

**IMPACT OF COOPERATIVE AND COMPETITIVE INSTRUCTIONAL  
STRATEGIES ON ACADEMIC PERFORMANCE OF JUNIOR SECONDARY  
SCHOOL STUDENTS' IN SOCIAL STUDIES EDUCATION IN KWARA STATE,  
NIGERIA**

**BY**

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AHMADU BELLO UNIVERSITY,  
ZARIA-NIGERIA**

**SEPTEMBER, 2021**

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NIGERIA**

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**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES IN  
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**DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,  
FACULTY OF EDUCATION,  
AHMADU BELLO UNIVERSITY,  
ZARIA-NIGERIA**

**SEPTEMBER, 2021**

## **DECLARATION**

I, SABA, Baba Kudu declare that this thesis entitled “Impact of Cooperative and Competitive Instructional Strategies on Academic Performance of Junior Secondary School Students’ in Social Studies Education in Kwara State, Nigeria” has been carried out by me in the Department of Arts and Social Science Education. The information derived from the literature has been duly acknowledged and a list of references is provided. No part of this thesis was previously presented for another degree or diploma at this or any other institution. I am liable for the mistakes found in this work.

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SABA, Baba Kudu

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Date

## CERTIFICATION

This thesis titled “IMPACT OF COOPERATIVE AND COMPETITIVE INSTRUCTIONAL STRATEGIES ON ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOL STUDENTS’ IN SOCIAL STUDIES EDUCATION IN KWARA STATE, NIGERIA” by Baba Kudu SABA meets the regulations governing the award of the Degree of Doctor of Philosophy in Social Studies Education of Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

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## **DEDICATION**

This work is dedicated to my late Father and Mother, Late Alhaji Mohammed Saba and Hajiya Amina Mohammed Saba for their contributions towards my education respectively.

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The Researcher eternally grateful to Almighty Allah for His guidance, protection and grace throughout the course of this study. The Researcher also grateful for the guidance and encouragement of my supervisors; Dr. I. D. Abubakar, Prof. H. I. Bayero and Prof. S. Mohammed. Researcher, also, wish to extend my gratitude to lecturers in Social Studies Education Section, Dr. S. G. Zulaidaini, Dr. M. A. Sarkin-Fada., Dr. Nasai Mohammed, Y. J. Shinkafi and Late Prof. M. C. Ubah

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Finally, am indebted to all the participants that participated in this study, the researcher give special thanks to the Junior Secondary Schools that were used for the research.

The researcher was happy to acknowledge that views, interpretations and conclusions along with any omissions, inadequacies that may remain in this work. Researcher take full responsibilities of all errors in this work.

## **ABSTRACT**

The study titled “Impact of Cooperative and Competitive Instructional Strategies on Junior Secondary School Students’ Academic Performance in Social Studies, Kwara State, Nigeria.” The study was guided by four objectives, research questions and corresponding hypotheses each. The research design for the study is the quasi-experimental research design. The population of the study was 105,810 Social Studies Education students. Purposive sampling technique was used to select three schools in Lafiagi Educational zone of Kwara State. The sample size used for the study was 120 research participants. The teacher made test was designed and tagged Social Studies Performance Test (SSPT) was the instrument used for data collection. The instrument was validated by team of supervisors and experts in Language and Statistics for content, face and construct validity. The reliability index for instrument is .812. Hypotheses one, three and four were tested by the use of ANCOVA and hypothesis two was tested by ANOVA. Hypotheses one, two and four were accepted and three was rejected. The findings of the study revealed that: gender does not have any significant effect on students’ academic performance whether in experimental (Cooperative and Competitive Strategy) or control group. Differences exist in the academic performance between the experimental and control groups. Location does not have effect on the academic performance of the two groups. The study made the following recommendation: Teachers should make use of cooperative and competitive instructional strategy in teaching because it creates an enabling environment where learners can interact in series of learning activities which lead to better understanding of the concepts. Teachers should not discriminate that the learning is based on gender because, cooperative and competitive is not gender biased. Teachers should make rural and urban environment enabling in order to report academic per excellence. There should be well defined instructional strategy to support students and teachers in teaching and learning of Social Studies Education at the Junior Secondary School level. The study made the contribution to knowledge in Cooperative and Competitive instructional strategies.

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## **LIST OF ABBREVIATIONS**

ASESP	African Social and Environmental Studies Programme
CESAC	Comparative Education Study and Adaptation Centre
CIS	Conventional Instructional Strategy
CLM	Class Learning Method
CMG	Convention Method Guide
CMISG	Competitive Instructional Strategy Guide
COMPIS	Competitive Instructional Strategy
COOPIS	Cooperative Instructional Strategy
CPIS	Competitive Instructional Strategies
CRISG	Cooperative Instructional Strategy Guide
IDEA	Institute for dynamic Educational Advancement
JSCE	Junior Secondary Certificate Examination
JSS	Junior Secondary School
LT	Learning Together
NCSS	National Council for Social Studies
NPE	National Policy on Education
SOSAN	Social Studies Education Association of Nigeria
SSPT	Social Studies Education Performance Test
STAD	Students Team Achievement Division
USAID	United States Agency of International Development
ZPD	Zone of Proximal Development
NERC	Nigeria Educational Research Council
NYSC	National Youth Service Corps ‘
WAI	War Against Indiscipline
MAMSER	Mass Mobilization for Justices, Self Reliance and Economic Recovery
WAIC	War Against Indiscipline and Corruption
JAMB	Joint Admission and Matriculation Board
NUC	National University Commission
NCCE	National Commission for Colleges of Education

## OPERATIONAL DEFINITION OF TERMS

The following terms were used in this study. They are operationally defined as follows:

1. **Instructional Strategy:** Process adopted by the teacher for guiding and directing Social Studies Education students towards meaningful and effective learning.
2. **Co-operative Instructional Strategy:** A method where students who are divided into groups by the teacher are expected to work together as a group to achieve instructional objectives.
3. **Competitive Instructional Strategy:** Method where students who are divided into groups by the teacher, are expected to work competitively to solve same problem, to out-perform others and to get scores which others aspire.
4. **Conventional instructional Strategy:** method commonly used in schools where students listen and depend on the teacher who is regarded as the main source of knowledge, e.g. guided lecture method.
5. **Academic Performance:** Scores on validated teacher made performance test obtained by students in Social Studies Education influenced by cooperative and competitive Instructional Strategies.



## **CHAPTER ONE**

### **INTRODUCTION**

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

The Nigerian system of education is geared towards producing individuals who will not only possess the capability to solve her problems but also contribute to the development of her society. Several subjects can be identified in the curriculum of our schools at all levels of Nigerian education: these subjects are included with the expectation that when properly taught, more effective learning will result and this will also bring about the realization of the goal of Nigerian education as stated in the National Policy on Education (2014), at the primary and other levels of the educational system.

Some subjects are classified as core subjects while others are known as electives (National Policy on Education (NPE) 2014). Core subjects are those subjects which students compulsorily offer while the electives consist of subjects from which students can freely make their choice, based on their preference and future career interest. At the junior secondary school level, Social Studies Education is one of the core subjects, which, if effectively taught, according to Iyewarun (2011), has the potential to influence the intellectual, social and personal growth and development of Nigerian students. Despite the important place of Social Studies Education in our educational system, students' performance in Social Studies Education indicates a growing decline in junior secondary School Certificate examination (JSCE) results in Kwara State.

Social Studies Educators such as Awoyemi (2009), Iyewarun (2010), Okam (2010), Yusuf (2010) and Mezieobi (2012), have given some reasons for the poor performance of students in the subject. These scholars in their studies attributed the poor performance of students to the low quality of teachers. This view may be due to the position held by

teachers as the implementers of policies on education. Yusuf (2008) asserted further that if teachers employ problem-solving instructional strategies which will equip the learners with analytic skills, reflective thinking and problem-solving tools, they will be able to perform better in the subject.

The National Council for Social Studies (NCSS) (2011) stated that Social Studies should be taught and learned in a manner that is consistent with: (i) constructivists view of learning, and (ii) The principle of teaching essential characteristics of powerful social studies. The primary teaching tasks of schools and teachers are to provide constructivist - rich learning experiences that take into account children's prior knowledge and understanding.

The essential characteristics which make Social Studies Education an important school subject were described by NCSS (2011) to consist of five principles and each principle has direct implications for what teachers should know and be able to do and what disposition they should possess. The five principles are (A) Social Studies Education learning is powerful when it is meaningful; (B) Social Studies Education learning is powerful when it is integrative; (C) Social Studies learning is powerful when it is value-based; (D) Social Studies learning is powerful when it is challenging; and (E) Social Studies learning is powerful when it is active (NCSS; 2011). Social Studies teachers are therefore expected to possess the pedagogical knowledge, capabilities and disposition needed to create the kind of learning experiences and school environment that are envisioned to favour learners towards meaningful, integrative, value-based, challenging and active instruction. Among the strategies aimed at meeting the principles of constructivism

and characterizing powerful Social Studies Education is a cooperative instructional strategy.

The popular saying that, no man is an island entirely on his own has permeated classroom practices; probably that is why Okebukola (2013) observes that the individual student is never alone, but always in working relation to the world of other people in the classroom. The student learns in the presence of others, since relationships are usually a two-way process, the individual learner is in part and defined through others as in parts and he defines others through himself. Johnson and Johnson (2014) stated that an individual is in a network of relations within the learning context. Probably, that is why they stated further that socialization and development occur within the relationship. Furthermore; the extent of the individual relationship determines the level of socialization.

For Lonning (2009), cooperative instructional strategy adds variety to the teacher's repertoire. It helps teachers manage large classes of students with diverse needs. It improves academic achievement and social development. It prepares students for increasingly interactive workplaces. However, one of its most powerful, long-lasting effects may be in making schools a more humane place to be by giving students stable supportive environments for learning. Teachers who teach Social Studies Education content through cooperative instructional strategy promote learning because such a strategy produces greater academic learning and better inter-group relationships among diverse ethnic and ability groups. Johnson and Johnson (2014), reflected that cooperative instruction is a promising new educational approach. In contrast to an individual or competitive learning environment, a cooperative instruction group is structured so that all members of the group depend on each other to complete an assignment successfully.

The result is a group product and the group as a whole share the reward. Studies of cooperative learning experiences shared by ethnically or otherwise mixed groups consistently indicate numerous positive cognitive and affective outcomes. These include enhanced academic learning, improved self-esteem and more frequent social interactions among majority or minority members outside of the learning group, enhanced feelings of trust and acceptance by peers and teachers, expression of more altruistic feelings, and increased acts of cooperative behaviour in other settings (Okebukola, 2013).

Education is a prerequisite for a meaningful and sustained national economy. No nation can rise above the quality of its educated citizenry. The purpose of education is to assist individuals to maximize their potentials for optimal self and national development. The teacher at any level of education is the pivot of learning. Therefore, the teacher's instructional method plays an important role in skill acquisition and meaningful learning (Ezenwa&Yaki, 2013). In Nigerian schools, classroom teachers mostly prefer a teacher-centred approach to a student- centered teaching strategy. This is a one-way process in which the teacher directly presents information and skills dictated from a textbook. Students generally remain passive throughout the lesson. Adegoke (2011) reported that students are not actively involved in developing knowledge; they receive information passively and are less motivated. When students are not encouraged to contribute to class discussions by voicing their opinions and supporting their answers because of persistent use of a didactic teaching method in which acquisition of factual knowledge and memorization are overemphasized, school becomes a tedious chore. Schooling becomes suffused with

anxiety and boredom, destructive of curiosity and imagination, producing cramming machines (Gambari, 2009; Thomas 2012).

The influence of school location is an area of much interest in education. Consequently, research studies abound on the impact of location on students' academic achievement (Alokan, 2010; Owoeye, &Olatunde, 2011; Adeniyi, 2015; Babatunde, 2015). However, studies have shown that school location has an influence on students academic performance. While some studies revealed that students in urban area outperformed their rural counterparts (Owoeye, &Olatunde, 2011 and Babatunde, 2015) others studies shows the opposite (Alokan, 2010 and Adeniyi, 2015). Hence, findings on the influence of school location on students' academic performance are inconsistent. Therefore, the influence of school location will be examined in this study to ascertain its effect in the study area.

Stakeholders in the educational sector have a consensus view that the instructional strategies in secondary schools have so much to do with the desirable state of students' achievement in education in Nigeria (Ezeliora, 2010; Okebukola, 2013). Efforts have been intensified on improving the methods of instruction through the adoption and customization of some learner-centred instructional methods such as cooperative, participatory, interactive strategies which are well researched and advocated for by researchers and education stakeholders (Ajiboye and Ajitoni, 2008; Omosehin, 2009). Cooperative and individualized learning strategies are two very popular examples of student-centred learning strategies and they are founded on the philosophical background of knowledge, being a product of the social circumstances which is the central message in the constructivists' theory (Bruffee, 2007).

Cooperative instruction allows students to be actively involved in learning, communicate their ideas with each other, brainstorm, and provide immediate feedback, work to solve problems together and fostering their learning outcomes. The importance of students becoming more involved with the learning process has been emphasized and needs to be implemented in classrooms around the world (Slavin, 2007). Compared to traditional instructions, the cooperative instructional strategy improves students' performance in both teacher-made and external examinations (Slavin, 2011). Johnson and Johnson (2014) recognized these improvements to increase students' motivation, greater time-on-task, and especially active student involvement. Students working together are engaged in the learning process, instead of being passive listeners in the classroom. Slavin (2013) also found that students' self-esteem increased by working together.

The cooperative instructional strategy promotes students' learning and academic achievement, increase students' retention, enhance students' satisfaction with their learning experience, and help students to develop skills in oral communication, develop their social skills (Johnson & Johnson, 2010). Different cooperative instructional strategies are suitable for different objectives. Student Team Achievement Division (STAD) and Learning Together (LT) strategies of cooperative instruction were specifically chosen because they allow more active involvement of students in the teaching and learning process in line with the design of curriculum than other cooperative learning strategies (Bilesanmi-Awoderu&Oludipe, 2012).

Competitive learning involves the use of instruction, a conversation which promotes learning during conversations; learners mediate each other' learning through dialogue about the shared experience. In this mode of teaching students are allowed to contribute different

levels of interpretation of a text, while the teacher notes the interpretation (Ofodu, 2009). Each participant struggles to outshine the other by all means, at all cost as they compete among themselves. The role of the teacher is to verbally encourage individuals' efforts, makes sure that the students sit apart from each other in order to keep them from sharing ideas. The students are usually instructed to work independently and only refer to the teacher when they need clarification. Students using competitive instructional strategies are evaluated strictly on a norm-referenced basis of how their performance compared with that of their peers and the student who won is praised and rewarded by the teacher (Okoro, 2012). The use of this type of instructional strategy has been neglected in Social Studies instruction. This study, therefore would attempt to fill in the missing gap.

Competition is dominated by the school environment as noticed by the behavior of students to outperform their classmates. The use of competition was based on the belief that society is highly competitive and its use to enable the students to function in a survival of the fittest world. Since Africa tradition and custom is naturally disposed towards cooperative interaction and the school system toward competitive interaction, maybe the problem with the teaching and learning of social studies in Nigeria is caused by the conflict between the social tradition of the people and the demand of school system (Johnson & Johnson, 1999). According to them, a competitive instructional structure exists when students work against others to achieve their goals. Furthermore, Johnson and Johnson (1999), relate competitive environment to the communication of outcome, classroom management, assignment of materials, ownerships of ideas and allocation of rewards.

In a competitive environment, outcomes are communicated as individual goals with emphasis on each student excelling others. Dopemu(2012) maintains that seats in such

classes room are arranged in such a way to give students limited access to one another. In other words, students are rewarded on merit in comparison with others in the opinion Blair, Johnson and Simpson (2011), students' interaction and goals in a competitive environment are linked in such way that their probabilities of goal attainment and negatively correlated. They stated further that a competitive environment encourages the following features in the teaching-learning process.

**Task Orientation:** Emphasis on antagonistic interest, the minimization of others powers becomes an objective.

**Attitude:** Suspicion, hostile attitude with a readiness to exploit the other's need weakness and negative responsiveness to the other's request.

**Reception:** Increasing sensitivity to opposing interest, to threat and power differences while minimizing the awareness of similarities.

**Communication:** Little communication or misleading communication uses coercive facilities to mislead and exploit the other.

School location refers to the particular place in relation to other areas in the physical environment (rural or urban), where the school is sited. In Nigeria, rural life is uniform, homogenous and less complex than that urban centres, with cultural diversity, which often is suspected to affect students' academic performance. This is because urban centres are better favoured with respect to the distribution of social amenities, such as pipe-borne water, electricity, health care facilities while the rural areas are less favoured. This is also true in the distribution of educational facilities and teachers. These prevailing conditions imply that learning opportunities in Nigerian schools differ from school to school. It would appear therefore that students in Nigeria urban schools have more educational opportunities



than their counterparts in rural schools have. While some studies have shown positive influence, others have shown the negative influence of school location on the students' learning outcomes and achievement.

It is against this background that the study examined the impact of cooperative and competitive instructional strategies on male and female performance in social studies as compared to those taught using conventional strategy in Kwara state, Nigeria.

## **1.2 Statement of the Problem**

Cooperative instructional strategies play important role in teaching and learning processes revealed by numerous studies. Despite its importance, the Cooperative technique has long been a neglected approach in the teaching Social Studies Education. The processes of employing a Cooperative instructional strategy on the part of learners and explicitly teaching skills on the parts of teachers has been overlooked. Similarly, Competitive instructional strategies play an important role in teaching and learning processes as revealed by several studies. Despite its importance, the Competitive technique has long been a neglected approach in the teaching Social Studies Education. The process of employing a Competitive instructional strategy on the part of learners and explicitly teaching skills on the parts of teachers has been overlooked.

This neglect emerged through a strong emphasis on the employment of the traditional teaching approach. One of the major difficulties facing the education sector in Nigeria is the low level of the academic performance of students in local and standardized examinations. It has become a great concern for researchers, educators and stakeholders in the education sector over the years. It is observed that students usually fail in the

examination due to improper employment of teaching techniques, motivation and lack of essential teaching aids for instructional delivery.

Academic performance is an important parameter in ascertaining students' success, and this in recent years has become a very difficult task to accomplish by learners. The worrisome part of it is that there is a decrease in the performance level of students at the Junior School Certificate Examination (JSCE) in Kwara State. It is against this background, the researcher is motivated to carry out this study using Cooperative and Competitive instructional strategies to teach Social Studies Education to JSS Social Studies Education students in order to enhance their academic performance. Thus, this study sought to determine the extent to which the use of Cooperative and Competitive instructional teaching strategies could enhance students' academic performance in Kwara state as against the use of traditional instructional strategy achieving the same design.

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

The general objective of the study is to find out the impact of the employment of Cooperative and Competitive Instructional Strategies on the Performance of JSS Students in Social Studies, in Kwara State, Nigeria. More specifically, the study has the following objectives:

- i. determine the impact of cooperative and competitive instructional strategies on students' performance in Social Studies when compared to those taught through conventional instructional strategy at the JSS level in Kwara state, Nigeria.
- ii. examine the impact of male and female's students' performance in Social Studies Education taught using cooperative and competitive instructional strategies versus those taught using conventional instructional strategy in Kwara State, Nigeria.

- iii. investigate the impact of the performance of Social Studies students taught using cooperative and competitive instructional strategies versus those taught the same subject using conventional instructional strategy on the basis of scoring ability in Kwara state, Nigeria, and
- iv. find out the interaction effects on the performances of Social Studies students taught using cooperative and competitive instructional strategies versus those taught using conventional instructional strategy in rural and urban school in Kwara state, Nigeria.

#### **1.4 Research Questions**

In line with the objective of the study, the following research questions were asked:

- Which of Cooperative, competitive and conventional instructional strategies will enhance best performances in Social Studies among students in Kwara state?
- What is the difference in the mean performance score in Social Studies between male and female students taught using cooperative and competitive strategies versus those taught using conventional instructional strategy?
- What is the difference in the mean performances score of students' in Social Studies taught using cooperative and competitive instructional strategies versus those taught using conventional instructional strategy on the basis of mean scoring ability in Kwara state, Nigeria? and
- What is the difference in the mean performance score of Social Studies students' using cooperative and competitive instructional strategies versus those taught using conventional instructional strategy in rural and urban schools in Kwara state, Nigeria?

## **1.5 Null Hypotheses**

Based on the above-stated research questions, the following hypotheses were formulated for the study:

H0<sub>1</sub>: There is no significant difference between the mean performance score of students' using cooperative and competitive instructional strategies versus those taught using conventional instructional strategy in Social Studies in Kwara state, Nigeria.

H0<sub>2</sub>: There is no significant difference between the mean performance score of male and female students taught using cooperative and competitive instructional strategies in Social Studies versus those taught using conventional instructional strategy in Kwara state, Nigeria.

H0<sub>3</sub>: There is no significant difference in the mean performance score of Students' taught using cooperative and competitive instructional strategies in Social Studies versus those taught using conventional instructional strategy on the mean scoring ability, in Kwara state, Nigeria.

H0<sub>4</sub>: There is no significant difference in the mean performances score of Social Studies Students taught using cooperative and competitive instructional strategies versus those taught using conventional instructional strategy on the basis of rural and urban schools, in Kwara state, Nigeria.

## **1.6 Significance of the Study**

Policymakers would benefit from the research. The outcome of the study can serve as a policy response on how to improve students' performance in Social Studies. It will serve as a guide on how to formulate relevant policies that would aid teaching and learning situations in Social Studies Education classrooms.

The outcome of the study could enlighten the general public on the type of learning strategies needed to motivate students to develop an interest in studying Social Studies. They could also get to appreciate the fact that the use of a Co-operative instructional strategy could sustain students' interest by enabling them to concentrate more on the task before them to enhance achievement.

The outcome of the study could enable students to develop and adopt the use of cooperative instructional strategy in study Social Studies Education concepts. This would assist them in developing interest in Social Studies Education which would equally them to achieve higher learning thereby equipping them to learn at junior secondary school level.

Teachers could be aided in the efficient use of cooperative and competitive models as a way of shifting attention from themselves to the students, thereby making the process a learners-centred approach. This would improve the thinking ability of the students and the idea of teachers imparting knowledge and by so doing reduce boredom due to active involvement of the students in the teaching-learning process. This study would assist Social Studies Education teachers or lecturers in disseminating knowledge and ideas required for the development of the students' cognitive, affective and psychomotor domains to achieve educational objectives using cooperative and competitive instructional strategies.

Also the curriculum planners especially the National Commission for Colleges of Education (NCCE) and National Universities Commission (NUC), the findings of this study could influence the decision on policy formulation on the training of Social Studies Education educators who are seen as train-the trainers' in future on the use of the co-operative model to facilitate learning.

The findings of the study could be of benefit to teachers' professional bodies like the TRCN on how they could execute explorations and usage on the effectiveness of employing cooperative and competitive instructional strategies through organizing seminars and symposiums and workshops for improving the effective teaching of Social Studies. The outcome of the study would serve as a reference point to the entire university. This is because it would provide information upon which future research studies in the related areas could be based. The findings of this study would also contribute to positive change in education as it provides a research-based foundation drawn from the Social Studies Education setting that assesses the benefits of changing the paradigm for students' performance.

The findings of the study could contribute immensely to the existing knowledge in teaching and learning situations and therefore the frontiers of knowledge. The findings of the study will be of benefit to the Government and policymakers, teachers, students, curriculum planners, College of Educations, faculty of Education, university NCCE, NUC, parents and the general public.

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

The scope of the study comprised JSS III Social Studies students' in selected Secondary Schools of Kwara State. The study covered three selected Secondary Schools in Patigi, Edu and Moro Local Government Areas of Lafiagi educational zone of Kwara State. The study made use of selected topics in the JSS III Social Studies Education curriculum. The study adopted the quasi-experimental design (quantitative and qualitative methods). The study only focused on the Impact of Cooperative and Competitive Instructional strategies on the academic performances of students in Social Studies Education Using the variables of gender performance levels and location.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE`**

#### **2.01 Introduction**

The cardinal point of this study is to examine the impact of cooperative and competitive instructional strategies on junior secondary school students' performance in Social Studies Education in Kwara State. This chapter reviewed relevant works related to the study to provide the theoretical framework on which to base the study. The subheadings of the chapter include:

- Introduction
- Theoretical Framework
- Concept of Social Studies
- Curriculum Integration in Social Studies Education
- Social Studies Education as Values-Based in Nigeria
- Challenges in the Implementation of Social Studies Education Curriculum in Nigeria
- Active Nature of Social Studies Education
- Nature and Scope of Social Studies Education
- Historical Development of Social Studies Education in Nigeria
- History and Justification for the Introduction of Social Studies Education in Nigeria
- Social Studies Education Curriculum for Junior Secondary School
- Instructional Strategies for JSS Level
- Co-operative Instruction
- Forms of Cooperative Instruction
- The merit of Cooperative Instruction.
- Teachers' Role in Cooperative Instruction
- Students' Roles in Cooperative Instruction
- Competitive Instructional Strategy
- Different Techniques of competitive Instructional Strategy
- Benefits of Competitive Instructional Strategy

- Students' Roles in Competitive Instructional Strategies
- Teachers' Roles in competitive Instructional Strategy
- Gender Differences in School Performance
- School Location and Academic performance
- Students' Characteristics and Academic Performance in Social Studies
- Challenges of using Cooperative and Competitive Instructional Strategies in Teaching Social Studies Education
- Review of Related Empirical Studies

## **2.02 Theoretical Framework**

Nworgu (2009) defined theory as a set of propositions that can account for or explain phenomena or events. In addition, theories are used to explain or predict behaviour. The theoretical framework of the study can be referred to as the basis of the study. It involves stating the structure of the study and how the structure will be developed in the study (Nwabueze, 2009). The target of the study is premised on learning strategy, students' achievement, and students' performance in Social studies. Therefore, the theories that have to do with the characteristics of these activities as they affect learning were capitalized upon. The theoretical framework for this study is based on the following theories of learning:

- Vygotsky's Social Learning Theory
- Piaget's Cognitive Learning Theory

### **Vygotsky's Social Learning Theory**

The Soviet psychologist Lev Semyonovich Vygotsky (1896-1934) is considered to be the father of modern constructivism because other constructivists the likes of John Dewey, Jean Piaget, among others used his work as a base for the theories they propounded. Vygotsky (1978) proposes "that an essential feature of learning is that it



creates the zone of proximal development (ZPD). That is, learning awakens a variety of internal developmental processes that can operate only when a child is interacting with people in his environment and cooperating with his peers. Once these processes are internalized, they become part of a child's independent developmental achievement". This is unlike the traditional model for instruction where a teacher transmits information to students.

Vygotsky's theory promotes learning contexts where students play active roles in learning. Vygotsky stated that a child follows an adult's example and gradually develops the ability to do certain tasks without help. Vygotsky's often-quoted definition of zone of proximal development, presents it as the distance between the actual developmental level as determined 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. For example, two 8 year old children may be able to complete a task that an average 8 years old cannot do. Next, more difficult tasks are presented with very little assistance from an adult. In the end, both children can complete the task. Lev Vygotsky views interaction with peers as an effective way of developing skills and strategies. He suggests that teachers use cooperative learning exercises to enable less competent children to develop with help from more skilful peers - within the zone of proximal development. Vygotsky believed that when a student is in the zone of proximal development for a particular task, providing the appropriate assistance will give him enough "boost" to achieve the task.

The untimely death of Lev Semyonovich Vygotsky interrupted his thinking about the zone of proximal development (ZPD). The concept of the zone of proximal

development was originally developed by Vygotsky to argue against the use of academic, knowledge-based tests as a means to gauge students' intelligence. Vygotsky argued that rather than examining what a student knows to determine intelligence, it is better to examine his or her ability to solve problems independently and his or her ability to solve problems with an adult's help. The concept of a zone of proximal development has been expanded, modified, and changed into new concepts since Vygotsky's original conception. The concept of the zone of proximal development is widely used to study children's mental development as it relates to education. The zone of proximal development concept is seen as scaffolding, a structure of "support points" for acting. Although Vygotsky himself never mentioned the term instead, scaffolding was developed by other socio-cultural theorists applying Vygotsky's ZPD to educational contexts. Scaffolding, as defined by George (2011) is a process through which a teacher or more competent peer helps the student in his or her ZPD as necessary and tapers off this aid as it becomes unnecessary, much as a scaffold is removed from a building during construction. It is also the way the adult or a more knowledgeable person guides the child's learning via focused questions and positive interactions.

The zone of proximal development has become synonymous in the literature with the term scaffolding. However, it is important to note that Vygotsky never used this term in his writing, the term was introduced by Wood (McLeod, 2010). According to McLeod, once the student, with the benefit of scaffolding, masters the task, the scaffolding can then be removed he will then be able to complete the task again on his own. McLeod (2010), observed how mothers interacted with their children to build the 3D model. The type of support includes General encouragement e.g. 'now you have a go.' Specific instructions

e.g. 'get four big blocks.' Direct demonstration, for example showing the child how to place one block on another, the results of the study showed that no single strategy was best for helping the child to progress. Mothers, whose assistance was most effective, were those who varied their strategy according to how the child was doing. When the child was doing well, they became less specific in their help. When the child started to struggle, they gave increasingly specific instructions until the child started to make progress again.

The study illustrates scaffolding and Vygotsky's concept of the zone of proximal development. Scaffolding (i.e. assistance) is most effective when the support is matched to the needs of learners. This puts them in a position to achieve success in an activity that they would previously not have been able to do alone. The result of the study showed that children assisted by their mother performed better at furniture sorting than the children who worked independently. Vygotsky's theories fit into current interest in cooperative learning, suggesting that group members should have different levels of ability so more advanced peers can help less advanced members operate within their zone of proximal development. Vygotsky's learning theory has much relevance to the present study since the theory emphasizes cooperative learning strategy contrary to the traditional classroom learning, hence the review of the theory for this study.

### **Piaget's Cognitive Theory**

Piaget believes that good pedagogy must present the child with situations where he can experiment, manipulate, pose questions and seek his answers, reconciling what he finds at one time with what he finds at another time and comparing his findings with those of another child. Piaget believes that the learning process, as self-regulated, involves the transformation of old knowledge to new knowledge. Children should be given the time they

need to explore, understand and remember. The cognitive theory stresses the variables that intervene between stimuli and the responses. This theory points out that two students are likely to respond differently to the same stimuli because of what they have already learnt, hope to achieve and feel are capable of achieving, because of differences that distinguish them from each other. Thus, learning is far more complex than simply linking up connections between stimuli and responses. Learning is more of an individual matter involving perception, processing and assimilation of information, the development of insight and discovery of meaning. The learner prefers to view learning situations as one whole and complete phenomenon. Learning is mainly associated with the classroom and is often competitive, but competitive instruction is often motivated by competition and according to Tabesh (2007), is an extra-curricular activity that develops creativity and problem-solving skills. Piaget's model of learning is interactive such as reading, listening and exploring. This theory has practical applications for students who confront an onslaught of information outside the classroom, where they have the chance to conduct their research and synthesis. Therefore, the competitive instructional strategy could assist Social Studies Education teachers in discovering students' abilities and creativity. Piaget's theory has had a major impact on the theory and practice of education.

First, the theory focused attention on the idea of developing appropriate education, an education with environments, curriculum, materials and instruction that are suitable for students in terms of their physical and cognitive abilities and their social and emotional needs (Elkind, 2009). In addition, several major approaches to curriculum and instruction are explicitly based on Piagetian theory and this theory has been influential in constructivist models of learning. This theory is relevant to the present study because it focuses on the

process of children's thinking, not just its products. In addition to checking the correctness of children's answers, teachers should understand the processes children use to get to the answer. Also, appropriate learning experiences built on children's current level of cognitive functioning are emphasized and only when teachers appreciate children's methods of arriving at particular conclusions that they will be in a position to provide such experiences. In addition, it recognizes the crucial role of children's self-initiated, active involvement in learning activities. In a Piagetian classroom, the presentation of ready-made knowledge is deemphasized and children are encouraged to discover things for themselves through spontaneous interaction with the environment. Therefore, instead of teaching didactically, teachers provide a rich variety of activities that permit student's to act directly on the physical world. Acceptance of individual differences in developmental progress is also emphasized. Piaget's theory assumes that all children go through the same developmental sequence but they do so at different rates. This may be why students compete with each other in classroom settings. Hence, the study seeks to investigate the impact of cooperative and competitive instructional strategies on students' performance in Social Studies.

### **2.03 Concept of Social Studies**

Social Studies Education is a reformatory school instruction designed to equip learners with desirable attitudes, values, skills and knowledge for cohesive social existence in Nigerian society (Mezieobi, 2011). Social Studies Education education is the science of doing or making (creative ideas, social inventions and objects)...that will enable man to interact with (and contribute productively to his) environment (development) efficiently (Orisa, 2011). As cited by Ezezobor (2010), Social Studies Education is that aspect of learning which deals with how to get on with one's environment, physical as well as human

and how to develop these skills, knowledge, attitudes and values that characterize respective and responsive citizenship in a free society. Social Studies Education is the study of problems of survival in an environment and how to find solutions to them. It is a multidisciplinary study of the topic, a problem an issue, a concern or an aspiration (Ogundare, 2009).

### **2.03.1 Curriculum Integration in Social Studies Education Programme**

Social Studies Education is an embodiment of many subjects, it is a multidimensional discipline cut across several subjects. What Coockey said more than four decades ago is, undeniably, still relevant to today's Nigeria. Fafunwa (2010) recently alluded to this individualistic spirit among Nigerians fifty years after political independence from Britain. In his words, “Left unabated at this rate, every Nigerian would have his state, plus his university in his backyard” (Fafunwa, 2010:80). To a large extent, this attests to the seeming failure of Social Studies Education to contribute meaningfully to the Nigerian dream and much of this could be attributed to curriculum politics. The goal of producing honest, committed, knowledgeable, patriotic and diligent citizens which was the ground for introducing an innovative and value-oriented Social Studies Education in the 1960s and 1970s has remained a nightmare, if not wishful thinking. The bright spots in the development of Social Studies Education in Nigeria seem to have been blotted by contemporary revisionism and reductionism driven more by curriculum politics than patriotic vision. The imperatives for civic education, voter education and such other variant elements of integrated Social Studies Education are undeniable in the Nigerian environment reputed for electoral violence and prolonged military dictatorship. However, these emergent curriculum areas need not threaten the survival of Social Studies Education

on the school timetable; rather, they should serve to enrich the content and pedagogies of the subject in Nigerian schools where the intents are devoid of a ‘curriculum warfare’. Like in many other parts of the world, Nigeria separates subject specialists, particularly in History and Geography, never wished that Social Studies Education should survive (Wronski, 1981; Akinbote, 1995 cited in Heafner, 2008).

No one can deny the relevance of the knowledge of the History or Geography of a nation to its growth and development hence, the presence of these subjects on the senior secondary school curriculum is desirable. The problem however is the inexplicable circumstances that led to the extermination of Social Studies. One would have thought, for instance, that its core-elective status at that level be retained with the provision that “Students offering Social Studies Education cannot offer any of Geography, History and Literature-in-English” as stipulated in the third edition of the NPE (Federal Republic of Nigeria 1998: 22). In that case, Nigeria would have been doing a similar thing with Ghana where the senior secondary curriculum has ample provision for elements of the country’s history and geography to make up for the gap which might be created where a student opts for Social Studies Education in view of these older school subjects (Okonkwo, 2002) cited in Fanfwua (2010).

This was the point from where the Nigerian Social Studies Education curriculum development all began. It is strongly suggested that the country returns to the drawing board to seriously address the dark spot in the steady development of the school subject created largely by “curriculum contractors” (Ogunyemi, 2007). Such individuals are hardly able to place State interests above self-interest in a context that requires the development of pluralistic or multicultural citizenship values for sustainable democracy (Ho&Alviar-

Martin, 2010). Until their activities are put under check, the benefit of value and knowledge transformation inherent in Social Studies Education as citizenship education in a globalizing world may elude Nigeria (Heafner, 2008). The following themes could help one understand the integrative nature of a typical Social Studies Education programme: cultural heritage, Global perspective, political/economic issues, Tradition and change, social, History, spatial Relationships, Social contracts, Technology, Peace/Interdependence and citizenship.

**Cultural Heritage:** The cultural heritages of a people are embodied in stories about their values, hopes and dreams and fears and dilemmas. The major responsibility of the school is to transmit the cultural heritage to the next generation. This is accomplished by putting students in touch with history—the people, ideas, artefacts and dilemmas of the past that need to be brought forward as a part of the present and future. Every human society (and groups within large modern societies) has particular patterns of behaviour that make up its culture.

A culture consists of languages, tools, important documents, customs, social institutions, beliefs, rituals, games, attitudes, utensils, clothing, ornaments, works of art, religion, and more. Within social groups, individuals learn accepted means of meeting their needs and coping with problems of living. These ways of perceiving, thinking, and behaving are part of their heritage (Mezieobi, 2010).

**Global Perspective:** Every society struggles with the on-going conflict between the desire for independence and the realities of interdependence. The world is becoming more crowded, more interconnected, and more volatile. There is the desire for peace but the preparation for war continues. What happens in the most distant part of the world may



quickly affect us. Students must, therefore, understand the worldwide dynamics of human, technological, and ideological positions or practices as culture is shared across the world. Inter-dependence demands that our perspective be global.

**Political/Economic Issues:** One of the desired attributes of a citizen of any country is the ability to function effectively within its political and economic systems. This means the ability to make personal and social decisions, often with little time and incomplete information; citizens need to become aware of their political and economic opportunities and obligations (Stella, 2012). To a large extent, citizens still see their civic roles as public and their economic roles as private. We see all “civic” citizens as unequal because of their different standards of living. Within a given country, the citizen must understand the relationship between civic and economic justice and power, and work for the public good as well as the private good.

**Tradition and Change:** People, events, tools, institutions, attitudes, values, and ideas all change over time. History records the struggles of people and groups who favour change and those who oppose change. The rate of change is uneven among and within different cultures and societies but change is continuous and the rate of change in today’s world is accelerating (Ololobouu, 2012). As the rate of change accelerates, we must place greater importance, than in the past, on anticipating the future. Important as change is to our lives, we must recognize that human experience is continuous and interrelated. Continuity and traditions are facts of life and provide life and meaning, beauty, and truth. In some ways, “nothing new occurs under the sun”. All persons, events, actions and change are the outcome of things that have gone before. Students should learn how change and continuity constantly influence their lives (Stella, 2010).

**Social History:** The need for equity and justice, and the large reservoir of historical and contemporary evidence of neglect demands that we include women, minorities, and the so-called ordinary people in our study of the human family. Human values come to life through the stories of people who played many roles in the drama of history. For example, children can learn about courage from stories and teachers can use songs and poetry of the down-trodden to teach about justice. Social history encourages the study of the past through primary sources and personal accounts (Ololobou, 2012).

**Spatial Relationships:** The study of the area, distribution, the examination of particular places, and the delineation of regions help students understand how earth space is organized. People use similar earth space or areas in different ways. The link or interconnect the different areas with transportation and communication routes. They move, messages, and goods and services over the routes. The discipline most involved with spatial relationships is geography. Geography is concerned with understanding the location and spatial arrangement of places and landscapes on the earth. Consequently, geography has a link with social and natural sciences and provides the spatial perspective necessary for understanding culture and human behaviour (Meizeobi, 2012).

**Social Contracts:** The fact that one is part of society also requires that we enter into a social contract with our fellow citizens. This contract influences our public behaviour and defines our privileges and obligations as citizens. Social contracts are entered into not only by people as they approach the age of maturity; they are also a real and necessary part of the groups we call family, schools social clubs and other social organizations (Stella, 2010).

**Technology:** As humans modify nature for their purposes they engage in both science and engineering. Technology can also be understood as one of our “tools”. We use these tools

in utilitarian as well as aesthetic ways to bring comfort, meaning, enjoyment and damage to our lives. In many ways, we are extensions of our tools, we see, hear, travel, fight and stay alive because of tools (technology). Social Studies Education must help students understand the role of technology in their lives (Wesley, 2006).

**Peace/Interdependence:** Today, one hears cries for peace in many languages and from many nations. The tree of peace has its roots in injustice. If there are no roots, the tree dies. The two concepts of peace and justice are inseparable. Every society struggles with the conflicts between the desire for independence and the realities of interdependence. Modern economic systems are based on the principle of specialization because it is more efficient and productive than other ways of getting work done. Specialization occurs when we produce a narrow range of goods and services than we consume. Individuals, businesses, regions or nations, can practice specialization. Specialization results from the division of labour; where productive tasks are divided among workers to take advantage of a workers skill at a specific production operation (Ogundele, 2006).

**Citizenship:** Citizenship in a democracy involves both obligations and privileges. Students need to understand how government and politics work. They need to understand the underlying purposes and values of government in a free society. In Social Studies Education classes, students should have opportunities to develop the abilities required to be effective citizens in a democratic society. Students need opportunities to learn and practice their roles, rights and responsibilities as citizens of a democracy and members of the global community.

The above themes present perspectives that provide students with the temporal, spatial, and cultural criteria necessary for comprehension and rational action. Emphasis on

specific themes may vary through the grade levels. However, each theme must be accorded some attention at each grade level (Tikumah, 2009). Integration, according to the Oxford Advanced Learner's Dictionary of Current English, means combining parts to make one whole. The word integration generally implies the bringing together of many parts to make a complete whole. This means that when an integral part of that whole is removed; its completeness is destroyed or undermined. Based on this, therefore, national integration means combining or joining the various parts of a country or a nation to make one whole. Social Studies Education takes different forms in different places. In Nigeria, the new emphasis is to teach the subject as an integrated discipline. In this integration, different norms exist (Dubey, 2008).

Social Studies Education varies in nature and description from one place to another. This variation can be seen as a line with two ends. At one end some would describe it by identifying history and geography as the core, and sometimes the only subjects subsumed under social studies. To some others, it is economics, sociology and psychology. Any of these two descriptions put the status of Social Studies Education as a "Separate academic subject" according to UNESCO 1982 cited in Fafunwa (2006).

### **2.03.2 Social Studies Education as Value-Based in Nigeria**

The primary goal of teaching Social Studies is to produce honest, committed, knowledgeable, patriotic and diligent citizens who are innovative and value-oriented and can make critical analyses of issues and bring out a solution to issues of living peacefully in a society with a different tribe, religion. To promote peaceful co-existence among these groups, there is a need for integration (Egbefo, 2010). The majority of Nigerians generally identify with their cultural groups, their states and political parties and this causes frequent

political problems. Hence, the role of Social Studies Education is to build a nation i.e. a single nation as endorsed and described in the National Education Policy. Integration is an attempt to bring together the various parts to form a whole (Jekayinfa, 2002) cited in Ololobouu (2012). It could also be referred to as the aggregate of formerly independent and primordial groups or separate independent ethnic groups into larger and more diffused units which are now welded together and whose outlook now transcends that of ethnicity but reflect that of a nation-state (Fadeiye, 2005). There are different forms of integration (Fadeiye, 2005). Socio-political integration, for instance, involves economic and political development. The nation has to integrate its economic and political forces with the view to producing and promoting national survival. Cultural integration involves making all Nigerians identify with a national ideology. Both social integration and cultural integration are necessary for national survival, while national integration could simply be described as an attempt to bring together the different potentials of the nation (human and natural resources) for the common goal Mezeobi (2008).

In other words, national integration is an aspect of nation-building that includes the process of modernization in all aspects. National integration also involves a concern for political order, social and economic welfare. Hence, to promote peaceful co-existence among the cultural groups, there is a need for cultural integration with the view to promoting national integration. Several steps have been taken to promote unity among the various ethnic groups in Nigeria. This includes the establishment of the National Youth Service Corps (NYSC), the establishment of a Joint Admission and Matriculation Board (JAMB), the introduction of the federal quota system in the Nigerian constitution, establishment of federal institutions in some states of the federation, promotion of national sporting activities,

inculcation of patriotism into Nigerian citizens through the introduction of schemes such as War Against Indiscipline (WAI), Mass Mobilisation for Justice, Self-Reliance and Economic Recovery (MAMMSER), War Against Indiscipline and Corruption (WAIC) and more importantly the teaching of Social Studies Education in our schools (Mazeobi, 2008).

The National Youth Service Corps (NYSC) programme which was launched in 1973 was designed for graduates of universities and polytechnics to take part in a compulsory one-year national service. It was created in a bid to reconstruct, reconcile and rebuild the country after the Nigerian civil war. 'Corp' members are posted to other states apart from their state of origin, which will allow them to mix with people from other tribes, social and family backgrounds, thus, they have the privilege to learn the culture of the indigenes in the place they are posted to serve.

It is worthy to note that Social Studies Education has been part of the initiative of most of these steps that have been taken to foster national unity in Nigeria, especially in the schemes that were introduced to inculcate patriotism into the Nigerian citizen, schemes such as WAI, MAMMSER, WAIC. The Social Studies Education curriculum is designed to accommodate the nitty-gritty of these schemes with the hope that it holds the key to success.

Social Studies Education is defined by Garcia and Micheals (2013), as the integrated study of the social sciences and humanities to promote civic competence. Within the school programmes, Social Studies Education provides co-coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, political science, religion e.t.c as well as to appreciate content from the humanities, mathematics and natural science. The primary purpose of Social Studies

Education 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. Based on the reflections of these authors, the first author looked at Social Studies Education as an instructional process through which values and attitudes are instilled in the mind of citizens. The second definition sees it as an idea that will help an individual to become a productive member of society. The third one added some things to the first definition where Social Studies Education is considered as a guide to discover societal problems and provide possible solutions to those problems. While the last one sees Social Studies Education as an integrated design that covers different ideas from different disciplines. Okunloye (2016) opined that Social Studies Education as a subject is an integrated curriculum involving knowledge acquisition, development of skills and the cultivation of attitudes and makes for citizenship education and personal as well as societal problem-solving. The subject encompasses all factors of human Endeavour and low personal and societal, command or national issues are solved through the acquisition of knowledge of Social Studies Education instruction.

### **2.03.3 Challenges in the Implementation of Social Studies Education Curriculum in Nigeria**

As noted above, Nigeria is culturally diverse (Akamere, 2001; Mbeke-Ekanem, 2000) consequently, ethnic loyalty rather than national loyalty is promoted among the various peoples of the country. Thus, national integration is weakened while parochial sentiment thrived among the people. This is evidenced by the various ethnic and religious skirmishes that often occur. Paulley (2011:2)

*"Nigeria is not a nation; it is mere geographical expression. There are no 'Nigerians', in the same sense as there are 'English', or 'Welsh' or 'French'. The word Nigerian is merely a distinctive appellation to distinguish those who live within the boundaries of Nigeria from those who do not"*

This implies that Nigeria's creation in 1914 was ill-conceived and only exists on paper and that it is still far from being united as a country due to the diversity of cultural practices.

Iyamu (1994:87) corroborated the above assertion when he stated that:

*".....The colonial rulership made no serious attempts at integrating the disparate primordial ethnic groups into a coherent political entity. Rather, realising that each ethnic group was (and still is) a basic social unit commanding enormous political force, it chose to accentuate their ethno-cultural consciousness through its policy of divide and rule'. The alien political institutions super imposed on the discordant ethnic units did not operate long enough before independence to pretend to catalyse movements towards national unity. It is, therefore, not surprising that after exhibiting some semblance of unity to rid themselves of the yoke of British colonial rule, the different nationalities later gave vent to inter-ethnic animosities and ethno-cultural grievances in the struggle for power in Nigeria, resulting in several political crises each of which seriously threatened the country's corporate existence"*

Thus, no cultural group in Nigeria can satisfactorily and acceptably represent the other. Every cultural group enjoys autonomy, identity and independence. Despite all, for Social Studies Education to efficiently and effectively enhance the realization of these goals the following challenges

There is the need for a thorough review of the curriculum to accommodate and sustain the wind of change blowing across the globe and should indicate a trend towards tapping the Nigerian resources of cherished African traditions and culture. This will enable learners to appreciate and internalize these values, attitudes, and skills that would be needed for successful living in the modern world.

The evaluation techniques should be modified from the existing practice of recall type to other techniques like observation, interview, checklist, and other methods that are germane to the development of mind and mankind. The subject should equally be extended to the senior secondary school level, where every student should realize his



potentials as a full and effective citizen. There is a need to include the Agenda of the Millennium Development Goal to the Social Studies Education school curriculum from the elementary classes to the tertiary institutions in Nigeria.

#### **2.03.4 Active Nature of Social Studies Education**

Social Studies Education is expected to be actively inculcating the needed value to the citizens to enable them live and meet up with the ever-changing dynamics in the society, values such as; patriotism, love for the country, tolerance, reflectivity, love for one another among others. The teaching and learning landscape of Social Studies Education is complex and challenging to navigate. In an era of standardized curriculum and high-stakes environments that emphasize providing evidentiary warrant for student learning, teachers are expected to be "increasingly effective in enabling a diverse group of students to learn ever more complex materials and to develop a wider range of skills" (Bransford, Darling-Hammond, & LePage, 2005:2). If student learning is to be at the centre of instruction, Social Studies Education teachers must possess knowledge of how children learn and develop, knowledge of subject matter and curriculum goals, and knowledge of teaching in context (Bransford et al., 2005). These understandings form a powerful framework that recognizes the value of evidence-based research on how and what people learn. Similarly, Willingham (2009) asserted that knowledge of cognitive principles can help teachers make sense of and balance the challenging and conflicting concerns in the classroom and assist teachers in predicting how much students are likely to learn.

If Social Studies Education educators are to begin to clearly articulate and appropriately plan for and assess learning, a necessary first step requires that they have access to and understandings of empirical research in social studies. Our attempt here is made difficult by

the very nature of Social Studies Education itself. Social Studies Education is a field that represents the most extreme case of the difficulty of defining the subject matter. Social studies, as a school subject, is a marriage of many distinctive disciplines, including history, geography, political science, economics, sociology, and even psychology. There are many competing definitions of social studies, some of which feature the importance of history, whereas others stress the centrality of civics. These competing definitions of the subject matter have made it difficult for the field to develop a commonly embraced set of standards. (Grossman, Schoenfeld, & Lee, 2005)

Thus, it is important to first acknowledge the "daunting task" of attempting in a single to provide a survey of research on teaching and learning done "under the Social Studies Education umbrella"; and, second, the necessity of carefully circumscribing the scope of review as, the use of the IGIS was only as a tool, a tool that could be used only after clarifying the problem, identifying a solution strategy, acquiring and analyzing resources, formulating a solution, and constructing a presentation; that is, only after significant cognitive processing. These studies illustrate the need for students to adequately and actively process information to learn it. And, although concerns with time and the covering of content are often paramount in the instructional design of teachers, the research indicates the importance of allowing students to interact with texts, technology, and each other to acquire and use knowledge. Concrete processing approaches include but are not limited to journaling and summary writing, graphic organizers, peer tutoring, think-aloud protocols, and various forms of discussion. Strategic thinking, the use of cognitive strategies to increase performance, reflects a systematic cognitive approach to a task. The research on strategic thinking takes two forms, the effects of specific strategy

implementation and the effects of cognitive strategy instruction. Research into the effects of specific strategy implementation is broad, as there are many strategies. In general, as noted above, the effectiveness of specific strategies can be related to the extent to which the strategy elicits the meaningful processing of information.

The ultimate goal of strategy instruction is the autonomous evaluation and control of strategy used by students in specific situations, for valid purposes. This autonomous use necessitates that students be taught strategies within the contexts in which the strategy is applicable and that students are taught to monitor the effectiveness of their strategy usage. This study, however, is more important for what students did not say about strategies and how they used strategies; it becomes clear that middle school students' use of specific strategies in Social Studies Education was very basic and, interestingly, that the teachers were Scaffolding entails various forms of assistance that support the successful completion of complex mental activities.

#### **2.04 Nature and Scope of Social Studies Education**

The institutionalization of Social Studies Education as part of our educational pursuit in African according to Balyejusa (2008) has to be seen as an idea and creation of the concerted educators, philosophers and educators such as Kwame Nkrumah, Tafawa Balewa, Julius K. Nyerere, Jomo Kenyata, Leopold Senghor and a host of many others. These pioneer African scholars and nationalists who were educated during the colonial rule observed and saw the negative consequences of colonial education as an instrument of European imperialism. Their recommended policies and charters became the pillar upon which the present-day educational policies take root. This helped to form the real core on which Social Studies Education stand. The idea of Balyejusa is not to forestall the idea of

indigenous Social Studies Education before the colonial instruction. Thus, Ikwumelu (2011:59) observed the traditional Social Studies Education:

*“That process by which a child is born into a society is made to understand the environment into which he has been born, to learn the things that members of the society should do to enhance the welfare and progress of the society and to learn why they should avoid doing things that might be injurious to the well-being of the society”*

Indigenous Social Studies Education is thus child and society created. This, therefore, buttressed the assertion of Fafunwa (2008) “that African education including indigenous Social Studies Education emphasized social responsibility, job orientation, the political participation, spiritual and moral values”. This, therefore, portrays that indigenous Social Studies Education is both situational and temporal. That is, it is flexible, changing from place to place and from time to time. Nevertheless, it follows the spiral format, extending from known to unknown and from simple to complex.

Social studies, as earlier stated, is a corrective study. Balyejusa agrees that it is corrective because it aims at upsetting the colonial educational activities; it purposed to remedy the educational ills of the society; it seeks to replace any colonial educational, social and technological ills that were inherent in the colonial system of education and the Nigerian society. Social Studies Education is equally a study that emphasizes the importance of man. It places man in a central position and his activities are studied with his environments which could be physical, social or psychological. The goals of Social Studies Education are to produce responsible and participative citizens with analytic skills and attitudes to make their environments yield all that the society for good successful living (Mezieobi, 2008). The essence is to make society a worthy human habitation with fewer problems.

The evaluation criteria of Social Studies Education focus principally on the affective domain values and attitudes. Kennedy (2010) posits that the evaluation of the learner's performance in the other educational domain such as cognitive and psychomotor domains have meanings and significance only within the context of the affective domain. Akande (2012) affirms that the nature of teaching in Social Studies Education refers to a predominate student controlled or directed interactive learning-oriented activities inside and outside formal classroom situations in which the learner actively participate and make a conscious and deliberate act To induce and acquire significant learning under the teacher serving as a learning collaborator, a director, a guide, a catalyst, a director. The teacher in Social Studies Education teaching is not a taskmaster or an autocrat dishing out encyclopedia knowledge. Learning is acquired through active students teachers interaction in ensuring that learning takes place.

## **2.05 Historical Development of Social Studies Education in Nigeria**

There are different narrations on whether Social Studies Education was imported to Nigeria from Britain or America. Social Studies Education emerged in Nigerian schools in - the early 1960s. Ezege (2008). Social Studies Education existed in bits in various Nigerian school subjects such as history, civics, government and other social sciences. This trend continued up to the middle of the 20th century. According to Ayuba (2009), Social Studies Education appeared in some schools in Nigeria with the assistance of the United States Agency of International Development (USAID) in Aiyetoro Comprehensive College, Ibadan. From there social studies continued in various schools considering the consequences of civil war in the 1960s which proved the inadequacy of education, loyalty, honesty, patriotism to the teaming population. The institution of higher learning and

universities helped in the production of personnel (teachers) in the implementation of the Social Studies Education curriculum in various strata of education. For instance, Ahmadu Bello University Zaria has contributed to the production of Bachelor of Education Graduates of Social Studies Education needed in primary and secondary schools in the country.

According to the African Social and Environmental Studies Programme (ASESP, 1994), the purpose and content of Social Studies Education as a school subject are closely related to Africa traditional citizenship education. Viewed from this perspective, the development trend of Social Studies Education in Nigeria can be traced through the African traditional education, colonial, post-Colonial and the integrated approach. African tradition was 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 for an individual's functional and productive members of society. (Ololobou, 2010). This agreed with the primary role of Social Studies Education.

However, through the colonial existence formal type of education was introduced. Although traditional education existed side by side its value was de-emphasized. Education became a tool of western imperialism of foreign cultures and values were what constituted the social aspect of the curriculum. The discrete social sciences particularly History, Geography and Civics 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. Indeed, the 1969 Mombasa conference formally and officially adopted

Social Studies Education to achieve the purpose. This marked a new beginning of Social Studies Education in Nigeria. Before the Mombasa conference in 1968, there were some other efforts in Social Studies Education.

Perhaps the early beginning of a truly indigenous Social Studies Education programme in Nigeria was the Aiyetoro experiment known as the “Ohio project” which was a programme of an educational partnership between the government of the then western region of Nigeria and the University of Ohio in the United State of America (Makinde, 1979). This leads to the teaching of Social Studies Education to teachers and the subsequent production of Social Studies Education syllabus and textbooks. A 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 conference in January 1969, the Social Studies Education Association of Nigeria (SOSAN) had been launched at the cooperative college, Ibadan to promote the effective teaching of Social Studies Education in Nigeria. However, with the National curriculum conference in education, the Nigeria Educational Research Council (NERC) was formed in 1970. This agency with the Comparative Education Study and Adaptation Centre (CESAC) organized series of seminars and workshops which led to the production of Social Studies Education curriculum materials for primary, junior secondary and teacher education programmes in Nigeria.

With the federal government’s introduction of the UPE scheme in 1976 and the 6-3-3-4 system of education in 1982, Social Studies Education was made a core subject in primary and junior secondary schools. Curriculum materials were produced for Social Studies Education for these levels by NERC and CESAC. Social Studies Education is not

only taught as a core subject in the primary and junior secondary schools, it has a pride of place in the teachers' education programme in the country. At various universities, Social Studies Education can be studied from the first-degree level to the doctoral level. In keeping with the dynamic of nature, Social Studies Education now has new themes, for example, infused into the curriculum to make it relevant to the needs and aspirations of the society and for preparing learners to become productive and functional members of the society. Social Studies Education has indeed come a long way and thus now have a place of respect and importance in Nigerian education today. It was believed that using cooperative and competitive instructional strategies in the teaching of Social Studies Education in the Schools yields positive effects for the academic performance of students in Social Studies Education

## **2.06 History and Justification for the Introduction of Social Studies Education in Nigeria**

The dynamics of society and the demands it has placed on individuals and the entire society require the search for solutions to arrest certain prevailing circumstances and challenges. New realities and pressing social needs have compelled many nations across the world to adopt Social Studies Education among countries that are not farfetched from what it is in Nigeria. Thus, for a clear understanding of the rationale for Social Studies Education in Nigeria, we need to look at the philosophy behind its introduction and what it is intended to achieve.

According to Aina (2007), Social Studies Education was introduced into Nigeria as an answer to specific national problems. In the late 1960s, most educators in Nigeria clamoured and agreed that the schools must be Nigerian in outlook rather than emphasizing foreign ideas. This is because the form and content of education for Nigeria, designed was



to serve the interest of the colonial masters. It was an education for the subjugation and alienation of the Africans from his environment. As noted by Ololobouu (2010) instead of the educational system to develop positive attitudes and values in the society in which African child lives, it alienated him from his cultural environment.

Consequently, the educational reforms that led to the introduction of Social Studies Education in Nigeria had the following underlying motives according to Ololobouu (2010) viz:-

- a. The need to make education more relevant to the needs of the individual and the society;
- b. The need to use education for national integration and socio-economic development;
- c. The need to develop the right societal values;
- d. The need to make an individual response to the society in which he lives.

Based on these, it was thought that through social studies, the love of the country could be developed in our school-children in such a way that they will develop strong attainment for the country and government.

Kennedy (2011) rightly observed that Social Studies Education was introduced in Nigeria as a “corrective study” that is to remedy the colonial activity of the past with the notion to properly address the present and future needs of Nigerians. The cultural and ethnic diversity of the Nigerian nation provided diverse relationships among the inhabitants of Nigerians. This relationship is manifested in multi-lingual, religious and ethnic sentiments that culminate in a relative lack of peace and unity and undemocratic living. This spectre of cultural, linguistic, and ethnoreligious relationship influence Muslim and

Christian worshipers in Nigeria. Thus Okam (2008) is of the view that Social Studies Education in Nigeria aim at breaking the ethnic, religious, linguistic and cultural barriers that keep apart from the various groups that constitute the Nigerian society so that nation-building can be facilitated by the concerted efforts of those divergent people of the Nigeria Police.

Kennedy (2010), instructed that the “social function of Social Studies Education has been the preparation of pupils or students for responsible citizenship”. Thus, Social Studies Education was introduced as a programme to help in developing and improving social living in the community, country and the world as a whole. Amdii (2009) posits that Social Studies Education was introduced to make Nigerians understand as observed by Tikuma (2008) that the people constituting the Nigerian population have much more in common than they differ. Ilori (2010) observed that if Nigeria I to remain a nation then, it needs of “ethnic revolution”.

The justification for the inclusion of Social Studies Education arises from the deficiencies of the separate social science subjects such as History, Geography, Political Science, Economics, Government among others as means of studying the entire society. Thus, Mezieobi (2008) observed that the segregation and fragmentation of courses in humanities and other social science in their distinctiveness present the world in false view. Therefore, artificial subject boundaries and present knowledge in an integrated and united approach to learners.

Social Studies Education in Nigeria is justified by a multitude of negative values, poor attitudes to work, disrespect for constituted authorities and the absence of a sense of patriotism by Nigeria (Mezieobi,2008). Social studies, a value-laden subject was taught to

provide a value re-orientation platform to inculcate social-civic and effective competence in Nigeria and Nigerian society. This will expose the Nigerian youths to the problems in society and equip them with the necessary skills needed for their survival. In addition, Andii (2009) opined that the introduction of Social Studies Education into the school curriculum in Nigeria was part of a general response to the problems of independence and reverses the colonial education which did not cater for our societal values.

In addition to these, its introduction was designed to develop basic skills that are essential to the healthy development of ideas of democracy such as thinking and creative thinking among others. Kennedy (2011) asserts that these skills are accomplished through learning experiences that involve problem-solving and critical thinking. Above all, the National Policy on Education (2008) stipulated that quality of instruction at all levels of the Nigerian education system must be geared towards inculcating the following values in learners.

- a. Respect for the worth and dignity of the individuals
- b. Faith in man's ability to make decisions.
- c. Moral and spiritual values in interpersonal and human relations
- d. Share responsibility for the common good of society.
- e. Promotion of the emotional physical and psychological health of all the children.

Social Studies Education objectives are derived from the national educational objectives and are aimed at the realization of the aspirations of the national educational objectives. It was introduced to achieve such goals as national consciousness, national unity, development of positive attitudes towards democratic values and effective citizenship among others. Thus, Social Studies Education based on its objective was

introduced as the most adequate subject for the realization of the national educational objectives at all levels of the education system.

## **2.07 Social Studies Education Curriculum for Junior Secondary School**

In other to present Social Studies Education holistically to students, its Curriculum

Includes:

### **JSSI**

- Social Environment
- Physical Environment
- Cooperation and Conflict
- Institutions
- Civic Rights and Responsibilities
- Culture and Identity
- Nigerian Cultural Patterns
- Common Heritage and National Symbols

### **JSS2**

- Physical Environment
- Educational Institutions
- Leadership and followership
- Development
- Social change
- Science, Technology and Society
- National Economic Life
- Culture and Identity
- Cultural Identity

### **JSS3**

- Origin of Man
- Social Environment / Community
- Institutions

- Socialization Agencies
- National Economic Life
- World and its People
- World Transport and Communication

## **2.08 Instructional Strategies at JSS Level**

Instructional strategies are vehicles with which students are kept actively interested and involved in activities that result in learning. Maiyaki (2009), observed that for a teacher to effectively secure the attention, interest and concentration of the students, he should recognize what to teach (content) how to teach (method) and organize different teaching techniques (strategy). Thus, for a better understanding of Social Studies, it is required that the teacher adopts different techniques which should be skillfully and resourceful teacher is in identifying and selecting the method to use to achieve the aims and objectives of the lesson.

Instructional strategies are also a description of the learning objective oriented activities and dissemination of information between teachers and learners. Instructional strategies are many and anyone the teacher uses, has advantages and disadvantages while every strategy a teacher used, requires a very serious preliminary preparation. A good teacher would develop skills to make the teaching process very meaningful to students. The instructional strategy to adopt depends on certain factors like the age of a student's developmental level, the learning experience of students, the subject matter content, the objective of the lesson and available human and materials resources (Lawrence, 2009).

Instructional strategies could therefore be referred to as a collection of techniques that can be used by teachers to teach the learners to promote, encourage and facilitate teaching and learning activities. Abioye (2011) maintained that when different techniques

are properly organized and appropriately used, they help the teacher to teach more efficiently and learners learn faster and better, this will help to achieve the purpose of the general method.

In the teaching of Social Studies Education in secondary schools, the researcher believes that the progressive approach should be emphasized instead of the traditional practice that can no longer meet the need of the modern instructional strategies. The traditional approaches are the lecture method, subject-centred approach and memorization approach, to mention just a few. Iyewarun (2008) opined that the progressive approach of teaching includes student's centred approach, inquiry, role-playing, problem-solving and team teaching, think-pair-share students.

However, Adeyinka (2011) opined that all Social Studies Education teachers should bear certain basic assumptions in mind, which include; -

- i. That the teacher should select teaching strategies most suitable to his teaching objectives and other content.
- ii. Social Studies Education as an academic discipline calls for teachers and students placing, emphasis on open-ended problem-solving discovery and inquiry techniques.
- iii. That the method of teaching and learning is determined by the content of Social Studies Education programmes being presented.
- iv. That teacher should emphasize the process of teaching rather than the information available.
- v. That Social Studies Education teaching today must be related to real-life within the society in which students live and interact with their environments.

For effective teaching of Social Studies, the teacher should know various instructional strategies, out of which he/she would select the most appropriate one. There are two approaches to the teaching of Social Studies. They are traditional which includes the conventional method, subject centred approach and memorization approach, while the progressive approach includes student-centred, role-playing, problem-solving team teaching and think-pair-share.

- a. The Traditional Approach: This is a common procedure that most Social Studies Education teachers make use of to teach Social Studies Education in Secondary Schools.

Teachers make use of this method to introduce materials to students and explain difficult concepts to them. The teacher does most of the talking. At the end of the presentation, he/she asks questions for students to evaluate his teaching.

- b. The Progressive Approach Includes Team-pair-solo-Here, students answer questions as a team, then with a partner and finally on their own. It is designed to motivate students to tackle and succeed at problems that initially are beyond their abilities.
  - i. Three-step-interviews: This is an instructional strategy where each member of a team chooses another member to be a partner. In the first step, individuals interview their partners by asking questions. During the second step, partners reverse the role for the final step; members share their partner's response with the team.
  - ii. Jigsaw Instructional Strategy: Here, a group with five students is set up, each group member is assigned some unique materials to learn and teach his group members.

- iii. **Numbered Heads Together:** This is a type of cooperative learning where a team of four is established. Each member is given numbers 1,2,3,4. Questions are asked from the group. The group works together to answer the questions so that all can verbally answer the questions. The teacher provides answers to the questions so that all can verbally answer the questions. The teacher calls out a number (two) and each of the two is asked to answer.
- iv. **Think-Pair-Share Instructional Strategy:** Think-Pair-Share is a strategy designed to provide students with “food for thought” on a given topic. This would enable them to formulate individual ideas and share these ideas with other students. This is to encourage students “classroom participation”. Instead of using the conventional method in which a teacher asks the students questions and expects a student to offer a response, the use of think-pair-share instructional strategy encourages a very high degree of students response and keeps them busy because students are given time to think and later share their thought with other students (Margo, 2010).

Teachers using the think-pair-share strategy may tell the students to write or draw their responses.

The strategy helps students to develop a conceptual understanding of a topic, develop the ability to filter information, draw conclusions, and develop the ability to consider others points of view. The steps involved include:

1. The teacher poses a problem or asks open-ended questions to which there may be a variety of answers.
2. The teacher gives the students “think- time” and directs them to think about the question.
3. Following the “think – time” the student turn to face their learning partner and work together, sharing ideas, discussing, clarifying and challenging.



4. They pair – share their ideas with the whole class.

In the use of Think – pair share instructional strategy, when students THINK, there is the waiting time, because it is a silent thinking time, it eliminates the problem of eager students who would always shout out answers in the class. The teacher who possesses a question and tells everyone to think about it is quite different from one who asks a question and calls on a student to respond. During the pair time, students get to try out their answers in private with their mate before blowing the answer publicly. The student who would not speak in the class is at least answering someone. At times, they find out that their answers seem stupid or incorrect. Students are more willing to take risks and suggest ideas because they have already “Tested them with partner”.

## **2.09 Co-operative Instruction**

Co-operative instruction can be defined as a learning approach that enables students to learn from each other creating a small mixed group towards a common purpose in an academic subject (Simek, Yilar and Kuchk 2013). In other words, co-operative instruction is a student’s centred learning approach that allows the students to learn from each other with the attainment of a specific goals in an academic environment. Co-operative instruction means a small dedicated group of students learn together and take advantage of each other to achieve a common goal (Amitta, 2010). Co-operative instruction can also be described as students working together independently on group goals to teach (Baron, 2007). In the same vain Brown (2007) described a co-operative instruction class as a learner-based class that is not competitive. It is a class where students have the chance to share ideas and knowledge while working in a group. We can say that through co-operative instruction class students share ideas and knowledge, develop and understand new

concepts. Co-operative learning occurs through serial techniques which include sharing information among students and motivating them to learn from each other.

Co-operative instruction can be defined as an approach in which students give helping hands to each other with an academic issues as a centre of focus within and outside the classrooms, which results in going of self-conference, developing communication skills, strengthening their problem solving and critical thinking abilities and participation in teaching learning process activity (Eilks 2010, Gillies 2008). Co-operative instruction can be described as a means of preparing students for, when necessary, integrating their energies and working together for a common purpose in various setting both at home and at work (Eilks 2010; Levine 2009; Gillies 2008, and Henessy and Eyans, 2011).

Cooperative instruction is more than grouping students into groups. It is a paradigm shift from a teacher as information providers and the sole source of knowledge, to teachers as the facilitator. Co-operative instruction involves the use of tasks whose completion refined combined efforts and skills of the individuals' group members (Zingaro, 2008). in other words, cooperative instructional strategy is a teaching strategy that shifts from the teacher as the all in all in imparting knowledge to students but students occupying the place of searching out and creating concepts knowledge and new ideas with teachers' serving as a guide. Co-operative instruction is a learning environment that gives room for active participation of students in the learning process and makes provision for students to have control of one's learning. Learning environment portraits by co-operative instructional strategy assume that students seek information and understand through active mental research with each group monitoring the makeup of the class in terms of ability, background and gender (Awokoya, 2010). In other words, a co-operative instructional

strategy displays a confident environment for learners to learn at their own pace with consideration for the heterogeneous make-up of the learners. Co-operative instructional strategies are classroom activities that students undertake in groups. These kinds of activities require students to share knowledge to achieve a certain goal while talking together and exchanging information (Tuan, 2010).

Co-operative instruction allows the teacher to actively involve students in discovering knowledge through a new learning process. The learning process takes place through dialogue among the students. Dialogue can be achieved through formation, questions, discussions, explanations, debates, writing and brainstorming during class (Institute for Dynamic Educational Advancement) (IDEA, 2010).

Cooperative learning consists of five basic elements: positive interdependence, promotive interaction, individual accountability, the teaching of interpersonal and social skills, and quality of group processing. Learning situations are not cooperative if students are arranged into groups without positive interdependence (Johnson and Johnson, 2009).

Positive interdependence means a cooperative learning situation; students are required to work together as a cohesive group to achieve shared learning objectives (Yager, 2000). In the process, students must be responsible for their learning and the success of other group members' learning (Slavin, 2011).

In cooperative learning, to coordinate efforts to achieve mutual goals, participants must: (a) get to know and trust each other; (b) communicate accurately and unambiguously; (c) accept and support each other; and (d) resolve conflicts constructively (Johnson and Johnson 2009). The five elements of cooperative

learning are crucial to enhance both the social and learning processes among the participants.

- Individual Accountability involves students' understanding that they will be held accountable for their contributions to the group, that free-loading will not be tolerated, and that everyone must contribute”.
- Social Skills refers to interpersonal and small group skills each as effective communication which is needed to cooperate successfully.
- Face to Face Interaction involves working in small groups where students can see each other and are engaged in the face -to face interaction.
- Positive interdependence which encourages students is established when everybody understands that each member's contribution is important in helping the group to achieve its goal.
- Group Processing refers to the assessment of cooperative learning. It can be described as a formative assessment that focuses on students' feedback on the learning process, including the students' reflection on what they still need to do to accomplish their objectives. Similarly, Al-Yaseen. (2014) noted that cooperative learning covers many aims which can be summarized as follows:

**Academic Learning:** Students acquire the content of the subject, develop meta-disciplinary competencies which include forming hypotheses, making decisions and finding categories. Moreover, cooperative learning is effective in promoting academic achievements with students of all ages (Hornby, 2009).

**Social-affective Learning:** Social-affective learning is another aspect in which students can benefit from cooperative learning. They learn to support each other, to deal with

heterogeneity in a group, to work in a team and to deal with the perspective of others. Cooperative learning activities build supportive classroom communities, students learn to listen and respect each other, and therefore everyone can feel that they are at the centre at the same time.

**Personality Development:** Personality development is another benefit of Cooperatives learning. It helps students strengthen their confidence in their abilities and motivate them to apply themselves more in the learning process. If learners realize that their contributions is accepted in a group and even necessary and useful for the aim of the other classmates allow for personal growth and responsibility (Zhang, 2010).

### **2.9.1 Forms of Cooperative Instruction**

Cooperative Instruction is an effective means of achieving lesson objectives, thus, it is a burden on the teacher to ensure that learning groups are well organized in a manner that can enhance teaching and learning. Below are cooperative groups in a learning environment. Forms of cooperative groups.

**Table 1: Cooperative Instruction Groups**

<b>Name of group</b>	<b>What is this?</b>	<b>Works best for</b>	<b>Benefits</b>	<b>Drawbacks</b>
Pair-share	Two students with one problem share their ideas or questions. Each person speaks, listens & gives feedback	Content that requires discussion, reflection, or explanation.	Increased engagement time helps those who are shy	Fewer perspectives and solutions
Jigsaw	Each member of the small group researches one part of the question/content for a certain amount of time. The members of the group come back together. Each member teaches his/her part to the rest of the group.	Content that requires discussion, reflection, or explanation.	Students gain teaching and research skills	Some students feel pressured by a time limit
Split-class discussion	The class is split in half. Each side discusses/ debates their knowledge/beliefs, etc.	Debates or discussion	Students may change their opinion or develop a different perspective.	Some students may speak less with such a large group.
Random groups of 3	Class is split into a group of 3. The groups discuss the topic.	Predicting what will happen responding to a situation.	Receive a variety of feedback group members are accountable	Easy to leave out or team up against shy students or one who has a different opinion.
Ability/interest/friendship Group	Students are divided into groups based on some quality that they all have in common.	Creating plays/skits or an activity in which students must work together outside of class.	Students can work at a pace that best suits them students are rarely bored and often motivated.	It is unrealistic to find a completely homogenous group weaker or unpopular students may be excluded.
Diversity groups	Students are formed into groups where they come from a wide variety of backgrounds, interests, etc.	Exploring geography, history and diverse lifestyles.	There are many opportunities to gain different perspectives.	Minorities may become alienated.
Multi-aged groups	Students are divided into groups in which there are a mixture of ages	Older students teaching younger students (i.e. science experiments).	Older students-there is less pressure to compete with peers Younger's students-feel important that an older person is spending time with them.	Older students may be a bad influence. Older students may not know how to work with a younger child or an "at-risk" student.
Peer-led conferences	Students prepare and lead a discussion with parents, instructors, students, etc.	A major project in which students' setup stations for several bits of intelligence.	Students get the opportunity to authentically teach students to learn self-confidence.	Students whose parents are in active the school may be alienated from those whose parents participate some students may not be involved in interactions.

### **2.09.2 Merits of Cooperative Instruction**

Research has shown that cooperative instruction can help students develop skills in communication. Cooperative instruction is the opportunity for groups to work together and for students to talk to one another. This method creates a positive learning environment for students and allows students to have more opportunities for communication (Brecke and Jensen, 2007). Cooperative learning stimulates cognitive activities, promoting higher levels of achievement and knowledge retention (Tran, 2014). Cooperatives learning has been reported to improve students' academic achievement (Beck and Chizhik, 2008; Zain Subramaniam, Rashid and Gbani, 2009). As an illustration, "one study of the Jigsaw II and GI effect among 98 elementary school experimental group had higher academic achievement ( $p < .001$ ) than those in the control group (effect size [ES]= 0.84) (Lampe, Rooze, and Tallent-Runnels, 1996 cited in Tran, 2014). Cooperative learning is a catalyst for intrinsic motivation. It provides extrinsic motivation for developing learning effectiveness. Furthermore, cooperative learning facilitates a greater improvement in students' performance and self-esteem than does a competitive or individualistic learning environment (Johnson & Johnson, 2005). In cooperative learning, the goal of the class members is to learn the assigned material and to ensure that all other group members do likewise. On the level of interaction pattern, the cooperation may be extended to the class (by ensuring that everyone in the class learns the assigned material) and to the school level (by ensuring that all students in the school are progressing academically). Students promote each other's success. Students discuss the material with each other, explain how to complete the assignment listen to each other's explanations, encourage each other to work hard, and provide academic help and assistance. This interaction pattern exists between as

well within groups. The evaluation of outcome is based on criteria reference assessment and evaluation system. The focus is usually on the learning and academic progress of individual students but may also include the group as a whole, the class, and the school.

### **2.09.3 Teachers' Role in Cooperative Instruction**

“Learning is influenced by various factors, ranging from teacher factors, learner characteristics and teachings strategies”. In a cooperative learning class, teachers are the main facilitators of learning who should guide their learners on how best to achieve educational objectives (Zhang, 2010). Teacher talking time should be less than student talking time (Jacob, 2006). Teachers also are required to provide their learners with model answers to encourage further learning.

### **2.09.4 Students' Roles in Cooperative Instruction**

According to Zhang (2010), Learners are active participators and autonomous learners. Jacob (2006) reminds us of five roles that learners have to perform during a cooperative learning activity. These five roles are: (a) facilitator is the member who coordinates the group be aware of time constraints, keeps the group's work; (b) recorder's responsibility is recording what the group has accomplished;(c) reporter tells others about the group on tasks and fills in for missing group members; (e) observer of collaborative skills checks if the group members are using a particular collaborative skill deemed important to the group's interaction.

## **2.10 Competitive Instructional Strategy**

Competitive instructional strategies (CPIS) can be defined as the presence of negative goal or reward interdependence. According to Humphreys, Johnson and Johnson (2008), this type of learning strategy is defined as one in which individuals are rewarded so that one receives a minimum reward. Each participant struggles to outshine the other by all



means, at all cost as they compete among themselves. In this arrangement, the teacher verbally encourages individuals' efforts, makes sure that the students sit apart from each other in order to keep them from sharing ideas. The students are usually instructed to work on their own and only refer to the teacher when they need clarification. Students using competitive instructional strategies are evaluated strictly on a norm-referenced basis of how their performance compared with that of their peers and the student who won is praised and rewarded by the teacher (Okoro, 2012). This is likely to provide frequent and instant feedback as to the current status of each student. It could also encourage healthy competition if properly coordinated and since the reward is based on individual work output participants are motivated to get the best. However, in a highly competitive class, the high achievers tend to be proud while the low achievers tend to withdraw. This action could lead to a state of lack of interest. Secondly, the attitude of survival of the fittest which is one of the characteristics of competitive instructional strategies could lead to antisocial behaviour. For instance, low achievers may develop hostile feelings towards high achievers. Competition could be among group members or between groups.

Contador&Conde (2010) viewed human competition as a contest where two or more people strive for a goal that cannot be shared, usually resulting in a victor and loser. Individuals and/or groups are placed in positions where they must vie for the achievement of an outcome. It is controversial whether competition in education is positive or not. Verhoeff(2007) is a strong supporter of its benefits, claiming that a well-organized competition challenges its participants to give their best because it enhances students' motivation and learning. Also, Lawrence (2008) agreed with that idea, reporting that competition encourages active learning and increases motivation. Folu (2007) also

recognizes the several odds in competitions such as gain and higher self-esteem. Furthermore, Fasli&Kopoulos (2011) show that a competitive element acts as an incentive for all students to put in more effort and even we students persist with participating in the activity. In this line, Siddiqui, Khan &Katar (2008) present a study that demonstrates the high sense of competition among students. Lam, Yim, Law & Cheung (2011) however state that competition damages the learning process by forcing students to focus on goals instead of the process itself. Vockel (2010) also argues that the stress to which a student is involved in a competition can have more negative effects than the benefits expected from it.

Apart from this controversy, there is a general agreement that team competition is less harmful to students and can effectively improve their learning skills. Lam, Yim, Law & Cheung (2011) examined students' preference towards different kinds of competition and their satisfaction concerning the learning experiences. Their result revealed that students prefer anonymous face to face competition since the former is likely to induce stress and other similar negative emotions. Moreover, Shindler (2009) defines a healthy competition as a short activity where outcomes have to be trivial and which has to focus on the process rather than on the outcomes. However, even though the competitive instructional strategy has its shortcomings, it can still be an effective means of presenting instruction if used in combination with cooperative learning strategy.

Learning is mainly associated with the classroom and is often competitive but competitive instruction is often motivated by competition and is an extra-curricular activity that develops creativity and problem-solving skills (Tabesh, 2008). In competitive instructional strategy, the child has other learning companions surrounding him or her who have a similar or stronger drive for competition or academic success (Hardman, 2007).

Hardman stated that when a child matures and blossoms throughout the awkward but necessary years in an academically competitive atmosphere, experts say and data proves that the majority of the time, he will be more successful than the child that matures in a non-academically competitive environment. Competitive instruction, according to Hardman is a type of learning that is motivated by participation in a competition. There have been criticisms of this type of learning. One is that because there is only one winner, all other students must fail and it may be linked to high anxiety levels, self-doubt, selfishness and aggression. In addition, it may promote cheating and interfere with the capacity of problem-solving. As a result of the criticisms enumerated above, teachers need to identify the kind of competitive activities that could have destructive or constructive outcomes before implementation. Griffiths, Podirsky, Decking & Maxwell (2010) suggested that competitive groups can be arranged to host interpersonal competitions separately from one another. This stage can maximize the number of winners. They opined that competitive instruction is most appropriate when students need to review learned material. Tabesh (2007) is of the view that homogeneous grouping allows the groups to be as evenly matched as possible to provide a challenging environment for competition. Tabesh is of the view that the use of competitive alongside cooperative instructional strategies during instruction makes learning outcomes more effective.

This involves ranking groups from highest to lowest in achievement through cooperative instruction and interpersonal competition in clusters. The highest achieving member is then moved up to the higher-ranked group and the lowest-ranked member is moved down to the lowest-ranked group. Johnson, Geoffrey, Johnson, Nelson and Skon (2013) reviewed 122 studies and compared the relative effectiveness of cooperation, with

intergroup competition, interpersonal competition and individualistic goal structures in promoting achievement and productivity. They found out that cooperation was more effective than interpersonal competition, implying that cooperation outperforms competition regardless of the methodological quality of the study. Tabesh (2007) and Griffiths, (2007) stated that competitive instruction can also be a cooperative activity when the students formulate their terms and rules of the contest giving them ownership of the activity. Students learn in various ways and they may have their styles. Some enjoy group work, others may enjoy individual work and some may prefer teacher centred-instruction and others may be interested in self-generated research projects.

Competitive instruction, according to Tabesh (2007) is mainly organized as an extracurricular activity and some sort of project-based learning that can cause motivation and satisfaction which will be accomplished through problem solving and creativity. Therefore, competitive instruction is usually organized according to the following concerns;

- Competitive instruction is motivated towards participation in a contest
- Competition platform should be organized
- Competition could be considered as an individual effort or teamwork
- Participation in a contest should be highly motivational
- Competition should cause a high level of creativity
- Competition should generate some challenges which could be pedagogical

To promote competitive instruction, Tabesh (2007) suggested that the following methodology be taken into consideration:

Create a competition platform imposed motivation for group and cluster works

- Set up a training program
- Support managerial issues among the group members
- Organize pre-competitions widely
- Keep certain environment for competition
- Group ranking to maximize winners
- Keep chances to re-compete for the contestants
- Organize clubs for contestants for future cooperation
- Keep opportunity for contestants to run the future contests and be members of the club

The guidelines stated above are facts that teachers need to have in mind when setting up a competitive class as it could assist the teacher in the choice of the type of instructional strategy to use to enable students to develop and use competitive instructional strategy in learning Social Studies. From the foregoing, the importance of students developing and using cooperative and competitive instructional strategies cannot be overemphasized. Therefore, since the study at hand is aimed at finding the effect of cooperative and competitive instructional strategy on students' performance in Social Studies, introducing students to the use of cooperative and competitive instructional strategies in Social Studies Education concepts could enable them to process information, plan Social Studies Education activities, monitor their attention and sustain their interest in learning Social Studies.

#### **2.10.1. Different Techniques of competitive Instructional Strategy**

The different techniques of Competitive Instructional Strategy are as follows viz:

- i. Competitive Integrated Reading and Composition (CIRC): is a comprehensive programme for teaching, reading and writing in the upper elementary grades. In this model, the students work in four-member competitive learning teams. They engage in

a series of activities with one another such as reading to one another, making predictions about how narrative stories will come out, summarizing stories to one another, writing responses to stories and practising spelling, decoding vocabulary. They also work together to master main ideas and another comprehension.

Team Games Tournament (TGT): is one of the competitive learning strategies designed by Slavin for review and mastery learning materials. Students learn materials in class; this can be taught traditionally, in small groups, individually, and using activities. The heterogeneous study teams review the materials, and then students compete in academically homogenous tournament teams. Students bring 2-6 points back from their tournament to their study teams. Points are totalled and normalized (for a group size of 4). It is the study team that is successful. It should be noted that the tournament is based on materials often for which there is a specific correct answer.

- ii. Think-Pair-Share: is a competitive learning strategy developed by Lyman and his colleagues in Maryland. It got its name from the three stages of student action, which emphasise what students are to be doing at each of those stages. It involves the use of instruction, a conversation which promotes learning during conversations; learners mediate each other' learning through dialogue about the shared experience. Students are allowed to contribute different levels of interpretation of a text, while the teacher notes the interpretation (Ofodu, 2009).
- iii. Reciprocal teaching: It focuses on the use of four comprehension strategies which are: summarizing; questioning clarification, and predicting. Reciprocal teaching techniques are strategies skilled readers apply almost automatically whenever they

process print but poor readers seldom do probably because they do not know how to use them (Wolfolk, 2006)

- iv. Learning together: is a competitive instructional strategy in which students in four-or-five members heterogeneous groups work together on an assignment. It was developed by Johnson and Johnson (2009). The groups hand in a single completed assignment and receive praise and rewards based on the group products. This method emphasizes team building activities before students begin working together and regular discussion within groups about how well they are working together and regular discussion within groups about how well they are working together (Johnson and Johnson (2009).
- v. Academic controversy: Johnson and Johnson (2009) opined that controversy exists when a person's ideas, information, conclusion, theories and opinions are incompatible with those of another, and two parties seek to reach a consensus. Academic controversy is rooted in the instructional use of intellectual conflict to enhance higher achievement and increase the quality of problem-solving, decision making, critical thinking reasoning, interpersonal relationships and psychological health and wellbeing to achieve this, the students are expected to engage in research and prepare positions and rebut attacks on their point of view and reach a conclusion that everyone can agree to (Ofodu, 2009).

### **2.10.2 Benefits of Competitive Instructional Strategy**

In competitive instruction, the goal of class members is structured to perform faster and more accurately than other classmates. The level of interaction pattern in competition may be focused on the group (by seeking to be the best learner in the group), the class (by

seeking to be the best learner in the class), the school (by seeking to perform higher than anyone else in the country). It cannot be extended to inter-group competition without it becoming in-group cooperation. Students obstruct each other's success. Students work alone, hide their work from one and another refuse to help or assist others and may interfere with and seek to lower each other's efforts to learn. The evaluation of outcomes is based on a non-referenced evaluation system. The focus of assessment and evaluation is on ranking students' academic performance from best to worst (Johnson & Johnson, 1999).

### **2.10.3 Students' Roles in Competitive Instructional Strategies**

To make competitive instructional strategies successful students have a critical role to play because they are the main target, Nagpal (2013) identified six roles of students in competitive instruction as itemize below.

- i. Do self-assessment of readiness to learn;
- ii. Define learning goals and develop learning contract;
- iii. Do self-assessment and monitoring of learning process;
- iv. Take initiative for all stages of the learning process-need to motivate selves;
- v. Re-evaluate and alter goals as required during a unit of study;
- vi. Each student needs to keep track of how the competition is going and the progress made;
- vii. Students to monitor the progress of his competition to compare ability, skill or knowledge with peers in competitive learning;
- viii. Students to learn how to recognize the perspective necessary to engage in competition successfully;



- ix. Students need to develop appropriate behaviour in which they can win or lose gracefully and with good humour, and in which they can look at the results of anyone competitor, that is limited information on which to base their worth. (Johnson Johnson 2012).

#### **2.10.4 Teachers' Roles in competitive Instructional Strategy**

Planning, directing coordinating and combining learning activities for effective teaching is solely the responsibility of the teacher, this view is collaborated by Nagpal (2013) who itemize the following role of the teachers' as presented below:

- i. Build a cooperative learning environment;
- ii. Help to motivate and direct the students "learning experience;
- iii. Facilitates students "initiatives for learning;
- iv. Be available for consultations as appropriate during the learning process;
- v. Serve as an advisor rather than a formal instructor;
- vi. The teacher is to plan and set up a competitive goal structure, by presenting the goal of winning as doing better than the other students in the group. This will facilitate and encourage each student to work on his own with a planned way for him to monitor the progress and product of the other students;
- vii. The teacher should reward each student based on how well he does and compares to the other students. It must be noted that in assigning goal structure to students he should let them know what they are expected to accomplish and how long the students have to accomplish it;
- viii. Another skill that is involved in competitive strategy is clarifying rules before the start of the competition. In other words, each student should know what can and cannot be done in competition. This means that the rules should be clear and devoid of ambiguity to ensure appropriate behaviour by the students.

## **2.11 Gender Differences in School Performance**

Education is the legacy a nation can give to its citizens, especially the youth. This is because the development of any nation or community depends largely on the quality of education of such a nation. It is generally believed that the basis for any true development must commence with the development of human resources. Much then said that formal education remains the vehicle for socio-economic development and social mobilization in any society (Akande, 2007).

Educators are incessantly concerned about the need to improve academic achievement in schools. The various biological differences in human make-up particularly between male and female human beings in most cases have held to the suspicion that one sex may have a “learning edge” on the other sex. People believe that because men are regarded as the dominant and even superior sex, they intrinsically have better brains and learn much better than women (Mkpughe, 2008). This view tends to be in line with that of Resenthal and Rubin (2012) together with that of Hyde (2009) that differences between male and female students in intellectual performance in schools have been demonstrated on a wide range of the variable. Maccoby and Jacklin (2008) concluded that these cognitive have been well established. Females have greater verbal ability than males, while males have better visual-spatial ability than girls.

Zembar and Blume (2008) noted that most studies show that an average girl does better in school than boys. Girls get higher grades and complete high school at a higher rate compared to boys. They researched attitude in 35 countries. For example, females outperformed males on reading literacy. The gender gap is biologically driven, that is pre-natal hormone circulating in the brain encourages differential development in the

hemispheres of male and female fetuses (Ukpong, 2007). There is evidence however, that socio-cultural factors may influence girl's attitudes towards mathematics and science. For instance, parents tend to view mathematics as more for sons and languages and Social Studies Education of more important for daughters (Zembar and Blumee, 2008).

Malih, Nigban and Ibu (2009) investigated the relationship between background variables, social responsibility and academic achievement among Secondary School Students in Bayelsa State, they profound that there were significant differences between male and female students in their measured level of social responsibility such as interrelationship, a social and civic obligation, health and moral duties within family behaviours and with the school behaviours in all cases. Socially responsible students will face his or her academics seriously. They, therefore, concluded that not only they will be socially responsible but they will also have improved academic achievement.

Other research studies show that observed differences had not only favoured one gender. In Nigeria, considerable efforts have been expended on trying to see how gender effects can be implicated in the seemingly poor performance of girls in English and Mathematics (Ukwurgwu, 2010). Unfortunately, these research efforts have not produced any definite clear-cut picture from their findings as they do not agree on the magnitude and direction of gender differences in performance in English and Mathematics.

In a study by Jekayinfa (2008), it was found that gender(male or female) is a factor that influences students' attitudes towards Social Studies Education teachers and career study. She reported that attitude towards Social Studies Education teachers and related subjects while boys to be more inclined to the science subjects. Social Studies Education as a course is perceived by many people as a very simple, easy and feminine course. However,

Kochung and Migunade (2011) find that gender plays a very minimal role in students' career choices.

## **2.12 School Location and Students' Academic Performance**

School location portends the setting a school is established. School location could be in the rural and urban areas. Urban is characterized by: the formal relationship among the people; the corporate job is the main means of livelihood; the high presence of social amenities such as hospital schools, electricity and pipe born water. In addition, settlements are condensed and as well are made up of different people. The rural area on the other hand is characterized by: the informal relationships among the people; peasant farming is the main means of livelihood; the low presence of social amenities such as hospital schools, electricity and pipe born water. In addition, settlements are sparse and as well, most of the people are kindred.

In education, the influence of school location is an area of research interest. Accordingly, mounting attempts have been made by researchers to establish the effect of school location on students' academic achievement. For instance, Owoeye and Olatunde (2011) investigated the relationship between school location and students' academic achievement in secondary schools in Ekiti State, Nigeria. The study adopted a descriptive survey and expo-facto design and obtained data through a questionnaire from 50 secondary school students from both rural and urban schools. The findings of the study revealed that students in urban areas performed better than their rural counterparts. Similarly, Babatunde's (2015) study found that the academic performance of students in an urban areas is better than that of their rural counterparts in Kaduna state. Given the above studies, the location appears to be a factor influencing students' academic performance.

However, in contradiction to the above findings, researches abound which show that school location is not a factor influencing students' academic performance. For example, Alokun (2010) investigates the relationship between urban and rural students' academic performance. The study found that there was no significant difference between the performance of urban students and their rural counterparts. Similarly, Adeniyi (2015) investigates the influence of school location on students' academic performance in Kwara and Osun states. The study reveals that there was no difference in the performance between students in rural and urban schools in the study area. Thus, this indicates that school location does not influence students' academic performance.

Given the studies by the earlier cited authors, it appears that findings on the influence of school location on students' academic performance are inconsistent. This shows that studies on the influence of school location on students' academic performance are inconclusive. Thus, this study would consider the variable; school location to examine its effect in the study area.

### **2.13 Students Characteristics and Academic Performance in Social Studies**

The performance of students in Social Studies Education in Junior Secondary School Certificate Examination in Kwara State between 2007 and 2016 shows an increasingly declining and fluctuating performance of students in the subject as indicated in table 2.

**Table 2: Performance of Students in Junior Secondary School Certificate Examination (JSCE) in Social Studies Education between 2007 and 2016.**

Year	Total No. of Students	Total No. of Students that passed	%	Total No. Students that failed	%
2007	17540	3000	17.1	14,540	82.9
2008	27000	15000	55.6	12000	44.4
2009	17255	13637	79	3618	21
2010	21455	13391	62.4	8064	37.6
2011	21686	11531	53.2	10155	46.8
2012	18540	14489	78.1	4051	21.9
2013	25601	14192	55.4	11409	44.6
2014	22921	12497	54.5	10424	45.5
2015	23175	21170	91.35	2005	8.65
2016	22723	18312	80.59	4411	19.41

Source: Kwara State Universal Basic Education Board (SUBEB, 2017)

Table 2 above shows that students' performance in 2007 in Social Studies Education in Kwara State junior school certificate examination was 17.1% while in 2008 recorded 55.6% which was a decrease in success rate. In 2009, 79% success was obtained. However, the performance declined in 2010 to 62.4%, and reduced to 53.2% in 2011, the performance rose to 78.1% in 2012, decrease to 55.4% in 2013 and further decrease to 54.5% in 2014. The performance of students was 91.38% improved by 36.85% and further improved in 2015 and 2016. In other words, the performances of students were 91.35% and 80.59% in 2015 and 2016 respectively.

**Table 3: Junior Secondary Certificate Examination (JSCE) performance of Male and Female Students in Social Studies Education between 2007 and 2016.**

Year	Total No. of Student	No. of Males that Passed	%	No. of Females that Passed	%	No. of Males that Failed	%	No. of Females that Failed	%
2007	17540	7200	41.1	6300	35.9	2040	11.6	2000	11.4
2008	27000	7300	27.0	6400	23.7	7100	26.3	6200	23.0
2009	17255	7142	41.4	6490	37.6	1966	11.4	1657	9.6
2010	21455	7419	34.6	5972	27.8	4981	23.2	3083	14.4
2011	21686	9985	46	8347	38.5	1300	6.0	2054	9.5
2012	18540	8614	46.5	31.7	31.7	2901	15.6	1150	6.2
2013	25601	6243	24.4	7949	31.0	5310	20.7	6099	23.9
2014	22921	7708	33.6	4789	21.0	5326	23.2	5098	22.2
2015	23175	10222	44.1	10949	47.2	910	4.0	1094	4.7
2016	22723	11023	48.5	5200	22.9	3200	14.1	3300	14.5

Source: Kwara State Universal Basic Education Board (SUBEB 2017)

Table 3 shows that the performance of males in the show the performance of males and female Students' in Social Studies Education examination. In 2007 the males recorded 41.1% declined to 29.0% in 2008, in 2009 41.4% success was recorded for the males. The males recorded a declining performance in 2010 while only 34.6% of the males passed the subject. However, in 2011, the performance improved while the percentage of male performance shows an increase of 11.4% i.e. 46%. In 2012, 46.5% of male performance was achieved. In 2013 and 2014 there was a decreased of 24.4% and 33.6% respectively. In 2015 and 2016 44.1% and 48.5% were recorded. The performance of females in 2007 was 35.9% and declined to 23.7% in 2008 improved to 37.6%. in 2009. Female students' performance reduced to 27.8% in 2010. In 2011 the female students recorded 38.5%, in 2012, 31.7% passes were recorded.

In 2013 and 2014 the percentage of females' performance in the subject declined to 31.0% and 21.0% respectively. In 2015, 47.2% was obtained as the percentage of females students' performance in the Junior Secondary School Certificate Examination. In 2016, the percentage of female students' performance declined to 22.9%.

Gender constitutes one of the variables that influence students' academic performance and has remained one of the pressing issues in Educational research, researches on gender and students' performance can be said to be inconclusive. According to Idyorough (2008), the term gender was originally used to classify people into male and female. Our society considers non-discrimination between males and females and comparable academic employment opportunities between genders (Adeboye, 2011). Research studies indicated that males and females have not achieved equal competence in Science and Mathematics (Maccoby & Jacklin, 2007).

It is a commonly held opinion that boys perform better than girls in Mathematics while some researchers fail to confirm this assertion at the elementary school level (Abdullahi, 2010). Research on the influence of gender on students' performance has therefore remained inconclusive Olatoye and Adekoya (2009) found out that no gender difference in the academic achievement of students exposed to different teaching strategies. Olatoye, Aderogba and Anu (2011) found out that there is no significant effect of gender on students' achievement in Organic Chemistry.

On the contrary, Abdul-Rafiu (2009) investigated Students' Attitudes towards the Arabic Language Aspect of Senior Secondary School Islamic Curriculum. The findings of the study indicated that significant difference exists between male and female students' attitudes as male students demonstrated a higher necessary attitude towards the subjectmatter. Aiyedun (2009) conducted a study to investigate the Attitude of Male and Female Students towards the Learning of Agricultural Science (Double major) in Kwara State College of Education Ilorin. Chi-squared was used to test whether there was a difference in the attitude of male and female students towards Agricultural Science and it was discovered that a significant difference exists in the attitude of male and female students as the male students edged their female counterparts. Adebayo (2008) investigated the effect of gender on the performance of male and female students in Integrated Science in Ilorin Metropolis. The findings of the study showed there was a significant difference in the performance of male and female students as the male students edged the female students.

Many researchers have submitted that there are no longer distinguishing differences in the cognitive, affective and psychomotor skill achievement of students based on their



gender (David & Stanley, 2008; Freedman, 2007; Stungers and Tekkaya, 2010; Arigbabu&Mji, 2009). Gender issues, on the parts of teachers and students, have been documented to affect achievement generally (Kennedy, 2007; Erinosh, 2009). Empirical findings have indicated that gender is a significant factor in determining the performance of students in learning tasks. At the same time, research findings have remained inconclusive as to whether boys or girls perform better in teaching and learning situations.

The learners' ability level can be defined as the characteristic mode of functioning that an individual shows in perceptual and intellectual activities in a highly consistent and pervasive way (Dupe &Kampa, 2007). The issue of learner's ability and its influence on their academic performance has attracted the attention of many researchers and concerning academics, there are three levels of ability; high, medium and low. Research indicated that students' ability levels influence their academic performance (Geoffrey & Johnson, 2010). Other studies have shown that high, medium and low academic ability level students were favoured in cooperative settings (Johnson & Johnson, 2009).

However, Okobia (2010) suggested that children differ with their intellectual abilities. While some are of average intelligence others are low in intelligent abilities. Gallies and Ashman (2007) noted that high ability students gave more help to their peers in mixed ability groups than they performed in uniform ability groups. Gallies (2009) further opined that group members irrespective of gender and ability levels had more time to work together as they become responsive to the needs of each other and gave more explanations to assist one another's learning so that all groups achieved comparable learning outcomes.

## **2.14 Challenges of using Cooperative and Competitive Instructional Strategies in Teaching Social Studies.**

Cooperative learning is an instructional method that actively engages students in the learning process and seeks to improve their critical thinking, reasoning and problem-solving skills (Boonch 2011, in Brown & Mmezicobi & Ehibudu, 2017). They further reported that establishing a task structure for a cooperative learning activity indicated by the teacher include: specifying the goal of the activity, structuring the task, teaching and evaluating the collaborative process, experiences, improve the students/pupils attitude because attractive crucial in propelling the attitude, psychology and emotion which significantly influence students achievement. Therefore, Social Studies Education teachers should adopt the Class learning methods in their instruction in the classroom to impact the attitude of students/pupils. Some of the challenges of this strategy are: it can be hard for a teacher to accurately evaluate the progress of individual students, students may not be motivated to excel if they know their classmates will do whatever work is needed on a project, and students can become frustrated when their efforts go unrecognized.

Competitive strategy; this is a situation where students study alone and complete their assignments while trying to learn the presented subject matter. Tests and quizzes measure each student's progress, and letter grades or percentages are given for both assignments and tests. In this type of setting, students may become competitive with each other for the best grades and your recognition. Some of the challenges posed in the implementation process of this strategy include; some students may become frustrated and even more apathetic if they fall too far behind the rest of their classmates, earning high grades and teacher approval may come to be seen as more important than actual learning and getting along with others is de-emphasized.

Despite the well-documented benefits of cooperative learning, the majority of instructional strategies used by teachers do not encourage pupils to interact in classrooms. For example, in Nigeria, wide observation in elementary classrooms underlined that students spent more of their school time in whole-group or individual seatwork settings and only short time was devoted to small-group instruction (Slavin, 2015). In another study, Abrami, Poulsen, and Chambers (2014) reported that only few of the teachers used cooperative learning in their routine. It is therefore important to investigate the potential challenges involved in implementing cooperative learning in order to be able to tackle them more effectively in teacher education programmes.

Even when teachers are willing to implement cooperative learning, they may experience some difficulties. Difficulty in properly implementing cooperative learning principles, as mentioned before, cooperative learning involves core principles for structuring teamwork both for preparing pupils to cooperate (climate, cooperative skills, group processing) and for organising pupils' interactions in the task (positive interdependence and individual responsibility). Nevertheless, research has indicated that teachers do not find easy to implement these principles (Sharan 2010).

Locus of responsibility and authority, cooperative learning implies transferring greater responsibility from the teacher to the pupil and delegating authority to the pupils in the creation of learner-centred environments. This implies that teachers have to believe and trust that students are likely to learn together. This is not easy for some teachers who doubt that their students can work effectively in groups, the teacher's role as facilitator, in cooperative learning, teachers' role change. They become facilitators who monitor groups in action (Sharan 2010 and Topping, 2017). Teachers observe the teams and they have the

opportunity to intervene when needed to regulate pupil behaviour and cognitive activities. Nevertheless, cooperative learning poses a challenge to teachers' control of the class- room environment and teachers report their fear of discipline problems (Gillies and Boyle, 2012).

Alignment with curriculum, teachers may experience difficulties in deciding how to embed cooperative learning into an already packed curriculum, especially when the material found in textbooks and other didactic sources does not encourage teachers to structure cooperative activities (Sharan 2010) and cooperative learning activities are perceived as difficult to use. In these conditions, some teachers are likely to perceive as an obstacle in the rush to cover course content.

Class and preparation time, time required for implementing cooperative learning is viewed as costly (Abrami, Poulsen, and Chambers 2014). Teachers report that cooperative learning is overly time-consuming and claim they experience difficulties in managing time effectively (Gillies and Boyle, 2010). In addition to time spent in class (building positive working conditions, preparing pupils and implementing cooperative group work), a considerable amount of time is also required for teachers' preparation and planning.

Assessment in cooperative learning, Cohen (2019) draw attention to the potential problems related to evaluation in cooperative learning. Evaluation may be perceived as challenging for two reasons, teachers have to make decisions regarding the assessment of two objectives (academic and cooperative), and also decide how to deal with the question of interdependence in the evaluation. This could explain why teachers perceive the assessment of learners working in teams as problematic. In sum, both teachers' beliefs regarding learning and understanding the common difficulties they experience when they

are willing to implement cooperative learning may help to better predict its implementation (Johnson, Johnson and Holubec, 2018).

Competition motivates only high-achieving students in the class, but it is demotivating in other cultures or when used with gender, and it decreases bilingual students' learning potential. The ability to engage the high-achieving students through competition in the classroom is mitigated by the students in the classroom who see this strategy as a showcase of their lack of ability. Elliot, Jury, and Murayama (2018) described the lower achieving students in the class who avoid demonstrations of their ability because they think that they cannot compete at a higher level, nullifying any positive effect in the class. By dropping the competition from the classroom, Cohan and Honigsfeld (2010) found that the alternative is far better. They had no issues with the students if they worked in a setting that was relaxed, without contrived competitive situations. When competition for grades is considered by students, many will look to see whether their grades will be on a curve or not and, if so, the students may decide to disengage from collaboratively learning because they are worried their standing will be reduced (Burleigh & Meegan, 2018). Finally, Raupp in 2018 pinpointed how competition can bring out behaviours that we want to avoid in the classroom, such as students becoming upset and unmotivated instead of creating a lesson or classroom that is engaging. The students who find the class easy or competition engaging thrive, but the class members without that intrinsic drive mitigate the success of their peers because it is the competition that gives a platform for their lack of ability. When taken to extremes in other cultures, the competition that we have traditionally thought of as a motivating influence is even more detrimental to students' success (Gillies, 2019).

In our culture, the girls in our classes are more apt than our male students to avoid competition while learning (John, 2017). Because most of our classes are mixed in terms of gender, this finding that females are left behind when teachers use competition as a teaching strategy means that fully half of our student body is not helped by this process at all. However, it is more than half, because not all boys are motivated by this strategy, either. Classic girls-versus-boys scenarios in physical education classes and other subjects preclude girls from trying their best and should be dropped from teaching methods immediately. The damage that inter-gender and mixed classroom competition causes to students' success creates more gendered methods and social norms. We can see through these data that competition motivates only the stronger students in the class, but it demotivates when used across gender divides, in different cultures, and with bilingual students.

### **2.15 Review of Related Empirical Studies**

A couple of studies have been conducted in an attempt to evaluate, review and analyze whether Social Studies Education is meeting up with its role expectation as enshrined in National Policy on Education. This study is the role an exception as it's attempting to assess the effects of cooperative and competitive instructional strategies on junior secondary school students' performance and achievement in Social Studies Education in Kwara State, Nigeria. Below are the reviews of some empirical studies that are so much related to the current study. It aimed at identifying similarities and establishing differences to fill in the gaps left by other researchers.

Many empirical studies have been conducted in the area of learning strategies and how they influence students' performance in natural science, but Social Studies Education that is integrative was not fully addressed.

The study carried out by Nwagbo (2006) investigated the relative efficacy of guided inquiry and the expository teaching methods on the achievement and attitude to Social Studies Education at junior secondary schools in Anambra State. Four research questions and four null hypotheses were posed and formulated respectively to guide the work. It was hypothesized that effects due to teaching methods and their interactions with scientific literacy levels were not significant ( $P < 0.05$ ) relative to students' mean achievement and attitudinal scores in social studies. A pretest, posttest, non-equivalent control group design was adopted for the study. One hundred and forty-seven junior secondary two (JSSII) Social Studies Education students from eight intact classes randomly selected from four secondary schools in Nsukka, Enugu State, Nigeria constituted the sample. Three instruments namely; Social Literacy Test (SLT), Social Studies Education Achievement Test (SSAT) and Attitude to Social Studies Education Scale (ASS) were used for data collection. The research questions were answered using mean and standard deviation scores, while the hypotheses were tested ( $P < 0.05$ ) using analysis of contrivance (ANCOVA). The results showed that the guided inquiry method was significantly better than the expository method in enhancing cognitive achievement in Social Studies Education for students of all levels of scientific literacy Students of different levels of junior secondary education.

The similarities between the reviewed work and this one are in the area of teaching strategies. This one is on cooperative and competitive strategies while the former was on

inquiry and expository strategies. There is also a difference in the instrument used to gathered data as well as the population. Their analytical tools are the same which is ANCOVA.

The study by Nwagbo (2006) is related to this study in the following ways, teaching technique, research questions and hypotheses, and statistical tool for analysis i.e ANCOVA aimed at improving learning outcomes. However, the two studies differ in the number of students samples for the study and the state used for the research.

Muraya and Kimamo (2007) determined the effect of the cooperative learning approach on mean achievement scores in Social Studies Education junior secondary school students. Solomon-four non-equivalent-control group design was used and the target population comprised 183 forms two students in four secondary schools. Students used a cooperative learning approach was used in experimental groups while the regular teaching method was used in control groups. A pre-test was administered before treatment and a post-test after treatment. A Social Studies Education achievement test was used to measure students achievement and it attained a reliability coefficient of 0.84 (N=59) at pilot testing. Data were analyzed using t-tests, ANOVA and ANCOVA and hypotheses were accepted or rejected at a significant level of  $p (<0.05)$ . The cooperative learning approach resulted in significantly higher mean achievement scores compared to the regular teaching method and gender had no significant influence on achievement. It was concluded that the cooperative learning approach is an effective teaching approach which Social Studies Education teachers should be encouraged to use.

The study by Muraya and Kimamo (2007) is similar to this study in terms of teaching technique which are pre-test and post-test, quasi-experimental research design, a



statistical tool for analysis which is ANCOVA; But differs in the number of students, class, and regulation teaching used in the control group.

Agogo and Terngu (2008) studied the impact of team teaching on students' achievement in Social compared with the conventional approach in secondary schools in Gwer West Local Government Area of Benue State. A pretest, posttest quasi-experimental design was used. The sample comprised of 120 junior secondary schools (JSS I) Social Studies Education Students. Two research questions and one hypothesis were generated. The data collected were analyzed using simple percentages for research questions while the student's t-test was used to test the hypothesis at 0-05 level of significance. It was found that the students exposed to team teaching performed significantly better than those exposed to the conventional teaching strategy.

The study by Agogo and Terngu (2008) is related in the following aspects: Research Design quasi-experimental, Teaching Technique Cooperative and competitive, Statistical tool – and ANCOVA and population. But different in the research question and the place of the study.

Also, Lonning (2009).investigated the effect of cooperative learning strategies on students' verbal interactions and achievement during conceptual change instruction in 10th-grade general science. Two sections of low-ability 10th-grade students were designated the experimental and control groups. Students in both sections received identical content instruction on the practice models of matter using the conceptual change model of teaching. Students worked in teacher-assigned small groups on in-class assignments. The experimental section used a cooperative strategy involving skills and group evaluation of assignments. The control section received competitive skills training and students were

evaluated individually not on group work. The achievement was assessed using pre-and post-test treatment administrations of an investigator-designed short-answer essay test. The assessment strategies used in this conceptual change was related to students' ability to correctly use appropriate scientific explanations of events and phenomena and to discard the use of naive conceptions. Verbal interaction patterns of students working in groups were recorded on videotape and analyzed using an investigator-designed verbal interaction scheme. The targeted verbalizations used in the interaction scheme were derived from the social learning theories of Piaget and Vygotsky. It was found that students using cooperative learning strategies showed greater achievement gains and made greater use of specific verbal patterns believed to be related to increased learning. The results of the study demonstrated that cooperative learning strategies enhance conceptual change instruction. The study by Lonning (2009) is related to the study in the following ways: teaching technique, research design, treatment groups, samples size and statistical tool for hypothesis testing. But differs in the level of class and mode of instruction (video) used.

Abu and Flowers (2010) examined the effects of cooperative learning methods on achievement, retention and attitude of Social Studies Education students in North Carolina. Cooperative learning was compared to competitive learning classroom structure using a quasi-experimental design. An achievement test, consisting of items from the state competency test item bank for the course and an attitude questionnaire was administered immediately the following instruction on the unit of special nutritional needs. A retention test was administered three weeks following the achievement test. California achievement test scores and first semester grades in Social Studies Education classes were used as covariates to adjust for possible pre-existing differences between the groups. Multivariate

analysis of covariance showed no significant difference among the dependent variables (achievement and retention) between the two teaching methods used. There was no significant difference in students' attitudes towards the teaching methods.

The study by Abu and flowers (2010) has corrections in the following ways aspects: cooperative instruction and academic performance of students. This is because cooperative instruction is one of the key components of teaching techniques. There is also a similarity between the statistical tool employed by the two studies, recommendations and research design. The two studies differ in the sample size and the institution used.

Bukunola and Idowu (2011) investigated the effectiveness of cooperative learning strategies on Nigerian junior secondary school students' academic achievement in Basic Science. The design of the study was quasi-experimental, specifically the non-equivalent control group design. The treatments were at two levels: cooperative learning strategies (learning together and jigsaw II) and conventional lecture method, which was the control group. The moderating variable was anxiety (high and low). A total number of one hundred and twenty students (120) obtained from the intact classes of the three selected Junior Secondary Schools in South-west Nigeria participated in the study. Achievement Test for Basic Science Students (ATBSS) and Basic Science Anxiety Scale (BSAS) were the main instruments used to collect data from students. Descriptive statistics and Analysis of Covariance (ANCOVA) were used to analyze the data collected. Also, Multiple Classification Analysis (MCA) was used to determine the magnitude of the mean achievement scores of students exposed to the different treatment conditions. The results of this study indicated that there were significant main effects of treatment on all the dependent measures. There were also significant main effects of anxiety on the students'

post and delayed-post academic achievement scores in Basic Science. Furthermore, there were significant interaction effects of treatment and anxiety on the academic achievement of students at the posttest and delayed-posttest levels. This study revealed that students in the two cooperative learning strategies (Learning Together and Jigsaw II) groups had higher immediate and delayed academic achievement mean scores than the students in the conventional lecture group. Learning together and Jigsaw II cooperative teaching strategies were found to be more effective in enhancing students' academic achievement and retention in Basic Science than the conventional lecture. When friendliness is established, students are motivated to learn and are more confident to ask questions from one another for a better understanding of the tasks being learnt.

The study by Bukunola and Idowu (2011) is related to this study in these aspects: the target population of both students are prospective teachers. There is a variation in the duration of the study and the statistical analysis ANOVA and recommendation. The multiple classification analysis (MCA) was used to determine the magnitude scores of the mean achievement scores of the students and this is the major difference.

Ndirika (2012) investigated the effects of teacher-centred and student-centred instruction on the academic achievement of basic science students at the upper basic level in relation to classsize and gender. A quasi-experimental pretest-posttest research design was used for the study which featured nine comparable groups of basic science students. Four hundred and eighty basic II students randomly selected from nine schools in Giwa Zone, of Kaduna state, formed the study sample. They were taught basic science concepts using three types of instruction. Performances of the nine groups were compared using their posttest mean scores. Four null hypotheses were tested using one-way Analysis of Variance

and t-test at a significance level of  $P < 0.05$ . Basic Science Achievement Test (BSAT) with reliability coefficients of and 0.85 was used to collect data for the study. The following findings were established from the study: (i) Students in three different class sizes taught with student-centred instruction achieved significantly higher than those taught with teacher/student-centred and teacher-centred. (ii) There was no significant difference in the performance of male and female students when taught with teacher-centred and teacher/student-centred instruction. (iii) A significant difference was found in the performance of male and female students taught with student-centred instruction with the males performing better than the females.

The study by Ndirika (2012) is related to this work in terms of research design quasi-experimental, research questions and null hypotheses formulated and statistical tool employed for the study. But shows the difference in the sample size and the location.

Olatoye, Aderogba and Asmi (2013) investigated the main and interaction effects of cooperative and individualized teaching methods on senior secondary school students' gender and self-concept as moderating variables. The study employed a 3x2x2 randomized pretest, posttest quasi-experiment design. It was conducted in Osun State of Nigeria. The experimental groups were exposed to cooperative and individualized teaching methods and the control group was exposed to traditional teaching methods. One hundred and fifty-six (156) students were selected for the study. Results revealed that there is a significant effect of cooperative and individualized methods of teaching on students' achievement in Chemistry ( $F, 142-299.781, p < 0.05$ ).

The study conducted by Olatoye, Aderogba and Asmi (2013) is related to the study in the following areas: cooperative instruction research design and hypotheses. It differs in statistical analysis, sample size, level of the class, and the place of investigation.

Ajaja (2014) carried out a study to determine how the adoption of cooperative learning as an instructional strategy for teaching Integrated Science influences students' achievement and attitude toward science studies. The study also determined how moderating variables like sex and ability affect students' achievement in Integrated Science. To guide this study, five hypotheses were stated and tested at 0.05 level of significance. The design of the study was a 2x2x2x2 factorial, pretest, posttest control group design. This includes two instructional groups (cooperative and traditional classroom groups), sex (male and females), ability (high and low), and repeated testing (pretest and posttest). The population of the study was made up of 205 JS III students from which a sample of 120 students was randomly selected. The instruments used for the collection of data include a Scholastic Ability Test in Integrated Science (SATIS), Students attitude scale (SAS), and Integrated Science Achievement Test (ISAT). All the data collected were analyzed with an analysis of covariance. The major findings of the study include significant higher achievement scores of students in cooperative learning group than those in a traditional classroom; significant higher attitude scores of students in cooperative learning group than those in a traditional classroom; a non-significant difference in achievement test scores between the male and female students in the cooperative learning groups; and non – significance interaction effect between sex and ability; sex and method; ability and method; & sex and ability on achievement.

The study by Ajaja (2014) is related to this study in the area of cooperative strategies, sample size and class. But shows differences in the research questions, hypothesis and the statistical tool adopted for the study ANCOVA for this one and t-test for the former.

Oludipe (2015) investigated the influence of gender on Junior Secondary students' academic achievement in Social Studies Education using a cooperative learning teaching strategy. A total number of one hundred and twenty (120) students obtained from the intact classes of the three selected Junior Secondary Schools in the three selected Local Government Areas of Ogun State, South-west Nigeria, participated in the study. This study employed a quasi-experimental design. Lesson note based on the jigsaw II cooperative learning strategy and Achievement Test for Social Studies Education Students (ATSSS) were the instruments used to collect the relevant data. The data collected was analyzed using descriptive and independent samples t-test statistical methods. The findings of this study revealed that there was no significant difference in the academic achievement of male and female students at the pretest, posttest, and delayed posttest levels respectively. This research suggested that to encourage more women into pure sciences, and science-oriented courses, interventions need to be designed that focus not only on the academic achievement of girls but also on how to make science-related occupations more interesting for young, high achieving girls. This study is similar to the reported study because the quasi-experimental design was the design for both studies also the studies investigated the influence of gender on Nigerian students at the basic level of education.

Oludipe (2015) is connected to this study in the areas of design, research questions hypotheses, sample size, and technique. But the difference is in the area of research.

Olibie and Ogie (2016) conducted a study on the effects of the guided inquiry teaching method on Senior Secondary Students' Achievement in Social Studies Education curriculum in Anambra State. It was guided by two research questions and two null hypotheses. The study was a quasi-experimental design. The sample involved one hundred and sixty-three J.S.S Social Studies Education Students selected through stratified random sampling technique from four randomly drawn Secondary schools in Anambra State. The study is related to the teaching method of the present study but defers on the objectives, hypothesis, research questions, and location of the state. The study conducted by Olibie and Ogie (2016) is related to the present study in design, teaching method and sample size. But differs in hypotheses, research questions and location of the study.

Kessel, Rau, and Hannover (2017) study the effect of constructivist learning principles based on learning materials on students' attitude, success and retention in Social Studies. The study was conducted at Sehil Al-GaftarOkan Elementary School EskiSehi Turkey. Participants were divided into two groups: the control and experimental group. In the present study, pre-test and post-test were used to measure learners' academic performance in Social Studies. Kessel, Rau, and Hannover (2017) is similar to this study in the aspect of the design, research questions and the technique of the teaching but difference in statistical tool and the state of the research.

### **Summary**

The review was done under a theoretical framework, the concept of Social Studies Education and review of related empirical studies. In the theoretical review, the concepts of Social Studies, performance and achievement in social studies, cooperative and learning strategies were highlighted. The theoretical framework highlighted two theories namely



Vygotsky's Social Learning theory and Piaget's Cognitive Learning theory. Vygotsky's theory promotes learning contexts where students play an active role in learning. The theory supports the collaborative construction of and competitive strategies. The theory has relevance to the present study since it emphasizes cooperative learning strategy contrary to competitive traditional strategy. Piaget believes that the learning process as self-regulated involves the transformation of old knowledge to new knowledge. Children should be given the time they need to explore, understand and remember. The cognitive theory stresses the variables that intervene between stimuli and the responses. This theory points out that two students are likely to respond quite differently to the same stimuli because of what they have already learnt, hope to achieve and feel are capable of achieving because of differences that distinguish one person from another. Thus, learning is far more complex than simply linking up connections between stimuli and responses. Learning is more of an individual matter involving perception, processing and assimilation of information, the development of insight and discovery of meaning. It prefers to view learning situations as one whole and complete phenomenon.

The review of related empirical studies highlighted the findings of previous studies on the effect of learning strategy on different subjects. However, none of the reviewed studies examined cooperative and competitive instructional strategies on the effectiveness of learning in social studies. The present study investigated the effect of cooperative and competitive instructional strategies on students' performance of Social Studies Education in Kwara State, Nigeria.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter introduced the general procedure and methods that were used to gather data under the following sub-headings:-

- Research Design
- Research Population
- Sample and Sampling Techniques
- Instrumentation
- Validity of the Instrument
- Reliability of the Instrument
- Data Collection Procedure
- Statistical Analysis Procedure

#### **3.2 Research Design**

The design of the study was quasi-experimental. Specifically, it was a non-equivalent control group design. According to Scott (2012), this research design maximizes internal and external validity. The design was chosen because it allows for separate determination of main effects as well as the interaction effects of both independent and moderating variables students' performances in selected Social Studies Education topics. In addition, the reason for the use of quasi-experimental design was that Students are naturally organized in a group as classes within School and are considered to share the same/similar characteristics (Daramola 2010).

The design of this research is shown below:

**Table 4:** Research Design

Group	Pre-test	Treatment	Post-test
<b>Experimental Group I</b>	O <sub>1</sub>	X <sub>1</sub>	O <sub>2</sub>
<b>Experimental Group II</b>	O <sub>1</sub>	X <sub>1</sub>	O <sub>2</sub>
<b>Control Group</b>	O <sub>1</sub>	X <sub>0</sub>	O <sub>2</sub>

Key: O<sub>1</sub> represents pre-test

O<sub>2</sub> represents post-test

X<sub>1</sub> represents the treatment group

X<sub>0</sub> represents the non-treatment group

Table three above shows the two experimental groups and control groups. Subjects in the three groups were pre-tested using Social Studies Education Performances Test (SSPT) prepared by the researcher. The two experimental groups received the treatment of Cooperative and Competitive instructional strategies for the other. The control group were taught using the guided lecture method. After the treatment, all three groups were tested using a parallel version of the questions used for the pre-test and post-test.

### **3.3 Population**

The population of the study comprised the total number of JSS students in Kwara State. Their total number was one hundred and five thousand, eight hundred and ten (105,810). According to Kwara State Universal Basic Education Board Ilorin (SUBEB 2017), there were fifty-four thousand, four hundred and forty-three (54,443) male students and fifty-one thousand and three hundred and sixty-seven (51,367) female students.

The population of the study is presented in table 4 below: -

**Table 5: Population of the Study by School and Gender**

S/No	Senatorial District	No of School	Male	Female	Total
1	Kwara Central	131	28,712	29,585	58,297
2	Kwara North	101	12,869	9,237	22106
3	Kwara South	181	12,862	12,545	25,407
	<b>Total</b>	<b>413</b>	<b>54,443</b>	<b>51,367</b>	<b>105,810</b>

Source: Kwara State Universal Basic Education Board (SUBEB 2017)

### 3.4 Sample and Sampling Techniques

The research participants for the study were sampled from the population of the study. To be precise, a sample of JSS III students was used in the study. The choice of JSS III students was based on the fact that they were preparing for JSCE and as such, they need an instructional strategy that will motivate them to study and learn Social Studies Education effectively.

However, to adequately take care of absentees and other unforeseen circumstances that might prevent the research participant from fully taking part in the study, the researcher sampled out 120 research participants made up of 40 research participants from Patigi, 40 from Edu and 40 research participants from Moro respectively. Out of the 80 participants sampled out in Patigi and Edu (experimental groups i and ii), only 60 students fully participated and wrote Social Studies Education Performance Test. While out of 40 participants of the study from Moro (control group) only 30 fully participated in the Social Studies Education Performance Test implying that 90 participants participated in the study as presented in Table 6 below.

**Table 6: Sample Size of the Study by School and Gender**

S/N	LGAs	No of School	Male	Female	Total	Group
1	Patigi	1	15	15	30	Experimental I
2	Lafiagi	1	15	15	30	Experimental II
3	Moro	1	15	15	30	Control
	<b>Total</b>	<b>3</b>	<b>45</b>	<b>45</b>	<b>90</b>	

According to Central Limit Theorem, “a sample mean  $\bar{X}$  follows approximately the normal distribution with mean  $\mu$  and standard deviation  $\frac{\sigma}{\sqrt{n}}$ , where  $\mu$  and  $\sigma$  are the mean and standard deviation of the population from where the sample was selected. The sample size  $n$  has to be large (usually  $n \geq 30$ ) if the population from where the sample is taken is non-normal. If the population follows the normal distribution then the sample size can be either small or large” (Adams 1974), implying that a big sample size of 30 and above to ensure objectives generalization, thus, this study considered 90 research participants adequate.

The purposive sampling technique was used to select three schools because they possess criteria for the selection. A sample of one Junior Secondary School from Patigi, Edu and Moro Local Government Area was used for the study. The total number of students used in the study was ninety (90) JSS III students’ and they were systemically selected using the simple random sampling technique; i.e. the balloting method in order to ensure fair representation. The numbers were written on pieces of paper which were folded and put in a container. The container was shaken and pieces of paper were randomly picked until the required number for the study was selected. The decision on which students were used as a control or experimental was done as the pieces of paper were picked i.e. the first picked is control and the next one is experimental. The researcher decided to use this

technique to obtain an unbiased desired sample. The selected schools had thirty (30) students each for Cooperative instructional strategies, Competitive instructional strategies and Conventional instructional strategies instructional strategies groups respectively.

The schools selected were comparable in terms of the following: -

- a. Acquisition of necessary facility for teaching Social Studies;
- b. Possession of adequate trained and qualified Social Studies Education Teachers;
- c. Co-education in nature i.e. male and female constituted the school;
- d. Operation of the same admission requirements as directed by Kwara State.

### **3.5 Instrumentation**

The instrument of data collection for this study was the ‘Social Studies Education Performance Test’ (SSPT). Social Studies Education Performance Test is a multiple-choice objective test that consists of 50 items with four options (A-D) constituted by the researcher to cover the topic selected for the study. Two marks were awarded to every correctly answered item in the SSPT. The highest obtained mark was 100 while the lowest score was zero. This was built on the J.S.S III Social Studies Education Curriculum Content on physical, social, political and economic concepts. These items measured only educational objectives of the cognitive domain as proposed by Blooms (1956) Taxonomy of Educational Objectives.

#### **➤ Administration of the Instrument**

The topic tagged environmental education in Social Studies Education was divided into 4 sub-topics viz: - Physical, Social, Economic and Political Environment as shown in Table 7.

**Table 7: Table of Specification for Social Studies Education Performance Test (SSPT)**

Course Content	Knowledge	Comprehension	Application	Total
Physical Environment	6	6	4	16
Social Environment	6	3	4	13
Political Environment	4	3	3	10
Economic Environment	4	3	3	10
Total	<b>20</b>	<b>15</b>	<b>15</b>	<b>50</b>

Source: (Adopted from Obeka, 2009)

**Teaching Instrument for the three groups:** Cooperative Instructional Strategy, Competitive Instructional Strategy and Conventional Instructional Strategy.

The researcher used teaching instruments that was applicable for the three groups - cooperative, competitive and conventional. The researcher used the teaching instrument that was specified for the teaching of the three groups as a guide in the teaching of the students, also, the teaching instrument for the two experimental groups described what all participants in the lesson were expected to do as applicable to cooperative and competitive groups that constituted the experimental groups. While the teaching instrument for the control group consists of the various steps that the teacher took in the conventional instructional strategy as follows:

#### **A. Cooperative Instructional Package (COOIP)**

In cooperative instructional strategy, the students were divided into groups. Students' seats were arranged so that each student was able to see all other members of the group and heard without shouting to disturb the other group. Johnson, (2014). Posted the following behaviour from the teacher:-

- i. Present the objectives as a group objective In this situation, the search for a solution is directed to the group rather than at each individual.

- ii. Facilitate and encourage the sharing of ideas and materials. Students should be encouraged to help each other with material and forming conclusion
- iii. Facilitate and encourage a division of labour where appropriate. It would be appropriate to have all the students involved in the group work.
- iv. Reward the group work for successful completion of the task. The teacher gives feedback to the group and praises the group rather than individuals.

### **B. Competitive Instructional Package (COMIP)**

In the competitive instructional package, the students were divided into groups. In this situation, the classroom was organized so that students' desk was arranged in groups to keep records of each progress for comparison purpose. In this situation teacher did the following:-

- i. Present the objectives of “winning” to make the students competitive. In this situation, the one who makes the most accurate answer won.
- ii. Facilitate and encourage students to work on their own with a plan to monitor the progress of other students.
- iii. Reward each student based on how well he does compare to the other students. The teacher congratulates the winner of each group and also ranks the student from the most accurate to the least accurate

### **C. Conventional Instructional Package (CIP)**

Students in the control group were taught the subject matter and the lecture method was used as a package by the researcher. In this situation, the teacher presents the facts while the students were listening.



## **Teaching Module and Lesson Notes**

The module shows the area of Social Studies Education curriculum, which the researcher selected for use in this study. This is shown in Appendix E, F and G. The items in the module of Social Studies Education was prepared by the researcher and guided by the students' notes. The lesson notes were prepared by the researcher on the topic selection.

### **3.5.1 Validity of the Instruments**

The instrument was validated by supervisors, English Language and Statisticians. Their constructive criticism and comment were useful in modifying the instrument for content, face construct validity, hence, the suitability of the instrument for the collection of relevant data for the study.

### **3.5.2 Reliability of the Instrument**

Pilot study was conducted using thirty JSS III students from the school located in the same environment but was not used for the study. This was to ensure that no information on the instrument is made known to the subject for the study. The result of the pilot study was used to modify the draft of the instrument and also to estimate the reliability. To establish the reliability index, the researcher analyzed the data collected from the pilot study of Unity Secondary School Tsaragi, with the aid of split-half reliability procedure. Consequently, the statistical output revealed a 0.812 reliability coefficient of SSPT. According to Spiegel (1992) and Stevens (1986) "An instrument is considered reliable if its reliability lies between 0 and 1 and the closer the calculated reliability coefficient is to 0, the less reliable is the instrument and the closer the calculated reliability coefficient is to 1, the more reliable is the instrument. Similarly, the data obtained from the

trial testing were used to determine the difficult index and discriminative index of the item of the draft.

### **3.6 Procedure for Data Collection**

The researcher collected an introductory letter from the Head of the Department, Arts and Social Science Education, Faculty of Education Ahmadu Bello University, Zaria which was presented to the school Heads of the sampled schools and the research assistants were trained to facilitate the process of data collection. The researcher taught four different topics over seven weeks. In the experimental groups, treatment was given to participants. In the cooperatives and competitive learners were assigned into small groups (3-5), they work cooperatively, competitively, brainstorm, and have a discussion the researcher plays the roles of the facilitator of learning and give temporary support to any group that needs assistance. The assistance is immediately withdrawn when a group can accomplish a given task.

Another group of Social Studies Education students of Junior Secondary Schools Moro were taught concurrently over seven weeks using conventional teaching strategy (Control group). A conventional teaching strategy is a teaching approach where the teacher prepares lesson notes on a given topic and read to the class with less input from the students. After the lessons, students were allowed to ask questions on the content of the materials presented to them. It is teacher-centred, it also involves the use of a chalkboard. After the seventh week of teaching (i.e. 8<sup>th</sup> week), Social Studies Education Performance Test was administered to the three groups to ascertain their performances. This enables the research to draw an objective and valid conclusion about whether Cooperative and Competitive Instructional strategies have any effects on the performance of students in

Social Studies. The researcher employed the service of research assistants that assisted in the administration of tests as well as supervision of the students during the research to avoid any form of examination malpractices. At the end of the test, the researcher with the research assistant collected the answer scripts from the students. A pre-test was administered to both experimental groups that received Cooperative and Competitive treatment while the control group received no treatment. The 8<sup>th</sup>-week post-test was also administered to both the experimental and control groups. This is to ensure that there are no hitches in the course of the research work.

### **3.7 Statistical Analysis Procedure**

Percentage and frequency counts were used to describe the demographic characteristics of participants and descriptive statistics was used to answer questions stated in chapter one. The four stated hypotheses in chapter one were tested with the use of ANCOVA and ANOVA statistics. Hypothesis one, two and four were tested with the use of ANCOVA. The essence of using ANCOVA is to eliminate unwanted variance on the dependent variables. This allowed the researcher to increase test sensitivity. While, hypothesis three was tested by ANOVA because we are looking for differences between more than two independent groups. All the null hypotheses were tested at 0.05 level of significance.

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION OF DISCUSSIONS

#### 4.1 Introduction

The study titled impact of cooperative and competitive instructional strategies on junior secondary school students' performance in Social Studies Education in Kwara State, Nigeria. A total of 90 students were used in this study. The first 30 were taught Social Studies Education using the cooperative instructional strategy while the second group also comprised of 30 students taught with the competitive instructional strategy and the rest 30 were taught with lecture method. The statistical package IBM 23 was used for the analysis. The first section presents the distributions of biodata variables in frequencies and percentage distribution, while section two answered the research questions with the descriptive mean statistics and the hypotheses were tested with the inferential statistics. Hypotheses 1, 3 and 4 were tested with the Analysis of Covariance (ANCOVA) while hypothesis 2 was tested with the Analysis of Variance (ANOVA), all the hypotheses were tested at 0.05 alpha level of significance.

#### 4.1 Analysis of Bio-data Variables

**Table 8: Frequency Distribution of Participants by Groups**

<b>Groups</b>	<b>Frequency</b>	<b>Percent</b>
Exp1	30	33.33
Exp2	30	33.33
Control	30	33.33
<b>Total</b>	<b>90</b>	<b>100.0</b>

Details in Table 8 shows that a total of 30 or 33.3% of the respondents were taught Social Studies Education using the experimental strategy of cooperative instructional strategy while another 30 or 33.3% were taught with another experimental competitive instructional strategy and the rest 30 or 33.3% were taught with the conventional lecture method.

**Table 9: Frequency Distribution based on Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	45	50.00
Female	45	50.00
Total	90	100.00

A total of 45 participants representing 50.00% of the students were male and the rest 45 or 50.00% were female students. This shows that the number of male and female students who participated in the study are equal. This implies an even distribution of participants based on gender as shown in Table 9.

#### **4.2 Answering Research questions**

**Question One:** What is the difference between Cooperative and competitive instructional strategies on the students' performances in Social Studies Education in Kwara State, Nigeria?

**Table 10: Descriptive Statistics on the mean performance score of students taught using cooperative, competitive and conventional strategies**

<b>Group</b>	<b>N</b>	<b>Pre-test</b>		<b>Post-test</b>		<b>Mean Diff</b>
		<b>Mean</b>	<b>SDev</b>	<b>Mean</b>	<b>SDev</b>	
Experimental 1	30	55.500	3.345	88.813	4.200	33.313
Experimental 2	30	54.938	3.385	89.438	4.270	34.50
Control	30	54.750	3.463	56.500	3.543	1.75

The Descriptive statistics show the mean academic performance score of students taught using cooperative, competitive and conventional instructional strategies in Social Studies Education in Kwara State, Nigeria.

The descriptive mean statistics in Table 10 indicated that among the cooperative experimental I group the pretest and post-test scores are 55.500 and 88.813 respectively. Among the competitive experimental 2 groups, the pretest and post-test scores are 54.938

and 89.438 respectively. Among the conventional lecture control group, the pre-test and post-test scores are 54.750 and 56.500 respectively. All these outcomes showed that differences exist between the pretest and posttest in each of the experimental groups compared with the conventional lecture group.

**Question Two:** What is the difference in the mean performance score in Social Studies Education between male and female students taught using cooperative and competitive instructional strategies versus those taught using conventional instructional strategy in Kwara state, Nigeria?

**Table 11: Descriptive Statistics on the mean academic performance score in Social Studies Education between taught using cooperative and competitive instructional strategies versus those taught using conventional instructional strategy based on gender**

Group	Gender	N	Mean	Std.Dev	Group Aggregate	Std.Dev
Experimental 1	Male	15	28.7000	7.76504	<b>28.8625</b>	<b>7.69307</b>
	Female	15	29.1333	7.69565		
Experimental 2	Male	15	29.0455	7.76083	<b>28.9625</b>	<b>7.98962</b>
	Female	15	28.8611	8.37054		
Control	Male	15	22.3846	3.48753	<b>22.2500</b>	<b>3.49864</b>
	Female	15	22.0000	3.56942		
<b>Total</b>		<b>90</b>				
<b>Overall Aggregate</b>			<b>26.6917</b>	<b>7.39025</b>		

The above descriptive statistics in Table 11 showed the difference between the mean performance score of male and female students taught using cooperative and competitive instructional strategies in Social Studies Education versus those taught using conventional instructional strategy in Kwara State, Nigeria. The descriptive statistics showed that among the experimental cooperative group male and female mean scores are 28.7000 and 29.1333 respectively. In the same vein among experimental 2 competitive group male and female mean scores are 29.0455 and 28.8611 respectively. On the other

hand among the control; group, male and female mean scores are 22.3846 and 22.0000 respectively. This implies that the difference between male and female scores in either of the two experimental groups or the control groups is marginal.

**Question Three:** What is the difference in the mean performance score of Social Studies Education students’ taught using cooperative and competitive instructional strategies versus those taught using the conventional instructional strategy based on scoring ability in Kwara state?

**Table 12: Descriptive mean statistics on the difference in the mean performance score of Students’ taught using cooperative and competitive instructional strategies in Social Studies Education versus those taught using conventional instructional strategy based on scoring ability**

	N	Mean	Std. Deviation	Std. Error
Exp1	30	68.0500	8.40009	1.32817
Exp2	30	68.9000	8.41184	1.33003
Control	30	42.2000	7.08628	1.12044
Total	90	59.7167	14.75126	1.34660

The descriptive statistics in Table 12 confirmed that significant differences exist in the mean performance score of Students’ taught using cooperative and competitive instructional strategies in Social Studies Education versus those taught using a conventional instructional strategy based on scoring ability, in Kwara State, Nigeria. Their descriptive statistics showed that their computed mean performance scores for cooperative experimental 1, competitive experimental 2 and control groups are 88.813, 89.875 and 56.500 respectively. This implies that mean performances of cooperative experimental1 and competitive experimental 2 are significantly higher than that of the control group.

**Question Four:** What is the difference in the mean performance score of Social Studies Education students’ taught using cooperative and competitive instructional strategies versus those taught using a conventional instructional strategy based on location in Kwara state, Nigeria?

**Table 13: Descriptive statistics on difference between the mean performances score of Social Studies Education Students taught using cooperative and competitive instructional strategies versus those taught using conventional instructional strategy on the basis of location**

Location	Group	N	Mean	Std.Dev	Group Aggregate	Std.Dev
Urban	Exp. I	15	72.156	7.69307	72.281	7.81821
	Exp. II	15	72.406	7.98962		
Rural	Exp. I	15	72.456	7.69307	66.729	7.39025
	Exp. II	15	72.446	7.98962		
Control	Conv	30		3.49864	55.115	3.49864
	Method		55.625			
	<b>Total</b>	<b>90</b>				
	<b>Overall Aggregate</b>		<b>26.6917</b>	<b>7.39025</b>		

Details in Table 13 shows the descriptive mean statistics, on the difference between the mean performances score of Social Studies Education Students taught using cooperative and competitive instructional strategies versus those taught using the conventional instructional strategy based on location, in Kwara State, Nigeria. The descriptive mean statistics table above revealed that among the experimental 1 cooperative groups the urban and rural scores are 72.156 and 72.456 respectively. Among the experimental 2 competitive groups, the urban and rural scores are 72.406 and 72.446 respectively. And among the control group, the urban and rural scores are 55.115 and 55.625 respectively. This shows that the location of the students' school does not significantly affect their performance whether taught using cooperative or competitive instructional strategies or taught using conventional instructional strategy.

### 4.3 Hypotheses Testing

This section presents the results of the analysis conducted to test the null hypotheses stated at  $p \leq 0.05$  level of significance.



**Hypothesis One:** The null hypothesis state that there is no significant difference in the mean performance score of students taught using cooperative, competitive and conventional instructional strategies in Social Studies Education in Kwara State, Nigeria.

**Table 14: Analysis of Covariance statistics (ANCOVA) difference between the mean performance score of students taught using cooperative, competitive and conventional instructional strategies in Social Studies Education in Kwara State, Nigeria**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	9706.137 <sup>a</sup>	5	1941.227	140.220	.000
Intercept	170613.338	1	170613.338	12323.881	.000
Groups	2336.425	2	1168.213	84.383	.000
Tests	5161.538	1	5161.538	372.832	.000
groups * tests	2208.175	2	1104.088	79.751	.000
Error	3239.525	85	13.844		
Total	183559.000	90			
Corrected Total	12945.662	89			

a. R Squared = .750 (Adjusted R Squared = .744)

**Table 15: Multiple Comparisons**

(I) groups	(J) groups	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Exp1	Exp2	-2.0125	.58831	1.000	-1.4618	1.4368
	Control	12.6125*	.58831	.000	5.1632	8.0618
Exp2	Exp1	2.0125	.58831	1.000	-1.4368	1.4618
	Control	12.6250*	.58831	.000	5.1757	8.0743
Control	Exp1	-12.6125*	.58831	.000	-8.0618	-5.1632
	Exp2	-12.6250*	.58831	.000	-8.0743	-5.1757

Results of the above analysis of covariance (ANCOVA) statistics in Table 14 showed that significant differences exist between the pre-test and post-test mean performance scores of students taught using cooperative, competitive and conventional instructional strategies in Social Studies Education in Kwara State, Nigeria.

The reasons being that in the groups versus tests analysis the calculated p-value of 0.000 is lower than the 0.05 alpha level of significance and its corresponding computed F value of 79.751 higher than the F critical value of 2.60. In the same vein, the analysis among the groups calculated p-value of 0.000 is lower than the 0.05 value of significance and among their pretest and post-test the calculated p-value of 0.000 is also lower than the 0.05 alpha level of significance.

The descriptive mean statistics in Table 13 showed that among the cooperative experimental I group the pretest and post-test scores are 55.500 and 88.813 respectively. Among the competitive experimental 2 groups, the pretest and post-test scores are 54.938 and 89.438 respectively. Among the lecture control group, the pre-test and post-test scores are 54.750 and 56.5000 respectively. All these outcomes showed significant differences between the pre-test and post-test in each of the experimental groups compared with the lecture group. Therefore, the null hypothesis which state that there is no significant difference between the mean performance score of students taught using cooperative, competitive and conventional instructional strategies in Social Studies Education in Kwara State, Nigeria is rejected.

**Hypothesis Two:** There is no significant difference between the mean performance score of male and female students taught using cooperative and competitive instructional strategies in Social Studies Education versus those taught using conventional instructional strategy in Kwara state, Nigeria.

**Table 16: Analysis of Variance ANOVA statistics on no difference in the mean performance score of Students’ taught using cooperative and competitive instructional strategies in Social Studies Education versus those taught using conventional instructional strategy based on scoring ability, in Kwara State, Nigeria**

	Sum Squares	of Df	Mean Square	F computed	F critical	Sig.
Between Groups	18424.467	2	9212.233	144.290	2.60	.000
Within Groups	7469.900	87	63.845			
Total	25894.367	89				

**Table 17: Post hoc Scheffé subset mean comparison**

Groups	N	Subset for alpha = 0.05	
		1	2
Control	30	42.2000	
Exp1	30		68.0500
Exp2	30		68.9000
Sig.		1.000	.893

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 40.000.

Results of the Analysis of variance ANOVA statistics in Table 15 confirmed that significant differences exist in the mean performance score of Students’ taught using cooperative and competitive instructional strategies in Social Studies Education versus those taught using a conventional instructional strategy based on scoring ability, in Kwara State, Nigeria. The reasons being that the calculated p-value of 0.000 is lower than the 0.05 alpha level of significance and the computed F value of 144.290 is higher than the 2.60 F critical value. Their descriptive statistics showed that their computed mean performance scores for cooperative experimental 1, competitive experimental 2 and control groups are 88.813, 89.875 and 56.500 respectively.

To further confirm this, the Post Hoch Scheffé mean comparison in Table 16 put the mean performances of experimental 1 and experimental 2 in a significantly higher subset 2 while the mean performance of the control group is put in a significantly lower subset 1. This

implies that mean performances of cooperative experimental1 and competitive experimental 2 are significantly higher than that of the control group. Therefore the null hypothesis which state that there is no significant difference in the mean performance score of Students’ taught using cooperative and competitive instructional strategies in Social Studies Education versus those taught using a conventional instructional strategy based on scoring ability, in Kwara State, Nigeria, is hereby rejected.

**Hypothesis Three:** This null hypothesis states that there is no significant difference between the mean performance score of students’ taught using Cooperative and Competitive instructional strategies in Social Studies Education versus those taught using the conventional instructional strategy based on scoring ability, in Kwara State, Nigeria

**Table 18: Analysis of Covariance ANCOVA statistics on no difference in the mean performance score of Students’ taught using cooperative and competitive instructional strategies in Social Studies Education versus those taught using the conventional instructional strategy based on scoring ability, in Kwara State, Nigeria**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	9706.137 <sup>a</sup>	2	1941.227	140.220	.000
Intercept	170613.338	1	170613.338	12323.881	.000
Groups	2336.425	1	1168.213	84.383	.000
Pre/Post-tests	5161.538	1	5161.538	372.832	.000
groups * tests	2208.175	2	1104.088	79.751	.000
Error	3239.525	87	13.844		
Total	183559.000				
Corrected Total	12945.662	90			

a. R Squared = .750 (Adjusted R Squared = .744)

Results of the Analysis of covariance (ANCOVA) statistics in Table 17 showed that significant difference exists between the pre-test and post-test in the mean academic performance score of students’ taught using Cooperative and Competitive instructional strategies in Social Studies Education versus those taught using the conventional

instructional strategy on bases of scoring ability, in Kwara State, Nigeria. The reasons being that the calculated p-value of 0.000 is lower than the 0.05 alpha level of significance and its corresponding computed F value of 79.751 higher than the F critical value of 2.60. In the same vein, the analysis among the groups calculated p-value of 0.000 is lower than the 0.05 value of significance and among their pretest and posttest the calculated p-value of 0.000 is also lower than the 0.05 alpha level of significance.

Therefore, the null hypothesis which state that there is no significant difference between the mean performance score of students’ taught using Cooperative and Competitive instructional strategies in Social Studies Education versus those taught using the conventional instructional strategy on bases of scoring ability, in Kwara State, Nigeria is rejected.

**Hypothesis Four:** the null hypothesis state that There is no significant difference between the mean performances score of Social Studies Education Students taught using cooperative and competitive instructional strategies versus those taught using the conventional instructional strategy based on location, in Kwara State, Nigeria.

**Table 19: Analysis of Covariance (ANCOVA) statistics on difference between the mean performances score of Social Studies Education Students taught using cooperative and competitive instructional strategies versus those taught using conventional instructional strategy based on location, in Kwara State, Nigeria.**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	2367.808 <sup>a</sup>	2	1183.904	26.259	.000
Intercept	162101.472	1	162101.472	3595.386	.000
Location	6.774	2	3.387	.074	.828
Groups	.400	1	3.400	4.009	.000
location * groups	5.664	2	4.367	0.1074	.928
Error	10685.375	87	45.086		
Total	184040.000	90			
Corrected Total	13053.183	239			

a. R Squared = .181 (Adjusted R Squared = .174)

Results of the above Analysis of Covariance (ANCOVA) statistics in Table 18 showed that there is no significant difference between the mean performances score of Social Studies Education students taught using cooperative and competitive instructional strategies versus those taught using the conventional instructional strategy based on location, in Kwara State, Nigeria. The calculated p-value of 0.928 is above the 0.05 alpha level and its corresponding F value of 0.1074 is lower than the F critical value of 2.604.367 is higher. Looking at the individual analysis, based on location there is no significant difference as the calculated p-value of 0.828 is above the 0.05 alpha level of significance. But among the groups, significant differences exist. The descriptive mean statistics table above revealed that among the experimental 1 cooperative groups the urban and rural scores are 72.156 and 72.456 respectively. Among the experimental 2 competitive group, the urban and rural scores are 72.406 and 72.446 respectively. And among the control group, the urban and rural scores are 55.115 and 55.625 respectively. This shows that the location of the students' school does not significantly affect their performance whether taught using cooperative or competitive instructional strategies or taught using conventional instructional strategy.

This shows that the location of the students' school does not significantly affect their performance whether taught using cooperative or competitive instructional strategies or taught using conventional instructional strategy. Consequently, the null hypothesis which state that there is no difference between the mean performances score of Social Studies Education students taught using cooperative and competitive instructional strategies versus those taught using the conventional instructional strategy based on location, in Kwara State, Nigeria, is hereby retained.

#### **4.4 Summary of Major Findings**

The study found that:

- i. there was differences was between the pre-test and post-test mean performance score of students taught using cooperative, competitive and conventional instructional strategies in Social Studies Education in Kwara State, Nigeria. By implication, students taught Social Studies Education using cooperative and competitive instructional strategies outperformed those taught using conventional lecture method was accepted;
- ii. significant differences existed in the mean academic performance score of males and students' taught using cooperative and competitive instructional strategies in Social Studies Education versus those taught using conventional instructional strategy. This implies that gender affects students' academic achievement was accepted;
- iii. significant difference existed between the pre-test and post-test in the mean academic performance score of students' taught using Cooperative and Competitive instructional strategies in Social Studies Education versus those taught using the conventional instructional strategy on the basis of scoring ability, in Kwara State, Nigeria. By implication, the scoring abilities of students taught using Cooperative and Competitive instructional strategies in Social Studies Education were higher than those taught using conventional instructional strategy was rejected;

- iv. there is no significant difference between the mean performances score of Social Studies Education students taught using cooperative and competitive instructional strategies versus those taught using the conventional instructional strategy based on location, in Kwara State, Nigeria was accepted.

#### **4.5 Discussion on Major Findings**

One of the findings in this study is that the students taught using cooperative instructional strategy had mean gain score significantly different from those students taught using conventional instructional strategy. The finding revealed that students' performance was better enhanced when students were taught using cooperative instructional strategy. This finding is in line with Johnson and Johnson (1990), Johnson, Johnson and Holubee (1993), Okebukola (1985), Rajardran (1987) Sharan, Ackerman and Hertz-Lazarowitz (1980) and Yusuf, (2004), who all found that students taught using cooperative instructional strategy had enhanced performance which made the students different and to outscore their counterparts in the other groups. The finding of this study on the superiority of cooperative instructional strategy is however contrary to the finding of Johnson and Johnson (1992) who reported that competitive instructional strategy was superior to cooperative instructional strategy in laboratory work.

Another finding of this research revealed that gender does not affect the performance of students in Social Studies Education when taught using either cooperative or conventional instructional strategy. These findings agreed with the findings of Adamson (1997) and Ojo (1997). According to their findings, gender did not have any significant effect on their interaction. The study revealed that there was no statistically significant difference in the performance of students based on scoring ability in the treatment group



using COOPIS. This finding is in line with George (1985) who observed that there was no significant effect of ability on performance win. This finding disagreed with Okebukola (1985) who observed that scoring ability influenced students when taught using cooperative instructional strategy.

The students in the cooperative learning classroom were found to exhibit a better attitude towards the learning of science, as measured by their attitude scores, using an attitude scale. This seems to agree with the general notion that individuals can change their attitude and disposition through interaction with others in one way or the other. Borich (2004), for example, noted that cooperative learning is important in helping learners acquire from the curriculum the basic cooperative attitudes and values they need in the classroom and outside the classroom. The attitudes exhibited by students in the cooperative learning class may also be explained, at least in part, by the fact that interaction among students in cooperative learning groups is intense and prolonged. In classes where a cooperative learning approach is used for teaching, students gradually take responsibility for each other's learning. The better attitude exhibited by students in the cooperative learning classroom may have been achieved because feedback, reinforcement, and support come from students' peers in the group. Again, students in cooperative learning performing better in a test of attitude towards studies may perhaps be because of imbibing of role expectations and responsibility, which are two very important features of cooperative learning.

In this study neither achievement nor attitude results were affected by sex. All students irrespective of their sexes benefited in about the same margin from the use of cooperative learning strategy. This perhaps may be the reason why no significant difference

was found in achievement between the male and female students on the use of cooperative learning strategy. By definition, if one group changes in a similar amount as another group, there will be no significant difference between them. What matters most in cooperative learning is role expectations and responsibilities. Borich (2004) noted that the success of a cooperative learning activity depends on your communication of role expectations and responsibilities and modelling them where necessary.

Thus, the teacher teaching cooperative classes with equal male and female students proceeded with the following explanations: the assignment given, the collaborative goal to be achieved, individual student accountability, inter-group cooperation, criteria for success and specific cooperative behaviours expected. Once the students began work, the teacher observed the various groups and helped solve any problems that emerged.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

The chapter presents the summary, conclusion and recommendations and suggestions for further studies to the study titled “impact of cooperative and competitive instructional strategies on junior secondary school students’ performance in Social Studies Education in Kwara State, Nigeria”.

#### **5.2 Summary**

The study is presented in five chapters. Chapter One presented the Background to the Study and the Statement of the Problem, including Research Objectives. In line with four Research Objectives, four Research Questions were stated as well as four Null Hypotheses, as well as Scope of the Study and the Significance of the Study. Chapter Two presented the Literature review that are related to the study under the concept of Social Studies Education, Cooperative instructional, competitive instructional strategies etc. Similarly, theoretical frames underpinning Social Studies Education Cooperative and Competitive instructional strategies at JSS Level, Co-operative Instruction, Forms of Cooperative Instruction, Merit of Cooperative Instruction, Teachers’ Role in Cooperative Instruction, Student’s Roles in Cooperative Instruction, Competitive Instructional Strategy, Different Techniques of competitive Instructional Strategy, Benefits of Competitive Instructional Strategy, Students’ Roles in Competitive Instructional Strategies, Teachers’ Roles in competitive Instructional Strategy, Gender Differences in School Performance, Students Characteristics and Academic Performance in Social Studies, Challenges of using Cooperative and Competitive Instructional, Strategies in Teaching Social Studies

Education were also discussed. This chapter also reviewed previous studies related to this very Study and concluded with the work of Summary.

Chapter Three detailed research Methodology, Research design and Population of the Study, Sample size and Sampling procedure were presented together with instrumentation, Validity and Reliability of the used Instrument. The procedure for data collection and analysis was also presented. Chapter Four presented the data analysis including the discussion of results and a section on summary of major findings was also emphasized. Chapter Five presented the summary, conclusion and recommendations of the Study.

### **5.3 Conclusion**

The post-test scores in each of the two experimental groups of cooperative and competitive strategies are significantly higher than that of the lecture method. Differences exist between the experimental groups (Cooperative and competitive strategies) versus the control group. Gender does not have any significant influence on students' performance whether in experimental (cooperative and competitive strategies) or control groups. Location does not influence performance in any of the three groups, implying that the two experimental strategies are very effective for both urban and rural school student.

One possible solution that could be drawn from the findings was favourable condition that could possibly facilitate conducive learning environment capable of allowing the application of different learner-based approach to teaching in the 21<sup>st</sup> century where learning experiences were not teacher dominates and not confined to the context of classroom setting need to be encouraged or provided.

Findings of the study were also unique in the sense that the findings were reflected in the Junior Secondary School Social Studies students as one of the important core subjects in the Nigerian curriculum. The findings also addressed the importance of modern and acknowledged approach in motivating students' academic performance.

#### **5.4 Contributions to Knowledge**

The study established that:

- i. Cooperative and Competitive Instructional Strategies improve students' academic performance their collaborative and practicability designs among learners in the process of learning;
- ii. Cooperative and Competitive Instructional Strategies do not segregate on gender and locality of students' in terms of ability to learn for high academic performance among learners, it is suitable for all classes of learners; and
- iii. It was discovered that cooperative and competitive instructional strategies in Social Studies Education are effective techniques in teaching Social Studies Education with potential in teaching other subjects or fields of study.

#### **5.5 Recommendations**

The following recommendations are put forward in the study

- i. Teachers should be encouraged to use cooperative and competitive instructional strategies. By so doing it allows the learner to gainfully and promote healthy rivalry under the control of the teacher in the class;
- ii. Male and female students should be taught under the same conducive environment to allow the competition of the subject matter to enhance cooperation and competition among the learners;

- iii. There should be proper monitoring and supervision of teachers of Social Studies Education by School inspectors so that they will be effectively guided in the use of cooperative and competitive instructional strategies in teaching Social Studies; and
- iv. There should be well defined motivational strategies to encourage students and teachers in the teaching and learning of Social Studies Education at the junior secondary school level irrespective of the location.

### **5.6 Suggestions for Further Studies**

This study is titled effects of cooperative and competitive instructional strategies on junior secondary school students' performance in Social Studies Education in Kwara State, Nigeria. It can be further studied under the following headings

- i. Effect of problem-solving instructional strategy on the performance and interest in the study of Social Studies Education in Junior Secondary Schools in any state of interest.
- ii. Assessment of the impact of cooperative and competitive strategies curriculum implementation of Social Studies Education in Junior Secondary Schools in any geographical location of interest.

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## APPENDIX A

### COOPERATIVE INSTRUCTIONAL STRATEGY GUIDE (CISG)

This guide decided the various steps taken by all participants of the experimental group 1.

#### **Instructional Setting**

Subject: Social Studies

Class: JSS III

#### **Lesson Presentation**

##### **Step 1: Preliminary Activities**

The researcher divided the student into groups using performance test scores and gender as criteria for grouping. Using the module prepared. The teacher introduced the lesson by stating the topic and generate thought provoking questions.

The teacher instructed the group to work and find solution to the problems as a group and in written form. Groups was given enough time to work on their various tasks collectively and to supply them with necessary references and materials.

##### **Step II: Students Activities**

Students read, discussed and make necessary jotting of relevant materials or information from the test books and the materials from the teacher. Students were allowed to consult their teacher as well as any other students in the class for assistance.

##### **Step III: Presentation – Teacher – Student Activities**

Classroom environment was made conducive for presentation by ensuring that chairs and lockers were well arranged and find solution to the problems individually, it should be clearly stated that the best student in each group was arrange as the winner.

##### **Step IV: Students Competitive Activities**

Each member of the group was expected to work individually to find solution to the identical problem given to each group members of the groups to solve problems on their own with the use of other members, there was less use of teachers by the students. The student who has finished formed in his work to the teacher for evaluation.

##### **Step V: Conclusion Stage**

The last student in each group presented his work to the other members of the class. Teacher writes the summary of the points to be made by the rest students who are also the winner in each group.

## APPENDIX B

### COMPETITIVE INSTRUCTIONAL STRATEGY GUIDE (CMISG)

These guides showcase the different steps taken by all parties involved in the teaching/learning process of the experimental group.

#### **Instructional Setting**

Subject: Social Studies

Class: JSS III

Lesson Presentation

#### **Step 1: Teacher's Preliminary Activities**

The teacher divided the class into groups, student in a group using SSPS and gender as criteria for groups. Using the module to prepare the topics was selected by the teacher. Questions related to the content of the topic was generated.

Teacher instructed them to work. Teacher assisted students to assign rules leaders. This was selected by group members to co-ordinate and organize the other members so as to work together to arrive at a joint conclusion.

Time better: He/she ensure that time to be allocated to the discussion by each group is allowed.

The group leader presented their work to the members of the class while other members of the class listen.

Teacher helped to solve problems that occur when group express their differences.

#### **Step IV: The Concluding Stage**

- (a) The teacher wrote summary of the points in preparation for SSPS
- (b) Teacher marked the group papers.

## APPENDIX C

### CONVENTIONAL METHOD GUIDE (CMG)

This guide described the steps taken by all participants in the control group.

#### **Instructional Setting**

Subject: Social Studies

Class: JSS III

#### **Lesson Presentation**

##### **Step 1:**

Lesson was introduced by asking question to test their entry behavior.

##### **Step II:**

The teacher presented the content of the lesson by explaining and discussing with the students

##### **Step II**

The teacher allowed the students to ask questions

##### **Step IV:**

The teacher asked questions to assess the custody of the students.

## APPENDIX D

### COOPERATIVE INSTRUCTIONAL STRATEGY GUIDE (CISG)

#### Lesson 1

Lesson note on component of physical environment using cooperative instructional strategy

Subject: Social Studies

Duration: 40minutes

Class: JSS 3

Topic: Meaning and Component of Physical Environment

Instructional Materials: Pictures, textbooks, charts

Behavioural Objective: At the end of the lesson students would be able to:

- i. Define physical environment
- ii. List the component of physical environment
- iii. Discuss the components of physical environment

Entry behaviour: Students have seen different features before

#### Activities:

**Step 1:** The teacher instructs the students in groups and arrange them into groups.

**Step II:** The teacher introduces the lesson by asking the students what they can see in their surroundings.

The teacher states that the topic for the day is the meaning of physical and components of physical environment.

**Steep II:** The teachers assign groups to find solution to the following questions:

- What is physical environment
- List the components of physical environment
- State the products obtained from each of the component of physical environment

At this level the group will hold discussion by using instructional materials on their answer

**Step III:** The group leaders present their work to the class.

**Conclusion:** The teacher writes summary e.g physical environment is the surroundings of

**Assignment:** Find out from home about social environment.



## **Lesson 2**

### **Lesson Note on Social Environment**

Class: JSS III

Subject: Social Studies

Topic: Social Environment

Duration: 40minutes

Instructional Materials: Pictures of social environment

Behavioural objective: At the end of the lesson students should be able to:

1. Explain social environment
2. Give examples of social environment

Previous Knowledge: Students have been taught physical environment

#### **Activities**

**Step 1:** The students will be divided into groups. The teachers ask the following questions:

1. What is social environment?
2. What are the examples of social environment?

**Step II:** The teacher assigns the groups to answer the following questions:

1. What are the benefits of social environment?
2. Cite good examples of social environment

**Step III:** The teacher instructs each group to work and find solution to the question using necessary materials.

#### **Students Activities**

Read and make necessary relevant points. Each group will hold discussion and agree on their answers. The students submit their work to be presented by their leader.

#### **Conclusion:**

The teachers summarizes the points

**Assignment:** The teacher requests to students to find out from home about Economic Environment

### **Lesson 3**

Lesson Note on Economic Environment

Class: JSS III

Subject: Social Studies

Topic: Economic Environment

Duration: 40min

Instructional materials: Picture, charts and textbooks

Behavioural Objective: At the end of the lesson students should be able to:

1. Explain economic environment
2. Cite relevant examples of economic environment

Previous Knowledge: Students should have been thought about social environment

#### **Activities:**

Step 1: The students in their group will attempt to answer the following questions:

1. What are the benefits derived from economic environment?
2. Mention the importance of economic environment

**Step II:** The teacher introduces the lesson by telling the students what economic environment entails.

**Step III:** The teachers asks the groups to find out about the economic environment

**Step IV:** Teacher instructs each group to work and find solution as a team.

#### **Students' Activities**

**Step V:** Students use the instructional materials such as the pictures, charts and textbooks to find solution to the problem.

At this lesson the groups holds discussion and agree on their answers which should be written

**Step VI:** The group leader presents the group work and submits to the teachers.

**Conclusion:** The teachers summarizes the points

**Assignment:** Students to find out about Political Environment

## **Lesson 4**

### **Lesson Note on Political Environment**

Class: JSS III

Subject: Social Studies

Topic: Political Environment

Duration: 40 minutes

Instructional Materials: Pictures, charts and textbooks

Behavioural Objective: At the end of the lesson students should be able to:

1. Explain political environment
2. Cite relevant examples of political environment
3. Enumerate the importance of political environment to man

Previous Knowledge: Students have even taught about the Economic Environment

### **Introduction**

**Step 1:** The students to fall in their groups

**Step II:** The teacher asks the following questions:

1. Explain the importance of Economic Environment
2. Give available examples of Economic Environment

**Step III:** The teachers introduces the lesson by telling the students the topic of the political environment

**Step IV:** The teacher assigns groups to find solution to the following question:

1. What are political environment
2. List examples of political environment

**Step V:** Teacher instructs group to find solution as a team

### **Student Activities**

**Step VI:** Students read and make necessary correction and students hold discussion on their answers

**Step VII:** The group leader presents the work of their group to the class

**Step VIII:** The group leaders present the work of their group to the class

**Conclusion:** The leader collects group note and writes the summary on the chalkboard

## APPENDIX E

### COMPETITIVE INSTRUCTIONAL STRATEGY (CIS)

#### Lesson 1

Lesson note on component of Physical Environment

#### Instructional Setting

Subject: Social Studies

Class: JSS III

Topic: Meaning and components of Physical Environment

Duration: 40 minutes

Instruction Materials: Pictures, charts and textbooks

Behavioural Objectives: At the end of the lesson students should be able to:

1. Define Physical Environment
2. List the components of physical environment
3. Discuss the components of Physical Environment

Entry Behaviour: Students have been seeing physical environment

#### Introduction

**Step I:** The teacher distributes the students into groups

**Step II:** The teachers introduces the lesson by asking them to mention what they can see around them

**Step III:** The teacher assigns each individual in a group to find solution to the following questions:

1. What is physical environment
2. List the components of physical environment
3. State the product obtained from each of the component of physical environment

**Step IV:** Teacher instructs each group to solve and find solution on his own

Student Activities

**Step V:** Students working individually

1. Find the meaning of physical environment
2. List the components of physical environment
3. Cite the products obtained from the physical environment

**Step VI:** Each individual presents his work to the teachers

**Conclusion:** Teacher reviews the lesson and summarizes the points while the students writes the summaries

**Assignment:** Find out about social environment

## **Lesson 2**

### **Lesson note on Social Environment**

Class: JSS III

Subject: Social Studies

Duration: 40 minutes

Instructional Materials: Pictures showing Social Environment

Behavioural Objectives: At the end of the lesson students should be able to:

1. Explain the social environment
2. Cite examples of social environment

Previous Knowledge: Students have been taught Physical Environment

#### **Introduction**

**Step 1:** The students go to their groups

The teacher asks the following questions:

1. What are the benefits of social environment
2. Guide relevant example of social environment

**Step II:** The teacher instructs each group to answer the following question:

**Step III:** The teacher instructs each individual in each group to work and find solution to the question using necessary materials.

**Step IV:** Students read and make necessary jottings of relevant materials. Each members of the group will work individually to find solution to the problem he should consult other members of the group for any assistance.

**Conclusion:** The teacher reviews the lesson and summarizes the points while the students write down the summary.

**Assignment:** The teacher requests individual student in each group to find out at home about Economic environment

### **Lesson 3**

#### **Lesson Note on Economic Environment**

Class: JSS III

Subject: Social Studies

Topic: Economic Environment

Instructional Material: Pictures, charts and textbooks

Behavioural Objective: At the end of the lesson students should be able to:

1. Explain Economic Environment
2. Cite relevant examples of Economic Environment

Previous Knowledge: Students have been taught about social environment

#### **Activities**

**Step 1:** Each student in each group find individual answers to the following questions

1. What are the benefit derived from economic environment
2. Mention the importance of economic environment

**Step II:** The teacher introduces the lesson by telling the students what are economic environment

**Step III:** The teachers asks individual student in each group to find out about the economic environment

**Step IV:** The teacher instructs members of the group to work and find solution individually

#### **Students Activities**

**Step V:** Students use instructional materials to find solution to the problems individually

**Step VI:** Members in each group present their answers to the teacher individually

**Conclusion:** The teacher reviews the lesson and summarises the points on the chalkboard

**Assignment:** Each individual student to find out about political environment.

## **Lesson 4**

### **Lesson Note on Political Environment using Competitive Instructional Strategy**

Class: JSS III

Subject: Social Studies

Topic: Political Environment

Duration: 40minutes

Instructional Material: Pictures, charts and textbooks

Behavioural Objective: At the end of the lesson students should be able to:

1. Explain political environment
2. Cite relevant examples of political environment
3. Enumerate the importance of political environment to man

Previous Knowledge: Pupils have been taught about the Economic Environment previously

#### **Activities**

**Step I:** The students go to their groups

**Step II:** The teacher asks the following questions:

1. Explain the importance of Political Environment
2. Cite relevant examples of Political Environment

**Step III:** The teachers introduces the lesson by telling the students the topic of the day political environment

**Step IV:** The teacher asks the group members to find solution to the following questions:

1. What are political environment
2. Cite relevant examples of political environment
3. Enumerate the importance of political environment

**Step V:** Each individual presents his or her works

Conclusion: Marking and correction of student work

## APPENDIX F

### INSTRUCTIONAL METHOD FOR THE CONTROL GROUP USING LECTURE METHOD

#### Lesson 1

Lesson note on component of physical environment using lecture method

Class: JSS III

Subject: Social Studies

Topic: Component of Physical Environment

Duration: 40minutes

Instructional Materials: Pictures, charts and textbooks

Entry Behaviour: Students have been seeing physical features

Behavioural Objective: At the end of the lesson students should be able to:

1. Define physical environment
2. List the component of physical environment
3. Discuss the components of physical environment

#### Activities:

**Step 1:** The teacher introduces the topic for the day e.g the topic of day is physical environment.

The teacher asks the students to define physical environment.

**Step II:** The teacher teaches the students that physical environment refers to our surroundings and their features

**Step III:** The teachers asks students to name component of physical environment

**Step IV:** The teacher tells the students the component of physical environment

**Step V:** The teachers summarizes on the chalkboard while the students write down the summary.

**Evaluation:** The teacher asks questions on the meaning and component of physical environment

1. What is physical environment
2. Mention the component of physical environment

**Conclusion:** Marking of the students exercise books



**Assignment:** The teachers request the student to find out from home about social environment.

## **Lesson 2**

Lesson note on component of physical environment using lecture method

Class: JSS III

Subject: Social Studies

Topic: Social Environment

Duration: 40minutes

Instructional Materials: Pictures showing social environment

Behavioural Objective: At the end of the lesson students should be able to:

1. Explain the social environment
2. Cite relevant examples of social environment

### **Activities:**

**Step 1:** The teacher asks question based on the previous knowledge

The teacher asks the students to define physical environment.

1. Define physical environment
2. Mention the components of physical environment

**Step II:** The teacher asks the students on how they care for themselves before coming to school.

**Step III:** The teachers tells the students about social environment

**Step IV:** Explain social environment with relevant examples

**Step V:** The teacher summarizes on the chalkboard and the students write down the summary.

**Evaluation:** The teacher evaluates the students with the following questions:

1. Explain social environment
2. Give relevant examples of social environment

**Conclusion:** Marking of the students exercise books

**Assignment:** Students to read about Economic Environment.

### **Lesson 3**

Lesson note on Economic Environment using lecture method

Class: JSS III

Subject: Social Studies

Topic: Economic Environment

Duration: 40minutes

Instructional Materials: Pictures, charts and textbooks

Entry Behaviour: Students have learnt social environment before

Behavioural Objective: At the end of the lesson students should be able to:

1. Explain Economic Environment
2. Cite relevant examples of Economic Environment

#### **Activities:**

**Step 1:** The teacher asks question on the previous knowledge

1. What are social environment
2. Give the benefits learned from social environment

**Step II:** Teacher explains to students about Economic Environment

**Step III:** Give relevant examples for the students to know much about economic environment

**Steep IV:** Teacher gives the summary of the lesson to the students

**Evaluation:** Students are evaluated to ascertain the comprehensive of the lesson

**Conclusion:** Marking of the students exercise books

**Assignment:** Students to read about Political Environment before the next lesson.

#### **Lesson 4**

Lesson note on component of physical environment using lecture method

Class: JSS III

Subject: Social Studies

Topic: Social Environment

Duration: 40minutes

Instructional Materials: Pictures, charts and textbooks

Behavioural Objective: At the end of the lesson students should be able to:

- Explain the social environment
- Give relevant examples about physical environment

#### **Activities:**

**Step 1:** The teacher introduces the lesson to the students and ask them attempts in defining political environment

**Step II:** The teacher explains political environment to the students.

**Step III:** Allows the students to asks questions on the topic learnt

**Steep IV:** Gives the summary to the students to copy in their books

**Evaluation:** The teacher gives questions to the students to answer:

1. What is political environment?
2. Cite relevant examples of political environment

**Conclusion:** Marking of the students' exercise books and gives necessary assistance.

## APPENDIX G

### PILOT STUDY

#### RELIABILITY

#### SOCIAL STUDIES EDUCATION PERFORMANCE TEST (SSPT)

##### Reliability

[DataSetO] C:\Users\user\Desktop\SABA PILOT STUDY SSPT RESULT.sav

##### Scale: ALL VARIABLES

###### Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded	0	.0
	Total	30	100.0

Reliability Statistics 50

Cronbach's Alpha	.701
Value N of Items	100
of Items	.701
Total N of Items	.814
Correlation Between	.814
Forms	.814
Spearman-Brown Coefficient	.812
Length	.812
Guttman Split-Half Coefficient	.812

###### Item Statistics

	Mean	Std. Deviation	N
P1	25.10	3.044	30
P2	23.77	2.837	30

###### Inter-Item Correlation Matrix

	P1	P2
P1	1.000	.701
P2	.701	1.000

## APPENDIX H

### SUMMARY OF COMPUTED DATA AFTER APPLYING ANCOVA

#### Tests of Between-Subjects Effects

Dependent Variable: performance

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	9706.137 <sup>a</sup>	5	1941.227	140.220	.000
Intercept	170613.338	1	170613.338	12323.881	.000
Groups	2336.425	2	1168.213	84.383	.000
Tests	5161.538	1	5161.538	372.832	.000
groups * tests	2208.175	2	1104.088	79.751	.000
Error	3239.525	234	13.844		
Total	183559.000	240			
Corrected Total	12945.662	239			

a. R Squared = .750 (Adjusted R Squared = .744)

#### Descriptive Statistics

Dependent Variable: performance

Groups	Tests	Mean	Std. Deviation	N
Exp1	Pretest	55.500	3.345	30
	Post test	88.813	4.200	30
	Total	72.156	7.693	60
Exp2	Pretest	54.938	3.385	30
	Post test	89.438	4.270	30
	Total	72.188	7.929	60
Control	Pretest	54.750	3.463	30
	Post test	56.500	3.543	30
	Total	55.625	3.499	60
Total	Pretest	55.063	3.372	90
	Post test	78.250	7.351	90
	Total	66.656	7.360	180

### Multiple Comparisons

Dependent Variable: performance

Scheffe

(I) groups	(J) groups	Mean Difference(I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Exp1	Exp2	-2.0125	.58831	1.000	-1.4618	1.4368
	Control	12.6125*	.58831	.000	5.1632	8.0618
Exp2	Exp1	2.0125	.58831	1.000	-1.4368	1.4618
	Control	12.6250*	.58831	.000	5.1757	8.0743
Control	Exp1	-12.6125*	.58831	.000	-8.0618	-5.1632
	Exp2	-12.6250*	.58831	.000	-8.0743	-5.1757

Based on observed means.

The error term is Mean Square(Error) = 13.844.

\*. The mean difference is significant at the .05 level.

### Homogeneous Subsets

#### Performance

Scheffe

Groups	N	Subset	
		1	2
Control	80	55.625	
Exp1	80		72.156
Exp2	80		72.188
Sig.		1.000	1.000

APPENDIX I

LETTER OF INTRODUCTION



AHMADU BELLO UNIVERSITY, ZARIA  
FACULTY OF EDUCATION  
DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION

Our Ref: DASSE/S.1

Date: 28th July 2018

THE CHAIRMAN  
SUBJECTS  
ILLORIN

Dear Sir,

**STUDENTS' FIELD RESEARCH**

The Department of Arts and Social Science Education, Ahmadu Bello University, Zaria requires each student working for a Degree to complete a research Thesis/Project. Our students entering the final year of their studies will be collecting data during the year.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have.

Please give assistance as much as possible.

**TOPIC OF RESEARCH:**

EFFECTS OF COOPERATIVE AND COMPETITIVE  
INSTRUCTIONAL STRATEGIES ON JUNIOR  
SECONDARY SCHOOL STUDENTS ACADEMIC  
PERFORMANCE IN SOCIAL STUDIES IN KWARA  
STATE, NIGERIA



Thank you for your continuing cooperation.

Yours sincerely,

J. I. D. Abubakar

Research Adviser

23/07/2018

APPENDIX J

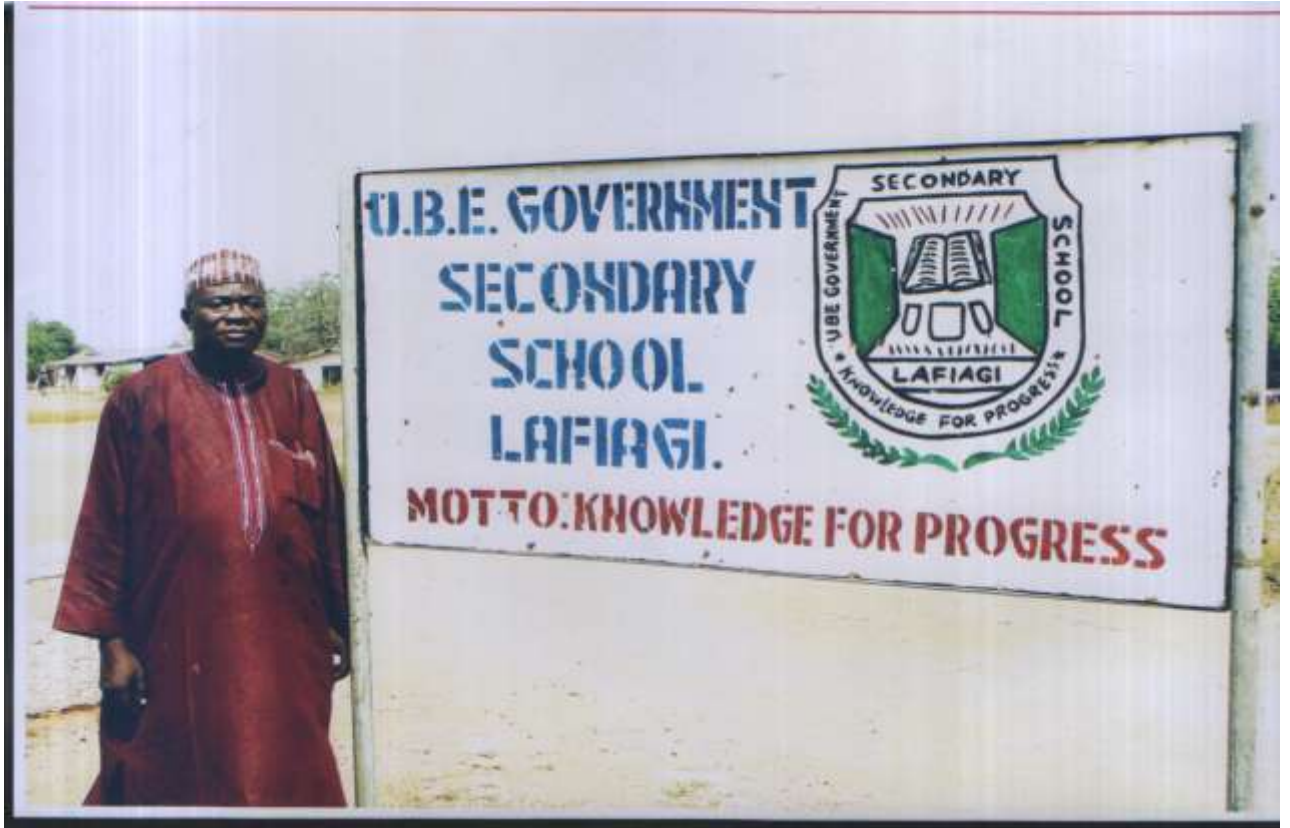


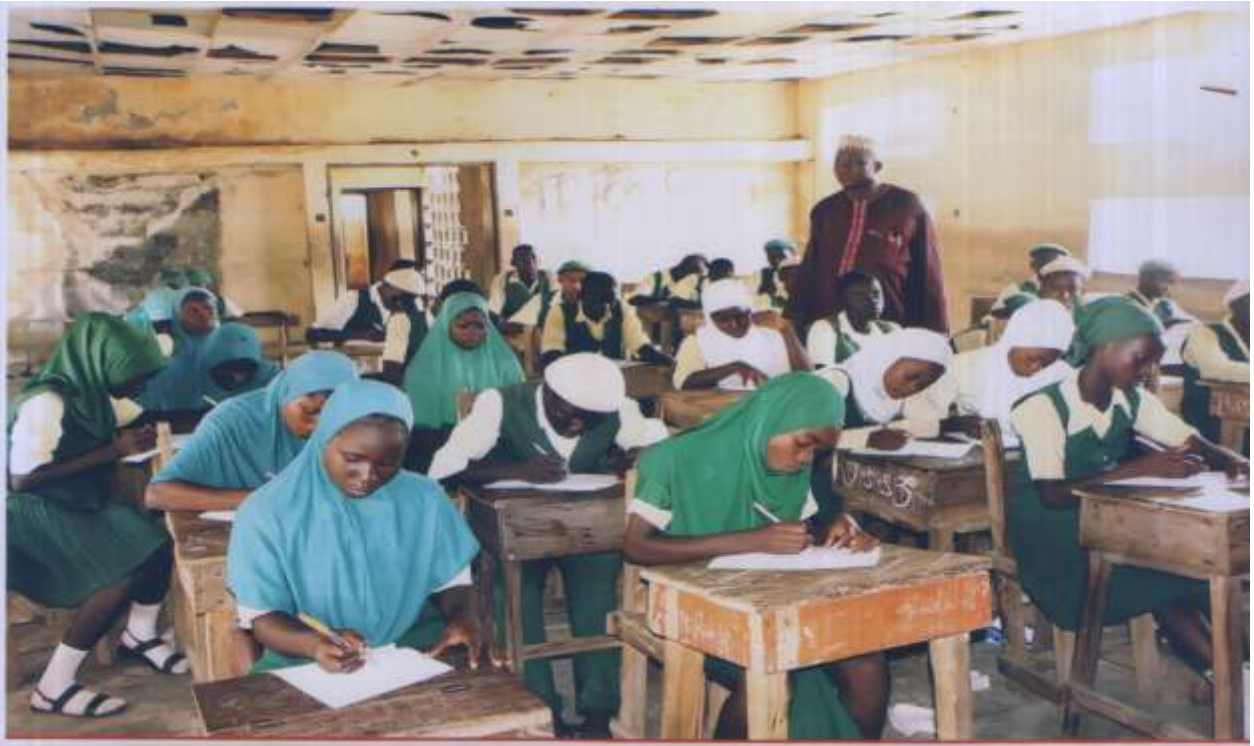
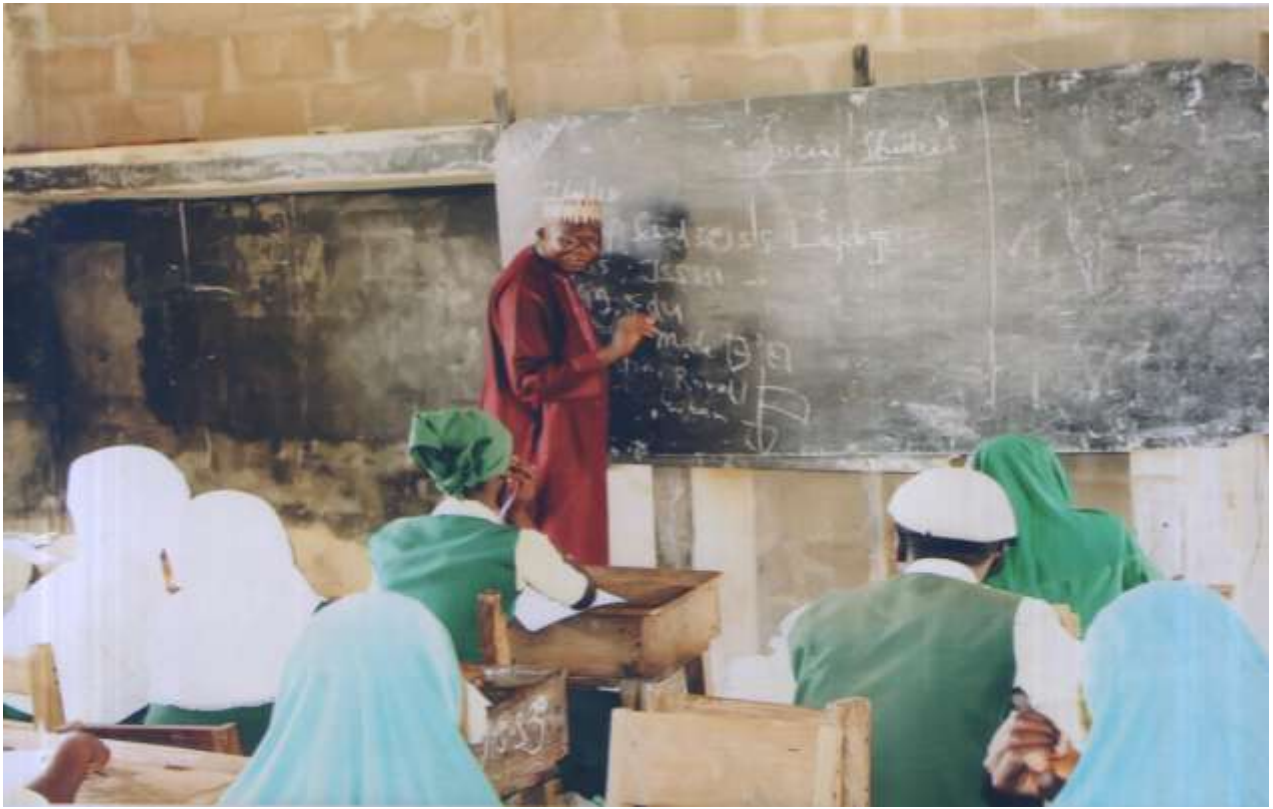




**Fig. 1: Co-operative Group**

**Date: 12<sup>th</sup> – 30<sup>th</sup> Sept., 2018**

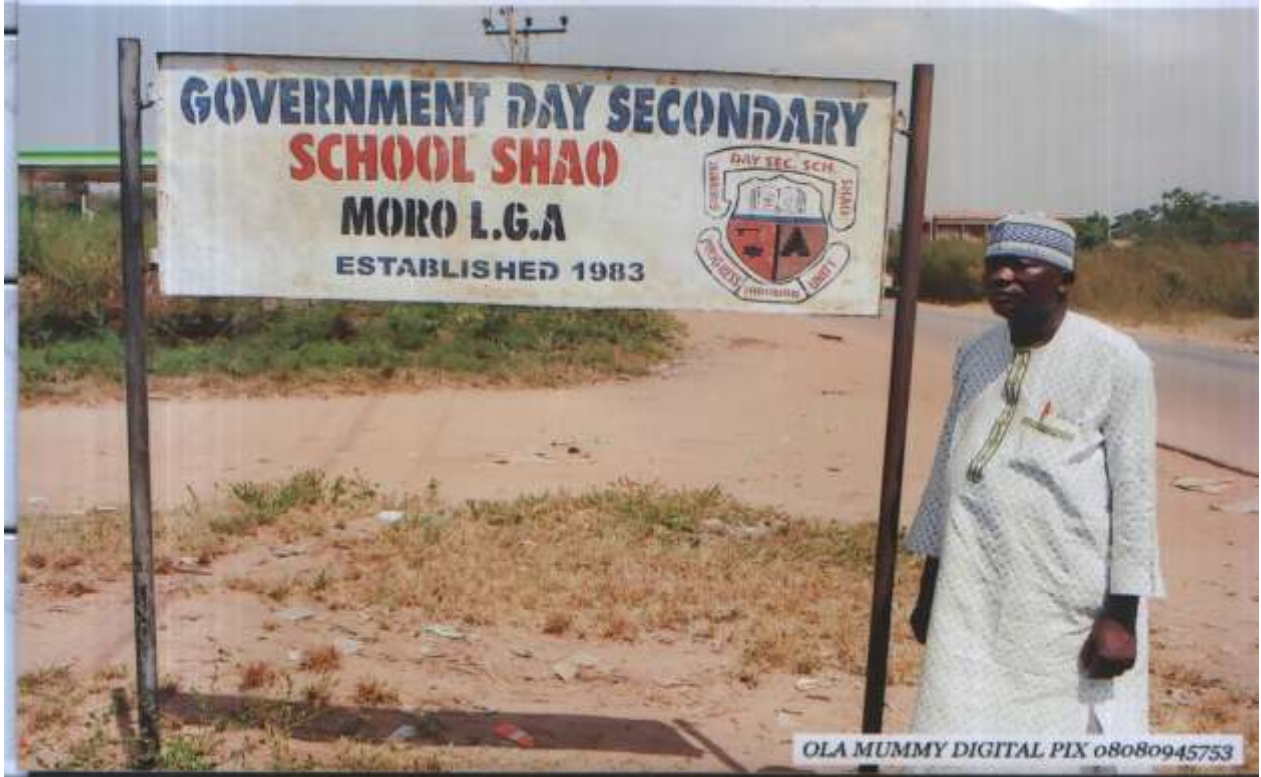


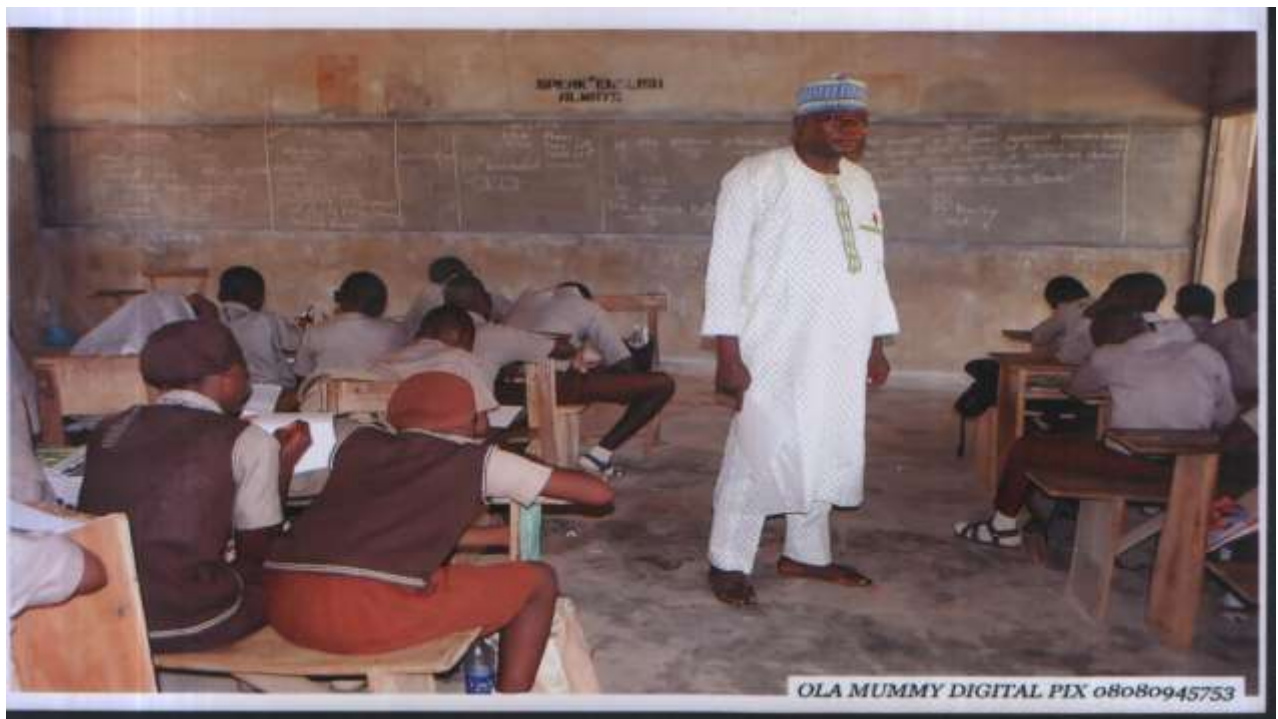
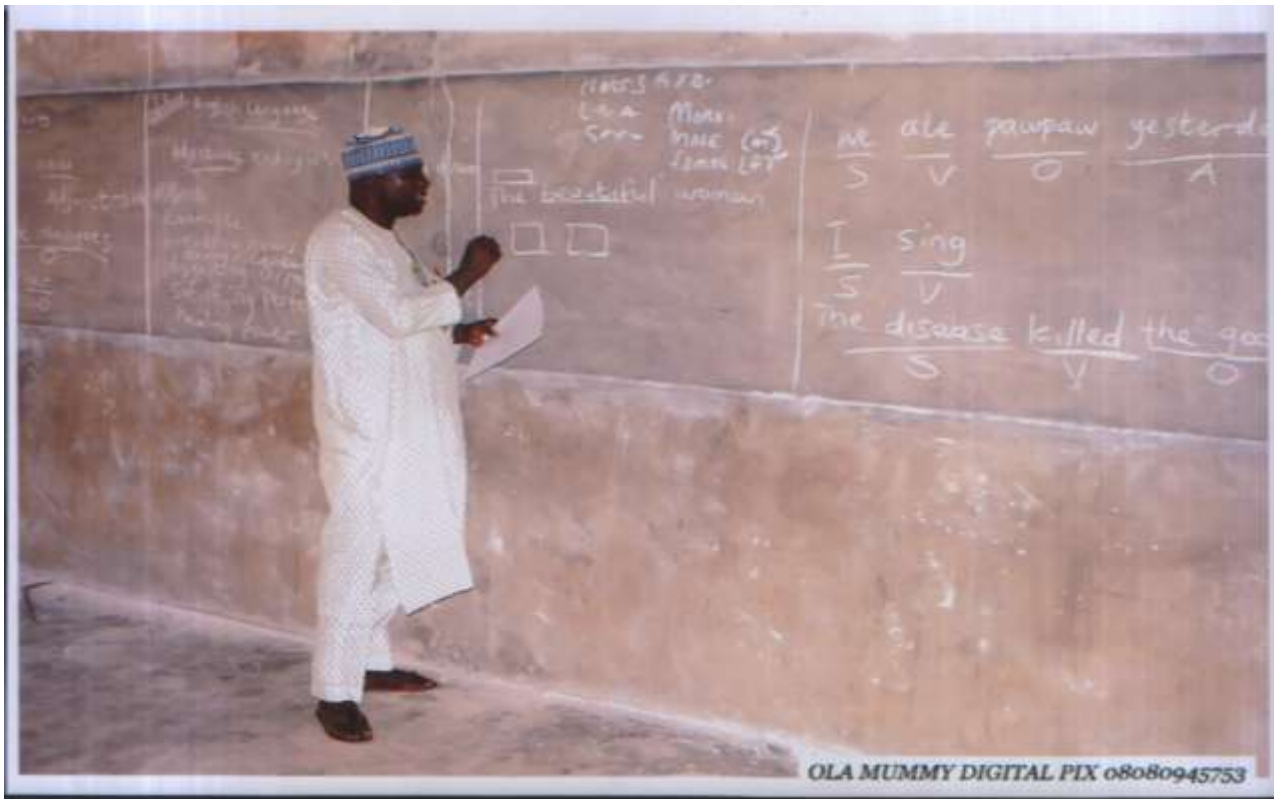


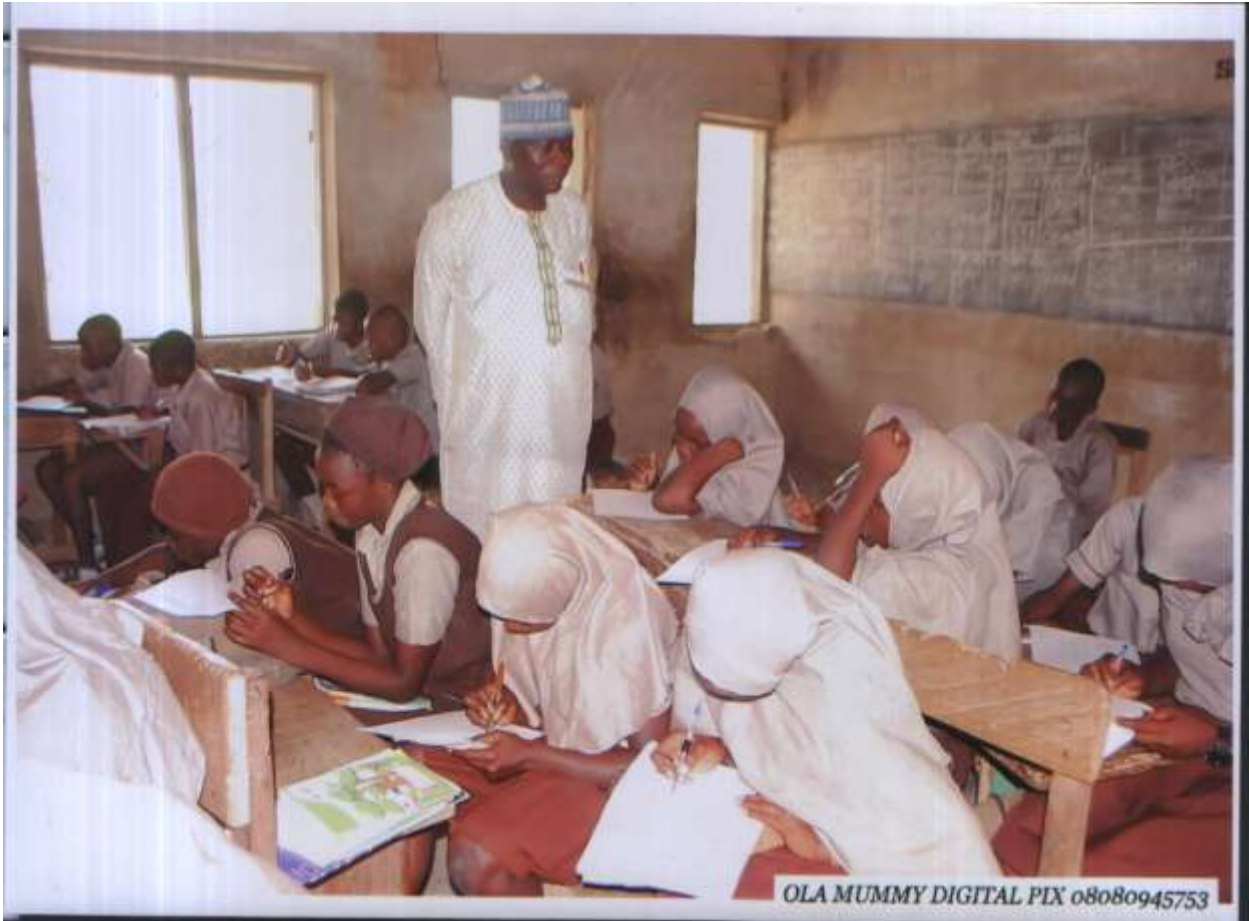


**Fig. 2: Competitive Group**

**Date: 3<sup>rd</sup> – 21<sup>st</sup> Oct., 2018**







**Fig. 3: Control Group**

**Date: 24<sup>th</sup> Oct., - 11<sup>th</sup> Nov., 2018**

## APPENDIX K

### SOCIAL STUDIES EDUCATION PERFORMANCE TEST (SSPT)

#### SECTION A: Bio-data

Name of School

CLASS:

L.G.A:

SECTION B: Please read each of the following statement carefully.

Answer all the questions

1. Which of these definition best describe the concept of environmental education in your own opinion?
  - (a) Education for special people of education sector
  - (b) Education for beauty of nation's forests
  - (c) Education for the environment, about the environment and in the environment
  - (d) Education for the plant and home decoration
2. The nature of environment education is integrated means,
  - (a) It is a separate subject and should be taught separately
  - (b) It is related to civic education and human rights
  - (c) The subject matter from other discipline is woven in a useful manner
  - (d) It is woven with politics and agriculture in a useful manner
3. Physical environment involve natural resources which include except one
  - (a) Air
  - (b) Water
  - (c) Solid mineral
  - (d) Vegetable
4. The following are environmental problem except one
  - (a) Deforestation
  - (b) Erosion
  - (c) Air pollution
  - (d) Water system



5. Physical environment has effect on the human \_\_\_\_\_
- (a) House
  - (b) Light
  - (c) Habitation
  - (d) Water vapours
6. Globally, \_\_\_\_\_ was the warmest year;
- 1972
  - 1994
  - 1998
  - 1999
7. The process of global warming is related to the ideas of \_\_\_\_\_
- (a) Steel roof of green house
  - (b) Zink roof of a green house
  - (c) Plastic roof of a green house
  - (d) Glass roof of a green house
8. Climate change has effect on;
- (a) School's timetable
  - (b) Leadership and political parties
  - (c) Drinking water and floods
9. The following are the type of pollution except;
- (a) Water
  - (b) Air
  - (c) Noise
  - (d) Drainage
10. Pollution may result from contaminations of the followings;
- (a) Air and water
  - (b) Water and fish
  - (c) Erosion and wind
  - (d) Moon and stars

11. In Nigeria car are poorly maintained, people and inhaling directly;
- (a) Fresh air
  - (b) Unpolluted air
  - (c) Sulphur dioxide
  - (d) Energy drink
12. There are several causes of noise pollution which include excepts;
- (a) Generators
  - (b) Factories
  - (c) Gardens
  - (d) Vehicles
13. Air pollution began to increase in the 20<sup>th</sup> century with development of except;
- (a) Transport system
  - (b) Petrol
  - (c) Diesel
  - (d) School system
14. Noise pollution can cause the following psychological problems except
- (a) High blood pressure
  - (b) Fatigue
  - (c) Anxiety
  - (d) Human rights
15. Man by nature is social animal, social relationship includes
- (a) Agriculture
  - (b) Soil fertility
  - (c) Cooperation
  - (d) Farm lard
16. The family is social institution it is form by\_\_\_\_\_
- (a) Living together
  - (b) Living together for happiness
  - (c) Living together to sharing living cost
  - (d) Living together as a legal relationship

17. Social environment include except one;
- Customers
  - Traditions
  - Culture and norms
  - House and furniture
18. Some of disease are directly related to environmental change except;
- (a) Malaria
  - (b) Asthma
  - (c) Cancer
  - (d) HIV/AIDS
19. Waterborne diseases are called by except
- (a) Dirty water
  - (b) Human and animal wastes
  - (c) Agricultural and industrial wastes
  - (d) HIV/AIDS
20. The air may be polluted by natural cause such as \_\_\_\_\_
- (a) Hurricane
  - (b) Perfume
  - (c) Flowers
  - (d) Volcanoes
21. The following are the cause of acid rain except
- (a) Nitrogen
  - (b) Suffer acid
  - (c) Fossil fuel
  - (d) Clouds
22. The following are the examples of dangerous gasses for health and environment except;
- (a) Carbon monoxide
  - (b) Carbon dioxide
  - (c) HO<sub>2</sub>
  - (d) Hydrogen

23. Knowing population figure of a country is important for except
- (a) Social need
  - (b) Government
  - (c) Religion
  - (d) Development of the country
24. Over population affect the country except
- (a) Food problem
  - (b) Malnutrition
  - (c) Under employment
  - (d) Pressure on agriculture
25. The growth of population leads to except
- (a) Rise in crime
  - (b) Rise in slum
  - (c) Shortage of food
  - (d) High standard of education
26. Economic condition of a country does remain same changes occurred except \_\_\_\_
- (a) Technological advancement
  - (b) Trades
  - (c) Industrialization
  - (d) Increase in birth
27. Economic activities in every society depends on three pillars except \_\_\_\_\_
- (a) Primary activities
  - (b) Secondary activities
  - (c) Tertiary activities
  - (d) University
28. Nigeria rank as \_\_\_\_\_ in the world and as \_\_\_\_\_ in Africa in farm output  
(1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 5<sup>th</sup>)
29. Farmers contributed negatively to the environment through the following land degradation activities except;
- (a) Excess use of fertilizer
  - (b) Excess use of chemicals
  - (c) Excess use of pesticide
  - (d) Excess use of knowledge

30. Indiscriminate dumping of refuse can cause the following except;
- (a) Accident
  - (b) Diseases
  - (c) Flooding
  - (d) Industrial waste
31. Some bad effect of refuse dumping is the following except\_\_\_\_\_
- (a) Degrade the environment
  - (b) Create health hazards
  - (c) Produce unhealthy gasses
  - (d) Over laboring the land
32. Recycling of waste is helpful for;
- (a) Reducing energy
  - (b) Reducing population
  - (c) Increasing waste
  - (d) Conserving resources
33. Smoke from burning of refuse can cause the following except;
- (a) Air pollution
  - (b) Noise and throat problem
  - (c) Miscarriage
  - (d) Eye infection
34. Another name for refuse disposal is \_\_\_\_\_
- (a) Solid disposal
  - (b) Bush waste
  - (c) Disposal garbage
  - (d) Broken bottles
35. Which of the following is not come under political environment?
- (a) They are authoritative
  - (b) They are not enforces
  - (c) Officers are not educated
  - (d) They are not for citizens

36. Nigeria political environment laws are weak because;
- (a) They are authoritative
  - (b) They are not enforced
  - (c) Officers are not educated
  - (d) They are not for citizens
37. Checking of deforestation is best done by ministry of
- (a) Ministry of labour
  - (b) Military of division
  - (c) Police and natural sciences
  - (d) Ministry of natural and forestry division
38. Government legislate against deforestation because
- (a) Deforestation is right of the citizen
  - (b) Deforestation affects the economy of the country
  - (c) Deforestation affects infertility
  - (d) Deforestation is a way of mechanized farming
39. Deforestation may be caused by the following;
- (a) Over-grazing
  - (b) Cutting the trees
  - (c) Erosion
  - (d) Breeze and clouds
40. Which of the following is not an effect of deforestation?
- (a) Air pollution
  - (b) Loss of soil
  - (c) Water pollution
  - (d) Forest department
41. Poor's responsible for environmental destruction due to the fact that;
- (a) They are hungry
  - (b) They are not citizen
  - (c) They destroy forest for their home and agricultural purpose
  - (d) They don't respect their elders

42. The pattern of consumption and production contributes to;
- (a) Degradation of economy and industry
  - (b) Degradation of culture and tradition
  - (c) Degradation of culture and tradition
  - (d) Degradation of education and society
43. Fill in the gap most appropriate state to consumption refers to \_\_\_\_\_
- (a) Goods, Science, energy and resources that are used by people
  - (b) Goods, best and better things that are used by people
  - (c) Expensive things which are used by rich people
  - (d) Export quality goods which are use be rich people
44. Which of the following statement do not actually related to the activities of man that lead to degradation of soil;
- (a) Continuous farming with aid of motor technology
  - (b) Continuous removal of soil by digging the soil
  - (c) Continuous excessive use of fertilizer
  - (d) Continuous enjoying farm products.
45. Land degradation can be control by the following ways except;
- (a) Planting excess crops
  - (b) Use of manure
  - (c) Use of rainguage
  - (d) Use of modern tools for faming
46. Tick the most appropriate which corresponds to the statement below from a \_\_\_\_\_d. the climate of Nigeria is tropical which is favourable for agriculture.
- (a) True
  - (b) False
  - (c) Undecided
  - (d) Most likely
47. There are increasing storms, drought and arise in the temperature throughout the world because of
- (a) Vegetation
  - (b) Vegetable
  - (c) Climate change
  - (d) Climate prediction

48. Millions of children die every year due to diarrhea from contaminated\_\_\_\_
- (a) Sea
  - (b) Land
  - (c) Forest
  - (d) Water
49. Hundreds of millions people suffer serious respiratory
- (a) Food and restaurants
  - (b) Motor and industrial fumes
  - (c) Doctor and medicines
  - (d) Cold drink and cold drink
50. Nigeria reported to environmental problems after the case of toxic waste deposit in \_\_\_\_\_
- (a) Kano State 1987
  - (b) Delta State 1988
  - (c) Lagos State 1986
  - (d) Jigawa State 1988



## APPENDIX L

### ANSWERS

1. C	11. D	21. D	31. D	41. B
2. C	12. A	22. D	32. D	42. D
3. D	13. C	23. D	33. D	43. D
4. D	14. C	24. C	34. C	44. D
5. C	15. D	25. C	35. C	45. D
6. C	16. D	26. C	36. C	46. A
7. C	17. C	27. D	37. A	47. D
8. C	18. D	28. D	38. D	48. C
9. C	19. D	29. D	39. B	49. A
10. C	20. D	30. C	40. B	50. C