EFFECT OF PROJECT METHOD ON PERFORMANCE OF STUDENTS IN SOCIAL STUDIES IN JUNIOR SECONDARY SCHOOLS IN JIGAWA STATE, NIGERIA

BY

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DECLARATION

I hereby declare that the work in the dissertation entitled Effect of Project Method on the performance of students in Social studies in Junior Secondary Schools in Jigawa State, Nigeria has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other Institution.

_____ _____

Yusuf ADAMU Date

CERTIFICATION

This dissertation entitled EFFECT OF PROJECT METHOD ON THE PERFORMANCE OF STUDENTS IN SOCIAL STUDIES IN JUNIOR SECONDARY SCHOOLS IN JIGAWA STATE, NIGERIA by YUSUF ADAMU meets the regulations governing the award of the degree of Masters in Education (Curriculum and Instruction) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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Chairman, Supervisory Committee

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DEDICATION

This dissertation is dedicated to my father; Adamu, mother; Khadija, wife; Fatima and children; Ahmed, Abdulrazaq and Khadija for their support.

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ABSTRACT

The study examined the effect of project method on the performance of students in Social studies in junior secondary schools in Jigawa State, Nigeria. The study was carried out with the objectives to; determine the difference between the performances of students taught social studies using project method and those taught with conventional method in junior secondary schools in Jigawa state; examine the extent to which gender difference affect the performance of students taught social studies using project method in junior secondary schools in Jigawa state; and compare the performance of students taught social studies using project method in rural and urban junior secondary schools in Jigawa state. Three research questions and three null hypotheses were postulated in line with the stated objectives. The study was conducted using quasi-experimental research design. The study used a target population of 12,380 JSSII students from Dutse education zone in Jigawa State. 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. Data for the study was collected through the pre-test, treatment and post-test using a teacher made instrument (Test), which consisted of 30 objective test items and a treatment package. Data collected were analyzed statistically through the use of the descriptive (mean and standard deviation) and inferential statistics of independent sample t-test. It was found that, there was significant difference in the performances of students taught social studies using project method and those taught with conventional method in junior secondary schools in Jigawa State and there was no significant difference in the extent to which gender difference affect the performance of students taught social studies using project method in junior secondary schools in Jigawa State among other finding. Based on the findings, recommendations were made that project method should be incorporated into the teaching of Social studies at the secondary school level since it stimulate students to effectively learn and retain the concepts presented to them. Teachers should ensure they plan their lessons with equal learning opportunity for both male and female students in junior secondary schools in Jigawa State.

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LIST OF ABBREVIATIONS

ASESP	-	Africa Social and Environmental Studies Programme
BPNT	-	Basic Psychological Needs Theory
CESAC	-	Comparative Education Study and Adaptation Center
CORI	-	Concept Oriented Reading Instruction
LCM	-	Learner-Centered Model
NERC	-	Nigeria Educational Research Council
NNTEP	-	Northern Nigeria Teacher Education Project
NRC	-	National Research Council
SDT	-	Self-Determination Theory
SOSAN	-	Social Studies Association of Nigeria
UPE	-	Universal Primary Education
USAID	-	United State Agency for International Development

OPERATIONAL DEFINITION OF TERMS

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

Learning is an activity of obtaining knowledge or connection between response and stimuli.

Project method is an educational enterprise in which children solve a practical problem over a period of several days or weeks. It focuses on applying, not imparting specific knowledge or skills, and on improving student involvement and motivation in order to foster independent thinking, self-confidence, and social responsibility.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Social studies deal with man's interactions with his environment. It is concerned with the reciprocal relationship between man and his various aspects of his environment. While interacting with his physical and social environments, men encounters problems and challenges in him to live comfortably, orderly and more meaningfully (Muhammed, 2006). Man continuously finds solutions to problems and issues that arise in his socio-economic life. It is expected that through social studies man would have been sufficiently informed to tackle these societal problems and issues. Therefore, the general purpose of social studies education is to help learners develop the ability to adapt to acquisition of relevant knowledge, attitudes, values and practical skills.

Social studies is the integrated study of the social sciences and humanities to promote civic competence (NTI, 2006). Within the school programme, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Social studies is taught in kindergarten through junior secondary schools across the nation. As a field of study, social studies may be more difficult to define than is a single discipline such as history or geography, precisely because it is multidisciplinary and interdisciplinary and because it is sometimes taught in one class (perhaps called "social studies") and sometimes in separate discipline based classes within a department of social studies. According to National Teachers' Institute (NTI, 2006),

social studies was designed and introduced into the national curriculum of primary and junior secondary schools, to provide functional social education to Nigerian children and youths.

The Social studies programme is expected to make good citizens and patriots out of the youths of Nigeria. Incidentally, the programmes of social studies in school have been implemented for many years now without success in terms of inculcating the values of good citizenship among the youths (National Council for the Social Studies, 1992). The youths are rich in knowledge of social concepts and facts, but deficient in expected social values, attitudes and behaviours' that characterize social responsible citizens. It is assumed that this deficiency arises from the way the subject is taught and learnt in the classrooms. However, the teaching of social studies has relied on conventional methods of teaching such as, the lecture methods, dictation and note taking, which are not interactive. These methods are inadequate to facilitate optimal learning in pupils and modify their behaviours' positively (NTI, 2006). According to Adoke (1997), students, teachers and students perceptions of social studies and teaching methods in selected junior secondary schools in the northern states of Nigeria where he discovered that methods mainly employed in teaching social studies were the discussion and storytelling methods upon which serve as problem militating against the implementation of social studies. That is why the researcher embarked on this research to see whether project method will be among the best method of teaching social studies.

The term project method refer to a wider variety of educational programmes learning experiences, institutional instructions and academic support strategies that are intended to address the distinct learning need interests aspirations or cultural background of individual students and groups of students, to accomplish this goal schools teachers, guidance and counselors and other educational specialist they employ wide variety of education method from modifying assessments and instructional strategies in the classroom to entirely

redesigning the way in which students are grouped and taught in a school (Adinoyi, 2000). The project method is an educational enterprise in which children solve a practical problem over a period of several days or weeks. It may involve building a rocket, designing a playground, or publishing a class newspaper. The project may be suggested by the teacher, but they are planned and executed as far as possible by the students themselves, individually or in groups. Project work focuses on applying, not imparting, specific knowledge or skills, and on improving student involvement and motivation in order to foster independent thinking, self-confidence, and social responsibility (Kilpatrick, 2015).

Project method is a medium of instruction which was introduced during the 18th century into the schools of architecture and engineering in Europe when graduating students had to apply the skills and knowledge they had learned in the course of their studies to problems they had to solve as practicians of their trade, for example, design a monument, building a steam engine (Knoll, 1996). In the early 20th Century, William Heard Kilpatrick expanded the project method into a philosophy of education (Knoll, 2007). His device is child-centred and based in progressive education. Unlike traditional education, proponents of the project method attempt to allow the student to solve problems with as little teacher direction as possible. The teacher is seen more as a facilitator than a deliver of knowledge and information. The teaching method is regarded more effective since it does not centralize the flow of knowledge from the lecturer to the student (Lindquist, 1995). The instruction also motivates goal-oriented behaviour among students, hence the method is very effective in improving student achievement (Slavin, 1996).

Project method actively engages students in the learning process for effective mastery of the subject matter and promotion of a positive attitude towards the subject. As noted by the ministry of Education in its National Report on the Development of Education in Nigeria, presented at the International Conference on Education in September 2001, teaching

instructions adopted should make learning more learner-centered in order to promote imaginative, critical and creative skills in students resulting in better achievement of instructional objective (Ministry of Education, 2001). In a project method class, students take a participative role by leading discussions and teachers become facilitators in this regard, teachers facilitate student's discussion and interject only when necessary, allowing students to put the language to use and explore aesthetics of learning materials (Eken, 2000; Ahmad and Aziz, 2009).

Academic performance is defined as the measure of what a person has accomplished after exposure to educational programmed. Recent social learning education standards in U.S. proposed that all students should learn social studies both inquiry and learn social studies through project method (National council, 2006). While some previous researches had shown that project instruction method can improve student skills concept learning and performance. In a research carried out by Anyaegbu, (2004) education is the key to rural development and an essential building block of national development; that poverty cannot be eradicated without eliminating illiteracy among the rural populace and raise their level of knowledge. Abidogun (2006) emphasized that, rural areas as having greater challenges concerning educational development than the urban centers, due to the peculiar socioeconomic and institutional structures of the rural areas.

Gender differences and equalities are common biological nature of every human being. In school organization, gender differences play vital roles in school enrolment and in learning process. In some regions, there are more girls in schools more than boys, due to the fact that boys sometimes stay at home or other societal issues. According salami (2004) states that, sex has no barrier to successful achievement in social studies teaching and learning as both male and female are engaged in education. However, Brady (2001) states that, in school enrolment, there are more number of male then the females. It is expected that more males

would offer social studies subjects than females. While, Azi, Nkom and Aboderin (2001) argued that girls comprise a smaller percentage of children informal education system than boys in many part of Africa. Also explained that education is only a human right, but also central to the transmission of values such as equality, democracy, equity and national unity as well as preparation for citizenship.

Studies have considered how the use of project method can influence students' academic performance. Project method communicates information effectively, promote the acquisition and longer retention of knowledge, when they are systematically designed, used and evaluated. This toe the line of the study conducted by Adoke (1997), on the perceptions of social studies students and teachers on the teaching methods used in junior secondary schools in the northern states of Nigeria where he discovered that, the methods mainly employed in teaching social studies were the lecture and storytelling methods upon which serve as problem militating against the implementation of social studies. This necessitated the researcher to embark on this research, effect of project method on the performance of students in Social studies in junior secondary schools in Jigawa state, Nigeria to see whether project method will enhance students' performance and be among the best method of teaching social studies.

1.2 Statement of the Problem

Project method is an instructional method that uses active learning strategies to engage students directly in the learning process, enhance academic performance and promote the development of important learning skills such as critical thinking, problem solving, and ability to cooperatively work with each students. Properly implemented project method can lead to increased motivation to learn greater retention of knowledge, deeper understanding and more positive attitudes toward the subject being taught (Collin and Obrain, 2003). While teacher-centered comprises of lecture and storytelling, which neglect the students' interest,

abilities and learning styles, places the teacher as the source of information and knowledge, students are often assessed alone without peer interaction before or after the learning process, it is also inadequate in an attempt to provide for the overall development of learner (cognitive, affective, and psychomotor) domains, this is because the teacher dominate learning climate and provide little or no room for the learner to participate, therefore neglecting the individual differences that exists among the students and also neglecting the spirit of inquiry, creativity, or novely among the students (Adoke, 1997). Consequently, the teacher centered instruction resulted to weak and slow learners working individually may give up when they get stocked, delay in completing assignment or skip them all together, performing poorly in their continuous assessment and their placement examination and may engage in malpractice during the examination.

Previous studies conducted in Jigawa State revealed that teaching and learning of social studies were dominated with teacher-centered instruction which may have resulted in poor academic performance in the previous placement examinations result of 2013-2014 with only 30% pass in social studies which is not encouraging (Jigawa State Ministry of Education, 2014). The continuous of occurrence of these problems among social studies students necessitated educationist to look for the ways to promote teaching and learning among students, based on the assumptions that when project method is incorporated in teaching and learning of social studies, it may help to improve students' academic performance in social studies subject.

1.3 Objectives of the Study

The objectives of this study are**:**

1 determine the difference between the performances of students taught social studies using project method and those taught with conventional method in junior secondary schools in Jigawa state.

2 examine the extent to which gender difference affect the performance of students taught social studies using project method in junior secondary schools in Jigawa state.

3 compare the performance of students taught social studies using project method in rural and urban junior secondary schools in Jigawa state.

1.4 Research Questions

The following research questions would be addressed:

1 What is the difference between the performances of students taught social studies using project method and those taught with conventional method in junior secondary schools in Jigawa state?

2 To what extent do gender differences affect the performance of students taught social studies using project method in junior secondary schools in Jigawa state?

3 What differences exist in the performance of students taught social studies using project method in rural and urban junior secondary schools in Jigawa state?

1.5 Hypotheses

The following postulated research hypotheses guided the conduct of the study:

1 There is no significant difference in the performances of students taught social studies using project method and those taught with conventional method in junior secondary schools in Jigawa state.

2 There is no significant difference in the extent to which gender difference affect the performance of students taught social studies using project method in junior secondary schools in Jigawa state.

3 There is no significant difference in the performance of students taught social studies using project method in rural and urban junior secondary schools in Jigawa state.

1.6 Basic Assumptions

It is assumed that:

1. Students taught social studies using project method are likely to achieve higher than peers taught with traditional or other teaching methods.
2. Gender difference does not affect the performance of students taught social studies using project method in junior secondary schools in Jigawa state.
3. The use of project method does not affect the performance of students in both the rural and urban junior secondary schools in Jigawa state.

1.7 Significance of the Study

This study titled effect of project method on the performance of students in Social studies in junior secondary schools in Jigawa state, Nigeria will benefit the teachers of Social studies, schools, students, school head teachers, curriculum planners, SOSCEAN and other researchers in enhancing the quality of teaching social studies.

Findings of the study will be of great benefit to the teachers by providing relevant information to them on the best teaching method to be adopted in teaching of social studies. Also, incorporating project-based learning into secondary education will enhance teacher working with children who have a wide range of abilities, come from various cultural and ethnic backgrounds, and are English language learners. It is also significant in the sense that, teachers will be able to note that by facilitating learning of content knowledge as well as reasoning and problem-solving abilities, project-based instruction can help students prepare for state assessments and meet state standards.

Schools are seeking ways to respond to the needs of these students. Project-based instruction provides one way to introduce a wider range of learning opportunities into the classroom. It can engage children from diverse cultural backgrounds because children can

choose topics that are related to their own experiences, as well as allow them to use cultural or individual learning styles. For example, traditional Native Nigerian ways of teaching stress hands-on and cooperative learning experiences.

Through the use of project based instruction, students are exposed to a wide range of skills and competencies such as collaboration, project planning, decisionmaking, and time management. This approach will motivates students to learn by allowing them to select topics that are interesting and relevant to their lives. Hence, this engagement and motivation lead to high achievement. Students also retain more knowledge and skills when they are engaged in stimulating projects. With projects, students use higher order thinking skills rather than memorizing facts in an isolated context without a connection to how and where they are used in the real world. Collaborative learning allows students to bounce ideas off each other, voice their own opinions, and negotiate solutions, all skills that will be necessary in the workplace. It is also significant to the students as it will increasing social and communication skill; increasing problem-solving skills; enable students to make and see connections between disciplines; providing opportunities to contribute to their school or community; increasing self-esteem; allow students take pride in accomplishing somethig that has value outside the classroom; and provide a practical, real-world way to learn to use technology.

The school head teachers will also benefit from the study by revealing certain information concerning the areas neglected by teachers in the implementation of social studies and ways through which the heads of schools can monitor teachers' efficiency in teaching of social studies will also be revealed. The Association of Social Studies and Civic Education of Nigeria (SOSCEAN) will equally benefit from the findings of the study in setting out standard teaching method which will be circulated to teachers and quality assurance.

The findings of the study will provide information to curriculum planners as a matter of urgency, appropriate changes in teaching methodology in order to meet with the emerging needs of the society. Other researchers will also benefit from the findings of the study during writing literature reviews and empirical study. Research bodies such as, the National Education Research and Development Council (NERDC) will benefit from the findings of this study through curriculum planners by improving the quality of the curriculum and providing schools with the essential materials required in the teaching of social studies in Junior Secondary Schools.

1.8 Scope of the Study

This study, effect of project method on the performance of students in Social studies in junior secondary schools was carried out in Dutse educational zone Jigawa State. The zone comprises Dutse and Kiyawa local government area that are offering social studies, the students of junior secondary school (JSSII) were used as a subjects, while the major variables of the study are to determined the performance of students taught social study use project method and those taught with the conventional method, the extent which gender difference affect the performance of the student taught social studies using project method and performance of the students taught social studies using project method in rural and the urban junior secondary in Jigawa state.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed literatures that are relevant to the study, which include: Conceptual Framework; Concept of Social Studies; Concept of Project Method; Students' Performance; Theoretical framework; Self-Determination Theory; Nature and Scope of social studies; Social Studies Curriculum in Nigeria; Aims and objectives of Social Studies curriculum in Nigeria; Justification for Social Studies Education in Nigeria; Resources for the implementation of social studies curriculum; An Overview of Instructional Method; Importance of Project Method; Characteristics of Project Method; Impact of Project Method in social studies; Empirical Studies; and Summary.

2.2 Conceptual framework

The Social studies programme is expected to make good citizens and patriots out of the youths of Nigeria. Incidentally, the programmes of social studies in school have been implemented for many years now without success in terms of inculcating the values of good citizenship among the youths (National Council for the Social Studies, 1992). The youths are rich in knowledge of social concepts and facts, but deficient in expected social values, attitudes and behaviours' that characterize social responsible citizens. It is assumed that this deficiency arises from the way the subject is taught and learnt in the classrooms. However, the teaching of social studies has relied on conventional methods of teaching such as, the lecture methods, dictation and note taking, which are not interactive. These methods are inadequate to facilitate optimal learning in pupils and modify their behaviours' positively (NTI, 2006). The major concepts or variables involved in this research topic are discussed as follows:

2.2.1 Concept of Social Studies

The purpose and content of social studies as school subject are viewed closely related to African traditional citizenship education viewed from this perspective, the developmental trend of social studies education in Nigeria can be traced through, the African traditional education, colonial, post-colonial and the integrated instruction phrases (Africa Social and Environmental Studies Programme, ASESP, 1994). African traditional education was basically citizenship education Nigeria like other African nations had a system of education that integrated the young members into the society through the inculcation of cultural practices, values and beliefs. The goal of the system of education was to make individuals functional and productive members of the society. This agreed with the primary role of social studies ' education.

However, through the colonial experience formal type of education was introduced. Although traditional education existed side by side, its value was deemphasized. Education became a tool for western imperialism as foreign cultures and values were taught in what constituted the social aspect of the curriculum .The discrete social sciences particularly History, geography and civics were taught to produce loyal and obedient British subjects to serve the interest of the colonial masters. At the attainment of independence and subsequently after wards Nigeria began to take a close critical look at the curriculum in the schools to redirect focus. Indeed, the 1968 Mombassa conference formally and officially adopted social studies to achieve this purpose. This marked a new beginning of social studies in Nigeria. Earlier in 1958 in the former western region, a cooperative effort of the region and the University of Ohio, USA led to the teaching of social studies to teachers and the subsequent production of a social studies syllabus and a textbook. In 1963, at the comprehensive high school, Aiyetoro, Egbado, the joint effort between the then western region and the United

State Agency for International Development (USAID) saw the appearance of social studies in the school curriculum.

Meanwhile, in the northern part of Nigeria, the Northern Nigeria Teacher Education Project (NNTEP) in 1964 encouraged the teaching of social studies and produced a textbook on social studies methodology for teachers. The institute of education, ABU Zaria was very instrumental in organizing activities that promoted the teaching of the subject. It organized workshops that produced curriculum materials especially at primary level and sponsored frequent social studies in-service courses for teachers at the levels. Major landmark in social studies education nationally was the 1969 national curriculum conference which sought to make education relevant to the needs of the child and the nation. Just before this conference in January, 1969 the Social Studies Association of Nigeria (SOSAN), had been launched at the cooperative college, Ibadan to promote the effective teaching of social studies in Nigeria. However, with the National curriculum conference and education agency; the Nigeria Educational Research Council (NERC) was formed in 1970.

The agency with the Comparative Education Study and Adaptation Center (CESAC) organized a series of seminars and workshops which led to the production of social studies curriculum materials for primary, junior secondary and teacher education programmes in Nigeria. With the federal government introduction of the UPE .scheme in 1976 and the 6-3-3-4 system of education in 1982, social studies was made a core subject in primary and junior secondary schools. Curriculum materials were produced for social studies for these leads by NERC and (ESAC). Although the history, of social studies appears short, it has continued to make tremendous studies and impact in the Nigeria educational scene. Social studies is not only taught as a core subject in the primary and junior Secondary schools, it has a pride of place in teacher education programmes in the country. At various Universities, Social studies can be studies from the first degree level to the Doctoral level. In keeping with its dynamic

nature, social studies now has new theme infused into the curriculum to make it relevant to the needs and aspiration of the society and for preparing learners to become production and functional members of the society. Social studies have indeed come a long way but more still need to be done to maximize its benefit to the citizens and the Nigerian nation.

2.2.2 Concept of Project Method

The term project method is widely used in the teaching and learning literature. Many terms have been linked with project method, such as flexible learning (Taylor, 2000), experiential learning (Burnard, 1999), *self-directed learning* and therefore the slightly overused term ‘project method ' can mean different things to different people. In addition, in practice it is also described by a range of terms and this has led to confusion surrounding its implementation. The concept of project method has been credited as early as 1905 to Hayward and in 1956 to Dewey's work (O'Sullivan, 2003). Carl Rogers, the father of client-centred counseling, is associated with expanding this instruction into a general theory of education (Burnard, 1999; Rogoff, 1999). The term project method was also associated with the work of Piaget and more recently with Malcolm Knowles (Burnard, 1999). Rogers (1983a:25), in his book 'Freedom to Learn for the 80s', describes the shift in power from the expert teacher to the student learner, driven by a need for a change in the traditional environment where in this 'so-called *educational* atmosphere, students become passive, apathetic and bored'. In the School system, the concept of project method has been derived, in particular, from the work of Froebel and the idea that the teacher should not 'interfere with this process of maturation, but act as a guide' (Simon, 1999). Simon highlighted that this was linked with the process of development or 'readiness', that is, the child will learn when he/she is ready (Simon, 1999).

The paradigm shift away from teaching to an emphasis on learning has encouraged power to be moved from the teacher to the student (Barr and Tagg, 1995). The teacher-

focused/transmission of information formats, such as lecturing, have begun to be increasingly criticized and this has paved the way for a widespread growth of project method as an alternative instruction. However, despite widespread use of the term, Lea and Stephenson (2003) maintains that one of the issues with project method is the fact that 'many institutions or educators claim to be putting project method into practice, but in reality they are not' (Lea and Stephenson, 2003:322). Kember (1997), described two broad orientations in teaching: the teacher-centred/content oriented conception and the project method oriented conceptions. In a very useful breakdown of these orientations he supports many other authors views in relation to project method view including: that knowledge is constructed by students and that the lecturer is a facilitator of learning other than a presenter of information. Rogers (1983b:188) identified the important precondition for project method as the need for: a leader or person who is perceived as an authority figure in the situation, is sufficiently secure within herself (himself) and in her (his) relationship to others that she (he) experiences an essential trust in the capacity of others to think for themselves, to learn for themselves'.

Choice in the area of the learning is emphasized by Burnard, as he interprets Rogers' ideas of project method as 'students might not only choose what to study, but how and why that topic might be an interesting one to study' (1999:244). He also emphasizes Rogers' belief that students' perceptions of the world were important, that they were relevant and appropriate. This definition therefore emphasizes the concept of students having 'choice' in their learning. Harden and Crosby (2000:335) describe teacher-centred instruction strategies as the focus on the teacher transmitting knowledge, from the expert to the novice. In contrast, they describe project method as focusing on the students' learning and 'what students do to achieve this, rather than what the teacher does'. This definition emphasizes the concept of the student 'doing'.

Other authors articulate broader, more comprehensive definitions. Lea and Stephenson (2003:322) summarizes some of the literature on project method to include the followings tenets:

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

According to Gibbs (1995), draws on similar concepts when he describes project method courses as those that emphasize: learner activity rather than passivity; students' experience on the course outside the institution and prior to the course; process and competence, rather than content; where the key decisions about learning are made by the student through negotiation with the teacher. Gibbs elaborates in more detail on these key decisions to include: ‘What is to be learnt, how and when it is to be learnt, with what outcome, what criteria and standards are to be used, how the judgments are made and by whom these judgments are made' (1995:1). In a similar vein, in earlier literature, the student-teacher relationship is particularly elaborated upon by Brandes and Ginnis (1986). In their book for use in second level education (post-primary), entitled 'A Guide to Student-Centred Instruction ', they present the main principles of project method as:

- The learner has full responsibility for her/his learning
- Involvement and participation are necessary for learning

- The relationship between learners is more equal, promoting growth, development
- The teacher becomes a facilitator and resource person
- The learner experiences confluence in his education (affective and cognitive domains flow together)
- The learner sees himself differently as a result \of the learning experience

A variety of phrases have been coined to describe a critical shift in mission and purpose of higher education. Barr and Tagg (1995) expressed the change as a move from an "Instruction Paradigm" in which universities delivered instruction to "transfer knowledge from faculty to students" to a "Learning Paradigm" in which universities produce learning through "student discovery and construction of knowledge." Huba and Freed (2000) used the phrase "learning- centered assessment" to emphasize transition in the focus of instruction and assessment from teaching to learning. The following description of student-centered instruction provides another starting point for conversations about project method:

Project method is an instructional method in which students influence the content, activities, materials, and pace of learning. This learning model places the student (learner) in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches them in the skills they need to do so effectively. The project method includes such techniques as substituting active learning experiences for lectures, assigning open-ended problems and problems requiring critical or creative thinking that cannot be solved by following text examples, involving students in simulations and role plays, and using self-paced and/or cooperative (team-based) learning. Properly implemented project method can lead to increased motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught (Collins and O'Brien, 2003).

Project method can also be viewed from the perspective of an influential report from the National Research Council (1999) that synthesized research on learning and recommended organizing learning environments around four foci: knowledge-centered, learner-centered, assessment-centered, and community-centered. Knowledge-centered learning instructions grow out of the research on novices and experts that has revealed that experts have organized their knowledge very differently than novices. So knowledge-centered learning stresses learners developing their knowledge to facilitate transfer of their learning to new contexts and application of their learning to open-ended challenges such as problem-solving, critical thinking, and design. In a learner-centered learning environment, McCombs and Whistler (1997), state that "learners are treated as co-creators in the learning process, as individuals with ideas and issues that deserve attention and consideration." Learner-centered learning environments recognize that the prior knowledge of learners powerfully influences future learning and thus attempt to build on prior knowledge.

Assessment-centered learning environments provide opportunities for feedback and improvement throughout the learning process leading to evaluation and judgment at the end of the learning process. Assessment for feedback and improvement is referred to as formative assessment while assessment for conclusive evaluation and judgment is referred to as summative assessment. Nicol and Macfarlane-Dick (2006) indicate that formative assessment can promote the development of capacities and attitudes used in lifelong learning. Assessment-centered learning environments also emphasize congruence between learning goals and what is assessed (National Research Council, 1999). Finally, community-centered environments recognize that individual learners take many cues and insights from learners around them, so that community-centered learning environments facilitate purposeful interactions among learners to promote and sustain learning.

2.2.3 Students' Academic Performance

Academic performance is defined as the measure of what a person has accomplished after exposure to educational programmed. In research conducted by Harry and Newcomb (2000) on the effect of inquiry method and the essential benefits of inquiry approach, the research showed that students exposed to inquiry instructional method scores higher than those students whom were taught the same concept using subject matter approach. Shymansky, Kyle, Bonnstetter and Gadsden (2003), presented a meta-analysis of the effect of these inquiry associated curricular on the students performance and found that the curricular enhanced students science achievement and processes inquiry–base instruction in the literature has closely related by associated with other teaching methods.

Recent social learning education standards in U.S. proposed that all students should learn social studies both inquiry and learn social studies through project method (National council, 2006). However, while some previous researches had shown that project instruction method can improve student skills concept learning and performance. Research on explicit teaching, (traditional instruction) has also revealed that students' performance is improved for certain kinds of instructional objectives (Waxman, 1991). In the same vein, German (1999), examined the effect of cooperative learning strategies in geology achievement and student's attitude towards science in Washington State University physical science coverage and the result indicated that there was improvement in both achievement and students attitude towards science. Hence, this study investigated the effects of project method on the performance of students in social studies in Jigawa State, Nigeria.

2.3 Theoretical framework

The theoretical model for this study is based on the constructivists learning theory and self-determination theory and student well-being. Constructivism as a theory of knowledge argue that humans generate knowledge and meaning from an interaction between their

experience and their ideas. During infancy, it was an interaction between human experiences and their reflexes or behaviour pattern Piaget called this system of knowledge schemata". Writers who influenced constructivism include John Dewey, Maria, Montessori, Wladyslaw Strzeminski, Jean Piaget, Herbert Simon, Paul Watzlavvick, Ernest Von Glasersfeld, Edgar Morin and so forth. However, formalization of the theory of constructivism is generally attributed to Jean Piaget, who articulated mechanism by which knowledge is internalized by learners. He suggested that through processed process of accommodation and assimilation, individual construct new knowledge from their experiences. When individuals assimilate, they incorporate the new experience into an already existing framework without changing that framework. This may occur when individuals' experiences are aligned with their internal representations of the world, but may also occur as a failure to change a faulty understanding; for example, they may not notice events, may misunderstand input from others, or may decide that an event is a fluke and is therefore unimportant as information about the world (Barr and Tagg, 2000).

In contrast, when individuals' experiences contradict their internal representations, they may change their perceptions of the experiences to fit their internal representations. According to the theory, accommodation is the process of retraining one's mental representation of the external world to fit need experiences. It is important to note that, construction is not a particular ideology. In fact, construction is a theory describing how learning happens, regardless of whether learners- are- using their, experience to understand a lecture or following the instructions. In both classes, the theory of constructivism suggests that learners construct knowledge out of their experience (Boud and Feletti, 2006). However, constructivism is often associated with pedagogic instructions that promote active learning or learning by doing. The learner as a unique-individual; social constructivism view each learner as a unique 'individual with unique needs and background; the learner is also seen as a

complex and multidimensional. Social constructivism not only acknowledges the uniqueness and complexity of the learner, but actually encourages, utilizes and rewards it as an integral part of the learning process (Wertsch, 2004).

The theory encourages the learner to arrive at his or her version of the truth, influenced by his or her background, culture or embedded worldwide. According to this theory, it is thus important to take into account the background and culture of the learner throughout the learner process (Wertsch, 2004). The responsibility for learning should reside increasingly with the learner (Gasser, 2011). He emphasized that learner's construct their own understanding and those they do not simply mirror and reflect what they read. Learners look for meaning and will try to find regularity and order in the events of the world even in the absence of full or complete information. Sustaining motivation to learn is strongly dependent on the learner's confidence in his or her potential for leaning. These feelings of competence and belief in potential to solve new problems are derived from past and are much more powerful than any external acknowledgement and motivation (Eggen and Kauchak, 2007).

According to constructivism theory, instructor has to adapt to the role of facilitators and not teachers (Baversfled, 2007). Whereas a teacher gives a didactic lecture that covers the subject matter, a facilitator helps the learner to get to his or her own understanding of the content (Gamoran, Secada, and Marrett, 2005). This dramatic change of role implies that a facilitator needs to display a totally different set of skills than a teacher (Brownstein, 2001). A teacher tells, a facilitator asks, a teacher lectures from the front, a facilitator according to a set curriculum, a facilitator provides guidelines and create the environment for the learner to arrive at his or her own conclusions; a teacher mostly gives a monologue, a facilitator is in continuous dialogue with the learners (Rhodes and Bellany, 2009).

Learning is an active, social process. The theory suggests that knowledge is first constructed in a social context and is appropriated by individuals (Bruning and James, 2009; Eggan and Kauchak, 2004). According to constructivists, the process of sharing individual perspectives- called collaborative elaboration (Meter and Stevens, 2000), results in learners constructing understanding together that would not be possible alone. The theory view learning as an active process where learners should learn to discover principles, concepts and the facts for themselves; hence the importance of encouraging guess work and instinctive thinking in learners (Meter and Sterens, 2000). Other constructivist scholars agree with this and emphasize that individuals make meanings through the interactions with each other and with the environment they live in knowledge is thus a product of humans and is socially and culturally constructed (Ernest, 2007; Pravat and Floden, 2007). McMahon (2005) agrees that learning is a social process. He further states that learning is not a process that only takes place inside our minds, nor is a passive development of our behaviour that is shaped by external forces and that meaningful learning occurs when individual are-engaged in social activities.

This theory is also of the view that the instructor and the learners are equally involved in learning from each other as well (Holton and Clark, 2006). This means that the learning experience is both subjective and objective and requires that the instructor's culture, values and background become an essential part of the interplay between learners and task in the shaping of meaning. Learners compare their version of the truth with that of the instructor and fellow learner's truth (Kwfiss, 2000). The task or problem is thus the interface (Me Mahon, 2005). This creates a dynamic interaction between task, learner and instructor. Learners with dynamic skills and background should collaborate in tasks and discussion to arrive at a shared understanding of the truth in a specific field (Ducfi, Groh and Allen, 2007). Also, they stressed the need for collaboration among learners, in direct contradiction to

traditional competitive instructions. Vygotskian opines that, this has significant implications for peer collaboration, and that of the zone of proximal development level as determine by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers it differs from the fixed biological nature of Piagets stages of development; through the process of Scaffolding; a leaner can be extended beyond the limitations of physical maturation to the extent that the development process lags behind the learning process (Gray, 2001).

Knowledge should not be divided into different subjects or compartments, but should be discovered as an integrated whole (Me Mohan, 2007). This also underlines the importance of the context in which learning .is presented. The world, in which the learners need to operate, does not instruction one in the form of different subjects, but as a complex myriad of facts, problems, dimensions, and perceptions (Banchi, 2008). Learners should constantly be challenged with tasks that refer to skills and knowledge just beyond their current level of mastery. This captures their motivation and builds on previous successes to enhance learner confidence (Brownstein, 2001). This is in line with Vygotsky's Zone of proximal development. Bogg (2000) further claimed that instruction is good only when it proceeds ahead of development. Then it awakens and rouses to life an entire set of functions in the stage of maturing, which lies in the zone of proximal development. It is in this way that instruction pays an extremely important role in development. To fully engage and challenge the learner, the task and learning environment that they learner should be able to function in at the end of learning. Learners must not only have ownership of the learning or problem-solving process, but of the problem itself (Daniel, 2006).

It is important to achieve the right balance between the degree of instruction and flexibility that is built into the learning process. Daniel (2006) contends that the more structure the learning environment, the harder it is for the learners to construct meaning based

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

2.3.1 Self-Determination Theory

Self-Determination Theory (SDT) is an influential branch of educational and positive psychology (Deci and Ryan, 2002; Ryan and Deci, 2008). It is a complex meta-theory that attempts to explain how and why an individual's behaviour is self-motivated and self-determined (Deci and Ryan, 2002). One sub-theory which falls under the general umbrella of SDT is Basic Psychological Needs Theory (BPNT). BPNT involves three basic psychological needs that humans seek to satisfy in order to thrive. These three basic needs are competence, relatedness and autonomy.

Competence concerns an individual's 'experience of effective interactions with the environment' (Niemiec, Ryan and Deci, 2010, p. 176) and their sense of ability, capability, and mastery in relation to tasks and challenges (Krieger, 2011, p. 172). Relatedness concerns what is considered to be a universal desire to bond and interact with other people, and experience caring for them. In other words, it refers to the experience of meaningful and reciprocal connections with key others (Niemiec, Ryan and Deci, 2010; Krieger, 2011). Autonomy refers to the subjective experience of an individual's behaviour as being self-

governed, volitional, and congruent with their true beliefs, values, and interests (Niemiec, Ryan and Deci, 2010, p. 176). It concerns the common need to be the causal agent of one's own life, and to act and make decisions for oneself in accord with those beliefs, values, and interests. In addition to the three basic human needs, SDT also considers how self-motivation and self-determination are influenced by two different classifications of motivation (Deci *et al*, 2013; Ryan and Deci, 2008). The first is intrinsic motivation which is grounded in an inherent drive to seek out challenges and new possibilities and to act in accordance with one's own genuine sense of interest and/or enjoyment. The second is extrinsic forms of motivation, which are essentially reasons for acting that come from external sources, are primarily predicated on external recognition, demand or possible reward, and are typically a means to an end.

SDT posits that autonomous self-regulation is supported when a person has their basic needs of autonomy, competence and relatedness met, and when they have predominantly intrinsically motivated goals. The theory also says that autonomous self-regulation may be supported when a person relies on extrinsic forms of motivation, if those extrinsic motivations are harnessed in a way that is self-determined. Importantly, empirical associations between the factors examined by SDT and law students' well-being have been documented in both American (for example, Sheldon and Krieger, 2004) and Australian studies (for example, Larcombe, Tumbaga, Malkin, Nicholson and Tokatlidis, 2013).

Critically, for our purposes in advocating the importance of explicitly teaching independent learning skills to first year students, the two elements of SDT's basic theory work together to highlight that autonomous self-regulation is a key factor and condition for promoting learning, academic performance, and wellbeing (Vansteenkiste, Niemiec, and Soenens, 2010). That is, student well-being can be seen to be supported if students are equipped with independent learning skills that allow them to be self-regulated, autonomous,

and motivated to be ‘active participants in their own learning process’ (Cubukcu, 2009, p. 54). On the basis of SDT, the teaching of independent learning skills can be seen as one theoretically informed instruction to enable tertiary learners to ‘personally activate, alter, and sustain their learning practices in specific contexts’ (Zimmerman, 1986, p. 307).

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

2.4 Nature and Scope of Social Studies

Scope of social studies refers to content or subject matter, skills, values, attitudes and beliefs that have been or can be included in the social studies programme. It is the content coverage of the social studies syllabus, curriculum or programme. The scope of social studies is vast or broad and ordinarily limitless. The scope of social studies is however extensive, covers the following; Content is tailored specifically to a particular society like Nigeria. Nonetheless, content can be drawn from anywhere in the universe to enrich or compliment the local content. The content focuses largely on what is on ground, the present with an eye on what it should be in the future. The past is never ignored as there are experiences that may be drawn to enrich the present or future content of social studies. The content of social

studies is drawn from the social science, humanities, oral history, contemporary issues, mass media, personal or group experiences of learners, teachers, parents, and from resource persons and places, ideas, past activities and thoughts, and so forth.

The syllabus or curriculum of social studies is flexible and accommodates new trends or changes, problem and aspirations in the world or in a society that bear relevance to social studies teaching as the classrooms must reflect the going-on in the society. The implication of this is that the scope of social studies in continuously enlarging to accommodate the rapidity of knowledge explosion and knowledge implosion (Mezieobi, 2008). The National Council of the Social Studies cited in Ololobou, (2010) noted that meaningful social studies programmes-highlight these features. Learners in social studies focus themselves m understanding the world they live. They focus on the problems around them; make inferences, conclusions and decisions based on observations made in the light of established societal values. Thus, social studies are the great connection between school leaving and living in the real world. Learners are prepared through social studies for active, meaningful and challenging citizenship in a democracy like Nigeria.

2.4.1 Social Studies Curriculum in Nigeria

Social studies emerge as a subject of prime importance for study in schools. It studies the basic j 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. In social studies, man lives in space, society and time. Therefore, he is made aware of his relationship with the past, present and future. Thus, Kadiri (2009) concluded that, "in social studies, man is investigated in details for a proper understanding". It is a discipline which studies man at work, at play, at school, in society, and so forth 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 are 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 integrated knowledge and information drawn from a wide variety of sources is used to study man comprehensively. Social studies therefore portray 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 effective are emphasized. However, the effective aspect of learning is given prime importance because social studies is interested in modifying the behaviour of learners to get them integrated into their various cultural areas. Social studies is a problem-oriented area of study. It is a response to the problems of society with a view to seeking rational solutions to the identified problems. The core of all teaching instructions in social studies is inquiry instruction. Learners are expected to go into the environment to investigate, collect, analyze data to make inferences and conclusion on social issues and phenomenon. 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 subject 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 technology discoveries and inventions and make him sees how these affect his everyday life.
iii. To help him develop his intellect skills, abilities and competencies and promote in him the spirit of enquiry, discovery, thinking and curiosity which act as a spur to further investigation.
iv. To make man know what the society expects of its members so that he will be able to judge his actions as well as those of others.
v. To familiarize man with the norms of his society, and socialize him in accordance with such norms. This will enable him improve and perpetuate his society.
vi. To help man become a good citizen and develop the necessary values and attitude needed in a democracy.
vii. To create in man an awareness and appreciate of community life in any human democracy.
viii. To expose man to the problems of his society or environmental 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 perspectives.

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

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

2.4.3 Justification for Social Studies Education in Nigeria

Social studies is largely described as a response to the needs, aspiration and problem of Nigerian society. Before and after independence in 1960, there were widespread cries about the inadequacies of the colonial system of education. The colonial system of educator meet the needs of the Nigerian child and the society. It was an education designed to serve the subjugation and alienation of the African person from the environment. To reconstruct the system, there were several national conferences and workshop, like the 1969 national curriculum conferences organized to relate education to the needs of the child in the country. The national curriculum conference analyzed, discussed and made recommendations on the objectives of all levels of education and how education could make to transform the country. Social studies as school subject were designed to satisfy this aspiration.

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

integrated manner. The activities that man engages in influence one and the same time by all aspects of the environment.

2.5 Resources for the implementation of social studies curriculum

Teaching at any level requires that students be exposed to some form of simulation. Adekunle (2008) noted that teaching resources for the implementation of social studies curriculum means anything that can assist the teacher in promoting teaching and learning, when student are given the chance to learn through more senses than one, they can learn faster and easier. The use of instructional materials provide the teacher with interesting and compelling platform for conveying information since they motivate learners to learn more, furthermore the teacher is assisted in overcoming physical difficulties that could have hindered his effective presentation of a given topic. Larson (1994) in Lane (2001) who noted that the use of electronically mediated instruction to duplicate the traditional face to face classroom has resulted in a shift from teacher to students-centered classes, in this situation the responsibility for learning is shifted to the students, the teacher facilitate the learning by acting as a coach. Resources guide and companion in learning, the use of instructional materials does not only encourage teachers and students to work collaboratively but also results in more cooperative learning activities among the students.

Resources or instructional materials, Ikerionwu (2000), refer as object or devices which help the teacher to make learning meaningful to learners. Similarly, Ezaebe (1994) classified hem into two as Visual materials made up of reading and non-reading materials and audiovisual materials comprising electrically operated and non-electrically operated materials, social studies is a subject that depends on the use of resource for the proper curriculum implementation, Osakwe and Hedjere (1993) summarize these resources as textuals like books, audio-visual materials, and human resources, they stated that these

resource are either used individually or collectively in any meaningful social studies teaching and learning situation, the purpose of resources materials is to promote efficiency of education by improving the quality of teaching and learning, incorporating these tools and materials present support and reinforce teaching and learning social studies as a subject. According to Aduwa and Imogie (2005) these materials and resources including tape, recorders, video-tape recorder, slide projectors, opaque projectors, overhead projectors, still pictures, programmed instruction, film strip, maps, charts graphs and many more offer a variety of learning experience individually or in combination to meet different teaching and learning in the social studies curriculum implementation in Nigeria.

2.6 An Overview of Instructional Method

The instructional strategies used in the early twenty-first century began in antiquity. In ancient Greece, Socrates illustrated a questioning strategy intended to facilitate the learner's independent discovery of important truth. An instructional strategy similar to direct instruction was reported by Samuel Griswold Goodwich's account of teaching in a rural Connecticut school using the early eighteenth century. As education extended beyond society's, elite, 'educators become interested in instructional strategies that would accommodate large numbers of students in efficient ways. One example, the Lancaster method, popular in the early nineteenth century, consisted of gathering as many as a hundred students in one large room, sorting them into groups of similar abilities, and having monitors (teacher aids) guide pupil recitations from scripted lesson plans. Nineteenth century instructional strategies were teacher-centered, intended mainly to transmit basic information clearly.

In the early part of the twentieth century, however, this emphasis stalled to shift. John Dewey and his disciple of progressive education left a legacy of student-centered instructional methods aimed at helping students acquire higher level thinking and problem-

solving skills of particular importance was the project method, that provided the intellectual heritage for such contemporary methods as cooperative learning, problem-based student-learning and group interaction. The early work of the progressives, fueled later by new theories and research about learning by such eminent theorists as European psychologists LerVygotsy and Jean Piaget and Americans Jerome Bruner and Albert Bandura extended thinking in the profession about instructional strategies in the post-Sputnik reforms of the 1950s and 1960s. Cognitive psychology and constructivist perspectives produced instructional strategies such as discovery learning and inquiry teaching that were at the center of the curriculum reforms of that era, and the cooperative learning and problem-based strategies popular today became more widely known and used.

In the late 1960s, Bruce Joyce began describing the various instructions to teaching that has been developed over the years. He developed a classification system to analyze each instruction according to its theoretical basis, the learner outcomes it was designed to accomplish, and the teacher and students behaviours required to make the instruction work. Joyce used the term model rather than teaching strategy to refer to a particular instruction to instruction. In his initial work, Joyce and Well more than twenty models were identified; Joyce conceptualization of the field was a significant contribution and has influenced greatly how educators have thought about instructional strategies worldwide.

The term project method is widely used in teaching and learning literature. Many terms have been linked with other methods, such as flexible learning, experiential learning, self-directed learning and therefore the slightly overused them ‘project method’ can mean different things to different people. The concept of project method has been credited as early as 1905 to Hayward and in 1956 to Dewey’s work (O’ Sullivan, 2003). Call Rogers, the father of client-centered counselling is associated with expanding this instruction into a general theory of education (Burnard, 2001; Rogoff, 2000). The term project method was also

associated with the work of Piaget and more recently with Burnard 2001, in this book 'Freedom to learn for the 80s' describes the shift in power from the expert teacher to the student learner, driven by a need for a change in the traditional environment where in this 'so-called educational atmosphere students become passive, apathetic and bored'. In the school system, the concept of learner-centered education has been derived in particular, from the work of Froebei and the idea that the teacher should not 'interfere with the process of maturation, but act as a guide' (Simon, 2005).

2.6.1 Importance of Project Method

Project method helps us design effective instruction for every member of the classroom, no matter what his or her diverse learning needs. By its nature, student centered teaching is adaptable to meet the needs of every student. In order to design any lesson, the teacher must first think of the students, rather than the content, and so we are assured that the students' needs are being considered.

- Project method has been proven effective in its ability to teach students the material they need to know. There are site numerous studies that followed students who were taught in the student centered instruction that found that not only does student motivation increase, but actual learning and performance do as well. Students taught in a project oriented learning retain more material for longer periods of time. In order to learn, the brain cannot simply receive information; it must also process the information so that it can be stored and recalled. The active nature of the project method helps students actually work with information, and therefore learn it and store it.
- For foreign language students, especially, the project method has special benefits. When students use the language, they retain it more than if they would simply hear it. They get practice in actively producing meaningful conversation and they take a more

direct route to fluency than they would take, for example, if they filled out worksheets with sentences created by the teacher.

- The creativity inherent in project method activities adds an element of surprise to each class, and foreign language students tend to bore less often. As a result, even through foreign language learning can be frustrating and intimidating the students stay engaged and willing to learn.
- Even beyond learning what they need to know, students benefit from a less academic side effect of project method -- they learn how to feel good about themselves. As they take on new responsibilities and succeed with these responsibilities, they come to gain confidence in themselves as competent problem-solvers. Even more, research shows that students have higher achievement when they have confidence in themselves and when they attribute success to their own abilities and not to luck or help. In a project method, it is the students themselves who are responsible for the success of a lesson and therefore they tend to feel more responsible for the success of their own learning.

2.6.2 Characteristics of Project Method

According to Johnston (2004) who explained that the fields of psychology and education have come to consensus regarding the most important attributes of a project method. Essential attributes of the project method environment rooted in a constructivist instruction can embrace a blending of instructional practices and learning attributes include; construction of learning, collaborative learning, metacognition, educator/student partnerships and authentic assessment.

Construction of Learning

Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct' our own understanding of the world we live in. The result, according to Brooks and Brooks (1993), is a deep understanding. Problems are structured

around big ideas to provide a framework with which to gather information and build knowledge. Within a student-centered framework, teachers develop relevance by deliberately designing classroom activities with the student's needs in mind and are able to guide the differentiation of individual learning.

Concept Oriented Reading Instruction (CORI) is an example of such a framework (Guthrie, Wigfield and Perencevich, 2004). CORI teachers situate a conceptual goal within a unit and solicit questions from students (Guthrie, 2004). These questions indicate the background knowledge of the students relevant to the unit, and students are able to answer their questions through reading and hands-on activities (Guthrie, 2004). Rallis (1995) argues that teachers in project oriented schools "learn who their students are; they ask what talents and life experiences each child brings and what each child needs" (p.226). Moreover, "if a child does not meet a 'standard,' the child is not dismissed as a failure; rather the teacher considers what can be done to enable this child to learn" (p.226). For example, CORI teachers use multiple levels of scaffolding, small group instruction, and simplify strategy instruction, when necessary, to enable struggling readers to learn (Guthrie, 2004).

Research on constructivism is prevalent, Marlowe and Page (2005) concluded that, research on active constructivist learning is both extensive and consistently supportive. While the earlier research tended to be generalizations based on observations, later studies are grounded more clearly in empirical evidence (Donmoyer, 1996, cited in Marlowe and Page, 2005). "Although the work done in constructivist thought is quite recent, it is essentially in harmony with the earlier thinking of the progressives" (Ellis and Fouts, 1994, p. 1533). While many psychologists accept that the brain constructs knowledge actively, the educational community's acceptance of constructivism remains controversial. The concept of constructing knowledge or "constructivism" is frequently misunderstood. Critics of constructivism believe it is so child-centered that schoolwork caters only to student interests.

Bransford *et al*. (2000) discussed a common misconception of constructivists, which is that teachers should never tell students anything directly. Adopting a constructivist theory does not imply that all learning is discovery learning and that direct instruction of basic skills are not incorporated into the classroom.

In reality, constructivists assume that all knowledge is constructed from previous knowledge, irrespective of how that knowledge is gained. Previous knowledge or background knowledge serves different purposes in CORI. Soliciting student background knowledge through questioning informs the teacher of the supports each student needs in terms of the content and comprehension strategies (Guthrie, 2004). Activating background knowledge is an explicit strategy in CORI to help students connect background knowledge to new content (Guthrie, 2004).

Collaborative Learning

For the purposes of this review, collaborative learning should be clearly defined. Collaboration is a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning, and they respect the abilities and contributions of their peers (Panitz, 1999). Cooperative learning, a more teacher structured and highly recognized process of collaborative learning, is a practice that encourages collaborative behaviors among groups of individuals. Knowledge of the brain's function has been confirmed by neuroscientists promoting the theory that Vygotsky (1978) asserted, that learning is highly social and thus influences the development of the brain. "What children can do with the assistance of others is even more indicative of their mental development than what they can do alone" (p. 85). Researchers agree new meaning comes through social interaction.

Although more research is needed to parse the specific ways in which collaborative learning affects student performance, there is evidence suggesting its benefits. Collaboration can be intrinsically motivational to students (Guthrie, 2004).When teachers support students in collaborative activities such as checking each other's use of a new comprehension strategy, students learn "the importance of give-and-take, speaking and listening, and respect for others" (Guthrie, 2004, p.18). Students accrue benefits when the learning environment supports them working collaboratively, sharing insights and assisting each other in metacognitive processes (Vygotsky *et al*., 1998). The National Research Council's report (2000) states that some research indicates that group problem solving is superior to individual problem solving (for example, Evans, 1989; Newstead & Evans, 1995), and that developmental changes in cognition can be generated from peer argumentation (Goldman, 1994; Habermas, 1990; Kuhn, 1991; Moshman, 1995a, 1995b; Salmon and Zeitz, 1995; Youniss and Damon, 1992) and peer interaction (Dimant and Bearison, 1991; Kobayashi, 1994).

Marzano, Gaddy, and Dean (2000) provide a synthesis of similar studies focusing on cooperative learning. Their brief summary of effect sizes suggests that "organizing students into cooperative learning groups has a powerful effect on learning" (p. 96). Collaborative learning, therefore, has potential to improve some fundamental aspects of students' engagement, knowledge transfer, and success.

Second Chance Reading implements collaborative learning in many strategies. For example, in the Numbered Heads Together strategy, partners study the meaning of new vocabulary by building associations with new words and collaborating to respond to questions about the new words. In the Dictated Writing strategy, students work in collaborative groups to write to prompts provided by the teacher. Following a teacher think aloud/read aloud, students work in collaborative groups to discuss and record responses to

comprehension questions. The research based supporting this collaborative learning experience is extensive. A meta-analysis of research on cooperative learning (Rolheiser-Bennett, 1986) found an effect size of 3 for simple strategies on standardized tests and .5 on criterion- referenced tests. More complex cooperative learning strategies often achieved effect sizes greater than 1.0. Alfassi (1998) and Fuchs *et al*. (1999) all note the power of cooperative learning for reading comprehension. As mentioned earlier, Kucan and Beck (1997) find the contribution of cooperative learning (which they label "social context") so powerful for comprehension that they suggest it may be the major contributor to positive effects for many of the more powerful comprehension strategies.

However, as with any broad learning concept, it is important to clarify and distinguish the needs of learners at different points in their development and education (National Research Council, 2000). Particularly in earlier grades, the nature and requirements of collaborative learning may be detrimental to some students. For example, younger students in collaborative learning settings may depend more on stereotypes, classroom reputation and temperament when determining who leads, follows and contributes. This does not in itself undermine the benefits of collaborative learning, but requires consideration and adjustment on the part of the teacher.

Metacognition

Metacognition is fundamental to the ability of individuals to learn at all ages and "involves three aspects: control or self-regulation; knowledge of one's own thought processes; beliefs and intuitions" (Schoenfeld, in Holton and Clarke, 2006, p. 132). Put simply, metacognition is the ability to monitor (that is, reflect on) one's current level of understanding, decide whether it is adequate, and seek out and develop new instructions to understanding (National Research Council, 2000). For example, if a student who can successfully utilize metacognitive thinking fails to successfully complete a math problem,

that student might note his mistake, hypothesize about how he failed, consider alternative strategies and then re-engage the problem. In contrast, if a student who does not utilize metacognitive thinking fails to complete a math problem, he might become frustrated and give up.

In order to help a student who is less practiced in metacognition, a teacher might guide the student to think through the constraints of the problem, break the problem into different components, recall alternative strategies, and attempt the problem again. By guiding the student toward alternate perspectives of the problem and utilizing his skills in new ways, the teacher "is acting as an external 'brain' to provide the consciousness and control that [he] could have provided for [himself] had [he] been aware of what might have been useful" (Holton and Clarke, 2006).

Researchers and practitioners alike have become interested in the degree to which metacognitive thinking can affect student performance. Thomas (2006) describes how the range of interest in and evidence for metacognitive thinking has grown over the past three decades. It has been repeatedly argued over the past 30 years that developing and enhancing students' metacognition is a key to improving their learning of all subjects at school as well as their dispositions and abilities in relation to learning in diverse and emerging contexts in their time beyond formal education, (p. 2).

Recently, researchers have explored the benefits of metacognitive thinking in science education (Abell, 2009), geography (Kriewaldt, 2006), and special education (Hessels *et al*., 2009). One study involving mathematical reasoning attempted to parse the effect metacognitive training has on learning from other aspects of the classroom environment. Kramarski and Mevarech (2003) compared four different treatment groups of a total of 384 eighth grade math students in an effort to better determine the differential impact

metacognitive training has on student learning apart from an individual or cooperative learning environment. The four treatment conditions were cooperative learning with metacognitive training, cooperative learning without metacognitive training, individualized learning with metacognitive training, and individualized learning without metacognitive training. Structuring the study this way enabled the researchers to evaluate the degree to which metacognitive training affected student learning independent of the conditions of the learning environment. The authors found that students receiving cooperative learning with metacognitive training outperformed all other groups and that individual learning with metacognitive training outperformed treatment conditions without metacognitive training. This suggests that metacognitive training can have a positive effect on student learning irrespective of the learning context.

A key requirement for promoting the development of metacognition is to incorporate it into both teacher training and classroom practice. The report *How People Learn* from the National Research Council (2000) argues that "integration of metacognitive instruction with discipline-based learning can enhance student achievement and develop in students the ability to learn independently... and should be consciously incorporated into curricula across the disciplines and age levels" (p. 21). Of course, changes to curricula and teaching practice depend on changes in teacher education, certification, and professional development. Therefore, in order to ensure that metacognition is properly incorporated, the report states that "developing strong metacognitive strategies and learning to teach those strategies in a classroom environment should be standard features of the curriculum in schools of education" (p. 21).

Metacognition is found in many of the comprehension strategies that are used in Second Chance Reading. For example, in the teacher think aloud/read aloud strategy, teachers model their own thinking and ask student-to-student pairs to practice the teacher-

modeled comprehension activity. Inductive thinking is a Second Chance Reading strategy that is used to teach students a process for determining author's central themes and main ideas. Students compare and contrast passages from a literary form, categorize the passages by a common meaning, and form generalizations about their categories. This is a fundamental higher-order thinking activity. Support for the modeling of comprehension strategies during read aloud and think aloud activities can be found in the work of Brett *et al*., 1996; Baumann, *et al*., 1992; Carr, 1988; Dole *et al*., 1991; Pressley, 2000; and Shaw, 2002. In addition, the efficacy of strategy instruction and questioning strategies, so often incorporated into the think aloud process, is well established (Alfassi, 1998; Lysynchuk*et al*., 1990; Rosenshine and Meister, 1994). Kucan and Beck (1997) in a meta-analysis of research on read aloud and think aloud strategies, build a persuasive case for their use in the teaching of comprehension strategies. Furthermore, they note the importance of social context (cooperative structures) and suggest that this variable is so important it may be impossible to determine the strengths of various comprehension strategies alone (for example, questioning strategies, reciprocal teaching) because of the powerful contribution of cooperative structures.

Educator/Student Partnerships

The relationships teachers and students develop during the learning process aligns with a greater recognition of individual student differences. As with collaboration between students, a more equal relationship between teachers and students may facilitate differentiated instruction. A Rallis (1995) point out that student-centered learning allows "teachers in these schools [to] see individual children, not categories" (p.226). These more attentive and responsive relationships have the potential to improve learning for some students.

In a CORI unit, for example, teachers and students work closely together. They engage in the scientific method. Teachers discuss with students how to turn their questions into research questions and how to design experiments to test them (Barbosa and Alexander,

2004). Jones (2007) defined the student-centered classroom as a place where needs of students are considered and students are encouraged to participate in the learning process at all times. It is not a place where students make random decisions about what they want to learn. The teacher becomes a member of the team as a participant in the learning process and functions as a facilitator, who guides, manages activities, and directs. Goodlad (1984, 1994), among others, concluded that teaching must be collaborative, interactive, and relationship-based.

In later work, Darling-Hammond and Bransford (2005) determined teachers need to understand child development, motivation and management in their role as a facilitator. By taking into account student development and understanding key concepts, teachers can plan instruction according to their student's needs. Classroom management is strengthened through learning communities, which give children a chance to work together. By using developmental interests as a motivator, students become more engaged in their learning. Just as the research for collaborative learning had not yet produced effects that are able to be generalized, so too is the research on partnerships between teachers and students.

Authentic Assessment

Assessment for learning (or formative assessment) is one process that identifies the differentiation of individual learning as a central component of student learning. The process entails that teachers establish learning progressions, identify the gap between student's current knowledge and the learning progression, and utilize various assessments to provide individualized feedback (Heritage, 2008). In other words, a continuous cycle of student feedback through various forms of assessment enables teachers to tailor instruction to individual needs, which are often designed by the teacher in collaboration with the student. A growing body of research literature suggests that significant student learning progress can be made when teachers engage in this process. Since the late 1980s, review articles (Crooks,

1988; Natriello, 1987), theoretical work (Sadler, 1989), and meta-analyses (Black and Wiliam, 1998; Fuchs & Fuchs, 1986) all indicate that teachers who adhere to the assessment for learning process improve student achievement substantially.

Newmann's Authentic Achievement (1996) provides an example of how to conceptualize and conduct meaningful assessments in real-world contexts. Educators face challenges in developing real-world assessments. These challenges derive in part from the need to operationalize abstract goals. As Simon and Gregg (1993) argue, "Performance-based or authentic assessment consists of tasks requiring students to apply knowledge in real-world situations, given specific performance criteria within a scoring rubric for the evaluation of the performance" (p. 18). Newmann identified the construct of "intellectual quality" as the criteria to operationalize and evaluate education in the future.

Methods of Practice

Teachers may use different methods of practice to execute and implement the theoretical teaching and learning instructions related to student-centered learning. These methods include problem-, inquiry-, and challenge-based learning. Each of these methods applies the shared foundation of student-centered learning theory with slight variations of emphasis. Hmelo-Silver *et al*. (2007) argue that there is no clear variation among this "broad variety of instantiations" (p. 100). Readers, too, will likely find that these practices share many components and may, for the most part, seem indistinguishable in practice. The advocates of these practice methods, however, argue that the slight variations do matter and provide distinct learning experiences and outcomes.

- **Problem-based learning** shifts the teacher's role from "dispensing information to guiding the construction of knowledge by his or her students around an initially ill-defined problem. Students refine the problem, develop research questions, investigate

the topic using a wide variety of primary source material and work out a variety of possible solutions before identifying the most reasonable ones" (Johnson, 2009, p. 8).

- **Inquiry-based learning** has "its origins in the practices of scientific inquiry and places a heavy emphasis on posing questions, gathering and analyzing data, and constructing evidence-based arguments" (Hmelo-Silver, *et al*., 2007).
- **Challenge-based learning** is "a collaborative learning experience in which teachers and students work together to learn about compelling issues, propose solutions to real problems, and take action. The instruction asks students to reflect on their learning and the impact of their actions, and publish their solutions to a worldwide audience" (as quoted in Johnson, *et al*., 2009, p. 10).

The ultimate goal for project method is for students to gain independent minds and the capacity to make decisions about their life-long learning (Brown, 2008). "What makes learner-centered education transformative is that meaning is co-constructed and that self-regulation occurs through interdependence, with a focus on being and becoming fully functioning (McCombs, 2009, p. 7). There is both research-based and evidence-based support for project method. The evidence of the benefits to learning in construction of learning, collaborative learning, metacognition, teacher/student partnership in learning, and meaningful assessment in real-world contexts are that children in project method environments achieved more and at higher levels while being more engaged.

Teachers often fear the change associated with adopting a project method (Prensky, 2008). That fear maybe based on a misconstrual of project method instruction that views them as synonymous with unguided or experientially-based learning. Advocates for project method learning agree that "there is little evidence to suggest that [such instructions] foster learning" (Hmelo-Silver *et al*., 2007, p. 100). Project method learning, in contrast, relies heavily on expert instructors— though in roles that teachers familiar with direct instruction

may find novel. While it may produce some hesitation, the novelty of new forms of teacher-student interaction need not be unfulfilling for teachers. Project method learning allows teachers to work more one-on-one with students who need "just-in-time" instructional guidance as well as guide whole classes toward deep and relevant understanding of subject material.

According to Wise and O'Neill (2009), the debate between the "constructivists and obstructionists" has focused much of its energy on determining whether constructivist instructions provide sufficient guidance to be effective. Wise and O'Neill believe this focus both misses the point and results in the two sides talking past each other. The authors argue instead that the debate should focus not simply on the quantity of guidance, but also the timing and context of the guidance teachers give students. They argue convincingly that relying simply on the quantity of guidance ignores the complex relationships between teachers, students and learning.

2.6.3 Impact of Project Method in social studies

Impact of project method in teaching and learning of social studies can not be underestimated, this was earlier confirmed in the review of constructivist learning theory, when learning was defined as a process in which learner construct organized knowledge (Mayer, 2004). This theory played a significant role in developing the students project oriented learning (Hannafini, Hill and Land, 1999) which maintain students accountability rather than the content and teaching process (Cannon and Newable, 2000). Thus, the project method has significant impact in teaching and learning of social studies considering communication skills improvement, students collaboration, students personality improvement, students learning enjoyment, students active participation, collaboration among students with respect, gaining experience, increase in confidence interactive presentation, and cooperative learning improvement (Cahadah, 2014).

2.7 Empirical Studies

Various empirical studies or researches have been conducted in this country or elsewhere in the world, which are either directly or indirectly related to this study.

For instance, in a research conducted by Williams (2000) titled Teachers efficacy perception about learner–centered strategies in secondary school in Ondo State; which comprise secondary school teachers working in some selected local government area in the state, the sample of the study consists of 32 secondary school 1 teacher working at 40 secondary schools, in the current study, questionnaire was used to collect data in order to determine teachers perception of efficacy about learner-centered strategy, frequencies and percentage were used for data analysis, result of the study indicated that secondary school teacher were sufficient in terms of determining the aims and teaching activities, furthermore, teachers perceived their selves moderately sufficient in terms of presenting different actives in scheduling, applying knowledge with property of student in scheduling to teaching – learning process and designing suitable teaching material in teaching learning process, constructing the environment which helps students to realize their powerful and weak aspects, on the other hand teacher perceived them serves insufficient in term of scheduling teaching – learning process with convenient individuals difference and convenient for students who need special attention. The above research is similar with the present study in that, it deal with the use of project method which is learner-centered in the teaching and learning of Social studies.

The study conducted by Abdulraheem (2001) focused mainly on students' performance in social studies which is the focus of the present study. The study conducted by Abdulraheem was specifically targeted at instructional strategy as an aspect of learning environment, while the present study examined the effect of student centered instruction on the performance of students in social studies in junior secondary school in Jigawa State.

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

The study has significant relationship with present study because the former sought to establish the effect of teacher-made instructional materials on the academic performance of secondary school students in Islamic studies. While the current study examined the effect of project method instruction on social studies students performance in junior secondary schools in Jigawa state.

Yusuf, (2011) conducted a study on the effect of cooperative instructional strategy on students performance in social studies to find out the effectiveness of cooperative instructional strategy on the teaching and learning of social studies. Quasi – experimental and non-equivalent pre-test and post-test control group design was employed in the study. Two schools in Ilorin metropolis (Kwara state, Nigeria) were selected using sample random sampling technique with ninety-three (93) junior secondary school II students as participant of the study, social study performance test (SSPT) was the main instruction used to illicit information from respondents, the data collected were analyzed using mean gain. Scores to

answer the research question one and the student's scores were analyzed using ANCOVA findings of study revealed that there was a statistically significant difference in the performance of students taught using cooperative and conventional instructional 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 different in the performance of high medium and low scoring students, but the medium scores gained higher than high and low scorers.

The above study is related to the present study in that like former, the present study – attempts to find out the effects project method instruction on social studies students performance in Junior secondary school students in Jigawa state. Also like the above 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, Kwara state, Nigeria in the present study the area focus is Jigawa state, Nigeria. While Yusuf's (2011) study focused on the effect of CLS on the performance in social studies, the present study is concerned with effect of project method instruction on social studies students' performance in Junior Secondary School Students in Social Studies.

Sheikhi, Zainalipoor and Jamri, (2012), conducted a study to investigate and compare the effect of cooperative learning with an emphasis of Jigawa techniques on the academic performance of 2nd grade middles school students in district I of Bomdar Abba city (Iran). The design was pre-test post-test semi-experimental with experimental and control groups. The population of the study includes all male and female students studying at the 2nd grade of middle schools located in district I of Bandar – Abba city in 2010-2011 academic years, totaling 4126 students 1961 girls and 2165 boys. Two schools were randomly selected as

sample and two 2nd grade classes were selected in each school, one being the experimental group and one being the control group. The sample size included 153 sudent5s 89 of which were girls and 64 were boys. The Jigsaw model of cooperative learning method was applied to experimental group and the traditional method of instruction was used for the control group. The statistical method of analysis of covariance (ANCOVA) was used to test the hypotheses, result of the study indicated that cooperative learning with an emphasis on Jigsaw II has significantly increased the scores gained by the experimental group as compared with the control group and therefore, he researchers concluded that Jigsaw has been effective in the academic performance of the students.

The above study is similar to present one in that the current researcher sought to determine the effect of project method instruction on social studies students' performance in Junior secondary school students in Jigawa state. The research design employed for the conduct of the above study is also similar to one proposed in the present study that is, quasi-experimental pre-test post-test control group design, like the former what the former researcher did, the present researcher intend to expose the experimental group to treatment using students-centered instruction and the control group, which will receive no treatment, will be fought with traditional teaching method, unlike the present study which is located in Nigeria the above study was conducted in Iran.

In another research conducted by Johnson and Stanne (2000) titled "cooperative learning method and their effects on students' achievement in secondary schools in Kwara central senatorial zone" the researcher formulated four research hypotheses and four research question which were to validate to the study. The populations of the study were 256 selected from six secondary schools in the area of study. They investigated the effectiveness of eight cooperative learning together (LT), academic controversy (AC), Team-games-tournament

(TGT), student-term-achievement-division (STAD), Group investigation (GI), Jigawa, Teams-Assisted-Individualization (TAI) and cooperative integrated reading and composition (CARC). The researchers examined the studies with four guiding questions, the first question addressed the amount of research that had been done to validate specific cooperative methods, the second question addressed how many different cooperative learning methods that have – been evaluated. The third question was how effective are the different cooperative learning methods in maximizing achievement; finally, the researcher tired to determine the characteristics of the more effective cooperative learning method.

The result of student achievement under cooperative learning were compared with the results of achievement under more traditional instruction learning, the finding of the study revealed that all eight methods of cooperatives learning proved effective in increasing student achievement; they all had substantial effect sizes and produced significant higher achievement when compared with competitive or individualistic learning. The research shows that the cooperative learning methods are implemented effectively, the likelihood of positive result is quite high, and the study produced a rankling of the cooperative learning methods. Learning together produced the greatest effects followed by academic controversy; the remaining methods as determined by their positive effect on sudden achievement were STAD, GT, Group investigation, Jigsaw, and CIRC. The above study is similar to the present study in that, it focuses on one of the many students centered instruction, which is cooperative learning, also the study establishes the fact that students centered instruction sand a better position in improving teaching and learning among students. Suleiman (2000), found that learning is a cooperatively setting increased the listing and reciprocity of close friendship choice among students of different races, but the researcher stated that a weakness of their study was their inability to actually observe the students in the cooperative setting. Because of this, the researcher were unable to determine which factors in the cooperative setting led to

the increase in the naming of new friends of a different race. Also found that students who learn in their preferred setting had significantly higher achievement than students who learned in a non-preferred setting. The research implied that a majority of students prefer to learn cooperatively, and found that those who work in cooperative learning groups will have higher level of achievement. However there will still be students who prefer to learn alone, which create an excellent opportunity for different in instruction. According to study, if student are given the choice to work alone or with group they will have higher achievement than if they were forced to learn in non-preferred setting, therefore, teacher could offer individualized learning to some and cooperative learning to others. An avenue for further study would be to determine which factors in cooperative social studies setting effect the forming of close friendships. The above study differ with the current study in that, the current study focused on project method instruction while the above focused on cooperative learning, the two studies are related because they focused on project method instruction of teaching and learning.

2.8 Summary

The chapter reviewed relevant literatures, which include: the concept project method where it is consider as a method of teaching that the learner has full responsibility for his/her involvement and participation necessary for learning, the relationship between learner is more equal, promoting growth and development, the teacher became as a facilitator and resource person. Other important aspect reviewed comprised the importance of project method instruction, project oriented learning, concept of social studies, Nature and scope of social studies curriculum in Nigeria, aims and objectives of social studies curriculum in Nigeria, justification for the introduction of social studies in Nigeria, resources for the implementation of social studies curriculum and impact of project method instructional strategy in social studies were all discussed. Finally, the study reviewed some empirical studies which are

related to the study at hand and bring out some gaps that existed which the present study was filled. This was successfully done because, considering all the empirical studies reviewed as far as the researcher knowledge, similar researches were conducted but no single research was conducted on the effect of project method on performance of students in social studies in junior secondary schools in Jigawa state, Nigeria and at the same time the variables of the studies reviewed and present study differ.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter dealt with methods, strategies and procedures employed in the conduct of the research. The research design, population of the study, sample and sampling techniques, instrumentation, validity of the instrument and reliability of the instrument were discussed, procedures for data collection and procedure for data analysis were also explained.

3.2 Research Design

The research employed the use of quasi-experimental design. This design was used to investigate the effect of project method instruction on social studies academic performance of junior secondary schools in Jigawa state, Nigeria. The research adopted quasi-experimental design based on the recommendation of Schoenfeild (2006) that, quasi-experimental design can be used in research when its involves selection of groups upon which a variable is tested, without any random pre-selection process as well as with a variable being compared between different groups or over a period of time, it is a type of design which aim to determine whether an intervention has effect on a study participant.

Illustration for non-equivalent group Design

Group	Pre-test	Treatment	Post-test
Experimental	Yi ⟶	X ⟶	Y3
Control	Y2 ⟶	0 ⟶	Y4

Where Y1 is pre-test to experimental group, Y2 is pre-test to control group, X is treatment, O signifies no treatment, Y 3 is post-test for experimental group, while Y4 is post-test for control group. In its simplest form, it requires a pre-test and post-test for a treated and

comparison group. The study utilized the design because of its suitability to the demands of comparing two teaching methods; project method and traditional method.

3.3 Population of the Study

The target population of the study consists of all Junior Secondary Schools II Social Studies students in Dutse educational zone in Jigawa state. There are twelve thousand three hundred and twenty six (12,380) students of Junior Secondary Schools spread across the fifty six (56) Junior Secondary School in Dutse educational zone Jigawa state base on the official data obtained on (8^{th} May, 2015 Jigawa state Ministry of Education): seven thousand four hundred and ninety-eight (7498) are male students while four thousand eight hundred and eighty two (4882) are female students, the age of the students ranges from 12-13, 14-15 years, the population is heterogeneous as it contain students of different socio-economic background, genders abilities, culture, ethnicity and religious. Table 3.1 shows the population distribution of the schools in Dutse Educational zone, Jigawa state.

Table 3.1 Population Distribution of the Schools in Dutse Educational Zone Jigawa State

L.G	Number of Schools	Students		Total
		M	F	
Dutse	38	5035	3422	8457
Kiyawa	17	2463	1460	3923
Total	**55**	**7498**	**4882**	**12380**

Source: Jigawa State Ministry of Education (2015).
See Appendix E for the schools breakdown of population in Dutse Educational Zone

3.4 Sample and Sampling Technique

To determine the sample size for this study, purposive sampling technique was used to select two schools with intact JSSII classes in Jigawa State, Nigeria. Students into both the experimental and control groups were selected from co-existing classes, that is, classes which

are crossed with gender, for uniformity in the subjects and also to allow representation across gender among the two groups. The homoscedasticity of the sample in question was determined used variance upon which the values were found to be closely related. This was clearly shown the homogeneity of the sample use for the research. This according to Roberts (2009) is a form of non probability sampling in which decision concerning the individuals to be included in the sample are taken by the researcher, based upon a variety of the criteria which may include special knowledge of the research issue, or capacity and willingness to participate in the research. The sample for experimental group was made up of fifty-two (52) students from JSS II Balago. This comprises of 32 males and 20 females, while the control group was also made up of 40 males and 25 female students from JSSII Garu. Table 3.2 shows the sampled schools taken from Dutse Educational zone.

Table 3.2: Sample distribution of school and students

	Name of schools	**Gender**		
		Male	Female	**Total**
1.	JSS Balago	32	20	52
2.	JSS Garu	40	25	65
	Total	**72**	**45**	**117**

3.5 Instrumentation

This study utilized a teacher made test item titled: Social Studies performance test. The SOSPM is an instrument employed by the study for the purpose of testing the academic performance of social studies students taught using project method instruction strategy this is called treatment. On the other hand social studies convectional method (SOSCOM) is also teacher made test designed to test the academic performance of social studies students taught social studies concept using social studies convectional method.

This test item was administered to the comparison groups, the students were pre-tested before undergoing any kind of treatment by the researcher, the post-test was administered after the experimental and control group undergo their respective treatment, the outcomes of the various encounter in the form of the test scores was then subjected to appropriate statistical analysis to determine cause and effect relationship between the variables.

3.5.1 Table of Specification

Content/objective	Knowledge	Comprehension	Application	Evaluation	Total 100%
Culture	2	2	4	4	12
Communication	3	1	3	2	9
Marriage	0	1	3	1	5
Family	2	1	1	0	4
Total	7	5	11	7	30

Source: Adopted from Obeka (2009).

Table 3.5.1 illustrated both the content and objectives of the topics treated during the experiment based on the cognitive domain. The table also identified the expected knowledge of students, their expected comprehension level, application of the topic learned and the evaluation of the teaching-learning process.

Table 3.5.2: Items specification

s/n	Topics	No of items	Total
1	Culture	2,6,11,13,14,15,16,24	9
2	Communication	5,8,10,17,18,20,21,22,23	9
3	Marriage	12,19,25,26,27,	5
4	Family	1,3,4,7,28,29,30	7
Total			30

Source: Adopted from Obeka (2009).

Table 3.5.2 shows a two-way chart which described the topics covered by the test instrument and the number of items or points which was associated with each topic.

3.5.1 Validity of the Instrument

The instrument was subjected to validation by the researcher's supervisors and the experts from the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria, in order to scrutinize the instrument. The corrections made by these experts were properly effected before the final draft of the instrument was produced and used for the study at hand.

3.5.2 Pilot Study

A pilot test was conducted to discover the reliability of the instrument. Thus, the researcher conducted a social studies test to 20 students (10 male and 10 female) students from Junior Secondary School Andaza, this is because junior secondary school Andaza is not among the sampled schools selected for the study, the scores of this test was used to determine the reliability coefficient of the instrument.

3.5.3 Reliability of the Instrument

In order to made the instrument reliable a test was administered to the group of twenty (20) students the same question was administered to the same group of people. The first and second test scores was calculated using peason product co-relation formula. The result shows co-efficient of 0.790 which serve to be and index between two tests. Based on the universal benchmark for the acceptance of the reliability, the co-efficient obtained signifies that the instrument used is very reliable.

3.6 Procedure for Data Collection

The researcher requested for letter of introduction from the Department of Educational Foundations and Curriculum which was used to seek for permission from the

school authorities in order to have contact with both teachers and students. The researcher divided the group into two experimental and control group and taught them separately. Thereafter, the researcher administered the test instrument on the groups, the experiment and administration of the instrument lasted for 6 weeks, in order to ease the task, the administration of the test instruments was done by the researcher with the help of a research assistant.

3.6.1 Treatment Procedure

The Treatment Procedure Used for this Research are as Follows.

First week – letter of introduction was collected from the department of educational foundations and curriculum, faculty of education, Ahmadu Bello University Zaria. For the two schools that is, experimental and control groups use for the study.

Second Week - pre- test was administer for the two groups that is experimental and control groups

Third Week - students in experimental group were taught the concept of culture using project method, while students in the control group were also taught the concept of culture using conventional method.

Fourth Week – students in the experimental group where taught the concept of communication using project method, while students in the control group were also taught the concept of communication using conventional method .

Fifth Week - students in the experimental group where taught the concept of marriage using project method, while students in the control group were also taught the concept of marriage using conventional method .

Sixth Week – post –test was administered for the two groups that is, experimental and control groups.

3.7 Procedure for Data Analysis

The researcher employed the use of mean and standard deviation at descriptive level to answer the research questions, while t-test was used at inferential level to test the hypotheses. Hence, the used of t-test as statistical tool by the researcher was based on the recommendation of Adam (2007), that t-test is use for comparing the means of two sample (or treatment) even if they have different number of replicates. According to Sambo (2005), t-test independent can be used to find out the difference between two independent groups.

CHAPTER FOUR
DATA PRESENTATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the result of the data analysis involving the three (3) formulated null-hypotheses. It is with a view to determine the acceptability or otherwise of each of the hypothesis which guided the research study. A summary of findings was later on presented in this chapter for easy understanding and towards drawing a valid conclusion. The chapter ended with a discussion of each research questions and hypothesis.

4.2 Description of Study Variables

This section shows the frequency and percentage of the bio-data of the respondents:

4.1 Frequency and percentage of respondents based on Groups

Groups	Frequency	Percentage
Experimental Group	52	44.4%
Control Group	65	55.6%
Total	**117**	**100%**

Table 4.1 presents the frequency and percentage of the respondents based on their group. Based on this table, 52 or 44.4% of the respondents are experimental group while the control group is made up of 65 or 55.6%. This means that both experimental group and control group were properly represented in the study.

4.2 Frequency and percentage of respondents based on Gender

Gender	Frequency	Percentage
Male	72	61.5%
Female	45	38.5%
Total	**117**	**100%**

The result on table 4.2 show that, 72 (61.5%) are male while 45 (38.5%) are female. This shows that both male and female students were well represented in this study.

4.3 Response to Research Questions

Research Question1: What is the difference between the academic performances of students taught social studies using project method and those taught with conventional method in junior secondary schools in Jigawa state?

The student's post-test scores were recorded and analysed to determine the effect of project method on the academic performance of students taught social studies in Junior Secondary Schools in Jigawa State.

4.3 Descriptive statistics showing the difference between the academic performances of students taught social studies using project method and those taught with conventional method in junior secondary schools in Jigawa state.

Group	N	Mean	SD	Std. Error Mean
Experimental	52	36.5577	6.86684	.95226
Control	65	25.4923	6.25031	.77526

Table 4.3 show that, experimental group has the mean scores of 36.5577 with the standard deviation of 6.86684 and standard error mean of .95226 while the control group has the mean scores of 25.4923 with the standard deviation of 6.25031 and standard error mean of .77526. This result confirms that students taught social studies using project method had a better mean score than those taught with conventional method in junior secondary schools in Jigawa state.

Research Question 2: To what extent do gender differences affect the academic performance of students taught social studies using project method in junior secondary schools in Jigawa state?

The post-test scores of students were recorded and analysed in respect of extent to which gender differences affect the academic performance of students taught social studies using project method in junior secondary schools in Jigawa state.

4.4 Descriptive statistics showing the difference on the extent to which gender differences affect the academic performance of students taught social studies using project method in junior secondary schools in Jigawa state.

Gender	N	Mean	SD	Std. Error Mean
Male	72	30.8194	8.91008	1.05006
Female	45	29.7556	7.94056	1.18371

Table 4.4 revealed the mean score of 30.8194 and standard deviation of 8.91008 with standard error mean of 1.05006 for the male students while the female students recorded the mean scores of 29.7556 with the standard deviation of 7.94056 and standard error mean of 1.18371. This result indicated that male students taught social studies using project method had a better mean score than the female students in junior secondary schools in Jigawa state.

Research Question 3: What differences exist in the performance of students taught social studies using project method in rural and urban junior secondary schools in Jigawa state?

The post-test scores of students were recorded and analysed to determine the performance of students taught social studies using project method in rural and urban junior secondary schools in Jigawa state.

4.5 Descriptive statistics showing the performance of students taught social studies using project method in rural and urban junior secondary schools in Jigawa state.

Location	N	Mean	SD	Std. Error Mean
Rural	49	18.4120	4.55185	1.7981
Urban	68	11.8016	3.45130	.47100

Analysis on table 4.5 revealed the mean score of 18.4120 and standard deviation of 4.55185 with standard error mean of 1.7981 for the students in rural area, while the students in urban area recorded the mean scores of 11.8016 with the standard deviation of 3.45130 and standard error mean of .47100. This result shows that students rural area taught social studies using project method had a better mean score than the students in urban junior secondary schools in Jigawa State.

4.4 Hypotheses Testing

All the three null hypotheses were tested using independent sample t-test statistics at 0.05 alpha level of significance.

4.4.1 Hypothesis One: There is no significant difference in the academic performances of students taught social studies using project method and those taught with conventional method in junior secondary schools in Jigawa state.

The post-test scores of students were taken and the t-test statistics was used in testing the hypothesis. The Summary of data collected and analyzed in respect to null hypothesis one is presented in Table 4.6:

Table 4.6: Independent sample t-test on the difference in the academic performances of students taught social studies using project method and those taught with conventional method in junior secondary schools in Jigawa state.

Group	N	Mean	SD	Df	α	t-cal	t-crit	Sig. (2-tailed)	Decision
Exp.	52	36.5577	6.86684	115	0.05	9.107	1.96	.000	Rejected
Cont.	65	25.4923	6.25031						

The independent sample t-test statistics on table 4.6 revealed the mean score of 36.5577 and the standard deviation of 6.86684 for the experimental group, while the control group recorded the mean score of 25.4923, with the standard deviation of 6.25031. The table also show the observed t-calculated value of 9.107 and the p-value of 0.000 ($P<0.005$). The null-

hypothesis is thus rejected because there was a significant difference in the academic performances of students taught social studies using project method and those taught with conventional method in junior secondary schools in Jigawa state.

4.4.2 Hypothesis Two: There is no significant difference in the extent to which gender difference affect the academic performance of students taught social studies using project method in junior secondary schools in Jigawa state.

The post-test scores of students were taken and analysed using t-test statistics. The Summary of data collected and analyzed in respect to null hypothesis two is presented in Table 4.7:

Table 4.7: Independent sample t-test on the extent to which gender difference affect the academic performance of students taught social studies using project method in junior secondary schools in Jigawa state.

Gender	N	Mean	SD	Df	α	t-cal	t-crit	Sig. (2-tailed)	Decision
Male	72	30.8194	8.91008	115	0.05	.655	1.96	.514	Retained
Female	45	29.7556	7.94056						

Analysis on table 4.7 show the male mean score of 30.8194 and the standard deviation of 8.91008, while the female recorded the mean score of 29.7556, with the standard deviation of 7.94056. The table also revealed the t-calculated value of .655 and the p-value of 0.514 (P>0.005). The null-hypothesis is hereby retained because there was no significant difference in the extent to which gender difference affect the academic performance of students taught social studies using project method in junior secondary schools in Jigawa state.

4.4.3 Hypothesis Three: There is no significant difference in the performance of students taught social studies using project method in rural and urban junior secondary schools in Jigawa state.

The post-test scores of students were taken and analysed using t-test statistics. The Summary of data collected and analyzed in respect to null hypothesis three is presented in Table 4.8:

Table 4.8: Independent sample t-test on the performance of students taught social studies using project method in rural and urban junior secondary schools in Jigawa state.

Location	N	Mean	SD	Df	α	t-cal	t-crit	Sig. (2-tailed)	Decision
Rural	49	18.4120	4.55185	115	0.05	-2.370	1.96	.002	Rejected
Urban	68	11.8016	3.45130						

From table 4.8, it was revealed that students taught social studies using project method in the rural area had the mean score of 18.4120 and the standard deviation of 4.55185, while the students in junior secondary schools in urban area recorded the mean score of 11.8016, with the standard deviation of 3.45130. The table also show the t-calculated value of -2.370 and the p-value of 0.002 ($P<0.005$). The null-hypothesis is hereby rejected because there was a significant difference in the performance of students taught social studies using project method in rural and urban junior secondary schools in Jigawa state.

4.5 Summary of Findings

The following are the summary of the finding from the study:

1. finding show that students taught social studies using project method performed significantly better than those taught with conventional method in junior secondary schools in Jigawa state;
2. finding revealed that gender difference did not significantly affect the academic performance of students taught social studies using project method in junior secondary schools in Jigawa state; and
3. students in urban areas taught social studies using project method performed better than students in rural areas junior secondary schools in Jigawa state.

4.6 Discussions of Findings

In view of the hypotheses tested and research questions answered, findings from the study were discussed as follows: The independent sample t-test statistics on table 4.1 revealed the mean score of 36.5577 and the standard deviation of 6.86684 for the experimental group, while the control group recorded the mean score of 25.4923, with the standard deviation of 6.25031. The table also show the observed t-calculated value of 9.107 and the p-value of 0.000 ($P<0.005$). The null-hypothesis is thus rejected because there was a significant difference in the academic performances of students taught social studies using project method and those taught with conventional method in junior secondary schools in Jigawa state. Also, table 4.6 show that, experimental group has the mean scores of 36.5577 with the standard deviation of 6.86684 and standard error mean of .95226 while the control group has the mean scores of 25.4923 with the standard deviation of 6.25031 and standard error mean of .77526. This result confirms that students taught social studies using project method had a better mean score than those taught with conventional method in junior secondary schools in Jigawa state. This finding support the findings of Sheikhi, Zainalipoor and Jamri (2012), as they concluded that the use of students-centered methods in teaching always lead to students' higher performance.

Analysis on table 4.6 show the male mean score of 30.8194 and the standard deviation of 8.91008, while the female recorded the mean score of 29.7556, with the standard deviation of 7.94056. The table also revealed the t-calculated value of .655 and the p-value of 0.514 ($P>0.005$). The null-hypothesis is hereby retained because there was no significant difference in the extent to which gender difference affect the academic performance of students taught social studies using project method in junior secondary schools in Jigawa state. Likewise, table 4.7 revealed the mean score of 30.8194 and standard deviation of 8.91008 with standard error mean of 1.05006 for the male students while the female students recorded the mean

scores of 29.7556 with the standard deviation of 7.94056 and standard error mean of 1.18371. This result indicated that male students taught social studies using project method had a better mean score than the female students in junior secondary schools in Jigawa state. This result differs with the findings of Bello (2011) as he observed a significant difference in the performance of male and female students.

From table 4.3, it was revealed that students taught social studies using project method in the rural area had the mean score of 18.4120 and the standard deviation of 4.55185, while the students in junior secondary schools in urban area recorded the mean score of 11.8016, with the standard deviation of 3.45130. The table also show the t-calculated value of -2.370 and the p-value of 0.002 ($P<0.005$). The null-hypothesis is hereby rejected because there was a significant difference in the performance of students taught social studies using project method in rural and urban junior secondary schools in Jigawa state. Analysis on table 4.8 revealed the mean score of 18.4120 and standard deviation of 4.55185 with standard error mean of 1.7981 for the students in rural area, while the students in urban area recorded the mean scores of 11.8016 with the standard deviation of 3.45130 and standard error mean of .47100. This result shows that students rural area taught social studies using project method had a better mean score than the students in urban junior secondary schools in Jigawa State. This finding agreed with the findings of Yusuf (2011) that, location affect students' performance (either positively, negatively or both).

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study examined the effect of project method on the performance of students in Social studies in junior secondary schools Jigawa State. The study was carried out with the objectives to; determine the difference between the academic performances of students taught social studies using project method and those taught with conventional method in junior secondary schools in Jigawa state; examine the extent to which gender difference affect the academic performance of students taught social studies using project method in junior secondary schools in Jigawa state; and find out the performance of students taught social studies using project method in rural and urban junior secondary schools in Jigawa state. The study adopted quasi-experimental research and the total of fifty-two (52) students was sampled to form experimental group, while sixty-five (65) students was 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. Data for the study was collected through the pre-test, treatment and post-test using a teacher made instrument (Test), the Test consisted of 30 objective test items. Data collected were analyzed statistically through the use of the descriptive (mean and standard deviation) and inferential statistics of independent t-test. Finding among others shows that, there was a significant difference in the academic performances of students taught social studies using project method and those taught with conventional method in junior secondary schools in Jigawa State. Finding also revealed that there is no significant difference in the extent to which gender difference affect the academic performance of students taught social studies using project method in junior secondary schools in Jigawa State. Based on the findings, recommendations were made that project method should be incorporated into the teaching of Social studies at the secondary school

level since it stimulate students to effectively learn and retain the concepts presented to them. Teachers should ensure they plan their lessons with equal learning chances for both male and female students in junior secondary schools in Jigawa State.

5.2 Conclusion

Conclusion were made based on the findings of this study, it can be concluded that the use of project method can better complement the traditional method of teaching social studies as it boosts the performance of students taught social studies in junior secondary schools in Jigawa State. Also, gender factor does not affect the academic performance of students taught social studies with the use of project method because both male and female students were given equal chances to succeed when taught social studies with the use of project method in junior secondary schools in Jigawa State. It can also be concluded that location can affect the performance of students (either positively, negatively or both).

5.3 Recommendations

Based on the findings from this study, recommended can be drawn that:

1. Project method should be incorporated into the teaching of Social studies at the secondary school level since it stimulate students to effectively learn and retain the concepts presented to them.
2. Teachers should ensure they plan their lessons with equal learning chances for both male and female students in junior secondary schools in Jigawa State.
3. Teachers should consider the school location when planning for the project method in junior secondary schools as students from rural schools tends to perform better in the project activities.

5.4 Suggestions for further Studies

Further studies can be carried out in the following areas:

1. Efforts could be made to consider the effect of project method on students' higher-order cognitive skills.
2. Effect of cooperative instructional strategy on students' performance in social studies.
3. Influence of project method on the academic achievement of slow learners in Social studies.

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APPENDIX A

SOCIAL STUDIES PROJECT METHOD (SOSPM) PRE-TEST TO BE FILLED BY STUDENTS

Dear Respondent/Students

The purpose of this test is to collect data for research and therefore not intended to test either for performance or that of your school. You are kindly requested to answer the question as honestly as possible by selecting one out of the four options (A, B, C and D) and should be ticked in section A and section B is fill in the blanks.

Demographic Data

1. Gender male ( ) female ( )
2. Name of students _____
3. Level of study JSS ( ) SSS ( )
4. Location rural ( ) urban( )

Section A

This section made up of 20 objectives questions. You are to answer the entire questions

1. A nuclear family consist of the following
   (a) Father, mother and children
   (b) Husband wife and children
   (c) Father, wife children and relatives
   (d) None of the above
2. Which of the following is an example of non material aspect of culture
   (a) Religion
   (b) Furniture
   (c) Building
   (d) None of the above

3. All the following are functions of family except
   (a) Protection
   (b) Comfort
   (c) Raising of children
   (d) Exploitation
4. The two major types of family include
   (a) National and conjugal family
   (b) Nuclear and natal family
   (c) Conjugal and extended family
   (d) Nuclear and extended family
5. Which one of the following refers to the transmission and reception over the air
   (a) Video
   (b) Radio
   (c) Communication
   (d) Material
6. Which of the following is not an aspect of culture
   (a) Music
   (b) Dressing
   (c) Language
   (d) Driving
7. Family level the leader or lead of the family is called
   (a) Father
   (b) Mother
   (c) Grand mother
   (d) Ankles
8. Which of the following is a traditional system of communication in Nigeria
   (a) Radio message

(b) Telephone

(c) Telegram

(d) Television

9. The three major ethnic groups in Nigeria are

(a) Hausa, Fulani and Yoruba

(b) Hausa Yoruba and Igbo

(c) Hausa Igbo and Fulani

(d) Hausa Birom and Igbo

10. All the following are channels of communication except

(a) Sender and receiver

(b) Medium and speaking

(c) Feedback

(d) A and C

11. Acculturation can best be describe as the process by which

(a) Member of culture group adopt a trait host society

(b) Culture become more alike as they share technology and organizational structure

(c) Individual or group come to a self innovation

(d) Cultural parties and perspectives spread from one culture to another

12. The form of marriage that allow woman to marry modern one husband is called

(a) Polygamy

(b) Monogamy

(c) polyandry

(d) Tryliandry

13. Which of the following similarities abound in human culture

(a) Families

(b) Bank

(c) Coal

(d) Mountain

14. Which of the following is not level of identity in Nigeria

(a) Family

(b) Age group

(c) Material culture

(d) National identity

15. Which of the following is not universality of culture

(a) Biological similarities

(b) Physical environment

(c) Maintaining social life

(d) Game reserve

16. All the following are material culture except

(a) Respect

(b) Custom

(c) Food

(d) Attitude

17. The horst on national coat of arm symbolized

(a) Peace

(b) Dignity

(c) Unity

(d) Harmony

18. Trade between nation can be describe as

(a) Trade by batter

(b) Internal trade

(c) International trade

(d) Free trade

19. Which of the following is not a social problem

(a) Poverty

(b) Marriage

(c) Unemployment

(d) Crime

20. The following are aspect of mass media except

(a) Radio

(b) Telephone

(c) News paper

(d) Magazine

Section B

This section made up of 10 questions. You are to answer the entire questions

State three important of national sign board

21. ----------

22. ----------

23. ----------

24. ---------- can be seen as complete way of people life

List three important of marriage

25. ----------

26. ----------

27. ----------

Enumerate tree level of identity you observed in society like Nigeria

28. ----------

29. ----------

30. ----------

APPENDIX B

SOCIAL STUDIES CONVENTIONAL METHOD (SOSCOM) PRE-TEST TO BE FILLED BY STUDENTS

Dear Respondent/Students

The purpose of this test is to collect data for research and therefore not intended to test either for performance or that of your school. You are kindly requested to answer the question as honestly as possible by selecting one out of the four options (A, B, C and D) and should be ticked in section A and section B is fill in the blanks.

Demographic Data

1. Gender male ( ) female ( )
2. Name of students _____
3. Level of study JSS ( ) SSS ( )
4. Age 12-13yrs ( ) 13-14yrs ( )

Section A

This section made up of 20 objectives questions. You are to answer the entire questions

1. A nuclear family consist of the following
   (e) Father, mother and children
   (f) Husband wife and children
   (g) Father, wife children and relatives
   (h) None of the above
2. Which of the following is an example of non material aspect of culture
   (e) Religion
   (f) Furniture
   (g) Building
   (h) None of the above

3. All the following are functions of family except

   (e) Protection

   (f) Comfort

   (g) Raising of children

   (h) Exploitation

4. The two major types of family include

   (e) National and conjugal family

   (f) Nuclear and natal family

   (g) Conjugal and extended family

   (h) Nuclear and extended family

5. Which one of the following refers to the transmission and reception over the air

   (e) Video

   (f) Radio

   (g) Communication

   (h) Material

6. Which of the following is not an aspect of culture

   (e) Music

   (f) Dressing

   (g) Language

   (h) Driving

7. Family level the leader or lead of the family is called

   (e) Father

   (f) Mother

   (g) Grand mother

   (h) Ankles

8. Which of the following is a traditional system of communication in Nigeria

   (e) Radio message

(f) Telephone

(g) Telegram

(h) Television

9. The three major ethnic groups in Nigeria are

(e) Hausa, Fulani and Yoruba

(f) Hausa Yoruba and Igbo

(g) Hausa Igbo and Fulani

(h) Hausa Birom and Igbo

10. All the following are channels of communication except

(e) Sender and receiver

(f) Medium and speaking

(g) Feedback

(h) A and C

11. Acculturation can best be describe as the process by which

(e) Member of culture group adopt a trait host society

(f) Culture become more alike as they share technology and organizational structure

(g) Individual or group come to a self innovation

(h) Cultural parties and perspectives spread from one culture to another

12. The form of marriage that allow woman to marry modern one husband is called

(e) Polygamy

(f) Monogamy

(g) polyandry

(h) Tryliandry

13. Which of the following similarities abound in human culture

(e) Families

(f) Bank

(g) Coal

(h) Mountain

14. Which of the following is not level of identity in Nigeria

(e) Family

(f) Age group

(g) Material culture

(h) National identity

15. Which of the following is not universality of culture

(e) Biological similarities

(f) Physical environment

(g) Maintaining social life

(h) Game reserve

16. All the following are material culture except

(e) Respect

(f) Custom

(g) Food

(h) Attitude

17. The horst on national coat of arm symbolized

(e) Peace

(f) Dignity

(g) Unity

(h) Harmony

18. Trade between nation can be describe as

(e) Trade by batter

(f) Internal trade

(g) International trade

(h) Free trade

19. Which of the following is not a social problem

(e) Poverty

(f) Marriage

(g) Unemployment

(h) Crime

20. The following are aspect of mass media except

(e) Radio

(f) Telephone

(g) News paper

(h) Magazine

Section B

This section made up of 10 questions. You are to answer the entire questions

State three important of national sign board

21. ----------

22. ----------

23. ----------

24. ---------- can be seen as complete way of people life

List three important of marriage

25. ----------

26. ----------

27. ----------

Enumerate tree level of identity you observed in society like Nigeria

28. ----------

29. ----------

30. ----------

APPENDIX B

Marking scheme for Social Studies performance tests for two groups (SOSPM/ SOSCOM) pretest

Instruction: each question carries equal marks.

1 D

2 A

3 D

4 D

5 B

6 D

7 A

8 B

9 B

10 D

11 D

12 C

13 A

14 C

15 D

16 A

17 A

18 A

19 B

20 A

21 to remind citizen of their duty and responsibilities

22 help citizen to understand the fast of their nation

23 remind citizen of the need to love and respect their nation

24 Culture

25 Reproduction

26 Security

27 Satisfaction

28 National Anthem

29 National Flag

30 Coat of Arms

APPENDIX C

Population Distribution of Schools in Dutse Educational Zone, Jigawa State.

S/N	NAME OF SCHOOL	JSSI		JSS II		JSS III		TOTAL
		M	F	M	F	M	F	
1.	J.S.S Wada Abubakar	140	80	131	59	225	100	735
2.	J.A.S.S. Kiyawa	81	160	60	128	40	80	599
3.	J.S.S Kiyawa	52	24	65	30	47	20	238
4.	J.S.S Katuka	22	10	34	8	20	8	93
5.	J.S.S Balago	34	15	32	10	30	15	136
6.	J.S.S Kwanda	32	35	30	23	31	30	181
7.	J.S.S Markiba	29	4	15	3	15	4	70
8.	J.S.S Maje	13	10	17	7	13	10	70
9.	J.S.S Fake	30	12	32	7	30	8	119
10.	J.S.S Katanga	70	47	72	40	60	20	309
11.	J.S.S Kumi	16	10	22	18	18	10	94
12.	J.S.S Shuwarin	140	40	200	56	77	50	563
13.	J.S.S Duhuwa	20	11	19	9	20	3	92
14.	J.S.S Andaza	75	43	90	53	40	21	322
15.	J.S.S Garko	30	15	31	23	30	15	132
16.	J.S.S Tsirma	20	4	17	4	13	2	60
17.	J.S.S Chiromawa	32	8	28	9	22	5	110
18.	J.S.S Takur Side Dutse	60	30	40	27	30	25	244
19.	J.S.S D/Masawa	50	32	48	30	50	20	230
20.	J.S.S Tsada	53	10	70	20	55	12	220
21.	J.S.S Ruruwai	37	22	27	28	23	12	149
22.	J.S.S Dr. Nuhu	90	38	85	30	41	20	304
23.	J.S.S Commercial	450	-	235	-	200	-	885
24.	J.S.S 744	81	44	90	56	60	14	325
25.	J.S.S Limawa	70	65	30	69	26	70	330
26.	J.S.S Dutse Garu	35	20	40	25	20	10	150
27.	J.S.S Galadimawa	90	28	82	20	70	10	300
28.	J.S.S Sakwaya	98	31	80	28	42	22	301
29.	J.S.S Hammayayi	30	20	22	17	18	13	120
30.	J.S.S Kargo	12	2	8	1	8	1	32
31.	J.S.S Dutse Baure	-	300	-	217	-	200	717
32.	J.S.S Madobi	80	22	60	24	22	16	224
33.	J.S.S Chai Chai	33	16	30	14	20	6	119
34.	J.S.S Wangara	25	13	20	12	12	8	90
35.	J.S.S Buju	18	16	15	13	10	10	82
36.	J.S.S Fagoji	50	90	39	80	30	37	326
37.	J.S.S Galandi	30	10	25	7	15	4	101
38.	J.S.S Kachi	62	35	55	30	45	25	252
39.	J.S.S Tsai	130	32	72	25	60	15	334
40.	J.S.S Jidawa	24	10	22	3	18	1	79
41.	J.S.S Zobiya	13	7	6	3	4	2	35
42.	J.S.S Tsari	16	2	5	2	5	-	30
43.	J.S.S Wurma	22	10	22	8	18	7	87
44.	J.S.S K/Yamma	80	40	70	31	53	30	304
45.	J.S.S Laraba Yalwa	50	21	52	17	46	13	199

46.	J.S.S Yargaba	45	16	17	12	13	8	111
47.	J.S.S Jaudi	20	8	17	5	13	2	65
48.	J.S.S Nbps Kudi	-	231	-	170	-	130	431
49.	J.S.S Chamo	60	43	58	35	40	25	261
50.	J.S.S Jigwar Habiba	19	05	11	-	9	-	44
51.	J.S.S Dundubis	72	18	60	15	40	11	216
52.	J.S.S Karnaya	59	12	40	7	20	5	143
53.	J.S.S Kwaimawa	60	50	21	45	20	35	241
54.	J.S.S Dutse Capital	70	55	40	34	15	20	234
55.	J.S.S Abiya	16	8	12	7	8	3	54
	Total							**12,380**

Source: Jigawa State Ministry of Education (2015).

APPENDIX D

EXPERIMENTAL GROUP: LESSON PLAN FOR SOCIAL STUDIES PROJECT METHOD (SOSPM)

LESSON PLAN ONE

Subject:	Social Studies
Topic:	Condition necessary for marriage
Group:	Experimental
Age:	
Sex:	Mixed (Boys and Girls)
Teaching strategy:	Project method
Instructional materials:	Picture and sketch picture
Behavioural Objective:	By the end of lesson students should be able to

1. Mention the necessary condition for marriage such as:
    a. Physiology Fitness
    b. Psychological fitness
    c. Social Stability
    d. Financial readiness
2. And also effect of lack of marriage in the society.

Previous Knowledge: Students have witness marriage in the localities.

Presentation:

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

Before the commencement of any activity group leader are to ensure that their member are appropriately in the groups and each group obtain the necessary materials.

- Each group will be provide with answer she is properly to indicate the group, this will be collected later from the leader of the different groups.
- The researcher will introduce the activities covered by the lesson and remind for the subject of the need for cooperative work in their respective groups.

- To ensure role interdependence and individual accountability each member in the group will be assigned a role, this include group leader, questioner and group listeness.

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

Activity I: Understand necessary condition for marriage.

List the necessary condition for marriage

1.

2.

3.

4.

Activity 2: To explain the above necessary condition for marriage one after the other.

Explanation of the above condition necessary for marriage

Activity 3: To understand the effect of lack of marriage.

List the problem of lack of marriage in the society.

1.

2.

3.

4.

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

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

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

Evaluation: The teacher ask the following questions.

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

Conclusion: The teacher conclude the lesson by summarizing the main of the lesson.

LESSON PLAN TWO

Subject:	Social Studies
Topic:	Family
Group:	Experimental
Class:	JSS II
Age	
Sex:	Mixed (Boys and Girls)
Teaching strategy:	Project method
Instructional materials:	Pictures, sketch pictures
Behavioural objectives:	By the end of the lesson student should be able to
	1. Explain the meaning of family
	b. State the different types of family
	2. Important of having of family
Previous knowledge:	Students have an idea of what family is in their localities.

Presentation

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

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

Activity 1: understand the meaning of family

Explain the concept of family

Activity 2: Understand the two types of family

1.

2.

Activity 3: Important of family to our life.

Why do you think family are important to our life

1.

2.

3.

4.

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

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

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

Evaluation: The teacher asks the following questions.

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

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

LESSON PLAN THREE

Subject: Social studies

Topic: Communication

Group: Experimental

Age

Sex: Mixed (Boys and Girls)

Teaching strategy: Project method

Instruction materials: Newspaper, Radio, Television

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

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

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

Presentation

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

- Before the commencement of any activity, group leader are to ensure that their member are appropriately in the groups and each group obtain the necessary materials.
- Each group will be provide with answers properly to indicate the group, this will be expected later from the leader of different groups.
- The researcher will introduce the activity covered by the lesson and remind for te subject of the need for cooperative work in their respective groups.
- To ensure role interdependence and individual accountability, each member in the group will be assigned a role, this include group leader, questioner and group listeners.

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

Activity 1: Understand the concept of communication.

State the meaning of communication

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

1.

2.

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

1.

2.

3.

4.

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

Evaluation: The teacher asks the following question;

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

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

LESSON PLAN FOUR

Subject: Social Studies

Topic: Marriage

Group: Experimental

Age

Sex: Mixed (Boys and Girls)

Teaching Strategy: Project method

Instructional material: Pictures and text books

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

1. Explain the concept of marriage
2. Mention the different form of marriage
3. Important of marriage in our life.

Previous knowledge: Students have witness marriage in their localities.

Presentations

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

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

Activity I: Understand the concept of marriage

Meaning of marriage:

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

List the different form of marriage

1.

2.

3.

4.

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

Mention the important of marriage

1.

2

3

4

5

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

Evaluation: The teacher ask the following questions

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

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

LESSON PLAN FIVE

Subject: Social studies

Topic: Culture

Group: Experimental

Class: JSS II

Age

Sex: Mixed (Boys and Girls)

Teaching strategy: Project method

Instruction materials: Picture and sketch picture

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

1. Explain what culture is
2. Mention the different type of culture
3. Identify the different cultural dresses among the Nigerian societies.

Previous knowledge: Students have seen different dresses of peoples in their localities.

Presentation

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

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

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

Activity I: Understand the concept of culture

Activity 2: Understand the two different types of culture

1.

2.

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

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

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

Evaluation: The teacher asks the following questions.

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

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

LESSON PLAN SIX

Subject: Social Studies

Topic: Information Communication Technology (ICT)

Group: Experimental

Class: JSS II

Age:

Sex: Mixed (Boys and Girls)

Teaching strategy: Project method

Instructional materials: Computer, hand set

Behavioural objective: By the end the lesson, students should be able to

1. Explain the concept of ICT
2. Mention and explain various form of ICT
3. state some advantages and disadvantages of ICT in our society

Previous Knowledge: Students have seen an internet, computer in their localities.

Presentation

The subject will be assigned in to small groups of 5 students (boys and girls) to all for better interaction between the students within the group in order to ensure heterogeneity in each group, each group will be made up average, above average and below average students.

Each group will be assigned a leader among its members.

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

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

Activity 1: To understand the concept of ICT

State the meaning of ICT

Activity 2: Identify various form of ICT

Identify the four form of ICT

1.
2.
3.
4

Activity 3: Important of ICT to economic life of Nigeria

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

1
2
3
4
5

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

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

Evaluation: The teacher asks the following question.

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

Conclusion: They conclude the lesson by summarizing the main point of lesson.

LESSON PLAN SEVEN

School: JSS Balago

Subject: Social Studies

Class: JSS II

Topic: Common diseases in our culture

Group: Experimental

Method: Project method

Age: 12, 13

Sex: Mixed (Boys and Girls)

Reference book: Fundamental of Social Study

Duration: 40 minutes

Date

Instructional material: Hausa men dresses

Behavioural objective: Student should be able to differential different cultural dresses among the people.

Presentation

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

Each group will assigned a leader among its members

Before the commencement of any activity group leader are to ensure that members are appropriately in the group and each group obtain the necessary materials.

Each group will be provided with answer sheet properly to indicate the group this will be collected later from the leader of the different group.

The researcher will introduce the activities covered by the lesson and remained for the subject of the need for cooperative work in their respective group.

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

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

Activity 1: Students are ask to draw the picture of Hausa, Yoruba and Igbo people with their traditional cultural wears.

Activity 2: Student should be able to differential in tribe with it cultural traditional wears

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

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

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

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

1. How does a Yoruba man dress?

Conclusion: The was conclude by summarizing the main point once again

LESSON PLAN EIGHT

Subject:	Social Studies
School:	JSS Balago
Class:	JSS II
Topic:	Types of food in our culture
Group:	Experimental
Method:	Project method
Age:	12, 13
Sex:	Mixed (Boys and Girls)
Reference book:	Fundamental of Social Studies
Duration:	40 minutes
Date	
Behavioural objective:	At the end of the lesson students should be able to differentiate different food for different culture.
Previous Knowledge:	Students have an idea about different food by different culture.

Presentation

- The subject will be assigned into small group of 5 students (boys and girls) to allow for better interaction between the students within the group, each group will be made up average above average and below average students.
- Each group will assigned a leader among its members
- Before the commencement of any activity group leader are to ensure that members are appropriately in the group and each group obtain the necessary materials.
- Each group will be provided with answer sheet properly to indicate the group this will be collected later from the leader of the different group.
- The researcher will introduce the activities covered by the lesson and remained for the subject of the need for cooperative work in their respective group.
- To ensure role interdependence and individual accountability each member in the group will be assigned a role tis include group leader, questioner and group listener.
- It is the role of the group leader to read out the activities to their group.

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

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

Activity 3: Student should also mention the important of food to our body.

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

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

Conclusion: The lesson concludes by summarizing the main point.

LESSON PLAN NINE

Subject:	Social Studies
Class:	JSS II
Topic:	Compare and contrast traditional and modern means of communication
Group:	Experimental
Method:	Project method
Age:	12, 13
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Date	
Instructional material:	Drums, radio
Behavioural objective:	At the end of the lesson students should be able to differciate between traditional and modern of communication.
Previous Knowledge:	Students have an idea about internet as a means of communication.

Presentation

- The subject will be assigned into small group of 5 students (boys and girls) to allow for better interaction between the students within the group, each group will be made up average above average and below average students.
- Each group will assigned a leader among its members
- Before the commencement of any activity group leader are to ensure that members are appropriately in the group and each group obtain the necessary materials.
- Each group will be provided with answer sheet properly to indicate the group this will be collected later from the leader of the different group.
- The researcher will introduce the activities covered by the lesson and remained for the subject of the need for cooperative work in their respective group.
- To ensure role interdependence and individual accountability each member in the group will be assigned a role tis include group leader, questioner and group listener.
- It is the role of the group leader to read out the activities to their group.

Activity 1: To mention and explain understand the two types of communication

Activity 2: To mention and explain the effectiveness of traditional form of communication and modern form of communication to societal development of are our society.

Activity 3: To explain the important of communication in respect of

a. Social

b. Economic

c. Political development of our society

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

Evaluation: The teacher ask the following questions

a. Differentiate between traditional and modern form of communication

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

LESSON PLAN TEN

Subject:	Social Studies
Class:	JSS II
Topic:	Living together in the family
Group:	Experimental
Method:	Project method
Age:	12, 13
Sex:	Mixed (Boys and Girls)
Reference book:	Fundamental of Social Studies
Duration:	40 minutes
Date	
Instructional material:	Drums, radio
Behavioural objective:	At the end of the lesson students should be able to state advantage of living together in the family.
Previous Knowledge:	Students have an idea about what family is all about.

Presentation

- The subject will be assigned into small group of 5 students (boys and girls) to allow for better interaction between the students within the group, each group will be made up average above average and below average students.
- Each group will assigned a leader among its members
- Before the commencement of any activity group leader are to ensure that members are appropriately in the group and each group obtain the necessary materials.
- Each group will be provided with answer sheet properly to indicate the group this will be collected later from the leader of the different group.
- The researcher will introduce the activities covered by the lesson and remained for the subject of the need for cooperative work in their respective group.
- To ensure role interdependence and individual accountability each member in the group will be assigned a role tis include group leader, questioner and group listener.
- It is the role of the group leader to read out the activities to their group.

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

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

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

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

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

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

LESSON PLAN ELEVEN

Subject:	Social Studies
Class:	JSS II
Topic:	Religion
Group:	Experimental
Method:	Project method
Age:	12, 13
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Instructional material:	Quran and Bible
Reference book:	Fundamental of social studies
Behavioural objective:	At the end of the students should be able to explain the meaning of religion To mention the different types of religion
Previous Knowledge:	Students are aware of their different belief.

Presentation

- The subject will be assigned into small group of 5 students (boys and girls) to allow for better interaction between the students within the group, each group will be made up average above average and below average students.
- Each group will assigned a leader among its members
- Before the commencement of any activity group leader are to ensure that members are appropriately in the group and each group obtain the necessary materials.
- Each group will be provided with answer sheet properly to indicate the group this will be collected later from the leader of the different group.
- The researcher will introduce the activities covered by the lesson and remained for the subject of the need for cooperative work in their respective group.
- To ensure role interdependence and individual accountability each member in the group will be assigned a role tis include group leader, questioner and group listener.
- It is the role of the group leader to read out the activities to their group.

Activity 1: To explain the meaning of religion

Activity 2: To mention and explain type of religion.

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

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

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

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

LESSON PLAN TWELVE

Subject:	Social Studies
Class:	JSS II
Topic:	Adornment
Group:	Experimental
Method:	Project method
Age:	12, 13
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Instructional material:	Chain, ear ring and ring
Reference book:	Fundamental of Social Studies
Behavioural objective:	At the end of the lesson students should be able to list adornment commonly used in the community
Previous Knowledge:	Student are aware about ear rings used by women in their community

Presentation

- The subject will be assigned into small group of 5 students (boys and girls) to allow for better interaction between the students within the group, each group will be made up average above average and below average students.
- Each group will assigned a leader among its members
- Before the commencement of any activity group leader are to ensure that members are appropriately in the group and each group obtain the necessary materials.
- Each group will be provided with answer sheet properly to indicate the group this will be collected later from the leader of the different group.
- The researcher will introduce the activities covered by the lesson and remained for the subject of the need for cooperative work in their respective group.
- To ensure role interdependence and individual accountability each member in the group will be assigned a role tis include group leader, questioner and group listener.
- It is the role of the group leader to read out the activities to their group.

Activity 1: Student are ask to draw the different kind of adornment on the card board such ear rings, rings etc.

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

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

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

Evaluation: Teacher evaluate the lesson by asking the following question

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

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

APPENDIX E

LESSON PLAN FOR CONTROL GROUP

LESSON PLAN ONE

Subject:	Social Studies
Topic:	Communication
Group:	Control
Class:	JSS II
Age:	
Sex:	Mixed (Boys and Girls)
Teaching Method:	Lecture Method
Instructional Materials:	Radio. Television, News Paper
Behavioural Objective:	At the end of the lesson student should be able to 1. Explain what communication is 2. Mention types of communication 3. Importance of communication to our lives
Previous Knowledge:	Students have learnt what communication is in their localities such as use of phone, news papers
Introduction:	The teacher introduce the lesson by asking the following question 1. What is communication 2. Mention ways of communication
Presentation:	The teachers present the lesson through the following steps.
Step 1	The teacher explain clearly the concept of communication.
Step 2	The teacher identifies and explains the different modes of communication. These are traditional and modern communication.
Step 3	The teacher will explain what traditional and modern communication is and its importance to our life
Evaluation	The teacher ask the following question

	1. What is communication 2. Mention the two types of communication
Conclusion	The teacher concludes the lesson by summarizing the main point of the lesson.

LESSON PLAN TWO

Subject:	Social Studies
Topic:	Marriage
Group:	Control
Class:	JSS II
Age:	
Sex:	Mixed (Boys and Girls)
Teaching method:	Lecture method
Instructional Materials:	Picture, Book
Behavioural Objective:	At the end of the lesson student should be able to 1. Explain what marriage is 2. Mention different kinds of marriage 3. Purpose of marriage
Previous Knowledge:	Students have witness what is marriage in all localities.
Introduction:	The teacher introduce the lesson by asking the following question 1. What is marriage
Presentation:	The teachers present the lesson through the following steps.
Step 1	The teacher explain clearly the concept of marriage.
Step 2	The teacher identifies and explains the different types of marriage.
Step 3	The teacher will explain to the students the importance of marriage to our life in the society
Evaluation	The teacher ask the following question 2. What is marriage 3. Mention the two types of marriage and explain them.
Conclusion	The teacher concludes the lesson by summarizing the main point of the lesson.

LESSON PLAN THREE

Subject:	Social Studies
Topic:	Information and Communication Technology
Group:	Control
Class:	JSS II
Age:	
Sex:	Mixed (Boys and Girls)
Teaching Method:	Lecture Method
Instructional Materials:	Computer, Handset
Behavioural Objective: to	At the end of the lesson student should be able 1. Explain the meaning of ICT 2. Mention and explain various form of ICT 3. Advantage of ICT.
Previous Knowledge:	Students have seen computers in their localities
Introduction:	The teacher introduce the lesson by asking the following question 1. What is information communication technology (ICT)
Presentation:	The teachers present the lesson through the following steps.
Step 1	The teacher explain clearly the concept of Information communication technology (ICT).
Step 2	The teacher identifies and explains the different forms of ICT.
Step 3	The teacher will explain the importance of information communication technology (ICT) to the student.
Evaluation	The teacher ask the following question Mention and explain different forms of information communication technology (ICT)
Conclusion	The teacher concludes the lesson by summarizing the main point of the lesson.

LESSON PLAN FOUR

Subject:	Social Studies
Topic:	Family
Group:	Control
Class:	JSS I1
Age:	
Sex:	Mixed (Boys and Girls)
Teaching Method:	Lecture Method
Instructional Materials:	Pictures and Sketched Pictures
Behavioural Objective:	By the end of the lesson student should be able to 1. Explain the meaning of family 2. State the different types of family 3. Importance of having a family
Previous Knowledge:	Students have an idea of what family is all about in their localities
Introduction:	The teacher introduce the lesson by asking the following question 1. What is family
Presentation:	The teachers present the lesson through the following steps.
Step 1	The teacher explain the concept of family
Step 2	The teacher will identify and explain the different types of family. These are nuclear and extended family.
Step 3	The teacher will explain the important of family, to the students
Evaluation	The teacher ask the following question 1. Mention and explain two types of family
Conclusion	The teacher concludes the lesson by summarizing the main point of the lesson.

LESSON PLAN FIVE

Subject:	Social Studies
Topic:	Culture
Group:	Control
Class:	JSS II
Age:	
Sex:	Mixed (Boys and Girls)
Teaching Method:	Lecture Method
Instructional Materials:	Pictures
Behavioural Objective:	At the end of the lesson student should be able to 1. Explain what culture is 2. Mention the different types of culture 3. Identify different cultural dresses among Nigeria societies.
Previous Knowledge:	Students have seen different dressing of people in their localities
Introduction:	The teacher introduce the lesson by asking the following question 3. Mention and explain the two types of culture
Presentation:	The teachers present the lesson through the following steps.
Step 1	The teacher explain clearly the concept of culture.
Step 2	The teacher identifies and explains the two types of culture.
Step 3	The teacher will explain the different cultural dresses among Nigerian societies.
Evaluation	The teacher ask the following question 1. What is culture 2. State the two types of culture
Conclusion	The teacher concludes the lesson by summarizing the main point of the lesson.

LESSON PLAN SIX

Subject:	Social Studies
Topic:	Conditions for Marriage
Group:	Control
Class:	JSS II
Age:	
Sex:	Mixed (Boys and Girls)
Teaching method:	Lecture Method
Instructional materials:	Picture and Sketched Pictures
Behavioural objective:	At the end of the lesson student should be able to 1. Physiological fitness 2. Psychological fitness 3. Sociological stability 4. Financial readiness
Previous Knowledge:	Students have witnessed what is marriage in their localities
Introduction:	The teacher introduce the lesson by asking the following question 1. Mention two conditions necessary for marriage.
Presentation:	The teachers present the lesson through the following steps.
Step 1	The teacher mention the four conditions that necessitate for marriage.
Step 2	The teacher explains the above conditions one after the other.
Step 3	The teacher also explains the effects of lack of marriage to the society.
Evaluation	The teacher ask the following question 1. Mention and explain four conditions necessary for marriage
Conclusion	The teacher concludes the lesson by summarizing the main point of the lesson.

LESSON PLAN SIVEN

Subject:	Social Studies
Class:	JSS II
Topic:	Types of food in our culture
Group:	Control
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Teaching aid:	Sample rice, yam
Teaching method:	Lecture method
Behavioural objective:	At the end of the lesson students should be able to; a. Mention types of food in our culture
Previous Knowledge:	Students have an idea about some of our food in our society.
Introduction:	The teacher introduce the lesson by asking the student to mention some of the food in our society
Presentation:	The teacher presents the lesson through the following steps
Step 1:	The teacher mention the different types of food in our culture to the students
Step 2:	The teacher present some of foods to students to see.
Step 3:	The teacher explain the different types of foods to the students and ask them to copy in their notebooks.
Evaluation:	The teacher ask the following question 1. Mention three (3) different type of food in our culture.
Conclusion:	The teacher concludes the lesson by summarizing the main point of the lesson.

LESSON PLAN EIGHT

Subject:	Social Studies
Class:	JSS II
Topic:	Common dresses in our culture
Group:	Control
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Teaching aid:	Hausa man dresses
Teaching method:	Lecture method
Behavioural objective:	At the end of the lesson students should be able to; a. Identify common dresses worn by men and women in Nigeria
Previous Knowledge:	Students have an idea about different dresses worn by man and female.
Introduction:	The teacher introduce by mention common dresses worn by men and women in Nigeria.
Presentation:	The teacher presents the lesson through the following steps;
Step 1:	The teacher identify common dresses worn by men and women in Nigeria.
Step 2:	The teacher mention and explain common dresses worn by men and women at different occasion.
Step 3:	The teacher explain the dresses worn in locality or different occasion.
Evaluation:	The teacher ask the following question 1. How does Hausa main dress?
Conclusion:	The teacher concludes the lesson by summarizing the main point of the lesson.

LESSON PLAN NINE

Subject:	Social Studies
Class:	JSS II
Topic:	Compare and contrast traditional and modern means of communication.
Group:	Control
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Teaching aid:	Drum and Interest
Teaching method:	Lecture method
Behavioural objective:	At the end of the lesson students should be able to differentiate between traditional and modern communication
Previous Knowledge:	Students have an idea about internet as a means of communication.
Introduction:	The teacher introduce the lesson by asking the following questions 1. What are traditional and modern forms of communication
Presentation:	The teacher presents the lesson through the following steps
Step 1:	The teacher mention some of the form of traditional form of communication such as drum, gongs, and also some of the modern form of communication such as fax telephone etc.
Step 2:	The teacher explain the effectiveness of traditional form of communication and modern form of communication to societal development of our society.
Step 3:	The teacher mention and explain the importance of communication i.e. a. Social b. Economic c. Political development of our society.

Evaluation:	The teacher evaluates his lesson by asking the following question. a. Differentiate between traditional forms of communication and modern form of communication.
Conclusion:	The teacher concludes the lesson by summarizing the main point of the lesson.

LESSON PLAN TEN

Subject:	Social Studies
Class:	JSS II
Topic:	Living together in the family
Group:	Control
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Teaching aid:	Sketch of picture of man and women
Teaching method:	Lecture method
Behavioural objective:	At the end of the lesson students should be able to state advantage of living together in the family
Previous Knowledge:	Students have an idea about what is family is all about.
Introduction:	The teacher introduce the lesson by asking the following questions 1. What are the advantages of living together in the family.
Presentation:	The teacher presents the lesson through the following steps
Step 1:	The teacher explain what is living together in the family.
Step 2:	The teacher mention and explain the advantages of living together in family.
Step 3:	The teacher write some of the advantage of living together on the backboard to students to copy in their notebooks.
Evaluation:	The teacher evaluate his lesson by asking the following question 1. Mention three (3) advantage of living together in the family.
Conclusion:	The teacher concludes the lesson by summarizing the main point of the lesson.

LESSON PLAN ELEVEN

Subject:	Social Studies
Class:	JSS II
Topic:	Adornment
Group:	Control
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Teaching aid:	Chain, rings
Teaching method:	Lecture method
Behavioural objective:	At the end of the lesson students should be able to list adornments commonly used in the community or locality.
Previous Knowledge:	Students are aware about ear rings used by woman in the community.
Introduction:	The teacher introduce the lesson by asking the following questions 1. What is adornment?
Presentation:	The teacher presents the lesson through the following steps
Step 1:	The teacher explains the meaning of adornment.
Step 2:	The teacher mentions and explains the common adornment used in Nigeria such as chain, rings etc.
Step 3:	The teacher ask the students to copy the note on the backboard in their various note books.
Evaluation:	The teacher ask the following question 1. What is adornment?
Conclusion:	The teacher concludes the lesson by summarizing the main point of the lesson.

LESSON PLAN TWELVE

Subject:	Social Studies
Class:	JSS II
Topic:	Religion
Group:	Control
Sex:	Mixed (Boys and Girls)
Duration:	40 minutes
Teaching aid:	Holy Quran and Bible
Teaching method:	Lecture method
Behavioural objective:	At the end of the lesson students should be able to explain the meaning of religion and mention the different types of religion.
Previous Knowledge:	Students are aware of their different belief.
Introduction:	The teacher introduces the lesson by asking the student on what is religion.
Presentation:	The teacher presents the lesson through the following steps
Step 1:	The teacher explains the meaning of religion to students to hear.
Step 2:	The teacher mention and explain the different types of religion.
Step 3:	The teacher explain and explain the advantage of religion to mankind.
Evaluation:	The teacher evaluate his lesson by asking the following questions a. Mention and explain the two (2) types of religion you know.
Conclusion:	The teacher concludes the lesson by summarizing the main point of the lesson.