connecting the forthcoming lesson to previous learning. Procedures, timelines, roles and records are described. Required group processes or social skills may also be taught at the beginning of a cooperative learning instructions lesson.

**Phase 2:**The teacher in these 2 facilitates the acquisition of the academic content that is the focus of the lesson. This may be done verbally, graphically, or with text.

**Phase 3:**The instructor during this phase explains how the teams are formed and help students make transition into their groups.

**Phase 4:**Studentswork together on cooperative tasks and the teacher assistsstudents and groups.

**Phase 5 and 6:**The final phases of cooperative learning instructions consist of phase 5 (assessment) and phase 6 (recognition). The teacher tests students' knowledge or groups present their work. Individual students and groups are assessed on cooperation as well as academic achievement. The effort of individuals and groups are recognized through displays, new letters, presentations or other public forums (Daniel, 2009). The learning environment for cooperative learning instructions differs markedly from the traditional individualistic classroom environment. Students assume active roles and take responsibility for their own learning. The social atmosphere is collaborative and respectful of differences. Students learn group processes and problem-solving skills and become increasingly independent in using them. Students construct their own learning through active engagement with materials, problems and other students. The teachers form the teams, structure the group work, provides materials, and determines the rewards structure, but the students direct their own work learning.

### **2.3.10 Concept of Conventional/ Traditional Method**

Conventional/Traditional institutional methods are seen to dwell largely on the area of teacher-centred approach. In a traditional talk-chalk method of teaching in the classroom, the teacher does the talking as the students listen and this type of method is referred to as lecture method. Studies show that the lecture method is seen as the most commonly used method of teaching (Okwo, 2004). In lecture method, the teacher lectures while the students only take notes and the chalk is used for illustration. Onwuka in Oyenuga (2010), identified some of the characteristics of lectures method. This he does by pointing out that the lecture method is also the telling method. The method pre-supposes that the teacher is an embodiment of knowledge and that the learner is blank. With this assumption, the teacher proceeds to dish out what he knows to his students. This method makes students to be passive listeners and does not demand an active involvement of students physically, psychologically, and intellectually.

The lecture method is the most commonly used made by the teachers. This expects the students to quietly sit and listen to the talk about the subject matter. In this situation, students are expected to take down notes and sometimes the teacher may write notes on the chalkboard. Often, the lesson may end up with a summary and few recapitulate questions. Lecture method described by Ezeudu cited in Oyenuga (2010), as a teacher – centered method; the technique is instructionscentered and does not challenge the teacher’s ability, thus teachers could be ill prepared; dull and less challenging; does not create opportunity for creative and self-discovery for learners to rationalized and explore; do not promote excellence and hard work, thus it leads to failure. According to Okwo (2004), it does appear that the innovations and recommendations by various professional associations for effective teaching are not being implemented at the classroom levels. He said teachers have continued to dominate the instructional process through the use of authoritarian teaching methods. Saylor and Alexander (2007) in Oyenuga (2010), identified the following as challenges of lecture method:

- a) the lecture method is a teacher-cenreted and teacher oriented;
- b) the method shows no regard for individual differences among learners;
- c) it does not provide opportunity for adequate class participation;
- d) the students learn comparatively little of what has been taught as they only hear and see the teacher;
- e) the class is, in most cases, passive;
- f) boredom is easily associated with the method;and
- g) the lecture method has been to the detriment of the students in terms of appropriateness of the use in relation to the studentslearning outcomes.

Lecture method belongs to the information processing models of teaching and it involves the teacher telling students facts about a particular topic and expecting the students to memorize

what they have been told (Aguokabue, 2003 in Oyenuga, 2010). He further explained that lecture method does not consider the learners' prior knowledge; it does not facilitate recall of fact and create room for the teacher to cover his ignorance, as there is sometimes no room for questioning the teacher. According to Neekpoa (2007), when using lecture method, teachers launch into monologues when giving examples, explaining concepts, pointing out relationships and as such, the method has been severally criticized by educators. The intellectual passivity of listeners and lack of discussion are said to be a contradiction of the process of the free flow of information and exchange of ideas which learning demands.

Similarly, Ogwo, (2001) in Oyenuga (2010), described lecture method as a typical teaching skill involving sole performance and one-way communication. Corroborating the views of Ogwo, Oyenuga (2010), described lecture method as the "sage on the stage method" because the teacher (the sage) only read his notes in the class, make few explanations if he likes and may not even entertain suggestions or questions from the students, there is only one-way communication. Shield, (2007) in Oyenuga (2010), described the lecture method on the basis that the transfer of knowledge by didactic exchange or role learning leads to the acquisition of low level fact and knowledge which is far below what is required in this current complex technological dispensation.

To this end, it is researchers' opinion to say that, conventional lecture method is the one that teacher dominates the classroom activities and make the students passive. It normally discourages the students' creative and participation upon which allow the teachers to partakes all the activities without given consideration to whether the teacher is in the right direction or not. In lecture method, the teacher is regarded as alpha and omega.

### **2.3.11 Concept of Students' Interest**

Interest is affective behaviour that can be aroused and sustained in teaching and learning through appropriate teaching instructions. Therefore, if the teaching instructions is fascinating, students' interest would be aroused. However, in order to facilitate teaching and learning, interest of the students is also a relevant factor. Chukwu (2002), stated that interest has been viewed as emotionally oriented behavioural trait which determines a students' vim and vigour in tackling educational programmes or other activities. According to Osuafor (2009), the effective disposition of a students has direct relevance to his/her interest in learning. He further stressed that interest is that attraction which forces or compels a students to respond to a particular stimulus. According to Moore, (2002) in Oyenuga (2010), he opined that the teacher should maintain order in the classroom such as laying down rules and procedures for learning and use of motivational techniques to secure and sustain the attention and interest of the learners. In the same way Ogwo and Oranu (2006), laid emphasis on the need for teachers to stimulate students' interest is a persisting tendency to pay attention and enjoy some activities (Jimoh, 2010).

However, it is pertinent that teachers should use teaching instructions which ensures the active involvement of the learner and provides suitable learning environment to improve achievement and stimulates the interest of high and low ability students. Interest is seen to play a meditational role in academic achievement, especially between instructional and academic outcomes. Possessing the knowledge alone may not ensure success if the "will" is lacking. The "will" is the interest shown by the students in the course of learning. However, interest of a students in any subject is borne out of motivation and attitude exhibited by the teacher in the course of his teaching. Also, students' morale and interest can be dampened if a teacher uses ineffective teaching technique/instructions Oyenuga (2010). Okafor (2000), described interest as the attraction which forces or compels a child to a particular stimulus. Similarly, the students' interest plays a major role in any undertaking as influence devotion to

duties, fairness, firmness, honesty, endurance, and discipline. Nworgu, (2006) in Oyenuka (2010), also saw interest as a particular class of attitudes which are always positive, satisfying, and pleasure giving. He further went ahead to say that students' interest is indispensable for learning and that many held the view that there can be no real education without students' interest.

Another effort was made by Ezeike (2000) in Oyenuka (2010), who stressed interest as the motive which serves as important influence in producing both activities and attitudes that are favourable to learning. It is seen as the cause of certain actions. In his view, interest act as a drive or motivation that propels to act in certain ways. He also sees interest as a type of attitude which shares in same characteristics namely: the cognitive (knowledge) component, affective (feeling) component, and action (behaviour) component. He further advised that in studying learners' interest, care must be taken to identify those undesirable interest areas. Learners' interest has to be guided so that educational objective might be directed towards eliminating undesired activities. Nwachukwu (2001), in Chen and Howard (2010), stated that the learners' interest is very important in the study of any subject because the interest of a learner is in many ways the reflections of his/her deeds. Therefore, it is pertinent to say that the interest of a students in a particular trade or career has a long way in the academic performance of such students. Udoekoriko (2006), indicated that there is a very close relationship between a students's interest and his academic performance. He further explained that individual interest has personal significance and is usually associated with high level of knowledge and value, positive emotions and increased referencevalue. Okafor (2002), submitted that it is up to a teacher to make a subject or course interesting. He further stressed that the teacher can help in setting up certain conditions which will enable the students to take or create interest in the subject or course.

Having gone this far, trying to see how different scholars and authors perceived the concept of students' interest, the researcher has the view to say that the students' interest is a key motive that is used to assist learner in assimilating, imitating, and learning the skills, facts, concepts and ideas during in-class or out-class interaction and finally yields the attainment of excellence academic performance. Thus, teaching and learning activities has to be done in such a way that the interest of the learner will be aroused.

### **2.3.12 Concept of Students' Academic Performance**

Academic performance is defined as the measure of what a person has accomplished after exposure to educational programme. Harry and Newcomb (2010), stated that students exposed to inquiry instructional method score higher than those students who were taught the same concept using subject matter approach. Shymansky, Kyle, Bonnstetter and Gadsden (2009), presented that curricular enhanced students science achievement and processes using inquiry-base instructions.

Recent social learning education standards in U.S.A proposed that all students should learn Social Studies both inquiry and learn Social Studies through individual instructions (NRC, 2012). However, while some previous research had shown that individual instructions can improve students' skills concept learning and performance. Research on explicit teaching, (traditional instructions) has also revealed that students' performance is improved for certain kinds of instructional objectives (Waxman, 2010). In the same vein, German (2009), examined the effect of cooperative learning instructions in geology achievement and students' attitude towards science in Washington State University in physical science coverage and the result indicated that there was improvement in both achievement and students attitude towards science. Hence, this study investigated the effects of individual instructions and cooperative learning instructions on performance of students in Social Studies in Jigawa State, Nigeria.

## **2.4 Nature and Scope of Social Studies**

According to Majoka, Khan and Shah, (2011), the scope of Social Studies refers to content or subject matter, skills, values, attitudes and beliefs that have been or can be included in the Social Studies programme. It is the content coverage of the Social Studies syllabus, curriculum or programme. The scope of Social Studies is vast or broad and ordinarily limitless. The scope of Social Studies is however extensive, covers the content. Content is tailored specifically to a particular society like Nigeria. And content can be drawn from anywhere in the universe to enrich or compliment the local content. The content focuses largely on what is on ground. The content of Social Studies is drawn from the social science, humanities, oral history, contemporary issues, mass media, personal or group experiences of learners, teachers, parents, and from resource persons and places, ideas, past activities and thoughts, (Wael, 2014).

The curriculum of Social Studies is flexible and accommodates new trends or changes, problems, and aspirations of the society that bear relevance to Social Studies teaching as the classrooms must reflect the going-on in the society. The implication of this is that the scope of Social Studies is continuously enlarging to accommodate the rapidity of knowledge explosion and knowledge implosion (Mezieobi, 2010), Ololobou, (2011), in (NCSS, 2012), noted that meaningful Social Studies programmes highlight these features. Learners in Social Studies which focus on understanding the world they live. They also focus on the problems around them; make inferences, conclusions and decisions based on observations made in the light of established societal values. Thus, Social Studies is the great connection between school leaving and living in the real world. Learners are prepared through Social Studies for active, meaningful and challenging citizenship in a democracy like Nigeria.

### **2.4.1 Social Studies Curriculum in Nigeria**

Social Studies emerges as a subject of prime importance for study in schools. It studies the basic characteristics of man and detailed investigation into the varied expression of the adaptation of man to the area in which he lives. The scope of Social Studies curriculum is wide because it involves the study of man. In Social Studies, man lives in space, society and time. Therefore, he is made aware of his relationship with the past, present and future. Thus, Kadiri(2009), concluded that, in Social Studies, man is investigated in details for a proper understanding. It is a discipline which studies man at work, at play, at school, in society, and so forth,hence Social Studies by its nature is an interdisciplinary subject. It enables the learner to see relationship between man's events and activities. This is because man's activities cannot be compartmentalized. Events that take place do not respect boundary; for example, problems such as inflation, pollution, population, illiteracy, crime and so forth.

Social Studies adapts concepts, facts and generalizations from the social sciences and the method of scientific investigation. Additionally, Ololobou, (2010), described the nature of Social Studies in terms of characteristics or essential features of the discipline. Some of these characteristics include: It is a study of man as he interacts with the environment. Man is the central or core concern as he relates with various aspects of the environment. It is integrated knowledge and information drawn from a wide variety of sources is used to study man comprehensively. Social Studies therefore portrays the oneness and indivisibility of knowledge and the reality of man's interaction with the environment.

Social Studies is value based that encompassed all the three domains of learning - cognitive, psychomotor, and effective which are emphasized. However, the effective aspect of learning is given prime importance because Social Studies is interested in modifying the behaviour of learners to get them integrated into their various cultural areas (NCSS, 2012).Social Studies is a problem-oriented area of study. It is a response to the problems of society with a view to seeking rational solutions to the identified problems. The core of all teaching instructions in

Social Studies is inquiry instructions. Learners are expected to go into the environment to investigate, collect, analyze data to make inferences and draw conclusion on social issues and phenomenon. Social Studies is also citizenship education, it is a study that exposes learners to the basic tenets of citizenship which emphasizes rights and obligations, human dignity and worth, dignity in labour, moral and spiritual principles in interpersonal relations to make them socially responsible citizens (NCSS, 2012; Wael, 2014).

#### **2.4.2 Aims and objectives of Social Studies Curriculum in Nigeria**

Social Studies is one of the subjects in Nigerian schools which helps the educational system work toward achieving set national objectives (Kadiri, 2009). According to Kadiri (2009), the general objectives of Social Studies may be listed as to:-

- i. to give man adequate information and knowledge about his society and the wider world.
- ii. to create in man awareness and appreciation of the benefits and the results of scientific and technology discoveries and inventions and make him see how these affect his everyday life.
- iii. to help him develop his intellect skills, abilities and competencies and promote in him the spirit of enquiry, discovery, thinking and curiosity which act as a spur to further investigation.
- iv. to make man know what the society expects of its members so that he will be able to judge his actions as well as those of others.
- v. to familiarize man with the norms of his society, and socialize him in accordance with such norms. This will enable him improve and perpetuate his society.
- vi. to help man become a good citizen and develop the necessary values and attitude needed in a democracy.
- vii. to create in man an awareness and appreciation of community life in any human democracy.

- viii. to expose man to the problems of his society or environment and equip him with the appropriate solutions to those problems.
- ix. to help man develop proper value judgment and ability to criticize, select, and place events in their proper perspectives.
- x. to help man develop valuable and socially acceptable concepts, ideas and philosophy of life.
- xi. The creation of an understanding of how to discharge their duties efficiently.

### **2.4.3 Justification for Social Studies Education in Nigeria**

Social Studies is largely described as a response to the needs, aspirations and problems of the Nigerian society. Before and after independence in 1960, there were widespread cries about the inadequacies of the colonial system of education. The colonial systems of education met the needs of the Nigerian child and the society. It was an education designed to serve the subjugation and alienation of the African person from the environment (Ajaja, Eravwoke, 2010). To reconstruct the system, there were several national conferences and workshops, like the 1969 national curriculum conference organized to relate education to the needs of the child in Nigeria. The national curriculum conference analyzed, discussed and made recommendations on the objectives of all levels of education and how education could make to transform the country. Social Studies as a school subject is designed to satisfy this aspiration (NCSS, 2012; Wael, 2014).

Also, Social Studies is an instrument through which education would be directed at national integrations, Social and economic development. Moreover, the development of the right societal value was an important issue. Another vital reason for the justification of Social Studies in Nigeria was the harm done to the minds of the Youths through the compartmentalization of knowledge (Osakwe and Hedjere, 2011). The teaching of the discrete social science subjects did not allow learners to transfer and apply knowledge-to practical daily living. This is because they did not help learners appreciate the indivisibility of knowledge and the inter-relatedness of all school subjects (Ajaja, Eravwoke, 2010). Thus, Social Studies came in as an integrated area of study to prepare learners to study for life and living. The integrated instructions has been proven as the best instructions to learning because man lives in the environment not in pocket but in an integrated manner. The activities that

man engages in influence one and the same time by all aspects of the environment (NCSS, 2012).

## **2.5 Resources for the implementation of Social Studies Curriculum**

Teaching at any level requires that students be exposed to some form of simulation. Adekunle (2011), noted that teaching resources for the implementation of Social Studies curriculum means anything that can assist the teacher in promoting teaching and learning, when students are given the chance to learn through more senses than one. They can learn faster and easier through the use of instructional materials provided by the teacher with interesting and compelling platform for conveying information to motivate the learners to learn more. Furthermore, the teacher is assisted in overcoming physical difficulties that could have hindered his effective presentation of a given topic through effective use of resources. Larson (2010) in Lane (2011), noted that the use of electronically mediated instructions to duplicate the traditional face to face classroom has resulted in a shift from teacher to students-centered classes, in this situation the responsibility for learning is shifted to the students, the teacher facilitates the learning by acting as a coach. Resource person, guide and companion in learning. The use of instructional materials does not only encourage teachers and students to work collaboratively but also results in more cooperative learning activities among the students.

Resources or instructional materials according to Ikerionwu (2012), refer to objects or devices which help the teacher to make learning meaningful to learners. Similarly, Ezegebe (2010), referred to resources as visual materials that made up of reading and non-reading materials and audio-visual materials comprising electrically operated and non-electrically operated materials, Social Studies is a subject that depends on the use of resources for the proper curriculum implementation, Osakwe and Hedjere (2011), referred resources as textual like books, audio-visual materials, and human resources, and that these resource are either

used individually or collectively in any meaningful Social Studies teaching and learning situation. The purpose of resources materials is to promote efficiency of education by improving the quality of teaching and learning, incorporating these tools and materials to support and reinforce teaching and learning of Social Studies as a subject. According to Aduwa and Imogie (2015), resources materials like tape, recorders, video-tape recorder, slide projectors, opaque projectors, overhead projectors, still pictures, programmed instructions, film strip, maps, charts graphs and many more offer a variety of learning experiences individually or in group to meet different teaching and learning goals in the Social Studies curriculum implementation in Nigeria.

## **2.6 Overview of Instructional Methods**

The instructional instructions used in the early 21<sup>st</sup> century began in antiquity. In ancient Greece, Socrates illustrated a questioning instructions intended to facilitate the learner's independent discovery of important truth. An instructional instructions similar to direct instructions was reported by Samuel Griswold Good which account of teaching in a rural Connecticut school using the early 18<sup>th</sup> century (Jerome, 2008). As education extended beyond society's elite, educators become interested in instructional instructions that would accommodate large numbers of students in efficient ways. One example, is the Lancaster method, popular in the early nineteenth century, consisted of gathering as many as a hundred students in one large room, sorting them into groups of similar abilities, and having monitors and guide pupil recitations from scripted lesson plans. In this regard the 19<sup>th</sup> century instructional instructions were teacher-centered, intended mainly to transmit basic information clearly (Joyce, 2009).

In the early part of the 20<sup>th</sup> century, however, the emphasis stalled to shift. John Dewey (1992), and his disciples of progressive education left a legacy of student-centered instructional methods. The methods aimed at helping students acquire higher level

thinking and problem-solving skills of particular importance being individual instructions and cooperative learning instructions. These provided the intellectual heritage for such contemporary methods as cooperative learning, problem-based students-learning and group interaction (Jerome, 2008). Later, new theories and researches about learning by such eminent theorists and psychologists; were Lev Vygotsky (1979), and Jean Piaget (1980), Jerome Bruner (1961), and Albert Bandura extended thinking instructional instructions. The Cognitive psychology and constructivist perspectives produced instructional instructions such as discovery learning and inquiry teaching that were at the center of the curriculum reforms of that era, while the cooperative learning and problem-based instructions popular today became more widely known and used (Jerome, 2008; Joyce, 2009; Yamarik, 2010).

In the late 2010s, Bruce Joyce (2009), began describing the various instructions to teaching that has been developed over the years. He developed a classification system to analyze each instructions according to its theoretical basis, the learner outcome it was designed to accomplish, and the teacher and students behaviours required to make the instructions work. Joyce used the term model rather than teaching instructions to refer to a particular instructions. Joyce (2009), more than twenty models that were identified and conceptualization of the field was a significant contribution that influenced greatly how educators have thought about instructional instructions worldwide (Miller, 2011; Majoka, Khan and Shah, 2011).

The term individual instructions is widely used in teaching and learning literature. Many terms have been linked with other methods, such as flexible learning, experiential learning, and self-directed learning. Individual instructions and cooperative learning instructions can mean different things to different people. The concept of Individual instructions and cooperative learning instructions has been credited as early as 1905 to Hayward and in 1956 to Dewey's work (O' Sullivan, 2013). Rogers, the father of client-centered counselling is

associated with expanding this instruction into a general theory of education (Burnard, 2010; Rogoff, 2012). The term individual instructions was also associated with the work of Piaget and more recently with, (Burnard, 2011), who described the shift in power from the expert teacher to the student learner, driven by a need for a change in the traditional environment where in this 'so-called educational atmosphere students become passive, apathetic and bored'. In the school system, the concept of learner-centered education has been derived in particular, from the work of Froebel and the idea that the teacher should not 'interfere with the process of maturation, but act as a guide' (Simon, 2015).

## **2.7 Importance of Individual Instructions**

Individual instructions help us design effective instructions for every member of the classroom, no matter what his or her diverse learning needs. By its nature, individual instructions is adaptable to meet the needs, and interest of every student. In order to design any lesson, the teacher must first think of the student, rather than the content, and so we are assured that the student's needs, interest are being considered (Borich and Hao, 2012). Borich and Hao (2012), itemized the following importance of individual instructions.

- a. Individual Instructions has been proven effective in its ability to teach students the material they need to know. There are site numerous studies that followed students who were taught in the student-centered instructions that found that not only does students' motivation increase, but actual learning and performance do as well. Students taught in an individual instructions retain more material for longer period of time. In order to learn, the brain cannot simply receive information; it must also process the information so that it can be stored and be recalled. The active nature of the individual instructions helps students actually work with information, and therefore learn it and store it.

- b. For foreign language students, especially, the individual instructions has special benefits. When students use the language, they retain it more than if they would simply hear it. They get practice in actively producing meaningful conversation and they take a more direct route to fluency than they would take, for example, if they fill out worksheets with sentences created by the teacher.
- c. The creativity inherent in Individual Instructions activities adds an element of surprise to each class, and foreign language students tend to bore less often. As a result, even though foreign language learning is frustrating and intimidating. The students stay engaged and are willing to learn.
- d. Even beyond learning what they need to know, students benefit from a less academic side effect of individual instructions and they learn how to feel good about themselves. As they take on new responsibilities and succeed with these responsibilities, they come to gain confidence in themselves as competent problem-solvers. Even more, research shows that students have higher achievement when they have confidence in themselves and when they attribute success to their own abilities and not to luck or help. In a Individual Instructions, it is the students themselves who are responsible for the success of a lesson and therefore, they tend to feel more responsible for the success of their own learning.

### **2.7.1 Components of Individual Instructions**

According to Slavin (2011), the following are components of individual instructions:

#### *1. Pace*

There are two basic extremes when the pace of instructions is considered. The first is when someone other than students, usually a teacher or instructor, controls the amount of time spent learning the material. In this case specific due dates are defined before instructions begins. This is currently the predominant model in most educational systems. The opposite

extreme would be if the learner had exclusive control over the pace of instructions, without a time limit. Between these two extremes are situations where control of the pace of instructions is shared or negotiated, not necessarily equally, by the teacher and learner.

## *2. Method*

As theories of learning and instructions develop and mature, more and more consideration is given to the way in which learning occurs. In an attempt to account for the way students learn, instructors, may apply a combination of theories and principles in preparing instructions. This can influence whether instructions is designed for one homogeneous group, or is flexible, in anticipation of individual differences among learners. In the majority of cases, instructions is designed for the Average Age learner, and is customized ad hoc by the teacher or instructor as needed once instructions begins. This type of instructions, although it does give some consideration to individual differences among learners during instructions, does not fall into the typically accepted definition of individualized instructions. For instructions to be considered individualized, the instructions is usually designed to account for specific learner characteristics. This could include alternative instructions methods for students with different backgrounds and learning styles.

To help clarify this point, Fink (2014), added that, the instructions method used can be considered in terms of extremes. In the first extreme, one instructions method is used for everyone. Terms like inclusion and mainstreaming have been used to describe this first case. In the second extreme, a specific instructional method is used for each individual. Between these extremes, students are arranged into groups according to their characteristics. These groups can vary in size, and the instructional method is tailored to each group.

## *3. Content*

Perhaps the last frequently modified component is the actual learning content. However, it is possible to vary the content taught to different learners or groups of learners. Both tracking

and enrichment are examples of customizing instructional content. A renewed movement toward learner – centered principles in education has given this component more consideration in the 1990s. It has become possible to find examples of instructional settings in which students define their own content, and pursue learning based on their own interests. In most cases however, this opportunity is limited to high achieving students. In terms of extremes content can be uniform for everyone, or unique to each individual. Between these extremes like case where the content can be varied, but only within a pre-defined range. The range of activities available to the learner is an indicator of how individualized the content is in an instructional setting (Slavin, 2011; Fink 2014).

## **2.7.2 Types of Individual Instructions**

### *1. Audio Tutorial*

Audio Tutorial is a method of individual instructions developed by Samuel N. Post Lethwatin 1951 at Purdue University. His goal was to find an improved method of teaching botany to a larger number of college’s students and to effectively assist the students who possessed only limited backgrounds in the subject. The development of an audio tutorial programme requires a significant amount of planning and time by the instructor. Although there is room for modification for each specific programme, the general principles remain the same. Students have access to a taped presentation of a specifically designed programme that directs their activities one at a time. The basic principles of audio tutorial are “(1) repetition; (2) concentration (3) association (4) unit steps (5) use of communication vehicle appropriate to the objective (6) use of multiplicity of approaches, and (7) use of an integrated experience approach” (Couch, 2009)

The major benefits of audio tutorial are that “students can adopt study pace to their ability to assimilate the information. Exposure to difficult subjects is repeated as often as necessary for they wishstudents can also accelerate the pace of their learning. Other benefits are that

students feel more responsible for their learning, and more students can be accommodated in less laboratory space and with less staff.

Some of the major criticism that are common to audio tutorial courses were illustrated by Robert (2011), upon evaluating a course in graphics design. The primary criticism concerns the claims of responsibility. It seems that some students respond to the responsibility placed upon them, while others do not. There was a problem with the initial dropout rate, which seemed to be explained by the lack of willingness of some students to take on the amount of responsibility that was required in order to complete the course. Snotland advised that since many freshmen students are not ready for additional self – discipline required of them in the audio tutorial format, the choice of either a structured approach or an individualized approach should always remain open. Many other criticism of audio tutorial courses are concerned with teacher control. The instructor dictates all of the material including the learning and feedback procedures. The criticism is that this is a severe form of teacher control over the students.

Like the Keller Plan, audio tutorial allows the individuals students to determine his or her own pace, and the content is fixed. Unlike the Keller Plan, however, there are more instructional delivery methods available when designing the course. Yet the locus of control remains with the instructor in the audio tutorial as well.

## *2. Computer Assisted Instructions (CAI)*

Most proponents of individual instructions saw the computer as a way to further improve the design delivery of individualized instructions now in an electronic environment. With the advent of the computer came the potential to deliver individualized instructions in a more powerful way. This potential was anticipated long before the proliferation of the home computer. John(2009),A modern computer has characteristics that closely parallel those

needed in any educational system that wishes to provide highly individualized instructions. He also noted the specific that the computer could offer.

- a) It has a very large memory capacity that can be used to store instructional content material or to generate such material.
- b) The computer can perform complex analyses of students' responses.
- c) The computer can make decisions based on the assessments of students' performance, matching resources to individual students needs.

Although there are many anticipated benefits to using the computer to deliver instructions, in practice, CAI has been heavily criticized for its hidden effects. These are nicely articulated by Henry F. (2011), Learning in control of some unknown sources that determines almost all aspects of the interactive process. To learn one must suspend all normal forms of interaction and engage only in those called for by the program. Learning is an isolated activity to be carried on primarily in a one – to – one interaction with the computer. Normal into –human dialogue is to be suspended while learning with the computer. Learning involves understanding (psyching out) how the program expects one to behave and adapting one's behaviour accordingly. One must suspend idiosyncratic behaviour. Learning (even in highly sophisticated, branching programmes) is a linear, step – by step process. In learning from the computer, one must suspend creative insights, intuitions, cognitive leaps, and other non linear mental phenomena. Olds even offered some solutions to these problems, indicating that time on –line needs to be mixed with plenty of opportunities for human interaction and that computer should allow people to “jump around within the program structure (Couch, 2011).

Couch, (2011), CAI became the forerunner in individual instructions during the 1980s and early 1990s, as the home computer became more powerful and less expensive. The changes that the computer environment helped to make were predominantly a change and delivery

mechanism of individualized instructions, rather than a fundamental change in purpose or method. In sense, the computer, especially the home computer, offered a convenience that other delivery mechanisms lacked. This convenience was accelerated with the proliferation of the internet in late 1990s. Starting as an extension of computer based instructions; online education became increasingly popular and eventually began to supplant CAI as the predominant form of individualized instructions.

### *3. Distance Education*

A surge in the number of non-traditional students attending college in the 1990s. Combined with the technological potential of the internet, has caused a renewed effort to deliver instructions in a non-traditional fashion. Accessibility and convenience not research are the primary deriving forces in this movement toward instructions in the form on online education. When reviewing more than 200 articles on online instructions over the 1990s, James and Robert (2010), found that only one article directly addressed the impact of the technology on learning. Partnerships between businesses and institutions of higher learning have arisen to address the increased need for continuing education.

Whether it is more effective or less effective than traditional education seems less a concern. In many cases, the audience addressed is non-traditional, and they have limited access to traditional education. Additionally, many students who could otherwise attend brick – and mortar institutions are choosing online education for the convenience. In other words, what was established initially due to necessity has now expanded as students choose this route because of its convenience. The rate of expansion of online education has accelerated to a point where the general feeling among institutions of higher learning is of willing participation. In terms of pace, method, and content, there is large variety of competing approaches to distance education, and no dominant model has emerged. Like previous of

individualized instructions, it is usually the pace of instructions that most often varies. The content is still fixed in most cases, as is the method (predominantly via the internet).

### **2.7.3 Impact of Individual Instructions in Social Studies in Upper Basic**

Impact of individual instructions in teaching and learning of Social Studies cannot be underestimated, this was earlier confirmed in the review of constructivist learning theory, when learning was defined as a process in which learner construct organized knowledge (Mayer, 2009). This theory played a significant role in developing the students individual and cooperative learning instructions (Hannafini, Hill and Land, 2010), which maintained students accountability rather than the content and teaching process (Cannon and Newable, 2011). Thus, the individual instructions and cooperative learning instructions has significant impact in teaching and learning of Social Studies considering communication skills improvement, students collaboration, students personality improvement, students learning enjoyment, students active participation, collaboration among students with respect, gaining experience, increase in confidence interactive presentation, and cooperative learning improvement (Cahadah, 2014).

Social Studies students develop and practice skills that will be needed to function in society and workplace. These skills include leadership, decision-making, trust building, communication and conflict management. The cooperative environment also develops a social support system for Social Studies students.

Other students, the instructor, administrator, staff and potentially parents become integral parts of the learning process, thus, supplying multiple opportunities for support to the students (Ted, A. 2011), Social Studies Students also benefit psychologically from individual instructions. Johnson and Johnson (2013), claimed, individual instructions experiences promote more positive attitudes toward learning and instructions than other teaching methodologies. Because students play an active role in the learning process in

individual instructions, students' satisfaction with learning experience is enhanced. It helps to develop interpersonal relationship among students, build students' self – esteem, creates a safe, nurturing environment.

Social Studies Students taught with individual instructions attend to retain significantly more than students taught with other methods. The importance of individual instructions from the aspect of assessment. It provides instant feedback to the students and instructor because the effectiveness of each class can be observed. It also utilizes a variety of assessment methods. Grades are not dependent solely on tests and individual assessment which only allow for right or wrong responses, learning little or no room for reflection and discussion of error or misconception.

Perry & Greenberg (2010), identified the following as other impact of individual instructions in Social Studies in secondary schools. It reduces poor attendance in class, classroom disruptions, violence and diversity among students is enhanced. Also, it could be used for students with special needs, difference in learning abilities is monitored. The method also accommodates learning styles differences among students because they are utilizing each of the three main learning styles; kinaesthetic, auditory and visual.

## **2.8 Importance of Cooperative Learning Instructions**

According to Ted (2011) listed over 50 advantages provided by cooperative learning instructions. This importance can be summarized into four major categories; social, psychological, academic and assessment. Cooperative learning instructions promotes social interaction thus; students benefit in a number of ways from the social perspective. By having the students explain their reasoning and conclusions; it develops oral communication skills, it can be used to model the appropriate social behaviour necessary for employment situations, students develop and practice skills that will be needed to function in society and workplace.

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differences among students because they are utilizing each of the three main learning styles; kinesthetic, auditory and visual.

### **2.8.1 Element of cooperative learning instructions**

Johnson and Johnson(2009);Identifiedfive essential elements of cooperative learning instructions as follows: -

#### *1. Positive interdependence*

Positive interdependence is the perception that you are linked with others in a way so that you cannot succeed unless they do that is, their work benefits you and your work benefit them. It promotes a situation in which students work together in small groups to maximize the learning of all members, sharing their resources, providing mutual support, and celebrating their joint success. Positive interdependence is the heart of cooperative learning. Students must believe that they sink or swim together. Within every cooperative lesson, positive goal interdependence must be established through mutual learning goals (learn the assigned material and make sure that all members of your group learn the assigned material). In order to strengthen positive interdependence, joint rewards (if all members of your group score 90 percent correct or better on the test, each will receive 5 bonus point), divided resources (giving each group member a part of the total information required to complete an assignment), and complementary roles (reader, checker, encourager, elaborator) may also be used. For a learning situation to be cooperative, students must perceive that they are positive interdependent with other members of their learning group (Johnson & Johnson, 2009; Johnson, Johnson & Holubec, 2009).

It is positive interdependence that create the overall super ordinate goals that unite diverse students into a common effort. It is also positive interdependent that results in a joint superordinate identity. Students need to develop a unique identity as an individual, a social

identity based among other things on their ethnic, historical and cultural background, and a superordinate identity that unites them with all the other members of their society. At the same time they need to understand the social identity of classmate and respect them as collaborators and culture that define the values and nature of the society in which the students live Johnson(2012).

## 2. *Individual Accountability*

Individual accountability exist when the performance of each individual students is assessed and the results are given back to the group and the individual. It is important that the group knows who needs more assistance, support, and encouragement in completing the assignment. It is also important that group members know that they cannot hitch-hike on the work of others. The purpose of cooperative learning groups is to make each member a stronger individual in his or her own right. Students learn together so that they can subsequently perform higher as individual. To ensure that each member is strengthened, students are held individually accountability to do their share of the work. Common ways to structure individually accountability include (a) giving an individual test to each students, (b) randomly selecting one students product to represent the ensure group, or (c) students explain what they have learned to a classmate Holubec(2011).

## 3. *Face –to –face promotive interaction*

Once teachers establish positive interdependent, they need to maximize the opportunity for students to promote each other's success by helping, assisting, supporting, encouraging, and praising each other's effort to learn. There are cognitive activities and interpersonal dynamics that only occur when students get involved in promoting each other's learning. This includes orally explaining how to solve problems, discussing the nature of the concepts

being learned, teaching one's knowledge to classmates, and connecting present with past learning (Johnson & Johnson, 2009; Johnson, Johnson, 2012).

Accountability to peers, the ability to influence each other's reasoning and conclusions, social modeling, social support, and interpersonal rewards all increase as the face-to-face interaction among group members increases. In addition, the verbal and nonverbal responses of other group members provided important information concerning a student's performance. Silent students are uninvolved, students who are not contributing to the learning of others as well as themselves. Promoting each other's success results in both higher achievement and in getting to know each other on a personal as well as professional level. To obtain meaningful face-to-face interaction the size of group needs to be small (two to four members). Finally, while positive interdependence creates the condition for working together, it is the actual face-to-face interaction in which students work together and promote each other's success that the personal relationships are formed that are essential for developing pluralistic values (Johnson & Johnson, 2012; Johnson, Johnson & Holubec, 2011).

#### *4. Social Skills*

Contributing to the success of a cooperative effort requires interpersonal and small group skills. Placing socially unskilled individuals in a group and telling them to cooperate does not guarantee that they will be able to do so effectively. Persons must be taught the social skills for high quality cooperation and be motivated to use them. Leadership, decision – making, trust-building, communication, and conflict management skills have to be taught just as purposefully and precisely as academic skills. Procedures and instructions for teaching students social skills may be found in Johnson (2011, 2012 and Johnson and Johnson, 2009). Finally, social skills are required for interacting effectively with peers from

other cultured ethnic groups (Johnson & Johnson, 2009; Johnson, Johnson & Holubec, 2012).

### *5. Group Processing*

Group processing exists when group members discuss how well they are achieving their goals and maintaining effective working relationships. Groups need to describe what member actions are helpful and unhelpful and make decisions about what behaviours to continue or change. Students must also be given the time and procedure for analyzing how well their learning groups are functioning and the extent to which students are employing their social skills to help all group members to achieve and to maintain effective working relationships within the group. Such processing (a) enables learning groups to focus on group maintenance, (b) facilitates the learning of social skills, (c) ensures that members receive feedback on their participation, and (d) reminds students to practice collaborative skills consistently. Some of the keys to successful processing are allowing sufficient time for it to take place, making it specific rather than vague, maintaining students involvement in processing, reminding students to use their social skills while they process, and ensuring that clear expectations as to the purpose of processing have been communicated.

Finally, when difficulties in relating to each other arise, students must engage in group processing and identify, define, and solve the problems they are having in working together effectively (Johnson & Johnson, 2011; Johnson, Johnson & Holubec, 2011). In order to effectively use cooperative learning, teachers must understand the nature of cooperation and the essential components of a well-structure cooperative lesson. Understanding what positive interdependence, promotive interaction, individual accountability, social skills, and group processing are, and developing skills in structuring them, allow teachers to (a) adapt cooperative learning to their unique circumstance, needs, and students and (b) fine-tune their

use of cooperative learning to solve problems students are having in working together (Johnson, Johnson & Holubec, 2011).

### **2.8.2 Impact of Cooperative Learning Instructions in Social Studies in Upper Basic**

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Other students, the instructor, administrator, staff and potentially parents become integral parts of the learning process, thus, supplying multiple opportunities for support to the students

(Ted, A. 2011), Social Studies Students also benefit psychologically from cooperative learning instructions. Johnson and Johnson (2013), claimed, that individual instructions experiences promote more positive attitudes toward learning and instructions than other

teaching methodologies. Because students play an active role in the learning process in cooperative learning instructions, students' satisfaction with learning experience is enhanced. It helps to develop interpersonal relationship among students, build students' self – esteem, creates a safe, nurturing environment.

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### **2.8.3 Concept of Retention**

Retention is the repeat of performance by a learner of the behaviour of an acquired piece of knowledge, which is always intended to elicit in the learner (without practice) after an interval of time. Retention simply refers to how much a person remembers after an interval of time without practice, that it is the difference between what is initially learnt, and what is later forgotten. Haynie (2013) in, Onuigbo (2012), defined retention as the learning that lasts

beyond the initial testing and is assessed with tests administered two or more weeks after the information has been taught and tested. Haynie further explained that retention of learning is measured with two tests: The initial test and the delayed retention test. The initial test is the test employed at the time of instructions or immediately thereafter while the delayed retention tests are those tests administered two or more weeks after instructions and initial testing to measure retained knowledge.

#### **2.8.4 Obstacles in Teaching Social Studies in Upper Basic**

Curriculum implementers (teachers) are faced with challenges, which hinder the successful teaching of Social Studies. To this end, Syomwene (2013), posited that the process of implementation is problematic. The obstacles in teaching Social Studies in Upper Basic include:

**Large Class Size:** in the majority of Nigerian secondary schools, the classroom accommodation is grossly inadequate. Because of the large enrolment in these schools, the classrooms are usually overcrowded, with up to sixty, seventy or more students receiving instructions in classrooms designed for only thirty or forty students. In most cases, the chairs and desks are not enough; students are seen sharing chairs, standing up, or sitting on windows or broke desks (Yusuf, 2016). When students are overcrowded like this, there is a stalling of the teaching-learning process and a disruption of the students' mental activity. This situation generally militates against effective teaching and intellectual development of the students. Teachers are usually de-motivated by large class size to offer individualized assistance, particularly to the slow learners.

**Library Facility:** Another problem militating against the effectiveness of Upper Basic Social Studies curriculum is the issue of school library. According to Danladi & Lorlian (2016),

majority of Nigerian secondary schools lack this essential facility. Many schools have buildings that they call libraries, but most of them are not equipped with essential books.

**Funding:** The education sub-sector of the Nigerian Social Studies has endured gross under-funding over the years. According to Afianmagbon (2007) in Major and Ominabo (2013), the budgetary allocation records showed that since 1975, government has not been able to allocate 26% of the annual budget to education sector as prescribed by UNESCO. In 2013 for example, the total federal allocation to education was just 8.5% of the budget. The highest budgetary allocation to education was in 1997 at 17.57%. The provision and maintenance of infrastructure and instructional resources require adequate funds, which according to Major & Ominabo (2013), are not readily available. Furthermore, the salary of the teacher comes out of that inadequate allocation and by extension; this could be the main reason that led to the low earnings of the teachers. Since productivity depends heavily on income, these underpaid teachers cannot perform their duty effectively.

It is very difficult to implement a curriculum successfully if the education system has limited funding capacities. Under funding, raise many other implications on the part of curriculum implementation. According to Douglas (2009) in Yusuf (2016), the economy of a nation determines the success of curriculum implementation. In developing countries, the numbers of students and teachers have kept on rising but government money available for education is less (Njoku, 2001 in Gbenu, 2012). Since labour in the education sector has been increasing, the bulk of money allocated to education is absorbed by salaries, leaving very little for teaching materials, books, in-service training, monitoring and other things needed for the smooth implementation of the curriculum. In the absence of teaching and learning materials, the teaching and learning process will be hampered, and if standard officers do not go out to evaluate, it will be difficult to know whether the curriculum is being effectively implemented or not.

**Quality and Quantity of teaching staff:** The quality and quantity of teaching staff to meet the expectations of students and the society is another impediment to curriculum implementation. Teachers are the most important human resource in curriculum implementation since they are the ones who adopt and implement the ideas and aspirations of the designers. The quality of education of a country largely depends on the quality of teachers. Thus, no educational system can rise above the quality of its teachers (FGCN, 2009). A sufficient supply of trained teachers is, therefore, needed if the implementation of the curriculum is to be effective. In Nigeria, however, schools at all levels have been for a long time experiencing a shortage of the teaching staff and the rural areas are the most affected since teachers shun those areas. Teacher students ratio is too high and in some cases, untrained teachers are involved (Olagboye, 2004 in Gbenu, 2012). When a school does not have enough teachers, the few that are there are overloaded, which in turn affects their capacity to teach effectively.

**Poor Condition of Service:** In the secondary school the condition of service was rated poor (Olagboye, 2004 in Gbenu, 2012); such as poor salaries, lack of housing and generally poor conditions of service. These demoralize the teachers who may resort to go into private commercial enterprises to supplement their meagre salaries. If various education policies and programme are to be effectively implemented, teachers ought to be adequately trained and motivate because the quality of education cannot surpass the teachers' quality (Bamber and Mourshed, 2007 in Yusuf, 2016). After pre-service training, which provides foundation for professional services, teachers need to keep abreast with new developments in the system through in-service training. Other professional staff, such as librarians also need to be sent on in-service in order to give sound support to the teaching staff in the implementation of the curriculum.

**Time Management:** Poor time management by school administrators and teachers is another factor to be considered in curriculum implementation. Administrators and the class teacher may mismanage students; learning time. According to Mills and France (2001) in Ugwulashi (2011), effective goals contain a time element. In most schools, a lot of time is taken up by activities such as assemblies, meetings held by visiting government officials, health talks, variety shows held during lesson time, unplanned holidays such as when a teacher dies, teachers' day, women's day, mother's day and many other unforeseen eventualities that take place at the expense of learners. Significance of time is very important in school administration as Uche (2010) pointed; that an organization development needs deliberate planning of school resources such as time. When it comes to classroom time management, the class teacher is the main player. For instance, a teacher who is not time conscious and goes to class five (5) minutes late for each lesson in a particular class every day will have lost 25 minutes at the end of the week. That are many learners time wasted and will affect the implementation of the curriculum, since curriculum developers consider time when developing the curriculum. Teacher absenteeism from work for various reasons also costs the students' learning time. Learner absenteeism from school also deprive the learner of learning time. In addition, the need to devote inordinate amount of time to the management of problems of large classes effectively reduce students' time on the learning task which results in the failure to complete the intended content for the lesson and will necessitate the allocation of more time to the same task. Qualifying and final examinations also takes up learning time for non-examination classes. This can be seen during these examinations; other classes do not receive full attention of the teachers since they are busy with external examinations.

**Frequent Change of Government and Policy:** Each new government comes with new plans and policies and some of these policies lack adequate analysis. Policy analysis in the

education sector is one of the causal factors behind the failure of educational policies Babalola, 2000 in Major & Ominabo, 2013. Various setbacks have accompanied the process of transitioning from one policy to the next as appropriate policy linkages are rarely established. Policy analysis is a dynamic process where the tools of systematics and rational inquiring are applied. The cardinal aim of policy analysis is explanation rather than prescription as it involves a rigorous search for the causes and consequence of policies. It is capable of creating a pool of findings and data to help a nation adopt the right policies as achieve desired goals and can aid in the generation of informed political discussions.

## **2.9 Framework for Evaluation of Academic Performance**

There are variety of measurement tools used to assess learning. The instruments can be used by individual participates, in a group setting or implemented on global scale. According to Fink (2014), the most common assessment tools used to measure students' performance within the schools are rubrics, checklist, and surveys

- a. Rubrics:** -Rubrics is used to identify levels performance of a specific task. Each level of a rubrics is defined by specific indicator of the overall performance. For each indicator, a description outline the mastery criteria needed to achieve the correlative level of success. Instructors use rubrics to define the quality of performance with the area being rated. Rubrics can be used as both formative and summative measure of performance. They are often used as a development tool for tracking change or improvement over time. In articulating the same target goals for improvement for everyone being assessed rubrics provides a framework of consistency in measuring process by illustrating a common set of definitions across all outcomes (Fink, 2014).
- b. Surveys:** - Surveys is used to gather information from participants about their attitudes, beliefs, perceptions, and behaviours. Surveys used heading to label a scale of responses. Survey targets specified samplings of populations to answer a series of questions. A

questionnaire often frames the implementation of a survey to gather information about participate responses. Once responses are obtained, analysis of the data provides insight into the sampled populous. After a survey is piloted, feedback is received regarding its implementation, revisions can be conducted to better the instrument prior to the formal launch to its intended global audience (Fink, 2014).

**c. Assessment:** -To many, the word “assessment simply means the process by which we assign students grades. Assessment is much more than this, however. Assessment is a mechanism for providing instructors with data for improving their teaching methods and for guiding and motivating students to be actively involved in their own learning. As such, assessment provides important feedback to both instructors and students. Assessment gives us essential information about what our students are learning and about the extent to which we are meeting our teaching goals. Improving the quality of learning in our courses involves not just determining to what extent students have mastered course content at the end of the courses. Improving the quality of learning also involves determining to what extent students are mastering content throughout the course. (Fink, 2014).Therefore, the present study to used test instrument to evaluate the performance of Social Studiesstudents.

## **2.10 Related Empirical**

The researcher reviewed relevant and related empirical studies with the aim to clearly explore the gaps to be bridged by the present study. A study wasconducted by Williams (2010), titled teachers’ efficacy perception about learner–centeredinstructions in in Upper Basic in Ondo State; which comprised secondary school teachers working in some selected local government area in the state.The sample of the study consisted of 32 secondary school 1 teacher working at 40 secondary schools. In the current study; questionnaire was used to collect data in order to determine teacher’s perception of efficacy about learner-

centered instructions. Frequencies and percentage were used for data analysis, result of the study indicated that secondary school teachers were sufficient in terms of determining the aims and teaching activities. Furthermore, teachers perceived themselves moderately sufficient in terms of presenting different activities in scheduling, applying knowledge with property of students in scheduling to teaching learning process and designing suitable teaching materials in teaching learning process, constructing the environment which helps students to realize their powerful and weak aspects. On the other hand teachers perceived themselves insufficient in terms of scheduling teaching learning process with convenient individual's difference and convenient for students who need special attention. The above research is similar with the present study in that, it deals with the evaluation of the effect of individual and cooperative learning instructions which is learner-centered in the teaching and learning of Social Studies.

The study conducted by Abdulraheem (2011), focused mainly on students' performance in Social Studies which is the focus of the present study. The study specifically targeted at instructional instructions as an aspect of learning environment, quasi experimental designed involved was pre – test, post-test, control group. The study made use of 140 students, boys and girls that were selected using cluster sampling from three schools. Hypothesis were tested using analysis of variance (ANOVA). The result revealed that Upper Basic students performed well when they were taught with instructions. While the present study is the evaluation of the effects of individual and cooperative learning instructions on performance of Social Studies students in Upper Basic in Jigawa State.

Similarly, Abrak (2015), conducted a study titled “The Effect of cooperative learning instructions on students art performances in Upper Basic in Kaduna-Nigeria.” This study was carried out to determine the effect of cooperative learning instructions on students performance in Upper Basic in Kaduna metropolis Nigeria. The specific objectives are to

find out students' performance when exposed to cooperative learning instructions; determine if male students will perform better than female students when exposed to the cooperative learning instructions; and determine if cooperative learning instructions would have any effect of students' performance in fine arts in both private and public schools.

The study was a quasi-experimental design where pre-test and post-test control group and experimental group was used. The target population for the study comprised the entire Upper Basic (Upper Basic 1) in Kaduna metropolis (Both Kaduna North and Kaduna South local government areas). There was total of ten (10) schools in the Kaduna metropolis offering fine arts. The total population of Upper Basic is 80 which consist of 45 boys and 35 girl's art students. The sample size was made up of forty (40) fine arts students (boys and girls) from four selected Upper Basic were involved in the study. Simple random sampling was used to select the students. The instrument used for collection of data in the study was a self-designed Art Appreciation Test (AAT) that was consisted of twenty (20) multiple – choice items, which were administered personally by the researcher for the collection of data. Obtained data was analysed in frequency and percentage.

The major findings obtained revealed that students perform better in fine art when taught using cooperative learning instructions as compared to the conventional method. Female students are better in fine art performance when taught using cooperative learning instructions method. Private schools perform better than public schools when taught using cooperative learning instructions. based on the findings from the study, it was concluded that students perform better in art when taught using cooperative learning instructions as compared to conventional method. It was recommended that the teaching of art would be highly effective if art teachers start to use innovative teaching techniques such as cooperative learning instructions to enhance the cognitive performance of art students.

The above research is of relevance to this study because it seeks to determine the effects of cooperative learning instructions on students performance, which is one of the teaching method that this study investigated its effects on Social Studies students' performance. Therefore, the findings of the above research may apply to this study. The difference in the above research work with the present study is that it is specific to only cooperative learning instructions, while this study is on both the cooperative learning instructions and individual instructions. In addition, the above research is on Art, whereas the present study is on Social Studies.

Similarly, Rahma, Khalil, Jumani, Ajmal, Malik and Shari (2015), conducted a related study titled "Impact of discussion method on students' performance. This study was undertaken to investigate the effectiveness of teaching methods in the subject of Social Studies. The study was experimental in nature and a pre-test/post-test control group design was used. The sample of the study consisted of 62 students of grade 10th. The students were grouped into control and experimental groups equally. Both groups were pre-tested. Two teaching methods (discussion and lecture method) were used in the study. The experimental group was taught with discussion method along with the lecture method, while the control group was taught with lecture method only. Four lessons were selected in the subject of Social Studies. Duration of each period was 45 minutes. The experimental was continued for one month. Pre-test and post-test were developed for each topic.

The results of pre-tests revealed that there was no significant difference in the performance of both groups. The results of post-tests revealed that there was significant difference in the mean score of both experimental and control group. The results of the study indicated that mean score of the experimental group was higher than the control group. It was concluded that discussion method was more effective than lecture method. The study recommended that in view of the effectiveness of discussion method in the teaching of Social Studies it

may be tried out in other subjects and levels. Further study may be conducted to examine gender differences and locality differences in the use of different teaching methods.

The above research is of relevance to this study because it seeks to determine the effects of discussion method on students's performance which is the same with one of the teaching approaches that this study investigated; the effects of individual instructions and cooperative learning instructions. the findings of the above research, therefore, may be applicable to this study. The difference in the above research work with the present study is that it is specific to only discussion method while this study is on both discussion individual instructions and cooperative learning instructions. In addition, the two studies have the same area of study that is Social Studies.

Furthermore, Adeyemi (2008), carried out an investigation on the effects of cooperative learning and problem solving instructions on Upper Basicstudents, achievement in Social Studies in Ife central LGA Osun State, Nigeria. The design used for the study was pre-test, post-test control group non randomized quasi experimental design. The study made use of 150 students, 80 Boys and 70 Girls that were selected using cluster sampling from three schools. Three hypotheses were tested using analysis of variance (ANOVA) and all were rejected. The results of the study revealed that Upper Basicstudents performed better when they were taught with cooperative learning instructions. The study used Social Studies achievement test (SOSAT) as data collection instrument.

As regards the achievement of boys and girls exposed to the different treatment conditions, the boys had higher achievement mean scores than girls in the cooperative and conventional instructions group while the girls had an edge over the boys in problem solving instructions group. The investigation thus considered the use of cooperative learning instructions as the most suitable method for teaching Social Studies hence it should be preferred. It is obvious

from the results of the study that improved teaching ability of boys and girls depends on the exposure to many teaching instructions. Therefore, if we want to improve secondary school boys and girls teaching ability, we have to embrace cooperative learning instructions in our schools.

The current study and that of Adeyemi (2008), shared the following similarities: -

- i. They are both directed toward examining the effect of cooperative learning instructions.
- ii. The two studies employed quasi - experimental research design.
- iii. The two studies used t-test independent statistics as a tool for data analysis

However, the two studies differ, because the current study centred on Jigawa State as the population of the study while that of Adeyemi (2008), was conducted in Osun State. Sadauki, (2012), conducted a research on effects of cooperative learning instructions and aesthetic value on primary pupil's mathematics performance retention and application in Gwale Local Government, Jigawa state Nigeria. Quasi-experimental design involving pre – test 1; post-test 2 and post-test 3. The population of the study consisted of 17,803 students. The sample of 141 students was used. Two experimental groups and one control group were used for the study. Students in experimental group 1 (EG 1) were taught aesthetic value instructions, students in experimental group 2 (EG 2) were taught using cooperative learning instructions and students in control group were taught using conventional method. Three instruments were used (mathematic achievement test, test of retention and test of application). The instruments were made reliable using test – retest method with the coefficients 0.68, 0.67 and 0.72 for the three tests respectively.

Three hypotheses were tested using Analysis of Variance (ANOVA) and as they were all rejected, post hoc tests were carried out, the findings showed that primary six students taught using Aesthetic value and cooperative learning instructions performed and applied the

acquired knowledge in solving related word problems, better than those taught using conventional method. Therefore, the current study and that of Sadauki (2012), shared the following similarities:-

- i. Both studies directed toward effects of learning instructions including cooperative learning instructions.
- ii. The two studies employed quasi – experimental research design
- iii. The two studies used t-test statistics as a tool for data analysis

However, the two studies differed in the following ways:

- i. The current study used Social Studies as a subject for research while that of Sadauki (2012), used Mathematics as a research subject.
- ii. The current study used cooperative learning instructions and that of Sadauki (2012), combined Aesthetics value and cooperative learning instructions.
- iii. The current study used Upper Basic Students while that of Sadauki (2012), conducted the research in primary schools.
- iv. The data for the current study were collected in the year (2008) while that of Sadauki was conducted in (2012).

The study of Ofori-Kusi (2017), with title “An investigation into the use of problem-solving individual instructions to improve the teaching and learning of mathematics” was also found to be useful to this research. The aim of this study was to explore the effects of a problem-solving individual instructions on grade 6 learners’ achievements in algebra. The objectives of the study are: to develop individual instructions sequence in the learning of algebra in grade 6 in line with the modelling perspective and the APOS theory, aimed at improving the teaching method has any effect on the learners’ achievement in algebra at the grade 6 level.

The study followed a mixed –method approach to determine the effects of the problem-solving individual instructions in learners’ achievements in algebra. A mixed-method approach combines both qualitative and quantitative methods of data collection and analysis that can make the study answer the research questions as set out in the study. The qualitative component of the research design involved: a pre-intervention class observation of grade z6 mathematics lesson to identify the teaching methods being used by the educators. Secondly, the intervention that entailed the design and implementation of the problem-solving individual instructions, which helped explain how learners’ knowledge in algebra evolves when they are taught algebra through the problem-solving individual instructions. the quantitative component of the research design involved a non-equivalent control group quasi-experimental design with the pre-test and post-test measure, and it was used to measure the effects of the problem-solving individual instructions on learners’ achievements in algebra.

The population of the study was grade 6 learners in quintile one schools in the Zululand district of Kwazulu-Natal. The sample for the study are 198 grade 6 learners from four different schools in the Zululand district of Kwazulu-Natal that were conveniently sampled. The main instruments for data collection were an observation schedule to document sequence of events in the classroom during the class observation. A standardized achievement test in algebra used to measure effects of the problem-solving individual instructions, and modelling-eliciting activities used as a medium of interaction between learners and the researcher during the implementation of the problem-solving individual instructions. The purposive sampling technique was used to sample of four schools used for this study. The instruments the researcher used for data collection were an observation schedule for the class observation, an achievement test used for the pre-test and the post-test used to develop learner’s conceptual understanding in algebra during the problem-solving individual instructions. The descriptive statistics used were the t-test, Analysis of covariance (ANCOVA), test for homogeneity of regression slopes.

Finding from the class observation indicated that all four schools made use of comparable traditional methods of instructions. The implementation of the problem-solving instructional method gave insights into how a problem-solving individual instructions can be developed and used in Grade 6 algebra lessons, and the factors that could influence learners' conceptual development in algebra. The findings from the quantitative component supported the initial hypothesis that improved scores in algebra are achieved through participation in the problem-solving individual instructions.

The above research has relationship with the present study because both sought to find out the effect of individual instructions on students' performance. Both the above researches and the present study adopt quasi-experimental design. As the above study uses achievement test as instrument for collection data, the present study also used Social Studies performance test to collect data. The major difference is in the area of variable involved in the two studies. In strict sense, the above study is only on heuristics teaching approach and the on-going research involved two experimental group: individual instructions and cooperative learning instructions.

Moreover, Tanko (2014), conducted a study on effects of individual instructions on academic performance of Upper Basic students in Kaduna central education zone. The study used quasi-experimental research design and 120 Upper Basic II students. However, government Upper Basic Badarawa and Government Upper Basic Rigasa central, were used as experimental group; and the selected students were taught using individual instructions while government Upper Basic UnguwarSarki – Ruwa and Government Upper Basic, UnguwarSarki were used as “Control Group” and the selected students taught using traditional lecture method using Upper Basic II students. Teaching Method (SOSAT) as data collection instruments. The study answered three research questions and tested three hypotheses. The data analysis tools were t-test, inadequate sample and one-way analysis of variance (ANOVA). The study revealed that Upper Basic students performed better when they were taught with inquiry teaching method as

against traditional lecture method. The study revealed that individual instructions was effective with the students as it enhances their academic performance. In the light of the above findings the study recommended in service training for teaching; sending Social Studies teachers to seminar and workshop among others.

The current study and that of Tanko (2014), differed in some ways. The current study uses cooperative learning instructions while that of Tanko (2014), used individual instructions. The current study used Upper Basic in Kaduna central Educational Zone as the population of the study. Data for present study were collected in the year (2018), while that of Tanko was conducted in (2014), Nevertheless, the two studies are similar in the area of research design, sampling techniques, data collection and analysis procedure among other obvious similarities.

Considering the empirical findings of Adeyemi (2008), Sadauki (2012) and Tanko (2014), the researcher was motivated to carry out the studies in Social Studies in JSS to find out the applicability and usability or otherwise as well as differential impact in improving teaching and learning of Social Studies. Tshibalo (2008), conducted a study in Limpopo Province (South Africa) to examine the possible effects of co-operative learning in map work on grade 11 and 12 learners. The design was experimental consisting mainly of experimental and control groups. Grade 11 and 12 Geography learners of both gender were randomly assigned to control and experimental groups. Thirty (30) and thirtytwo(32) in the experimental group were grade 11 and 12 Geography learners respectively. The control group consisted of (28) grade 11 and (31) grade 12 Geography learners. The experimental group was exposed to CLM while the control group used traditional instructional method of lecture. Result of the study revealed that: Grade 11 learners who studied map work by means of co-operative learning did significantly better than the lecture group in map work test and

grade 12 learners who studied map work by means of co-operative learning did significantly better than the lecture group in map work test.

The above study is related with the present study in that, it sought to evaluate the effects of individual and cooperative learning instructions on performance of Social Studies students' in secondary schools in Jigawa State. Like the present study, the above study exposed the experimental group to treatment using CLS while the control group was taught using traditional teaching method. In contrast, the above study was carried out in Limpopo province, South Africa, while the present study is located in Jigawa State, Nigeria. While the above study singled out one area of geography i.e map work for study, the present study covered all the major areas of the subject. Therefore, the present study is concerned with general academic performance of students in Social Studies as relates to all the major subject areas from which topics for this study are selected.

Furthermore, Oghenevwe (2010), conducted another related study, which is titled "Effects of discovery and inquiry approaches in teaching and learning of inter-science on Upper Basic students' performance in delta state, Nigeria". This study focused on the effects of discovery and inquiry approaches in teaching and learning of inter-science on students' performance. The objectives of the study are to find out the: difference in achievement between female and male inter-science students taught with discovery and inquiry methods; difference in retention level between inter-science students taught with discovery and inquiry methods; interaction effect between instructional method and sex on achievement and interaction effect between instructional method and ability on achievement.

The study employed a quasi-experimental design. The population comprises all Upper Basic two (Upper Basic II) students in the 284 Upper Basic in the Central Senatorial District of Delta State, Nigeria. The sample consists of one hundred and fifty (150) (Upper

Basic II) students from three intact classes (50 in each class respectively), which were randomly selected from random sampling method was used through balloting (withdrawal-replacement procedure). One research instrument namely Inter-Science Achievement Test (IAT), was used for data collection. The data collected was analysed using Analysis of Covariance (ANCOVA). The major findings of the study indicated that discovery method was more effective and superior to the inquiry method in teaching inter-science; the level of retention was higher in students taught with discovery method than those students taught with inquiry method. Based on the findings, it was concluded that the discovery method was superior and more effective than the inquiry method. Therefore, science teachers should consistently make use of the discovery approach in teaching inter-science.

The above study is similar to the present study because both have discovery teaching method as independent variable; only that the above study uses the term “discovery” while the present study uses “individual instructions”. As the above study employed quasi-experimental design, the present study intends to do so. The two studies are on the Upper Basic’s education. One major difference of the above study with present study is that the above study was carried out on Inter-science students while the present study is on Social Studies.

While, Nisrin and Nazli (2009), undertook a study to determine the effects of learning together techniques of cooperative learning method on students’ Mathematics performance in Balikesir, Turkey. The study was an experimental research using pre-test with control group design. Seventy primary schools students out of 40% were female respondents. Cooperative learning method was applied to experimental group with the traditional teaching method used as control group. Performance test was the instrument used. Based on the results of the study it was found that:

- i. Learning together technique of cooperative learning instructions (CLS) was more effective than traditional method in Maths teaching of primary 7<sup>th</sup> class;
- ii. The level which is concerned with the performance in Maths of the students in the experimental group “in which learning together techniques of cooperative learning method (CLS) is applied” is higher than the level of the performance of students in the control group” in which traditional teaching method is applied.

The study, like the present one, sought to determine the effects of CLS on Mathematics students performance. The study is similar to the present one in that, it made use of experimental and control groups for which cooperative learning instructions and traditional teaching method were applied respectively. However, the two studies differ in terms of location and subject area. While the former study was conducted in Balikesir, Turkey with focus on Mathematics, the present study is located in Jigawa State, Nigeria with emphasis on Social Studies as a subject in secondary schools.

Similarly, Thomas and Israel (2013), carried out another important and related study. The study was titled “Assessing the relative effectiveness of three teaching methods in the measurement of students’ performance in physics”. The purpose of this study was to assess the relative effectiveness of three teaching methods on students’s academic performance in secondary school Physics. The objectives of the study are: to determine the difference in the pre-test scores of students taught Physics using lecture method, individual instructions and project-based solving method; find out the difference in the post-test scores of students taught Physics using lecture method and individual instructions and project-based method; assess the difference in the post-test scores of students taught Physics using individual instructions and project-based method; and difference in the post-test scores of students

taught Physics using lecture method, individual instructions and project-based solving method.

The design of the study was a quasi-experimental pre-test post-test research design using intact classes. The population of this study consisted of all Senior Secondary School two (S.S.S.1) students across Ekiti South West Local Government Area of Ekiti State. A sample of 60 students was selected from three secondary schools in Ekiti South West Local Government Area. The instrument for data collection was Physics Performance Test (PPT) developed by the researchers for the purpose of examining students' performance in Physics. The results indicated that students taught using individual instructions better than those taught using project-based instructions and lecture methods. The study recommends among others that teachers should employ individual instructions which is appropriate pedagogical method to reduce poor performances.

The present study shall follow the same approach with that of the above study. The approach is quasi-experimental pre-test post-test research design using intact classes. One of the three variables investigated by the above study is individual instructions that will also be investigated in this study. Both studies use performance test as instrument for collection of data. The studies are not the same in the area of population, sample and location. Furthermore, as the above study was conducted on Physics, the present study was conducted on Social Studies Students.

Also, Saleh (2014), carried out a research on Malaysian students' motivation with regards to the learning of Physics at the secondary school level, and its influencing factors. The study was carried out on 337 Form Four students who took Physics as a subject, from six schools in a northern state of Malaysia - three from urban areas, and three from rural. Data from the study were collected via the "Questionnaire of Students' Motivation

towards Physics Learning”. Respondents were required to mark the appropriate statements describing the level or the state of their motivation towards learning Physics in schools. Gathered data were then analyzed quantitatively, using inferential statistical techniques. Results obtained showed that, in general, students have a moderately high motivation towards learning Physics. Although the t-test results showed that there was a significant difference between urban and rural students’ motivation towards learning Physics, no significant differences was found between male and female students, with regards to their retention.

Similarly, Van Wyk (2011), conducted a study to determine the effects of the cooperative learning technique of (TGT), on the performance, retention, and attitudes toward TGT as a teaching method. A quasi experimental pre –test control group design was used for the study. The study population comprised of third year bed students – teachers of Faculty of Education, University of the free State, Bloemfontein, South Africa where the study was carried out. Assignment of individual students subject to specific groups was based on the class for which they have registered. The sample was made up of 110 students (98 female and 21 males). The experimental group consisted of 57 students and the control group of 53 students. The experimental group used TGT while the control group was taught using traditional lecture method. The treatment lasted for twelve weeks. Both groups were pre-tested and post tested using Test of Economic Literacy (TEL), which is a standardized test of Social Studies content, and attitude and retention Instruments. Standard deviation and Analysis of Covariance (ANCOVA) were the statistical tools used to analyse data at descriptive and inferential levels respectively.

Findings from the study revealed that: the cooperative learning method TGT is more effective in terms of academic performance than the traditional lecture method; the retention test score for the TGT group (experimental) compared to the control group were very

similar: and that the TGT technique of cooperative learning method is more effective than the lecture method with regards to Social Studies students' attitude toward the method of instructions as result indicated significantly positive attitude towards TGT as a teaching instructions by experimental group to economic education performance, retention and attitude of students.

The study is similar, to the present one in that, it employed quasi – experimental pre-test post – test control group design to determine the effects of CLS of (TGT) performance, retention and attitude of students. Similarly, the study is related with the present one in terms of exposure of experiment group to treatment using CLS and control group to traditional lecture method. Unlike the present study which is located in Jigawa state, Nigeria, the former study was conducted in South Africa in terms of subject areas, the former study focused on Social Studies education (University) while the present study is concerned with secondary school Social Studies. As such therefore, the studies are different in terms of levels of education and age of participants.

Furthermore, Ismail (2008), conducted study on Comparative study of Problem – Based Learning (PBL) and Lecturing Method effectiveness among Geography students in University of Ilorin". The purpose was to uncover research findings on the merits of PBL as a worthwhile instructional instructions affecting students' achievement. Students' achievement is the major outcome focused for the research in comparing the two methods. Students' achievement, while not the only desirable educational outcomes, is one of the research revealed by the public as indicative of successful instructions. Results of the research revealed that there are not a lot of studies that measures how PBL instructions and lecturing method affect students' achievement.

When compared PBL classroom with traditional instructions (lecturing) classroom along the two following variables; students attitudes toward the instructional environment; students approaches to study; career preferences; completion times and rates; knowledge of basic disciplines; and study loads. The PBL classroom were rated more positively in terms of how students felt about learning and classroom instructional climate than traditional instructions classrooms. Students in PBL classroom took the knowledge they were expected to learn and adopted a ‘meaning orientation as opposed to a reproducing orientation adopted by the traditional instructionsstudents’. In other words, PBL students were more likely to care and try to understand the subject material they were being taught. Traditional students were more likely to become better in content and learning experience.

The populations of the study was 135 students from level One to Four in Geography Department through the use of simple random sampling techniques. The teachers used a quasi and survey research design. Four research questions and four research hypotheses were formulated for the study. The above research is similar to the current research in that, problem. The (PBL) is one of the many learner – centeredinstructions. Also the research confirms the effectiveness of learner-centeredinstructions in teaching and learning processes. On the other hand, the research differed in that, the current research is based on the learner-centeredinstructions as a whole while the previous research focused on problem based learning, so also the scope of the research varied.

Furthermore, Abdulhadi (2009), in a research study “impact of cooperative learning instructions in teaching and learning Social Studies in Upper Basic in Kwara State, found that for each assessment the assumption that using cooperative learning structures would result in higher achievement was proven. The results were consistent with those of earlier studies comparing other cooperative learning methods against lecture/independent styles of instructions (Slavin, 2011; Johnson & Johnson, 2009). The results indicated that cooperative

learning structures can be used successfully for students of diverse abilities. The students in the study presented a wide variety of abilities and functioning levels. All students with special needs in the treatment group were more successful than those in the control group.

The social context of the group helped avoid the isolation that these students could have felt in beginning school in a new country. The students in this group certainly aided in their acquisition of Social Studies. The findings have relevance to general classroom problem teacher faced with implementing inclusion of students with special needs. Cooperative learning instructions can be easily used as a modification to instructions with no extra time or effort required of the teacher. One lesson plan using cooperative learning structure has built in peer tutoring and support within the heterogeneous class grouping, which eliminates the requirements for several different plans to meet the needs of all students. Because structures are content free cooperative learning method could be adapted to any curricular area at any level.

Additionally, Suleiman (2008), found that learning in a cooperative setting increased the listing and reciprocity of close friendship choices among students of different races, but the researchers stated that a weakness of their study was their inability to actually observe the students in the cooperative setting. Because of this, the researchers were unable to determine which factors in the cooperative setting led to the increase in the naming of new friends of a different race. They, found that students who learn in a preferred setting had significantly higher achievement than students who learn in a non-preferred setting. The research implied that, a majority of students prefer to learn cooperatively, and they found that those who work in cooperative learning groups will have higher levels of achievement. However, there will still be students who prefer to learn alone, which creates an excellent opportunity for differentiation in instructions. According to study, if students are given the choice to work alone or with a group, they will have higher achievement than if they are forced to learn in a

non-preferred setting. Therefore, teachers could offer individualized learning to some and cooperative learning to others. An avenue for further study would be to determine which factors in cooperative Social Studies settings affect the forming of close friendships. The above study differed with the current study in that, the current study focused on “Evaluation of the effects on individual and cooperative learning instructions while the former focused on cooperative learning. The two studies are related because they focused on learner centered instructions.

Similarly, Bello, M. (2011), conducted a study on the effect of teaching made instructional materials on the academic performance of Islamic studies students in Senior Secondary School in Zaria LGA of Kaduna State. A sample of 96 SSII subjects were randomly selected, pre-tested and categorized into experimental and control groups. The subjects in the experimental group were taught Islamic studies using teachers made instructional materials while those in the control group were taught without it. Pre-test and post-test data were analyzed to determine the group equivalent and achievement abilities of the students in the experimental and control groups. Two hypotheses were tested using t-test statistic with the following major findings about 42% of the schools that study Islamic studies with teacher-made instructional materials performed better than those taught without teacher-made instructional materials.

The study has significant relationship with the present study because the former sought to establish the effect of teacher-made instructional materials on the academic performance of secondary school students in Islamic studies. While the current study is on evaluation of the effect of individual and cooperative learning instructions performance of Social Studies students in Upper Basic in Jigawa State”.

Additionally, Yusuf A. (2011), conducted a study on “the effects of cooperative instructional instructions on students’ performance in Social Studies” to find out the effectiveness of cooperative instructional instructions on the teaching and learning of Social Studies. Quasi experimental and non-equivalent pre-test and post-test control group design was employed in the study. Two schools in Ilorin metropolis Kwara state, Nigeria were selected using simple random sampling technique with ninety-three (93) secondary school II students as participants of the study, Social Studies Performance Test (SSPT) was the main instructions used to illicit information from respondents, the data collected were analyzed using mean gain. Scores to answer the research question one and the students’ scores were analyzed using ANCOVA. Findings of study revealed that there was a statistically significant difference in the performance of students taught using cooperative and conventional instructional instructions in Social Studies. There was no significant difference in the performance of male and female students taught using cooperative instructional instructions in Social Studies; and the use of cooperative instructional instructions did not produce statistically significant different in the performance of high medium and low scoring students, but the medium scores gained higher than high and low scorers.

The above study is related to the present study in that like the former, the present study attempted to evaluate the effects of individual and cooperative learning instructions on the performance of Social Studies students’ in Upper Basic in Jigawa state. Also the present study employed quasi-experimental pre-test post-test control group design to conduct the study, however unlike the study which was carried out in Ilorin metropolis, Kwara State, Nigeria, in the present study the area of focus is Jigawa State, Nigeria. While Yusuf (2011), focused on the effects of CLS on the performance in Social Studies, the present study is concerned with evaluation of the effects of individual and cooperative learning instructions on the performance of Social Studies students’ in Upper Basic Jigawa State.

Moreover, Johnson, A., & Stanne, W: (2012), conducted a study to investigate and compare the effects of cooperative learning with an emphasis of Jigsaw techniques on the academic performance of 2<sup>nd</sup> grade middle school students in district I of Bomdar Abba city (Iran), The design used was pre-test post-test semi-experimental with experimental and control groups. The population of the study include all male and female students studying at the 2<sup>nd</sup> grade of middle schools located in district I of Bandar – Abba city in 2010-2011 academic years, totaling 4126 students 1961 girls and 2165 boys. Two schools were randomly selected as sample and two 2<sup>nd</sup> grade classes were selected in each school, one being the experimental group and one being the control group. The sample size included 153 students of which 89 were girls and 64 were boys. The Jigsaw model of cooperative learning instructions method was applied to experimental group and the traditional method of instructions was used for the control group. The statistical method of Analysis of Covariance (ANCOVA) was used to test the hypotheses. The result of the study indicated that cooperative learning instructions with an emphasis on Jigsaw II has significantly increased the scores gained by the experimental group as compared with the control group and therefore, the researchers concluded that Jigsaw method has been effective in the academic performance of the students.

The above study is similar to the present one in that the current researcher sought to determine the effects of individual instructions and cooperative learning instructions evaluation of the effects of individual and cooperative learning instructions on the performance of Social Studies students' in Upper Basic in Jigawa state. The research design employed for the conduct of the above study is also similar to the one proposed in the present study that is, quasi-experimental pre-test post-test control group design, like the former what the former researcher did, the present researcher exposed the experimental group to treatment using students-centered instructions and the control group, which received no treatment. They

weretaught traditional teaching method. Unlike the present study which is located in Nigeria the above study was conducted in Iran.

In another research conducted by Johnson and Stanne (2010), cooperative learning method and their effects on students' achievement in secondary schools in Kwara central senatorial zone. The researcher formulated four research hypotheses and four research questions. The population of the study consisted of 256 students selected from six Upper Basic in the area of study. They investigated the effectiveness of eight cooperative learning together (LT), academic controversy (AC), TGT) Students-Term-Achievement-Division (STAD), Group investigation, Jigawa, Teams-Assisted-Individualization (TAI) and Cooperative Integrated Reading and Composition (CIRC). The researcher examined the studies with four guiding questions, the first question addressed the amount of research that had been done to validate specific cooperative methods, and the second question addressed the different cooperative learning methods that have been evaluated. The third question was on how effective the different cooperative learning methods were in maximizing achievement; finally, the researcher tried to determine the characteristics of the more effective cooperative learning method.

The results of students achievement under cooperative learning were compared with the results of achievement under more traditional instructions learning. The findings of the study revealed that all eight methods of cooperative learning proved effective in increasing students achievement; they all had substantial effect sizes and produced significant higher achievement when compared with competitive or individualistic learning. The research showed that the cooperative learning methods are implemented effectively. The likelihood of positive result is quite high, and the study produced a ranking of the cooperative learning methods. Learning together produced the greatest effects followed by academic controversy. The remaining methods as determined by their positive effect on sudden achievement were

STAD, GT, group investigation, Jigsaw, and CIRC. The above study is similar to the present study in that, it focused on one of the many student-centered instructions, which is cooperative learning, also the study established the fact that student-centered instructions stands a better position in improving teaching and learning among students. Suleiman (2008), found that learning in a cooperatively setting increased the listing and reciprocity of close friendship choice among students of different races, but the researcher stated that a weakness of their study was their inability to actually observe the students in the cooperative setting. Because of this, the researchers were unable to determine which factors in the cooperative setting led to the increase in the naming of new friends of a different race. It was also found that students who learn in their preferred setting had significantly higher achievement than students who learned in a non-preferred setting. The findings implied that a majority of students prefer to learn cooperatively, and found that those who work in cooperative learning groups will have higher level of achievement.

However, there will still be students who prefer to learn alone, which creates an excellent opportunity for difference in instructions. According to study, if students are given the choice to work alone or with group they will have higher achievement than if they were forced to learn in non-preferred setting, therefore, teachers could offer individualized learning to some and cooperative learning to others. An avenue for further study would be to determine which factor in cooperative Social Studies setting effect the forming of close friendships. The above study is similar with the current study that, the current study focused evaluation of the effect of individual and cooperative learning instructions on the performance of Social Studies students in secondary school in Jigawa State, while the above focused on cooperative learning, the two studies are related because they focused on individual and cooperative learning instructions in teaching and learning.

## **2.11 Summary**

This chapter titled review of related literature, as the name implies the researcher made effort to review issues that are relatively relevant to the present study which include: the concept individual and cooperative learning instructions where it is considered as a method of teaching that the learner has full responsibility for his/her involvement and participation necessary for learning, the relationship between learner is more equal, promoting growth and development, the teacher became a facilitator and resource person. Other important aspects reviewed comprised the concept of cooperative learning instructions; concept of conventional/traditional method; concept of students interest; concept of students' academic performance; the importance of individual instructions and cooperative learning instructions, concept of Social Studies, nature and scope of Social Studies curriculum in Nigeria, aims and objectives of Social Studies curriculum in Nigeria, justification for the introduction of Social Studies in Nigeria, importance of individual instructions, importance of cooperative learning instructions, components of individual instructions, basic elements of cooperative learning instructions, types of individual instructions, types of cooperative learning instructions, resources for the implementation of Social Studies curriculum, impact of individual instructions in Upper Basic, impact of cooperative learning instructions in Social Studies in Upper Basic, and framework for evaluation of academic performance of students.

Finally, the study reviewed some empirical studies which are related to the study at hand and brought out some gaps that existed which the present study sought to fill. This was successfully done because, considering all the empirical studies reviewed as far as the researcher's knowledge is concerned similar researches were conducted but no single research was conducted on the evaluation effects of individual and cooperative learning instructions on the performance of Social Studies students in Upper Basic in Jigawa State, Nigeria, and at the same time the variables of the studies reviewed and present study differ.



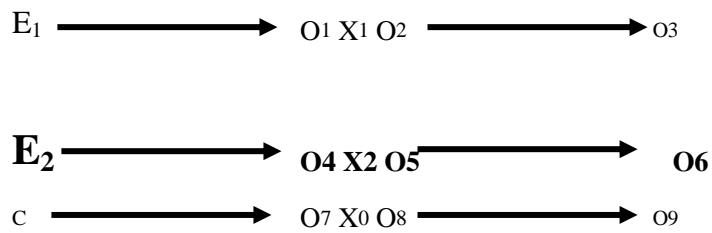
## **CHAPTER THREE RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter examined methods and procedures employed in the conduct of the study and precisely in the collection and analysis of data needed to answer research questions and test the hypotheses formulated for the study title Evaluation of the effect Individual and Cooperative Learning Instructions on Performance of Social Studies Students in Upper Basic, Jigawa State, Nigeria. The chapter has in the following sub-headings; research design, population of the study, sample and sampling techniques, instrumentation, validity of the instrument, pilot study, and reliability of the instrument, procedures for data collection, treatment procedure, Treatment plan of the groups and procedure for data analysis.

### **3.2 Research Design**

**The design for this research was quasi-experimental. The pre-test, post-test, non-equivalent control group design was used. Three non-randomized (intact classes) groups were involved in the study. This design was considered suitable for conducting the study because it is not possible for the researcher to randomly sample the subjects and assign them to groups, without disrupting the academic activities and the time table of the schools involved in the study (Ofor, 2000 in Onuigbo, 2012). During two groups were exposed to the two teaching approach (Individual instructions and Cooperative learning instructions) one for each. The third group served as control group that were not given any treatment. For this experiment, all the differences found in the performance of the groups during the post-test were attributed to the effects of treatment offered. The illustration of the research design is shown in Figure 1.**



**Figure 1: Research Design Illustration**

Where  $E_1$  = Experimental group I

$E_2$  = Experimental group II

C = Control group

$O_1$  = Pre-test for experimental group I

$O_2$  = Post-test for experimental group I

$O_3$  = Retention test for experimental group I

$O_4$  = Pre-test for experimental group II

$O_5$  = Post-test for experimental group II

$O_6$  = Retention test for experimental group II

$O_7$  = Pre-test for control group

$O_8$  = Post-test for control group

$O_9$  = Retention test for control group

$X_0$  = Conventional method

$X_1$  = Treatment I (individual instructions)

$X_2$  = Treatment II (cooperative learning instructions)

### 3.3 Population of the Study

The target population of the study consisted of all (Upper Basic<sup>II</sup>) Social Studies students in nine educational zones in Jigawa state. There were three hundred and twenty five thousand four hundred and eighty eight (325,488) Upper Basic students spread across the Five Hundred and Four (504) Upper Basic in nine educational zones in Jigawa State based on the official data obtained on 4<sup>th</sup> November, 2020/2021 from Jigawa State Ministry of Education, Science and Technology: One hundred and eighty six thousand seven hundred and twenty (186,720) were male students and one hundred and thirty eight thousand seven hundred and sixty eight (138,768) were female students. The age of the students ranged from 12 - 16 years. The population of the students was heterogeneous as it contained students of different socio-economic backgrounds, genders, abilities, culture, ethnicity and religious. Table 1 shows the population distribution of the schools in the nine educational zones, Jigawa State.

**Table 1: Population Distribution of the Upper Basic Students in the Nine Educational Zone in Jigawa State**

L.G	Number of Schools	Students		Total
		M	F	
B/kudu	69	9643	6084	15,796
Birniwa	46	12850	9263	22,113
Dutse	65	6531	2135	8,643
Gumel	50	8774	11854	20,628
Hadejia	55	8583	6856	15,439
Jahun	40	8990	5162	14,152
K/Hausa	37	6340	5940	10,258
Kazaure	58	116422	86692	203,114
Ringim	84	8587	6780	15,345
<b>Total</b>	<b>504</b>	<b>186,720</b>	<b>138,768</b>	<b>325,488</b>

**Source:** Jigawa State Ministry of Education Science and Technology (2020-2021).

### 3.4 Sample and Sampling Technique

The two hundred and twenty (220) Upper Basic II Social Studies students found intact in six (6) Upper Basic in Dutse educational zone are the sample size for this study. According to Dike (2008) in Alasoluyi (2017), this figure is sufficient enough to be a sample since is up to fifty (50) subjects. The procedure followed in selecting Dutse zone in the stratified sampling technique. The reason for the choice of this zone is that the concentration of schools in the zone have similar characteristics of the population. Therefore, the sample can be a good representation of the population. Six (6) schools were using simple random strategy (SRS). Here, the researcher assigns numerals to all schools in the zone on a piece of paper, which were folded and put all into a cup, mixed up, and shuffled. At this stage, the researcher dipper his hand into the cup and picked out one. For each subsequent selection, the folded piece of paper, was mixed and shuffled again until the required samples (six schools) were picked. A coin using head or tail was used in selecting the school for experimental groups and control group. Table 2 shows distribution of the sampled students.

**Table 2: Sample Distribution of School and Students**

<b>GROUPS</b>	<b>SCHOOLS</b>	<b>SAMPLE</b>	
Experimental I	DutseInternational School Model	32	
	G.S.S.C Dutse	<u>45</u>	77
Experimental II	Upper BasicZarenawa	20	
	Upper BasicMasamawa	<u>54</u>	74
Control	Upper Basic Wada Abubakar	39	
	Upper BasicShuwarin	<u>30</u>	69
<b>TOTAL</b>			<b>220</b>

A total number of thirty-two (32) students in DutseModel International School, and forty-five (45) students in GSSC Dutse; making a total of seventy-seven was selected for experimental group I. for experimental group II, seventy-two (72) students were selected. These comprise

twenty (20) students from Upper Basic Zarenawa and fifty-four (54) students from Upper Basic Masamawa. Sixty-nine (69) students were selected for control group; thirty-nine (39) students from Upper Basic Wada Abubakar and thirty (30) students from Upper Basic Shuwarin.

#### **3.4.1 Determination of Sample Homogeneity**

To determine the sample are homogeneous, the selected subject are from different local government area. The schools in these local government are monitored and supervised by Dutse educational zone and the subjects share similar characteristics like school type (Day/Boarding, Public/Private), school location (Rural/Urban), school facilities, school condition, school vision and mission. Furthermore, these schools uses the same curriculum, the same recommended textbooks and the criteria for admission is also the same. The teachers in the zone have similar characteristics as most of the teachers served in many of the schools because of the transfer that occurred at lease every three (3) years to a teacher.

### **3.5 Instrumentation**

The instrument used in data gathering for both pre-test, post-test and retention-test in this research was researcher-designed test, tagged: Social Studies Achievement Test (SOSAT). During the instrument development phase, the researcher prepares lesson plan and constructed a test of multiple-choice items. Appendix I shows the test of 50 objectives questions, which are based on the following sub-themes selected from Upper Basic Social Studies curriculum: Concept of culture; concept of communication; concept of marriage; concept of family and concept of transport. These sub-themes were further broken down in to units in appendix I, which was taught to both experimental and control groups.

#### **3.5.1 Lesson Plan**

The researcher prepared three (3) category of lesson plans (experimental group I, experimental group II and control group). Individual instructions was followed in the

preparation of lesson plan for experimental group I, cooperative learning instructions for experimental group II and conventional method for control group. Sixteen (16) lesson plans were prepared for each group in appendix III, IV and V respectively. These make a grand total forty-eight (48) lesson plans. The topic were broke-down into measurable objectives. The lesson plan for each objective was prepared and each research assistants who are their regular Social Studies teachers was given his copy for implementation. Two Head of Social Studies (HOS) in Dutse International Model and GCSS have confirmed that the lesson plans are sequential according to Upper Basic II content of Upper Basic Social Studies curriculum. The researcher's supervisors validated the lessons for this experimental study.

### 3.5.2 Table 3: Table of Specification

Content/objective	Knowledge	Comprehension	Application	Evaluation	Total 100%
1. Culture	3	3	4	6	16
2. Communication	4	3	4	2	13
3. Marriage	2	2	3	2	9
4. Family	2	1	1	0	4
5. Transportation	2	2	1	2	8
Total	13	12	13	12	50

Source: Adopted from Obeka (2009).

Table 3 illustrated both the content and objectives, level of the topics treated during the experiment based on the cognitive domain. The table also identified the expected knowledge of students, their expected comprehension level, application of the topic learned and the evaluation of the teaching-learning process.

### 3.5.3 Treatment package

Treatment package for this research was designed to guide the teacher to relate the behavioural objectives to the cognitive domain. Since teachers may not measure all the topics in the content and consequently may not ask all the questions they might wish to examine, the treatment package provides a teacher the way to construct a test that focuses on the major

aspect of the content and show the weight of each content. Table 4 present the treatment package.

**Table 4: Treatment package**

s/n	Topics	Know.	Compr.	Applic	Analysis	Synth	Eval	Total
1	Culture	2,6,9,11,14,15,16,21,23,29,30,31,44						13
2	Communication	5,8,10,17,18,20,27,40,41,42,43						11
3	Marriage	12,19,22,24,25,28,33,45,46,47,						10
4	Family	1,3,4,7,32,34,38,39,48,49,50,						11
5	Transportation	18, 26,35,36, 37						5
	<b>Total</b>							<b>50</b>

Source: Adopted from Obeka (2009).

### 3.5.4 Validity of the Instrument

The validity of the instrument was established from UBCE (ERC) standardized placement examinations. Past questions paper of Upper Basic (Upper Basic II) were used curriculum contents. To establish the validity of the instrument, the researcher designed fifty (50) objective question items on Social Studies Achievement Test (SOSAT) based on culture, communication, marriage, transport and family, which were given to the researcher's supervisors in the Department of Educational Foundations and Curriculum Ahmadu Bello University, Zaria and experts in the Social Studies and Measurement and Evaluation in Ahmadu Bello University, Zaria for construct content validity. They scrutinized the instrument with a view to effecting corrections.

### 3.5.5 Pilot Study

The pilot study was conducted with an intact class of 50 students from Upper Basic Andaza, in Jigawa State, outside the sampled area, to determine the reliability of the test instrument for data collection, that is, Social Studies Achievement Test (SOSAT). Their responses were analyzed in order to determine the reliability of the research instrument

### **3.5.6 Reliability of the Instrument**

The data thus collected from pilot study was statistically analysed for the purpose of determining the reliability index for the instrument. The scores obtained from the pilot study was subjected to Pearson Product Moment Co-Relation Co-efficient (PPMCC) formula, statistical technique and a reliability index of 0.81, was obtained and meant that the instrument reliable. This is in line with Stephen (2002), who stresses that an instrument is reliable if its reliability coefficient lies between 0 and 1 that, is the closer to 1 the more reliable it is and the closer to 0 the less reliable it is.

### **3.6 Control of Extraneous Variable**

Some extraneous variables, which might influence the findings of this research work, were detected and suspected to intervene. Hence, the researcher followed the following procedures to ensure they were not out of control.

#### **Experimental Bias**

In order to avoid experimental bias, the regular class teachers in the practicing schools taught their own students in both the experimental and control group. The researcher was not directly involved in the administration of the instrument, rather supervising.

#### **Teacher Variable**

In order to minimize errors, which might arise because of teacher difference, the researcher organized a pre-experimental training for the Social Studies teachers that were used in the study. The programme of activities is showed in appendix VI. The essence of the training was to help establish a uniform instructional standard among the Social Studies teachers. All the topics for this study were treated during the training and each Social Studies teacher was detailed about the approach to adopt throughout i.e the teacher for experimental group I used

individual instructions; the teacher for experimental group II used cooperative learning instructions while the teacher for control group used conventional method throughout. In addition, the researcher monitored the experiment very closely to ensure that no teacher deviated from his method.

### **Subject Interaction**

To ensure that the students in the treatment and control groups do not mix up at all, the researcher did not select treatment and control group from the same school. This was to reduce the errors arising from interaction and exchange of ideas among research subjects from the groups.

### **3.7 Procedure for Data Collection**

The researcher collected an introductory letter from the Department (Educational Foundation and Curriculum, Ahmadu Bello University, Zaria) in order to have permission from Jigawa State Universal Basic Education Board to carry out the research. The respective Upper Basic (Upper Basic) school principals were mandated and allowed the researcher to conduct the research. This research was conducted in thirteen (13) weeks. Appendix VI shows the breakdown of the activation. The data for the study was collected through the administration of pre-test using SOSAT; gave treatment using the lesson plans for eight (8) weeks; administered a post – test using SOSAT and, then after two (2) weeks, administered SOSAT for the retention test to the selected subjects. In each school, a regular teacher (research assistant) handled the exercise, while the researcher served as supervisor. Data collected from pre-test, post-test and retention test were used for data analysis.

#### **3.7.1 Pre-Test**

The pre-test was administered to the experimental and the control groups in the respective schools. This was done with Social Studies Performance Test (SOSAT) instrument, which the

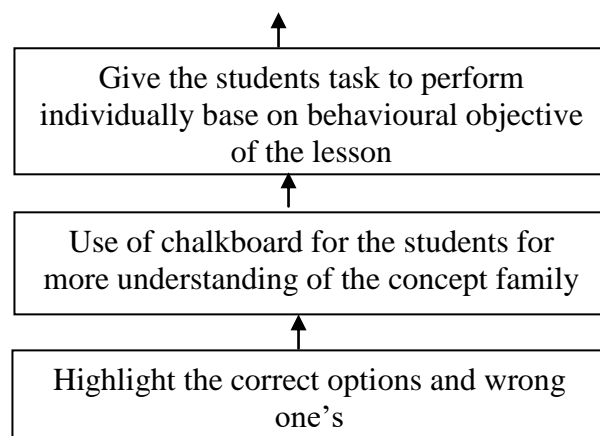
students answered. Hence, the sheets of SOSAT marked and recorded the students' scores on cognitive achievement before the treatment. This provided the baseline data on students' achievement in the selected content of the Social Studies curriculum before the treatment.

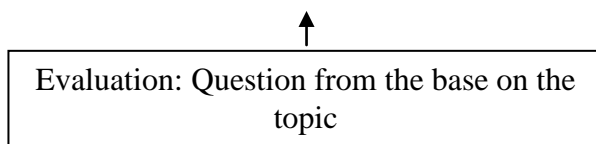
### 3.7.2 Treatment Procedure

This study involved two experimental groups. The first experimental group was exposed to  $X_1$ : Treatment I (Individual instructions), while the second experimental group was exposed to  $X_2$ : Treatment II (Cooperative learning instructions). All the groups received treatment for eight (8) weeks. The control group was exposed to  $X_0$ : conventional method on the same content with that of experimental groups. The research assistants carried out these exercise under the supervision of the researcher. The topics for the instructions were selected from the contents of the Social Studies curriculum for this study.

#### Treatment procedure for experimental group I

The researcher gave a copy of the treatment plan and the sixteen – lesson plan to the research assistants in Dutse International Model and GCSS Dutse for implementation. Pre-test was the first activity conducted followed by the implementation of the lesson plans and then the administration of the test was administered. The steps in figure 3 was for





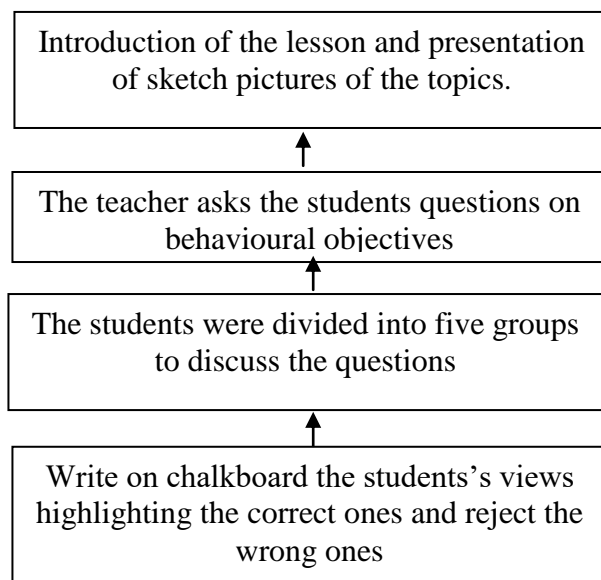
**Figure 2:** Flow chart of individual instructions  
 Source: Adopted from Aminu, 2018

The individual instructions in the flow chart of figure 3 was used throughout in teaching the students in this group, without combining it with any other method. The topics taught in this group were: concept of culture; concept of community; concept of marriage; concept of family; and concept of transport. These topics were broken down in to sixteen measurable objectives.

**Treatment procedure for experimental group II**

The treatment procedure followed for experimental group II is in figure 4 that adopted the cooperative learning instructions. The research assistants in Upper BasicMasamawa, and Upper BasicZarenawa were given a copy of the treatment plan and the sixteen – lesson plans for implementation. The experiment started with the administration of pre-test followed by the implementation of the lesson plans them administration of post-

. After two weeks, retention test was administered. The steps in figure 4 was followed in conducting the experiment.



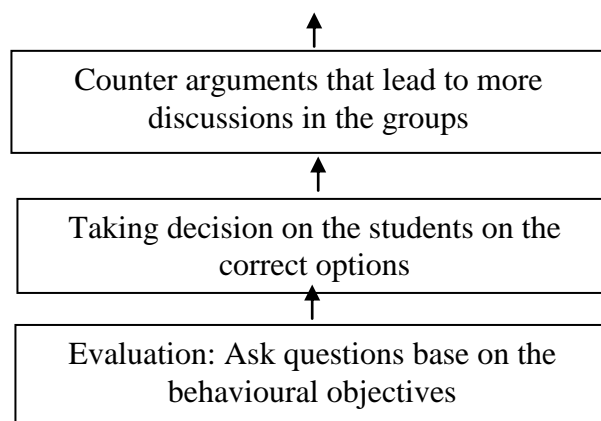


Figure 3: Flow chart of cooperative learning instructions  
Source: Adopted from Aminu, 2018

The cooperative learning instructions in the flow chart of figure 4 was used throughout in teaching the students in this group without combining it with any other method. The topic taught in this group are: concept of culture; concept of community; concept of marriage; concept of family; and concept of transport. These topics were broken down in to sixteen measurable objectives.

### 3.7.3 Post-test

Immediately after the completion of the treatments, SOSAT was administered to all the groups as post-test. The exercise provided post treatment data on student's achievement in Social Studies after treatment. After two weeks, a test for retention of learning was also conducted for both groups and the scores was collected and collated in order to determine the extent of retention of learning of the group. The same post-test questions was used for the retention test and the students were not informed ahead of time for the retention test exercise.

### 3.7.4 Scoring of the Instrument

The pre-test and post-test result was scored over one hundred (100). For each correct answer of any item, a score of two (2) marks was awarded and zero (0) mark of wrong answers as shown in appendix II.

### **3.8 Procedure for Data Analysis**

Data were analyzed through different procedures. The bio-data variables were analyzed through frequencies and percentage distribution. The research questions were answered using means and standard deviations to determine level of responses. The null-hypotheses were tested using inferential statistics. Hypotheses 1, 2, 4, 5 were tested using the independent t-test statistic to determine whether there were statistically significant differences in the academic performance of students. The justification of using t-test because it compares the actual difference between two means (Clarcke& Cook, 2007 in Umar 2018). Hypothesis 3 was tested using Analysis of Aariance (ANOVA) because it contained three different groups. Uzoagulu, (1998) in Onuigbo (2012). All the hypotheses were tested at 0.05 level of significance for acceptance or rejection.

## **CHAPTER FOUR DATA PRESENTATION, ANALYSIS AND DISCUSSIONS**

### **4.1 Introduction**

This chapter contains the results obtained after analysing data collected from the pre-test and post-test and retention-test administered on students. This includes; the presentation of these results using tables and figures for ease of understanding and interpretations on these results in form of narrative. The data were analysed quantitatively, using (SPSS software version 20)Thechapter contains analysis based on descriptiveand inferential statistics. At descriptive level, frequency,mean and standard deviationwere used to respond to the research questions. In the inferential, hypotheses 1,2,4,5 were tested using the independent t-test statistic to determine whether there are statistically significant differences in the academic performance of students, while hypothesis 3 was tested using Analysis of Variance (ANOVA). All the hypotheses were tested at 0.05 level of significance for acceptance or rejection.

## 4.2 Description of Study Variable

A total of two hundred and twenty (220) test instruments were administered on students offering Social Studies in the sixschools using simple random strategy. The demographic characteristics of the respondents was analysed and presented as follows.

**Table 5: Description of the Respondent’s Demographic Characteristics**

Groups	Frequency ( <i>f</i> )	Percentages (%)
Experimental Group I	77	35.00
Experimental Group II	74	33.64
Control Group	69	31.36
<b>Total</b>	<b>220</b>	<b>100</b>

The descriptive analysis of the respondents’ demographic characteristics revealed that the study involved three groups: two experimental groups and one control group. Table 5 showed that 35.00% of the sample subjects were involved in the experimental I and 33.64% for experimental group II. The control group involved 31.36% of the total sampled subjects.

## 4.3 Response to the Research Questions

The descriptive analysis of the research questions in this study was carried using two statistical tools. The four research questions were answered using arithmetic mean and standard deviation.

**Research Question One:** What is the effect of individual instructions on students’ performance in Social Studies in Upper Basic in Jigawa State?

The pre-test and post –test means performance of experimental group I were compared in order to describe the effects of individual instructions on students’ performance in Social Studies. The summary of the performance for the two test was presented in Table 6.

**Table 6: Mean and Standard Deviation of Pre-Test and Post-Test Scores for Student**

**Taught Social Studies Using individual instructions**

Test	N	Mean	Mean Difference	Standard Deviation
Pre-test	77	9.23		3.12
			42.26	
Post-test	77	51.49		12.99

The result in table 6 indicated that the experimental group I that were taught Social Studies using individual instructions had a mean achievement score of 9.23, and a standard deviation of 3.12 in pre-test while in post-test, the mean performance score and standard deviation are 51.49 and 12.99 respectively. The mean difference between Pre-test and Post-test was 42.26, which is very large and hence, tends to show that individual instructions was effective in teaching Social Studies in Upper Basic in Jigawa State. To confirm this result, it was tested in hypothesis one.

**Research Question Two:** What is the effect of cooperative learning instructions on students' performance in Social Studies in Upper Basic in Jigawa State;

The means performance of the pre-test and post-test of experimental group II were compared in order to describe the effects of cooperative learning instructions on students' performance in Social Studies in Upper Basic in Jigawa State. The summary of the performance in the two test was presented in Table 7.

**Table 7: Mean and Standard Deviation of Pre-Test and Post-Test Scores for Students Taught Social Studies Using cooperative learning instructions**

Test	N	Mean	Mean Difference	Standard Deviation
Pre-test	74	8.13		2.77
			51.84	
Post-test	74	59.98		10.58

The result in table 7 indicated that the experimental group II that received the treatment of cooperative learning instructions had a mean performance score of 8.13, and a standard deviation of 2.77 in pre-test while in post-test, the mean performance score and standard deviation are 59.98 and 10.58 respectively. The mean difference between Pre-test and Post-test was 51.84. This difference was wide, hence tends to show that cooperative learning instructions was effective in teaching Social Studies in Upper Basic in Jigawa State. To confirm this result, it was tested in hypothesis two.

**Research Question Three:** What is the difference between the performances of students taught Social Studies using individual instructions, cooperative learning instructions and conventional method in Upper Basic in Jigawa State;

The data collected through the administration of post-test was analysed using mean and standard deviation in order to answer the stated research question. Table 8 presented the descriptive analysis of the students' performance in Social Studies using, cooperative learning instructions and conventional method.

**Table 8: Mean and Standard Deviation of Post-Test Scores in Social Studies using individual instructions, cooperative learning instructions and conventional method**

<b>Approaches</b>	<b>N</b>	<b>Mean</b>	<b>Mean Difference</b>	<b>Standard Deviation</b>
Individual	77	51.49		12.99
			8.49	
Cooperative	74	59.98		10.58
			28.71	
Conventional	69	31.27		6.13

The analysis in table 8 showed that there was difference in the mean scores between the experimental group I, experimental group II and control group. The means scores of the students' performance that were taught Social Studies using Cooperative learning instructions in the post-test was 59.98 with corresponding standard deviation of 10.58, which was much higher than 51.49 and 31.27 Mean scores of experimental group I and control group respectively. These tends to show that students in the experimental group II that received the treatment of cooperative learning instructions, performed better than those that received treatment of individual instructions and control group that were taught Social Studies using conventional method.

**Research Question Four:** What is the level of retention of students taught Social Studies using individual instructions in Upper Basic in Jigawa State;

To answer this question, the post-test mean scores and standard deviation of the experimental group I was compared with the mean scores and standard deviation of their retention test scores. This comparative analysis was shown in table 9.

**Table 9: Mean and Standard Deviation of Post-Test and Retention-Test Scores for Students Taught Social Studies using individual instructions**

Test	N	Mean	Mean Difference	Standard Deviation
Post-test	77	51.49		12.99
			1.75	
Retention-test	77	49.74		9.87

Table 9 revealed that the academic retention mean scores of experimental group I that were given the treatment of individual instructions was 49.74. These are almost the same with mean scores 51.49 of their post-test. This tends to show that the students that are exposed to individual instructions in teaching Social Studies at Upper Basic in Jigawa state retained learning. The confirmation of this description was found through a test of related hypothesis.

**Research Question Five:** What is the retention of students taught Social Studies using cooperative learning instructions in Upper Basic in Jigawa State?

To answer this research question, the data collected was analysed. The post-test mean scores and standard deviation of the experimental group II were compared with the mean scores and standard deviation of their retention test scores in table 10.

**Table 10: Mean and Standard Deviation of Post-Test and Retention-Test Scores for Students Taught Social Studies Using cooperative learning instructions**

Test	N	Mean	Mean Difference	Standard Deviation
Post-test	74	59.98		10.58
			1.99	
Retention-test	74	58.01		9.88

The academic retention mean scores of experimental group II was found to be 58.01, which was close to the mean score of their post test 59.98. These revealed no significant difference between the post-test and retention test. For this reason it was deduced that the experimental group II that were exposed to cooperative learning instructions in teaching Social Studies at Upper Basic in Jigawa state retained academic learning. The test of the related hypothesis verified this result.

#### **4.4 Hypotheses Testing**

The result of the tested null hypotheses of this research were presented in this section. The five hypotheses were tested using Paired Sample t-test and Analysis of Variance (ANOVA) at 0.05 level of significance.

**Hypothesis One:** There is no significant difference between the pre-test and post-test performances of studentstaught Social Studies using individual instructions in Upper Basic in Jigawa State.

The data obtained from the administration of pre-test and post-test on experimental group I was used to test hypothesis one. The statistical tool used for this analysis was paired sample t-test at 0.05 level of significance, as shown in table 11.

**Table 11: Results of Paired Sample t-test of Pre-Test and Post-Test Scores for Students Taught Social Studies using individual instructions**

Test	N	Mean	SD	T	df	A	Sig. (2 tailed)	Mean Difference	Decision
Post-Test	77	51.49	12.99						
				29.89	98	.05	0.000	42.26	Rejected
Pre-Test	77	9.23	3.12						

The t-test result in table 11; showed that the Sign. (2-tailed) value is  $p = .000$ , which was less than the chosen significant level  $\alpha=0.05$ . This indicated that there was significant difference in the means performance between the post-test and pre-test scores of experimental group I that were given individual instructions treatment ( $t_{98}=29.98$ ,  $p= .000$ ). The average scores in the post-test was 42.26 higher than the pre-test scores. Therefore, hypothesis one which says “There is no significant difference between the pre-test and post-test performances of studentstaught Social Studies using individual instructions in Upper Basic in Jigawa State” is hereby rejected. This means individual instructions was effective for teaching Social Studies in Upper Basic in Jigawa State.

**Hypothesis Two:** There is no significant difference between the pre-test and post-test performances of studentstaught Social Studies using cooperative learning instructions. This hypothesis was tested using paired sample t-test at 0.05 level of significance. The data

collected from the administration of pre-test and post-test on experimental group II that were exposed to cooperative learning instructions was analysed in order to take decision about the hypothesis two as shown in table 12.

**Table 12: Results of Paired Sample t-test of Pre-Test and Post-Test Scores for Students Taught Social Studies using cooperative learning instructions**

Test	n	Mean	SD	T	Df	A	Sig. (2 tailed)	Mean Difference	Decision
Post-Test	74	59.98	10.58						
				89	121	.05	0.000	51.84	Rejected
Pre-Test	74	8.13	2.77						

The Sign. (2-tailed) value from t-test result in table 12 was  $p = .000$ , which was less than the chosen significant level  $\alpha=0.05$ . This showed there is statistically significant difference between the two styles of teaching. Consequently, the difference in the means scores between the pre-test and the post-test ( $t_{121}=89, p=.000$ ) was not by chance. Therefore, it was due to the treatment of cooperative learning instructions applied to experimental group II. The average scores for experimental group II in the post-test was 51.84 higher than that of the pre-test. For this reason, hypothesis two that says “There is no significant difference between the pre-test and post-test performances of studentstaugth Social Studies using cooperative learning instructions.” is hereby rejected. This meant cooperative learning instructions was effective for teaching Social Studies in Upper Basic in Jigawa state.

**Hypothesis Three:** There is no significant difference between the post-test scores of students taught Social Studies using individual instructions, cooperative learning instructions and conventional method in Upper Basic in Jigawa State.

The data obtained from the administration of pot-test on experimental group I, experimental group II and control group was analysed using Analysis of Variance (ANOVA). The summary of the analysis was presented in table 13.

**Table 13: ANOVA Results of Post-test Scores in Social Studies between the Students Taught Social Studies Using individual instructions, cooperative learning instructions and conventional method**

	Sum of Squares	Df	Mean Square	F	Sig	Decision
Between Groups	7676.006	2	4274.408	27.781	0.000	Rejected
Within Groups	65153.604	227	138.212			
Total	72829.61	229				

The ANOVA result in table 13 showed that there was statistically significant difference ( $F_{2, (227)} = 27.781, p= 0.000$ ) between the groups. Therefore, the null hypothesis, which says, “There is no significant difference between the post-test scores of students taught Social Studies using individual instructions, cooperative learning instructions and conventional method in Upper Basic in Jigawa State.” is rejected. This means, there is significant difference between the post-test scores of students taught Social Studies using individual instructions, cooperative learning instructions and conventional method. Consequently, a Post hoc test was conducted and presented in table 13 to determine the source of the difference.

**Table 14: Tukey Multiple Comparison Test of Post-test Scores in Social Studies between the Students Taught Social Studies Using individual instructions, cooperative learning instructions and conventional method**

Groups Involved in the Study		Mean Difference	Sig. <sup>b</sup>	95% Confidence Interval	
				Lower Boundary	Upper Boundary
Individual	Cooperative	-8.490*	.072	-.339	-7.876
	Conventional	20.22*	.000	6.267	13.874
Cooperative	Individual	8.490*	.072	7.876	.339
	Conventional	28.71*	.032	2.833	11.213
Conventional	Individual	-20.22*	.000	-13.874	-6.267
	Cooperative	-28.71*	.032	-11.213	-2.833

The mean difference is significant at the .05 level.

The follow-up test result in table 14 showed there was significant difference between individual instructions and conventional method ( $p = .000$ ) with mean difference of 20.22 in favor of individual instructions. There was also a significant difference between cooperative learning instructions and conventional method ( $p=.032$ ) with mean difference of 28.71 against conventional method. There was no significant difference (.072) between individual instructions and cooperative learning instructions. To find the source of the difference, the estimated marginal means was compared. The marginal means showed that the most scored

group was experimental group II that received the treatment of cooperative learning instructions, with mean score 8.490 higher than individual instructions. This implied that cooperative learning instructions was the most effective for teaching Social Studies in Upper Basic in Jigawa State.

**Hypothesis Four:** There is no significant difference between the post-test and retention-test scores of students taught Social Studies using individual instructions in Upper Basic in Jigawa State.

Paired Sample t-test was used in the test of this hypothesis at 0.05 level of significance. The obtained data from the administration of post-test and retention test on experimental group I that were exposed to individual instructions was analysed and presented in table 15.

**Table 15: Results of Paired Sample t-test of Post-test and Retention-test Scores for studentstought Social Studies using individual instructions**

Test	N	Mean	SD	T	df	A	Sig. (2 tailed)	Mean Difference	Decision
Post-Test	77	51.49	12.99						
				14.205	136	.05	0.090	1.75	Retained
Retention-Test	77	49.74	9.87						

The Sign. (2-tailed) value from t-test result in table 15 is  $p=.09$ , which is higher than the chosen significant level  $\alpha=0.05$ . This showed there is no statistically significant difference between the two conditions ( $t_{136}=14.205$ ,  $p=.09$ ). The difference in the mean scores was just 1.75 marks; this showed that the performance of students in both post-test and retention-test was the same in experimental group I. Hence, hypothesis four that says, “There is no significant difference between the post-test and retention-test scores of students taught Social Studies using individual instructions in Upper Basic in Jigawa State” was retained. This means students that were taught Social Studies using individual instructions retained learning.

**Hypothesis Five:** There is no significant difference between the post-test and retention-test scores of students taught Social Studies using cooperative learning instructions in Upper Basic in Jigawa State.

This hypothesis was tested using Paired Sample t-test at 0.05 level of significance. The data collected from the administration of post-test and retention test on experimental group II that were exposed to cooperative learning instructions was analysed in order to take decision about the hypothesis five as shown in table 16.

**Table 16: Results of Paired Sample t-test of Post-test and Retention-test Scores in Social Studies using cooperative learning instructions**

Test	n	Mean	SD	T	df	A	Sig. (2 tailed)	Mean Difference	Decision
Post-Test	74	59.98	10.58						
				13.091	124	.05	0.117	1.99	Retained
Retention-Test	74	58.01	9.88						

The comparative analysis in table 16 revealed that there was no significant difference between the post-test and retention test means performance of students taught Social Studies using cooperative learning instructions ( $t_{124}=13.091$ ,  $p=.117$ ). The Sign. (2-tailed) value is  $p=0.117$ , which was greater than the chosen significant level  $\alpha=0.05$ . This showed there was no statistically significant difference between the two conditions. The average scores for post-test was just 1.99 marks higher than that of the retention-test. Therefore, hypothesis one that says “There is no significant difference between the post-test and retention-test scores of students taught Social Studies using cooperative learning instructions in Upper Basic in Jigawa State” was retained. This meant the students that were taught Social Studies using cooperative learning instructions in Upper Basic in Jigawa State retained learning.

#### **4.5 Summary of the Findings**

The following findings emerged from the study:

1. Students taught Social Studies using individual instructions performed significantly better in Post-test than in the Pre-test.
2. The performance of students that were taught Social Studies using cooperative learning instructions was significantly better in Post-test than in Pre-test.
3. Students exposed to cooperative learning instructions in teaching Social Studies had higher performance scores than those exposed to individual instructions or conventional method.
4. The students taught Social Studies using individual instructions showed no significant difference between their post-test and retention-test performances.
5. The students taught Social Studies using cooperative learning instructions showed no significant difference between their post-test and retention-test performances.

#### **4.6 Discussion of Findings**

The result obtained on the research question one of this study revealed that the students in the experimental group I that were taught Social Studies using individual instructions performed better in post-test than in the pre-test. The success of the experimental group I in the post-test could be attributed to the effects that individual instructions has on learning. This was confirmed by the outcome of the test of hypothesis one, which states that there is no significant difference between the pre-test and post-test performances of students taught Social Studies using individual instructions in Upper Basic in Jigawa State. The hypothesis was rejected and this implied that there is significant difference between the pre-test and post-test performances of students taught Social Studies using individual instructions in Jigawa state. This finding agrees with Ofori-Kusi (2017), who reported that students that

were exposed to individual instructions performed excellently in mathematics in the post-test better than in the pre-test, and even better than the students in the control group that were not given treatment. This is also in line with Dimitriou-Hadjichristou (2015), which concluded that students in the experimental group who received the treatment of individual, achieved higher in post-test than in the pre-test. This finding also strengthens Rudd (2010), which found individual instructions as effective.

The finding on the research two revealed that the students taught Social Studies using cooperative learning instructions in the experimental group II significantly performed better in post-test than in the pre-test in Jigawa state. The outcome of the tested hypothesis two, which rejected, confirmed this finding. The finding is in line with Abrak, (2015), that revealed among others that students taught art using the cooperative learning instructions, performed better in post-test when compared to their pre-test and the performance of students in conventional method. This finding also collaborates Hajhosseiny (2012), who found that cooperative learning instructions improves students in the six elements of critical thinking dispositions (analyticity, cognitive maturity, CT self-confidence, self-evaluation, open-mindedness, truth-seeking), and seven elements of social interaction (knowing each other, friendship and intimacy, tendency to dialogue, responsibility, class dynamism, interaction with teacher, intimacy with the instructor) as opposed to conventional method.

In view of the finding on the research question three, students in the experimental group II that received treatment of cooperative learning instructions, performed better than those that received treatment of individual instructions and those taught using conventional method. The source of the difference was found from the test result of the hypothesis three, which stated that there is no significance difference between the post-test scores of students taught Social Studies using individual instructions, cooperative learning instructions and conventional method in Upper Basic, which was rejected. The result showed that cooperative

learning instruction is the most effective approach for teaching Social Studies in Upper Basic in Jigawa state. This confirmed to finding of Abonyi and Umeh (2014), which discovered cooperative learning instruction superior teaching approach in Algebra. This is also similar to the work of Thomas and Israel (2013) that assessed the relative effectiveness of three teaching methods in the measurement of students' performance. Among all the teaching methods involved in the study, cooperative learning instruction was found to be the most effective.

The outcomes of the analysis on question four portrays that there is no clear difference between the post-test and retention test of the experimental group I. Therefore, this tends to show that the students that are exposed to individual instructions in teaching Social Studies at Upper Basic in Jigawa state retained learning. This was confirmed by the result obtained from the test of hypothesis four, which states that there is no significant difference between the post-test, and retention test score of students taught Social Studies using individual instructions. this hypothesis was retained because no significant difference was found between the post-test and retention test scores of students taught Social Studies using individual instructions. this means experimental group I that were exposed to individual instructions in teaching Social Studies retained learning in Upper Basic in Jigawa state. This finding collaborate Rayakaew (1996) in Satchakett and Art-in (2014), who found that the students being taught by focusing on individual instructions had higher level of learning achievement, as well as retention in learning than those being taught by conventional teaching method. This finding is also in concomitance with Oghenevwede (2010), who reported that students that were exposed to individual instructions retained learning fear better than those in the control group that did not received any treatment.

The analysis of question five showed that because there is no significant difference between the post-test and retention test, the experimental group II that were exposed to cooperative

learning instructions in teaching Social Studies at Upper Basic in Jigawa state retained academic learning. The confirmation of this was found in the outcome of the hypothesis five, which stated that there is no significant difference between the post-test and retention test scores of students taught Social Studies using cooperative learning instructions. the hypothesis was retained, which means cooperative learning instructions enables students in the experimental group II to retain learning in Social Studies in Upper Basic in Jigawa state. This collaborates Abdul-Rahman (2011) in Alasoluyi (2017) who found that students in the experimental group that were exposed cooperative learning instructions retained learning better than those in the control group. This finding is also in line with Onmwirhiren (2015) that reveals that cooperative learning instructions maximises learning outcomes and academic retention better than those in the control group.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter provides the summary and the conclusion of the whole work in sequence and conformity with the research objectives, questions and hypothesis. Recommendations were also provided, which are based on the findings of the research. Finally, some suggestions were made for further research.

## **5.2 Summary**

The study evaluated the effects of- individual and cooperative learning instructions on performance of Social Studies students in Upper Basic, Jigawa State, Nigeria. The research was conducted with five research objectives which are to: determine the effect of pre-test, post- test performance of students taught Social Studies using individual instructions in Upper Basic in Jigawa State; determine the effect of pre-test, post- test performance of students taught Social Studies using cooperative learning instructions in Upper Basic in Jigawa State; compare the performance of students taught Social Studies using individual instructions, cooperative learning instructions and conventional method in Upper Basic in Jigawa State; determine the level of retention of students taught Social Studies using individual instructions in Upper Basic in Jigawa State; assess the retention of students taught Social Studies using cooperative learning instructions in Upper Basic in Jigawa State. In line with the stated objectives, five corresponding research questions were asked and answered while five null hypotheses were formulated and tested in the study.

Related literature were reviewed on the variables of the study. Two theory were used. The study was built on constructivism theory which was founded by Piaget and Bruner (Wadworth, 1996 in Maheshwari and Thomas, 2017), which emphasizes knowledge construction rather than knowledge transmission and the recording of information conveyed by others. According to Hedden, Worthu, Akins, Slinger-Friedman, and Paul (2017) constructivism is a students-centred theory that is based on the belief that learning only occurs when learners are actively involved in a process of knowledge construction, as

opposed to passively receiving information. Other theory of Self-Determination Theory (SDT) is an influential branch of educational and positive psychology (Deci and Ryan, 2009; Ryan and Deci, 2012). It is a complex meta-theory that attempts to explain how and why an individual's behaviour is self-motivated and self-determined (Deci and Ryan, 2012). One sub-theory which falls under the general umbrella of SDT is Basic Psychological Needs Theory (BPNT). BPNT involves three basic psychological needs that humans seek to satisfy in order to thrive. These three basic needs are: competence, relatedness and autonomy. Furthermore, an overview of individual instructions and cooperative learning instructions have shown that these two methods (individual instructions and cooperative learning instructions) could be appropriate for teaching Social Studies. Reports from the literature shows that the quality of education is generally assessed based on learner's achievement (Waseka and Simatwa, 2016) and, hence, this underscores the importance of academic performance (Akinsolu, 2010 and Muzenda, 2013). Another concept reviewed in this study are concept of retention, external examinations bodies for Social Studies and obstacles faced by teachers in teaching Social Studies at Upper Basic. And Empirical studies were also reviewed.

The study adopted quasi-experimental research design that is, pre-test and post-test non-equivalent control group design was used. The target population of the study consisted of three hundred and twenty-five thousand four hundred and eighty-eight (325,488) Upper Basic II students spread across the five hundred and four (504) Upper Basic, found intact in six (6) Upper Basic in Dutse educational zones in Jigawa State. The school were grouped in to three: two experimental groups and one control group. During the experiment, the researcher prepared sixteen (16) lesson plans for each group, using different method of teaching (individual instructions, cooperative learning instructions and conventional method). The instrument used for data collection for both pre-test, post-test and retention-test in this

research was Social Studies Achievement Test (SOSAT). Researchers' supervisors among others validated the instrument. The instrument was found reliable after a pilot test that showed the reliability coefficient of 0.81 was obtained.

Data collected in the study was analysed using descriptive statistics which involved frequencies and percentages while mean and standard deviation were used to answer the research questions. Hypotheses 1,2,4,5 were tested using the independent t-test while hypothesis 3 was tested using Analysis of Variance (ANOVA). All the hypotheses were tested at 0.05 level of significance for acceptance or rejection.

The finding of hypothesis one reveals that students taught social using individual instructions performed better in the post-test than in the pre-test. The test of hypothesis two showed that the performance of students that were taught Social Studies using individual instructions was significantly better in the post-test than in the pre-test. The outcome of hypothesis three reveals that students exposed to cooperative learning instructions in teaching Social Studies had higher achievement scores than those exposed to individual instructions or conventional method. Meanwhile the result of the analysis for hypothesis four shows that students taught Social Studies using individual instructions retained learning. The outcome of the test for hypothesis five established that students taught social studies using cooperative learning retained learning.

### **5.3 Conclusion**

From the result obtained from the evaluation of the effects of individual instructions and cooperative learning instructions on students' performance in Social Studies in Upper Basic in Jigawa State, it was concluded that individual instructions is effective for teaching Social

Studies in Upper Basic. Similarly, cooperative learning instructions is effective for teaching Social Studies in Upper Basic. It was also concluded that students exposed to cooperative learning instructions in teaching Social Studies performed better than those exposed to individual instructions or conventional method. In addition, the students taught Social Studies using individual instructions retained learning. Moreover, students taught Social Studies using cooperative learning retained learning. Furthermore, it was concluded that the group of students that were taught Social Studies using cooperative learning instructions retained learning better than those exposed to individual instructions or conventional method.

#### **5.4 Recommendations**

In the light of the findings and conclusion of this study, the following recommendations are made:

1. Government at federal, state and local levels in collaboration with ministry of education, education boards, philanthropists, international organizations and other non-governmental organizations should from time to time organize workshops for teachers to be conversant with individual instructions for effective delivery of lessons.
2. Curriculum planners should incorporate individual instructions as pedagogical strategy while planning a curricular. However, the incorporation of this strategy should be done considering the nature of learning experience for the strategy in question to be most appropriate among other teaching strategies.
3. Cooperative learning should be given more consideration by stakeholders in the process of planning, designing and implementation of Social Studies and other related disciplines as it was found suitable and effective in teaching Social Studies in Upper Basic in Jigawa State;

4. School authorities should oversee the effective teaching and learning process of Social Studies in schools, by ensuring that Social Studies is taught with cooperative learning instructions.
5. Relevant and suitable textbooks written on individual instructions and cooperative learning instructions should be made available to school libraries for teachers and students use, because these instructions might fail without appropriate manuals on usage.

### **5.5 Contributions to Knowledge**

This study contributed to knowledge by bringing to fore the need for curriculum planners to recommend individual instructions and cooperative learning instructions as the appropriate instructions to be used in teaching Social Studies at all levels of education, particularly at Upper Basic level. The study also contributed to knowledge by enlightening students on the need to actively participate in the lesson and the role play that will lead to successful achievement of the educational objectives and excellent academic performance. Additionally, the study also made contribution to knowledge by affirming the claims that individual instructions and cooperative learning instructions are appropriate to the teaching and learning of Social Studies and that the instructions can be used to improve the performance of students in Social Studies.

## **5.6 Suggestions for Further Studies**

The following suggestions can be other topics for further investigation.

1. Compare the effects of individual and cooperative learning instructions on performance of Social Studies students in private and public Upper Basic, Jigawa State.
2. Evaluation of the effects of individual instructions on performance of Social Studies students in college of education Nigeria
3. Evaluation of the effects of cooperative learning instructions on students' academic performance in Social Studies in college of education in Nigeria

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**APPENDIX I**  
**SOCIAL STUDIES ACHIEVEMENT TEST (SOSAT)**

Dear Respondent/Students

The purpose of this test is to collect data for research and therefore you are kindly requested to answer the question as honestly as possible by selecting one out of the four options (A, B, C and D) and should be ticked in section A.

**Demographic Data**

1. Name of school
2. Gender      male ( )      female ( )
3. Location      rural ( )      urban ( )

**Section A**

**This section is made up of 50 objective items. You are to answer all the questions**

1. A nuclear family consists of the following:
  - (a) Father, mother and children
  - (b) Husband wife and children
  - (c) Father, wife children and relatives
  - (d) None of the above
2. Which of the following is an example of non-material aspect of culture?
  - (a) Religion
  - (b) Furniture
  - (c) Building
  - (d) None of the above
3. All the following are functions in a family, except.
  - (a) Protection
  - (b) Comfort

- (c) Raising of children
  - (d) Exploitation
4. The two major types of family include:
- (a) National and conjugal family
  - (b) Nuclear and natal family
  - (c) Conjugal and extended family
  - (d) Nuclear and extended family
5. Which one of the following refers to the transmission and reception over the air?
- (a) Video
  - (b) Radio
  - (c) Communication
  - (d) Material
6. Which of the following is not an aspect inculture?
- (a) Music
  - (b) Dressing
  - (c) Language
  - (d) Driving
7. The leader of the family is called...
- (a) Father
  - (b) Mother
  - (c) Grand mother
  - (d) Ankles
8. Which of the following is a traditional system of communication in Nigeria?
- (a) Radio message
  - (b) Drum
  - (c) Telegram
  - (d) Television

9. The three major ethnic groups in Nigeria are:
- (a) Hausa, Fulani and Yoruba
  - (b) Hausa, Yoruba and Igbo
  - (c) Hausa, Igbo and Fulani
  - (d) Hausa, Birom and Igbo
10. All the following are channels of communication, except.
- (a) Sender and receiver
  - (b) Medium and speaking
  - (c) Feedback
  - (d) A and C
11. Acculturation can be best described as the process by which...
- (a) Member of culture group adopt a trait host society
  - (b) Culture become more alike as they share technology and organizational structure
  - (c) Individual or group come to a self-innovation
  - (d) Cultural parties and perspectives spread from one culture to another
12. The form of marriage that allows woman to marry more than one husband is called...
- (a) Polygamy
  - (b) Monogamy
  - (c) polyandry
  - (d) Tryliandry
13. Which of the following similarities abound in human culture?
- (a) Families
  - (b) Bank
  - (c) Coal
  - (d) Mountain
14. Which of the following is not level of identity in Nigeria?
- (a) Family

- (b) Age group
  - (c) Material culture
  - (d) National identity
15. Which of the following is not universality of culture?
- (a) Biological similarities
  - (b) Physical environment
  - (c) Maintaining social life
  - (d) Game reserve
16. All the following are material culture, except.
- (a) Respect
  - (b) Custom
  - (c) Food
  - (d) Attitude
17. The horse on national coat of arm symbolized...
- (a) Peace
  - (b) Dignity
  - (c) Unity
  - (d) Harmony
18. Trade between nations can be described as
- (a) Trade by batter
  - (b) Internal trade
  - (c) International trade
  - (d) Free trade
19. Which of the following is not a social problem?
- (a) Poverty
  - (b) Education
  - (c) Unemployment
  - (d) Crime
20. The following are aspects of mass media, except.

- (a) Shop
  - (b) Telephone
  - (c) News paper
  - (d) Magazine
21. Which of the following is not influenced by culture?
- (a) Agriculture
  - (b) Dressing
  - (c) Housing
  - (d) Language
22. The degree of hotness or coldness of a place is described it as.
- (a) Atmospheric condition
  - (b) Condition of coldness
  - (c) Condition of hotness
  - (d) Humidity
23. The instrument used to measure the humidity of air is called.
- (a) Anemometer
  - (b) Hygrometer
  - (c) Thermometer
  - (d) Wind vane
24. Culture is dynamic, means that it is?
- (a) Change with time
  - (b) Drives people along
  - (c) Identifies dynamic person
  - (d) Pass on
25. A marriage occurs between an Igbo and Yoruba woman can be described as .....marriage?
- (a) Cross- tribal
  - (b) Inter -tribal
  - (c) Intra – tribal
  - (d) Mixed – tribal
26. A marriage between a man and woman of the same tribe can be said to be a
- (a) Mixed
  - (b) Inter – tribal
  - (c) Intra – tribal
  - (d) Intra - racial
27. In which year did Nigeria become a republic?
- (a) 1960
  - (b) 1963
  - (c) 1962
  - (d) 1961
28. The statement information technology has tuned the world in to a global village,means..

- (a) Access to information has become very easy as if the whole world has turned to a village
  - (b) Dissemination of is easier in the village than anywhere in the world
  - (c) The world is gradually becoming village
  - (d) Villages benefit more with information technology
29. The primary aim of marriage is...
- (a) Companionship
  - (b) Having more hands on the forms
  - (c) Increase in family income
  - (d) Love making
30. The two types of environments are...
- (a) Physical and religious
  - (b) Physical and social
  - (c) Physical and spiritual
  - (d) Religious and social
31. The total way of life of a people is known as...
- (a) Attitude
  - (b) Culture
  - (c) Language
  - (d) Religion
32. Which of the following is an important aspect of culture?
- (a) Adoption of foreign life style
  - (b) Destruction of human relation
  - (c) Establishment of power and authority
  - (d) Transmission of values from one generation to another
33. Which of the following is not a characteristics of a good leader?
- (a) Corruption
  - (b) Discipline
  - (c) Honesty
  - (d) Understanding
34. Which of the following is not a structure in our educational system?
- (a) Primary school
  - (b) Court
  - (c) Secondary
  - (d) Tertiary
35. Application of science to solve man's problems can be referred as...
- (a) Constitution
  - (b) Technology
  - (c) Instability
  - (d) Transportation
36. A person who shows the way and guides another person or group of people is a...
- (a) Teacher
  - (b) Follower
  - (c) Trainee
  - (d) Leader
37. Which one of the following is described development?
- (a) The general improved of the standard of living in the society
  - (b) Growth
  - (c) Increase in size
  - (d) Building of schools

38. Trade between nation can be described as...
- (a) Trade by barter
  - (b) Internal trade
  - (c) International trade
  - (d) Free trade
  - (e) Local trade
39. The first social community to a child is...
- (a) Home
  - (b) Playmates
  - (c) Church
  - (d) School
  - (e) Peer group
40. Most people in Africa depend on...
- (a) Mining
  - (b) Hunting
  - (c) Tourism
  - (d) Agriculture
  - (e) Industries
- 41 Language belong to ..... aspects of culture
- (a) Communication
  - (b) Entertainment
  - (c) Mineral
  - (d) Non - material
42. Which of those factors is necessary for a happy and successful marriage?
- a. Affection
  - b. Cheating
  - c. Distrust
  - d. Hatred
  - e. Unfaithfulness
43. All the following are the Nigerian national identities, except...
- a. National Anthem
  - b. National Flag
  - c. Nigerian State
  - d. Coat of arm
44. A family which is made up of a man, his wife and children is called...
- a. Compound
  - b. Conjugal
  - c. Extended
  - d. Kinship

- e. Nuclear
45. In which continent is Nigeria located?
- a. Africa
  - b. America
  - c. Asia
  - d. Europe
46. Christian marriage is conducted as...
- a. Mosque
  - b. Customary court
  - c. Church
  - d. Home
47. All the following are importance of marriage, except...
- a. Reproduction
  - b. Destroying the family
  - c. Satisfaction
  - d. Marriage also unite family
48. Social Studies can be learned through these means, except...
- a. Use of maps and illustration
  - b. Discussion
  - c. Observation
  - d. Research
49. The classification of people into social classes is known as...
- a. Authority
  - b. Group
  - c. Position
  - d. Stratification
50. All these are agents of socialization,except ...
- a. Family
  - b. Mass media
  - c. Traditional doctors
  - d. Peer group

## **APPENDIX II**

### **MARKING SCHEME FOR SOCIAL STUDIES ACHIEVEMENT TESTS (SOSAT)**

Each of the question carries two (2) marks. Hence, 2 marks multiply by 50 correct answers makes hundred (100) marks.

1 D

2 A

3 D

4 D

5 B

6 D

7 A

8 B

9 B

10 D

11 D

12 C

13 A

14 C

15 D

16 A

17 A

18 A

19 B

20 A

21 A

22 C

23 D

24 A

25 C

26 B

27 A

28 A

29 A  
30 B  
31 B  
32 D  
33 A  
34 B  
35 B  
36 A  
37 A  
38 A  
39 A  
40 D  
41 D  
42 A  
43 C  
44 D  
45 A  
46C  
47 D  
48 A  
49 D  
50 C

**APPENDIX III**  
**LESSON PLAN FOR EXPERIMENTAL GROUP I**  
**LESSON PLAN ONE**

<b>Subject:</b>	Social Studies
<b>Topic:</b>	Condition necessary for marriage
<b>Group:</b>	Experimental
<b>Class:</b>	Upper Basic II
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Teaching instructions:</b>	Individual Instructions
<b>Instructional materials:</b>	sketch picture of bride and groom (Hausa, Igbo, and Yoruba) on the cardboard paper
<b>Behavioural Objectives:</b>	At the end of lesson students should be able to: 1. Mention the necessary conditions for marriage such as: a. Physiology Fitness b. Psychological fitness c. Social Stability d. Financial readiness 2. And identify effect of lack of marriage in the society. 3. Psychomotor objective
<b>Previous Knowledge:</b>	Students have witness marriage activities in the localities.
<b>Introduction:</b>	The teacher introduce the lesson by asking the following questions: 1. What is marriage? 2. Mention condition necessary for marriage.
<b>Presentation:</b>	The lesson will be presented through the following steps:  <b>Step I:</b> After introducing the topic (Concept of marriage), the researcher distribute sketch picture of bride and groom (Hausa, Igbo and Yoruba) on the cardboard paper to each students to see and observe.  <b>Step II:</b> The teacher gives the activities or questions to each member of the group to answer questions independently.  <b>Step III:</b> The teacher will be going round the class to observe and see students working independently on their activities.  <b>Step IV:</b> Answers provided by each member of groups will be moderated by the teacher with help of researcher assistance.
<b>Evaluation:</b>	The teacher evaluates the lesson by mentioning some of the conditions necessary for marriage.
<b>Conclusion:</b>	The teacher concludes the lesson by explaining some of the conditions necessary for marriage.

## LESSON PLAN TWO

<b>Subject:</b>	Social Studies
<b>Topic:</b>	Concept Family
<b>Group:</b>	Experimental
<b>Class:</b>	Upper Basic II
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Teaching instructions:</b>	Individual instructions
<b>Instructional materials:</b>	Sketch pictures of husband, wife and their children on the cardboard paper
<b>Behavioural objectives:</b>	At the end of the lesson students should be able to: 1. Explain the meaning of family b. State the different types of family 2. Importance of having of family
<b>Previous knowledge:</b>	Students have an idea of what family is in their localities.
<b>Introduction: -</b>	The teacher introduces the lesson by asking the following questions: 1. What is Family? 2. State the different types of family.
<b>Presentation:</b>	The lesson will be presented through the following steps:  <b>Step I:</b> After introducing the topic (Concept of family), the researcher distribute sketch picture of husband, wife and their children on the cardboard paper to each students to see and observe.  <b>Step II:</b> The teacher gives the activities or questions to each member of the group to answer questions independently.  <b>Step III:</b> The teacher will going round to class to observed and see students working independently on their activities.  <b>Step IV:</b> Answers provided by each member of groups will be moderated by the teacher with help of research assistance.
<b>Evaluation:</b>	The teacher evaluates the lesson by definingthe concept of family.
<b>Conclusion:</b>	The teacherconcludes the lesson by explaining the two types of families.

## LESSON PLAN THREE

<b>Subject:</b>	Social Studies
<b>Topic:</b>	Concept Communication
<b>Group:</b>	Experimental
<b>Class:</b>	Upper Basic II
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Teaching instructions:</b>	Individual instructions
<b>Instructions materials:</b>	Sketch picture Radio and Television on the cardboard paper
<b>Behavioural objectives:</b>	At the end of the lesson students should be able to: <ol style="list-style-type: none"> <li>1. Explain the concept of communication.</li> <li>2. Mention different types of communication</li> <li>3. State the importance of communication to our life.</li> </ol>
<b>Previous knowledge:</b>	Students have seen radio, television, handset as an agent of communication in there localities.
<b>Introduction:-</b>	The teacher introduces the lesson by asking the following questions: <ol style="list-style-type: none"> <li>1. What is communication?</li> <li>2. Mention different types of communication.</li> </ol>
<b>Presentation:</b>	The lesson will be presented through the following steps:
<b>Step I:</b>	After introducing the topic (Concept of communication), the researcher distribute sketch picture of radio and television on the cardboard paper to each students to see and observe.
<b>Step II:</b>	The teacher gives the activities or questions to each member of the group to answer questions independently.
<b>Step III:</b>	The teacher will going round to class to observed and see students working independently on their activities.
<b>Step IV:</b>	Answers provided by each member of groups will be moderated by the teacher with help of research assistance.
<b>Evaluation:</b>	The teacher evaluates the lesson by explaining different types of communication
<b>Conclusion:</b>	The teacher concludes the lesson by defending communication once again.

#### **LESSON PLAN FOUR**

<b>Subject:</b>	Social Studies
<b>Topic:</b>	Concept Marriage
<b>Group:</b>	Experimental
<b>Class:</b>	Upper Basic II

<b>Age</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Teaching Instructions:</b>	Individual instructions
<b>Instructional material:</b>	Sketch Picture of bride and groom on the cardboard paper
<b>Behavioural objectives:</b>	At the end of the lesson students should be able to: <ol style="list-style-type: none"> <li>1. Explain the concept of marriage</li> <li>2. Mention the different form of marriage</li> <li>3. Importance of marriage in our life.</li> </ol>
<b>Previous knowledge:</b>	Students have witness marriage in their localities.
<b>Introduction:-</b>	The teacher introduces the lesson by asking the following questions: <ol style="list-style-type: none"> <li>1. What is marriage?</li> <li>2. Mention different types of marriage.</li> </ol>
<b>Presentation:</b>	The lesson will be presented through the following steps:
<b>Step I:</b>	After introducing the topic (Concept of marriage), the researcher distributes sketch picture of bride and groom on the cardboard paper to each students to see and observe.
<b>Step II:</b>	The teacher gives the activities or questions to each member of the group to answer questions independently.
<b>Step III:</b>	The teacher will going round the class to observe and see students working independently on their activities.
<b>Step IV:</b>	Answers provided by each member of groups will be moderated by the teacher r with help of research assistance.
<b>Evaluation:</b>	The teacher evaluates the lesson by explaining different Types of communication
<b>Conclusion:</b>	The teacher concludes the lesson by defined communication once again.

## LESSON PLAN FIVE

<b>Subject:</b>	Social Studies
<b>Topic:</b>	Concept Culture
<b>Group:</b>	Experimental
<b>Class:</b>	Upper Basic II
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Teaching instructions:</b>	Individual instructions
<b>Instructions materials:</b>	Sketch pictureceremonial wedding of Hausa, Igbo and Yoruba on thecardboard paper
<b>Behavioural Objectives:</b>	At the end of the lesson the students should be able to: 1. Explain what culture is 2. Mention the different type of culture 3. Identify the different cultural dresses among the Nigerian societies.
<b>Previous knowledge:</b>	Students have seen different dresses of peoples in their localities.
<b>Introduction:-</b>	The teacher introduces the lesson by asking the following questions: 1. What is culture? 2. Mention different types of culture.
<b>Presentation:</b>	The lesson will be presented through the following steps: <b>Step I:</b> After introducing the topic (Concept of culture), the researcher distribute sketch picture of ceremonial wedding of Hausa, Igbo and Yoruba on the cardboard paper to each students to see and observe. <b>Step II:</b> The teacher gives the activities or questios to each member of the group to answer questions independently. <b>Step III:</b> The teacher will be going round the class to observe and see students working independently on their activities. <b>Step IV:</b> Answers provided by each member of groups will be moderated by the teacher with help of research assistance.
<b>Evaluation:</b>	The teacher evaluates the lesson by explainingthe concept of culture.
<b>Conclusion:</b>	The teacher concludes the lesson by differentiating the threecultural ways dressing (Hausa, Igbo and Yoruba).

## LESSON PLAN SIX

<b>Subject:</b>	Social Studies
<b>Topic:</b>	Information Communication Technology (ICT)
<b>Group:</b>	Experimental
<b>Class:</b>	Upper Basic II
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Teaching instructions:</b>	Individual instructions
<b>Instructional materials:</b>	Sketch picture of Computer, handset on the cardboard paper
<b>Behavioural objectives:</b>	At the end the lesson, students should be able to: 1. Explain the concept of ICT 2. Mention and explain various forms of ICT 3. State some advantages and disadvantages of ICT in our society.
<b>Previous Knowledge:</b>	Students have seen an internet, computer in their localities.
<b>Introduction:-</b>	The teacher introduces the lesson by asking the following questions: 1. What is Information Communication Technology (ICT)? 2. Mention and explain various form of ICT.
<b>Presentation:</b>	The lesson will be presented through the following steps: <b>Step I:</b> After introducing the topic (Concept of information communication technology (ICT), the researcher distributes sketch pictures of computer and handset on the cardboard paper to each students to see and observe. <b>Step II:</b> The teacher gives the activities or questions to each member of the group to answer questions independently. <b>Step III:</b> The teacher will be going round the class to observe and see students working independently on their activities. <b>Step IV:</b> Answers provided by each member of groups will be moderated by the teacher with help of research assistance. <b>Evaluation:</b> The teacher evaluates the lesson by showing the differences between computer and handset to the students. <b>Conclusion:</b> The teacher concludes the lesson by defining Information Communication Technology (ICT) once again.

## LESSON PLAN SEVEN

<b>School:</b>	Upper Basic Balago
<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Common dressing in our culture
<b>Group:</b>	Experimental
<b>Method:</b>	Individual instructions
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Reference book:</b>	Fundamental of Social Study
<b>Duration:</b>	40 minutes
<b>Date:</b>	
<b>Instructional material:</b>	Sketch picture of Hausa and Igbo men dressing and Yoruba men dressing on the cardboard paper
<b>Behavioural objectives:</b>	At the end of the lesson students should be able to differentiate different cultural dresses among the people.
<b>Introduction:-</b>	The teacher introduces the lesson by asking the following questions: 1. What are the common dressing in our culture
<b>Presentation:</b>	The lesson will be presented through the following steps:  <b>Step I:</b> After introducing the topic (Concept of culture), the researcher distributes sketch picture of Hausa Yoruba man dressing on the cardboard paper to each student to see and observe.  <b>Step II:</b> The teacher gives the activities or questions to each member of the group to answer questions independently.  <b>Step III:</b> The teacher will be going round the class to observe and see students working independently on their activities.  <b>Step IV:</b> Answers provided by each member of group will be moderated by the teacher with help of research assistance.
<b>Evaluation:</b>	The researcher evaluates the lesson by explaining the concept of culture.
<b>Conclusion:</b>	The teacher concludes the lesson by differentiating the three ways cultural dressing (Hausa, Igbo and Yoruba).

## LESSON PLAN EIGHT

<b>Subject:</b>	Social Studies
<b>School:</b>	Upper Basic Balago
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Types of food in our culture
<b>Group:</b>	Experimental
<b>Method:</b>	Individual instructions
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Reference book:</b>	Fundamental of Social Studies
<b>Duration:</b>	40 minutes
<b>Instructional material:</b>	Sketch picture of Hausa food, Igbo food and Yoruba food on a Cardboard paper

**Behavioural objectives:** At the end of the lesson students should be able to differentiate different cultural foods.

**Previous Knowledge:** Students have an idea about different foods and different culture.

**Introduction:-** The teacher introduces the lesson by asking the following questions:

1. What are the different types of food in our culture?

**Presentation:**

The lesson will be presented through the following steps:

**Step I:**

After introducing the topic (Concept of types of food in our cultures), the teacher distributes sketch picture of Hausa Igbo and Yoruba food on the cardboard paper to each student to see and observe.

**Step II:**

The teacher gives the activities or question to each member of the group to answer question independently.

**Step III:**

The teacher will be going round the class to observe and see students working independently on their activities.

**Step IV:**

Answers provided by each member of groups will be moderated by the teacher with help of research assistance.

**Evaluation:**

The teacher evaluates the lesson by explaining different types of food in different cultures.

**Conclusion:**

The teacher concludes the lesson by defining the different types of food.

## LESSON PLAN NINE

<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Compare and contrast traditional and modern means of communication
<b>Group:</b>	Experimental
<b>Method:</b>	Individual instructions
<b>Age:</b>	Average
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Duration:</b>	40 minutes
<b>Date</b>	
<b>Instructional material:</b>	Sketch picture of Drum, Radio on the cardboard paper.
<b>Behavioural objectives:</b>	At the end of the lesson students should be able to differentiate between traditional and modern of communication.
<b>Previous Knowledge:</b>	Students have an idea about internet as a means of communication.
<b>Introduction:-</b>	The teacher introduces the lesson by asking the following question: 1. What is traditional means of communication
<b>Presentation:</b>	The lesson will be presented through the following steps: <b>Step I:</b> After introducing the topic (Compare and contrast traditional and modern means of Communication), the researcher distributes sketch picture of drum, radio on the cardboard paper to each students to see and observe. <b>Step II:</b> The teacher r gives the activities or questions to each member of the group to answer questions independently. <b>Step III:</b> The teacher will be going round the class to observe and see students working independently on their activities. <b>Step IV:</b> Answers provided by each member of groups will be moderated by the teacher with help of research assistance.
<b>Evaluation:</b>	The teacher evaluates the lesson by differentiating the two types of communication (traditional and modern).
<b>Conclusion:</b>	The teacher concludes the lesson by mentioning some of the means of communication (example drum, radio).

## LESSON PLAN TEN

<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Living together in the family
<b>Group:</b>	Experimental
<b>Method:</b>	Individual instructions
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Reference book:</b>	Fundamentals of Social Studies
<b>Duration:</b>	40 minutes
<b>Instructional material:</b>	Sketch of picture of extended family (husband, wife, children and other relatives) on the cardboard paper
<b>Behavioural objectives:</b>	At the end of the lesson students should be able to state advantages of living together in family.
<b>Previous Knowledge:</b>	Students have an idea about what family is all about.
<b>Introduction: -</b>	The teacher introduces the lesson by asking the following question: 1. What is living together in a compound?
<b>Presentation:</b>	The lesson will be presented through the following steps:  <b>Step I:</b> After introducing the topic (Concept of living together in the family), the teacher distributes sketch picture of extended family (husband, wife, children and other relatives) on the cardboard paper to each students to see and observe.  <b>Step II:</b> The teacher gives the activities or questions to each member of the group to answer questions independently.  <b>Step III:</b> The teacher will be going round the class to observe and see students working independently on their activities.  <b>Step IV:</b> Answers provided by each member of group will be moderated by the teacher with help of research assistance.  <b>Evaluation:</b> The teacher evaluates the lesson by explaining the importance of living together in the family.  <b>Conclusion:</b> The teacher concludes the lesson by giving students an assignment. 1. Mention three advantages of living together in compound

## LESSON PLAN ELEVEN

<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Meaning of Religion and types of religion
<b>Group:</b>	Experimental
<b>Method:</b>	Individual instructions
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Duration:</b>	40 minutes
<b>Instructional material:</b>	Sketch picture of Holy Quran and Bible on the cardboard paper
<b>Reference book:</b>	Fundamentals of Social Studies
<b>Behavioural objectives:</b>	At the end of the students should be able to explain the meaning of religion To mention the different types of religions
<b>Previous Knowledge:</b>	Students are aware of their different beliefs.
<b>Introduction: -</b>	The teacher introduces the lesson by asking the following question: 1. What is religion 2. Mention two types of religion
<b>Presentation:</b>	The lesson will be presented through the following steps: <b>Step I:</b> After introducing the topic (Concept of religion), the teacher distributes sketch picture of Holy Qur'an and the Bible on the cardboard paper to students to see and observe. <b>Step II:</b> The teacher gives the activities or questions to each member of the group to answer questions independently. <b>Step III:</b> The teacher will be going round the class to observe and see students working independently on their activities. <b>Step IV:</b> Answers provided by each member of groups will be moderated by the teacher with help of research assistance.
<b>Evaluation:</b>	The teacher evaluates the lesson by asking the students to mention of two types religions.
<b>Conclusion:</b>	The teacher concludes the lesson by explaining one of the importance of religion. i. Uniting people together

## LESSON PLAN TWELVE

<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Meaning of Adornment
<b>Group:</b>	Experimental
<b>Method:</b>	Individual instructions
<b>Age:</b>	Average
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Duration:</b>	40 minutes
<b>Instructional material:</b>	Sketch picture of Chain, ear ring and ring on the cardboard paper
<b>Reference book:</b>	Fundamentals of Social Studies
<b>Behavioural objectives:</b>	At the end of the lesson students should be able to list adornment commonly used in the community
<b>Previous Knowledge:</b>	Students are aware about ear rings used by women in their community
<b>Introduction: -</b>	The teacher introduces the lesson by asking the following question: 1. What is meaning of Adornment
<b>Presentation:</b>	The teacher presents the lesson through the following steps: The lesson will be presented through the following steps:
<b>Step I:</b>	After introducing the topic (Concept of Adornment), the teacher distributes sketch picture of chain, ear ring and ring on the cardboard paper for each students to see and observe.
<b>Step II:</b>	The teacher gives the activities or questions to each member of the group to answer questions independently.
<b>Step III:</b>	The teacher will be going round the class to observe and see students working independently on their activities.
<b>Step IV:</b>	Answers provided by each member of group will be moderated by the teacher with help of research assistance.
<b>Evaluation:</b>	The teacher evaluates the lesson by explaining what is Adornment.
<b>Conclusion:</b>	The teacher concludes the lesson by mentioning some of the Adornment (example chain, ear ring and ring).

## LESSON PLAN THIRTEEN

<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Procedures in marriage
<b>Group:</b>	Experimental
<b>Method:</b>	Individual instructions
<b>Age:</b>	Average
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Duration:</b>	40 minutes
<b>Instructional material:</b>	Sketch picture of nuclear family and extended family on a carbon paper
<b>Reference book:</b>	Fundamentals of Social Studies
<b>Behavioural objectives:</b>	At the end of the lesson students should be able mention some procedure in marriage
<b>Previous Knowledge:</b>	Students have witness the marriage ceremony in their localities.
<b>Introduction: -</b>	The teacher introduces the lesson by asking the following question: 1. What is marriage
<b>Presentation:</b>	The teacher presents the lesson through the following steps:
<b>Step I:</b>	The teacher introducing the lesson by define the concept of marriage.
<b>Step II:</b>	The teacher mentions some procedures in marriage.
<b>Step III:</b>	The teacher explains the procedure in marriage after the other.
<b>Evaluation:</b>	The teacher evaluates the lesson by asking the students to mention two procedures in marriage as below 1. Proposal 2. Acceptance
<b>Conclusion:</b>	The teacher concludes the lesson by explaining two of the procedure in marriage.

## LESSON PLAN FOURTEEN

<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Solution to the challenges in marriage
<b>Group:</b>	Experimental
<b>Method:</b>	Individual instructions
<b>Age:</b>	Average
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Duration:</b>	40 minutes
<b>Instructional material:</b>	Sketch picture of nuclear family and extended family on a carbon paper
<b>Reference book:</b>	Fundamentals of Social Studies
<b>Behavioural objectives:</b>	At the end of the lesson students should be able mention some solution and challenge in marriage
<b>Previous Knowledge:</b>	Students are aware about important of marriage
<b>Introduction: -</b>	The teacher introduces the lesson by asking the following question: 1. What is marriage
<b>Presentation:</b>	The teacher presents the lesson through the following steps:
<b>Step I:</b>	The teacher introducing the lesson by explaining the solution to the challenges in marriage.
<b>Step II:</b>	The teacher mentions some of the solution to the challenges in marriage.
<b>Step III:</b>	The teacher writes the solution to the challenges in marriage for the students to see.
<b>Evaluation:</b>	The teacher evaluates the lesson by mentions some of the solution to the challenges in marriage. 1. The family must give approval before marriage 2. There must be mutual respect and co-operation.
<b>Conclusion:</b>	The teacher concludes the lesson by explaining the above solution to the challenges in marriage one's again.

## LESSON PLAN FIFTEEN

<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Fundamental Human Right
<b>Group:</b>	Experimental
<b>Method:</b>	Individual instructions
<b>Age:</b>	Average
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Duration:</b>	40 minutes
<b>Instructional material:</b>	Sketch map of different people (Hausa, Fulani and Yoruba, Igbo etc)
<b>Reference book:</b>	Fundamentals of Social Studies
<b>Behavioural objectives:</b>	At the end of the lesson students should be able mention some of the fundamental human right.
<b>Previous Knowledge:</b>	Students are aware about of fundamental human right
<b>Introduction: -</b>	The teacher introduces the lesson by asking the following question: 1. Define Fundamental Human Right
<b>Presentation:</b>	The teacher presents the lesson through the following steps:
<b>Step I:</b>	The teacher introducing the lesson by mention some of the fundamental human right.
<b>Step II:</b>	The teacherwrite some of the fundamental human right as, 1. Right to life 2. Right to dignity 3. Right to personal liberty etc.
<b>Step III:</b>	The teacher explains the above fundamental human right.
<b>Evaluation:</b>	The teacher evaluates the lesson by asking what is fundamental human right.
<b>Conclusion:</b>	The teacher concludes the lesson by explaining some of the fundamental human right.

## LESSON PLAN SIXTEEN

<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	The meaning of socialisation
<b>Group:</b>	Experimental
<b>Method:</b>	Individual instructions
<b>Age:</b>	Average
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Duration:</b>	40 minutes
<b>Instructional material:</b>	Sketch picture radio, television.
<b>Reference book:</b>	Fundamentals of Social Studies
<b>Behavioural objectives:</b>	At the end of the lesson students should be able define what is socialisation
<b>Previous Knowledge:</b>	Students are aware about important family; schools; radio and television as an agent of socialization.
<b>Introduction: -</b>	The teacher introduces the lesson by asking the following question: 1. By define socialisation
<b>Presentation:</b>	The teacher presents the lesson through the following steps: <b>Step I:</b> The teacher introducing the lesson by mention the agent of socialisation. <b>Step II:</b> The teacher write some of the agent of socialisation. 1. Family 2. Schools 3. Radio 4. Television <b>Step III:</b> The teacher explains the above agent of socialisation one's after the other.
<b>Evaluation:</b>	The teacher evaluates the lesson by asking the students to mention some of the agents of socialization.
<b>Conclusion:</b>	The teacher concludes the lesson by explaining and define agents of socialization.

## APPENDIX IV

## LESSON PLAN FOR EXPERIMENTAL GROUP II

### LESSON PLAN ONE

<b>Subject:</b>	Social Studies
<b>Topic:</b>	Condition necessary for marriage
<b>Group:</b>	Experimental
<b>Class:</b>	Upper Basic II
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Teaching instructions:</b>	Cooperative Learning Instructions
<b>Instructional materials:</b>	Sketch picture of bride and groom (Hausa, Igbo and Yoruba) on a cardboard paper
<b>Behavioural Objectives:</b>	At the end of lesson students should be able to <ol style="list-style-type: none"><li>1. Mention the necessary condition for marriage such as:<ol style="list-style-type: none"><li>a. Physiology Fitness</li><li>b. Psychological fitness</li><li>c. Social Stability</li><li>d. Financial readiness</li></ol></li><li>2. And also effect of lack of marriage in the society.</li></ol>
<b>Previous Knowledge:</b>	Students have witness marriage in the localities.

#### **Presentation:**

The subject will be assigned in to 5 groups of students to allow for better interaction between the students within the group in order to ensure heterogeneity in each group, each group will be made up of average, above average and below average students, each group will assign a leader among its members.

- a) Before the commencement of any activity group leaders are to ensure that their members are appropriately placed in the groups and each group obtains the necessary materials.
- b) Each group will be provided with answer sheets to properly indicate the group's name, this will be collected later from the leader of the different groups.

- c) The researcher will introduce the activities covered by the lesson and remind students for the subject of the need for cooperative work in their respective groups.
- d) To ensure role interdependence and individual accountability each member in the group will be assigned a role, group leader, questioner and group listeners.

It is the role of group leader to read out the activities to the groups.

Activity I: Understand necessary condition for marriage.

List the necessary conditions for marriage

- 1.
- 2.
- 3.
- 4.

Activity 2: To explain the above necessary condition for marriage

Activity 3: To understand the effect of marriage

What are the implication of marriage within our society

- 1.
- 2.
- 3.
- 4.

Through positive interdependence which allow for sharing of information among members and active participation which give students opportunity to deeper understanding of the concept and knowledge to answer the above activities.

Research will go round to ensure that every group member contribute to his/her group learning and complete activities by each group on the answer sheet provide, will be collected from the different group leaders.

Research assistant will mark all the complete activities by different group.

**Evaluation:** The teacher asks the following questions.

1. Mention four conditions necessary for marriage
2. Explain 2 of the condition necessary for marriage.

**Conclusion:** The teacher concludes the lesson by summarizing the main points of the lesson.

## **LESSON PLAN TWO**

**Subject:** Social Studies  
**Topic:** Concept Family  
**Group:** Experimental  
**Class:** Upper Basic II

<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Teaching instructions:</b>	Cooperative Learning Instructions
<b>Instructional materials:</b>	sketch picture of husband, wife, and their children on the cardboard paper
<b>Behavioural objectives:</b>	At the end of the lesson students should be able to <ol style="list-style-type: none"> <li>1. Explain the meaning of family             <ol style="list-style-type: none"> <li>b. State the different types of family</li> </ol> </li> <li>2. Importance of having family</li> </ol>
<b>Previous knowledge:</b>	Students have an idea of what family is in their localities.

**Presentation:**

The subject will be assigned in to 5 groups of students to allow for better interaction between the students within the group in order to ensure heterogeneity in each group. Each group will be made up average, above average and below average students. Each group will be assigned a leader among its members.

- a) Before the commencement of any activity, group leaders are to ensure that their members are appropriately in the groups and each group obtain materials.
- b) Each group will be provided with answer sheet properly to indicate the group name, this will be collected later from the leaders of different groups.
- c) The researcher will introduce the activities covered by the lesson and remind students for the subject of the need for cooperative work in their respective groups.
- d) To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leader, questioner and group leaders to read out the activities to their groups.

Activity 1: understand the meaning of family

Explain the concept of family

Activity 2: Understand the two types of family

- 1.
- 2.

Activity 3: Important of family to our life.

Why do you think family are importance to our life?

- 1.
- 2.
- 3.
- 4.

Through positive interdependence which allow for sharing of information among members and face to face interaction which give students opportunity to interact within themselves share their knowledge as a team support one another to learn, answer the above activities.

Researcher will go around to ensure that every group member contribute to his/her group learning and complete activities by each group on the answer sheet provided will be collected from different group leaders.

Research assistant will mark all the complete activities by different groups.

**Evaluation:** The researcher asks the following questions.

1. Define the concept of family.
2. State the 2 types of family.
3. Mention 3 important of family

**Conclusion:** The researcher concludes the lessen by summarizing the main points of the lesson.

### LESSON PLAN THREE

<b>Subject:</b>	Social Studies
<b>Topic:</b>	Concept Communication
<b>Group:</b>	Experimental
<b>Class:</b>	Upper Basic II
<b>Age</b>	Average Age

**Sex:** Co-educational  
**Date:** 4<sup>th</sup> September, 2020  
**Teaching instructions:** Cooperative Learning Instructions  
**Instructional materials:** Sketch picture of Radio, Television on the cardboard paper

**Behavioural objectives:** At the end of the lesson students should be able to;

1. Explain the concept of communication.
2. Mention different types of communication
3. State the importance of communication to our life.

**Previous knowledge:** Students have seen radio, television, handset as an agent of Communication in the localities.

**Presentation:**

The subject will be assigned into 5 groups of students to allow for better interaction between the students within the group in order to ensure heterogeneity in each group, each group will be made up of average, above average and below average students. Each group will be assigned a leader among its members.

- a) Before the commencement of any activity, group leaders are to ensure that their members are appropriately in the groups and each group obtains the necessary materials.
- b) Each group will be provided with answers properly to indicate the group name, this will be expected later from the leader of different groups.
- c) The researcher will introduce the activity covered by the lesson and remind students for the subject of the need for cooperative work in their respective groups.
- d) To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this includes group leader, questioner and group listeners.

It is the role of group leader to reach out the activities to their groups.

Activity 1: Understand the concept of communication.

State the meaning of communication

Activity 2: To list and explain the different forms of communication

- 1.
- 2.

Activity 3: To mention the importance of communication to our life

- 1.
- 2.
- 3.
- 4.

- a) Through positive interdependence which allow for sharing of information among members and face to face interaction which give students opportunity to interact within themselves share their knowledge as a team supports one another to learn, answer the above activities.
- b) Researcher will go round to ensure that every group member contribute to his/her group learning and complete activities by each group on the sheet provided will collected from different group leaders.
- c) Research assistant will mark all the completed activities by different groups.

**Evaluation:** The teacher asks the following question;

1. Define the concept of communication
2. Mention the 2 types of communication
3. Explain the importance of communication to our life.

**Conclusion:** The teacher concludes the lesson by summarizing the main points of the lesson.

## LESSON PLAN FOUR

<b>Subject:</b>	Social Studies
<b>Topic:</b>	Concept Marriage
<b>Group:</b>	Experimental
<b>Class:</b>	Upper Basic II
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Teaching Instructions:</b>	Cooperative Learning Instructions
<b>Instructional material:</b>	Sketch Picture of bride and groom on the cardboard paper
<b>Behavioural objectives:</b>	At the end of the lesson students should be able to; 1. Explain the concept of marriage 2. Mention the different form of marriage 3. Importance of marriage in our life.

**Previous knowledge:** Students have witness marriage in their localities.

### **Presentations:**

The subject will be assigned into 5 groups of students to allow for better interaction between the students within the group in order to ensure heterogeneity in each group, each group will made up average, above below Average students. Each group will assign a leader among its members.

- a) Before the commencement of any activity, group leaders are to ensure that their member are appropriate in the groups and each group obtain the necessary materials.
- b) Each group will be provided with answer sheet to indicate the group name, this will be collected later from the leaders of different groups.
- c) The researcher will introduce the activities covered by the lesson and remind forstudents the subject of the need cooperative work in their respective groups.
- d) To ensure role interdependence and individual i accountability, each member in the group will be assigned a role, group leader, questioner and group leader to read out the activities to their groups.

Activity I: Understand the concept of marriage

Meaning of marriage:

Activity 2: To mention and explain the different forms of marriage

List the different form of marriage

- 1.
- 2.
- 3.
- 4.

Activity 3: To understand and explain the importance of marriage to our life.

Mention the important of marriage

- 1.
- 2
- 3
- 4
- 5

- a) Through positive interdependence which allow for sharing of information among member and active participation which give students opportunity to deeper understanding of concept and knowledge to answer the above activities.
- b) Research will go round to ensure that every group member contributes to his/her group learning and complete activities by each group on the sheet provide, will collected from different group leaders.
- c) Research assistant will mark all the complete activities by different groups.

**Evaluation:** The teacher asks the following questions

1. Explain the concept of marriage
2. Mention two types of marriage and explain them

**Conclusion:** The teacher concludes the lesson by summarizing the main points of the lesson.

## LESSON PLAN FIVE

<b>Subject:</b>	Social Studies
<b>Topic:</b>	Concept Culture
<b>Group:</b>	Experimental
<b>Class:</b>	Upper Basic II
<b>Age</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Teaching instructions:</b>	Cooperative Learning Instructions
<b>Instructional materials:</b>	Sketch picture of ceremonial wedding of Hausa, Igbo and Yoruba on the cardboard paper
<b>Behavioural Objectives:</b>	At the end of the lesson the students should be able to; <ul style="list-style-type: none"> <li>1. Explain what culture is</li> <li>2. Mention the different types of culture</li> <li>3. Identify the different cultural dresses among the Nigerian societies.</li> </ul>
<b>Previous knowledge:</b>	Students have seen different dresses of peoples in their localities.

**Presentation:**

The subject will be assigned into 5 groups of students to allow for better interaction between the students with in the group in order to ensure heterogeneity in each group, each group will be made up average, above average and below average students. Each group will assign a leader among its members.

- a) Before the commencement of any activity, group leaders are to ensure that their members are appropriately placed in the groups and each group obtains the necessary materials.
- b) Each group will be provided with answer sheet to indicate the group name, this will become expected later from the leader of different of groups.
- c) To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leader, questioner and group listener.

It is the role of group leaders to read out the activities to their groups

Activity I: Understand the concept of culture

Activity 2: Understand the two different types of culture

- 1.
- 2.

Activity 3: To identify different cultural dresses among Nigerian Society.

Through positive interdependence which allow for sharing of information among members and face to face interaction which give students opportunity to interact with themselves share their knowledge as a team support one another to learn answer the above activities.

- a) Researcher will go round to ensure that every group member contributes to his/her group learning and complete activities by each group on the sheet provided will be collected from different group leaders.
- b) Research assistant will mark all the completed activities by different groups.

**Evaluation:** The teacher asks the following questions.

1. Define the concept of culture
2. State the two (2) types of culture

**Conclusion:** The teacher concludes the lesson by summarizing the main points of the lesson.

## LESSON PLAN SIX

<b>Subject:</b>	Social Studies
<b>Topic:</b>	Information Communication Technology (ICT)
<b>Group:</b>	Experimental
<b>Class:</b>	Upper Basic II
<b>Age:</b>	Average age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Teaching instructions:</b>	Cooperative Learning Instructions
<b>Instructional materials:</b>	Sketch of picture Computer, hand set on the cardboard paper
<b>Behavioural objectives:</b>	At the end the lesson, students should be able to 1. Explain the concept of ICT 2. Mention and explain various form of ICT 3. State some advantages and disadvantages of ICT in our society.
<b>Previous Knowledge:</b>	Students have seen an internet, computer in their localities.

### Presentation:

The subject will be assigned into 5 groups of students to all for better interaction between the students within the group in order to ensure heterogeneity in each group, each group will be made up average, above age and below Average students.

Each group will be assigned a leader among its members.

- a) Before the commencement of any activity, group leader are to ensure that their member are appropriately in the groups and each group obtain the necessary materials.
- b) Each group will be provided wit answer sheet to indicate the group name, this will be collected later from the leader of different groups.
- c) The researcher will introduce the activities covered by the lesson and remindstudentsfor the subject of the need for cooperative work in their respective groups.
- d) To ensure role interdependence and individual accountability, each member in the group will be assigned a role, group leader, questioner and group listeners.

It is the role of group leader to read out the activities to their groups.

Activity 1: To understand the concept of ICT

State the meaning of ICT

Activity 2: Identify various form of ICT

Identify the four form of ICT

- 1.
- 2.
- 3.
- 4

Activity 3: Importance of ICT to economic life of Nigeria

Why do you think ICT are important to the economic life of Nigeria?

- 1
- 2
- 3
- 4
- 5

Through positive interdependence which allow for sharing of information among members and face to face interaction which give students opportunity to interact with themselves share their knowledge as a team support one another to learn answer the above activities.

- a) Researcher will go round to ensure that every group member contributes to his/her group learning and complete activities by each group on the sheet provided will be collected from different group leaders.
- b) Research assistant will mark all the completed activities by different groups.

**Evaluation:** The teacher asks the following question.

1. What is ICT?
2. Mention three form of ICT
3. Mention 2 importance of ICT to economic life of Nigeria.

**Conclusion:** The teacher concludes the lesson by summarizing the main point of lesson.

## LESSON PLAN SEVEN

<b>School:</b>	Upper Basic Balago
<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Common dress in our culture
<b>Group:</b>	Experimental
<b>Method:</b>	Cooperative Learning Instructions
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Reference book:</b>	Fundamentals of Social Study
<b>Duration:</b>	40 minutes
<b>Date</b>	
<b>Instructional material:</b>	Sketch picture Hausa men dressing, Igbo men dressing and Yorubamen dressing
<b>Behavioural objectives:</b>	At the end of the lesson students should be able to differential different cultural dresses among the people.

### Presentation:

The subject will be assigned into 5 groups of students to allow for better interaction between the students within the group, each group will be made up Average above and below Average students.

Each group will assigned a leader among its members

- a) Before the commencement of any activity group leader are to ensure that members are appropriately in the group and each group obtain the necessary materials.
- b) Each group will be provided with answer sheet properly to indicate the group name, this will be collected later from the leader of the different group.
- c) The researcher will introduce the activities covered by the lesson and remind students for the subject of the need for cooperative work in their respective group.
- d) To ensure role interdependence and individual accountability each member in the group will be assigned a role, group leader, questioner and group listener.

It is the role of the group leader to read out the activities to their group.

Activity 1: Students are asked to draw the picture of Hausa, Yoruba and Igbo people with their traditional cultural dresses or ways of dressing

Activity 2: Students should be able to differential in tribe with it cultural traditional dressing

Activity 3: Students should also mention some reason why culture is preserve in the society.

Through positive interdependence which allow for sharing of information among members and face to face interaction which give students opportunity to interact with themselves share their knowledge as a team support one another to learn answer the above activities.

a) Researcher will go round to ensure that every group member contributes to his/her group learning and complete activities by each group on the sheet provided will be collected from different group leaders.

b) Research assistant will mark all the completed activities

**Evaluation:** The teacher evaluates his lesson by asking the following questions.

1. How does a Yoruba man dress?

**Conclusion:** The teacher concludes the lesson by summarizing the main points of the

lesson.

## LESSON PLAN EIGHT

<b>Subject:</b>	Social Studies
<b>School:</b>	Upper Basic Balago
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Types of food in our culture
<b>Group:</b>	Experimental
<b>Method:</b>	Cooperative Learning Instructions
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Reference book:</b>	Fundamentals of Social Studies
<b>Duration:</b>	40 minutes
<b>Instructional material:</b>	Sketch of picture of Hausa food, Igbo food and Yoruba food on the cardboard paper

### Date

**Behavioural objectives:** At the end of the lesson students should be able to differentiate different cultural food.

**Previous Knowledge:** Students have an idea about different food by different culture.

### Presentation:

The subject will be assigned into 5 groups of students to allow for better interaction between the students within the group, each group will be made up above average age and below students.

Each group will be assigned a leader among its members

- a) Before the commencement of any activity group leaders are to ensure that members are appropriately in the group and each group obtain the necessary materials.
- b) Each group will be provided with an answer sheet properly to indicate the group name this will be collected later from the leader of the different group.
- c) The researcher will introduce the activities covered by the lesson and remind students for the subject of the need for cooperative work in their respective group.

- d) To ensure role interdependence and individual accountability each member in the group will be assigned a role, group leader, questioner and group listener.

It is the role of the group leader to read out the activities to their group.

Activity 1: Students should also draw the picture of some of the Nigerian food.

Activity 2: Students should mention and explain different food of different culture.

Activity 3: Students should also mention the importance of food to our body.

- a) Through positive interdependence which allow for sharing of information among members and face to face interaction which give students opportunity to interact with themselves share their knowledge as a team support one another to learn answer the above activities.
- b) Researcher will go round to ensure that every group member contributes to his/her group learning and complete activities by each group on the sheet provided will be collected from different group leaders.
- c) Research assistant will mark all the completed activities

**Evaluation:** To evaluate the lesson the teacher asks the students to mention the importance of food to our body.

**Conclusion:** The teacher concludes the lesson by summarizing the main points of the lesson.

## LESSON PLAN NINE

<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Compare and contrast traditional and modern means of communication
<b>Group:</b>	Experimental
<b>Method:</b>	Cooperative Learning Instructions
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Duration:</b>	40 minutes
<b>Instructional material:</b>	Sketch picture of Drums, radio on the cardboard paper
<b>Behavioural objectives:</b>	At the end of the lesson students should be able to differentiate between traditional and modern of communication.
<b>Previous Knowledge:</b>	Students have an idea about internet as a means of communication.

### **Presentation:**

The subject will be assigned into 5 groups of students to allow for better interaction between the students within the group, each group will be made up average above average and below average students.

Each group will assigned a leader among its members

- a) Before the commencement of any activity, group leaders must ensure that their members are appropriately in the group and each group obtain the necessary materials.
- b) Each group will be provided with answer sheet properly to indicate the group name this will be collected later from the leader of the different group.
- c) The researcher will introduce the activities covered by the lesson and remind for the subject of the need for cooperative work in their respective group.
- d) To ensure role interdependence and individual accountability each member in the group will be assigned a role, group leader, questioner and group listener.

It is the role of the group leader to read out the activities to their group.

- Activity 1:** To mention and explain the two types of communication.
- Activity 2:** To mention and explain the effectiveness of traditional form of communication and modern form of communication to societal development of our society.
- Activity 3:** To explain the importance of communication in respect of
- a. Social
  - b. Economic
  - c. Political development of our society
    - a) Through positive interdependence which allow for sharing of information among members and face to face interaction which give students opportunity to interact with themselves share their knowledge as a team support one another to learn answer the above activities.
    - b) Researcher will go round to ensure that every group member contributes to his/her group learning and complete activities by each group on the sheet provided will be collected from different group leaders.
    - c) Research assistant will mark all the completed activities
- Evaluation:** The teacher ask the following questions
- a. Differentiate between traditional and modern form of communication
- Conclusion:** The teacher concludes the lesson by summarizing the main points.

## LESSON PLAN TEN

<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Living together in the family
<b>Group:</b>	Experimental
<b>Method:</b>	Cooperative Learning Instructions
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Reference book:</b>	Fundamentals of Social Studies
<b>Duration:</b>	40 minutes
<b>Instructional material:</b>	sketch picture of husband, wife, children and other relative on the cardboard paper
<b>Behavioural objectives:</b>	At the end of the lesson students should be able to state advantages of living together in the family.
<b>Previous Knowledge:</b>	Students have an idea about what family is all about.

**Presentation:**

The subject will be assigned into 5 groups of students to allow for better interaction between the students within the group, each group will be made up above average and below average students.

Each group will assigned a leader among its members

- a) Before the commencement of any activity group leaders are to ensure that members are in the group and each group obtain the necessary materials.
- b) Each group will be provided with answer sheet to indicate the group name this will be collected later from the leaders of the different group.
- c) The researcher will introduce the activities covered by the lesson and remind students for the subject of the need for cooperative work in their respective group.
- d) To ensure role interdependence and individual accountability each member in the group will be assigned a role, group leader, questioner and group listener.

It is the role of the group leader to read out the activities to their group.

**Activity 1:** To sketch a picture of man and women as a family.

**Activity 2:** To explain the meaning of living together in the family.

**Activity 3:** To mention and explain the advantages of living together in the family.

- a) Through positive interdependence which allows for sharing of information among members and face to face interaction which give students opportunity to interact with themselves share their knowledge as a team support one another to learn answer the above activities.
- b) Researcher will go round to ensure that every group member contributes to his/her group learning and complete activities by each group on the sheet provided will be collected from different group leaders.
- c) Research assistant will mark all the completed activities

**Evaluation:** To evaluate the lesson by asking students to state the advantages of living together in the family.

**Conclusion:** The teacher concludes the lesson by summarizing the main points of the lesson.

## LESSON PLAN ELEVEN

<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Meaning of Religion and Types of religion
<b>Group:</b>	Experimental
<b>Method:</b>	Cooperative Learning Instructions
<b>Age:</b>	12 – 14
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Duration:</b>	40 minutes
<b>Instructional material:</b>	sketch picture of HolyQuran and Bible on the cardboard paper
<b>Reference book:</b>	Fundamentals of Social Studies
<b>Behavioural objectives:</b>	At the end of the students should be able to explain the meaning of religion To mention the different types of religion
<b>Previous Knowledge:</b>	Students are aware of their different belief.

### Presentation:

The subject will be assigned into 5 groups of students to allow for better interaction between the students within the group, each group will be made up above average and below average students.

Each group has a delegate among its members.

- a) Before the commencement of any activity group leader are to ensure that members are appropriately in the group and each group obtain the necessary materials.
- b) Each group will be provided with answer sheet properly to indicate the group name this will be collected later from the leader of the different group.
- c) The researcher will introduce the activities covered by the lesson and remind students for the subject of the need for cooperative work in their respective groups.
- d) To ensure role interdependence and individual accountability each member in the group will be assigned a role this include group leader, questioner and group listener.

It is the role of the group leader to read out the activities to their group.

**Activity 1:** To explain the meaning of religion.

**Activity 2:** To mention and explain type of religion.

**Activity 3:** To mention and explain the advantages of religion to mankind.

- a) Through positive interdependence which allow for sharing of information among members and face to face interaction which give students opportunity to interact with themselves share their knowledge as a team support one another to learn answer the above activities.
- b) Researcher will go round to ensure that every group member contributes to his/her group learning and complete activities by each group on the sheet provided will be collected from different group leaders.
- c) Research assistant will mark all the completed activities

**Evaluation:** Students should mention and explain the different types of religion.

**Conclusion:** The teacher concludes the lesson by summarizing the main points of the lesson.

## LESSON PLAN TWELVE

<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Meaning of Adornment
<b>Group:</b>	Experimental
<b>Method:</b>	Cooperative Learning Instructions
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Duration:</b>	40 minutes
<b>Instructional material:</b>	sketch picture of chain, ear ring and ring on the cardboard paper
<b>Reference book:</b>	Fundamentals of Social Studies
<b>Behavioural objectives:</b>	At the end of the lesson students should be able to list adornment commonly used in the community
<b>Previous Knowledge:</b>	Students have an idea about ear rings used by women within their community.

### **Presentation:**

The subject will be assigned into 5 groups of students to allow for better interaction between the students within the group, each group will be made up of above average and below average students.

Each group will be assigned a leader among its members

- a) Before the commencement of any activity group leaders are to ensure that members are appropriately in the group and each group obtain the necessary materials.
- b) Each group will be provided with an answer sheet properly to indicate the group name this will be collected later from the leader of the different group.
- c) The researcher will introduce the activities covered by the lesson and remind for the subject of the need for cooperative work in their respective group.
- d) To ensure role interdependence and individual accountability each member in the group will be assigned a role, include group leader, questioner and group listener.

It is the role of the group leaders to read out the activities to their group.

**Activity 1:** Students are asked to draw the different kind of adornment on the card board such ear rings, rings and so on.

**Activity 2:** Students should be able to explain the meaning of adornment.

**Activity 3:** Students should be able to mention the different kind of adornment use by women in the difference society or locality.

a) Through positive interdependence which allow for sharing of information among members and face to face interaction which give students opportunity to interact within themselves share their knowledge as a team support one another to learn answer the above activities.

b) Researcher will go round to ensure that every group member contribute to his/her group learning and complete activities by each group on the sheet provided will be collected from different group leaders.

c) Research assistant will mark all the completed activities

**Evaluation:** Teacher will evaluate the lesson by ask a question about the lesson.

a. Mention the different kind of adornment use by Nigerian women.

**Conclusion:** The teacher concludes the lesson by summarizing the main points of the lesson.

## LESSON PLAN THIRTEEN

<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Procedure in marriage
<b>Group:</b>	Experimental
<b>Method:</b>	Cooperative Learning Instructions
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Duration:</b>	40 minutes
<b>Instructional material:</b>	sketch picture of nuclear family and extended family on a carbon papaer
<b>Reference book:</b>	Fundamentals of Social Studies
<b>Behavioural objectives:</b>	At the end of the lesson students should be able mention some of procedure in marriage
<b>Previous Knowledge:</b>	Studentshave witness the marriage ceremony in their localities.
<b>Presentation:</b>	

The subject will be assigned into 5 different groups of studentsto allow for better interaction between the students within the group, each group will be made up above average and below average students.

Each group will assigned a leader among its members

- a) Before the commencement of any activity group leaders are to ensure that members are appropriately in the group and each group obtain the necessary materials.
- b) Each group will be provided with answer sheet properly to indicate the group name this will be collected later from the leader of the different group.
- c) The researcher will introduce the activities covered by the lesson and remind for the subject of the need for cooperative work in their respective group.
- d) To ensure role interdependence and individual accountability each member in the group will be assigned a role, include group leader, questioner and group listener.

It is the role of the group leaders to read out the activities to their group.

**Activity 1:** Students understanding the procedure in marriage  
Students are ask to list 5 procedure in conducting marriage.

- 1.
- 2.
- 3.
- 4.
- 5.

**Activity 2:** Students are ask to explain the 5 procedure in conducting

**Activity 3:** Students are ask to mention the condition necessary in conducting.

- a. Through positive interdependence which allow for sharing of information among members and face to face interaction which give students opportunity to interact within themselves share their knowledge as a team support one another to learn answer the above activities.
- b. Researcher will go round to ensure that every group member contribute to his/her group learning and complete activities by each group on the sheet provided will be collected from different group leaders.
- c. Research assistant will mark all the completed activities

**Evaluation:** Teacher will evaluate the lesson by asking the following question.

1. Define marriage
2. List 2 process in conducting marriage

**Conclusion:** The teacher concludes the lesson by summarizing the main points of the lesson.

## LESSON PLAN FOURTEEN

<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Solution to the challenges in marriage
<b>Group:</b>	Experimental
<b>Method:</b>	Cooperative Learning Instructions
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Duration:</b>	40 minutes
<b>Instructional material:</b>	sketch picture of nuclear family and extended family on a carbon paper
<b>Reference book:</b>	Fundamentals of Social Studies
<b>Behavioural objectives:</b>	At the end of the lesson students should be able mention some of challenges in marriage
<b>Previous Knowledge:</b>	Students have witness about the important of marriage.
<b>Presentation:</b>	

The subject will be assigned into 5 different groups of students to allow for better interaction between the students within the group, each group will be made up above average and below average students.

Each group will assigned a leader among its members

- a) Before the commencement of any activity group leaders are to ensure that members are appropriately in the group and each group obtain the necessary materials.
- b) Each group will be provided with answer sheet properly to indicate the group name this will be collected later from the leader of the different group.
- c) The researcher will introduce the activities covered by the lesson and remind for the subject of the need for cooperative work in their respective group.
- d) To ensure role interdependence and individual accountability each member in the group will be assigned a role, include group leader, questioner and group listener.

It is the role of the group leaders to read out the activities to their group.

**Activity 1:** Understanding the solution to the challenges in marriage

Students are asked to mention 5 solutions to the challenges in marriage

- 1.
- 2.
- 3.
- 4.
- 5.

**Activity 2:** To explain the above solution and challenges in marriage.

**Activity 3:** Discussion the role of husband and wife.

- a. Through positive interdependence which allow for sharing of information among members and face to face interaction which give students opportunity to interact within themselves share their knowledge as a team support one another to learn answer the above activities.
- b. Researcher will go round to ensure that every group member contribute to his/her group learning and complete activities by each group on the sheet provided will be collected from different group leaders.
- c. Research assistant will mark all the completed activities

**Evaluation:** Teacher will evaluate the lesson by asking the following question.

1. Mention the 2 important of marriage

**Conclusion:** The teacher concludes the lesson by summarizing the main points of the lesson

## LESSON PLAN FIFTEEN

<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Fundamental Human Right
<b>Group:</b>	Experimental
<b>Method:</b>	Cooperative Learning Instructions
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Duration:</b>	40 minutes
<b>Instructional material:</b>	sketch picture of different tribe, Hausa, Fulani Yaroba and Igbo
<b>Reference book:</b>	Fundamentals of Social Studies
<b>Behavioural objectives:</b>	At the end of the lesson students should be able mention some of fundamental human right.
<b>Previous Knowledge:</b>	Students are aware about important of fundamental human right
<b>Presentation:</b>	

The subject will be assigned into 5 different groups of students to allow for better interaction between the students within the group, each group will be made up above average and below average students.

Each group will assigned a leader among its members

- a) Before the commencement of any activity group leaders are to ensure that members are appropriately in the group and each group obtain the necessary materials.
- b) Each group will be provided with answer sheet properly to indicate the group name this will be collected later from the leader of the different group.
- c) The researcher will introduce the activities covered by the lesson and remind for the subject of the need for cooperative work in their respective group.
- d) To ensure role interdependence and individual accountability each member in the group will be assigned a role, include group leader, questioner and group listener.

It is the role of the group leaders to read out the activities to their group.

**Activity 1:** Understanding the some of fundamental human right of Nigerian citizen

List 5 fundamental human right of Nigerian citizen.

- 1.
- 2.
- 3.
- 4.
- 5.

**Activity 2:** Students are asking to explain the above fundamental human right.

**Activity 3:** To discussion the ways of preventing fundamental human right.

- a) Through positive interdependence which allow for sharing of information among members and face to face interaction which give students opportunity to interact within themselves share their knowledge as a team support one another to learn answer the above activities.
- b) Researcher will go round to ensure that every group member contribute to his/her group learning and complete activities by each group on the sheet provided will be collected from different group leaders.
- c) Research assistant will mark all the completed activities

**Evaluation:** Teacher will evaluate the lesson by asking the following question.

1. What is fundamental human right?

**Conclusion:** The teacher concludes the lesson by summarizing the main points of the lesson

## LESSON PLAN SIXTEEN

<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Meaning of Socialization
<b>Group:</b>	Experimental
<b>Method:</b>	Cooperative Learning Instructions
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Duration:</b>	40 minutes
<b>Instructional material:</b>	sketch picture family, school, radio and television on a carbon paper.
<b>Reference book:</b>	Fundamentals of Social Studies
<b>Behavioural objectives:</b>	At the end of the lesson students should be able define socialization and its agent.
<b>Previous Knowledge:</b>	Students are aware about important of family, schools, radio and television as an agent of socialization.

**Presentation:**

The subject will be assigned into 5 different groups of students to allow for better interaction between the students within the group, each group will be made up above average and below average students.

Each group will assigned a leader among its members

- a. Before the commencement of any activity group leaders are to ensure that members are appropriately in the group and each group obtain the necessary materials.
- b. Each group will be provided with answer sheet properly to indicate the group name this will be collected later from the leader of the different group.
- c. The researcher will introduce the activities covered by the lesson and remind for the subject of the need for cooperative work in their respective group.
- d. To ensure role interdependence and individual accountability each member in the group will be assigned a role, include group leader, questioner and group listener.

It is the role of the group leaders to read out the activities to their group.

**Activity 1:** Understanding the meaning of socialization

Students are ask to mention 5 agent of socialization.

- 1.
- 2.
- 3.
- 4.
- 5.

**Activity 2:** To explain the above 5 agents of socialization

**Activity 3:** To discussion the important or significant of school as an agent of socialization

- a. Through positive interdependence which allow for sharing of information among members and face to face interaction which give students opportunity to interact within themselves share their knowledge as a team support one another to learn answer the above activities.
- b. Researcher will go round to ensure that every group member contribute to his/her group learning and complete activities by each group on the sheet provided will be collected from different group leaders.
- c. Research assistant will mark all the completed activities

**Evaluation:** Teacher will evaluate the lesson by asking the following question.

1. Mention five agent of socialization.

**Conclusion:** The teacher concludes the lesson by summarizing the main points of the lesson

## APPENDIX V

## LESSON PLAN FOR CONTROL GROUP

### LESSON PLAN ONE

<b>Subject:</b>	Social Studies
<b>Topic:</b>	Conditions necessary for Marriage
<b>Group:</b>	Control
<b>Class:</b>	Upper Basic II
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Teaching method:</b>	Conventional Method
<b>Instructional materials:</b>	Sketched Pictures of bride and groom (Hausa, Igbo and Yoruba) on the cardboard paper
<b>Behavioural objectives:</b>	At the end of the lesson students should be able to <ol style="list-style-type: none"><li>1. Physiological fitness</li><li>2. Psychological fitness</li><li>3. Sociological stability</li><li>4. Financial readiness</li></ol>
<b>Previous Knowledge:</b>	Students have witnessed what is marriage in their localities
<b>Introduction:</b>	The teacher introduces the lesson by asking the following question <ol style="list-style-type: none"><li>1. Mention two conditions necessary for marriage.</li></ol>
<b>Presentation:</b>	The teachers present the lesson through the following steps.
<b>Step 1</b>	The teacher mentions the four conditions that necessitate for marriage.
<b>Step 2</b>	The teacher explains the above conditions one after the other.
<b>Step 3</b>	The teacher also explains the effects of lack of marriage to the society.
<b>Evaluation</b>	The teacher asks the following questions <ol style="list-style-type: none"><li>1. Mention and explain four conditions necessary for marriage</li></ol>
<b>Conclusion</b>	The teacher concludes the lesson by summarizing the main points of the lesson.

## LESSON PLAN TWO

<b>Subject:</b>	Social Studies
<b>Topic:</b>	Concept Family
<b>Group:</b>	Control
<b>Class:</b>	Upper Basic II
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Teaching Method:</b>	Conventional Method
<b>Instructional Materials:</b>	Sketched Pictures of husband, wife and their children on the cardboard paper
<b>Behavioural Objectives:</b>	By the end of the lesson students should be able to <ol style="list-style-type: none"><li>1. explain the meaning of family</li><li>2. state the different types of family</li><li>3. importance of having a family</li></ol>
<b>Previous Knowledge:</b>	Students have an idea of what family is all about in their localities
<b>Introduction:</b>	The teacher introduces the lesson by asking the following question <ol style="list-style-type: none"><li>1. What is family</li></ol>
<b>Presentation:</b>	The teacher presents the lesson through the following steps.
<b>Step 1</b>	The teacher explains the concept of families.
<b>Step 2</b>	The teacher will identify and explain the different types of family. These are nuclear and extended families.
<b>Step 3</b>	The teacher will explain the importance of families to the students.
<b>Evaluation</b>	The teacher asks the following questions <ol style="list-style-type: none"><li>1. Mention and explain two types of families.</li></ol>
<b>Conclusion</b>	The teacher concludes the lesson by summarizing the main points of the lesson.

## LESSON PLAN THREE

<b>Subject:</b>	Social Studies
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<b>Topic:</b>	Concept Communication
<b>Group:</b>	Control
<b>Class:</b>	Upper Basic II
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Teaching Method:</b>	Conventional Method
<b>Instructional Materials:</b>	Sketch picture of Radio, Television on the Cardboard paper
<b>Behavioural Objectives:</b>	At the end of the lesson student should be able to: <ol style="list-style-type: none"> <li>1. Explain what communication is</li> <li>2. Mention types of communication</li> <li>3. importance of communication to our lives</li> </ol>
<b>Previous Knowledge:</b>	Students have learnt what communication is in their localities such as use of phone, news papers
<b>Introduction:</b>	The teacher introduces the lesson by asking the following question: <ol style="list-style-type: none"> <li>1. Mention any two ways of communication.</li> </ol>
<b>Presentation:</b>	The teacher presents the lesson through the following steps.
<b>Step 1:</b>	The teacher explains clearly the concept of communication.
<b>Step 2:</b>	The teacher identifies and explains the different modes of communication. These are traditional and modern communication.
<b>Step 3:</b>	The teacher will explain what traditional and modern communication is and its importance to our life
<b>Evaluation:</b>	The teacher asks the following question <ol style="list-style-type: none"> <li>1. What is communication</li> <li>2. Mention the two types of communication</li> </ol>
<b>Conclusion:</b>	The teacher concludes the lesson by summarizing the main point of the lesson.

## LESSON PLAN FOUR

<b>Subject:</b>	Social Studies
<b>Topic:</b>	Concept of Marriage
<b>Group:</b>	Control
<b>Class:</b>	Upper Basic II
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Teaching method:</b>	Conventional Method
<b>Instructional Materials:</b>	Sketch Picture bride and groom on the cardboard paper
<b>Behavioural Objectives:</b>	At the end of the lesson students should be able to <ol style="list-style-type: none"><li>1. explain what marriage is</li><li>2. mention different kinds of marriage</li><li>3. purpose of marriage</li></ol>
<b>Previous Knowledge:</b>	Students have witness what is marriage in all localities.
<b>Introduction:</b>	The teacher introduces the lesson by asking the following question <ol style="list-style-type: none"><li>1. What is marriage</li></ol>
<b>Presentation:</b>	The teacher presents the lesson through the following steps.
<b>Step 1:</b>	The teacher explains clearly the concept of marriage.
<b>Step 2:</b>	The teacher identifies and explains the different types of marriage.
<b>Step 3:</b>	The teacher will explain to the students the importance of marriage to our life in the society
<b>Evaluation:</b>	The teacher will evaluate the lesson by asking the following questions. <ol style="list-style-type: none"><li>1. Mention the two types of marriage and explain them.</li></ol>
<b>Conclusion:</b>	The teacher concludes the lesson by summarizing the main points of the lesson.

## LESSON PLAN FIVE

<b>Subject:</b>	Social Studies
<b>Topic:</b>	Concept Culture
<b>Group:</b>	Control
<b>Class:</b>	Upper Basic II
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Teaching Method:</b>	Conventional Method
<b>Instructional Materials:</b>	Sketch of picture of ceremonial wedding of Hausa, Igbo and Yoruba
<b>Behavioural Objectives:</b>	At the end of the lesson students should be able to <ol style="list-style-type: none"><li>1. explain what culture is</li><li>2. mention the different types of culture</li><li>3. identify different cultural dresses among Nigeria societies.</li></ol>
<b>Previous Knowledge:</b>	Students have seen different ways of people in their localities
<b>Introduction:</b>	The teacher introduces the lesson by asking the following question <ol style="list-style-type: none"><li>1. Mention and explain the two types of culture</li></ol>
<b>Presentation:</b>	The teacher presents the lesson through the following steps.
<b>Step 1</b>	The teacher explains clearly the concept of culture.
<b>Step 2</b>	The teacher identifies and explains the two types of culture.
<b>Step 3</b>	The teacher will explain the different cultural dresses among Nigerian societies.
<b>Evaluation</b>	The teacher asks the following question <ol style="list-style-type: none"><li>1. What is culture?</li><li>2. State the two types of culture</li></ol>
<b>Conclusion</b>	The teacher concludes the lesson by summarizing the main points of the lesson.

## LESSON PLAN SIX

<b>Subject:</b>	Social Studies
<b>Topic:</b>	Information and Communication Technology (ICT)
<b>Group:</b>	Control
<b>Class:</b>	Upper Basic II
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Teaching Method:</b>	Conventional Method
<b>Instructional Materials:</b>	Sketch picture of Computer, Handset on the cardboard paper
<b>Behavioural Objectives:</b>	At the end of the lesson students should be able to <ol style="list-style-type: none"><li>1. Explain the meaning of ICT</li><li>2. Mention and explain various form of ICT</li><li>3. Advantage of ICT.</li></ol>
<b>Previous Knowledge:</b>	Students have seen computers in their localities
<b>Introduction:</b>	The teacher introduces the lesson by asking the following question <ol style="list-style-type: none"><li>1. What is information communication technology (ICT)?</li></ol>
<b>Presentation:</b>	The teachers present the lesson through the following steps.
<b>Step 1</b>	The teacher explains clearly the concept of Information communication technology (ICT).
<b>Step 2</b>	The teacher identifies and explains the different forms of ICT.
<b>Step 3</b>	The teacher will explain the importance of information communication technology (ICT) to the students.
<b>Evaluation</b>	The teacher asks the following question <ol style="list-style-type: none"><li>1. Mention and explain different forms of information communication technology (ICT)</li></ol>
<b>Conclusion</b>	The teacher concludes the lesson by summarizing the main points of the lesson.

## LESSON PLAN SEVEN

<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Common dresses in our culture
<b>Group:</b>	Control
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Duration:</b>	40 minutes
<b>Instructional Material:</b>	Sketch picture of Hausa man dresses, Igbo man dressing and Yoruba man way dressing.
<b>Teaching method:</b>	Conventional Method
<b>Behavioural objectives:</b>	At the end of the lesson students should be able to; a. Identify common dresses worn by men and women in Nigeria
<b>Previous Knowledge:</b>	Students have an idea about different dresses worn by man and female.
<b>Introduction:</b>	The teacher introduces by mention common dresses worn by men and women in Nigeria.
<b>Presentation:</b>	The teacher presents the lesson through the following steps;
<b>Step 1:</b>	The teacher identifies common ways dresses worn by men and women in Nigeria.
<b>Step 2:</b>	The teacher mentions and explains common dresses worn by men and women at different occasion.
<b>Step 3:</b>	The teacher explains the ways dresses worn in locality or different occasion.
<b>Evaluation:</b>	The teacher asks the following question 1. How does Hausa main dress?
<b>Conclusion:</b>	The teacher concludes the lesson by summarizing the main points of the lesson.

## LESSON PLAN EIGHT

<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Types of food in our culture
<b>Group:</b>	Control
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Duration:</b>	40 minutes
<b>Instructional Material:</b>	Sketch picture of Hausa food, Igbo food and Yoruba food on the cardboard paper.
<b>Teaching method:</b>	Conventional Method
<b>Behavioural objectives:</b>	At the end of the lesson students should be able to; a. Mention different types of cultural food.
<b>Previous Knowledge:</b>	Students have an idea about some of our food in our society.
<b>Introduction:</b>	The teacher introduces the lesson by asking the students to mention some of the food in our society
<b>Presentation:</b>	The teacher presents the lesson through the following steps
<b>Step 1:</b>	The teacher mentions the different types of cultural food to the students
<b>Step 2:</b>	The teacher presents some of foods to students to see.
<b>Step 3:</b>	The teacher explains the different types of food to the students and ask them to copy in their notebooks.
<b>Evaluation:</b>	The teacher asks the following question 1. Mention three (3) different types of food in our culture.
<b>Conclusion:</b>	The teacher concludes the lesson by summarizing the main points of the lesson.

## LESSON PLAN NINE

<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Compare and contrast traditional and modern means of communication.
<b>Group:</b>	Control
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Duration:</b>	40 minutes
<b>Instructional Material:</b>	sketch picture of Drum and radio on the cardboard paper
<b>Teaching method:</b>	Conventional Method
<b>Behavioural objectives:</b>	At the end of the lesson students should be able to differentiate between traditional and modern communication
<b>Previous Knowledge:</b>	Students have an idea about internet as a means of communication.
<b>Introduction:</b>	The teacher introduces the lesson by asking the following questions 1. What are traditional and modern forms of communication?
<b>Presentation:</b>	The teacher presents the lesson through the following
<b>Step 1:</b>	The teacher mentions some of the form of traditional form of communication such as drum, gongs, and also some of the modern form of communication such as fax telephone etc.
<b>Step 2:</b>	The teacher explains the effectiveness of traditional form of communication and modern form of communication to societal development of our society.
<b>Step 3:</b>	The teacher mentions and explains the importance of communication example a. Social b. Economic c. Political development of our society.
<b>Evaluation:</b>	The teacher evaluates his lesson by asking the following questions. a. Differentiate between traditional forms of communication and modern form of communication.
<b>Conclusion:</b>	The teacher concludes the lesson by summarizing the main points of the lesson.

### LESSON PLAN TEN

<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II

<b>Topic:</b>	Living together in the family
<b>Group:</b>	Control
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Duration:</b>	40 minutes
<b>Instructional Material:</b>	Sketch picture of husband, wife, children and other relative
<b>Teaching method:</b>	Conventional Method
<b>Behavioural objectives:</b>	At the end of the lesson students should be able to state advantage of living together in the family
<b>Previous Knowledge:</b>	Students have an idea about what is family is all about.
<b>Introduction:</b>	The teacher introduces the lesson by asking the following questions 1. What are the advantages of living together in the family?
<b>Presentation:</b>	The teacher presents the lesson through the following steps
<b>Step 1:</b>	The teacher explains what is living together in the family.
<b>Step 2:</b>	The teacher mentions and explains the advantages of living together in family.
<b>Step 3:</b>	The teacher writes some of the advantages of living together on the backboard to students to copy in their notebooks.
<b>Evaluation:</b>	The teacher evaluates his lesson by asking the following questions. 1. Mention three (3) advantages of living together in the family.
<b>Conclusion:</b>	The teacher concludes the lesson by summarizing the main points of the lesson.

### LESSON PLAN ELEVEN

<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Meaning of Religion and types of religion
<b>Group:</b>	Control

<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Duration:</b>	40 minutes
<b>Instructional Material</b>	Sketch of Holy Quran and Bible on the cardboard paper
<b>Teaching method:</b>	Conventional Method
<b>Behavioural objectives:</b>	At the end of the lesson students should be able to explain the meaning of religion and mention the different types of religions.
<b>Previous Knowledge:</b>	Students are aware of their different belief.
<b>Introduction:</b>	The teacher introduces the lesson by asking the students on what is religion.
<b>Presentation:</b>	The teacher presents the lesson through the following steps
<b>Step 1:</b>	The teacher explains the meaning of religion to students to hear.
<b>Step 2:</b>	The teacher mentions and explains the different types of religion.
<b>Step 3:</b>	The teacher explains and explain the advantages of religion to mankind.
<b>Evaluation:</b>	The teacher evaluates his lesson by asking the following questions a. Mention and explain the two (2) types of religion you know.
<b>Conclusion:</b>	The teacher concludes the lesson by summarizing the main points of the lesson.

## **LESSON PLAN TWELVE**

<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Meaning of Adornment

<b>Group:</b>	Control
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Duration:</b>	40 minutes
<b>Instructional Material:</b>	Sketch pictures of Chain, ear rings and ring on the cardboard paper
<b>Teaching method:</b>	Conventional Method
<b>Behavioural objectives:</b>	At the end of the lesson students should be able to list adornments commonly used in the community or locality.
<b>Previous Knowledge:</b>	Students are aware about ear rings used by woman in the community.
<b>Introduction:</b>	The teacher introduces the lesson by asking the following questions 1. What is adornment?
<b>Presentation:</b>	The teacher presents the lesson through the following
<b>Step 1:</b>	The teacher explains the meaning of adornment.
<b>Step 2:</b>	The teacher mentions and explains the common adornment used in Nigeria such as chain, rings etc.
<b>Step 3:</b>	The teacher asks the students to copy the note on the backboard in their various note books.
<b>Evaluation:</b>	The teacher asks the following question 1. What is adornment?
<b>Conclusion:</b>	The teacher concludes the lesson by summarizing the main points of the lesson.

### **LESSON PLAN THIRTEEN**

<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Procedure in Marriage
<b>Group:</b>	Control
<b>Age:</b>	Average Age

<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Duration:</b>	40 minutes
<b>Instructional Material:</b>	Sketch pictures of nuclear and extended family on a cardboard paper
<b>Teaching method:</b>	Conventional Method
<b>Behavioural objectives:</b>	At the end of the lesson students should be able mention some of  Procedure in conducting marriage.
<b>Previous Knowledge:</b>	Students have witness in marriage ceremony in their localities.
<b>Introduction:</b>	The teacher introduces the lesson by asking the following questions  1. What is marriage?
<b>Presentation:</b>	The teacher presents the lesson through the following
<b>Step 1:</b>	The teacher mention and explain the procedure in conducting marriage.
<b>Step 2:</b>	The teacher mentions and explain some of the problems in conduction marriage.
<b>Step 3:</b>	The teacher asks the students to copy the note on the board in their various note books.
<b>Evaluation:</b>	The teacher asks the following question  1. What are condition necessary for marriage?
<b>Conclusion:</b>	The teacher concludes the lesson by summarizing the main points of the lesson.

#### **LESSON PLAN FOURTEEN**

<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Solution to the challenges of marriage
<b>Group:</b>	Control
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020

<b>Duration:</b>	40 minutes
<b>Instructional Material:</b>	Sketch pictures of nuclear and extended family on a cardboard paper
<b>Teaching method:</b>	Conventional Method
<b>Behavioural objectives:</b>	At the end of the lesson students should be able mention some of  Solution to the challenges in marriage.
<b>Previous Knowledge:</b>	Students are aware about important of marriage.
<b>Introduction:</b>	The teacher introduces the lesson by asking the following questions  1. What is marriage?
<b>Presentation:</b>	The teacher presents the lesson through the following steps.
<b>Step 1:</b>	The teacher list 5 solution to the challenges in marriage.
<b>Step 2:</b>	The teacher explains the 5 solution to the challenges in marriage.
<b>Step 3:</b>	The teacher asks the students to copy the note on the board in their various note books.
<b>Evaluation:</b>	The teacher asks the following question  1. List 2 solution and challenges in marriage.
<b>Conclusion:</b>	The teacher concludes the lesson by summarizing the main points of the lesson.

### **LESSON PLAN FIFTEEN**

<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Fundamental Human Right
<b>Group:</b>	Control
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational
<b>Date:</b>	4 <sup>th</sup> September, 2020

<b>Duration:</b>	40 minutes
<b>Instructional Material:</b>	Sketch pictures of different tribe Hausa, Funai, Yoruba and Igbo
<b>Teaching method:</b>	Conventional Method
<b>Behavioural objectives:</b>	At the end of the lesson students should be able mention some of  Fundamental human right.
<b>Previous Knowledge:</b>	Students are aware about important of fundamental human right.
<b>Introduction:</b>	The teacher introduces the lesson by asking the following questions  1. What is fundamental human right?
<b>Presentation:</b>	The teacher presents the lesson through the following steps.
<b>Step 1:</b>	The teacher list 5 fundamental human right.
<b>Step 2:</b>	The teacher explains the 5 fundamental human right.
<b>Step 3:</b>	The teacher asks the students to copy the note on the board in their various note books.
<b>Evaluation:</b>	The teacher asks the following question  1. List 2 fundamental human right.
<b>Conclusion:</b>	The teacher concludes the lesson by summarizing the main points of the lesson.

### **LESSON PLAN SIXTEEN**

<b>Subject:</b>	Social Studies
<b>Class:</b>	Upper Basic II
<b>Topic:</b>	Meaning of socialization
<b>Group:</b>	Control
<b>Age:</b>	Average Age
<b>Sex:</b>	Co-educational

<b>Date:</b>	4 <sup>th</sup> September, 2020
<b>Duration:</b>	40 minutes
<b>Instructional Material:</b>	Sketch pictures of family, schools, radio and television on cardboard paper.
<b>Teaching method:</b>	Conventional Method
<b>Behavioural objectives:</b>	At the end of the lesson students should be able define socialization and its agents
<b>Previous Knowledge:</b>	Students are aware about important of family, schools, radio and television as an agent of socialization.
<b>Introduction:</b>	The teacher introduces the lesson by asking the following questions 1. What is socialization?
<b>Presentation:</b>	The teacher presents the lesson through the following steps.
<b>Step 1:</b>	The teacher mention 5 agent of socialization.
<b>Step 2:</b>	The teacher explains the 5 agent of socialization to the students
<b>Step 3:</b>	The teacher asks the students to copy the note on the board in their various note books.
<b>Evaluation:</b>	The teacher asks the following question 1. What is socialization? 2. Mention 2 agent of socialization and explain.
<b>Conclusion:</b>	The teacher concludes the lesson by summarizing the main points of the lesson.

## APPENDIX VI

### TREATMENT PLAN

Week	Activities/Topics	Remark
	i. Pre-test ii. Marking	be conducted to both experimental group and control group
	i. Concept of culture ii. Different types of culture	be taught to both experimental groups and control group

	i. Important or significance of culture	be taught to both experimental groups and control group
	i. Concept of communication ii. Types of communication iii. Importance of communication	be taught to both experimental groups and control group
	i. Concept of marriage ii. Types of marriage	be taught to both experimental groups and control group
	i. Importance/significant of marriage ii. Problem/solution of marriage	be taught to both experimental groups and control group
	iii. Concept of family iv. Types of family	be taught to both experimental groups and control group
	i. Concept of transportation ii. Types of transportation	be taught to both experimental groups and control group
	i. Important/significant of transportation ii. Problems of transportation	be taught to both experimental groups and control group
	st-test	be administered both experimental groups and control group
	arking	ollecting the script of all respondents in the three groups
	ecording of scores	l respondents in the groups
	i. Retention Test. ii. Marking and recording of scores	be conducted to both experimental groups and control group

## APPENDIX VII

### TRAINING PLAN FOR RESEARCH ASSISTANT

Day	Activities
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	<p>formal introduction, detail discussion about the research, why the research assistant are involved and precisely the role they were expected to play in the research. Then distribution of the training plan.</p>
	<p>distribution of the curriculum content for the study and then discussion of the seven themes; one after the other.</p>
	<p>discussion on teaching methods; giving emphasis to the three teaching method (individual instructions, cooperative learning instructions and conventional) used in this study</p>
	<p>distribution of lesson plans. Then the researcher selects one topic and taught using the three method (one after the other) for the research assistants to observe. The researcher informed the research assistants to prepare for microteaching coming next day.</p>
	<p>microteaching presented by three participant from Dutse International Mode, GCGSS Dutse.</p>
	<p>microteaching presented by three participants from Upper BasicMasamawa and Upper BasicZarenawa</p>
	<p>revision, questions, answers and closing remark.</p>

APPENDIX VIII  
LETTER OF INTORDUCTON



DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM

Faculty of Education

AHMADU BELLO UNIVERSITY

Vice-Chancellor: Professor Ibrahim Garba, B.Sc (Hons) Geology, M.Sc (Mining Exploration) ABU, Ph.D Geology (London), D.I.C., F.M.A.C.  
Head of Department: Dr. Musa Idris Harbau, GRD (TC), MCE, EA (Ed), M. Ed (Admin), M. Planning (B.U.K.), M. Admin and Planning (A.B.U.)

Our Ref: DEFC/S.25

JILAWA STATE MINISTRY  
OF EDUCATION SCIENCE  
& TECHNOLOGY  
KUTUBA

RECEIVED  
24 JAN 2010  
MINISTRY OF EDUCATION  
AND TECHNICAL EDUCATION

DIRECTOR  
ZONAL EDUCATION  
DATE

Dear Sir,

LETTER OF INTRODUCTION

The bearer, ADAMU TUNSI with Registration Number PL 054 9520 is a student in this department. He/She is carrying out research, being part of requirement for graduation, in \_\_\_\_\_. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is

THE IMPACT OF THE INTRODUCTION OF OPEN BOOK EXAMINATION ON THE PERFORMANCE OF STUDENTS IN PRIMARY SCHOOLS, JILAWA STATE, ALGERIA

Thanks in anticipation of your kind response.

Yours sincerely,

*[Signature]*

Dr. M.I. Harbau  
Head of Department Department of Educational Foundations & Curriculum  
A.P.C. Zaria

DEPARTMENT OF EDUCATIONAL FOUNDATIONS & CURRICULUM  
FACULTY OF EDUCATION  
AHMADU BELLO UNIVERSITY, ZARIA

Instrument Validation Form

Dear Sir/Ma,

The candidate (Name of Candidate) Head of Department of Educational Foundations and Curriculum Department, Ahmadu Bello University, Zaria, hereby humbly requesting your assistance in validating this research instrument. Please, if possible, indicate the necessary assistance. Thank you.

Head of Department (Signature) [Signature] Official Stamp

Student's Surname: ADAMU, First Name: TUSUF, Other: TUSUF

Registration Number: PHEM 9830, Programme: PhD CURR/ED

Title of the Instrument: EFFECT OF COMMUNAL AND COOP STUDIES ON PERFORMANCE OF STUDENTS IN STATISTICS

Please comment on the following:

Appropriateness of the instrument for the research work: found to be suitable for the research work. No ambiguity.

Clarity and simplicity of the language used: The language used was found to match the ability of the research samples.

Suitability of the instrument to the level of respondents: found to adequately match the ability level of the respondents.

The extent in which the items cover the topic it meant to cover: found to adequately cover the research topic.

Is the instrument properly structured in line with objectives and research questions? By all standards, the structure of the instrument was quite in line with objectives of the research.

Others (grammatical errors, spelling errors and others): found to be free of all errors relating to grammar and spelling.

7. General comment on the instrument: Well structured with adequate coverage of all the topics for the research  
Suggestion(s) for improving the quality of the instrument

1. Variety of choices required in terms of close ended and Open ended
2. There should be clear variation b/w pretest and posttest instruments in terms of standard
3. Should be properly piloted before administ

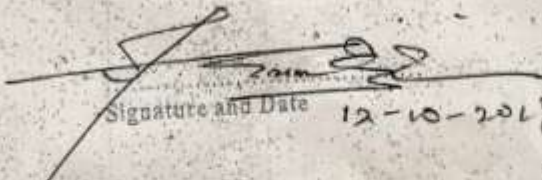
#### ATTESTATION SECTION

I hereby testify that the above named student brought his/her instrument for validation

Name of Attester: Dr. Mammen Mous Anwar

Designation: Kuvempu University of Science and Technology, Mandali

Phone No: 08039702580 E-mail: mammenmusa@kustwinedil.edu

  
Signature and Date 12-10-2019

Thank You

DEPARTMENT OF EDUCATIONAL FOUNDATIONS & CURRICULUM  
 FACULTY OF EDUCATION  
 AHMADU BELLO UNIVERSITY, ZARIA

Instrument Validation Form

Dear Sir/Ma,

The candidate is a postgraduate student of Educational Foundations and Curriculum Department, Ahmadu Bello University, Zaria. He/She is hereby humbly requesting your assistance in validating this research instrument. Please, if you can, provide all the necessary assistance. Thank you.

Head of Department  
 Educational Foundations and Curriculum Department  
 Ahmadu Bello University, Zaria

*[Signature]*  
 Head of Department (Signature) Official Stamp

Student's Surname: ADAMU Other name: ALBERT  
 Registration Number: 11601019030 Programme: PhD (Curriculum)  
 Title of the instrument: AN APPROPRIATE STRATEGY OF PERFORMANCE OF SOCIAL SKILLS AMONG SECONDARY SCHOOL STUDENTS

Please comment on the following:

Appropriateness of the instrument for the research work: It is suitable for the research work.

Clarity and simplicity of the language used: Clearly and simple language.

Suitability of the instrument to the level of respondents: It matches the ability level of the respondents.

The extent in which the items cover the topic it meant to cover: It also covers the research topic.

Is the instrument properly structured in line with objectives and research questions? The instrument was quite in line with objectives

Others (grammatical errors, spelling errors and others): found to be free of all errors relating to grammar and spelling.

7. General comment on the instrument: Good. It covers all the topics for the research phase.

Suggestion(s) for improving the quality of the instrument

1. Should be properly piloted before administration.
2. It should be clear distinction between pretest and posttest instrument.
- 3.
- 4.

ATTESTATION SECTION

I hereby testify that the above named student brought his/her instrument for validation

Name of Attester: Dr. A. A. Dada

Designation: Supervisor

Name and Address of Institution: Adu, Zaria

Phone No: E-mail:

 16/12/19  
Signature and Date

Thank You