EFFECTS OF DISCOVERY AND DISCUSSION TEACHING METHODS ON STUDENTS' PERFORMANCE IN SOCIAL STUDIES IN JUNIOR SECONDARY SCHOOLS IN NASARAWA STATE, NIGERIA

BY

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIRMENTS FOR THE AWARD OF THE DOCTOR OF PHILOSOPHY IN EDUCATION (CURRICULUM AND INSTRUCTION)

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
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DECLARATION

I hereby declare that this work titled "Effects of discovery and discussion methods on students' performance in Social studies in junior secondary schools in Nasarawa State, Nigeria" has been carried out by John Ajegena Tsaku in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria, Nigeria, under the supervision of Prof. R.B Bako. Dr. A.A Dada and Dr. S.U. EL-Yakub. The information derived from the literature has been duly acknowledged in the text and a list of references provided. To the best of my knowledge, no part of this thesis was previously presented for another degree or diploma at this or any other Institution.

_____ _____

John Ajegena TSAKU Date

CERTIFICATION

This thesis titled "EFFECTS OF DISCOVERY AND DISCUSSION TEACHING METHODS ON STUDENTS' PERFORMANCE IN SOCIAL STUDIES IN JUNIOR SECONDARY SCHOOLS IN NASARAWA STATE, NIGERIA" by JOHN AJEGENA TSAKU meets the regulations governing the award of the degree of Doctor of Philosophy (PhD) in Education (Curriculum and Instruction) of the Ahmadu Bello University Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my late father; Tsaku Ajegena, late mother; Zama Ajegena; Wife; Hanatu Tsaku and Beloved Children; Embigbu, Ablaku (Late), Awazi, Tsaku and Ikka.

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ABSTRACT

The study was carried out to determine the effects of discovery and discussion methods on students' performance in Social studies in junior secondary schools in Nasarawa State, Nigeria. The study sought to; determine the difference between the performance of students taught social studies using discovery method and those taught using conventional lecture method in junior secondary schools in Nasarawa State; examine the difference between the performance of students taught social studies using discussion method and those taught using conventional lecture method in junior secondary schools in Nasarawa State; and compare the performance of students taught social studies using discovery and discussion methods in junior secondary schools in Nasarawa State, among others. It adopted quasi-experimental, pre-test, post-test, control group design. The population of the study consisted of 17,310 JSII students from 174 public junior secondary schools (JSS) in Nasarawa State. A sample size of 280, Social studies students were used in the study. This sample size was arrived at using purposive sampling technique. A teacher made test tagged "Social Studies Performance Test (SSPT)" was used for data collection. The instrument was validated by experts. The reliability index is 0.91. Data were collected through the administration of pre-test and post-test. Mean and standard deviation were used to answer the research questions. Independent sample t-test statistics was used to test hypotheses 1, 2 and 3 while hypotheses 4 and 5, was tested using Analysis of Variance (ANOVA). Findings of the study among others revealed that the performance of students taught social studies using discovery method was better than those taught using conventional lecture method in junior secondary schools in Nasarawa State (.000 <0.005). Students taught social studies using discussion method performed significantly better than those taught using conventional lecture method in junior secondary schools in Nasarawa State (.002 <0.005). And that the performance of students taught social studies using discovery method was better than those taught using discussion method in junior secondary schools in Nasarawa State (.001 <0.005). Based on the findings, it was recommended that discovery and discussion methods should be used as alternative methods to improve the teaching and learning of Social Studies in Junior Secondary Schools. Teachers should be encouraged and motivated to use discovery and discussion methods through supervision and provision of enabling environment to teach Social Studies in Junior Secondary Schools.

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LIST OF ABBREVIATIONS

The under listed abbreviations are given their full meanings as used in the study.

BECE:	Basic Education Certificate Examination
CAI:	Computer Assisted Instruction
CBL:	Computer Based Learning
EL:	E-Learning
FGN:	Federal Government of Nigeria
FME:	Federal Ministry of Education
FRN:	Federal Republic of Nigeria.
GJSS:	Government Junior Secondary School
ICT:	Information and Communication Technology
JSS:	Junior Secondary School
JSSCE:	Junior Secondary School Certificate Examination
NPE:	National Policy on Education
NTI:	National Teachers' Institute
SOSCEAN:	Social Studies and Civic Education Association of Nigeria
SSPT:	Social Studies Performance Test

OPERATIONAL DEFINITION OF TERMS

The following terms are defined as used in this study

Academic Performance: Simply refers to the outcome of the educational goals that are achieved either by the students or teacher. It is a measurement in terms of specific and desirable results in test or examination.

Discovery Method: Refers to a process where the class teacher provides the learner necessary opportunities to discover new facts, new rules, new methods or techniques of solving problems as well as new values for themselves.

Discussion Method: is referred to student to student talk with occasional intervention by the teacher. It is a type of activity which involves breaking the class into small groups for effective talking on a topic, a problem or issue.

Lecture Method: This refers to the presentation of lessons to a class by a teacher. The teacher usually dispenses the contents of the topic(s) to the students while students listen passively and sometimes make their own contribution when they are familiar with the topic(s).

Teaching Method: Refers to the procedure of carrying out the act of imparting knowledge to the learner.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education had been recognized as an instrument that can bring about desirable development both in the individual and the society at large. This could be why the Federal Government of Nigeria through its National Policy on Education (FGN 2013), had emphasized that education is a dynamic instrument for social change that can bring about the development of a nation. As a result, the need for a constant evaluation of the entire educational system is necessary so as to ensure its adequacy and relevance to national needs and objectives. Education in Nigeria is expected to play the role of building a free democratic society, a just and egalitarian society, a united, strong and self-reliance nation, a great and dynamic economy and a land of bright and full opportunity for all citizens (FGN,2013). Ubah (2001) in Tsaku (2009), posited that this might have been informed by the serious national issues such as social and cultural integration and unity, discipline, patriotism and ethnicity which Nigeria confronted as the colonial masters left. It is in line with these roles that social studies was introduced and given prime importance by the Federal Government as a tool for implementing the national goals and objectives.

The focus on social studies for the achievement of Nigeria's educational objectives is informed by the fact that the ever riding purpose of social studies is citizenship education, through acquisition of knowledge, attitudes and skills necessary to process information, values, beliefs and social participation (Ossai, 2014). The nature and

objectives of social studies in Nigeria schools emphasized students' familiarity with their physical and social environments, improved social relationship and interactive skills as well as abilities to think reflectively, critically and independently. All these are relevant to problem-solving (Iyamu & Otete, 2006). Social studies is vital in helping to create individuals who are active and dynamic participants in Nigerian society. This view of social studies, therefore, raises the challenge of the organization of its inter-related component and how to make students become conscious of the underlying forces that make up its elements. There is therefore, the need to select appropriate instructional methods that will facilitate all round development in the cognitive, affective and psychomotor domains of the students.

Teaching method is the overall plan for the orderly presentation of content or learning materials. Adamu (2016), saw method of teaching as a procedure by which a goal is reached, a purpose accomplished or a result achieved. Teaching or instructional method is summarized as a practical application of teaching principles based on the nature of learner, the nature of subject and the learning needs of the students. Kazi (2012) stated that there is no best method of teaching social studies but a combination of the various teaching methods would help in achieving the desired instructional objectives. The National Teachers Institute (NTI, 2009: p.4), also stated that "there is no single method which can be applied in the teaching of concepts and principles of social studies. Hence, the use of multiple methods in the teaching of particular concepts and principles should be adopted". As a result of the important role social studies education plays in teaching education curriculum, the need to teach it using the most effective methods such as discovery and discussion methods cannot be over emphasized.

Discovery as a way of teaching and learning is one of the contemporary methods which help the learner to learn by doing. According to Awaisu, (2016), discovery method is an inquiry based learning method whereby learners use their prior knowledge and experiences to discover new information that is used in learning. Yusuf (2012), stated that "discovery method of teaching is a process where the classroom teacher provides the learner necessary opportunities to discover new facts, methods, rules or techniques of solving problems as well as new values for themselves". The method is also seen as the method of teaching and learning in which learners try to find out something unknown to them earlier with little help from the teacher. The teacher is not simply an initiator of discovery learning but provides continues support to students till they become self learners. This method therefore challenges the learners to find out information for themselves instead of spoon feeding the students as the case with conventional lecture method.

Discussion method in teaching is generally seen as a method in which the teacher guides the students in expressing their opinion and ideas with a view to identifying and solving problems collectively (Ogundare 2010). In this case, a problem or topic of the lesson is presented for discussion while the teacher helps to direct the student's views towards the objectives of the lesson. This method encourages students' active participation in the class. According to Ogundekun (2011), discussion is a type of activity which involves breaking the class into small groups for effective talking on a topic, a problem or issues. It is a thinking together process in which student's talk freely to the teacher or one another. For a successful implementation of discussion method, every student should have the background knowledge of what is to be discussed.

Discussion method develops leadership and followership skills and stimulates critical thinking. The method can be effective if it is deliberately planned and systematically used with the teacher moderating the process. This makes teaching and learning student-centred.

Conventional lecture method allows a great deal of information to be passed to the learner and favours handling of large classes. In spite of the advantages, the lecture method does not stimulate students' innovation, inquiry and scientific attitudes. It encourages students to cram facts which are easily forgotten and inappropriate for achieving the high objectives of social studies programme.

Okam (1998) and Oyeyimi (2014), opined that many of the methods of conveying knowledge have been shown to be relatively ineffective on the students' ability to master and retain important concepts. They also criticized a classroom trend in social studies which emphasized achievement and acquisition established in the cognitive domain, while attainments that impinge on the affective and psychomotor domains are either neglected or relegated to the background. Ololobou (2009), also reported the seriousness of deplorable performance of students in social studies and identified persistent use of traditional mode of instruction as one of the major shortcomings affecting the learning and higher achievement in social studies. Orimogunje (2008), emphasized the need for using an innovative strategy such as discovery and discussion to correct the mismatch of post primary social studies with the traditional lecture method. In support of the idea, Abdu- Raheem (2012), confirmed that the health of classroom interaction is dictated by the quality of instruction given during the actual periods. Sotonwa (2003) and Bandele (2003), explained that good teaching matters in raising the

standard of education and achievement of students. Ekanola (2007), concluded that discovery and discussion methods are designed to facilitate both knowledge acquisition and utilization.

Social studies education seeks solution to societal problems and hence needs to be taught with solutions finding methods such as discovery, inquiry and discussion methods instead of conventional lecture method of teaching and learning which has little or no effect on students' performance. Dods, (2007) and Egitimbilim (2009), warned that social studies teachers should move away from the traditional teaching style to creative teaching styles which will make students move from the traditional learning goals of subject assimilation to becoming critical and creative individuals.

In the same vein, Onuola and Okam (2011), demonstrated that inspite of the popularity of social studies in Nigeria schools, the following curriculum processes and practices which are in-built into instruction in the subject area have been relegated to the background in many classrooms, namely; "methodology of problem-solving, employment of decision-making devices and principles, including the use of critical thinking and problem-solving procedures". Therefore, social studies educators must accept their responsibility for involving learners in classroom activities if they are to achieve learning and behavioural objectives designated as being relevant to the acquisition of citizen norms.

One of the key factors in learning social studies is the students' attitudes. The development of positive attitudes towards social studies can motivate students' interest in the subject. Adesoji, (2008) and Nmom (2005), defined attitudes as the tendency to behave in a certain way. It can be positive or negative. Attitudes are very important in

social studies. This is because positive attitudes if developed promote good citizenship. Aliyu (2015) observed that little impact has been made in terms of shaping or changing the behaviour of the students, instead, societal ills are on the increase. This shows the need to give realistic education to those who will help to form the society of the future. Omirin and Oladosu (2010), opined that the attitude of the teacher and his teaching method can influence students' attitudes to the subject. They stated that students' positive attitudes to social studies correlate highly with social studies achievement.

In order for social studies to perform its statutory functions properly, instructional strategies must be centred on methods of seeking to resolve life reality issues, which include those of problem-solving and learning by experimenting. Also, a competent teacher of social studies must acquaint himself/herself with social studies methodology and be well groomed in the application of the various methods of teaching social studies (Akinleye 2010). It is against this background that the researcher intends to investigate the effects of discovery and discussion methods on students' performance in social studies in Junior Secondary Schools in Nasarawa State.

1.2 Statement of the Problem

The success or failure of students in social studies aside other variables lies in the various methods and techniques used in teaching the subject. Hence, there is the need for the evaluation of the programme, to see how successful it has been in terms of objectives and delivery. This will enhance the innovation and sustainability of the social studies curriculum and guide its redesigning for optimum achievement. Also, with the increase in societal ills such as corruption, visual killing, kidnapping, terrorism, indiscipline, ethnicity and massive failure of students in both internal and external (BECE)

examinations in social studies, it is believed that the subject has not been achieving much of its goals (Ololobou, 2009). This was attested to in the report of Basic Education Certificate Examination (BECE) results of 2016/2017 from the three (3) sampled schools in Nasarawa State which showed 32.5%, 25% and 35% respectively. These results strongly revealed the poor performances of students in the subject.

More so, Akims (2003), Shingummi (2002) and Ololobou (2009), in Aliyu (2015) have demonstrated that students' performances in the three domains of social studies are deplorable and below standard. They further stated that the students are partially rich in knowledge of social studies concepts but deficient in some expected social studies values, attitudes and behaviours that characterize socially responsible citizens. Some of the teaching methods that are used in Nigerian junior secondary schools are didactic and the students become very passive in the process. It is the teacher who asks questions, rarely the students are allowed to ask questions or discover problems (Edinyang, 2010). These factors have contributed in no small measure towards poor performance of students in social studies education.

Based on the afore-mentioned issues, it is pertinent to seek innovative methods such as problem-solving, inquiry, discovery and discussion, which are activity based and student-centred that could ensure and enhance better performance in both internal and external examinations. This study therefore, attempts to determine the extent to which two different teaching methods (discovery and discussion) can influence students' academic performance in social studies. This will also provide necessary information on the methods (discovery and discussion) and how social studies teachers can take advantage in respect of attainment of social studies objectives and delivery.

1.3 Objectives of the Study

This study sought to achieve the following objectives:

1. determine the difference between the performance mean score of Js II students taught social studies using discovery method and those taught using conventional lecture method in junior secondary schools in Nasarawa State;
2. examine the difference between the performance mean score of Js II students taught social studies using discussion method and those taught using conventional lecture method in junior secondary schools in Nasarawa State;
3. compare the performance mean score of Js II students taught social studies using discovery and discussion methods in junior secondary schools in Nasarawa State;
4. ascertain the performance mean score of Js II students taught family and culture using discovery, discussion and conventional lecture methods in Junior Secondary Schools in Nasarawa State; and
5. find out the performance mean score of Js II students taught transportation and communication using discovery, discussion and conventional lecture methods in Junior Secondary Schools in Nasarawa State.

1.4 Research Questions

This study was guided by the following research questions:

1. What is the difference between the performance mean score of Js II students taught social studies using discovery method and those taught using conventional lecture method in junior secondary schools in Nasarawa State?

2. What is the difference between the performance mean score of Js II students taught social studies using discussion method and those taught using conventional lecture method in junior secondary schools in Nasarawa State?
3. What is the difference between the performance mean score of Js II students taught social studies using discovery and discussion methods in junior secondary schools in Nasarawa State?
4. What is the performance mean score of Js II students taught family and culture using discovery, discussion and conventional lecture methods in Junior Secondary Schools in Nasarawa State?
5. What is the performance mean score of Js II students taught transportation and communication using discovery, discussion and conventional lecture methods in Junior Secondary Schools in Nasarawa State?

1.5 Research Hypotheses

The following null hypotheses were formulated to guide the study:

$H0_1$: There is no significant difference between the performance mean score of Js II students taught social studies using discovery method and those taught using conventional lecture method in junior secondary schools in Nasarawa State.

$H0_2$: There is no significant difference between the performance mean score of Js II students taught social studies using discussion method and those taught using conventional lecture method in junior secondary schools in Nasarawa State.

$H0_3$: There is no significant difference between the performance mean score of Js II students taught social studies using discovery and discussion methods in junior secondary schools in Nasarawa State.

$H0_4$: There is no significant difference between the performance mean score of Js II students taught family and culture using discovery, discussion and conventional lecture methods in junior secondary schools in Nasarawa State.

$H0_5$: There is no significant difference between the performance mean score of Js II students taught transportation and communication using discovery, discussion and conventional lecture methods in junior secondary schools in Nasarawa State.

1.6 Basic Assumptions

The following assumptions are made with respect to the research work:

1. The schools to be used for this study are representation of junior secondary schools in Nasarawa State where the study was carried out.
2. Discovery and discussion methods of instruction are appropriate for teaching the selected topics.
3. The selected topics are appropriate for the class (JS II) used in the study as stated in the school curriculum.
4. Effective classroom delivery of lesson by the teacher greatly influences students' performance in social studies.
5. Students taught social studies using discovery and discussion methods of teaching are likely to achieve higher than those taught using traditional teaching methods such as conventional lecture method.
6. Social studies teachers can use discovery and discussion methods of teaching to develop and promote self-confidence of their students who might be passive in terms of participation in classroom activities, thereby promoting students' academic performance.

1.7 Significance of the Study

This study titled, effects of discovery and discussion methods on students' performance in social studies in Junior Secondary Schools in Nasarawa State, will be of enormous benefits to an array of stakeholders in education. The findings of this study will be helpful to social studies teachers, students, school administrators, curriculum planners and developers, textbook writers and publishers, professional associations, researchers, as well as the ministry of education officials.

The result from this study will help social studies teachers in selecting and adopting suitable instructional methods that will be a possible means towards reducing failure in the teaching and learning of social studies. It will also motivate teachers to develop interest in utilizing modern instructional methods (students centred) that will enhance better performance and develop positive attitudes of the students. The result of the findings of this study will also sensitize, and provide the teachers with a feedback on their discovery and discussion teaching competencies as a basis for improvement in their instructional practice in order to enhance performance in social studies education.

The findings of this study will be of a great importance to the social studies students because the use of discovery and discussion methods in teaching and learning of social studies will boost their achievement and help to increase their retention of social studies concepts. It will also help them to develop more interest in social studies and acquire and develop scientific skills which will help them in their career choice, particularly those careers geared towards social studies.

For curriculum planners and developers, the findings from this study will provide them with insights into the effectiveness of discovery and discussion methods in

achieving maximum result with limited resources and therefore consolidate it in their future policy efforts.

The finding can be used to enlighten the parents on the students performance using conventional lecture, discussion and discovery methods and finally decides on the best among them. Similarly, it will enable them contribute when they are called for curriculum review or any interactive session that has to do with the teaching methods.

Also, professional associations such as social studies and civic education association of Nigeria (SOSCEAN) will equally benefit from the findings of the study in setting out standards of teaching methods which will be circulated to quality assurance officers and teachers alike. The findings of the study will equally provide book writers and publishers with the knowledge of modern methods of teaching. This will help to enrich their books with effective methods of teaching and learning.

The ministry of education officials can equally benefit by using the findings of this study to engage teachers and administrators in training programmes that can model this new educational methods. In conclusion, the findings of this study could serve as a useful reference point to subsequent research works and contribute to the existing literature on social studies teaching methods.

1.8 Scope of the Study

This study investigated the effects of discovery and discussion teaching methods on students' performance in Social Studies in Junior Secondary Schools in Nasarawa State, Nigeria. The study was delimited to a School in each of the three Senatorial Zones (Nasarawa South, North and West) in the State. The researcher used Junior Secondary two (JS II) Students as subjects for the study. The reason was that they were more

exposed to the teaching of Social Studies and they were not preparing for any external examination. The study focused on using discovery and discussion methods in the teaching of selected Social Studies topics. The curriculum concepts for the study are: Family, Culture, transportation and communication.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed the literature on effects of discovery and discussion teaching methods on students performance in social studies in Junior secondary schools in Nassarawa state. In order to find appropriate direction and necessary background information on the topic, the following sub-headings were reviewed: conceptual framework; concept of social studies; concept of discovery method; concept of discussion method; concept of academic performance; theoretical framework; constructivist theory of learning; nature and scope of social studies; social studies curriculum in Nigeria; aims and objectives of social studies curriculum in Nigeria; overview of instructional methods; methods of teaching social studies; contemporary trends in teaching social studies; empirical studies and summary.

2.2 Conceptual Framework

The conceptual framework of this study was based on the following topics reviewed, namely:

2.2.1 Concept of Social Studies

There are many definitions of social studies, but there is a general consensus that social studies is the study of man and his environment. The view was supported by Falade (2008), when he asserted that various interpretations and views have been expressed as to the philosophical position of social studies by social studies educators. The Author doubted any agreement among social studies educators on what social studies is or is expected to be. Edinyang, Ubi and Adalikwu (2012), asserted that social studies

is aimed at in calculating the necessary skills, competencies and intellectual capabilities, the learners will use for a healthy living in the society. Bashiru (2013), posited that social studies presents the dynamics of values, interest and attitude such that will help the learners in decision making on matters affecting them. Thus, social studies is a discipline that equips the learners with the tools necessary for their survival in the society.

Social studies in Nigeria has been viewed as a problem solving discipline. Basuwa (2014:51), looked at social studies as a "curriculum designed specifically for the study of man and how his problems are solved". Haruna and Liman (2013), pointed out the kinds of societal problems which social studies will equip man to solve to include: militarism, terrorism, selfishness callousness, greed, lopsidedness, cheating, embezzlement and resources mismanagement. Since its introduction into the country social studies serves as a medium for integration, national development as well as curbing social problems (Oyeniyi, 2014). Social studies is, therefore, a discipline that is designed to solve the evolving problems of man in the society. Researchers such as Mezieobi (2004) and Olubadewo (2014:98), viewed social studies as an integrated field of study. In clarifying the integrated nature of social studies, Olubadewo (2014:98), pointed out that "it is a social science that overlaps other social sciences like Sociology, Political Science, History, Economics, Geography, Religious Studies, Psychology, Anthropology and Civics". This should not be misconstrued as a merger of the social science subjects, rather social studies derives ideas from the social science that bothers around man in relation to its environment (Irikana & Ibeh, 2014). Social studies is therefore, a peculiar subject that has "distinct objectives, content, approaches, and methods" (Nuhu, 2014:19).

Social studies educators such as Baraya and Malcolm (2014) and Justus (2014), observed that there is no universally accepted definition of the subject in Nigeria, as it has been defined in different ways by different authors. Mezieobi, Fabura and Mezieobi (2008), made a collection of some of the definitions and categorised them into twelve groups. The lack of universally accepted single definition of social studies has been an issue of concern to authorities in the discipline in Nigeria. The contention for a single definition of social studies has been said to be "intense since its emergence as a field of study" (Justus, 2014:94).

Also, contributing, Mezieobi and Mezieobi (2011), lamented that with definitions of social studies by different people, Nigeria lacks professional definitions of the subject. Mezieobi and Mezieobi (2011), suggested that for a better professional practice, Nigeria must have a unified definition of social studies. While some social studies educators were concerned about the numerous definitions of the subject, Irikana and Ibeh (2014), did not see it to pose any threats to the profession and thus attributes the different views by scholars to the dynamic nature of the subjects. Contributing to the idea of universally accepted definition, Tikumah (2009:2), admonished that "the effort being exerted on the endless search for a universal definition of social studies are better diverted, instead, to highlighting the practical uses of the subject". Referring to the synthesis on the various definitions of social studies, Zakare (2014), drew attention to the fact that all the definitions revolve around man in relation to his environment and to conclude the matter, Tikumah (2009:2), submitted that "their discrepancies (in the definitions) are little more than using different word to describe the same thing – man in his environment". Nuhu

(2014) acknowledged the universal definition of social studies but argued that, many scholars have made concerted efforts to conceptualize the subject.

Synthesis of the definitions of social studies given by deferent authors showed that it is conceptualized based on the nature of the subject and or its purpose. Zakare (2014), viewed social studies as an organized, integrated study of man and his environment, both physical and social, emphasizing on cognitive, functional, skills and desirable attitudes and actions for the purpose of producing an effective citizen. Nuhu (2014), conceptualized social studies as a field of study that deals with integrated knowledge and experience concerning human relation for the purpose of citizenship education. The above definitions conceptualized social studies based on the nature of the subject (integrated social studies as the planned and unplanned process by which individuals acquire skills, and knowledge which will make them useful to themselves and society at large). In the view of Duplass (2006), social studies is a discipline aimed at developing decision making, including knowledge, skills for reflective thinking and participation in democracy. Adaralegbe (1980) in Akinola (2014), viewed social studies as a problem-solving approach discipline. Onuoha, Onuigbo and Ugwuanyi (2014), perceived social studies as a discipline that brings the reality of every day societal living to the students. In the view of Zakare (2014), social studies is concerned with the study of man and his interaction with social and physical environment. In the perspective of Gele and Gele (2014), social studies is an organized systematic study of people's interaction and influence for positive development of their immediate and general society in question. According to Baraya and Malcolm (2014), social studies is a process of education which emphasizes the relationship human beings have with their physical and

social world. All the definitions are conceptualized on the basis that social studies is a means through which the individual acquires the competency necessary for survival in which he/she will apply to relate with their environment.

2.2.2 Concept of Discovery Method of Teaching

Discovery as a way of teaching and learning is one of the contemporary methods which helps the learner to learn by doing. According to Awaisu (2016), discovery method is an inquiry based learning method whereby learners use their own prior knowledge and experience to discover new information that is used in learning. Ada (2010:P.25) "saw this method of teaching as the learning experience in which the students learn concepts, theories, principles and content through the mediation of some mental activities. He lists these mental activities to include observing, classifying, measuring, predicting, describing and inferring". In other way, this method could also be seen as the inquiry method that involves the need to satisfy the curiosity of an individual about unknown situation, knowledge, phenomenon and fact. Yusuf (2012), stated that "discovery method of teaching is a process where the classroom teacher provides the learners necessary opportunities to discover new facts, methods, rules or techniques of solving problems as well as new values for themselves". Umbugus, Jatau and Kuzhe (2009), saw discovery as a method of teaching in which students learn by doing, analysing, thinking and reflecting on the materials for learning rather than memorizing and repeating facts. Aggarwal, (2006), asserted that discovery learning is an inquiry-based approach in which students are given a question to answer, a problem to solve, or a set of observations to explain, and then work in a largely self-directed manner to complete their assigned tasks and draw appropriate inferences from the outcomes.

According to Duru (2016), discovery method of teaching and learning allows the teacher to be a facilitator of the learner who should be directed to find out what confronts him/her in the immediate environment so that she/he can discover own solutions. In this way, the student is capable of solving problems and finding answers which are unique to the individuals.

Discovery learning method is also defined by Rao (2004) in Duru (2016), as the method of teaching and learning in which learners try to find out something unknown to them earlier with little help from the teacher. In discovery learning approach, learners generate concepts, principles and ideas with very little teachers intervention and hence discovery learning is usually referred to as self-learning. Santrock (2004) in Duru (2016), defined discovery learning as a method of learning in which students construct an understanding on their own. He also states that discovery learning stands in contrast to the direct instruction approach in which the teacher directly explains information to students. The author maintained that students have to figure out things for themselves. From this definition given about discovery method of teaching, it implies that the learning process is students-centred and a way of solving problems with little teacher guidance. Students have to dictate the problem and inquire and discover the solution to the problem.

In the opinion of Ghamanja (2002) in Duru (2016), inquiry learning is built on discovery and as such both methods seem to be tied to each other. The concept of discovery can be traced back to the works of John Dewey (1933) and Jerome Bruner (1966). They promoted discovery learning by encouraging teachers to give students more opportunities to learn on their own. In their views, discovery learning encourages

students to think for themselves and discover how knowledge is constructed and furthermore, it feeds their natural curiosity and inquiry. Therefore, teachers will find this method most useful as it does involve the students in a number of ways and steps to unfold and trace the hidden talent about how a problem is solved. The researcher, therefore, used guided discovery method of instruction in the treatment of the subjects for this study.

2.2.3 Types of Discovery Method

Generally, three main types of discovery method of teaching have been identified by educators such as Ughamadu (2006), Duru (2016) and Stephens and Stephens (2005). These are:

i. Guided discovery
ii. Free or unguided discovery
iii. Modified free discovery

1. Guided discovery could be either inductive or deductive in nature. In the deductive mood, the general principle is given and the students are required to use the principle in order to discover the solution to a specific problem, but if a solution to a problem is given, the student is required to discover the general principle on which the solution is based. The guided discovery is adopted through an inductive method but the primary thing is that, in guided discovery, the teacher originates the problem to be solved. To give further guide, the teacher may even explain or give clues of procedures in solving the problem. The learner is being closely guided towards the solution of the problem. In other words, the activities are structured by the teacher.

2. Free or unguided discovery occurs when students originate and carry out their own investigation (Santrock, 2004 and Ghamanja 2002 in Duru, 2016). In this task neither the general principle nor the solution is given and the students are required to discover both the principles and the solution. The students formulate their own problems, device methods or procedures to solve the problem, collect their own data and draw conclusion by themselves.
3. Modified free discovery is a method that has little teacher guidance as guided discovery (Santrock, 2004 and Ghamanja 2002 in Duru (2016). In modified free discovery, the teacher provides the problem and then the students are asked to solve the problem in their own way. The teacher acts as a resource person only in terms of giving motivation but not providing clues to the solution of the problem. The teacher may ask relevant questions that may provide hints for the student but these questions should not be direction or clues to the answer.

2.2.4 Teachers' Role in Discovery Method

In discovery teaching and learning, the teacher has important roles to play. Duru (2016: p.280) and Awaisu (2016:p.177), enumerated these roles as follows:

i. Discovery method is based on the assumption of involving the learner in an activity where he gets an opportunity to use his mental processes. As a result, teachers should select those activities which provide meaningful participation to the learners.
ii. The activities should be arranged in a sequence based on the simple to most complex.

iii. The teacher should select those activities that match the age level of the learner and his background.

iv. Teachers promote discovery learning by being naturally curious and having a strong interest in uncovering solutions to problems.

v. The teacher is not simply an initiator of discovery learning but also provides continuous support of students till they become self learners.

vi. The teacher should generate proper environment where students feel encouraged and motivated to learn through discovery.

vii. A social studies teacher should function as a motivator and a facilitator.

viii. The teacher should work as a stage setter by providing required materials and facilities.

ix. Apart from facilitating discovery learning by providing students with stimulation activities that activate their natural curiosity, teachers also take the role of answering students generated questions.

2.2.5 Evaluation of Discovery Method

The evaluation of discovery method of teaching is to determine the advantages and disadvantages of this particular method of teaching. Awaisu (2016) and Yusuf (2012), summarized the advantages and disadvantages of discovery method of teaching as follows:

Advantages of Discovery Method of Teaching

i. Discovery method of teaching and learning equips the learner with vital means of acquiring knowledge on his own through active participation and he develops his mind by using it to solve problems.

ii. The method challenges the learner to find out information for himself. This makes instruction student-centred.

iii. The method facilitates assimilation and retention of knowledge discovered by students themselves.

iv. It helps students to develop manipulative skills as they have contact with materials and apparatus.

v. Mental adventure which this method encourages is very rewarding.

vi. It encourages analytic thought.

Disadvantages of Discovery Method of Teaching

i. Discovery method of teaching according to the authors, places considerable amount of burden on the students since it is student-centred.

ii. The method is difficult to be used for a large class, in terms of number of students. This is because, effective teacher supervision will be difficult to achieve.

iii. The method is slow and time consuming.

iv. It is expensive to organize, since every learner needs to perform experiment in one way or the other.

2.2.6 Concept of Discussion Method of Teaching

Discussion method of teaching is generally seen as a method in which the teacher leads or guides the students in expressing their opinions and ideas with a view to identifying and solving problems collectively. Ogundare (2010), saw discussion method as one of the most widely used methods in social studies. The author further explained that discussion method of teaching is an exchange of ideas about a problem, an issue or a topic. Discussion is also seen as a thinking together process of a type of cooperation in

learning. The principles of the method according to Ogundare (2010), is that the knowledge and ideas of several people pooled together in a poll have a greater merit than those of a single person. Social studies concepts such as family, culture, transportation and communication that are well familiar to the students can therefore be thoroughly learnt through discussion.

According to Kazi (2012), discussion method has been linked to open classroom situation in which each student is a unique person whom is endowed with intellectual ability to think, and act both as an individual and as a group member. Kazi (2012), also stated that students have the capacity to meaningfully adjust to each other and to their world. Their coming together to workout social problems as a group is the shared goal of social studies curriculum and open classroom method. Oyedeji (1996) in Abdulraheem (2010), explained that the discussion method works on the principles that the knowledge and ideas of several people are more likely to find solution and answers to specified problem or topic. Duru (2016), opined that discussion method of teaching is a process in which a small group assembles to communicate with others through speaking, listening and non verbal process in order to achieve instructional objective. Duru (2016), further stated that in discussion method, members of the group are selected to be leader, secretary and moderator. The author further stated that discussion method of teaching is student-centred because students participate actively in the discussion based on the topic unlike in the lecture method in which the teacher dominates the process.

In the same vein, Ughamadu (2006) in Yusuf (2012), believed that in discussion, there is flow of information or communication from the teacher to students and from the students back to the teacher and also from one student to another. That both the teacher

and the students can learn from each other during discussion. Awaisu (2016), saw discussion as a method of teaching in which both the teacher and students are involved in discussing a problem, an issue, a situation where different opinions and ideas are initiated and exchanged. Ombugus, Jatau and Kuzhe (2009), saw discussion method as a collective learning method, which is a systematic pedagogical strategy that encourages some group of learners to work together for the achievement of a common stated objective. Kazi (2012), continued that for discussion method to be effective, every student is supposed to have background information that will enable him express his view points, ask questions and also contribute by answering questions. He further offered that if a teacher decides to use discussion method for his class, he should make choice of topic for the discussion, taking into consideration the students.

According to Ughamadu (2006) in Yusuf (2012), both the teacher and the learners should agree to be carried along. The objective of the discussion should be made known by the teacher to the students. The topic for discussion and the teacher's questions should be within the level of the students. The teacher should be the most appropriate person to moderate in discussion, since he is more knowledgeable in the topic.

Based on the various related literatures reviewed, discussion is a method in which the teacher leads or guides the students in expressing their opinions and ideas with a view to identifying and solving problems collectively. It is, therefore, appropriate for teachers of Social Studies to explore and use discussion method of teaching to promote junior secondary school, students' knowledge instead of conventional lecture method. It will go a long way to improve students achievement in social studies. It was from this

background that the researcher used small groups discussion method of instruction in the treatment of the subjects for this study.

2.2.7 Types of Discussion Method

Discussion method of teaching is suitable in many situations and can be used in many situations of teaching and learning. There are different forms of discussion that can be used in the classroom. According to Ombugus, Jatau and Kuzhe (2009: P.190), discussions are usually classified into three; “class or large groups discussion, small groups discussion and panel discussion”.

Ombugus et al (2009), maintained that in a class or large group discussion, all the students in a class may discuss a topic under the guidance and direction of the teacher. The teacher starts or initiates the discussion by stating the topic that is to be discussed, he/she then asks students to make relevant comments or provide solutions to the problems posed. As many students as possible are allowed to speak before the teacher summarizes the opinions expressed.

For some discussion topics, it is helpful to divide the class into small groups that are manageable. Each group handles an aspect of the topic, summarizes its conclusion and later presents its findings to the class. Small group discussions are usually formal discussion, since they are planned ahead of time and may involve a disruption of the usual classroom sitting arrangements (Duru, 2016).

The third form of discussion method is the panel discussion which entails using a panel of discussions made up of students. The panel sits infront of the class and discuss the topic at hand to the hearing of the entire class. The teacher must decide on the size of the panel and length of time the discussion should last. Awaisu (2016), continued that

panel discussion deals with the setting up of a panel that consists of students in the class to discuss an issue to the hearing of the teacher and the remaining students. The rest of the students make observations and contributions, the teacher moderates the whole discussion. The class debates, symposia and other formal and informal discussions fall under this method of instruction.

2.2.8 Teachers' Role in Discussion Method

In discussion method, the teacher has important roles to play. Duru, (2016) and Akinleye (2010), suggested some of these roles as follows:

The teacher who should be the moderator in the discussion process will present the topic or problem of discussion to set the agenda to introduce the topic or problem of the discussion. This will enable him/her to meditate different options and to summarize the inferences. After introducing the topic of discussion, the teacher restates what is required of every student. The problem is presented in a specific and clear language in that students understand it and consequently react to it constructively. The teacher also designates the speakers or leaders of the groups and tells them their responsibilities as leaders of the groups.

The teacher encourages students to formulate hypothesis that will provide solutions to the issues. He intervenes only when the occasion demands it. For example when there is excessive noise, when the students tend to digress from the point of discussion and when the need to clear some misconceptions arises. Above all, he teaches the learners how to summarize points during the discussion rather than doing it himself. Also, Rao (2004) in Duru (2016:P.271), enumerated some of the leadership factors of a teacher to organise discussion democratically and effectively as follows:

i. Group size: it has been observed that small size of the group is helpful for meaningful participation. This is also related to higher level of satisfaction and greater academic achievement.

ii. Group composition: a group should be homogeneous in nature, that is, students should be of similar age and mental ability.

iii. Group cohesiveness: discussion group cohesiveness is taken to be the extent to which group members like each other. It leads to increased participation and fruitful communications.

iv. Communication patterns: there is need for decentralized and democratic communication, where members are free to express their views without hindrance by the teacher or fellow group members.

v. Group leadership: when class discussion is on, the class teacher is the ground leader. His role is to set the agenda to introduce the topic to lead the discussion, to mediate different options and to summarize the inferences.

vi. Group norms: a class discussion becomes meaningful education if certain norms are observed by members of the group. These norms are related to willingness to participate reasonably and to respect the views or opinions of other class mates.

2.2.9 Evaluation of Discussion Method

The evaluation of discussion method of teaching is to determine the merits and demerits of this particular method of teaching. Duru (2016:p.274) and Ogundare (2010:P.73) summarized the merits and demerits of discussion method of teaching as follows:

Merits of Discussion Method

i. Discussion method of teaching promotes inter-learning in the classroom as both the teacher and his students are better able to learn from each other.

ii. It reveals the students potentials since freedom of expression is allowed and encouraged.

iii. The method provides students with a sense of confidence through frequent exchange of ideas between the teacher and the students and between each student and others.

iv. Discussion method makes room for students participation and stimulates them to think reflectively and critically over subject-matter being treated.

v. Discussion among students tends to increase mutual respect, self-esteem and cooperation.

vi. It increases students rate of retention of what has been learnt, since it came as a result of reflective thinking.

vii. The method also gives opportunity to the students to develop oral communication and power of imagination.

viii. It is also helpful in solving problems.

ix. The method is superior to the lecture method in teaching more complex cognitive and affective objectives.

x. Above all, it can be used to promote inquiry approach in social studies by finding out or to discover some unknown things.

Demerits of Discussion Method

i. Discussion method may create indiscipline in the classroom and bad feeling between the members if the group of the discussion is not properly planned and effectively executed.

ii. A teacher with poor leadership qualities will fail in achieving the spirit of discussion.

iii. Students who lack the background knowledge on the topic being discussed may become bored and disinterested in the lesson because they are not involved.

iv. It is time consuming, particularly if the students are not prepared in advance.

v. The method is not more appropriate for learners in primary school but can be better managed in secondary and higher institutions.

2.2.10 Concept of Academic Performance

The task of improving the academic performance of secondary school students presents a complex challenge to teachers who are the principal actors in meeting the diverse learning needs of every student in the classroom. The search for instructional method to help teachers meet this challenge has attracted much attention from many researchers in the recent past. Teachers' methodology has been linked to academic performance of students (Bulus, 2016:P.19).

Academic performance is a yardstick through which students' progress, teachers' effectiveness and overall educational standard are determine. Academic performance can be measured through some instruments (Sikhwari, 2014), such as examination and test, and the marks, grades and percentages obtained are given as the results. This result is what determines student progress, teacher's effectiveness, and the general standard of

education. The academic performance of students is conceived as the reflection of their ability in academic work (Okeke & Attah, 2010). Olibie and Ezeoba (2013), saw it as how well a student performs in a test and examination. The scores of the students indicate their performance which could be either low or high depending on the standard that is set. Students score that meets the standard or above, is said to be good or excellent performance and score below is a poor performance. Olibie and Ezeoba (2013), also defined poor academic performance as a performance that is adjudged by the examinee/testee and some other significant as falling below an expected standard.

It also determines whether the students will be due for admission, promotion and transition or not (Nyagosia, Waweru & Njuguma, 2013). One other thing tie to academic performance is that it indicates teacher's effectiveness. Akiri, (2013), submitted that academic scores of students are predictors of teachers' effectiveness. This means that high academic performance of students indicates that the teacher is effective, while poor academic performance indicates teachers' ineffectiveness. Nyitse (2011:P.55), noted that a student could possibly have a good grade in a class of ineffective teacher, likewise in a class of an effective teacher, a student could possibly fail. Factor that contributes to teachers' effectiveness according to Akiri (2013), included; teachers' appearance and qualification, which influence on teaching and learning could be positive or negative, that would either be good or poor academic performance (Akiri, 2013). Academic performance of student has been used to describe the quality or standard of the educational system. The prevailing poor performance of students in school and public examination has been seen as the outcome of poor quality of the educational system in Nigeria. Nyitse (2011), doubted if the poor performances of students as witnessed

currently is not “a reflection of the institutional and structural qualities in the schools”. From the foregoing, it is clear that student-centred methods of teaching and learning such as discovery and discussion should be adopted to replace the conventional lecture method which presently dominates the educational system in the country. It is through this that the performance and standard of education in the country will improve.

2.3 Theoretical Framework

A number of theories were relevant to understanding data on the effects of discovery and discussion methods on Students’ performance in Social Studies in Junior Secondary Schools in Nasarawa State, Nigeria. However, constructivist theory of learning is found to be particularly relevant to this study. Hence, this research work is based on constructivist theory of instruction.

2.3.1 Constructivist Theory of Learning

Constructivist theory is based upon the idea that learning is an active process in which learners build or construct new ideas or concepts based upon their past knowledge or experience, social interactions and that motivations affects the construction Its premise stems from the works of Dewey (1933), Piaget (1969), Vygotsky (1978) and Bruner (2006), (Alasoluyi, 2017). The value of constructing one’s knowledge has become more evident as instructional methods move away from rote memorization to actively engaging students in the learning process. Obiekwe (2008), stated that much of the current research dedicated to the development of teaching and learning methods suggest employment of constructivist method such as discovery and discussion which promote meaningful learning and students’ success. The constructivist learning method

emphasizes the role of the learner as an active participant in the learning process. This is more than simply allowing students to observe in the activity but forces them to become self-directed learners and discover aspects of the concepts, or ideas on their own. In a constructivist-driven classroom, the teacher provides opportunities for students to investigate and discuss (Woolfolk, 2005 in Alasoluyi 2017).

Constructivism is a theory founded on the idea that students construct knowledge in the process of learning through interaction with the phenomenon as they develop shared meaning of the phenomenon within social context (Geer and Rudge, 2013). The underlying premise of constructivist learning theory is that learning is an active process in which learners are active sense makers who seek to build coherent and organized knowledge (Mayer, 2013) and Atherton (2011). Learning becomes meaningful only after the new materials are well connected with existing related knowledge or schema. To constructivist, an individual can only learn if his/her conceptual schema provides the framework upon which to fit new knowledge (Erinosho, 2008). Learning conflict occur when there is contradiction between the existing schema and the new ideas, forcing the learner to consider whether to reject the new idea or discard the old. Mangal (2009), referred to schema as the general cognitive ability of the learner. An individual schema can take new information through either accommodation or assimilation.

Learning thus, involves an interaction between students' mental schema and the experience they have. The experience according to Driver and Leach (2011) and Ozturk and Serap (2009), may fit with students' expectation, in which case, little change is required in the students' schemas. On the other hand, the experience may be novel and students may change or adapt their knowledge schemas as a result. For learning to take

place, therefore learners must be active in the learning process, and organizing their own experiences. Most constructivists agree that learning occurs when individuals assimilate new information into existing mental models of the world (Kivinen and Restela 2003 and O'Glady 2003). These assertions reflect the processes of discovery and discussion methods of instruction.

Also contributing, Savery and Duffy (1995), in Haliru (2014), described effort to relate constructivism as learning theory to the principles of instruction as true and good practice. Constructivist learning theory is characterized by the authors in terms of three primary propositions, namely:

i. Understanding is in our interactions with the environment. This is the core concept of constructivism. What we understand is a function of the content, the context, the activity of the learner and perhaps most importantly the goals of the learner.

ii. Cognitive conflict or puzzlement is the stimulus for learning and determines the organization and nature of what is learned. When we are in a learning environment, there is some stimulus or goal for learning – the learner has a purpose for being there. The goal is not only the stimulus for learning, but it is a primary factor in determining what the learner intends to, what prior experience the learner brings to bear in constructing an understanding and basically, what understanding is eventually constructed.

iii. Knowledge evolves through social negotiations and through the evaluation of viability of individual understandings. The social environment is critical to the development of individual understanding as well as to the development of the body of propositions we call knowledge. At the individual level, other individuals are a

primary mechanism for testing our understanding. According to them Collaborative groups are important because one can test one's own understanding and examine the understanding of others as a mechanism for enriching, interweaving and expanding one's understanding of particular issues or phenomena.

The propositions suggested a set of instructional principles that can guide the practice of teaching and the design of the learning environments. A common interpretation of constructivist view of learning as an active process is that students must be active during learning. This denotes a paradigm shift from the way one used to teach and interact with students to a more improved form of instruction in which learners are given opportunities to actively seek information, analyse it and construct knowledge by themselves. To constructivists, passive venues involving books, lectures and online presentations are classified as non-constructivist teaching, whereas active venues such as problem-solving and interactive games are classified as constructivist teaching (Mayer, 2013).

Constructivist learning theory provides ground for organizing students' learning around their experiences, giving them more sense of participation in the learning process. Aydin, (2011:P.277). Stated that: "constructivist learning theory which has an important place in the field of social studies education, aims to educate students who play an active role of engaging in research for deep knowledge and use the information they have learnt rather than the students, who play passive recipient role in information".

This core concept of constructivism is in line with the basic conception of discovery and discussion methods of teaching in which students are allowed to actively work together with the teacher in order to accomplish their learning goal. Constructivism

views learning as socially situated activity and that understanding could only occur through interaction with others. Participating fully in the learning process is prerequisite if deep and real understanding and use of knowledge are aimed at. The success of learning is largely determined by the level of participation of students, (Akinsanya, 2012 and Osokoya, 2006). Constructivist theory is considered a frame for this study because, it best explained the basic tenets of discovery and discussion methods of teaching which include learning through interaction among learners and active involvement of students in their learning.

Also, Smith, Cowie and Blades (2003), in Adedayo (2012), were of the opinion that children do not operate in isolation but learn by interacting with more knowledgeable others (an adult, an older peer, a teacher or perhaps today even the internet). Ruschoff and Ritter (2001) also in Adedayo (2012:P55), argued that "knowledge is not passively received but is actively built up". In their critique of theories of learning, they also identified the following fundamental contributions of constructivism to learning theory:

a. Learning must be regarded as an active and collaborative process of knowledge construction;
b. Learning is to be seen as an autonomous process, to be regulated by the learner's expectation, goals, existing schemata and intentions;
c. Learning is a process of experimentation based on previous knowledge and experience;
d. Learning is a process of socially negotiated construction of meaning;
e. Learning is a process which must be supported by a rich learning environment rooted in real life and authentic situation.

2.3.2 Implication of the theory to the study

The theory implies that instruction should begin with content and experiences likely to be familiar to the students, so that they can make connections to their existing knowledge structure. The students are not to be forced outside the region between what they are capable of doing independently and what they have the potential to do under adult guidance or in collaboration with more capable peers (Adedayo 2012). According to Obiekwe (2008), the goal of instruction should be to wean the students from dependence on instructors as primary sources of required information but helping them to become self-learners. Instruction should involve students working in small groups and individually too. These attributes are considered desirable in all forms of constructivism and essential in social constructivism which supports the use of discovery and discussion methods of teaching and learning.

2.4 Nature and Scope of Social Studies

The nature of social studies is the characteristics of the subject and its major components. The subject social studies consists of facts, concepts, and generalizations from social sciences discipline. Social studies is made up of integrated concepts. Social studies is of prime relevance in the inculcation of citizenship and societal values. Sunal (2002), Onipe (2004) in Aliyu (2015:P.40), posited that "the definition, characteristics of social studies is that it is multi-disciplinary in nature, encompassing and integrating knowledge and processes from many disciplines".

In the same vein, Irekana and Ibeh (2014:P.64), maintained that: " within the school programme, social studies provides, co-ordinates, systematic study drawing upon such disciplines as anthropology archaeology, economics, history, laws, philosophy,

religion, and sociology as well as appropriate content from the humanities and natural sciences". Ololobou (2009:P.6), stated that the nature of social studies can be summarized thus, social studies by nature seeks to promote.

a. **Cognition:** That is, knowledge, comprehension or understanding, application, analysis synthesis and evaluation as relevant to physical and socio-cultural environmental constituents which include earth materials, relief features, atmospheric processes, water bodies, the vegetation cover, the lower animals and man's material and non-material cultures respectively.
b. **Functional Skills:** The acquisition of which make the client more productive and effective in managing the self and relating with the physical, social, economic and political environments. We may recognize communication, intellectual, manipulative and group work skills among others.
c. **Desirable Attitudes and Actions:** Such attitudes and actions are supportive of the development process.

   They include patriotism, honesty, truthfulness, production, punctuality, peaceful co-existence, creativity, functional interdependence and wise use of scarce resources.

   Social studies thus, seek to make the individual a well-rounded, efficient and effective citizen.

The Scope of Social Studies

The scope of social studies entails the depth of study that is undertaken on each at a particular level. The broad frame work of the social studies programme is usually created to include the desired components. According to Jekayinfa (1999), in Bulus

(2016), the scope of social studies is described thus: “the scope of social studies is concerned with the breath coverage, content, quality and quantity of the subject based on the concept, terms, themes, drawn from History, Sociology, Geography, Economics, Civic, Political and Physical Sciences. Social studies seeks to integrate the theories of these social sciences subjects in order to gain wider understanding and perspective of man and his problems of living.

2.4.1 Social Studies Curriculum in Nigeria

Social studies emerges as a subject of prime importance for study in schools. It studies the basic characteristics of man and detailed investigation into the varied expression of the adaptation of man to the area in which he lives. The scope of social studies is wide because it involves the study of man (Tikumah 2009). In social studies, man lives in space, society and time. Therefore, he is made aware of his relationship with the past, present and future. Thus, Adeyemi (2003) and Kadiri (2009), concluded that, “in social studies, man is investigated in details for a proper understanding”. It is a discipline which studies man at work, at play, at school, and so forth. Social studies by its nature is an interdisciplinary subject. It enables the learner see relationship between man’s events and activities. This is because man’s activities cannot be compartmentalized. Events that take place do not respect boundary; for example, problems such as inflation, pollution, population, illiteracy, crime and so forth.

Social studies adapt concepts, facts and generalizations from the social sciences and the method of scientific investigation. Beside, social studies is wider and it is a holistic study of man. Additionally, Ololobou (2010), described the nature of social studies in terms of characteristics or essential features of the discipline. Some of these

characteristics include: it is a study of man as he interacts with the environment. Man is the central or core concern as he relates with various aspects of the environment. It is an integrated knowledge and information drawn from a wide variety of sources used to study man comprehensively. Social studies, therefore, portray's the oneness and indivisibility of knowledge and the reality of man's interaction with the environment.

Social studies is value based. All three domains of learning – cognitive, psychomotor and affective are emphasized. The affective aspect of learning is however given prime importance because social studies is interested in modifying the behaviour of learners to get them integrated into their various cultural areas. Social studies is a problem-solving area of study. It responses to the problems of society with a view to seeking rational solutions to the identified problems. The core of all teaching instructions in social studies is inquiry instruction. Learners are expected to go into the environment to investigate, collect, analyze data to make inferences and conclusion on social issues and phenomenon. Igwe (2008), concluded that Social studies is citizenship education, it is a study that exposes learners to the basic tenets of citizenship which emphasizes rights and obligations, human dignity and worth, dignity in labour, moral and spiritual principles in interpersonal relations to make them socially responsible citizens.

2.4.2 Aims and Objectives of Social Studies Curriculum in Nigeria

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

i. To give man adequate information and knowledge about his society and the wider world.

ii. To create in man awareness and appreciation of the benefits and the results of scientific and technological discoveries and inventions and make him see how these affect his everyday life.

iii. To help him develop his intellectual skills, abilities and competencies and promote in him the spirit of inquiry, discovery, thinking and curiosity which act as a spur to further investigation.

iv. To make man know what the society expects of its members so that he will be able to judge his actions as well as those of others.

v. To familiarize man with the norms of his society, and socialize him in accordance with such norms. This will enable him improve and perpetuate his society.

vi. To help man become a good citizen and develop the necessary values and attitude needed in a democracy.

vii. To create in man an awareness and appreciation of community life in any human democracy.

viii. To expose man to the problems of his society or environment and equip him with appropriate solutions to those problems.

ix. To help man develop proper value judgment and ability to criticize and select, and place events in their proper perspective.

x. To help man develop valuable and socially acceptable concepts ideas and philosophy of life.

xi. The creation of an understanding of how to discharge their duties efficiently.

2.5 Overview of Instructional Methods

Teaching has been defined in many ways by different writers. Akudolu (1994) in Onuigbo (2011), defined teaching as a deliberate effort by an experienced person to impart information, knowledge and skills to a less experienced person through a person that is morally and pedagogically acceptable. Lyop and Mangut (2001) in Martin-Omole (2015), defined teaching as a process that facilitates learning. Fadare (2004), also defined teaching as the action of someone who is trying to assist others to reach their fullest potentials in all aspects of development. Owoso (2005), stated that "the aim of teaching is to facilitate learning, stressing that there are many teaching methods and techniques used by teachers in teaching students". For a teacher to communicate the knowledge in a topic to the students, the teacher needs to decide what teaching method or technique to use. Teaching method is defined as an overall plan for the orderly presentation of content or learning materials and usually a method is driven by a philosophy about how students or children learn.

There are various methods for teaching. The use of a variety of instructional methods is necessary for effective and efficient curriculum implementation process. An efficient teacher should therefore, always device different ways of facilitating the process of learning. The method or approach is very vital in any teaching-learning situation. The way a teacher presents the subject matter will make students like or dislike him/the subject. Appropriate methods of teaching are very vital for curriculum implementation to be productive.

The method that a teacher uses has potentials of promoting or hindering learning; sharpening mental activities, encouraging initiatives and curiosity to learn (Yusuf, 2012).

Teachers should always make sure that the choice of teaching method employs suit the age, class or level, characteristics and number of learner, the nature of tasks, instructional objectives and available curriculum materials. The skilful and competent teacher uses as many methods as possible because, there is no single method which is regarded as the best for every teaching situation. The success of every method depends on the caliber of the teacher and his professional competence in the field of teaching (Ughamadu, 1992).

According to Adamu (2008), method is defined as a procedure by which a goal is reached, a purpose accomplished or a result achieved. Method is also viewed or seen as a practical application of teaching principles based on the nature of learner, the nature of the subject and the learning needs of the students the author further stated. Kazi (2012), stated that some principles or criteria are necessary for the selection of instructional methods a teacher can use in the teaching-learning process. These are necessary, if the teacher's motive of imparting knowledge to the students is to be achieved. These principles include: the type of subject: for example, in teaching history, storytelling method can be used while experiments may be performed in science lessons. The type of lesson: the lesson patterns will determine the type of method to be used, for example; information lesson (lecture methods), practice lesson (demonstration method), practical lessons (pragmatic approach or experimental).

In the words of Oyekan (2000) in Aliyu (2015), "teaching methodology is concerned with what method, techniques or approach individual or group of teachers select and use in actual classroom situation". There are many methods of teaching and whether one method is appropriate or not, depends on other factors such as subject or topic to be taught, the learning characteristics of learners, the socio-cultural environment

and other relevant factors. Teaching methods according to them can generally be classified into two broad categories:

a. Child-centred methods
b. Teacher-centred methods

Child-centred methods include:

i. Activity methods
ii. Assignment
iii. Discussion method
iv. Problem-solving method
v. Field trip
vi. Project method
vii. Play-way method
viii. Discovery method

The authors believed that these methods may be applicable to both individual and group approaches to teaching. Some of the methods are however more amenable to group than individual approach and vice-versa.

The teacher-centred methods as the name implies means that the main actor in the lesson delivery is the teacher, while the learners are passive listeners (Kazi, 2012). At the end of the lesson, the learners may ask few questions or be required to answer some questions from the teacher or pass some comments or jot down some points as the case may be. Ughamadu (1998) in Yusuf (2012), stated that "teacher-centred methods are a clear negation of the accepted view that learning is an active rather than a passive process, which the most appropriate learning is activity based learning process".

This teacher-centred method of teaching which is also known as presentation method is an age old traditional method of teaching where knowledge or information are presented, conveyed, imparted or transferred to learners by the teacher who dominates the teaching and learning process, acts as a repository of knowledge and expects students to listen passively and unquestioningly. The expectation of the teacher and the student is that the later should be able on demand to regurgitate the stored knowledge presented by the teacher. Ogundare (2010), attested to the fact that most teachers today employ the presentation or lecture method.

The teacher-centred methods/strategies according to Kazi, (2012) and Ughamadu (1992) in Yusuf, (2012) include:

i. Lecture
ii. Story telling
iii. Illustrated talk
iv. Demonstration
v. Visiting speaker

Education is therefore, described as a continuing development of relevant knowledge, skills and habits whose broad understanding and application enable individuals to contribute meaningfully towards the growth of the society (Ughamadu, 2006).

Also, Fafunwa (1991) in Kazi (2012), saw education as the aggregate of all processes by which a child develops the abilities, attitudes and other forms of behaviour which are of positive values to the society in which he lives. Here, education is regarded as the totality of all forms of brilliant ideas, usable skills and desirable value orientations

that can nurture individuals into responsible citizens. Such educated men and women would use their competence experience and vision to create wealth for nation building.

The success or failure of any educational endeavour depends ultimately on the method adopted by the teacher (Ogundare, 2010). Methodology is a science, and then a way of teaching. As a science, methodology is the study of methods. The person studying them usually the teacher or learner should endeavour to understand some of the various methods employed in teaching different subjects, set of students, and age grades. These methods are usually those that have been tried or used by educators and famous teachers in different parts of the country and the world at large.

The following are also some of the major methods of teaching as stated by Ogundare, (2010: 17).

i. Lecture method
ii. Activity method
iii. Discovery method
iv. Play-way method
v. The Socratic method
vi. Co-operative method
vii. The project method
viii. Problem-solving method
ix. The Dalton plan or assignment method
x. Discussion method
xi. Individual method
xii. Story telling method

xiii. Dramatic method

xiv. Demonstration method

xv. Inquiry method

The Instructional methods according to Yusuf (2012) are usually named after the dominant activity employed in the course of the lesson. Some of these methods are briefly discussed as follows:

Lecture Method

Lecture method is a technique that involves the teacher in almost complete verbal instruction. Lecture method according to Lyop and Mangut (2001) in Martins-Omale (2015), is characterized by a steady flow of information from teacher dispenses facts and opinion about procedures or contents, from the teacher to students. Fanwang, Oyetude, Owotude and Wuyep (1996) in Kazi (2012), stated that the philosophy behind a lecture method is that the knowledge the teacher has can be passed on to students. Ogwa (2002), stated that lecture method of instruction is the process of speaking to students, while they sit and listen to the teacher. Ogwa (2002), further emphasized that in lecture method, the teacher acts as a conference organizer while the students listen as the audience. The lecture method is the most common of these traditional teaching methods.

Also contributing, Bligh (1993), in Aliyu (2015), observed that originally lecturing was the only way that knowledge stored in the books could be transmitted to a large number of students. The word lecture is derived from the Latin legere meaning to read. Bligh (1993), stated that many centuries after the invention of movable type and other significant advances in technology teaching continued to be the primary mode of instruction in secondary school as well as in higher education. According to the author,

reasons for lecture method are because lectures are cheap since teachers can lecture in auditorium full of students. Lectures are easily changed and updated and they are efficient in covering materials quickly. Finally, and perhaps most importantly, the method is familiar to students and teachers alike and their roles are clearly spelt out. Yunusa (2008) and Adamu (2016), pointed out the inherent setbacks of lecturing method. They affirm that it does not promote meaningful learning as it appeals only to the sense of hearing. According to them more effective learning goes on only when many senses are involved. They opined that schools consist of many ability groups in each class, the abilities of students they believed, vary considerably, therefore they conclude that the lecture method cannot meet the different needs of the students. They believe that some students learn better through the manipulation of objects while others learn easily through hearing and seeing practical objects and events. Also, they opined that lecture method encourages rote learning and regurgitation of information without understanding.

With the increasing effect of globalization and the rapid rate of technological changes in the world, have informed the recommendation of united nation educational, scientific and cultural organization and international labour organization (2002), that all systems in the 21st century should be geared towards life-long learning. This requires that schools should in addition to academic skills, inculcate values to citizens such as problem-solving, collaborative skills and higher order thinking skills. Discovery and discussion methods of teaching are designed to help students acquire basic skills and improve performance in social studies education. Lecture as a method of teaching has its advantages and disadvantages.

Advantages of Lecture Method of Instruction

According to Yunusa (2008), and Sakala (2013), lecture method of teaching has the following advantages:

a. It is economical in terms of time-effort.
b. It allows the teacher to deal with a large number of students at the same time.
c. It leads to easy coverage of the syllabus or course outline.
d. The method encourages the habit of listening and it also makes students develop the habit of writing fast.

Disadvantages of Lecture Method

Also, Ugwuadu (2010) and Airforce guidebook (2008), summarized the disadvantages of lecture method of teaching as follows:

a. It is teacher-centred instead of pupil-centred. The students are usually passive, eager to be spoon fed by the teacher.
b. It is not appropriate for teaching at the nursery, primary and secondary schools.
c. It does not recognize individual difference and does not cater for them.
d. It is a fast method of teaching and thus places the slow learners at a disadvantage.
e. Students do not develop their initiative.
f. The method appears to recognize the teacher as an encyclopedia of knowledge.
g. It encourages students to cram facts which are easily forgotten.

Demonstration Method

Demonstration method is one of the methods of teaching. The method allows the students to see the teacher activity engaged as a model rather than merely telling the information (Kalgo, 2008). Students learn mental or physical skills by performing those

skills under supervision of the teachers (Scholar google.com, 2012). Demonstration is therefore, an instructional method in which the teacher does a lot of "showing and doing" activities while the students listen and observe the teacher. After the teacher might have finished the performance of a particular activity the students might be required to perform same activity in order to test their understanding. If the teacher shows a particular process, act of skills or technique with no explanation accompanying it, this is known as "pure demonstration". Demonstration with commentary occurs if demonstration is accompanied with verbal explanation. In participative form of demonstration, students participate in the demonstration given by the teacher.

While the lecture method of instruction appeals to the sense of hearing, demonstration appeals to both senses of sight and hearing

Advantages of Demonstration Method

Demonstration method of teaching as posited by Adamu (2016), has the following as its advantages:

a. It is an attention inducer and a powerful motivator especially when used to introduce a lesson example; a lesson on use of projector.
b. With limited time and for a particular topic, demonstration saves time.
c. It enables students retain easily because what is demonstrated is not easily forgotten.
d. Demonstration actually allows the teacher to use activities that may be dangerous for students to carry out by themselves.
e. In the sciences, demonstration by teachers are useful to show how to use fragile or dangerous equipment so as to prevent breakages and accidents.

Disadvantages of Demonstration Method

Also, Onwuka (1981) in Duru (2016:277), stated some of the disadvantages of demonstration method of teaching as follows:

a. It is not student centred in that students are not given the opportunity to perform activities themselves.
b. Limited time is offered to the students to become well acquainted with equipment and materials and also for observing and recording.
c. In large classes, students often have difficulties in observing details of the object demonstrated.

Laboratory/Experimental Method

The laboratory method can be referred to as an activity carried out by particular students or a group of students as to make personal observations of processes, products, or events. This method is mostly used in the teaching-learning of science subjects.

Laboratory method according to Ajaja (2009), is characterized by two procedures. Laboratory exercise which usually consist of activities that are carried out so as to provide practice in designing, operating and interpreting experiments. The other procedures, known as experiments are operations or procedures used for testing a supposition, confirming the known and discovering the unknown. Yunusa (2008), also stated the advantages and disadvantages of this method of teaching as follows:

Advantages of Laboratory/Experimental Method of Teaching

The advantages of this method of teaching was enumerated by Yunusa (2008:53) as stated below:

a. The method helps the students to develop manipulative skills.

b. It leads to better retention of information and also development of favourable attitude to school subjects.

c. Students are active participants and acquire more knowledge by performing experiments.

d. The method makes students to become familiar with such mental processes as observing, inferring, classifying, measuring and data interpretation.

Disadvantages of Laboratory/Experimental Method

In spite of its advantages, the method as stated by the author has also some disadvantages as follows:

a. It is an expensive method. Equipment and materials are quite expensive.

b. Danger or accident inherent.

c. Takes much of the students' and the teachers' time.

Field Trip

Field trip is an excursion taken outside the classroom for the purpose of making relevant observations and also for obtaining some specific information. Well planned field trips, afford the students the opportunity to become actively engaged in observing collecting; classifying, studying relationships and manipulating objects. Field trip is a very valuable method of teaching as it provides the most realistic means for the study of real things and real processes (Awaisu, 2016).

The usefulness of field trip lies in the basic fact that they provide the most realistic means for the study of real things and real processes and for meeting real people or experts in their actual environments. They enable the students gain first-hand information, provide opportunities for them to see and if possible touch and feel what

they have heard about. Field trips afford the students the opportunity of employing various senses in the process of learning. This makes topics or concepts and principles taught more vivid and retention better.

Joyce and Well (2009), stated that field trip can be undertaken to places like chemical industry, tourist centres, botanical gardens, centres of social services like post office and water board.

To utilize field trip as a method of teaching, the teacher should give consideration to whether the trip will:

i. Be of genuine interest to students.
ii. Be suitable for their ages and class levels.
iii. Be clearly relevant to curriculum goals and objectives.
iv. Fit naturally into the sequence of the students' work.

Advantages of Field Trip

The following are some of the advantages of field trip as stated by Duru (2016):

a. It enables the students have first-hand experience of real things. Thus, it is considered as providing learning experiences, which cannot be brought into the classroom practically.
b. It tends to relate things studied in the classroom with actual activities outside the classroom (that is the society or community). This makes class work or subject-matter for instruction more meaningful and enhance students' understanding of subject matter.
c. It affords valuable opportunities to develop interest in some careers.

d. It helps to arouse students' interest and increase their motivation to learn a subject and related subjects.
e. It exposes the students to how aspect of subject-matter studied in class apply to everyday life.
f. It makes the students much more imaginative and inquisitive observers. They acquire skills of careful observation and accurate/objective reporting of observation.
g. It enables opportunities for the students to interact with experts and this enhances learning.
h. Most field trip experiences make demand of all senses. This makes the students to gain complete picture of the concept than from any other mode of teaching science.
i. Teacher-students relationship become more cordial and develop more intimacy during field trip. This is because, close relationships are invited during field trips than are usually required by formal classroom and laboratory interactions.

Disadvantages of Field Trip

The disadvantages of field trip was also itemized by Duru (2016), as follows:

a. It is time consuming.
b. It is difficult to plan and execute.
c. There is the danger of accident while going or coming from a field trip and even at field trip location.
d. It is not effective and feasible, if a school has a large number of students.

e. It is expensive to execute as it creates extra financial burden both for the school and the students. This is because it involves cost in transportation and feeding.

The Dalton Plan or Assignment Method

This is a method of teaching where the content of a course is analyzed and broken down into monthly units and then weekly and daily activities and given to the class. The class members are given all the directions, instructions, books, other equipment and materials and asked to start off working on the activities. The students usually work at their own pace or speed. Usually after a period of time, a test is administered so as to see how far each child has done in the assignment.

Any student who completes his assignment is given another one while the other who did not finish will continue to work on them (Yusuf, 2012).

Advantages of the Dalton Plan or Assignment Method

According to Yusuf (2012), Dalton plan or assignment method has the following advantages:

a. Very intelligent students can accomplish more in any given time.
b. Information obtained through this method is retained for a long time.
c. Develops in students the habits of reading.

Disadvantages of the Dalton Plan or Assignment Method

The method also has the following disadvantages as argued by Musa, (2015).

a. Some students tend to rush through the assignments and thereby produce hurried and inferior work.
b. Students who lag behind may tend to develop inferiority complex.

Play-Way Method

This method was evolved on the basis that a child is naturally creative and not just receptive and that self-activity, play, freedom, and experience are important ways by which a child learns. Furthermore, since freedom and free activity promotes learning, a sort of play in teaching will incorporate them. Play has been referred to as pleasurable activity. In the play-way method, the children learn through play or activity that has a definite purpose. The play method can take place in the form of games, dramatization, drawing, modeling and so forth (Aggarwal, 2006).

Advantages of Play-Way Method

Some of the advantages of Play-way method of teaching as stated by Nyitse (2011), are:

a. The method allows the pupils the freedom to choose any activity to carry out.
b. Pupils have freedom to experiment with whatever they are learning about.
c. Pupils gain training in being independent.
d. Very suitable for nursery and lower levels of the primary classes.

Disadvantage of Play-Way Method

In spite of the advantages of this method, Nyitse (2011), also stated some of its disadvantages as follows:

a. It is quite time consuming.
b. The teacher's imagination, skill and organizational competence determines the success of the method.

Peer Teaching Method

This is a method of teaching in which some students, the intelligent or good ones teach their fellow students. In this situation, students who will do the teaching are usually given specific topics to prepare and teach. They are thus placed in the position of teachers and hence they research to get enough information based on specific objective. When peer teaching takes place, the classroom teacher may be present to hear the teaching exercise (Uga, 1996). The author also listed some of the advantages and disadvantages of this method of teaching as follows:

Advantages of Peer Teaching Method

In the words of Duru (2016), peer teaching method has the following advantages:

a. Students are highly motivated teaching their mates.
b. The method has the potentials of building self-confidence and self-assurance in the learners.
c. Students can search for information on their own and this tends to improve their oral communication skills.

Disadvantages of Peer Teaching Method

The method according to Oga (1996), also has its disadvantages as listed below:

a. The method is not suitable for primary level, particularly lower classes. It is more appropriate for mature students.
b. The class can turn rowdy if not well supervised.
c. It may lead to a situation where the not very bright students will develop inferiority complex.

Role-Playing Method

The role-playing method usually involves the children or learners in dramatization of real life situations. It is a process in which problems are dealt with through action. Usually a problem is identified, acted out, and discussed, with some learners playing roles and others observing Abdulhadi, (2014).

In classroom situation, if a problem area is buying and selling their items be role played by having some learners represent traders and others customers. The teacher provides money and various articles for the role-playing exercise (Jacob, 1999).

Advantages of Role-Playing Method

Role-playing method of teaching according to Jacob (1999), has some advantages as itemized below:

a. Lesson is made practical and real to life.
b. It promotes active learner participation, learners are actively involved.
c. The method provides concrete experience and this classifies the lesson.
d. It helps learners to develop problem-solving skills.

Disadvantages of Role-Playing Method

In the words of Jacob (1999), this method also has its disadvantages as follows:

a. It usually takes time for the learner to get involved in role playing activities. Thus, it is time consuming when not well planned.
b. The teachers' imagination, skill and organizational competence determined the success of the method.

Project Method

This is a method of teaching whereby learners are involved in a comprehensive study of certain topics. Kalgo (2008), saw project method as an individual or group activity involving the investigation and solution of problem-planned and carried out to a conclusion by a student or students under the guidance of the teacher. The project starts with problem identification and the identified problem must be of interest to the student(s). The teacher's role is to guide the students. Umbugus *et al.* (2009), also stated some of the advantages and disadvantages of the method as follows:

Advantages of Project Method

Some of the advantages of project method of teaching as stated by the authors are as follows:

a. It stimulates learning by doing.
b. It encourages discovery learning in children.
c. It makes learning real, by presenting a real task for the learners to tackle.
d. The method helps to develop co-operative work attitude.
e. Creativity, freedom of expression and initiative are encouraged through project.
f. It enables the students to discover information on their own.

Disadvantages of Project Method

The project method according to Umbugus, *et al* (2009), also has its disadvantages as follows:

a. The method requires a lot of preparation and is time consuming.
b. It is not appropriate for very young children.

c. It places much demand on the teacher in respect of initial preparation, monitoring and evaluation.

d. Some projects may involve much money.

Discovery Method

This is a method of teaching where the classroom teacher provides the learners necessary opportunities to discover new facts, new rules, new methods or techniques of solving problems as well as new values for themselves. The discovery method is also called the "Heuristic Method". In the view of Shehu, (2016), this method as the name implies is a method by which the pupils discover things for themselves. The method uses fact that a pupils own experience is the basis of real learning. It is an activity method where pupils are mentally active all the time.

Advantages of Discovery Method

The advantages of discovery method of teaching was also stated by the author as seen below:

a. The method equips the learner with a vital means of acquiring knowledge on his own through active participation, and develops his mind by using it to solve problems.

b. The method challenges the learner to find out information for himself. This makes instruction student-centred.

c. The method facilities assimilation and retention of knowledge discovered by students to develop.

d. It helps students to develop manipulative skills as they have contact with materials and apparatus.

e. Mental adventure, which this method encourages, is very rewarding.

f. It encourages analytic thoughts.

Disadvantages of Discovery Method

In his view discovery method of teaching has the following disadvantages:

a. The method is slow and time consuming.
b. The method cannot be used for a large class, in terms of number of students. This is because effective teacher supervision will be inefficient to achieve.
c. It places considerable amount of burden on the students since it is student-centred. The method has very high financial implication as much as fund is needed to buy equipment and materials needed in subject areas like science and home economics.

Discussion Method

This is a type of activity which involves breaking the class into small groups for effective talking on a topic, a problem or issue. It is a thinking together process in which pupils talk freely to the teacher or one another. It is a student-centred method since students participate actively. The role of the teacher is that of a moderator. There is flow of information from teacher to student, from student to student. The teacher should not allow few individuals to dominate the discussion (Maduewesi, 1999). For effective discussion, Ogundokun (2011:P.72), suggested that the following elements and points are worth considering.

i. The environment should be favourable for such discussion.
ii. There is need for preparation by all members.
iii. There should be good planning.
iv. There should be element of friendliness tolerance, and good social feelings prevalent in the group.

v. The teacher should make sure that everybody is actively participating while the discussion is on. The discussion should not be monopolized by an individual.

vi. The teacher must not allow the discussion to digress into less productive and side issues and try as much as possible to limit the scope of the discussion.

vii. Inconsistencies, faulty logic and irrelevance should be challenged. The teacher may however develop a feeling of responsibility for effective conduct of the group.

viii. A periodic summary of what has been done is necessary. The teacher or leader of each group may do this. This will help in evaluating the progress of the discussion as well as keep everybody up to date.

Advantages of Discussion Method

According to Okorie (1986), discussion method has some advantages as listed below:

a. It stimulates exchange of ideas and encourages unity of purpose among pupils.
b. It develops leadership and followership skill as group members learn to control the discussion and listen to the opinion of others.
c. It offers encouragement to the shy students who may not be able to contribute to whole class activity.
d. It stimulates critical thinking.
e. It encourages every member of the class to participate.
f. It is a useful source of feed back to the teacher, especially if discussion is focused on previous lesson taught.

Disadvantages of Discussion Method

In spite of the advantages of discussion method of teaching, it also has some disadvantages as stated by Seweji, (2010), as follows:

a. Discussion could be dull if discussants do not have enough experience on the topic.
b. It may be dominated by a few students if not well managed.
c. It is time consuming and if frequently used in a class, the possibility of covering the scheme of work will be remote.
d. If the discussion is too long, it could lead to restlessness and frustration on the part of the students.

2.5.1 Methods of Teaching Social Studies

Teaching methods in social studies education have been the focus of professional discourse among social studies educators, most especially since the introduction of the subject into the Nigerian school curriculum (Esezbor, 2012). The value of instructional methods in facilitating and motivating learning has never been in dispute (Akinleye, 2010). While it is perceived that some teaching methods can effectively promote the learning of key concepts, facts, generalization and skills in social studies better than others, there is no consensus as to which of them can facilitate effective and efficiently critical and reflective thinking that may lead directly to intelligent and rational decision-making on social issues and problems of the environment.

In social studies, especially, finding one or more appropriate instructional methods is a priority. It is the professional obligation of the teacher to employ effective

and conducive approaches of stimulating, motivating and managing learning development in a classroom setting.

Discussions about whether a teacher is “good”, “effective” or “efficient” tend to be based around knowledge acquisition but the studies of Clark and Starr (1967): Mezieobi (1994) in Adedayo (2012), have underscored the importance on innovation and reflection, particularly for social studies. This is supported by Duru (2016), who argued that selection of the appropriate and most effective methods is very important to the success of a lesson. The appropriate teaching method determine whether a teacher communicates effectively with learners or not. The recurring problem in social studies teaching relates to making the curriculum more relevant to the lives and experiences of students. It is therefore, imperatives that teachers adopt innovative methods of teaching this pivotal curriculum. Adekunle, (1984) in Aliyu (2015), summarized some of the methods of delivering social studies curriculum in the classroom as follows:

Field-Trips

According to Esezobor (2012:P53), “field-trips involve journey with the pupils to observe and investigate situations outside the classroom”. Many of such expeditions might go no further than the school corridor, the school building or playgrounds. Within the school itself the teacher may find illustrative examples, for his students. In the immediate vicinity of the school there may be available for examination and observation such things as different soils, vegetation, and a river. The teacher may sometimes invite the co-operation of local industry or public services and visit places like the Oba's palace, museum and so forth.

The author further stated that experiences gained from field-trips are vivid, lasting and often more meaningful to the students because they are real-life situations. There are three stages to field-trip; preparation, field-trip itself and recapitulation stages. Obviously, the success of this method depends a great deal on the age of the students.

The preparation stage must be extremely through with the teacher knowing exactly what he hopes to achieve during the field-trip. He should at this stage, collect all the information possible about the area to be visited. Adequate preparation should be made to make necessary contact with the people concerned in the area to be visited for due permission. Necessary arrangements should be made for transport, accommodations (If necessary) and the period of the visit.

The third stage known as the recapitulation involves reporting back the expedition. Here a great deal of consolidation is done on the information gained during the field-trip. This may be in form of discussion, exhibition of specimen collected or sketches and diagrams drawn during the trip. Field-trip would be appropriate for topics like Man and His Environment, Man and His Economic Activities Problems of Urbanization, and so forth. Though field-trip makes lasting impression upon the students, it involves a lot of efforts, energy and time on the part of the teacher and the learners (Esezobor, 2012).

Simulation Method

This is a simplified model of a real-world situation. Simulation is usually used for teaching concepts and principles that are not easily observable such as theoretical concepts. They are dynamic and lively ways of presenting ideas, problems, issues and realities in past and present societies (Kazi, 2012).

He further stated that simulation comes from the Latin word “Similis” which means, to act like, to resemble. It is therefore expected that through this method, a situation will be created in which activities are presented as if they are real-life. There are three major kinds of simulation methods. These consist of historical simulation, simulation activities and simulation games.

Historical simulations are dramatizations in which past incidents are relived and real characters portrayed. Examples include the hoisting of the Nigeria Flag on the first independence day, the crowning of an Oba or the turbaning of an Emir. Simulation activities include practical exercises wherein students play role or act what really happens in an occasion of organization such as a mock state house of assembly, ECOWAS meeting, O.A.U meeting and bank.

The author emphasized that simulation games or instructional games are used for educational purpose. They are activities that involve rules, competitions and players. The outcome of the game are determined less by chance and more by decision made by the players. Thus, simulation games are commercially sold-board-games of which "Monopoly" is very common. There are other games which model social, economic, and political events, but "Monopoly" is a simulation of buying, developing and renting of properties. There are other games that can simulate economic operations, election procedures, historic battles, miniature stock market operations and career choice. There seems to be evidence that these games are effective in dealing with the learners' attitudes.

In the opinion of Nwodo (2010), simulations are highly motivating to students and they bring about increased interest when they are used. They have been used in teaching skills such as war strategies. They provide the group (s) involved in the game

with a common and shared experience that can be used to make learning more meaningful and effective. Topics that look too difficult or abstract such as morality, democracy, patriotism, followership, leadership, conflict and prejudice can be understood if demonstrated through simulation activities.

Teachers using the simulation method must be aware that it takes a great deal of time and students tend to be very noisy, disorderly and sometimes prove very difficult to control. Students should therefore, be prepared and enlightened on how to conduct themselves during simulation activities. This demands adequate preparation from the teacher and the establishment of the value and relevance of the activities to the syllabus.

Construction Method

In the view of Adedayi (2012), construction method helps the students to learn by doing, to be initiative and to-engage in self-directed activity. The construction activity can be of two kinds. One involves the use of print materials like newspaper construction, file folder, scrap book, vertical file, magazine construction and book construction. On the other hand, some materials are used to make items like models, sculptures and other instructional constructions. It is the role of the teacher to guide in the initiation of construction method. Construction method could be used for the following topics in Social Studies: The Family Structure, The Systems of the Government, Social Orgnisations, Cultural pattern and so forth.

Unamma (2008), concluded that there should be thorough supervision when the construction involves the use of sharp objects like knives and saws. This method is stimulating, motivating and functional in the higher classes of school.

Inquiry Method

Inquiry or discovery method encourages divergent thinking, allows students to find out information by themselves and it generates students' enthusiasm at examining issues logically.

According to Ogunbiyi (2012), the process of inquiry method involves identification of a problem, analysis of these information in order to arrive at possible solution and using the solution to generalize. Students can be required to find out the reasons for fuel shortage in the country, power failure and scarcity of some goods in the country. A very desirable aspect of the inquiry technique is its emphasis on the use of higher levels of thinking. (Ogudare, 2012).

Laboratory Method

The Laboratory Method in Social Studies according to (Ogundare, 2010), involved the employment of source materials, supplementary references, mechanical devices, audiovisual aids and many other life-like activities to supplement textbook instructions and to increase the effectiveness of presentation and mastery. Laboratory mode of teaching does not refer to a special place or a special class period, but to an activity. The activity can occur in a regular classroom, outside the classroom or in a specially designed room.

According to him, the important point to note in this method is that students manipulate concrete objects and equipment under the direction of the teacher. Since the teaching of Social Studies in both primary and Secondary Schools is done in units, the laboratory method provides opportunities for the application of knowledge and skills. The advantages of this method may not fully be realized because of lack of the facilities and equipment necessary for the effective use of this method. This method can be used for

almost all the topics in Social Studies. Interview and discussions on issues can be recorded on video-taped and be played back to the class.

Project Method

A project can be carried out by an individual student for his end product or by a group of students co-operating to produce something much larger than an individual student's project. Adamu (2016), asserted that project method involves doing concrete things and it is self-motivated.

Project method needs extremely careful planning by the teacher but the aim is to get the students to co-ordinate his information in an intelligent manner, Using all 'the sources of information available to the students is fundamental to "learning how to learn". Examples of areas in Social Studies where projects can be executed include writing a group story, interpreting and making of maps, building up an album for an event such as. marriage or installation ceremony. Project method can also be used for topics like “Man and His Beliefs”, “The Makers of the Nation” and so forth.

Guga and Bawa (2012), opined that the role of the teacher is to guide and inspire the students which can help to clarify concepts in Social Studies. A project should not be difficult to discourage the students and it should not take much time to complete.

Question and Answer Method

In the words of Ogundare (2010), this teaching method is commonly used by teachers. The teacher in this method asks a question and then recognizes one student who answers the question. The teacher then reacts verbally to the student's response.

The sequence can continue with the teacher asking questions and a student at a time responding to the question. A situation may arise where another student can be

asked to react to the previously given answer. Question and answer is, therefore, a process whereby the teacher asks a question, a student responds, the teacher then reacts and asks another question which is answered by another student and so on.

Falade (2008), pointed out that the question and answer method can be used throughout a lesson or part of the lesson. This method helps to test the extent and depth of the students' knowledge. The method keeps both the students and teachers active throughout the lesson. A teacher of Social Studies employing this method should note that, it needs adequate planning and handling. A careful directed questioning technique can elicit answer about the students' immediate environment. Hence, topics like Man and His Environment, Man and His Economic Activities could effectively be taught through the questions and answer method. The questions used should be clear, precise and unambiguous.

Lecture Method

This method is the most commonly used mode by the teachers. This expects the students to quietly sit and listen to the talk about the subject matter. In this situation, students are expected to take notes and sometimes the teacher may write notes on the chalkboard. Often the lesson may end up with a summary and few recapitulate questions (Adeyemi, 2008).

Kazi (2012), also stated that a teacher would have no option than to use the lecture method when the topic is abstract. Topics like Faith, Reason, Man and His Beliefs, Supernaturalism and Justice can be explained through the lecture method. This method can be used where there is shortage of accommodation and personnel. Though it can cater for a larger population, it has the disadvantage of making learning teacher-

centred rather than child-centred. A lesson becomes dull without combining this method with other methods and the use of teaching aids.

Demonstration Method

Demonstrations are the repetition of series of planned actions designed to illustrate certain phenomena. Demonstrations can be presented by the students or teachers. Ameh and Dantani (2012), pointed out that the use of demonstration is to make some information clear. Demonstration can also be used to introduce a certain topic for study by presenting some vivid illustrations. It can be used either as the starting point for a unit of instruction in Social Studies or to provide a convincing conclusion.

There are many advantages of demonstration, especially when there is shortage of Social Studies equipment. Topics like cultural patterns such as mode of dressing of a certain tribe, music, dancing etc. can be effectively taught by demonstration. A good Social Studies teacher can by means of carefully planned demonstrations, teach a larger number of students than he could by any other method. It is economical in terms of teaching-hours and materials. Though demonstration is a useful teaching device, it should not be indiscriminately used or to the exclusion of other teaching techniques (Esezobor, 2012).

Discussion Method

This method refers to student - to - student talk with occasional intervention by the teacher. Yunusa (2008), posited that the method involves the use of small group of students where each group will have a leader who initiates the discussion of the issue or subject matter. It should be noted that the students are more active than the teacher when this method is used. But care should be taken to avoid the discussion being dominated by

some students. Every member of a small group should be given equal opportunity or chances of making contributions to any discussion, the author asserted.

Olukayode (2012), believed that discussion method can be used for the following topics in Social Studies: Problems of Modernization, Living together in our National Community, Problem of Survival, Family Problems and Environmental Problems. In the view of the author, the method can be effective if it is deliberately planned and systematically used with the teacher guiding and moderating the students' discussion.

Dramatization Method

According to Guga and Bawa (2012), dramatization is one of the most effective methods of stimulating the- students in what they learn. It is a natural way by which students express freely their understanding of the life around them. The method allows for a great deal of involvement and participation by the students physically, emotionally and mentally. In a situation where a lesson or topic is dry, dramatization could effectively help to sustain the students' attention and interest. Dramatization involves direct and simple techniques such as miming playlet and role-playing which can be allocated for such techniques.

They further stated that the teacher could engage students who are less active in academic work. This opportunity would create a sense of belonging in them. The teacher must make adequate preparation to allow the participants know what part to play. The drama to be staged must rely a good deal on the realistic imagination of the students to make it effective and relevant. Unfortunately, this imagination may sometimes be too realistic to be relevant. While student-written plays are useful and often the most important part of the exercise, they do take up a lot of time which the teacher may feel

they do not justify. Nevertheless, dramatization provides among other things, an avenue for respect of opinion of others, the attitude of co-operation within the co-actors, development of desirable skills, confidence and self-esteem, and the opportunity for the students to express themselves freely. Students can be led to dramatize the function of a family, the role of the father or mother, honesty, leadership and followership which are topics in the Social Studies syllabus.

Problem - Solving Method

This method enables the students to think about a problem, try to understand the problem and finally evaluate information in order to find solution(s) to the problem that has been identified (Adeyemi, 2008).

The method demands the use of scientific approach in the teaching and learning processes. The method recognizes that there is an orderly procedure in the thinking process. The method focuses the learner's attention on activities which may involve arrangement, classification, sorting out and interacting with facts with the ultimate goal of finding a logical answer to a specific problem.

Aniaku (2012), pointed out that in most cases, teachers are faced with the problem of determining the type of problem to be solved. They should be guided by the fact: that problem-solving method should be child-centred. The teacher should in this regard, make the problem relevant and appealing to the students' experience. He should also encourage the students to think for themselves and be able to arrive at a deeper understanding of the information available in the process of solving a problem.

The stage in problem-solving that involves the student in this situation should be able to state the problem that confronts them and be able to propose possible ways of

solving the problem. Discussion on the possible solutions follows with the aim of accepting the most reasonable solutions. The answer or solution is determined through the application of the acceptable suggestion. The original problem and solution are then re-stated. Interesting, issues and problems worthy of consideration in the use of the problem-solving method include food, family, finance, clothing, transportation, cultural and-learning problems. It is pertinent to stress that a natural point of interest for the child is the method that generates questions and problems to be solved.

Home Assignment

According to Adedayo (2012), home assignment is not a method but a device which can be used to engage the students outside the lesson period. In the light of students' attitude to home assignment, the teacher should give assignments that can be completed within a short time. Such home assignment must be interesting and relevant to the subject matter. It should not be given, as punishment, otherwise, students would develop negative attitude to anything assignment outside the classroom. Home assignment can be given in any topic in Social Studies. It could be reading assignment, finding answers to some questions or seeking information about a particular topic.

Conclusively, Abdu-Raeem (2012), stated that there is the need to select appropriate methods that will help the cognitive, affective and psychomotor domains of the learner. Though, efforts have been made in this work to discuss a few out of other methods available for use in the teaching of Social Studies, the methods discussed are not exhaustive. It is also obvious that no single method of learning can adequately fit all situations. However, it should be noted that there is no best method of teaching Social

Studies as other methods would definitely help in achieving the desired instructional objectives.

2.5.2 Contemporary Trends in Teaching and Learning of Social Studies

As applicable to other subject in the school curriculum, social studies has witnessed changes in a number of ways. These could be as a result of socio-political and economic changes in the world. Such changes include among others: curriculum reform, introduction of modern and improved technologies for teaching and application of ICT. Schools are therefore, called not only to equip the learners with the basic knowledge of social studies alone but with also the development of skills and attitudes of the learners.

According to Adesina (2012), a survey of literature on teaching methods in social studies education has clearly shown that traditional teacher-centered approach to teaching which informs the use of methods like lecture and recitation have been relegated to the background. Villanueva (1977) and Ukaegbu, (1985), have also emphasized the need to use learner-centred methods in teaching concepts in this area. Some of the commonly identified methods includes: the discovery method, the value clarification method, the discussion method, the simulation and game method, the dramatization method and problem-solving method.

National Teachers' Institute (2009), recommended a new approach for the teaching and learning of social studies in schools. The new approach is learner-centred. The learner is not treated as an empty vessel. Learners are credited with knowledge, skills and attitudes from birth which requires development and motivation. In this setting the teacher is not a "sage on the stage" but "a guide". His role has been shifted from that of imparting knowledge to a facilitator. Crookall in Adesina, (2005), opined that every

device available to the teacher should be in used to capture the interest of the child. Device could be in form of storytelling, assignments, the use of pictures, charts, maps, films, film-stripes and model making, dramatization, local visits, and a host of others.

The importance of ICTS within educational institutions particularly in improving teaching and learning process has been recognized by all stake holders in education. Information and communication technologies especially network technologies have been found to encourage active learning, support innovative teaching, reduce the isolation of teachers and encourage the teachers and students to become active researchers and learners (Yusuf, 2011). The computer assisted instruction (CAI) has been found very effective in teaching and learning of social studies (Zakari, 2014 & Ajibili, 2012).

According to Bello (2013), and Ifegbo (2009), the trend of instructional approach gaining ground is the use of computer instructional approach called by different names such as computer based learning (CBL), Web-based learning (WBL), E-learning (EL) and so on. Ineffective methods of teaching have begun to give way for more improved and modern instructional methods such as problem-solving that have positive effects on academic achievement of the students.

2.6 Empirical Studies.

This research work is titled effects of discovery and discussion teaching methods on students' performance in social studies in Junior Secondary Schools in Nasarawa State, Nigeria. Various empirical studies /researches have been conducted in the area which were either directly or indirectly related to the study. The following related empirical studies were reviewed to determine the gap this study will fill and its contribution to knowledge.

Abdu-Raheem (2011), conducted a study on the effect of discussion method on secondary school student's achievement and retention in social studies. The objective of the study was to determine if significant differences exist between the achievement mean score of students in the experimental and control groups, and also, to determine whether differences exist between the pre-test mean scores and achievement mean scores of students in the experimental and control groups. The study adopted quasi-experimental, pre-test, post-test control group design. The sample for the study consisted of 240 junior secondary school II students. Simple random sampling was used to select 40 students each from six secondary schools in Ekiti State, Nigeria. The instrument used for the study was a social studies achievement test (SSAT). The results indicated that there was a significant difference between the pre-test and achievement mean scores of students in the experimental and control groups: and there was also a significant difference between the retention mean scores of students in the experimental and control groups. The empirical research is related to this study in terms of subject scope which is social studies: in research objectives which is finding out whether differences exist in the performance mean score of students between an experimental and control group and lastly, in design which is a quasi-experimental pre-test, post-test control group design. However, the study is different from this study in the area of geographical scope.

Abdu-Raheem (2012), conducted a study to investigate the effects of problem-solving method of teaching on secondary school students' achievement and retention in social studies in Ekiti state Nigeria. The objective of the study was to find out the difference between the achievements mean scores of students in the experimental and

control group and find out the difference between the retention mean scores of students in the experimental and control group.

The study adopted a quasi-experimental, pre-test, post-test, control group design. The population for the study comprised 14,867 junior secondary school students in Ekiti state. The sample consisted of 240 junior secondary school class II students of social studies from six schools. The instrument used for the study was a social studies achievement test (SSAT) designed by the researcher. The data were analyzed using Host and ANCOVA statistical tools. The results showed that there is a significant difference between the achievement mean scores of students in the experimental and control groups and there is also a significant difference between the retention mean scores of students in the experimental and control groups. This empirical research is relevant to this study in terms of subject scope which is social studies. The research is also related to this study in objectives (finding out whether differences exist between scores of students in an experimental and control group). And lastly, the research is related to the present study in the area of design which is a quasi-experimental pre-test, post-test, control group design. However, the study is different from this study because of geographical scope.

Abdu Raheem (2013), investigated the effects of cooperative instructional strategy on junior secondary school students' performance in social studies in Ilorin Nigeria. The objectives of the study was to: find out which of cooperative and conventional instructional strategies will enhance higher performance in social studies; and ascertain whether gender influence performance of students taught using cooperative instructional strategy in social studies.

A quasi-experimental, non-equivalent pre-test, post-test, control group design was adopted for the study. The sample included all the third year students from two purposively selected secondary schools in Ilorin West Local Government Area of Kwara State. The treatment and control group were made up of 48 and 45 students respectively. The post-test scores were subjected to Analysis of Covariance (ANCOVA). The findings showed that students taught using cooperative instructional strategy performed significantly better than their counterparts taught using the conventional instructional strategy. The findings also revealed that gender has no effect on the performance of students in social studies when taught using both methods. The empirical research is relevant to this study because of its subject scope (social studies) and research objective, which was to find out instructional strategy that will enhance higher performance in social studies. On the other hand, the study is different from this study in conceptual scope (cooperative method); gender and geographical scope (Ilorin, Nigeria).

Olatoye, Aderogba and Aanu (2011), investigated the effect of cooperative and individualized teaching strategy on senior secondary school achievement in organic chemistry. The objectives of the study include to: determine whether there is a significant mean effect of treatment (cooperative, individualized, and control/lecture) on student's achievement in organic chemistry; and ascertain whether there is a significant effect of gender on student's achievement in Organic chemistry.

The study employed a 3x2x2 randomized pre-test, post-test quasi-experimental factorial design. The experimental groups were exposed to cooperative and individualized teaching methods and control group was exposed to traditional methods. A total of 156 students were sampled for the study. The instruments employed for the study

was a chemistry achievement test (CAT), and self-concept questionnaire (SCO). The results revealed that there was a significant mean effect of treatment on students' achievement in chemistry. However, the interaction effect of treatment, gender, and self-concept on student's achievement in organic chemistry is not significant.

The empirical study is relevant to this study in terms of its design which is a 3x2x2 randomized pre-test, post-test quasi-experimental factorial design. This is the design that has been adopted for this study because this study seeks to determine the influence of two different teaching methods simultaneously on the performance of students. However, the study is different from this study in terms of subject scope (chemistry), educational level (Senior Secondary School.) the type of instrument employed (SCQ) and location.

Olajide (2012), specifically investigated the status of universities and secondary school teachers' use of instructional strategies for teaching social studies in Southwestern Nigeria. The objective of the study was to find out which of the teaching strategies do university lecturers and secondary school teachers make use of in their teaching social studies concepts. Teachers of secondary schools and the lecturers of social studies in the six universities that offer the subject constituted the population of the study. Lecturers of the subject in the six universities and the teachers of social studies in the purposefully selected secondary schools taken from the three senatorial zones of each state in south-western Nigeria were made to fill inventories on the teaching methods they employ in their teaching. Data were collated and the results showed that many instructional methods were not employed by both the lecturers of social studies in universities and teachers of

the subject in secondary schools. University lecturers however employ more instructional methods than the secondary school teachers of the subject.

The study is a departure from the present study in that, it is not quasi-experimental in design and it does not identify specifically the type of instructional method under investigation. The study is also not related to the present study due to the nature of the instruments for data collection that was employed for the study and educational level.

Ameh and Dantani (2012), investigated the effects of lecture and demonstration methods on the academic achievement of students in chemistry in Nasarawa Local Government Area of Kano state. The objective was to find out whether differences exist in the academic achievement of students exposed to lecture method and those exposed to demonstration method; and also, find out whether there is a difference in the academic achievement of male students taught using lecture method and those taught using demonstration method. The study adopted a one experimental and control group design. The population of the study comprised of all the senior secondary school SSI chemistry students in Gwagwaruwa Zone. Nasarawa Local Government Area of Kano. The sample size was made up of 58 SSI chemistry students both boys and girls. The data were analyzed using t-test statistic at significant level of 0.05. Results obtained revealed that students perform better in chemistry when taught using demonstration method as compared to lecture method and the boys and girls are better in academic achievement when taught using demonstration method than when lecture method was used. The empirical research is related to this study in objectives which is finding out the influence of two different instructional methods on the performance of male and female students.

However, the Study is slightly different from the present study in design because it adopted only a one experimental and control group design. The study is also different from this study in educational level, subject and geographical scope.

Yusuf (2011), conducted a study on the effect of cooperative instructional strategy on students' performance in social studies in Kwara State, Nigeria. Quasi-experimental and non-equivalent pre-test and post-test control group design was employed in the study. Two schools in Ilorin metropolis (Kwara State) were selected using simple random sampling technique with ninety-three (93) JSS II students as participants of the study. Social studies performance test (SSPT) was the main instrument used to illicit information from the respondents. The data collected were analyzed using mean gain scores to answer the research question one and the students score were analyzed using ANOVA. The findings of the study revealed that there was a statistically significant difference in the performance of students taught using cooperative and conventional instructional strategies in social studies. There was no significant difference in the performance of male and female students taught using cooperative instructional strategy in social studies and the use of cooperative instructional strategy did not produce statistically significant difference in the performance of high, medium and low scoring students but the medium scores gained higher than the high and low scores.

The study is related to the present study in that like former, the present study attempts to find out the effects of discovery and discussion methods on students performance in social studies in junior secondary schools in Nasarawa State. Also, like the study, the present study employs quasi-experimental pre-test post-test control group design to conduct the study. However unlike the study which was carried out in Ilorin

metropolis of Kwara State, Nigeria, in the present study the area of focus is Nasarawa State. While Yusuf (2011) study focused on effects of cooperative learning strategy on the students' performance in social studies, the present study is concerned with effects of discovery and discussion methods on the performance of junior secondary school students in Nasarawa State.

Iyamu and Otete (2006), carried out an assessment of inquiry teaching competence of social studies teachers in junior secondary schools in south-central Nigeria. The objectives of the study was to find out whether the overall inquiry-teaching competence mean score of social studies teachers will not be significantly less than the acceptable level. The study employed the survey research design. It used a random sample of 100 professional trained social studies teachers in junior secondary schools in south-central Nigeria. The observation method was used for the collection of data. The study also used a 20-item four point rating scale covering important skills and activities related to inquiry teaching. On the analysis of data, it was found that the overall inquiry teaching competence of the teachers was significantly below the acceptable level. The empirical research is related to the present study in terms of its subject and conceptual scope (social studies). The research is different from the present study in terms of its objectives, methodology, educational level and geographical scope.

Olukayode (2012), conducted a research on inquiry method, teacher guided discussion method and students attitude and performance in social studies in junior secondary schools in Ogun State, Nigeria. The study examined the irrelativeness of inquiry method and teacher guided discussion method as against the conventional and traditional method of teaching and learning outcomes of some aspects of social studies in

junior secondary school. Pre-test, post-test, control group experimental design involving two experimental groups and one control group was used in the research work. The subjects of the study consisted of one hundred and twenty (120) junior secondary two (JSS II) social studies students in Ogun State. A twenty (20) item objective questions consisting fill the gap and multiple choice objective test was used for relevant data collection. The result of the pre-test and post-test scores in SSPT were analyzed using both the descriptive and inferential statistics.

The findings showed that inquiry method was found to have been most effective in enhancing learning outcome of the subjects. It was also discovered that a significant statistical interaction exist between the methods of instruction and academic ability were however found to have performed better in SSAP than those on low academic ability in the treatment conditions. The research is different from the present study in terms of its educational level or class and above all the geographical scope of the study.

Edinyang (2012), investigated the relative effectiveness of inquiry and expository methods of teaching social studies on academic performance of secondary school students in Akwa Ibom State, Nigeria. The objective of the study was to compare the expository and inquiry methods of teaching social studies with a view to determine which of the two, if well used, by the teacher can have a higher effect on students' academic achievement in social studies. The design adopted by the study was a pre-test, post-test control group experimental design. The population of the study consisted of all junior secondary two (2) students in the state owned post primary schools. Fifty students were randomly selected from each school under study. The instrument used for the study was a social studies performance test (SSPT) designed by the researcher. The data collected

were analysed using t-test. The findings of the study, showed that the students in the inquiry group performed significantly better than their counterparts in the expository group of the study because of their physical involvement in the lesson and the teachers teaching technique. This empirical study is related to this research work in terms of its subject and conceptual scope, research objectives, design and instruments for data collection. However, the geographical scope of the study is different from this study.

Adamu (2016), investigated the effect of project method on performance of students in social studies in Junior Secondary Schools in Jigawa State, Nigeria. The total of fifty-two (52) students were sampled as experimental group, while sixty-five (65) students were sampled for the control group making the total of one hundred and seventeen (117) students, comprising of seventy-two (72) male and forty-five (45) female students. The difference of the study to the present research is that; the previous study was conducted to investigate the effect of project method on performance of students, while the present study investigated the effects of discovery and discussion methods on performance of students. The previous study was a quasi-experimental research design similar to the present study. Also, data collected in the previous study were analyzed using t-test which was used in the present research. The two studies also vary in the sense that the previous study was conducted using the Junior Secondary Schools students in Jigawa State as respondents, while the present study was carried out using Junior Secondary schools in Nasarawa State. The previous study varies as it was conducted with three research objectives, while the present study was carried out with five objectives. Also, the previous study used a 30 objective test items, while the present

study use a multiple-choice assessment tests tagged “Social Studies Performance Test, (SSPT) consisting of 50 objective test items.

Aliyu (2015), conducted an empirical study on the effects of inquiry and lecture methods of instruction on students’ performance in social studies in colleges of Education in North-West, Geo-political zone of Nigeria. The objectives of the study include the following: determine whether there is a significant effect of treatment (inquiry and lecture) on students’ achievement in social studies; determine the effects of gender on the performance of students; compare the performance of students in the experimental groups with those of the control groups; and ascertain the difference in the attitude of students in the experimental groups with those of the control groups.

The research design adopted for the study is a pre-test, post-test quasi experimental design. The experimental groups were exposed to inquiry and lecture teaching methods and control group was not taught at all. Three hundred (300) students were sampled for the study. The instruments employed for the study was social studies performance test (SSPT) and social studies attitude scale (SSAS). The results revealed that students taught using guided inquiry method, performed significantly better than those taught using guided lecture method. Gender has a significant effect on the performance with male students performing better than their female counterparts and also the guided inquiry method influenced students’ attitudes towards social studies significantly better than the guided lecture method. This empirical study is relevant to the study at hand except the educational level and geographical scope.

2.7 Summary

The review presented a comprehensive analysis of studies that relate to the framework of some basic concepts that are fundamental to this study. The review explored different works on the field of this study and some related field of study with a view to determining the gap which this study should fill in terms of contribution to knowledge. In the review, emphasis was on: conceptual analysis; concept of social studies; concept of discovery method; concept of discussion method; concept of academic performance; theoretical framework; constructivist theory of learning; nature and scope of social studies; social studies curriculum in Nigeria; overview of instructional methods of teaching social studies; contemporary trends in teaching and learning of social studies and review of related empirical studies. Based on the various related materials reviewed for this study, it was revealed that no research work has been conducted in the effects of discovery and discussion methods on students' performance in social studies in Nasarawa State, Nigeria. This, to a great extent, constitutes a gap in knowledge which this study intends to bridge.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This study investigated the effects of discovery and discussion methods on students' performance in social studies in junior secondary schools in Nasarawa State, Nigeria. The chapter presents the methods adopted in carrying out the study. Thus, the sub-headings covered include: research design, population for the study, sample and sampling technique, instrumentation, treatment package, validation of instruments, pilot study, reliability of the instrument, procedure for data collection, treatment procedure, and procedures for data analysis.

3.2 Research Design

This study adopted quasi-experimental pre-test, post-test, control group design. This implies that intact classes (non-randomized groups) were used for the study. The design is used where it may not be permissible or possible for the researcher to randomly sample the subjects and assign them to groups without disrupting the academic programme and the time table of the respective Schools involved in the study (Awotunde & Ugodulunwa, 2004). Also, Sambo (2005), Offor (2000) in Martins-Omole (2015), and Ibrahim (2013), observed that among other conditions when subjects for a study are selected and randomization of subjects are not feasible, rather intact classes are used.

Above all, the design allows for the manipulation of the independent variables (discovery and discussion methods) in order to determine their effects on the dependent variable (students' performance). Hence, the design is considered suitable for conducting the study.

The study had two experimental groups and one control group. This research design is illustrated as presented below:

Group	Pre-test	Treatment	Post-test
Experimental I	P_1	X_1	P_4
Experimental II	P_2	X_2	P_5
Control	P_3	X_3	P_6

Where:

P_1, P_2 and P_3 represent the pre-test in the three groups (experimental group 1, 2 and control group).

X_1, X_2, X_3 represent treatment I (discovery) treatment 2 (discussion) and conventional lecture method respectively.

Also, P_4, P_5 and P_6 represent post-test for the three groups.

In this study, the research design signifies that students in both experimental groups (Discovery and Discussion methods) and the control group (conventional lecture method) were exposed to pre-test, using the Social Studies Performance Test (SSPT). After the treatment to both experimental groups and control group, the Social Studies Performance Test (SSPT) was rearranged and administered as post-test on both the experimental and control groups in their respective Schools.

3.3 Population

The target population for the study consisted of all JS II students in the three senatorial zones of Nasarawa State, Nigeria. The available data collected from the State Ministry of Education (2016/2017) indicated that there are one hundred and seventy four (174) public Junior Secondary Schools (JSS) in the State, with a population of seventeen

thousand, three hundred and ten (17,310) students (Males 10,983 and Females 6327). The three senatorial zones are: Nasarawa South, Nasarawa North, and Nasarawa West. Below is the summary of the population distribution of JS II students in public Junior Secondary Schools in the three senatorial zones in the State.

Table 1: Population of the Study

S/N	Senatorial Zones	Number of Schools	Students Enrolment		
			Male	Female	Total
1.	Nasarawa South	53	2638	1936	4574
2.	Nasarawa North	50	4172	1301	5473
3.	Nasarawa West	71	4173	3090	7263
	Total	174	10983	6,327	17,310

Source: Ministry of Education Lafia (2016/2017)

3.4 Sample and Sampling Technique

The population for sthe study covered all JS II students in Junior Secondary Schools (JSS) in Nasarawa State. However, the sample size for this study was drawn from three (3) purposefully selected co-educational Junior Secondary Schools. The selection was based on the three senatorial zones recognized in the state. The zones are: Nasarawa South, North and West. The sample of schools for the study also include: Government Junior Secondary School Lafia North in Nasarawa South; Government Junior Secondary School Gudi in Nasarawa North; and lastly Government Junior Secondary School Garaku in Nasarawa West.

In each of the Junior Secondary Schools selected, JS II students were used for the study. In order to ensure that the groups were kept completely out of contact from each other, one school was used for experimental group one (discovery method), one of the

schools was used for experimental group two (discussion method) and lastly, one school was used for the control group (conventional lecture method).

The sample size for the study consisted of two hundred and eighty (280) Js II Students from six intact classes in the sampled schools. One hundred and ninety (190) JS II students constituted the students in the experimental group (of which 96 students were used for discovery and 94 students for discussion) and 90 JS II students constituted the students in the control group. This sample size was arrived at using purposive sampling technique. The sample size chosen agrees with the view of Eboh (2009:P.66), who states that a "common quasi-experimental design uses two or more groups which have not been randomly selected or allocated and the number in each group should be manageable". This view is in support of small size as noted by Akuezulo (2002) and Ogundare (2013), "that quasi-experimental study also supports small number of subjects for easy management" of the variables involved in the study. The population distribution of sampled schools and students in the study is illustrated as in table two:

Table 2: Population of Sampled Schools and Students for the study

Groups	Senatorial zones	Name of Schools	Class	M	F	Total
Experimental group I (taught using discovery method)	Nasarawa South	GJSS Lafia North	JS II A	28	20	48
			JS II B	26	22	48
Experimental Group II (taught using discussion method)	Nasarawa North	GJSS Gudi	JS II A	28	20	48
			JS II B	25	21	46
Control Group (taught using conventional lecture method)	Nasarawa West	GJSS Garaku	JS II A	25	20	45
			JS II B	25	20	45
Grand Total				157	123	280

3.4.1 Determination of Sample Homogeneity

In order to ensure the homogeneity of various variables involved in this study, the researcher took the following steps: In the process of sampling schools for the study, the researcher selected only public schools that are owned and sponsored by the government. These schools bear similarities in all ramifications such as using the same social studies curriculum, and teachers with similar qualifications (B.Ed Social Studies). Also, schools sampled are old with adequate and functional infrastructure.

The determination of sample homogeneity of this study has been made possible through feasibility study of the sampled schools, where preliminary observation and inquiries were made. As a result of this process, potential biases were reduced to a minimum level in order to justify their ground of comparison.

3.5 Instrumentation

This study used a teacher made test tagged: Social Studies Performance Test (SSPT) for the collection of data. The test consisted of fifty (50) multiple choice objective items with four (4) options to pick from and the questions were based on JS II social studies syllabus. The test covered content areas treated in the instructional plans. The Social Studies Performance Test (SSPT) was used for pre-test in order to test students pre-requisite knowledge in topics related to the ones to be covered during the study (appendix "A" presents sample of the questions used in the pre-test). The post-test measured students' performance at the end of the treatment in order to measure the potential effects of the intervention by examining the difference in the pre-test and post-test results. The questions that were used in the pre-test were also restructured or rearranged for the post-test in the related topics. The students' pre-test and post-test answer sheets were scored. Each correct answer carried two marks and each wrong answer carried no mark. The outcome of the test was subjected to appropriate analyses to determine the cause and effect relationship between the variables. According to Willerman and Macharg (1991) in Martins-Omole (2015), a test must be at the comprehension level of the students in order to measure meaningful learning. Therefore, the items on the social studies performance test used in this study were at the comprehension level of the students.

Also, instructional plans that covered relevant aspects of social studies contents such as family, culture, transportation and communication were developed by the researcher. All the topics were drawn from the JS II syllabus. In all, twenty-five (25) instructional plans were developed on the selected topics using both the discovery,

discussion and conventional lecture methods of instruction. The instrument and the instructional plans were attached as appendix to this study.

Table 3: Table of Specifications for Social Studies Performance Test (SSPT)

Units/Content	*Knowledge*	*Comprehension*	*Application*	*Analysis*	*Synthesis*	*Evaluation*	*Total*
Family	3	2	2	2	2	2	13
Culture	3	2	2	2	1	2	12
Transportation	4	2	2	2	2	1	13
Communication	3	2	2	2	1	2	12
Total	**13**	**8**	**8**	**8**	**6**	7	**50**

Source: Adopted from Obeka (2009)

Table 3, illustrates the content of the topics treated and written questions at various levels of Benjamin Bloom's (1956) taxonomy. The table identifies the expected knowledge, comprehension, application, analysis, synthesis and evaluation of the teaching learning process.

Table 4: Items Specification for Social Studies Performance Test (SSPT)

S/N	Topics	No of Items	Total
1.	Family	1,2,3,4,5,6,7,27,31,32,33,34,35	13
2.	Culture	8,9,10,11,12,13,28,36,37,38,39,41	12
3.	Transportation	14,15,16,17,18,19,20,29,40,42,43,44,45	13
4.	Communication	21,22,23,24,25,26,30,46,47,48,49,50	12
	Total		**50**

Source: Adopted from Obeka (2009)

The table illustrated shows the topics covered by the test instrument and number of test items associated with each topic. This enabled the researcher to cover all the topics/contents without bias.

3.5.1 Treatment Package

The study has three (3) groups, namely the experimental (Discovery and Discussion methods) and control groups. Treatment was administered to both experimental and control groups.

Treatment Package for Discovery Method

In administering discovery method in the treatment package, the following steps were followed accordingly:

Step 1: The teacher who acts as facilitator poses or presents a problem, a topic or an issue which was in specific and clear language that the students will understand and will consequently react to it constructively. Example of such topic, problem or issue, is conflict, its causes and resolution.

Step II: The teacher introduces the lesson by asking the students thought provoking questions from their previous knowledge relating to the topic. Example;

i. Who has ever witnessed people fighting?
ii. What leads to the fight?
iii. How was it settled?

Step III: The teacher guides the students in responding to each of the questions in step two and later discusses the different views with the students. This will be carried out with the help of a chart showing armed police restoring peace in a troubled area (instructional materials).

Step IV: The researcher will guide the students in defining and explaining the concept of conflict by encouraging students to reflect and relate their previous knowledge to the new concept with the aid of a chart showing armed police restoring peace in troubled area.

Step V: Researcher guides the students in identifying the main types of conflicts.

Step VI: Researcher will further lead and guide the students in identifying and discussing some examples of conflicts. The students will be allowed to ask questions for clarification on the topic.

Step VII: The researcher will ask the students questions from the topic treated in order to evaluate the lesson. Example of such questions:

1. What is conflict?
2. Identify the main types of conflict.
3. Enumerate some examples of conflict.

Step VIII: Researcher will conclude the lesson by summarizing the main points through the contribution of the students.

Step IX: The students will be assigned to consult from variety of sources such as books, resource persons and internet for more information on the topic. Their discoveries will be brought to the next class for discussion.

Treatment Package for Discussion Method

In administering discussion method in the treatment package, the following steps will be followed:

Step I: As a teacher and as a discussion over all leader, the teacher from the beginning of the lesson presents a problem, a topic or an issue to the students. The problem, topic or

issue will be presented in a specific and clear language that the students will understand and consequently react constructively.

Step II: The teacher will introduce the lesson by asking the students thought provoking questions from their assumed previous knowledge relating to the topic or problem to be discussed. Example of such questions:

i. Who has ever witnessed people fighting?
ii. What leads to the fight?
iii. How was it settled?

Step III: The teacher will guide the students in responding to each of the questions in step two above and discusses the different views with the students. These will be done with the help of the chart showing armed police restoring peace in a troubled area.

Step IV: The teacher will prepare the minds of the students for the small – group discussions. The students will be assigned or divided into small heterogeneous groups of seven (7). Each of the sub-groups will be assigned a leader and secretary among its members. The group leader will receive the necessary materials such as answer sheets properly labelled to indicate the sub-group.

Step V: The teacher will guide the students in discussing the concepts and will pose the following questions for the students to answer in their sub-groups respectively. Example of these questions:

i. What is conflict?
ii. What are the causes of conflict?
iii. How are conflicts resolved?

Step VI: The teacher will move round the class as soon as the discussion commences in the various sub-groups to intervene when the need to clear some misconcepts, when there is excessive noise and will make sure every group member contributes to his/her sub-group adequately.

Step VII: The group leaders of the sub-groups will submit the comprehensive summary of their sub-groups to the teacher at the end of the sub-groups discussions.

Step VIII: The teacher will discuss the different views from the sub-groups together with the students and summarizes the main points of the lesson on the board.

3.5.2 Validity of the Instrument

In order to ascertain the extent to which the instruments used clearly measure what they are designed to measure, the face and content validity methods were employed. The social studies performance tests (SSAT) and the instructional plan developed using discovery, discussion and conventional lecture methods were subjected to face and content validation by the researcher's supervisors and experts in social studies education and curriculum and instruction sections in Ahmadu Bello University, Zaria. The comments, suggestions and corrections by the experts were used to modify the instruments before pilot testing.

3.5.3 Pilot Study

A pilot study of the instrument was conducted among respondents in Government Junior Secondary School Sabon Gida, Nasarawa State, Nigeria. The justification for this selection was that the school was outside the sampled schools for the study. Twenty (20) JS II students were selected for the pilot study. The subjects were tested before and then given the treatment which was a normal social studies lesson on selected topics for the

study which lasted for two weeks. After the treatment, a test was administered to the students using social studies performance test and the students were given forty (40) minutes to answer all the items. The field testing of the instrument enabled the researcher acquainted himself with some practical problems which might have jeopardized the validity and reliability of the test during the actual exercise (Kerlinger, 1973). Above all, it also acquainted the researcher with test administration procedures.

3.5.4 Reliability of the Instrument

In order to have the assurance of the quality of the test being reliable, internal consistency of the instrument was assessed. The two sets of scores obtained (test and re-test) was subjected to Pearson Product Moment Correlation Co-efficient (PPMCC) formula, which showed the reliability index of 0.91. This indicated that the instrument was consistent in measuring what it was supposed to measure. It was in agreement with Olayuwola (2010), who stressed that an instrument is considered reliable if it lies between 0.05 and 1.00. The author also stated that the closer the calculated reliability coefficient is to 0, the less reliability of the instrument; while the closer the calculated reliability coefficient is to 1, the more reliable is the measurement.

3.6 Procedure for Data Collection

In carrying out the study, a letter of introduction was collected from the Department of Educational Foundations and Curriculum, Ahmadu Bello University to the three Principals of the sampled Schools in the state. The researcher used the normal time allocated for teaching social studies in each of the sampled schools which was 40 minutes per period and thrice a week (Wednesday, Thursday and Friday) in order to maintain the normal school programme. Before the commencement of the treatment, the Social

Studies Performance Test (SSPT) was administered to all the groups as pre-test in order to determine the level of academic equivalence of the students. This was carried out with the help of one (1) trained research assistant from each of the three sampled schools. The experimental group was divided into two groups (experimental group I and experimental group 2) experimental group I was taught the social studies concepts using the discovery method while experimental group 2 was taught the same concepts using the discussion method. Also, the control group was taught the social studies concepts using the conventional lecture method. The normal period of 40 minutes was maintained per lesson. The researcher with the help of three research assistants, who were trained by the researcher and were regular social studies teachers in the sampled schools administered the Social Studies Performance Test (SSPT) as post-test at the end of the treatment to both the experimental and control groups. The treatment lasted for ten (10) weeks. In order to reduce the effect of influence and interference, the researcher marked the tests for all the groups using the marking guide that was prepared by the researcher.

3.6.1 Treatment Procedure

This study titled, effects of discovery and discussion methods on students' performance in social studies in junior secondary schools in Nasarawa State, used the following procedures in the treatment of the subjects.

First Week: The researcher reported in the three sampled schools with the letter of introduction given to him by the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria as indicated earlier. The two of the schools sampled were for experimental groups and one for control group. Also, the pre-test was administered to both experimental and control groups respectively in week one.

Second and Third Week: Students in experimental and control groups were taught family, using discovery, discussion and conventional lecture methods respectively. Each of the groups had three periods with duration of forty minutes (40 minutes) per lesson.

Fourth and Fifth Week: The students in experimental groups were taught culture, using discovery and discussion methods respectively. Also, the control group was taught culture using conventional lecture method of instruction. Each of the three groups had three periods with the duration of forty minutes (40 minutes) per lesson.

Sixth and Seventh Week: Students in the experimental groups were taught transportation using discovery and discussion methods of instruction, while the students in the control group were taught transportation using conventional lecture method. Each of the groups had three periods with the duration of forty minutes (40 minutes) per lesson.

Eight and Ninth Week: Students in the experimental groups were taught communication using discovery and discussion methods respectively. The students in the control group were also taught communication using conventional lecture method of instruction. Each of the groups had two periods with the duration of forty minutes (40 minutes) per lesson.

Tenth and Final Week: The post-test was administered to the three groups (the two experimental groups and a control group). The researcher and other three (3) assistants who were trained by the researcher helped in handling the process. Table 5 shows the topics treated, methods, and periods of treatment respectively.

Table 5: Experimental and Control Groups Time Table for Treatment

Week	Topic	Method of Treatment			Periods
		Discovery Group	**Discussion Group**	**Conventional Lecture Method**	
2 & 3	Family	Discovery	Discussion	Conventional Lecture	Six
4 & 5	Culture	Discovery	Discussion	Conventional Lecture	Six
6 & 7	Transportation	Discovery	Discussion	Conventional Lecture	Six
8 & 9	Communication	Discovery	Discussion	Conventional Lecture	Six

(See appendix C, D and E for the lesson plans for experimental and control groups)

3.6.2 Control of Intervening/Extraneous Variables in the Study

In research work, there is always a need for the researcher to identify confounding or intervening variables in the study and how these variables can be controlled. This process enabled the researcher to attribute changes that were observed in the dependent variables as being a function of the independent variable. Kolo (2003), suggested a number of intervening/extraneous variables that could be considered as threats to internal validity in experimental research design. The measures that were taken to control each of them in this work are discussed briefly as follows:

i. **Composition Based on Sex:** This refers to a situation in which experiment is limited to only one category of variable such as sex. It is important for all the groups be involved in the study as the case may be. When groups are different in terms of sexual composition, there is the possibility that the differences observed in achievement could stem from differences from sexual composition. This threat

was eliminated by ensuring that sex does not vary much between the groups. All the groups were composed of both males and females.

ii. **Experimental Mortality:** This refers to the loss of subjects during the life of the experiment. This was controlled through assigning two more students to the groups than required. The extra students were dropped after the treatment and before the post-test.

iii. **Effect of Testing:** The subjects may be test wise and try to discover the purpose of the test. The researcher reduced this threat by restructuring or rearranging the items of the post-test before administration.

iv. **Subject Interaction:** This involves the interaction of the subjects from different groups (the experimental and control groups) which may result to differences in the scores. This threat was controlled by using different schools for the groups and far from each other.

3.7 Procedure for Data Analysis

The data collected in the study was subjected to analysis at different levels. The demographic data collected from this study was analyzed using frequencies and percentages. At the descriptive level, the descriptive statistics of mean and standard deviation were used to respond to research questions. While at the inferential level, the independent sample t-test statistics was used to test three of the hypotheses (hypotheses 1, 2 and 3). For hypotheses 4 and 5, Analysis of Variance (ANOVA) was used. All the hypotheses were tested at alpha of 0.05 level of significance.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presented the analysis and interpretation of results of the data analysed from the completed Social Studies Performance Test (SSPT) administered on two hundred and eighty (280) Social Studies students in public junior secondary schools in Nasarawa State. All the test instruments administered were retrieved back making 100% returns. At the descriptive level, students' performance mean scores was used to respond to the research questions while standard deviation was used to determine how close or otherwise are the students' mean scores. At the inferential level, independent sample t-test statistics was used to test hypotheses 1, 2 and 3, while hypotheses 4 and 5 was tested using Analysis of Variance (ANOVA). The statistical software used for the analysis was Statistical Package for Social Sciences (SPSS) version 21. The analysis carried out in the study is presented as follows.

4.2 Description of Study Variables

This section presented the variables of the study. Table 6 shows the frequency and percentages of the respondents based on teaching method (that is, discovery, discussion and conventional lecture method).

Table 6: Respondents Based on Group

Method	Frequency	Percentage
Discovery	96	34.3
Discussion	94	33.6
Conventional	90	32.1
Total	**280**	**100**

Table 6 shows that a total of ninety six (96), that is, 34.3% of the students were used in discovery method (experimental group I), while ninety four (94), that is, 33.6% of the respondents were used for discussion method (experimental group II). Also, a total of ninety (90) that is, 32.1% of the students were used as control group (that is, conventional lecture method). This result shows that students across the teaching methods were fairly represented in the study.

4.3 Response to Research Questions

The research questions raised in the study were answered using mean scores and standard deviation. The analysis is presented as follows:

Research Question One: What is the difference between the performance mean score of students taught social studies using discovery method and those taught using conventional lecture method in junior secondary schools in Nasarawa State?

To answer this research question, the post-test administered on students was analysed using mean and standard deviation. The summary of the analysis is presented in Table 7:

Table 7: Performance mean score of students taught social studies using discovery method and those taught using conventional lecture method in junior secondary schools in Nasarawa State

		Post-test Scores	
Method	**N**	**Mean**	**SD**
Discovery	96	70.79	10.92
Conventional	90	56.14	8.96

Table 7, on the performance mean score of students taught Social studies using discovery method and those taught with conventional lecture method in junior secondary schools in Nasarawa State shows that, students taught Social studies using discovery method had a better performance mean score (70.79) in post-test compared to those taught using conventional lecture method (56.14). For instance, the table shows the post-test mean scores difference of 14.65. Therefore, the standard deviation at each level indicates that students' performance differs from each other.

Research Question Two: What is the difference between the performance mean score of students taught social studies using discussion method and those taught using conventional lecture method in junior secondary schools in Nasarawa State?

To answer this research question, the post-test administered on students was analysed using mean and standard deviation. The summary of the analysis is presented in Table 8:

Table 8: Performance mean score of students taught social studies using discussion method and those taught using conventional lecture method in junior secondary schools in Nasarawa State

		Post-test Scores	
Method	**N**	**Mean**	**SD**
Discussion	94	65.00	9.55
Conventional	90	56.14	8.96

Table 8, on the performance of students taught Social studies using discussion method and those taught using conventional lecture method in junior secondary schools in Nasarawa State shows that, students taught Social studies using discussion method had a better performance mean score(65.00) at post-test compared to those taught using conventional lecture method (56.14). For instance, the table shows the post-test mean scores difference of 8.86. Therefore, the standard deviation at each level indicates that students' performance differs from each other.

Research Question Three: What is the difference between the performance mean score of students taught social studies using discovery and discussion methods in junior secondary schools in Nasarawa State?

To answer this research question, the post-test administered on students was analysed using mean and standard deviation. The summary of the analysis is presented in Table 9:

Table 9: Performance mean score of students taught social studies using discovery and discussion methods in junior secondary schools in Nasarawa State

		Post-test Scores	
Method	**N**	**Mean**	**SD**
Discovery	96	70.79	10.92
Discussion	94	65.00	9.96

Table 9, on the performance mean score of students taught social studies using discovery and discussion methods in junior secondary schools in Nassarawa state, shows that students taught social studies using discovery method had a better performance mean score (70.79) at post-test compared to those taught using discussion method (65.00). For instance, the table shows the post-test mean score difference of 5.79. Therefore, the standard deviation at each level indicates that students performance differs from each other.

Research Question Four: What is the difference between the performance mean score of students taught family and culture using discovery, discussion and conventional lecture methods in Junior Secondary Schools in Nasarawa State?

To answer this research question, the post-test administered on students was analysed using mean and standard deviation. The summary of the analysis is presented in Table 10:

Table 10: Performance mean score of students taught family and culture using discovery, discussion and conventional lecture methods in Junior Secondary Schools in Nasarawa State

		Post-test Scores	
Method	**N**	**Mean**	**SD**
Discovery	96	36.64	17.82
Discussion	94	49.98	20.44
Conventional	90	43.10	11.21

Table 10, on the performance mean score of students taught family and culture using discovery, discussion and conventional lecture methods in Junior Secondary Schools in Nasarawa State shows that, students taught family and culture using discussion method had a better performance mean scores (49.98) at post-test than those taught using discovery (36.64) and conventional lecture (43.10) methods. For instance, the table shows the post-test mean scores difference of 29.76. Therefore, the standard deviation at each level indicates that students' performance differs greatly from each other.

Research Question Five: What is the difference between the performance mean score of students taught transportation and communication using discovery, discussion and conventional lecture methods in Junior Secondary Schools in Nasarawa State?

To answer this research question, the post-test administered on students was analysed using mean and standard deviation. The summary of the analysis is presented in Table 11:

Table 11: Performance mean score of students taught transportation and communication using discovery, discussion and conventional lecture methods in Junior Secondary Schools in Nasarawa State

		Post-test Scores	
Method	**N**	**Mean**	**SD**
Discovery	96	56.21	19.97
Discussion	94	50.01	15.39
Conventional	90	32.80	13.10

Table 11, on the performance mean score of students taught transportation and communication using discovery, discussion and conventional lecture methods in Junior Secondary Schools in Nasarawa State shows that, students taught transportation and communication using discovery method had a better performance mean scores (56.21) at post-test than those taught using discussion (50.01) and conventional lecture (32.80) methods. For instance, the table shows the post-test mean scores difference of 26.6. Therefore, the standard deviation at each level indicates that students' performance differs greatly from each other.

4.4 Hypotheses Testing

Independent sample t-test was used to test hypotheses 1, 2 and 3, while Analysis of Variance (ANOVA) was used to test hypotheses 4 and 5 at 0.05 alpha level of significance. This sub-section presents the result of the test on the hypotheses.

Hypothesis One: There is no significant difference between the performance mean score of students taught social studies using discovery method and those taught using conventional lecture method in junior secondary schools in Nasarawa State.

The post-test administered on students was marked, scored and analysed using independent sample t-test. The summary of the analysis is presented in Table 12:

Table 12: Summary of Independent sample t-test on the performance mean score of students taught social studies using discovery and conventional lecture methods in junior secondary schools in Nasarawa State

Method	N	Mean	SD	t-cal	Df	α	t-crit	Sig. (2-tailed)	Decision
Discovery	96	70.79	10.92	9.95	184	0.5	1.96	.000	Rejected
Conventional	90	56.14	8.96						

Table 12, shows the performance mean score of students taught social studies using discovery method and those taught using conventional lecture method in junior secondary schools in Nasarawa State. The table shows that the students taught social studies using discovery method had the mean score of 70.79 with the standard deviation of 10.92, while the students taught Social studies using conventional lecture method had the mean score of 56.14 with standard deviation of 8.96. The t-calculated 9.95 is greater than the t-critical 1.96, while the p-value is **.**000 (P<0.005). The null-hypothesis which states that there is no significant difference in the performance mean score of students taught social studies using discovery method and those taught using conventional lecture method in junior secondary schools in Nasarawa State was rejected. The implication of this result is that, students taught social studies using discovery method performed far better than those taught using conventional lecture method in junior secondary schools in Nasarawa State.

Hypothesis Two: There is no significant difference between the performance mean score of students taught social studies using discussion method and those taught using conventional lecture method in junior secondary schools in Nasarawa State.

The post-test administered on students were marked, scored and analysed using independent sample t-test. The summary of the analysis is presented in Table 13:

Table 13: Summary of Independent sample t-test on the performance mean score of students taught social studies using discussion and conventional lecture methods in junior secondary schools in Nasarawa State

Method	N	Mean	SD	t-cal	Df	α	t-crit	Sig. (2-tailed)	Decision
Discussion	94	65.00	9.55	6.47	182	0.05	1.96	.002	Rejected
Conventional	90	56.14	8.96						

Table 13, shows the performance mean score of students taught social studies using discussion method and those taught using conventional lecture method in junior secondary schools in Nasarawa State. The table shows that the students taught social studies using discussion method had the mean score of 65.00 with the standard deviation of 9.55, while the students taught Social studies using conventional lecture method had the mean score of 56.14 with standard deviation of 8.96. The t-calculated 6.47 is greater than the t-critical 1.96, while the p-value is **.**002 (P<0.005). The null-hypothesis which states that there is no significant difference in the performance mean score of students taught social studies using discussion method and those taught using conventional lecture method in junior secondary schools in Nasarawa State was rejected. The implication of this result is that, students taught social studies using discussion method performed far

better than those taught using conventional lecture method in junior secondary schools in Nasarawa State.

Hypothesis Three: There is no significant difference between the performance mean score of students taught social studies using discovery and discussion methods in junior secondary schools in Nasarawa State.

The post-test administered on students were marked, scored and analysed using independent sample t-test. The summary of the analysis is presented in Table 14:

Table 14: Summary of Independent sample t-test on the performance mean score of students taught social studies using discovery and discussion methods in junior secondary schools in Nasarawa State

Method	N	Mean	SD	t-cal	df	α	t-crit	Sig. (2-tailed)	Decision
Discovery	96	70.79	10.92	10.41	188	0.05	1.96	.001	Rejected
Discussion	94	65.00	9.55						

Table 14, shows the performance mean score of students taught social studies using discovery and discussion methods in junior secondary schools in Nasarawa State. The table shows that the students taught social studies using discovery method had the mean score of 70.79 with the standard deviation of 10.92, while the students taught Social studies using discussion method had the mean score of 65.00 with standard deviation of 9.55. The t-calculated of 10.41 is greater than the t-critical 1.96, while the p-value is .001 ($P<0.005$). The null-hypothesis which states that there is no significant difference in the performance mean score of students taught social studies using discovery and discussion methods in junior secondary schools in Nasarawa State was rejected. The implication of this result is that, students taught social studies using

discovery method performed better than those taught using discussion method in junior secondary schools in Nasarawa State.

Hypothesis Four: There is no significant difference between the performance mean score of students taught family and culture using discovery, discussion and conventional lecture methods in junior secondary schools in Nasarawa State.

The post-test administered on students were marked, scored and analysed using Analysis of Variance (ANOVA). The summary of hypothesis tested is presented in Table 15.

Table 15: Summary of Analysis of Variance (ANOVA) on the performance mean score of students taught family and culture using discovery, discussion and conventional lecture methods in junior secondary schools in Nasarawa State

Status	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	8457.752	2	4228.876	14.595	3.15	.000
Within Groups	80261.048	277	289.751			
Total	88718.800	279				

Table 15 shows the f-ratio value of (14.595) at 2 degrees of freedom 277 and at 0.05 alpha level of significance. The critical value (3.15) is less than f-ratio value (14.595), the probability level of significance P(.000) is less than 0.05. This means that there is significant difference between the performance mean score of students taught family and culture using discovery, discussion and conventional lecture methods in junior secondary schools in Nasarawa State. The implication of this result is to reject the null hypothesis which states that there is no significant difference between the performance mean score of students taught family and culture using discovery, discussion and conventional lecture methods in junior secondary schools in Nasarawa State.

Table 16: Summary of Scheffe Multiple Comparison Test on the performance mean score of students taught family and culture using discovery, discussion and conventional lecture methods in junior secondary schools in Nasarawa State

Methods	Discovery	Discussion	Conventional
Discovery	1	36.64	28.21
Discussion	49.98	1	35.91
Conventional	43.10	31.01	1

Table 16, on the performance mean score of students taught family and culture using discovery, discussion and conventional lecture methods in junior secondary schools in Nasarawa State shows that the performance mean score of students taught family and culture using discussion method was better than those taught using discovery and conventional lecture methods. This result indicated that the difference in the performance mean score of students taught family and culture using discussion method was significant than the other methods.

Hypothesis Five: There is no significant difference between the performance mean score of students taught transportation and communication using discovery, discussion and conventional lecture methods in junior secondary schools in Nasarawa State.

The post-test administered on students were marked, scored and analysed using Analysis of Variance (ANOVA). The summary of hypothesis tested is presented in Table 17.

Table 17: Summary of Analysis of Variance (ANOVA) on the performance mean score of students taught transportation and communication using discovery, discussion and conventional lecture methods in junior secondary schools in Nasarawa State

Status	Sum of Squares	df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	27114.990	2	13557.495	49.929	3.15	.000
Within Groups	75216.796	277	271.537			
Total	102330.786	279				

Table 17, shows the f-ratio value of (49.929) at 2 degrees of freedom 277 and at 0.05 alpha level of significance. The critical value (3.15) is less than f-ratio value (49.929), the probability level of significance P(.000) is less than 0.05. This means that there is significant difference between the performance mean score of students taught transportation and communication using discovery, discussion and conventional lecture methods in junior secondary schools in Nasarawa State. The implication of this result is to reject the null hypothesis which states that there is no significant difference in the performance mean score of students taught transportation and communication using discovery, discussion and conventional lecture methods in junior secondary schools in Nasarawa State.

Table 18: Summary of Scheffe Multiple Comparison Test on the performance mean score of students taught transportation and communication using discovery, discussion and conventional lecture methods in junior secondary schools in Nasarawa State

Methods	Discovery	Discussion	Conventional
Discovery	1	56.21	44.93
Discussion	50.01	1	41.00
Conventional	32.80	36.63	1

Table 18, on the performance of students taught transportation and communication using discovery, discussion and conventional lecture methods in junior secondary schools in Nasarawa State shows that the performance of students taught transportation and communication using discovery method was better than those taught using discussion and conventional methods. This result indicated that the difference between the performance mean score of students taught transportation and communication using discovery method was significant than the other methods.

4.5 Summary of Major Findings

The following major findings emerged as a result of the hypotheses tested in the study, that:

1. The performance mean score of students taught social studies using discovery method was better than those taught using conventional lecture method in junior secondary schools in Nasarawa State (**.**000 <0.005).
2. Students taught social studies using discussion method performed significantly far better than those taught using conventional lecture method in junior secondary schools in Nasarawa State (**.**002 <0.005).
3. The performance mean score of students taught social studies using discovery method was better than those taught using discussion method in junior secondary schools in Nasarawa State (**.**001 <0.005).
4. The performance mean score of students taught family and culture using discussion method was significantly better than those taught using discovery and conventional lecture methods (**.**000 <0.005).

5. The performance mean score of students taught transportation and communication using discovery method was significantly better than those taught using discussion and conventional lecture methods (**.**000 <0.005).

4.6 Discussion of the Findings

The first finding of the study revealed the performance mean score of students taught social studies using discovery method and those taught using conventional lecture method in junior secondary schools in Nasarawa State. The result of the test shows that the students taught social studies using discovery method had a better performance mean scores than those taught using conventional lecture method. In view of the finding on the hypothesis, the null-hypothesis which states that there is no significant difference between the performance mean score of students taught social studies using discovery method and those taught using conventional lecture method in junior secondary schools in Nasarawa State was rejected. The implication of this result is that, students taught social studies using discovery method performed far better than those taught using conventional lecture method in junior secondary schools in Nasarawa State. Previous findings supported this claim among which are Ameh and Dantani (2012), which revealed that students perform better when taught using inquiry method as compared to lecture method.

The second finding revealed the performance mean score of students taught social studies using discussion method and those taught using conventional lecture method in junior secondary schools in Nasarawa State. The result of the hypothesis shows that the students taught social studies using discussion method performed significantly better than those taught using conventional lecture method. As a result of this finding, the null-

hypothesis which states that there is no significant difference between the performance mean score of students taught social studies using discussion method and those taught using conventional lecture method in junior secondary schools in Nasarawa State was rejected. The implication of this result is that, students taught social studies using discussion method performed far better than those taught using conventional lecture method in junior secondary schools in Nasarawa State. This finding is in line with the findings of Yusuf (2011), that there was a statistically significant difference between the performance mean score of students taught using discussion and conventional instructional strategies in social studies.

The third finding revealed the performance of students taught social studies using discovery and discussion methods in junior secondary schools in Nasarawa State. The result of the hypothesis tested shows that the students taught social studies using discovery method had a better performance mean score than those taught using discussion method. As a result of this finding, the null-hypothesis which states that there is no significant difference between the performance mean score of students taught social studies using discovery and discussion methods in junior secondary schools in Nasarawa State was rejected. The implication of this result is that, students taught social studies using discovery method performed better than those taught using discussion method in junior secondary schools in Nasarawa State. This result is in agreement with the findings of Olukayode (2012), that discovery method was found to have been most effective in enhancing learning outcome of the students and that a significant statistical interaction exists between the methods of instruction and academic ability of students.

The forth finding revealed that there was significant difference between the performance mean score of students taught family and culture using discovery, discussion and conventional lecture methods in junior secondary schools in Nasarawa State. The implication of this result is to reject the null hypothesis which states that there is no significant difference between the performance mean score of students taught family and culture using discovery, discussion and conventional lecture methods in junior secondary schools in Nasarawa State. This result was subjected to a scheffe multiple comparison test which shows that the performance mean score of students taught family and culture using discussion method was better than those taught using discovery and conventional methods. This is in line with the findings of Olatoye, Aderogba and Aanu (2011), that there was a significant mean effect of treatment on students' performance. However, the interaction effect of treatment, discussion, inquiry and self-concept on student's performance was significant and in favour of discussion method.

The fifth finding revealed that there was significant difference between the performance mean score of students taught transportation and communication using discovery, discussion and conventional lecture methods in junior secondary schools in Nasarawa State. The implication of this result is to reject the null hypothesis which states that there is no significant difference between the performance mean score of students taught transportation and communication using discovery, discussion and conventional lecture methods in junior secondary schools in Nasarawa State. This result was subjected to a scheffe multiple comparison test which shows that the performance mean score of students taught transportation and communication using discovery method was better than those taught using discussion and conventional lecture methods. This finding

corroborate the findings of Abdu-Raheem (2011) and Olajide (2012), that the application of the appropriate instructional methods can improve the performance mean score of students in the subject taught at secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study was carried out to determine the effects of discovery and discussion methods on students' performance in Social studies in junior secondary schools in Nasarawa State, Nigeria. The study was conducted with five objectives which are to; determine the difference between the performance of students taught social studies using discovery method and those taught using conventional lecture method in junior secondary schools in Nasarawa State; examine the difference between the performance of students taught social studies using discussion method and those taught using conventional lecture method in junior secondary schools in Nasarawa State; compare the performance of students taught social studies using discovery and discussion methods in junior secondary schools in Nasarawa State; ascertain the performance of students taught family and culture using discovery, discussion and conventional lecture methods in Junior Secondary Schools in Nasarawa State; and find out the performance of students taught transportation and communication using discovery, discussion and conventional lecture methods in Junior Secondary Schools in Nasarawa State. Also, five research questions and five null hypotheses were formulated in line with the stated objectives. Relevant literatures were reviewed on the relevant variables of the study.

The study adopted quasi-experimental pre-test, post-test, control group design. The population of the study consisted of seventeen thousand, three hundred and ten (17,310) students from one hundred and seventy four (174) public junior secondary schools (JSS) in Nasarawa State. A sample size of two hundred and eighty (280) JSII

Social studies students were used in the study, where 96 students were used in discovery, 94 students for discussion and 90 students were used in the control group. A teacher made test tagged “Social Studies Performance Test (SSPT)” was used for data collection. The instrument was validated by the researcher’s supervisors and experts in social studies education and curriculum and instruction sections in Ahmadu Bello University, Zaria. The instrument was pilot tested using test/retest. The two sets of scores obtained were subjected to Pearson Product Moment Correlation Co-efficient (PPMCC) formula and a reliability index of 0.91 was obtained.

The data collected in the study were subjected to analysis at different levels. The demographic data collected from the study was analysed using frequencies and percentages. At the descriptive level, the descriptive statistics of mean and standard deviation were used to respond to research questions. At the inferential level, independent sample t-test statistics was used to test three of the hypotheses (hypotheses 1, 2 and 3) while hypotheses 4 and 5, was tested using Analysis of Variance (ANOVA). All the hypotheses were tested at alpha of 0.05 level of significance. Findings of the study among others revealed that the performance of students taught social studies using discovery method was better than those taught using conventional lecture method in junior secondary schools in Nasarawa State (.000 <0.005). Students taught social studies using discussion method performed far better than those taught using conventional lecture method in junior secondary schools in Nasarawa State (.002 <0.005). and that the performance mean score of students taught social studies using discovery method was better than those taught using discussion method in junior secondary schools in Nasarawa State (.001 <0.005). Also, there was difference in the performance mean score of students

taught family and culture using discovery, discussion and conventional lecture methods in junior secondary schools in Nasarawa State (.000 <0.005). Finding revealed that there was difference in the performance of students taught transportation and communication using discovery, discussion and conventional lecture methods in junior secondary schools in Nasarawa State (.000 <0.005)

5.2 Conclusion

Based on the findings of this study, the following conclusions were drawn:-

1. The use of discovering method for teaching social studies concepts enhances students performance significantly better than the use of the conventional lecture method.
2. The use of discussion method significantly improved students performance in social studies concepts than the conventional lecture method.
3. Students taught using discovery method performed significantly better than those taught using discussion method.
4. The performance of students taught the concepts of family and culture using discussion method was significantly better than those taught using discovery and conventional lecture methods.
5. The performance of students taught the concepts of transportation and communication using discovery method was significantly better than those taught using discussion and conventional lecture methods.

5.3 Recommendations

In view of the results of the findings and the conclusions reached in this study, the following recommendations are hereby offered:

1. On the basis of the findings, it was recommended that teachers of Social Studies should always use discovery and discussion methods to impart knowledge to students to enable them participate actively in the lesson, interact with instructional materials and fellow students.
2. The School authority should give necessary support to teachers for effective teaching and learning of Social Studies in Junior Secondary Schools.
3. The Government should encourage and require teachers to use discovery and discussion methods through supervision and provision of enabling environment to teach Social Studies in Junior Secondary Schools.
4. The conventional lecture method should be used to teach very abstract topics to enable students acquire knowledge, new information and explanation of events or things.
5. Above all, Government should also organize regular on-the-job training such as workshops, seminars and conferences for the teachers of Social Studies in Junior Secondary Schools. This will constantly update their knowledge on the application of method of teaching Social Studies.

5.4 Suggestions for further studies

The study suggested the following topics for further studies:

1. Comparative effects of discovery and problem-solving methods on students' performance and retention in social studies.
2. Impact of the use of discussion method in the inculcation of leadership skill on junior secondary school students.

3. Effectiveness of project and discovery learning method in promoting the acquisition and retention of knowledge among Social studies students.
4. Similar study may also be conducted on the attitude of teachers toward utilization of discovery and discussion methods as alternative to conventional lecture method.
5. This study can be replicated using such moderating variable as gender, Location and teacher qualification.

5.5 Contribution to Knowledge

1. The study has shown the correlation between methods of teaching and improved academic performance.
2. The findings established that the use of discovery and discussion methods in the teaching and learning of Social Studies could be a way out to improving the teaching and learning of Social Studies in our Junior Secondary Schools.
3. The study has also shown that students have preference for innovative methods of teaching which enhance their academic performance.
4. This study has also established that discovery and discussion methods can be used by the teachers for instruction in Junior Secondary Schools in Nasarawa State. This will enhance their academic performance.

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APPENDIX A

SOCIAL STUDIES PERFORMANCE TEST (SSPT)

PRE-TEST AND POST-TEST FOR EXPERIMENTAL AND CONTROL GROUPS

Dear Respondent/Student,

The purpose of this test is to collect data for research work only. You are requested to answer the questions as honestly as possible by ticking one of the options (A,B,C and D) respectively.

Bio-Data

Name: _____

School: _____

Class: _____

Sex: _____

Instruction: Please answer all questions by ticking (√) only one option.

1. A family that consists of man, his wife and their children is known as:

a. Extended family

b. Nuclear family

c. Single family

d. Group family

2. These are functions of the family except:

a. Protection

b. Comfort

c. Raising of Children

d. Exploitation

3. The two major types of family include:

a. National and Conjugal family

b. Nuclear and natal family

c. Conjugal and Extended family

d. Nuclear and Extended family

4. The family that consists of parents, children and other relations is known as:

a. Nuclear family

b. Compound family

c. Conjugal family

d. Extended family

5. All are purposes of marriage EXCEPT:

a. Protection

b. Comfort

c. Raising of children

d. Exploitation

6. Living up to the family's responsibility is the function of who?

a. Mother

b. Relatives

c. Children

d. Father

7. Who is the head of the family?

a. Mother

b. Children

c. Father

d. Uncle

8. There are how many types of family?

a. One

b. Three

c. Four

d. Two

9. One of the following options is the main role of the mother in the family

a. Run errands

b. Provide money for the smooth running of the family

c. Cooks food for the entire family

d. Sweep and clean the house

10. The house work, like washing of plates is the reasonability of who in the family

a. Father
b. Mother
c. Uncle
d. Children

11. Which of the following options are two forms of family?

a. Nuclear and extend
b. Compound and conjugal
c. National and conjugal
d. Monogamous and polygamous

12. A type of marriage where a man married one wife at a time is known as:

a. Polygamy
b. Monogamy
c. Polygon
d. Polyandry

13. One of the following options is a type of marriage that involves more than one wife at a time.

a. Polygamy
b. Monogamy
c. Polygyny
d. Polyandry

14. One of the following best describes culture

a. Culture is a belief
b. Culture is the totality of the way of life of the people
c. Culture is a mode of worship
d. Culture is arts and crafts of a people

15. There are how many components of culture?

a. Three
b. Four
c. Two
d. Seven

16. …….Culture consists mainly of the product of man's industry and arts such as building and sculpture.

a. Non-material culture
b. Material culture
c. Traditional culture
d. Modern culture

17. The aspects of culture that are not visible such as language and religion is known as:

a. Visible culture
b. Invisible culture
c. Material culture
d. Non-material culture

18. Which of the following options is not an aspect of culture

a. Music
b. Driving
c. Dressing
d. Language

19. …… is a cultural similarity in Nigeria

a. Respect for elders and rulers
b. Respect for children
c. Respect for women
d. Respect for the rich

20. Which of the following options similarities abound in human culture

a. Education
b. Families
c. Riches
d. Poverty

21. All of the following options are features of culture **EXCEPT**:

a. Culture is dynamic and flexible
b. Culture is Learnt over a period of time
c. Culture differs from place to place
d. Culture is not universal to man kind

22. …… is the Uniqueness in Nigeria culture

a. Nuclear family system

b. Extended family system

c. Compound family system

d. All of the above

23. The two major religion in Nigeria are;

a. African traditional religions and Islam

b. Christianity and Arabic

c. Arabic and Islam

d. Christianity and Islam

24. Material culture include the following options **EXCEPT**

a. Buildings

b. Bridges

c. Sculpture

d. Language

25. Cultural difference Exist in the following areas **EXCEPT**

a. Arts and craft

b. Religion

c. Language

d. Respect for Elders and rules

26. The most commonly used means of transportation in Nigeria is;

a. Air

b. Road

c. Water

d. Rail

27. Which of these best describes transportation?

a. Movement of material only from one place to another

b. Trekking from one place to another

c. Movement of people, goods and raw material from one place to another. \

d. Movement of people only from one place to another

28. An Aeroplane lands at which of these areas?

a. Garage
b. Airport
c. Field
d. Bus-stop

29. Good transportation network promotes all of the following **EXCEPT**

a. Spread of ideas and technology
b. International trade
c. Movement of people and goods
d. Gossiping

30. If you are travelling to a reverine area in Nigeria, which mode of transportation is very common

a. Air
b. Water
c. Rail
d. Road

31. If you are traveling to America, what means of transportation is convenient?

a. Air
b. Road
c. Water
d. Rail

32. ……. Is one of the disadvantages of road transport in Nigeria

a. Luxury
b. Accident
c. Enjoyment
d. All of the above

33. The relative advantage of road transportation over other mode of transportation is it's ……..

a. Flexibility
b. Fastness
c. Safety
d. Comfortability

34. Which of these is not a modern method of transportation?

a. Land transportation

b. Animal powered transportation

c. Water transportation

d. Air Transportation

35. Which of the following options does not involve road transportation?

a. Trekking

b. Motorcycle

c. Boat

d. Lorry

36. One of the following options is not the advantage of road transportation?

a. It is very costly

b. It is the only means of transport that take passengers to their door steps

c. It is the most universal means of transportation

d. It facilitates the movement of people within short distance

37. The body that controls or manages rail transportation in Nigeria is known as ……

a. Nigeria Port Authority

b. Nigeria Air ways

c. Nigeria rail way co-operation

d. Nigeria rail workers

38. Which of these is one of the disadvantages of air transport.

a. It is a fast means of transportation

b. It is a very expensive means of transportation

c. It is a comfortable and Luxurious means of transportation

d. It reaches any part of the world where there are landing facilities

39. The process in which people exchange information is known as;

a. Radio

b. Video

c. Mobilization

d. Communication

40. There are how many methods of communication?

a. Five
b. Two
c. Four
d. One

41. Which of the following options is a traditional method of communication?
a. Radio
b. Telephone
c. Television
d. Town crier

42. …… is a modern method of communication
a. Town crier
b. Drums
c. Television
d. Flutes

43. All the following options are example of electronic media **EXCEPT**.
a. Books
b. Radio
c. Television
d. Telephone

44. Which of these is the most common modern communication medium among Nigerians in rural areas?
a. Internet
b. Telephone
c. Radio
d. Television

45. The modern means of communication can be classified into?
a. Four
b. Two
c. Three
d. Five

46. …… is usually one to one conversation

a. Telephone

b. Radio

c. Television

d. News Paper

47. The organization that handles postal services in Nigeria is Known as:

a. Nipost

b. Telecom

c. NTA

d. Nitel

48. ……. Is the passing on of news to people over a wide area with the use of Modern equipment such as radio and books

a. Telecommunication

b. Mass communication

c. Internet service

d. Postal service

49. Which of these is not the importance of communication

a. It facilitates the exchange of information

b. It removes the barrier created by distance

c. It does not promote business

d. It bridges the gap between the leader and follower

50. Flutes and drums were used in ……societies to send information to people

a. Modern
b. Contemporary
c. Developed
d. Traditional

APPENDIX B

MARKING SCHEME FOR SOCIAL STUDIES PERFORMANCE TEST (SSPT)

	A	B	C	D
1.	[ ]	[√]	[ ]	[]
2.	[ ]	[]	[ ]	[√]
3.	[ ]	[ ]	[ ]	[√]
4.	[ ]	[ ]	[ ]	[√]
5.	[ ]	[ ]	[ ]	[√]
6.	[ ]	[ ]	[ ]	[√]
7.	[ ]	[ ]	[√]	[ ]
8.	[ ]	[ ]	[ ]	[√]
9.	[ ]	[ ]	[√]	[ ]
10.	[ ]	[ ]	[ ]	[√]
11.	[ ]	[ ]	[ ]	[√]
12.	[ ]	[√]	[ ]	[ ]
13.	[√]	[ ]	[ ]	[]
14.	[]	[√]	[ ]	[ ]
15.	[ ]	[ ]	[√]	[]
16.	[ ]	[√]	[ ]	[ ]
17	[ ]	[ ]	[]	[√]
18.	[ ]	[√]	[]	[ ]
19.	[√]	[]	[ ]	[ ]
20.	[ ]	[√]	[ ]	[ ]
21.	[ ]	[ ]	[]	[√]
22.	[ ]	[√]	[]	[ ]
23.	[]	[ ]	[ ]	[√]
24.	[ ]	[]	[ ]	[√]
25.	[ ]	[]	[ ]	[√]
26.	[ ]	[√]	[ ]	[ ]
27.	[ ]	[ ]	[√]	[ ]
28.	[ ]	[√]	[ ]	[ ]
29.	[ ]	[ ]	[ ]	[√]
30.	[ ]	[√]	[ ]	[ ]

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

APPENDIX C
LESSON PLAN FOR EXPERIMENTAL GROUP ONE

LESSON PLAN ONE

School:	GJSS Lafia North
Subject :	Social Studies
Topic:	Family
Sub-Topic:	The Concept of the family, types and forms
Group:	Experimental Group One
Class:	JS II
Duration:	40 Minutes
Age:	12-15 years
Sex:	Mixed (Boys and Girls)
Instructional Method:	Discovery Method
Instructional Materials:	A chart of the Family Units
	and Macmillan social studies book two
Objectives:	At the end of the discovery, students should be able to:

i. comprehend the concept of family.
ii. Identify the main types of family in Nigeria
iii. Identify the main forms of family in Nigeria.

Previous Knowledge: The students are already familiar with the concept of family, types and forms informally right from their localities.

Introduction: The researcher will introduce the lesson by explaining to the students that they will be involved in activities of problem-solving through interaction, reflective thinking, information gathering and reporting. Also, the researcher will ask the students the following questions related to the topic to arouse their interest.

a. How many wives do your father have?

b. Your father have how many children?

c. Has he other relatives living with him?

Presentation: The lesson will be presented through the following steps:

Step I: The researcher will guide the students to respond to each of the questions stated above and will further discuss the different ideas together with the students.

Step II:The researcher will lead the students to define and explain the concept of family.

Step III: The researcher will present the chart containing the family and its types on the board and will guide the students to identify the main types of family in Nigeria.

Step IV: The researcher will proceed by leading the students also in identifying the main forms of family in Nigeria.

Step V: The students will be allowed to ask questions for the researcher's clarification.

Evaluation: The lesson will be evaluated by asking the students the following questions:

a. What is family?

b. List two main types of family?

c. List and explain two forms of family?

Conclusion: The researcher will conclude the lesson by summarizing the main points.

Assignment: The students will be asked to consult from a variety of sources such as books, internet, and resource persons for more information on the concept of family and its types and forms in Nigeria. Their discoveries will be brought to the next class for discussion.

LESSON PLAN

School: GJSS Lafia North

Subject : Social Studies

Topic: Family

Sub-Topic: Functions of the family

Group: Experimental Group One

Class: JS II

Duration: 40 Minutes

Age: 12-15 years

Sex: Mixed (Boys and Girls)

Instruction Method: Discovery Method

Instructional Materials: A chart of the family units and Macmillan social studies book two

Objectives: At the end of the discovery the students should be able to:

i. Identify and explain two functions of the father in the family?
ii. State and explain two functions of the mother in the family?
iii. State and explain two functions of the children in the family?

Previous Knowledge: Students already have an idea of the concept of family and its types and forms in Nigeria from the previous lesson. The students have also been given some questions based on family types and forms to investigate and write down their discoveries for discussion in the class.

Introduction: The researcher will introduce the lesson by asking the students to provide answers to the questions which were posed for investigation in the previous lesson. Examples of these questions are:

i. What did you find out to be the definition of family?

ii. From your discoveries, what are the two types of family?

iii. Also from your findings what are the two forms of family?

As a whole class, the researcher will briefly examine the information students, have provided and discuss the different ideas together with the students.

Presentation: The lesson will be presented through the following steps:

Step I: The researcher will guide the students in identifying and explaining the main functions of the father in the family.

Step II: The teacher will further guide the students with the aid of the chart containing the family units to identify and explain the functions of the mother in the family.

Step III: Also, the researcher will lead the students in stating and explaining the functions of the children in the family. The students will be allowed to ask questions, and where they do not understand the researcher will clarify them.

Evaluation: The lesson will be evaluated by asking the students the following questions:

i. What are two functions of the father in the family?

ii. What are two functions of the mother in the family?

iii. What are two functions of the children in the family?

Conclusion: The researcher will conclude the lesson by summarizing the main points discussed.

Assignment: The students will be assigned to consult from a variety of sources such as books, resource persons and internet for more information on the topic. Their discoveries will be presented for further discussion in next class.

LESSON PLAN THREE

School: GJSS Lafia North

Subject : Social Studies

Topic: Culture

Sub-Topic: The concept, components and functions of culture

Group: Experimental Group One

Class: JS II

Duration: 40 Minutes

Age: 12-15 years

Sex: Mixed (Boys and Girls)

Instructional Method: Discovery Method

Instructional Materials: A chart with the diagrams of the major cultural groups in Nigeria and Macmillan social studies book two.

Objectives: At the end of the discovery the students should be able to:

i. Explain the concept of culture
ii. Itemize and explain the components of culture
iii. Identify and explain the features of culture

Previous Knowledge: The students have been caught the function of the father, mother and children in the previous lesson.

Introduction: The researcher will introduce the lesson by asking students to provide answers to the questions which were posed for investigation in the previous lesson.

i. What was your discovery on the functions of the father in the family?

ii. What was your discovery or investigation on the functions of the mother in the family?

iii. What was the discovery of your findings on the functions of the children in the family?

As a whole class, the researcher will examine the information students have provided and discuss the different views and ideas together with the students.

Presentation: The lesson will be presented through the following steps:

Step I: The researcher will ask the students questions from their assumed previous knowledge on the topic in order to arouse their interest.

i. Mention two types of food in your area?

ii. What are the common dresses worn by men and women in your locality?

iii. What are the major religions practices in your area?

Step II: The students will be allowed to adequately respond to the questions above and if they fail to provide the correct responses, they will be led appropriately by the researcher to answer the questions.

Step III: The researcher will present the chart containing the diagrams of the major cultural groups in Nigeria. He will proceed by leading or guiding the students in defining and explaining the concept of culture.

Step IV: The researcher will further guide the students in stating and explaining the components of culture such as material and non-material culture.

Step V: Also, the researcher will guide the students in identifying and explaining the main features of culture. The students will be allowed to ask questions for clarification by the researcher.

Evaluation: The lesson will be evaluated by asking the students the following questions:

i. Explain the concept culture?

ii. What are the components of Nigeria culture?

iii. What are the main features of Nigeria culture?

Conclusion: The researcher will conclude the lesson by summarizing the main points discussed.

Assignment: The students will be asked to consult from a variety of sources such as books, resource persons and internet for more information on the concept of culture, its components and features. Students' discoveries will be brought to the next class for discussion.

LESSON PLAN FOUR

School: GJSS Lafia North

Subject : Social Studies

Topic: Culture

Sub-Topic: Cultural similarities and differences in Nigeria

Group: Experimental Group One

Class: JS II

Duration: 40 Minutes

Age: 12-15 years

Sex: Mixed (Boys and Girls)

Instructional Method: Discovery Method

Instructional Materials: A chart with diagrams of the major cultural groups in Nigeria, and Macmillan social studies book two.

Objectives: At the end of the discovery the students should be able to:

i. Identify and explain the main cultural similarities in Nigeria.
ii. State and explain the main differences in Nigeria culture.

Previous Knowledge: The students have been taught the concept of culture, its components and features in the previous lesson.

Introduction: The researcher will introduce the lesson by asking students to provide answers to the questions which were posed for investigation in the previous lesson.

i. What do you understand by culture?

ii. What are the main components of Nigeria culture?

iii. What are the main features of Nigeria culture?

As a whole class, researcher will examine the information students have provided and discuss the different contributions with the students.

Presentation: The lesson will be presented through the following steps:

Step I: The researcher will guide the students in identifying the main cultural similarities in Nigeria.

Step II:The researcher will further guide the students with the aid of a chart containing diagrams of various cultural groups to explain the differences in Nigeria culture.

Step III: The researcher will allow the students to ask questions if necessary and help provides the answers for clarification.

Evaluation: The lesson will be evaluated by asking the students the following questions:

i. What are the similarities in Nigeria culture?

ii. What are the major differences in Nigeria Culture?

Conclusion: The researcher will conclude the lesson by summarizing the main points discussed on the board.

Assignment: The students will be assigned to consult from a variety of sources such as internet, books and resource persons for more information on the topic. Their discoveries will be brought to the next class for discussion.

LESSON PLAN FIVE

School: GJSS Lafia North

Subject: Social Studies

Topic: Transportation

Sub-Topic: Concept and modes of transportation in Nigeria

Group: Experimental Group One

Class: JS II

Duration: 40 Minutes

Age: 12-15 years

Sex: Mixed (Boys and Girls)

Instructional Method: Discovery Method

Instructional Materials: Charts and pictures containing different means of transportation in Nigeria and Macmillan Social Studies book two.

Objectives: At the end of the discovery, the students should be able to:

i. Explain the concept of transportation
ii. State and explain different modes of transportation in Nigeria

Previous Knowledge: The students have been taught the main similarities and differences in Nigeria culture. Students were also given assignment based on similarities and differences in Nigeria culture.

Introduction: The researcher will introduce the lesson by asking the students to provide the answers to questions which were posed for investigation in the previous lesson. Examples of these questions are as follows:

i. What are the similarities in Nigeria culture?

ii. What are the differences in Nigeria culture?

As a whole class, the researcher will briefly examine the information students have provided and discuss the different ideas together with the students.

Presentation: The lesson will be presented through the following steps:

Step I: The researcher will ask the students questions from their assumed previous knowledge on the topic in order to arouse their interest. Example of such questions are:

i. What are the uses of cars/buses?

ii. Have you ever travelled to any village/city?

iii. What means of transport did you use?

Step II: The researcher will allow the students to respond to the questions above and if they fail to provide the correct answers, they will be guided by the researcher to answer the questions.

Step III: The researcher will present the chart and pictures containing the various means of transportation on the board. He will then lead them in defining and explaining the concept of transportation.

Step IV: Researcher will further guide the students in stating the different means of transportation.

Step V: Also, the researcher will guide the students in explaining the main mode of transportation in Nigeria. The students will be allowed to ask questions, where they don't understand for clarification.

Evaluation: The lesson will be evaluated by asking the students the following questions:

i. What is transportation?

ii. State and explain the different modes of transportation.

Conclusion: The researcher will conclude the lesson by summarizing the key points on the board.

Assignment: Students will be requested to consult from a variety of sources such as books, internet and resource persons for more information on the concept of transportation. Students will be told to bring their discoveries to the next class for discussion.

LESSON PLAN SIX

School: GJSS Lafia North

Subject : Social Studies

Topic: Transportation in Nigeria

Sub-Topic: The advantages and disadvantages of road, water, rail and air transportation

Group: Experimental Group One

Class: JS II

Duration: 40 Minutes

Age: 12-15 years

Sex: Mixed (Boys and Girls)

Instructional Method: Discovery Method

Instructional Materials: Charts and pictures of different means of transportation in Nigeria and Macmillan Social Studies Book Two.

Objectives: At the end of the discovery, the students should be able to:

i. Identify and explain the advantages of and water, rail, and air transport.
ii. Identify and explain the disadvantages of road, water, rail and air transport.

Previous knowledge: The students have been taught the concept and different means of transportation in Nigeria.

Previous Knowledge: The students have been taught the concept of transportation and various means of transportation in Nigeria.

Introduction: The researcher will introduce the lesson by asking the students to provide the answers to the questions which were posed for investigation in the previous lesson: Example of these questions are:

i. What do you understand by transportation?

ii. State and explain the main mode of transportation.

As a whole class, researcher will examine the information students have provided and discuss the different views together with the students.

Presentation: The researcher will present the lesson through the following steps:

Step I: The researcher will guide the students in identifying and explaining the advantages of road, water, rail, and air transport in Nigeria.

Step II: The researcher will also lead the students in identifying and explaining the disadvantages of road, water, rail and air transport in Nigeria.

Evaluation: The researcher will evaluate the lesson by asking the students the following questions:

i. State two advantages of road, water, rail and air transport.

ii. State two disadvantages of road, rail, water and air transport.

Conclusion: The researcher will conclude the lesson by summarizing the main points.

Assignment: The students will be assigned to consult from variety of sources such as internet, books and resource persons for more information on the concept. Their discoveries will be presented for discussion in the next class.

LESSON PLAN SEVEN

School: GJSS Lafia North

Subject : Social Studies

Topic: Communication

Sub-Topic: The concept, and methods of communication

Group: Experimental Group One

Class: JS II

Duration: 40 Minutes

Age: 12-15 years

Sex: Mixed (Boys and Girls)

Instructional Method: Discovery Method

Instructional Materials: A chart showing flutes, drums, radio, books and Macmillan social studies book two.

Objectives: At the end of the discovery, the students should be able to:

i. Explain the concept of communication
ii. Identify the main methods of communication.

Previous Knowledge: The students have been exposed to the advantages and disadvantages of rail, water, road and air transport.

Introduction: The researcher will introduce the lesson by asking students to provide answers to the questions which were posed for investigation in the previous lesson.

i. What are the advantages of road, rail, water and air transport?

ii. What are the disadvantages of road, rail, water and air transport?

As a whole class the researcher will examine the information students provided and discuss the different ideas together with the students.

Presentation: The lesson will be presented through the following steps:

Step I: The researcher will ask the students questions from their previous knowledge on the topic at hand in order to arouse their interest.

i. How are messages sent to people in your locality?

ii. What are the methods used in sending the messages?

Step II:The students will be allowed to respond to the questions in step one and if they fail, to provide the correct responses they will be guided by the researcher to answer the questions.

Step III: The researcher will present the chart showing traditional and modern methods of communication and guides the students in defining the concept.

Step IV: Also, the researcher will lead the students in identifying the main methods of communication.

Step V: The researcher further will require the students to ask questions where they don't comprehend. And answers will be provided appropriately

Evaluation: The lesson will be evaluated by asking the students the following questions:

i. What is communication?

ii. Identify and explain the main methods of communication?

Conclusion: The researcher will conclude the lesson by summarizing the main points of the lesion on the board.

Assignment: The students will be asked to consult from a variety of sources such as books, resource persons and internet for more information on the topic. Their discoveries be brought to the next class for discussion.

LESSON PLAN EIGHT

School: GJSS Lafia North

Subject : Social Studies

Topic: Communication

Sub-Topic: Advantages and disadvantages of communication.

Group: Experimental Group One

Class: JS II

Duration: 40 Minutes

Age: 12-15 years

Sex: Mixed (Boys and Girls)

Instructional Method: Discovery Method

Instructional Materials: A chart showing drums, flutes, radio book, and Macmillan social studies book two.

Objectives: At the end of the discovery, the students should be able to:

i. Identify and explain the advantages of communication
ii. State and explain disadvantages of communication

Previous Knowledge: The students have already been taught the concept of communication and its methods in the previous lesson. The students were also given some questions based on communication and its methods to investigate and write down their discoveries for discussion in the class.

Introduction: Researcher will introduce the lesson by asking the students to provide answers to the questions which were posed for investigation in the previous lesson. Example of these questions are as follows:

i. What is communication?

ii. Identify the main methods of communication?

As a whole class the researcher will briefly examine the information students have provided and discuss the different contribution together with the students.

Presentation: The lesson will be presented through the following steps:

Step I: The researcher will guide the students in identifying and explaining the advantages of communication. This will be done with the aid of a chart showing flutes, drums, and radio.

Step II: The researcher will also guide the students in identifying the disadvantages of communication in Nigeria.

Step III: The researcher will create room for students to ask questions where they don't understand.

Evaluation: The lesson will be evaluated by asking the students the following questions:

i. What are the advantages of communication in Nigeria?

ii. What are the disadvantages of communication in Nigeria?

Conclusion: The researcher will conclude the lesson by summarizing the main points discussed.

Assignment: The students will be assigned to consult from a variety of sources such as books, internet, and resource persons for more information on the concepts. Their discoveries will be presented for discussion in the next class.

LESSON PLAN NINE

School: GJSS Lafia North

Subject : Social Studies

Topic: Communication

Sub-Topic: Advantages and disadvantages of communication

Group: Experimental Group One

Class: JS II

Duration: 40 Minutes

Age: 12-15 years

Sex: Mixed (Boys and Girls)

Instructional Method: Discovery Method

Instructional Materials: A chart showing flutes, drums, radio and Macmillan social studies book two.

Objectives: At the end of the lesson, the students should be able to; -

i. Identify the advantages of communication in Nigeria
ii. State the disadvantages of communication in Nigeria

Previous Knowledge: Students already have an idea of the concept of communication from the previous lesson. The students have also been posed with some questions based on communication to investigate and write down their discoveries for discussion in the class.

Introduction: The lesson will be introduced by asking the students to provide the answers to the questions which were posed for discovery in the previous lesson.

ii. What did you discover to be the advantages of communication in Nigeria?
iii. What did you discover to be the disadvantages of communication in Nigeria?

As a whole class, researcher will examine the information the students will provide and in turn discuss the different ideas together with the students. Also, if students fail to provide correct responses to the questions posed, the researcher who serves as a facilitator guides the students towards the correct responses.

Evaluation: The lesson will be evaluated by asking the students questions from the concepts covered as stated below. The researcher will make clarification where the students don't understand.

i. What are the advantages of communication in Nigeria?

ii. What are the disadvantages of communication in Nigeria?

Conclusion: The researcher will conclude the lesson by summarizing the main points on the board for the students to copy.

APPENDIX D

LESSON PLAN ON EXPERIMENTAL GROUP TWO

LESSON PLAN ONE

School:	GJSS Gudi
Subject:	Social Studies
Topic:	Family
Sub-topic:	The concept, types and forms of family in Nigeria
Group:	Experimental Group two
Class:	JS II
Age:	12-15 years
Sex:	Mixed (Boys and Girls)
Instructional Method:	Discussion Method
Instructional Materials:	A chart of the family units and Macmillan social studies book two
Objectives:	At the end of the lesson, the students should be able to:

a. Explain the concept of family

b. Identify the main types of family in Nigeria.

c. Identify and explain the main forms of family in Nigeria

Previous Knowledge: Students are familiar with the concept of family types and forms informally right from their homes.

Introduction: The teacher will introduce the lesson by guiding the students to answer the following questions to arouse their interest in the lesson.

i. How many wives do your father have?

ii. How many children do your father have?

iii. How many relatives are living with your parents?

Presentation: The lesson will be presented through the following steps:

Step 1:

The students will be assigned into small heterogeneous groups of seven. The teacher will help the groups in choosing leaders among the members.

Step II:

The teacher will distribute learning materials to be used to the students. These materials include answer sheets properly labeled to indicate the group and other necessary materials such as charts and textbooks.

Step III:

The teacher will then discuss the lesson by guiding the students in explaining the concept of family.

Step IV:

The teacher will further lead the students in identifying the main types and forms of family with the aid of the chart.

Step V:

The teacher will provide activities in form of problems for the students to solve in their various groups as follows:

Activities:

With the help of family units chart provided, study and answer the question(s) below:

Activity I: Explain the concept of family

_____

_____

_____

Activity II: Also from the chart, state the two main types of family in Nigeria.

_____

_____

Activity III: State the two main forms of family in Nigeria

_____

_____

_____

Step VI:

The teacher will move round the class to make sure every member of the groups contributes to the activities. The answer sheets provided will later be collected from the various group leaders.

Evaluation: The researcher will evaluate the lesson by asking the following questions:

i. What is family?

ii. Identify and explain two types of family in Nigeria

iii. Identify and explain two forms of family in Nigeria.

Conclusion: The researcher will conclude the lesson by summarizing the main points.

LESSON PLAN TWO

School:	GJSS Gudi
Subject:	Social Studies
Topic:	Family
Sub-topic:	Functions of the family
Group:	Experimental Group two
Class:	JS II
Age:	12-15 years
Sex:	Mixed (Boys and Girls)
Instructional Method:	Discussion
Instructional Materials:	A chart of the family units and Macmillan social students book two.

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

i. Identify and explain the functions of the father in the family.

ii. State and explain the functions of the mother in the family

iii. State and explain the functions of the children in the family.

Previous Knowledge: The students have been taught the concept of family, types and forms in Nigeria.

Introduction: The teacher will introduce the lesson by guiding the students in answering the following questions from their previous lesson.

i. Explain the concept of family

ii. State two types of family?

iii. State two forms of family?

Presentation: The lesson will be presented through the following steps:

Step I:

The students will be assigned into small heterogeneous groups of seven. The teacher will assist the groups in choosing leaders among its members.

Step II:

The teacher will distribute learning materials to be used to the students. These materials include answer sheets properly labeled to indicate the group and other necessary materials such as chart and class textbooks.

Step III:

The teacher will then discuss the topic of the lesson by guiding the students in explaining the various functions of the family members

The teacher will provide activities inform of problems for the students to do in their respective groups as follows:

Activities: With the help of family units chart, carefully examine it and attempt the following questions:

Activity I: Identify three functions of the father in the family.

i. _____

ii. _____

iii. _____

Explain any two of the functions identified above

i. _____

ii. _____

Activity II: Identify three functions of the mother in the family.

i. _____

ii. _____

iii. _____

Explain any two of the functions identified above

i. _____

_____

Activity III: state three main functions of the children in the family

i. _____

ii. _____

iii. _____

Step VII:

The researcher will move round to ascertain that every group member contributes to his/her group. The answer sheets provided will later be collected from the various group leaders.

Evaluation: The researcher will evaluate the lesson by asking the following questions:

i. State and explain the main functions of the father in the family.

ii. Identify and explain two main functions of the mother in the family.

iii. Enumerate and explain two functions of the children in the family.

Conclusion: The researcher will conclude the lesson by summarizing the key points of the lesson together with the students' contribution.

LESSON PLAN THREE

School: GJSS Gudi

Subject: Social Studies

Topic: Culture

Sub-topic: Concept, Components and features of culture

Group: Experimental Group two

Class: JS II

Age: 12-15 years

Sex: Mixed (Boys and Girls)

Instructional Method: Discussion method

Instructional Materials: Charts and pictures of the major cultural groups in Nigeria.

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

i. Define the concept of Culture

ii. Identify and explain the components of culture

iii. Enumerate and explain the main features of culture.

Previous Knowledge: The students are familiar with the concept of culture from their respective homes.

Introduction: The teacher will introduce the lesson by asking students the following questions to arouse their interest and curiosity.

i. Mention two types of food in your area.

ii. What are the major religions practices in your area?

iii. What are the common dresses worn by men and women in your locality?

Presentation: The lesson will be presented through the following steps:

Step I:

The students will be assigned into small heterogeneous groups of seven. The teacher will help the groups in choosing leaders among its members.

Step II:

The teacher will distribute learning materials to be used to the students. These materials include, answer sheets properly labeled to indicate the group and other necessary materials such as textbooks, charts and so forth.

Step III:

The teacher will discuss the content of the lesson by guiding the students in explaining the concept of culture.

Step IV:

The teacher will further lead the students in identifying and explaining the components and features of culture.

Step V:

The teacher will provide activities inform of problems for the students to do in their respective groups as follows:

Activities: With the help of diagrams and charts of various cultures, carefully attempt the following questions:

Activity I: Define the concept of culture

_____

_____

Activity II: Identify and explain three components of culture

i. _____

ii. _____

iii. _____

Activity III: State three features of culture

i. _____

ii. _____

iii. _____

Explain two of the features identified above

i. _____

ii. _____

Step VI:

The researcher will move round to ascertain that every group member contributes to his/her group. The answer sheets provided will later be collected from the various group leaders.

Evaluation: The researcher will evaluate the lesson by asking the following questions

i. What is culture?

ii. What are the components of culture?

iii. What are the main features of culture?

Conclusion: The researcher will conclude the lesson by summarizing the main points of the lesson.

LESSON PLAN FOUR

School: GJSS Gudi

Subject: Social Studies

Topic: Culture

Sub-topic: Cultural Similarities and differences in Nigeria

Group: Experimental Group two

Class: JS II

Age: 12-15 years

Sex: Mixed (Boys and Girls)

Instructional Method: Discussion Method

Instructional Materials: Charts and pictures of the major cultural groups in Nigeria.

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

i. Identify and explain the main cultural similarities in Nigeria.

ii. State and explain the main cultural differences in Nigeria.

Previous Knowledge: The students have been taught the concept, component and features of culture.

Introduction: The teacher will introduce the lesson by asking students the following questions from the previous lesson.

i. What is culture?

ii. What are the main components of culture?

iii. What are the main features of culture?

Presentation: The lesson will be presented through the following steps:

Step I:

The students will be assigned into small heterogeneous groups of seven. The teacher will help the groups in choosing leaders among its members.

Step II:

The teacher will distribute learning materials to be used to the students. These materials include, answer sheets properly labeled to indicate the group and other necessary materials.

Step III:

The teacher will discuss the content of the lesson by guiding the students in identifying and explaining the main similarities of culture in Nigeria.

Step IV:

The teacher will also guide the students in explaining the differences in culture in Nigeria

Step V:

The teacher will later provide activities in form of problems for the students to solve in their various groups as follows:

Activities: With the help of diagrams and charts of major cultural groups in Nigeria, carefully answer the following questions:

Activity I: Enumerate four similarities of culture in Nigeria

i. _____

ii. _____

iii. _____

iv. _____

Explain any two of the similarities enumerated above

i. _____

ii. _____

Activity II: State three cultural differences in Nigeria.

i. _____

ii. _____

iii. _____

Explain any two of the differences stated above.

i. _____

ii. _____

Step VI:

The researcher will move round to ascertain that every group member contributes to his/her group. The answer sheets provided will later be collected from the various group leaders.

Evaluation: Researcher will evaluate the lesson by asking students the following questions:

i. Enumerate and explain the main similarities in Nigeria culture

ii. State and explain the main differences in Nigeria culture

Conclusion: Researcher will conclude the lesson by summarizing the key points of the lesson with the contribution of the students.

LESSON PLAN FIVE

School: GJSS Gudi

Subject: Social Studies

Topic: Transportation in Nigeria

Sub-topic: Concept and Modes of Transportation

Group: Experimental Group two

Class: JS II

Age: 12-15 years

Sex: Mixed (Boys and Girls)

Instructional Method: Discussion Method

Instructional Materials: Charts and pictures of lorries, planes, ships, trains and cars.

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

i. Define the concept of transportation

ii. State different modes of transportation

iii. Explain the main modes of transportation in Nigeria.

Previous Knowledge: Students have ideas of what transportation is and modes of transport in their localities.

Introduction: The teacher will introduce the lesson by asking the class questions as follows:

i. Have you ever travelled to any town?

ii. What means of transport did you use?

Presentation: The lesson will be presented through the following steps:

Step I:

The students will be assigned into small heterogeneous groups of seven. The teacher will assist the groups in choosing leaders among its members.

Step II:

The teacher will distribute learning materials to be used to the students. These materials include, answer sheets properly labeled to indicate the group. Also, material such as textbooks and charts will be provided.

Step III:

The teacher will then discuss the content of the lesson by guiding the students in defining and explaining the concept of transportation.

Step IV:

The teacher will also lead the students in identifying and describing the main modes of transportation in Nigeria.

Step V:

The teacher will provide activities in form of statement of problems for the students to do in their respective groups as follows:

Activities: With the charts, maps and pictures carefully attempt the following questions:

Activity I: Explain the concept of transportation

_____

_____

Activity II: List four modes of transportation in Nigeria.

i. _____

ii. _____

iii. _____

iv. _____

Activity III: Explain briefly the four modes of transportation

i. _____

ii. _____

iii. _____

iv. _____

Step VI:

The researcher will move round to ascertain that every group member contributes to his/her group. The answer sheets provided will later be collected from the various group leaders.

Evaluation: The researcher will evaluate the lesson by asking the following questions:

i. What is transportation?

ii. List four modes of transportation.

iii. Explain any two of the modes of transportation in Nigeria.

Conclusion: The teacher will conclude the lesson by summarizing the key points of the lesson.

LESSON PLAN SIX

School: GJSS Gudi

Subject: Social Studies

Topic: Transportation in Nigeria

Sub-topic: Advantages and Disadvantages of Road, Water, Rail and Air Transport

Group: Experimental Group two

Class: JS II

Age: 12-15 years

Sex: Mixed (Boys and Girls)

Instructional Method: Discussion Method

Instructional Materials: Charts and pictures of lorries, cars, trains, planes and so forth.

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

i. Identify and explain the advantages of water, rail, road and air transport.

ii. State and explain the disadvantages of water, rail, road and air transport.

Previous Knowledge: Students have been taught the concept of transportation and different modes of transportation in Nigeria.

Introduction: The teacher will introduce the lesson by asking the students questions from the previous lesson as follows:

i. Define the concept of transportation.

ii. List three modes of transportation.

iii. Explain two of the modes of transportation listed above.

Presentation: The lesson will be presented through the following steps:

Step I:

The students will be assigned into small heterogeneous groups of seven. The teacher will help the groups in choosing leaders among its members.

Step II:

The teacher will distribute necessary learning materials to be used to the students. These materials include answer sheets properly labeled to indicate the group and others such as charts and textbooks.

Step III:

The teacher will also discuss the lesson by guiding the students in explaining the advantages of different modes of transportation.

Step IV:

The teacher will further lead the students in identifying and explaining the disadvantages of the major modes of transportation in Nigeria.

Step V:

The teacher will provide activities in form of problems for the student to solve in their various groups.

Activities: With the help of charts and pictures carefully answer the following questions:

Activity I: Explain one of the advantages of road, rail, air and water transport in Nigeria.

_____

_____

Activity II: Explain one of the disadvantages of road, water, rail and air transport

_____

_____

Step VI:

The researcher will move round to ascertain that every group member contributes to his/her group. The answer sheets provided will later be collected from the various group leaders.

Evaluation: The researcher will evaluate the lesson by asking students the following questions:

i. What are the advantages of road, rail, water and air transport?

ii. What are the disadvantages of road, rail, water and air transport in Nigeria?

Conclusion: The teacher will conclude the lesson by summarizing the key points of the lesson with the contribution of the entire students.

LESSON PLAN SEVEN

School: GJSS Gudi

Subject: Social Studies

Topic: Communication concept and methods of communication

Group: Experimental group two

Class: JS II

Age: 12-15 years

Sex: Mixed (Boys and Girls)

Instructional Method: Discussion Method

Instructional Materials: A chart showing flutes drums, radio, and textbooks.

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

i. Define the concept of Communication.

ii. Identify the main methods of communication.

iii. Explain the main methods of communication.

Previous Knowledge: Students have ideas of communication in their localities before coming to school.

Introduction: The teacher will introduce the lesson by asking the students the following questions in order to arouse their interest.

i. How are messages sent in your locality?

ii. What are the methods used in sending messages?

Presentation: The teacher will present the lesson to the students through the following steps:

Step I:

The students will be assigned into small heterogeneous groups of seven. The teacher will assist the groups in choosing leaders among its members.

Step II:

The teacher will distribute learning materials to be used to the students in the various groups. These materials include, answer sheets properly labeled to indicate the group. Also, materials such as charts, pictures and textbooks will be provided.

Step III:

The teacher will discuss the lesson by guiding the students in explaining the concept of communication.

Step IV:

The teacher will also lead the students in identifying and explaining the main methods of communication.

Step V:

The teacher will further provide activities in form of problem for the students to do in their respective groups as follows:

Activities: With the help of diagrams and charts showing flutes, drums, radio and television, carefully answer the following questions:

Activity I: Define the concept of communication.

_____

_____

_____

Activity II: Identify two methods of communication

i. _____

ii. _____

Explain the two methods of communication identified above.

i. _____

ii. _____

Step VI:

The researcher will move round to ascertain that every group member contributes to his/her group. The answer sheets provided will later be collected from the various group leaders.

Evaluation: The researcher will evaluate the lesson by asking the following questions:

1. What is communication?
2. Identify and explain two methods of communication

Conclusion: The teacher will conclude the lesson by summarizing the key points of the lesson with the contributions of the students.

LESSON PLAN EIGHT

School: GJSS Gudi

Subject: Social Studies

Topic: Communication

Sub-topic: Advantages and disadvantages of communication.

Group: Experimental Group two

Class: JS II

Age: 12-15 years

Sex: Mixed (Boys and Girls)

Instructional Method: Discussion Method

Instructional Materials: Charts and pictures showing drums, flutes, radio and textbooks.

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

i. Identify and explain the advantages of communication

ii. State and explain the disadvantages of communication

Previous Knowledge: The students have been taught the concept, of communication and its methods.

Introduction: The teacher will introduce the lesson by asking the students the following questions:

i. What is communication?

ii. List and explain two methods of communication?

Presentation: The teacher will present the lesson through the following steps:

Step I:

The students will be grouped into small heterogeneous groups of seven. The teacher will help the groups in choosing leaders among its members.

Step II:

The teacher will distribute learning materials to be used to the students. These materials include, answer sheet properly labeled to indicate the groups. Also, materials such as textbooks and charts will be provided.

Step III:

The teacher will then discuss the lesson by guiding the students in identifying and explaining the advantages of communication.

Step IV:

The teacher will also lead the students in explaining the disadvantages of communication.

Step V:

The teacher will further provide relevant activities in form of problems for the students to provide solutions in their various groups as follows:

Activities: With the help of charts and pictures showing flutes, books, radio and drums, carefully attempt the below questions:

Activity I: State three advantages of communication

i. _____

ii. _____

iii. _____

Explain two of the advantages stated above

i. _____

ii. _____

Activity II: List three disadvantages of communication

i. _____

ii. _____

iii. _____

Explain two of the disadvantages of communication

i. _____

ii. _____

Step VI:

The researcher will move round to ascertain that every group member contributes to his/her group. The answer sheets provided will later be collected from the various group leaders.

Evaluation: The researcher will evaluate the lesson by asking students the following questions:

i. What are the advantages of communication:

ii. List and explain the disadvantages of communication.

Conclusion: The teacher will conclude the lesson by summarizing the key points of the lesson with the contribution of the students.

APPENDIX E

LESSON PLAN FOR CONTROL GROUP

LESSON PLAN ONE

School: GJSS Garaku

Subject: Social Studies

Topic: Family

Sub-topic: The Concept of family, types and forms

Group: Control

Class: JS II

Age: 12-15 years

Sex: Mixed (Boys and Girls)

Instructional Method: Conventional lecture Method

Instructional Materials: A chart of the family units and textbooks

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

i. Comprehend the concept of family.
ii. Identify the major types of family in Nigeria.
iii. List and explain the forms of family in Nigeria.

Previous Knowledge: Students have knowledge about the family right from home.

Introduction: The lesson will be introduced by asking the students questions related to the topic in order to arouse their interest on the topic to be presented. Examples of these questions are as follows:

i. How many wives do your father have?
ii. How many children do your father have?
iii. Is your father living with some relatives?

Presentation: The teacher presents the lesson through the following steps:

Step I:

The teacher will vividly explain or define the concept of family. For example; family is a group consisting of one or two parents and their children.

Step II:

The teacher will explain to the students the main types of family in Nigeria. Such as Nuclear and Extended Family.

Step III:

The teacher will also list and explain the main forms of family in Nigeria. Such as Monogamous and Polygamous family.

Step IV

The teacher creates room for the children to ask questions where they don't understand. And he provides the appropriate answers.

Evaluation: The lesson will be evaluated through the following questions:

i. What is family?
ii. List and explain the main types of family?
iii. State and explain the main forms of family?

Conclusion: The teacher will conclude the lesson by summarizing the main points of the lesson.

LESSON PLAN TWO

School: GJSS Garaku

Subject: Social Studies

Topic: Family

Sub-topic: The functions of the family

Group: Control

Class: JS II

Age: 12-15 years

Sex: Mixed (Boys and Girls)

Instructional Method: Conventional lecture Method

Instructional Materials: A chart of the family units and Macmillan social studies book two

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

i. Identify and explain the functions of the father in the family.
ii. State and explain the functions of the mother in the family
iii. State and explain the functions of the children in the family.

Previous Knowledge: Students have leant about family types and forms in Nigeria.

Introduction: The teacher will introduce the lesson by asking students the following questions:

i. What is family?
ii. List and explain the main types of family in Nigeria?
iii. State and explain the main forms of family in Nigeria

Presentation: The teacher will present the lesson through the following steps:

Step I:

The teacher will mention and explain the functions of the father in the family. Example; Supplying the basic necessities of life such as food, shelter and clothing for the family.

Step II:

The teacher will identify and explain the functions of the mother in the family in Nigeria Example; Cooking food for the family and giving birth

Step III:

The teacher will also explain the functions of the children in the family in Nigeria. The students on their part will be asked to listen attentively to the teacher and may be allowed to ask questions at the end.

Evaluation: The teacher will evaluate the lesson by asking the students the following questions:

i. State three functions of the father in the family.
ii. State three functions of mother in the family.
iii. Explain three functions of the children in the family.

Conclusion: The teacher will conclude the lesson by summarizing the main points.

LESSON PLAN THREE

School: GJSS Garaku

Subject: Social Studies

Topic: Culture

Sub-topic: The Concept, components and features of culture

Group: Control

Class: JS II

Age: 12-15 years

Sex: Mixed (Boys and Girls)

Instructional Method: Conventional lecture Method

Instructional Materials: A chart with the diagrams of the major cultural groups in Nigeria and Macmillan social studies book two.

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

i. Define the concept of Culture.
ii. Itemize and explain the components of culture
iii. Identify and explain the features of culture.

Previous Knowledge: Students are familiar with the concept of culture right from their homes.

Introduction: The teacher will introduce the lesson by asking students the following questions to arouse their interest on the topic to be discussed.

i. List two types of food in your area?
ii. What are the major religions in your area?
iii. What are the common dresses worn in your area?

Presentation: The teacher will present the lesson through the following steps:

Step I:

The teacher will explain the concept of culture as a the totality of the way of life of a people. While the students listen attentively.

Step II:

The teacher will identify and explain the components of culture such as material and non material culture.

Step III:

The teacher will also identify and explain the main features of culture such as its differences and flexibility.

Evaluation: The teacher will evaluate the lesson by asking students the following questions:

i. What is culture?
ii. What are the main components of culture?
iii. List and explain the main features of culture?

Conclusion: The teacher will conclude the lesson by summarizing the main points of the lesson.

LESSON PLAN FOUR

School: GJSS Garaku

Subject: Social Studies

Topic: Culture

Sub-topic: Cultural similarities and differences in Nigeria

Group: Control

Class: JS II

Age: 12-15 years

Sex: Mixed (Boys and Girls)

Instructional Method: Conventional lecture Method

Instructional Materials: A chart with the diagrams of the major cultural groups in Nigeria and Macmillan social studies book two

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

i. Identify and explain the main cultural similarities in Nigeria
ii. State and explain the major culture differences in Nigeria.

Previous Knowledge: The students have been taught the concept of culture, its components and features in Nigeria

Introduction: The teacher will introduce the lesson by asking the students questions from their previous lesson as follows:

i. What is culture?
ii. List two components of culture?
iii. State two features of culture?

Presentation: The teacher will present the lesson through the following steps:

Step I:

The teacher will identify clearly the similarities in culture such as respect for elders and rulers.

Step II:

The teacher will further explain the various cultural differences in Nigeria such as dress, housing and language, while the students listen.

Step III:

The teacher will provide opportunity for the students to ask questions for clarification where they don't understand.

Evaluation: The teacher will evaluate the lesson by asking the students the following Questions:

i. State the main similarities in Nigeria culture?

ii. List the main differences in Nigeria culture

Conclusion: The teacher will conclude the lesson by summarizing the main points of the lesson.

LESSON PLAN FIVE

School:	GJSS Garaku
Subject:	Social Studies
Topic:	Transportation in Nigeria
Sub-topic:	The Concept and modes of Transportation in Nigeria
Group:	Control
Class:	JS II
Age:	12-15 years
Sex:	Mixed (Boys and Girls)
Instructional Method:	Conventional lecture Method
Instructional Materials:	Charts, map, pictures and Macmillan Social Studies Book Two.

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

i. Define the concept of transportation.
ii. State different modes of transportation in Nigeria.
iii. Explain the main modes of transportation.

Previous Knowledge: Students have ideas of what transportation is and means of transport in their localities such as cars. Lorries, trains and so forth.

Introduction: The teacher will introduce the lesson by asking the class questions as follows:

i. What are the uses of cars/buses?
ii. Have you ever travelled to any city/village?
iii. What means of transport did you use?

Presentation: The teacher will present the lesson through the following steps:

Step I:

The teacher will explain the concept of transportation to the class, while the students listen for the explanation attentively.

Step II:

The teacher will identify the different modes of transportation. These are roads, rail, air and water. At the course of presentation, the students listen attentively to the teacher.

Step III:

The teacher will explain the various modes of transportation to the students and will be encouraged to ask questions where they don't understand.

Evaluation: The teacher will ask the class the following questions to evaluate the lesson.

i. What is transportation?
ii. State the major modes of transportation in Nigeria.
iii. Explain the different modes of transportation stated above.

Conclusion: The teacher will conclude the lesson by summarizing the key points.

LESSON PLAN SIX

School: GJSS Garaku

Subject: Social Studies

Topic: Transportation in Nigeria

Sub-topic: The Advantages and Disadvantages of road, water, rail and air transport.

Group: Control

Class: JS II

Age: 12-15 years

Sex: Mixed (Boys and Girls)

Instructional Method: Conventional lecture Method

Instructional Materials: Maps, chart, pictures and Macmillan Social Studies Book Two.

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

i. Identify the advantages of road, water, rail and air transport.
ii. Explain the advantages of road, water, rail and air transport.
iii. State the disadvantages of road, water, rail and air transport.
iv. Explain the disadvantages of road, water, rail and air transport.

Previous Knowledge: The students have been taught the concept and various modes of transportation in Nigeria.

Introduction: The teacher will introduce the lesson by asking the students questions from the previous lesson:

i. Define the concept of transportation.
ii. List three modes of transportation.
iii. Explain two of the modes of transportation.

Presentation: The teacher will present the lesson through the following steps:

Step I:

The teacher will identify the advantages of road, water, rail and air transport while the students listen attentively.

Step II:

The teacher will briefly explain the advantages of different modes of transport stated above.

Step III:

The teacher will also state the disadvantages of road, water, rail and air transport, and students will be encouraged to ask questions where they don't understand.

Step IV:

The teacher will equally explain the disadvantages of the various modes of transportation stated above.

Evaluation: The teacher will ask the following questions to evaluate the lesson.

i. List two advantages of road and water transport.

ii. State two disadvantages of rail and air transport.

Conclusion: The teacher will conclude the lesson by summarizing the main points of the lesson.

LESSON PLAN SEVEN

School: GJSS Garaku

Subject: Social Studies

Topic: Communication

Sub-topic: The Concept, and methods of communication

Group: Control

Class: JS II

Age: 12-15 years

Sex: Mixed (Boys and Girls)

Instructional Method: Conventional lecture Method

Instructional Materials: A chart showing radio, drums, flutes and Macmillan social studies book two.

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

i. Define the concept of communication.
ii. Identify and explain the main methods of communication.

Previous Knowledge: The students have the knowledge of the concept of communication right from home.

Introduction: The teacher will introduce the lesson by asking the students the following questions:

i. How are people called for meeting in your locality?
ii. How are messages sent in your area?

Presentation: The teacher will present the lesson through the following steps:

Step I:

The teacher will define and explain the concept of communication as the process in which people exchange information

Step II:

The teacher will identify and explain different methods of communication such as traditional and modern methods of communication. Examples: Radia, Telephone, Drum and Flute.

Step III:

The teacher will allow the students to ask questions where they don't understand. And he will provide the appropriate answers.

Evaluation: The teacher will evaluate the lesson by asking the students the following questions:

i. What is communication?
ii. State and explain the main methods of communication in Nigeria

Conclusion: The teacher will conclude the lesson by summarizing the main points of the lesson.

LESSON PLAN EIGHT

School: GJSS Garaku

Subject: Social Studies

Topic: Communication

Sub-topic: Advantages and Disadvantages of communication

Group: Control

Class: JS II

Age: 12-15 years

Sex: Mixed (Boys and Girls)

Instructional Method: Conventional lecture Method

Instructional Materials: Charts and pictures showing radio, flutes, drums and Macmillan social studies book two.

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

i. Identify and explain the advantages of communication
ii. State and explain the disadvantages of communication

Previous Knowledge: The students have been taught, the concept, and methods of communication.

Introduction: The teacher will introduce the lesson by asking the students the following questions from their previous lesson:

i. What is communication?
ii. List two methods of communication?

Presentation: The teacher will present the lesson through the following steps:

Step I:

The teacher will identify and explain the advantages of communication.

Example: Facilitation of information and promotion of business

Step II:

The teacher will further explain the disadvantages of communication such as high cost of its gadgets.

Step III:

The teacher will give the students opportunity to ask questions where they don't understand and he provides the answers for clarification

Evaluation: The teacher will evaluate the lesson by asking the students the following questions:

i. What are the main advantages of communication?

ii. What are the main disadvantages of communication?

Conclusion: The lesson will be concluded by summarizing the key points of the lesson.

APPENDIX F: ATTENDANCE SHEET

EXPERIMENTAL GROUP ONE (DISCOVERY METHOD) (GJSS LAFIA NORTH)

S/N	NAMES	SCORES	
		PRE-TEST	POST-TEST
1	Maimuna Ahmed	60	66
2	Usman Halima	40	72
3	Amina Sani	56	76
4	Patience James	44	66
5	Sunday Danladi	64	70
6	Lydia Augustine	46	68
7	Daddy Gambo	50	80
8	Victoria Francis	40	62
9	Ogye Mathew	52	88
10	Kabiru Garba	48	64
11	Peter Danlami	62	86
12	Safiyanu Murasir	48	58
13	Abaga Bamaiyi	54	78
14	Ogah Remember	40	60
15	Lovina Inuwa	54	72
16	Alpha Mamman	34	68
17	Dolcah Micah	58	74
18	Samson Joseph	48	58
19	Adams Dio	60	82
20	Lovet Luka	40	70
21	Allanana Tanko	64	84
22	Isaac Joblaim	36	78
23	Maiyanga Lami	54	70
24	Vicent Japhet	50	50
25	Mary Philibus	46	90
26	Audu Tanimu	60	68
27	Lucky Samuel	50	74
28	Donatus Uzer	62	70
29	Bilkisu Moses	48	78
30	Abila Okaku	60	68
31	Habu Usman	46	70
32	Danasabe Boka	54	60
33	Habibu Hussaini	46	82
34	David Hussaini	54	60
35	Micah Joshua	60	84

36	Thazhigilla Yakubu	50	58
37	Mary Ovir	54	86
38	Silas Iortyer	50	68
39	John Dogo	54	72
40	Dauji Rose	46	62
41	Danladi Alheri	50	88
42	Markus Joshua	44	48
43	Alheria Amos	56	74
44	Yusuf Mainasara	48	46
45	Monday Deborah	52	78
46	Gideon Isuwa	36	70
47	Adamu Andrawus	58	70
48	Ahmad Salisu	48	68
49	Ri-Shama Habila	50	72
50	Ahmad Ibrahim	40	64
51	Magret Barde	60	80
52	Queen Bitrus	50	60
53	Jibrin Danladi	52	76
54	Bulus Brigget	40	84
55	Christiana Joseph	58	76
56	Usaini Philibus	36	46
57	Blessing Augustine	52	74
58	Esla Habakku	44	80
59	Kefas Ri-Shama	52	78
60	Omaku Baba	48	68
61	Luka Tanimu	50	82
62	Peter Gaya	52	62
63	Jafaru Audu	50	86
64	Celestine Mathew	54	64
65	Ramatu Ayuba	50	78
66	Sunday Uba	44	76
67	Joseph Beauty	56	74
68	Paulina Kongo	42	68
69	Ephram Ayuba	52	72
70	Rebecca Joel	60	76
71	Mohammed Kabir	52	76
72	Jonathan Timothy	46	58
73	Gideon Yakubu	50	86
74	Joy Sunday	38	68
75	Amos Tiri	54	72
76	Zainab Mohammed	40	48
77	Augustine Brigget	60	38

78	Abel Thomas	30	90
79	Emmanuel Danladi	62	84
80	Boyi Joshua	46	68
81	Sani Abdullahi	64	72
82	Job Ezekiel	60	82
83	Junior Alayi	50	68
84	Celestine Livinus	56	74
85	Grace Dantata	36	80
86	Emmanuel Baba	52	62
87	Jummai Sunday	42	92
88	Yusuf Bilyaminu	54	56
89	Ramatu Nasir	40	48
90	Monday Shewulu	54	78
91	Lucky Edward	48	60
92	Azumi Madaki	58	70
93	Agnes Hussaini	40	68
94	Charity Silas	52	74
95	Esther Emmy	38	76
96	Blessing Dantata	52	60
	Total	**4800**	**6800**
	Average	**50**	**70**

EXPERIMENTAL GROUP TWO (DISCUSSION METHOD)
(GJSS GUDI)

S/N	NAMES	SCORES	
		PRE-TEST	POST-TEST
1	Esther John	52	58
2	Geofrey Michael	48	68
3	Emmanuel Odoh	60	70
4	Mary Ambrose	46	60
5	Angulu Rabo	54	58
6	Mohammed Maryam	50	80
7	Rabi Mohammed	52	54
8	Philip Hanatu	44	70
9	Kasimu Bulus	52	64
10	Akini Sallau	38	68
11	Dorcas Yusuf	60	58
12	Salvation Kasimu	42	80
13	Charity Mathew	62	48
14	Shada Magaji	48	68
15	Bala Obanga	54	70
16	Sani Aminu	48	58
17	Jessica Kasuwa	54	48
18	Tabitha Yakubu	38	70
19	Ahmadu Ayuba	60	68
20	Audu Francis	40	66
21	Comfort Barnabas	60	64
22	Dorcas Samuel	30	62
23	Abubakar Anzaku	60	60
24	Dahiru M. Dahiru	46	60
25	Christiana Gyok	52	62
26	Beauty Norman	50	76
27	Aliyu Mohammed	58	74
28	Irimiya John	40	70
29	Sani Ahmed	50	76
30	Laraba Andrew	44	78
31	Uzzah Maiwada	62	48
32	Abraham Giwa	48	48
33	Blessing Danjuma	54	50
34	Blessing Peter	52	52
35	Dan'Asabe Sidi	52	68
36	Ezekiel Sarki	48	70

37	Jennifer Danladi	50	66
38	James Eggon	52	70
39	Habibu Sofiyo	60	64
40	Ghaida Vara	48	76
41	Dorcas Francis	62	68
42	Godiwin Fade	48	66
43	Taaly Amos	50	82
44	Lucky Iliya	60	72
45	Fatima Bilyaminu	50	72
46	Sunday Dyondun	56	64
47	Akpomoshi Alhaji	54	62
48	Sarah Dauda	38	76
49	Shiwa James	64	78
50	John Sabo	46	58
51	Dantala Vincent	62	52
52	Abari Rabo	38	56
53	Mary Ezra	68	58
54	Felicia Williams	42	60
55	Dogara Danladi	52	66
56	Mamman Gaya	50	68
57	Abgail Iliya	56	72
58	Jene Kame	46	68
59	Abashi Friday	54	78
60	ThankGod Luka	48	58
61	Moses Babangida	58	68
62	Gabriel Dauda	50	60
63	Beauty Tonayi	54	72
64	Salomi Iliya	60	78
65	Patience Rabiyu	56	38
66	Geofrey Happy	40	62
67	Beneath Yakubu	62	68
68	Daniel Aninga	36	48
69	Esther Amos	64	46
70	Sunusi Garba	40	60
71	Eve Jebet Tah	50	78
72	Remember Bitrus	48	78
73	Friday Daniel	52	80
74	Anna Bitrus	46	58
75	Abdul Yusuf	54	56
76	Faruk Hussaini	38	48
77	Joseph Anasco	60	72
78	Mathew Rikichi	38	58

79	Joshua Aminu	68	68
80	Akayi Anasco	52	66
81	Naja'atu Dauda	50	68
82	Gambo Dantani	46	60
83	Sarki Wasa	56	70
84	Maigari Habu	50	70
85	Clanna Ataka	52	62
86	Sarah Amos	44	54
87	Iliya Mawada	58	68
88	Friday Aminu	48	72
89	Faith Stephen	60	68
90	Nancy Jebettah	38	74
91	Blessing Bulus	58	80
92	Yusuf Sani	50	46
93	Blessing Danladi	52	66
94	Shekarau Yakubu	50	78
	Total	**4720**	**6006**
	Average	**50**	**64**

CONTROL GROUP (CONVENTIONAL LECTURE METHOD)
(GJSS GARAKU)

S/N	NAMES	SCORES	
		PRE-TEST	POST-TEST
1	Moses Philip	52	54
2	Dantala Maikeffi	60	62
3	Emmanuel Sunday	36	40
4	Kejura Sota	40	70
5	Kauna Danladi	60	36
6	Baba Kasuwa	38	38
7	Musa Mailafiya	46	58
8	Adulgafar Idris	48	52
9	Baliri Yakubu	30	54
10	Jamilah Maikasuwa	30	62
11	Jefferson Enoch	64	58
12	Sarah Joel	56	58
13	Dio Istifanu	52	49
14	Ado Dauda	60	50
15	Christopher Denis	54	48
16	Favour Usman	72	50
17	Timothy Angela	70	56
18	Miracle Iliya	46	54
19	Inusa Zulkiffihu	48	68
20	Bawa Rabo	44	64
21	Monday Joseph	50	62
22	Paul Ishaku	52	50
23	Alheri Agaba	50	70
24	Shamsiya Aminu	60	72
25	David Patience	50	74
26	Abiniku Beatrice	36	58
27	Solomon Audu	60	44
28	Safiya Ayuba	51	68
29	Alheri Bako	54	62
30	Patience Ba'Alia	38	56
31	Agnes Maikeffi	60	64
32	Believe Baba	50	70
33	Grace Yakubu	35	62
34	Amos Jonathan	56	58
35	Salamatu Saidu	60	68
36	Mohammed Ali	60	64
37	Friday Yakubu	62	72

38	Aishatu Usman	54	60
39	Victoria Onkpoku	58	62
40	Rashida SAaidu	38	48
41	Afodia Danjuma	38	48
42	Sadiq Usman	62	66
43	Halima Yahaya	44	48
44	Akolo Gambo	46	50
45	Theophilus Markus	57	62
46	Emmanuel Mbago	42	58
47	Alade Chindo	48	68
48	Actor Jimmy	42	56
49	Shu'abu Abubakar	44	62
50	Ynusa Danlami	38	54
51	Jonathan Bonface	60	78
52	Melis Joseph	60	70
53	Bitrus Ambrus	56	58
54	Josellina John	58	60
55	Sarajo Danladi	42	50
56	Regina Maikeffi	36	56
57	Damalu Danladi	42	56
58	Tina Danladi	56	60
59	Amina Musa	48	50
60	Faith Monday	70	60
61	Blessing Emmanuel	36	42
62	Zainab Mohamed	32	42
63	Amina Bawa	54	46
64	Dorcas Lazarus	56	60
65	Joy Ewa	50	52
66	Saratu John	62	54
67	Samson Rabo	64	66
68	Elisha Emmanuel	58	60
69	Friday Bobo	58	62
70	Allanana Ibrahim	38	46
71	Kuje Joseph	36	42
72	Francis Inuwa	42	42
73	Paulina Kasuwa	44	46
74	Abdulaziz Mohammed	44	48
75	Afobia Hassan	46	56
76	Ogyenyi Favour	52	54
77	Janet Tattsiyaa	50	48
78	Rejoice Benjamin	36	40
79	Queden Yakubu	32	48

80	Roseline Bawa	54	56
81	Ruth Yakubu	54	48
82	Shama Kulumbus	56	60
83	Queen Samuel	38	46
84	Zainab Adamu	60	62
85	Akolo Samuel	62	64
86	Ladi Patrick	58	50
87	Ogbodo Chidinma	48	50
88	Henry Emmanuel	50	52
89	Ladi John	52	54
90	Deborah Bawa	60	62
	Total	**4558**	**5088**
	Average	**51**	**56**