EFFECTS OF TEAM TEACHING APPROACH ON ACADEMIC PERFORMANCE OF SOCIAL STUDIES STUDENTS IN COLLEGES OF EDUCATION IN KANO STATE,NIGERIA

BY

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(NCE, (FCEK, 2003) B.ED (ABU, 2006)

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DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,

FACULTY OF EDUCATION,

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY-ZARIA IN PARTIAL FULFILLMENT FOR THE AWARD OF MASTER'S DEGREE IN SOCIAL STUDIES EDUCATION

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,

FACULTY OF EDUCATION,

AHMADU BELLO UNIVERSITY,

ZARIA

JANUARY, 2018

DECLARATION

I hereby declare that this study entitled "Effects of Team Teaching Approach on Academic Performance of Social Studies Students in Colleges of Education in Kano State, Nigeria" has been carried by me in Department of Arts and Social Science Education under the supervision of Dr I.D Abubakar and Dr M. A. Sarkin-fada. The information derived from the literature to the best of my knowledge has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree at any university.

....

DARMA, Ibrahim Auwal Date

CERTIFICATION

This thesis titled "EFFECTS OF TEAM TEACHING APPROACH ON ACADEMIC PERFORMANCE OF SOCIAL STUDIES STUDENTS IN COLLEGES OF EDUCATION IN KANO STATE, NIGERIA" by DARMA, Ibrahim Auwal meets the regulations governing the award of the degree of Master's in Social Studies of Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

....

Dr. I.D Abubakar Date

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Dean, School of Post Graduate Studies

DEDICATION

This research work is dedicated to my entire family, friends and well-wishers for their unwavering support.

ACNOWLEDGEMENTS

In the name of Allah the Most Gracious, the Most Merciful. All praises, acknowledgment and appreciation are due to Almighty God for assuring me breath; health, time as well as courage to make the completion of this research work a reality. I heartedly wish to express my sincere appreciation to my supervisors Dr. I. D. Abubakar and Dr M. A. Sarkin-fada for the pain they suffered in reading the manuscript and the necessary corrections as well as constructive guidance and suggestions at every stage of this research project.

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ABSTRACT

The study examined the Effects of Team Teaching Approach on Academic Performance of Social Studies Students in Colleges of Education in Kano State, Nigeria. The study used quasi-experimental research design and 165 NCEIII students of Federal College of Education, Kano and Sa'adatu Rimi College of Education, Kumbotso-Kano were used. The study used Social Studies Achievement Test (SOSAT) as data collection instrument. The study answered three (3) research questions and tested three (3) hypotheses. The data analysis tools were Arithmetic Mean and Standard Deviation used in answering the questions raised by the study and independent sample t-test which used in testing the three null hypotheses postulated by the study. The study revealed that significant differences existed between the mean academic performance of NCE III students taught Social Studies using team teaching approach (experimental) and those who were taught with single teacher approach (control); no significant difference was established between the mean scores of NCE III male and female Social Studies students taught using team teaching approach (Experimental group); also no significant difference was observed between the mean scores of NCE III Social Studies students from Federal and State owned colleges of education taught using team teaching approach (Experimental group). In the light of the above findings, the study recommended that Social studies teachers in the study area should be encouraged to adopt team teaching approach for their students for optimum academic performance as the approach has proven to be gender-friendly; the need to use of single teacher approach of teaching social studies should be minimized so that NCE students should benefit from the goodness of team teaching approach to instruction and that both Federal and States owned colleges of education should endeavor to promote team teaching approach as a matter of policy in social studies teaching and learning for maximum outcome.

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ABBREVIATIONS

ANCOVA	Analysis of Covariance
ANOVA	Analysis of Variance
ASESP	African Social and Environmental Studies Programme
ASSP	African Social Studies Programme
AU	African Union
BAT	Biology Achievement Test
BSAT	Basic Science Achievement Test
CESAC	Comparative Education Study and Adaptation Center
COE	Concordia Online Education,
CON	Commonwealth of Nation
CREDO	Center for Curriculum Renewal and Educational Development Oversea
CTTA	Combine-Team-Teaching-Approach
D/M	Double Major
ECOMOG	Economic Community of West African States Monitoring Group
ECOSOC	Economic and Social Council
ECOWAS	Economic Community of West African States

EDC	Educational Development Centre
EU	European Union
FCEK	Federal College of Education Kano
GEO	Geography
IBRD	International Bank for Reconstruction and Development
IEP	Individualized Education Plan
IGO	International Governmental Organization
IMF	International Monetary Fund
INGO	International Non-Governmental Organization
MNC	Multinational Companies
NAPSEC	National Association of Private Special Education Centers
NATO	North Atlantic Treaty Organization
NCE	Nigeria Certificate in Education
NCSS	National Council for Social Studies
NEA	National Education Association
NERC	Nigeria Education Research Council
NERDC	National Educational Resource Council

NNTEP	Northern Nigeria Teacher Education Project
OAS	Organization of American States
OAU	Organization of African Unity
OIC	Organization of Islamic Countries
OPEC	Organization of Petroleum Exporting Countries
SIQ	Students' Interest Questionnaire
SOS	Social Studies
SOSAN	Social Studies Association of Nigeria
SOSAT	Social Studies Achievement Test
SPSS	Statistical Package for the Social Sciences
SRCOE	Sa'adatu Rimi College of Education
STA	Single Teacher Approach
STT	Single Teacher Teaching
TDP	Teacher Development Programme
TT	Team Teaching
TTA	Team Teaching Approach
UNESCO	United Nations Educational, Scientific and Cultural Organization

UNO	United Nations Organization
USA	United State of America
USAID	United State Agency for International Development

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Collaboration is increasingly identified as a key aspect in teachers' professional growth. Educational reformers have recommended placing more attention on the collegial relations of teachers for the purposes of professional growth. Effective professional growth must be collaborative, involving the sharing of knowledge among teacher communities of practice rather than concerning individual teachers (Roth, 2002). Studies indicate that regular opportunities for interaction with colleagues are essential in creating professional school cultures (Lieberman, 1988; Miller, 1988).A community of peers is important not only in terms of support, but also as a crucial source of generating ideas and criticism. It is assumed that teaching is one of the complicated processes taking place in schools and educational institutions. Its complexity becomes even more highlighted as high-stake decisions are made on the basis of teaching procedure simply because a plethora of factors are interacting and cooperating in this procedure. In the current and relatively traditional teaching model, one teacher is responsible for supervising all lessons over a specific time. The plan of the teaching process, its practice, and the expected evaluation are carried out by the same teacher. In other words, teaching is not critically reflected on by anyone except the lead teacher of the classroom.

The arrival of new strategies of teaching, issues of motivation, the satisfaction of students and academics' needs and other factors contributing to successful teaching activities all look forward to the creative genius of a single teacher. The seeming difficulty of addressing all these elements simultaneously by a single pedagogue appeals for a new alternative in the method of teaching. One of the recently suggested methods for accelerating and making the education process

interactive is the team teaching model. Research has shown that team teaching is an effective way of constructing deep learning of concepts while learning alternative ways to teach the same subject-matter. Developing co-generative dialoguing occurs to further develop existing understandings of the teaching situation (Tobin et al., 2001; Roth et al., 2002). Team teachers also create material and social resources that allow subsequently for new forms of agency (Roth et al., 2004, 2005).

Team teaching involves two or more teachers whose primary concern is the sharing of teaching experiences in the classroom, and co-generative dialoguing with each other. They take collective responsibility for maximizing learning to teach or becoming better at teaching while providing enhanced opportunities for their students to learn (Tobin et al., 2001; Roth et al., 2002; Roth & Tobin, 2002). Team teaching provides us with a zone of proximal development, the interaction between individuals and a new form of societal activity. The central purpose of co-generative dialoguing is to further develop the existing understanding of the teaching situation in order to increase professional growth. Roth et al. (2002) considered team teaching as an effective means of achieving deep learning of science concepts while learning alternative ways to teach the same subject-matter. Team teaching also provides opportunities for new teachers to obtain greater opportunities of learning to teach (Roth et al., 2004). The presence of co-teachers increases access to social and material resources—thereby increasing opportunities for actions that would not otherwise occur. In whole-class situations, the coordination and reciprocity of the teachers' actions are crucial where the potential arises for miscues and non-complementary actions to occur (Tobin et al., 2003). Because co-teachers teach together, interactions continuously occur; thus the actions of any of the participants in the new classroom structure in the field are resources that provide ample opportunities for others' action.

Co-teachers continuously create material and social resources that allow for new forms of subsequent agency. Such resources include physical, social spaces and meaning-making entities: co-teachers take advantage of these resources in synchronized and coordinated ways (Roth, 2005). Social constructivists emphasize that the notion of inter subjectivity is highly important. Inter subjectivity allows the meeting of two minds, with each operating on the other's ideas, 'using the back-and-forth of discussion to advance his or her own development' (Rogoff, 1990, p. 149). It also allows for joint thinking, problem-solving and decision-making processes from which the learner appropriates new knowledge (Newman et al., 1989). No one person construes the stream of events in the same way as others; as they interact with one another, they develop ideas that, because they are held in common, create a universe of discourse, a common frame of reference in which communication can take place (Solomon, 1987; Connolly & Smith, 2002). Knowledge is collaboratively constructed between individuals from where it can be appropriated by each individual (Vygotsky, 1978). Team teaching gives teachers the opportunities to act on their ideas and reflect in and upon their actions. Their understandings evolve through a meaning negotiation process, in which they discuss their own ideas and consider the ideas of others (Bayer, 1990).

Team Teaching (TT) is different from Single Teacher Teaching (STT) because it involves two or more teachers each with distinctive roles, sharing responsibilities for planning, presentation and evaluation of lessons for the same group of students. Main and Brye (2006) defined team teaching as two or more teachers who combine their talents, expertise, interests and resources to take joint responsibility for any or all aspects of teaching the same students. According to Brandenbury (1997) team teaching exposes students to a variety of teaching styles and approaches, which increases the potential for the team to meet the various learning styles of

students. However, while team teaching may prove advantageous for many students, some may feel frustration and discontentment about having more than one teacher. But with proper collaboration and cohesiveness within a team, there are vital benefits for those willing to adopt team teaching approach especially in Social Studies classroom. Hence, Hughes and Murwaski (2001) remarked that collaboration, cooperation and interaction distinguish team teaching from single teacher teaching.

Beyond the advantages of creating, additional time for other academic activities and supportive environment it equally augments the opportunity for intellectual growth, increases students' teacher interaction (Wadkins, Wozniak and Miller, 2004), overcome isolation that is the norm in the conventional single teaching approach (Iheagwam, 2006). For the students, team teaching in Social Studies classroom can help them benefit through the opportunity to receive teaching from teachers for whom the aspect/content is their area of expertise and interest which gives them exposure to diverse perspectives on issues. The focus of this work therefore is to determine the effects of team teaching approach on academic performance of Social Studies students in Colleges of Education in Kano state, Nigeria as a contribution toward the development of knowledge and literary presentation in the study area and Nigeria at large.

1.2 Statement of the Problem

It is assumed that teaching is one of the complicated processes taking place in schools and educational institutions. Its complexity becomes even more highlighted as high-stake decisions are made on the basis of teaching procedure simply because a plethora of factors are interacting and cooperating in this procedure. In the current and relatively traditional teaching model, one teacher is responsible for supervising all lessons over a specific time. The plan of the teaching process, its practice, and the expected evaluation are carried out by the same teacher. In other

words, teaching is not critically reflected on by anyone except the lead teacher of the classroom. The arrival of new strategies of teaching, issues of motivation, the satisfaction of students and academics' needs and other factors contributing to successful teaching activities all look forward to the creative genius of a single teacher. The seeming difficulty of addressing all these elements simultaneously by a single pedagogue appeals for a new alternative in the method of teaching. One of the recently suggested methods for accelerating and making the education process interactive is the team teaching model.

Research has shown that team teaching is an effective way of constructing deep learning of concepts while learning alternative ways to teach the same subject-matter. Developing co-generative dialoguing occurs to further develop existing understandings of the teaching situation. Team teachers also create material and social resources that allow subsequently for new forms of agency. Researchers report that regular opportunities for interaction with colleagues are essential in creating professional College cultures. A community of peers is important not only in terms of support, but also as a crucial source of generating ideas and criticism. Joint work is a strong version of collegiality that shifts teaching from the individualistic to the collective, breaking down the barriers of privacy and leading towards new kinds of teaching.

However, it needs to be asked why collaboration has been largely ignored in Colleges of Education especially among Social Studies teachers? First, in many Colleges of Education, opportunities for collaboration among teachers are limited and communication tends to be informal and infrequent, even though teachers believe their teaching could be improved by working with colleagues. Second, the dominant Colleges of Education structure continues to emphasize teacher autonomy rather than collaboration; for many years, Colleges of Education have expected teachers to teach students independently without assistance from others. The

practice of this pattern has hindered attempts to create collaborative environments where teachers regularly talk with each other, and observe one another. Third, collaboration is not necessarily easy in the form of team teaching: it takes time and energy for teachers to work together in the establishment of team teaching group, planning instruction, teaching and evaluating. The problem of this study hinges on the determination of the effects of Team Teaching Approach on Academic Performance of Social Studies students in Colleges of Education in Kano state, Nigeria.

1.3 Objectives of the Study

The main objective of the study is to determine the effects of team teaching approach on academic performance of Social Studies students in Colleges of Education in Kano state, Nigeria. The study has the following specific objectives which are to:

i. Determine the academic performance of NCEIII students taught Social Studies using Team Teaching Approach (TTA) and NCEIII students taught with Single Teacher Approach (STA);
ii. Find out the academic performance of NCIII students taught Social Studies using Team Teaching Approach (TTA) in relation to gender;
iii. Examine the academic performance of NCEIII students taught Social Studies using Team Teaching Approach (TTA) in relation to College ownership status.

1.4 Research Questions

The study is guided by the following questions:

I. What is the difference in the mean academic performance of NCEIII students taught Social Studies using Team Teaching Approach (TTA) and NCEIII students taught with Single Teacher Approach (STA)?

II. What is the difference in the mean academic performance of male and female NCIII students taught Social Studies using Team Teaching Approach (TTA)?

III. What is the difference in the mean academic performance of NCEIII students of Federal College of Education, Kano and Sa'adatu Rimi College taught Social Studies using Team Teaching Approach (TTA)?

1.5 Null Hypotheses

The study will validate the following null hypotheses at 0.05 level of significance:

I. There is no significant difference in the mean academic performance of NCEIII students taught Social Studies using Team Teaching Approach (TTA) and NCEIII students taught with Single Teacher Approach (STA);

II. There is no significant difference in the mean academic performance of male and female NCIII students taught Social Studies using Team Teaching Approach (TTA);

III. There is no significant difference in the mean academic performance of NCEIII students of Federal College of Education, Kano and Sa'adatu Rimi College taught Social Studies using Team Teaching Approach (TTA).

1.6 Significance of the Study

This study titled "Effects of team teaching approach on Academic Performance of Social Studies Students in Colleges of Education, in Kano State-Nigeria" will be of great relevance to various stakeholders in the business of teaching and learning and the education industry at large. The study therefore aimed at making teaching and learning more of a collaborative approach a transition from the past. This encourages originality, creativity and innovation which are sine-quanon to sustainable national growth and development. This is because no nation can rise above the quality of its education system. It is equally truth that no students/learners can rise above the quality of their teachers.

Further, the study will be of great significance to the education policy administrators in Colleges of Education. This is because their decisions affects all and sundry in the business of teaching and learning and education industry at large. The study's literature revealed some of the hitches militating against adequate utilization of team teaching approach by the Social Studies teachers for effective transaction and communication. This will assists the policy makers to identify the problems with a view to finding sustainable solution to them.

The findings of this research will be useful to the students, as it makes them have a better understanding of the social studies. The opportunity of having two or more teachers teaching them will help in sustaining their interest in the subject and also deepen their understanding of the subject. The findings of the study will also be of benefit to the teachers. Apart from tapping the knowledge from the more experienced teachers, it can make the teaching of Social Studies more interesting and thus improve teachers' effectiveness. Moreover, the study reveals the effects of team teaching approach on students' academic performances, interest and

motivation among NCE students in Colleges of Education in Kano state, Nigeria. This may encourage the school authority, and the teachers to strive towards its full utilization in order to maximize its benefits for effective transaction and communication between social studies teacher and the students for effective service delivery.

The findings can provide information with which educational administrators can organize seminars, conferences and workshops for teachers. Such in-service training programme will acquaint teachers with alternative instructional strategy for teaching Social Studies. The study will also hopefully be of immense benefit to text book publishers, teacher-training institutes such as colleges of education and as well faculties of education in Nigerian universities. The study will also serve as a contribution to knowledge and learning to all and sundry but most especially relevant to stakeholders in the teaching and learning and the education industry at large and social studies in specific. Further still, researchers in the field of team teaching approaches as a whole and social studies in particular will find it rich in contents and facts which serve as a reference source and a point to build upon for future researches.

1.7 Scope of the Study

The main objective of this study is to examine the effects of Team Teaching Approach on Academic Performance of Social Studies students in Colleges of Education in Kano State, Nigeria. This study is delimited to Colleges of Education offering Social Studies as a course at NCE level in Kano state, Nigeria. These are: the Federal College of Education, Kano and Sa'adatu Rimi College of Education, Kumbotso-Kano state, Nigeria. In addition, NCEIII students reading Social Studies in the two Colleges of Education are considered. Moreover, NCEIII Social Studies students as at 2014/2015 academic session are used in the study. The

study uses SOS322 (NIGERIA'S EXTERNAL RELATIONS) as the course used throughout the entire study.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed related literature on the effects of Team Teaching Approach on Academic Performance of Social Studies Students in Colleges of Education in Kano State, Nigeria. The chapter is discussed under the following sub-headings:

- Theoretical Framework
- Conceptual Framework
- Concept of Social Studies Education
- Historical Development of Social Studies Education
- Nature, Scope and Objectives of Social Studies Education in Nigeria
- Concept of Teaching
- Methods of Teaching Social Studies
- Concept of Co-Teaching
- Concept of Team Teaching
- Concept of academic performance
- Team Teaching and Academic Performance
- Review of Related Empirical Studies

2.2 Theoretical Framework

A theory in Adoke (2015) is an explanation, idea or opinion based on thought, observation and reasoning which has been tested and confirmed as general principle explaining a large number of related facts. In other words, a theory is an explanation, idea or opinion based on though. It can

also be seen as an intellectual tool that does a number of things or functions viz:- It helps us to analyse or organize our knowledge, It asks significant question and guide formulation of priorities in the design of research, It enables us to apply the nature of scientific enquiry in an orderly manner, It enables a scholar to relate knowledge in his field to that of other fields, It enhances our ability to understand and explain reality in a satisfying way (Yamah, 2009).The purpose of theoretical framework in research according to Lawrence (2005) is to provide a sort of "plank" on which the study rests. It is a reference point to which the study must conform.

The act of team-teaching, its history as well as its progression, dates back to the 1960s when "progressive education" was required (Villa, Thousand, Nevin & Liston, 2005). According to Wilson &Ferguson (2007) during the 1970s, legislated school reforms were a catalyst in advancing the need for team-teaching as teachers found themselves modifying their instruction in order to teach a "more diverse student population" (Walther-Thomas, 1997; Villa, 2005).

Team teaching acts as the social context for greater interaction, increased feedback, and more resources that Vygotsky (1978) proclaimed as paramount for learning experiences. It is expected that as teachers engage in such collaborative techniques, they continue to refine their craft with the aid of another professional's feedback and encouragement Yaga (2014). Such aids can both scaffold understanding of classroom practice and reflection as well as discovery of new and innovative ways to think about problems and teaching in context. This type of teaching allows educators to build their own knowledge base through collaboration, while increasing the students' measure of success (Wenzlaff, 2002; Jang, 2006).

Bacharach (2008), opined that Co-teaching opens the window for collaboration and reflection on identical contextual experiences and student needs. Pre-service teachers can benefit from firsthand experience with co-teaching, both personally in the growth of their content knowledge,

as well as professionally as a model for instruction that focuses on students' learning and utilization of dual sets of knowledge and experiences (Lindenfeld, 1992; Boreen&Niday, 2000; Jamal & Baba, 2001).

Vygotsky (2007) opined that teaching in team can be grouped into two main groups: namely, socio-behavioral perspective and socio-cognitive perspective. In socio-behavioral perspective, the experience of being in a team impels the individual towards greater performance than would occur if the individual were teaching alone. Scholars of socio-cognitive perspective argued that working in teams express team members of different ways of thinking about subject matter which, in turn, improves teaching and learning. According to Vygotskyian theory (2007), greater effort results from the team itself rather than from the goal. Teachers come to identify with teams in which they are members, and to form social bonds with other members of their team. The cohesion built around the team identity lead steam teachers to combine their knowledge and skills for the team's benefit. Greater achievement results from team identity and pooled effort.

According to Piagetian cognitive-elaboration theory (2010) in Yaga (2014) learning arises from interaction amongst team members. Verbal interaction in team's discussion of the subject matter at hand by team members leads to active processing of information that arises during that interaction. The psychological developmental theories of Vygotsky and Piaget are included in cognitive-developmental explanation of the outcomes of team teaching. The Vygotskyian approach argued that learning occurs from mediation and modeling during interaction with one another, given that the help provided by another person is appropriate in terms of relevance, timing, and level of difficulty. The Piagetian approach argues that learning occurs when interaction in a team leads to cognitive conflict in the individual (Yaga 2014).

2.3 Conceptual Framework

Figure 1 shows the team teaching cycle used in planning, execution and evaluating the entire procedures for content delivery in SOS 322 (NIGERIA'S EXTERNAL RELATIONS). It is made of four stages starting from FOCUS- which entails using data to create the lesson plan and a common assessment. The second phase is the STRATEGIES- this stage is where teachers instructs using effective strategies from the team focus meeting. In this study, Combine Team Teaching Approach (CTTA) which include complementary, supportive, one-teach-one-observe, one-teach-one-assist and some aspect of station teaching were used in the process of content transmission. The next phase is ASSESSMENT- where the co-teachers decide and adopt a common evaluation strategies; used them and discuss the outcome together. In this study, achievement test is used. The last phase is the RESPONSE. This is where teachers remediate based on the pre-determined efficiency level of the students.

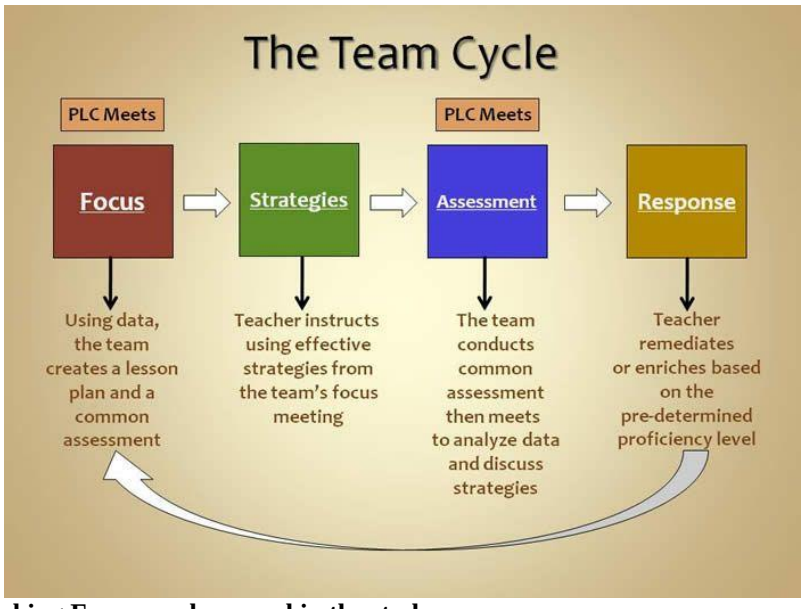


Figure 1: Team Teaching Framework as used in the study

2.4.1Concept of Social Studies Education

The term of social studies education has been multifariously conceptualized by numerous specialized experts in that field. These conceptions or definitions given by different scholars,

considering their diverse perceptual beliefs, are critically observed to contain similar mission of studying man in relation to his physical and social environments, most especially on how solutions to societal problems can be provided and wisely utilized for the promotion of effective citizenry, nation building as well as the assurance and sustenance of peaceful co-existence among the heterogeneous groupings of man's immediate, local, national and the nature of the current global village which is today considered as a kin-ship-tiers of the same family where a progress or problems of one member are heartily and collectively a greater concerns of the whole members of that family. Among these conceptions of social studies education are hereby provided below:-

Ololobou (2010) perceived social studies education as an "integrated study of man as he battles for survival in the environment both physical and social. It promotes awareness, appreciation, and understanding of the reciprocal relationship between man and responsible citizens" According to Mezieobi, Fubara and Mezieobi (2008) social studies education in defined as an "integrative field of study which probes man's symbiotic relationship with his environments, endows man with the reflective or contemplative capacities, intellectual, effective, social and work skills, to enable him understand his world and its problems and how to rationally solve or cope with them for effective living in the society".

Ololobou (1989) conceptualized social studies education as an organized, integrated study of man and his environment both physical and social, emphasizing on cognition, functional skills and desirable attitude and actions for the purpose of producing effective citizenry". It is also perceived by Kissock (1981) as a programme of studying which a society uses to instill in students the knowledge; attitude and actions which it considers important concerning the relationship human being have with each other, their world and themselves". In the words of

Dubeyetal (1980) social studies is described as the investigation of human activities. It studies man at home, a work, in politics, in the village, in the nation and anywhere he engages in his busy programme of living. Aibangbe (2005) sees social studies education as an integrated field of study with the focus on man and his interactions with his environments, intelligent, personal and societal problem solving and production of functional citizenry.

Moreover, Darma (2010) described social studies education as an educational programme which is purposely designed for social re-orientation, social rejuvenation as well as social transformation for the betterment of individual and that of the society at large. Therefore, based on the evidences of certain common elements that can be observed and extracted from the definitions given above, we can form on opinion or deduce that social studies is a course or subject of study that mainly focus on man in relation to his environment both physical and social emphasizing on how men, despite their differences in culture, can closely live together in peace and symbiotically depend on one another for the benefit of all members of the society. In relation to this social, studies can be defined as a course of study which intend to import and orient students on the acquisition and the utilization of relevant knowledge, positive values as well as responsive attitudes that are deemed necessary for making society a better place to live in unity, harmony and prosperity.

2.4.2Historical Origin and Globalization of Social Studies

The history of where, when and how social studies education originated in the world around is observed to be surrounded by diverse conflicting accounts that are opined and documented by different educational advocates and professional in the field. Some experts are of the view that social studies education was originated from the United States of America (USA) and spread to Great Britain, while others hold a contrary opinion that Britain was the internal home base that

gave birth to the subject. The scandalous of this mismatched or discrepant accounts, according to Mezieobi, Fubara and Mezieobi(2008) was made cleared when a citizen of America; despite Americans' feeling of superiority above all other races of the world, acknowledged that social studies education originated from great Britain around (1820) and then spread to the United States of America. For this reason given by that American who was also a professor in the field of social studies education, at the University of Pennsylvania in Philadelphia, one should accept and ascribe the origin of the subject in the world to Great Britain from where it spread to other part of the World including Nigeria. However, wherever the subject comes from, we should not deny the fact that it was originated from the western world and North America.

A period before the end of 18 century social science subject such as government, economic and history were initially taught separately in the school of the different parts of the U.S.A. These subjects were considered in adequate to fully explain man and his increasingly complex relationship in an ever speedy changing world. As a result, there was a need to bring out concept, ideas and generalizations from school subjects, most especially from History and Geography that can fully explain man in his relation to social group (Ololobou (1999).When social studies was first introduced, History was considered as the central study of social studies where children offered four-year-sequence programme in History that included Ancient History, European History, English history and American history. They offered course in civics and dull recitation of political social and economic events. They also offered bio graphics of famous men and women history, tales, hero stories, myths, legend and sagas. As such, children, therefore, end up in knowing the history of Greece and Rome with a well-stocked vocabulary of important figures and classical myths.

History, which was considered as the first among the other social science subjects that are integrated into the production of social studies contents was largely considered too academic only meant for college-bound students but inappropriate for children. It was also considered too removed from students' immediate needs and made no contribution to social efficiency. However, educational theorists in the U.S.A. complained that teaching about heroes and history stories were nothing more than "day dreaming", they wanted the school to deal realistically with the problems of the world. They encouraged the schools to socialize their students by centering their activities at home, family, neighborhood and community. They were of the view that schools should teach the present not the past (Ravitch, 2014). Ravitch (2014) explained that until (1913) history was history but the concept of social studies education was virtually not in existence in the school curriculum of the education system of any part of the united stated of America. In that year (1913), a committee of educationists under the chairmanship of Thomas Jesse Joes, who were one of the first to use the term social studies and who tough the subject at the Hampton Institute in Virginia to African Americans and American Indians, and who were assigned to reorganize the secondary curriculum, had provided a report which was later published as part of the cardinal principals of secondary education. In (1918) the Jones's report on the use of social studies education in schools was officially acknowledged in the report of the National Education Association (NEA) which gave real impetus to the use of the (social studies) term and to the teaching approach implied.

However, it was in the spirit of social efficiency, useful studies, citizenship education as well as socialization that the field of social studies came into existence. Some educational practitioners such as the leading founders of social studies education in the U.S.A. (Thomas Jessee Jones) explained that the purpose of social studies was to teach youngsters to adapt to and accept their

proper station in life, to teach them the facts that were immediately relevant to the institution of their own society, and teach them useful skills that would prepare them for the real world of family life, jobs, health problems and other issues that they would confront when they left school. In another development, a National Council for Social Studies (NCSS) was organized in (1921), and in (1923) the national society for the study of education devoted its year book to the subject. And also the then Association of the History Teachers of the Middle States were recognized as the Middle State Council for Social Studies.

In 1930, the chronological history was ordered by many national reports to be replaced with social studies and that young people should study immediate personal and social problems rather than the distant and irrelevant past; and also teachers should be trained to emphasize the immediate needs of the youth, current events, and social problems of today rather than the study of the past. As such, one state after the other began to eliminate history from the elementary grades and replaced it with expending environment, home, neighborhood and community through social studies education. The year book of the NEA which was published in 1936 was entitled social studies which gave the subject an important prominent place and a comparatively new area of the school curriculum to be accepted in the whole parts of the United States of America (Ravitch 2014).

The emergence and gradual inclusion of social studies education into school curricula of U.S.A, Britain and other western world's countries led to the beginning of social studies globalization into the different continents of the world to which African countries are not excluded. According to Ayuba (2009) "The need to solve domestic problems such as poverty, pollution, inflation and crime etc. had provided a great impetus to the introduction of social studies education in U.S.A". These problems, among others, alongside the need to promote citizenship education, spirit of

oneness as well as the promotion of democratic principles and values that will lead to the attainment and sustenance of peaceful of peaceful co-existence among the entire people of the world were what actually led to the emergence of international workshops and conference in U.S.A. and Britain, so as to sensitize African countries for the inclusion of the subject into their school curricula.

However, in the globalization process of social studies education, an international conference meant for the discussion on the needs and priority in curriculum development for Africa was held in September (1967) at Queens College, Oxford, England. The conference attended by African educators from Botswana, Ethiopia, Ghana, Kenya, Lesotho, Malawi, Nigeria, Sierra Leone, Tanzania, Uganda and Zambia had seriously made greater emphasis on the rapid development of social studies education into the curricula of primary schools of African countries to the extent that member countries agreed and resolved for the interchange of information on the curriculum development of the subject, (Ololobou 1999). The conference had also recommended that the Educational Development Centre (EDC), USA and the Center for Curriculum Renewal and Educational Development Oversea (CREDO), U.K. should convene or rather have a formal meeting of social scientists and educators from Africa, Britain and U.S.A. These countries had eventually met at the International Conference held in Mombasa, Kenya from 19th 30 August (1968). The outcomes of the conference had also reemphasized on the teaching of an integrated approach of social studies in the schools of all countries in attendance, the following were also the decisions taken by country members as provided by Ololobou (1999).

1. That African countries should adopt the integrated approach in the teaching of the subject. These involves the weaving together of vital elements of the contents and

methodologies of History, Geography, Civic, Economics, Anthropology and Sociology among other and providing learners with active experiences in the context of these so that they ultimately become productive participants in the economic activities, social aspirations and political goals of their own people.

2. The social studies objectives in African countries should emphasize social cohesion within its new national political boundaries, paying attention to common identity and goals and the importance of unity and cooperative group activities.

3. That African schools should encourage on inquiring attitude to social change and discourage passive acceptance of change that the integrated approach to the teaching of social studies should, with regards to change, be interested in a national integration; problems of rapid economic growth and of the essential dignity of man.

4. That in seeking to achieve identified objectives the spirit of inquiry should be encouraged among children and that teachers should only be facilitates of questioning and inquiring.

For the purpose of making learners to be more productive in the political and socio-economic activities of their societies the conference recommended the globalization of positive values, through the teaching of an integrated approach of social studies, such as the values of identity, unity, cooperation, dignity of man, national integration among other values, all of which were considered to be guided by the spirit of inquiry both from the part of the students and that of the approved methodology to be use in teaching the subject.

The establishment of African Social Studies Programme (ASSP) in (1968) had also made the spread, globalization and acceptance of the subject much easier among the African countries. It

was also ambitious not only to the spread of the subject but also to the promotion of teaching it in all member countries in particular and other countries in general. This is organization which was later, in (1992), changed to African Social and Environmental Studies Programme (ASESP) have taken the responsibility of making the subject globalized through:-

1. The initiating and participating is social studies workshops and conferences in all member countries.
2. Publications on social studies and environment
3. Sponsoring the preparation of package on member countries and make same available to other member countries to enhance study and awareness.
4. Hosting of international conferences among which was the third international social studies conferences held in Nairobi from 27 – 29th of June 1994.

These international conferences made the globalization of the subject into almost all African countries. Today many countries of the world have inserted the subject, due to its important of promoting positive values, into their school curricula. It is also offered in Nigerian schools after a gradual development of the subject into the country's curricula.

2.4.3 Historical Development of Social Studies Education in Nigeria

The historical development of social studies in Nigeria could not be fully justified without tracing it back to the period of pre-colonial indigenous African system of education followed by the period of colonial education in the country and then the period of the different phases of the post-colonial education in Nigeria.

In the first place, ASESP 1994 in Ololobou (2010) explained that "the purpose and content of social studies as a school subject are closely related to African traditional Education". That is to say the current planned social studies curriculum offered as a discrete subject in Nigeria schools was not in place in the pre-colonial Nigeria. But the objectives, contents and other elements of curriculum, though not formally planned and documented, were closely related to the African traditional system of education.

Mezieobi (2008) have identified and outlined many Nigerian scholars and writers who traced appearance of social studies in Nigeria to the early 1960, mid 1960, late 60s and or during the colonial era with the establishment of formal school. To him, tracing the historical origin of social studies to the colonial time, not even at or beyond independence, is considered as a greater fallacy. It has been in the pre-colonial days of Nigeria, but what was borrowed was the concept social studies and the inclusion of it as a discrete subject in the formal curricula of primary schools among others. The social content that was emphasized in the traditional social studies, which according to Ololobou (2010) have agreed with the primary role of the current social studies education, includes the following:-

1. The learning of the people's local and family history, myths, oral literature, proverbs and riddle s and the geography of the community and the adjourning neighborhood;
2. Respect to elders, honesty and truthfulness, fear of the gods/goddesses, learning of family gods, goddesses and the people's Ikenga;
3. Characters, value and virtues development and inculcation which traditional religion encouraged and promoted.

4. Instruction on loyalty to the community, recognition of one's rights, obedience to elders, recognition of seniority, hospitality to people, cooperation in common task, respect for others. (Mezieobi 2008)

Apart from the development and inculcation of positive values in the content of traditional social studies, which are part of affective learning, other aspects of cognitive and psychomotor forms of learning were also highly emphasized through the vocational, physical, science, technological, Home economics, and architecture and math education. They were informally carried out by accommodative social interaction. Therefore one should be made to understand that only the concept social studies offered in the current formal school system that was borrowed. But the idea or teachings of the subject was in place in the traditional education of the pre-colonial Nigeria.

The introduction of formal school system in the colonial Nigeria had witnessed the inclusion of some social studies aspect or social contents into their teaching which was observed to be tough through religious knowledge and moral instruction. According to Mezieobi (2008) social studies, in the colonial curriculum "…… was tough in the canopy of general knowledge, general studies and civic education. History and Geography were also part of the curriculum in the colonial primary schools. All of which provided some contents of social studies, thought, not officially introduced as desecrate school subject.

Towards the end of colonial period in Nigeria, the Ohio State University of the United State of America in (1958) had educationally cooperated with the then Western Region to the extent of sponsoring social studies project to some Nigerians for training programme in social studies as a school subject. This development led to the first emergence of social studies for the Teacher

Training College Curriculum aim at training and upgrading of primary school teachers in the area of social studies education. It also led to the subsequent production of social studies syllabus and a text book in the field, (Ololobou, 2010). According to Adewuya (2014) the appearance of the subject in the Western Region at the pre-independence era was short-lived because the inductees or the beneficiaries of the training sponsored by Ohio University had found no schools to disseminate the rubrics of the subject. Adewuya further explained that "the teacher college for which they were trained as well as the existing secondary modern schools had no social studies in their curricula.

In the early independence years in 1963the United State Agency for International Development USAID had collaboratively Joint effort with the then Western Region at the Comprehensive High School, Aiyetoro Egbala, which led to the reappearance of social studies in the school curriculum. This effort resulted to the production of the first book in 1965 containing an organized outline of social studies syllabus for secondary school system (Ololobou 2010). In the same year, the then western Nigeria Ministry of Education began the preparation and propagation of the subject which it spread it firmly into some selected government owned schools of the region, like Government College Ibadan (Fagge, 2009). On the other hand the government of the then Northern Region, through the Northern Nigeria Teacher Education Project (NNTEP) in 1964 encouraged the teaching of social studies into the schools and went ahead in the production of a text book on the methodology for teachers in teaching the subject properly and effectively. However, as the leading instrumental body in the organization and promotion of the subject, A B U Zaria had organized a series of different workshops that ended up with the production of relevant curriculum materials especially at primary level as well as sponsoring frequent social studies in-service causes for teachers at all levels.

Mezieobi (2008) explained that irrespective of the fact that social studies was introduced in some schools of the then Western Region of Nigeria in 1963, and its introduction in the Northern Region in 1964, social studies as a discrete subject was not offered on a national scale until 1982 when the 6334 system of education was introduced as the new system of education in the country. But before then, the following landmark series of development were recorded as important events for the proper establishment of social studies in Nigeria schools. The first among them was the national curriculum conference held in September 1969 which aimed at making all the element of curriculum relevant to the need of the child in particular and the nation at large, was considered to be achieved through the teaching of social studies in all classes of primary school and in class I and II of secondary education. In the same year, earlier before the national conference was held that was Jan, 1969, Social Studies Association of Nigeria (SOSAN) had been launched at the cooperative college Ibadan to promote the affective teaching of social studies in Nigeria. The outcome of the national curriculum conference earlier mentioned led to the emergence of an important Educational Agency called Nigeria Education Research Council (NERC) in 1970. This Agency in collaboration with the Comparative Education Study and Adaptation Center (CESAC) organized a series of seminars and workshops in 1971, 1972 and 1973 which led to the production of social studies curriculum materials for primary, junior secondary and teacher training colleges of education programme in Nigeria (Ezegba 1988 and Ololobou 2010).

In 1978 a two-years Bachelor of Education B. Ed programme in social studies was introduced at ABU Zaria and by 1980, the National policy on Education made it a core subject in primary and junior secondary school. The subject is therefore became compulsory in teacher's collage to produce teachers who should man the subject at primary and secondary school By 1984 many

more Universities started post-graduate degree programmes in social studies among such universities were Ife, Ibadan, Ilorin, Lagos, Nsukka and Jos, (Udoh 1989).Today, apart from social studies offered at NCE level in all the colleges of education in Nigeria, Degree and post-graduate programme in the subject are offered in many universities in the country up to the doctoral level (Ph. D)

2.4.4 Objective of Social Studies

Many educationists in the field of social studies as well as educational agencies have over the time come up with certain objectives of what social studies intended to achieve generally or within certain level of education. At the international context, and from where the subject is argued to be originated, Michaelis (1980) opined that social studies objectives have of necessity fall into the following four (4) different categories: knowledge objectives; affective objective; inquiry objectives and skill objectives. And the primary emphasis of each category mentioned above that is related to Nigerian context is:-

1. Knowledge Objectives:

The emphasis here is to develop understanding of data concepts, themes and generalization related to:-

a) Interaction of social, Economic, political, geographic and historical factors in human affairs.

b) impact of science, technology, education and interaction with other on ways of living

c) Influences of value, traditions, innovations and other aspects of culture on ways of living in our society and in others.

d) Similarities and differences in meeting basic human needs here and now, and in other times and places.

e) Operation of system of human activities common to all societies such as transportation, communication, government, education, production, distribution and consumption of goods and services; conservation and esthetic and religious expression.

f) Social forces that give shape of contemporary life now and in the past.

g) Various groups that give the individual sense of self understanding, insight into his potentialities and conceptions of his roles.

h) Contributions of individuals and groups to man's changing cultural change.

i) Conceptual backgrounds of democratic beliefs essential to our way of lives, including:-

- Respect for human dignity and worth of each individual.
- Responsibility for maintaining rights and freedom under law.
- Freedom of speech, religion, press, assembly and inquiry.
- Equality of justice, security and opportunity for all.
- Faith in the ability of men to govern themselves.
- Use of intelligence to solve human problems.
- Government by consent of the governed.
- Majority rule with minority respect and protection.
- Cooperative action for the common good.

- Cooperative with others to secure world peace.
- Process of social interaction and decision making in social economic and political institutions.
- Conceptual inquiry and value competent of the structure of history and the social science.

2. Affective Objectives

The emphasis of this category of objective is to develop attitudes, values and appreciations of the characteristics of individual who:

a) Place high premium on objectivity, thoughtful skepticism, respect for logical thinking consideration of premises and consequences, search for data and their meaning and other values or traditional inquiry.

b) Recognize personal feelings and opinion as possible sources of error and bias that influence interpretations and points of view.

c) Consider multiple causes of events, evidence that is contrary to personal views, and the limitations of generalization.

d) Search for new perspectives, creative ideas, divergent views and new ways of dealing with issues and problems.

e) Are sensitive to the influences of moral ethical and spiritual values in human affairs.

f) Value democratic beliefs, human freedom, civic responsibilities, enlightened, loyalty and other aspects of our heritage.

g) Value the contributions of individuals and groups to our cultural heritage, including contributions to knowledge made by historians and other social scientists.

h) Respect duly constituted authority, due process of law, and procedures for making changes.

i) Have self-respect and show respect for others regardless of race, creed, social and economic status and national origin.

j) Examine critically the actions of those entrusted with the general welfare of individuals and groups.

k) Evaluate their own actions and the efforts of others to implement democratic beliefs.

l) Are open-minded, responsible, cooperative and creative; and show concern for other in group endeavors.

3. Inquiry Objectives

- The emphasis of this category is to develop the ability to inquire by means of process that unite concepts values and methods of I inquiry in cognitive forms that enable student to:-

a) Analyze topics and problems, weight alternatives, consider sequences of alternative and make decisions.

b) Formulate criteria and use them to make judgments

c) Use models of inquiry flexibly, adopting them to different topics and problems.

d) Use such techniques of inquiry as systematic observation, the planned interview, critical reading of source materials, role playing fields trips and interpretation of graphic materials.

e) Use geographic methods of inquiry to drive space bound generalizations, such as our state has a variety of productive resources.

f) Use historical methods of inquiry drive time-bound generalizations such as the idea of self – government.

g) Use of method of inquiry from the social science to drive generalizations of wide .applicability such as: families around the world as differ in size and composition.

h) Use cognitive process involved in defining, classifying, applying, analyzing, synthesizing, evaluating, hypostasizing inferring, interpreting and generalizing.

i) Sharpen the thinking abilities that underline all forms of inquiry, including perceptual, associative, conceptual, critical, creative and problem-solving abilities.

j) Build cognitive structures that includes concepts values and processes of widespread used in studying human relationship.

4. Skill Objectives

The emphasis on this category of objective is develop competence in skills essential to the attainment of other objectives and live-long learning including the ability to:-

a) Use of variety of the sources of data including primary and secondary materials, textbooks, library materials, current periodicals, community resources and audio-visual materials.

b) Locate, gather, appraise, summarize and report information

c) Read social studies materials critically, listen critically and study I dependently

d) Interpret and make maps, graphs, table, time lines, and other graphic materials.

e) Interpret sequences of event, time periods, chronology and trends.

f) Organize materials from several sources and present it in pictorial, oral, written and graphic forms.

g) Distinguish facts from the opinion, relevant from irrelevant information means from ends, primary from secondary sources, and conclusions from supporting evidence.

h) Detect errors of thinking, unstated assumptions unwarranted assertion and the use of propaganda techniques.

i) Work as a member of group, participation in decision making, carrying out plans, adhering to group standards and evaluating individual and group efforts.

2.4.5 Nature and Scope of Social Studies

Nature and scope of anything is literally describing the innate characteristics, the breath or the collection of information of how broader or wider something is. For the purpose of this research work, the nature and scope of social studies deals with the range of knowledge, skills and information regarding to man as social creature and the environment in which he lives. It centers on the area of content coverage which the subject employs and discusses. As multidisciplinary or interdisciplinary approach by nature, social studies is given a more in-depth and sharper focus as an essentially integrative subject encompassing any or all concept that could be used for the analysis of societal problems (Adewuya, 2014). The solutions to these problems which social studies aims to critically examine and practically utilized can be sourced from relevant academic field of study such as subjects from social science; behavioral science, natural science and humanities.

Ravitch (2014) asserted that social studies within the school programme provides coordinated, systematic study upon which disciplines as anthropology, archeology, economic geography, history, law, philosophy, political science, psychology, religion and sociology as well as appropriate content from humanities, mathematics and natural sciences are integrated to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of culturally diverse, democratic society in an interdependent world. Moreover this integration help in the promotion of civic competency among social studies learners. For instance in the study of the concept of the common good some or all of the following may be drawn:-

- The discipline of history would be used to determine the concept's origin, study primary sources, documents, that define and address the concept and analyze the concept's development overtime.
- The discipline of geography would be used to locate where the concept was first developed, map its movement from one location to another, and recognize the power of diffusion of ideas as an example of global linkage.
- The discipline of political science would be used to determine the developing meaning of the concept as it is promoted or limited through existing political institutions, to study examples of actual practices related to the common good, and to acknowledge the need for citizens' involvement in closing the distance between the ideal and reality.
- The discipline of sociology would be used to examine the role individuals, groups and institutions and their relationship and responsibilities to the common good, and to develop an understanding of the complexities of those relationships resulting from the diversities of belief, values and structure within and among them.

- Communication abilities from language Arts/English and the fine Arts would be used to enable students to express their understanding of the concept in a personally meaningful way.

In support of the aforementioned nature of social studies, as a subject of multi-disciplinary approach, capable of integrating facts, concept ideas and generalizations from different field of study, the following theme or areas are put forward to illustrate the typical nature or scope of social studies as an educational area of study.

Citizenship

Citizenship in a democracy involves both obligation and privileges. Students need to understand how government and politics actually work. They need to understand the underline purposes and values government in a free society. In social studies classes, students should have opportunities to develop the abilities required to be effective citizens in a democratic society, students need opportunities to learn and practice their roles, right and responsibilities as citizens of democratic society and as member of the global community.

Culture Heritage

The culture heritage of a people is embodied in stories about their values, hopes and dreams, fears and dilemmas. The major role of school is to transmit the cultural heritage from one generation to another through history of the people, artifacts and dilemma. A culture consists of language, tools, important documents, customs, social institutions, belief, arts and religion. Every human society has particular patterns of behavior that make up its culture. Within social group, individual learn accepted means of meeting their needs and coping with problems of living. These means of perceiving, thinking and believing are part of their heritage.

Global Perspective

All most all issues concerns of the world are globally connected among nations. The world is becoming more crowded more interconnected and interdependence; and most unfortunately more volatile. There is the need for peace, but preparation for war continues alongside the terrorists and insurgents disturbances. Whatever happen in distant places quickly affects other places of the World. Student must understand the dynamics of human, technological and ideological positions or practices as culture is shared across the world, our perspective must be global.

Peace/Interdependence

Today, one hears cries for peace in many languages and from many nations. The tree of peace has its roots in justice, and this indicates that if there is no roots, tree dies. The two concepts of peace and justice can never be separated from other.

In the area of interdependence, every society struggle with the conflicts between the desire for independence and the realities of interdependences. Modern economic systems are based on the principle of specialization because it is more efficient and productive than other ways of getting work done. Specialization occurs when we produce a narrow range of goods and services than we consume. Individuals, businesses, regions or nations, can practice specialization. Specialization results from division of labour, where productive tasks are divided among workers to take advantage of workers' skill at a specific production operation.

Political Economic Issues

Citizens of any country need to have an awareness of their political and economic opportunities and obligations so that they can be functioning well with the political and economic system as expected of them. This means that the ability to make personal and social decisions, often with little time and incomplete information; citizens therefore need to become aware of their political and economic opportunities and obligation.

Social Contracts

As the fact remain that no man can survive in isolation he need the company of other fellow human beings, it requires that they must enter into social contract with them. This contract influences our public behavior and defines our privileges and obligations as citizens. This social contract are entered into not only be people as they approach the age of maturity, they are also a real and necessary part of the groups we call family, school, social groups, clubs and other social organizations.

Social History

The need for equality, justice and the large reservoir of historical and contemporary evidence of neglect demand that we include women, minorities and the so called ordinary people in our study of the human family; human values come to life through the stories of people who play many roles in drama of history, for example children can learn about courage from stories. Teachers can use songs and poetry of the down-trodden to teach Justice. Social history encourages the study of the past through primary sources and personal account,

Spatial Relationships

The study of areal, distribution, examination of particular places, and the delineation of regions help students understand how earth spaces is organized, people use similar earth space to link or interconnect the different areas with transportation and communication routes. They move themselves, messages as well as goods and services over the route. Geography is concerned with understanding the location and spatial arrangement of places and landscapes on earth. Consequently, it links the social and natural sciences and provides the spatial perspective necessary for understanding culture and human behavior.

Technology

Human beings modify nature for their purposes. They engage in science and technology and engineering as tools. We must use these tools to bring comfort, enjoyment and relaxation to our lives. Social studies help students understand the role of technology in their lives.

Tradition and change

People, events, tools, institutions, attitudes, values and ideas change over time. History records the struggle of people and groups who favor change and thus who oppose change. So we must ponder on the past and anticipate the future. As the rate of change accelerates, we must recognize that human experience is continuous and interrelated. Continuity and traditions are facts of life and provide life and meaning, beauty and truth. In some ways, nothing new occurs under the sun. All persons, events, actions and change are the outcome of things that have gone before; students should learn how change and continuity constantly influence their lives.(Okokwo, 2000)

In addition to this Ravitch (2003) added that social issues such as poverty, crime and public health are increasingly understood to transcend the boundaries of disciplines, culture and nations. As these issues grow increasingly complex, the work to develop solutions demand increasingly integrated view of scholarly demands and of the world itself. Therefore, it is within this context that these social studies standard were created. They pay attentions to specific contributions of history, the social sciences, humanities, fine arts, the natural science and other discipline while simultaneously providing on umbrella for the integrative potentials of these several discipline. This characteristic is the nature and strength of social studies: recognizing the importance of discipline and their specific perspectives in understanding topics, issues and problems, but also recognizing topics, issues and problem transcend the boundaries of single disciplines and demand the power of integration within and across them.

To corroborate this, Ololobou (2010) explain that the scope of social studies is ever-changing given factors of space time and human development. It is interested in all facets of human life and activities. Hence, the scope of social studies covers socio-cultural, historical, political, geographical, economic, scientific and technological issues. Cotemporary public issues which are increasingly affecting the well-being of man are also built into the scope to equip the learners with survival skills to make valuable contributions for the upliftment of the society. Issues like population education, peace education, drug education, HIV/AIDS education, human rights education, family life education are al included. The essence of this wide focus of human activities is the promotion of good citizenship. Learners get to understand themselves, the environment and the people around them through the quality of content coverage.

2.4.6 Reasons for Introducing Social Studies in Nigeria Schools

Mezieobi (2008) outline the reasons why social studies education was introduced into Nigeria school. Some of these reasons that; are found relevant to this research work are hereby summarized below:-

It was introduced into the Nigeria schools as a response to the world curriculum reforms trends focusing on techno-human education that will enhance human progress and improvement in life. It was also response to design a curriculum that will reflect Nigeria's needs, problems and aspirations. It was also considered as a tool that will reflect Nigeria oriented approach, not western approach, so as to produce individual who would be endowed with intellectual, reflective and social skills to make the life worth a living. It was considered as an integrated approach to learning capable of cutting across artificial divisions and presenting knowledge as a whole. And most importantly, with social studies which is a value-laden subject will help in eradicating the negative values and provide a value re-orientation platform to inculcate socio-civic and affective competence in our people.

The aforementioned reasons responsible for the introduction of social studies into Nigeria secondary school are in line with the importance of teaching the subject as projected by mecheallis (1980), and which are also found relevant to Nigeria context are explain below:-

1) Thinking ability

Social studies makes many contribution to development of thinking abilities as a problem solving, critical thinking and creative thinking are put to use in unit of instruction. In each unit of instruction for example, many opportunities exist to define problems and issues, raise question search for a selected related information, organized and recognize ideas, propose and

test hypothesis, express thought and feeling in original way and make critical appraisals of proposals procedure and plan to action. Social studies makes other significant contribution to the development of thinking abilities as the basic concepts and other skills are brought to ever higher levels of development.

2) Self-Realization

Social studies contribute to self-realization by providing experience that foster maximum growth of each individual potentialities. The capacities of gifted, average and less able children may be increased by the use of varied approaches to the study of topics, problems and issues. Individual study, group work, reading, listening and other skills so that children become increasingly self-directive as they progress from level to level. Creativeness, responsibilities and inquisitiveness may be nurtured while children under take studies of people at home and other land.

3) Human Relationship

Most important aspect of this discipline in the development of concepts and generalization to an understanding of human relationship as interdependence, cooperation and impact of culture on ways of thinking, believing and acting. Cross-cultural understanding and appreciations are nurtured by considering the need, problems and points of view of others. Concern for others of open-mindedness are stressed when differences in ways of living and the contribution of various individuals and diversity of group to human welfare are study.

4) Economic Efficiency

The social studies contribute to this by providing exercises that develop concepts, skills and attitude related to mains use of limited resources to meet his need and his unlimited wants. Illustrative concepts are specialized for increase production, operation of supply and demand in the market, use of land, labour and capital to produce goods and services.

5) Civic Responsibilities

Civic responsibilities is given direct attention in social studies. The acceptance and discharge of responsibilities by the children themselves at home, in the school, and in the community are first considerations. Also concepts and generalizations and appreciation related to the contributions of others, respect for constituted authority, the role of government, the operation of civic institutions and awareness of the responsibilities each individual must assume to preserve freedom for himself and others.

2.5 Concept of Teaching

The World Book Encyclopedia (2001) explains teaching as "helping other people learn". This makes teaching one of the most important ways that enable people to relate to one another as far as knowledge and skills acquisition are concerned. Teaching helps people acquire the knowledge they need to become responsible citizens, to earn a living and to lead useful rewarding lives. Teaching is also said to be a vehicle for transferring knowledge from one generation to next. Teaching is not a monologue but a dialogue in which one partner is vocal, but the other partner may, by simple participation in the form of a query, partake in the dialogue. According to Bruner (1994), teaching is the ability to impart knowledge to a group of people, or it is to show the way to something or a process. Similarly, Agun and

Imogie (1988) also explain teaching as any interpersonal influence which may be exerted by somebody and which is aimed at changing the ways and behaviour of an individual. Teaching therefore concerns the activity of facilitating learning. So far as consideration of knowledge transfer is undoubtedly important, it is valuable in relation to the extent of quality of learning that is triggered.

According to Kochhar (1985), teaching is "an art with children as the raw material that the teacher has to deal with". As the author indicates, the teacher unconsciously designs the child entrusted to him or her and on purpose the teacher modifies the child. In this regard, teaching becomes a sublime art because it is impossible to separate the teacher and teaching. What this means is that the teacher mirrors himself or herself into the child; thereby putting an indelible stamp on the young, growing, plastic mind of the child who consequently and generally takes after the teacher. Kochhar believes that teaching should be effective to make learning possible. The author explains that effective teachers learn how to adjust the level of difficulty of learning tasks for particular students. Sometimes this means providing special challenges for the brightest in the class and providing more support and assistance for those who find a particular task too difficult.

2.6 Methods of Teaching Social Studies

Teaching as a process of guiding and assisting pupils or students to acquire new knowledge and experience is an important aspect of education that institutionalizes school and school-like environments for the production of relevant manpower that will effectively man the affairs of other institutions which in turns provided the needed function that ensure the stability and continues existence of the society for individual and collective benefit. However, the crucial role

play by teaching is what makes it to become the central backbone of educative process in the school system. The term teaching has been defined in number of ways, among which are highlighted below:-

According to Akinpelu (1981) in Zaliha (2008) teaching is conceptualized as intended actions made to induce learning through conscious and deliberate effort by a matured and experienced person to impart knowledge, skills, attitudes, belief etc. to immature or less experienced person. It is considered as any interpersonal influence which may be exerted by somebody and which is aimed at changing the ways and behavior of an individual (Agun and Imogie 1988). In considerations and analysis of some popular traditional conceptions of teaching, Meziobi (2008) synthesized them and reveal that teaching is a process through which a teacher, in a teacher centric classroom learning setting transmits knowledge, skills attitudes and values to passive or non-participative learner who must take effort to assimilate the imposed knowledge which is geared towards inducing behavior change in student' behavior without linking it to the very act of classroom teaching and other school activities of the teacher such as preparing lesson plan, maintaining discipline, cleanness and counselling students. Teaching must therefore involves interactive learning process where the students actively participate in the process, whereas the teacher serves as a guider or facilitator of learning.

Method on the other hand is said to be originated and derived from Greek language or word "methodos", which means "right way for a particular purpose". Its derivation lead to the formation of the word "method" which literarily means the manner or way of doing something. In the teaching and learning situation, method refers to the general approach adopted by a teacher to explain subject matter to the learner. It consists of a pattern of teacher behavior that occur sequentially in a unified manner in the instructional process (Ololobou, 2010). The African

Social and Environmental Studies Programme ASESP (1994) and Zaliha (2008) see method of teaching as the general approach or guidelines in the purpose of teaching content or conducting a lesson. In the words of Okon and Ibanga (1982) in Janguza (2009). Teaching method can be described as any approach that a teacher adopt to direct, induce and promote learning. In line with this, Uga (1981) in Denga (1994) method of teaching is perceived as a process of establishing and maintaining contact between the pupils the right attitude to the subject. It is seen as a chosen systematized and ordered correct way through which the act of teaching is performed in order to accomplish the set objectives of instruction. It is a means, procedures, broad or general right way through which the desired positive change in the learner is brought about or learning is induced to occur (Mezieobi 2008). However, the analysis of the aforementioned definitions of method in relation to teaching and learning situation, it reveals that method of teaching is the general or broad approach of lesson delivery or in any other school-like-environment, intended to effect positive changes in the behavior and attitude of learners.

However, as a general approach to instruction, method of teaching is broadly classified based on educational principles which indicate how individual learn. The two main classification or rather key instructional approaches that are well known in the teaching profession are hereby identified. There is the teacher-centered approach to content presentation where the teacher takes center stage in all class activities with the learners contributing mainly their attention. There is also the learner-centered approach, where the learners are at the center of the instructional process. Apart from these two methods there is another one which encourages a close interaction between teacher and the learner which is named as Mid-Way method, a blend of the other two that are mentioned above (Ololobou 2010) ,

Teacher-Centered-Method of Teaching

This is method or approach to instruction is also termed as traditional approach direct teaching, Expository method or content transmission method. It is described by NCCE/TDP (2015) as an approach of "Jug and Mug" where students are encouraged to be passive learners. It considers students' heads a shallow that can simply be filled and refilled with facts by the teacher as chief executive who dictate to student, based on the notion that contents are exclusively the teachers' product. Teachers are seen as permanent custodian of what is already known while the recipient of education are considered docile and passive (Denga, 2014). This tradition is closely related to what Farrant (1976) relate the nature of passive learning to the process where knowledge is mistakenly considered by others as to be pumped into the childlike petrol into a tank and that when he is full he is educated.

However, Natasha (2014) identify the main focus of teacher centered method as considering the teacher as the main authority figures, whereas students are only meant to learn through lectures and direct instruction. In the same vein, teacher centered is typically to the learning situations in which the teacher asserts control over the material that the students study and the way in which they study it – i.e. when, where, how and at what pace they learn it. In such a situation the teacher tends to be the most active person in the classroom and do most of the talking (e.g., by lecturing, demonstrating concepts, reading aloud or issuing instructions), while students spend most of their time sitting in desks, listening, taking notes, giving brief answers to questions that the teacher may ask, or completing assignments and tests. Teachers may also decide to teach students in ways that are easy, familiar or personally preferred, but that might not work well for some students or use instructional techniques shown to be the most effective for improving learning (G.S.P., 2014).

Nevertheless, the only sub-category under teacher centered method of teaching is direct teaching or direct instruction, normally seen in the current educational scene as traditional teaching characterized by lectures and teacher-led demonstration. Natasha, (2014) also identify three teaching models beneath direct instruction. The first one is The Formal Authority Model where teacher is considered as the sole person of authority and leadership to the extent that classroom management is usually based on the traditional methods involving teacher designed rules and regulations. The second one is The Expert Model that described the teacher as the know-everything in the classroom where the students are considered nothing more than empty vessels designed to receive the knowledge being given by the teacher. And the third one is The Personal Model where the process of finding information and that of understanding it is directly shown to the students by their teacher, and also the students learn by watching and copying what the teacher does exactly as the teacher does it. Therefore, all these information regarding to teacher centered method of teaching, notify to us that teachers are using direct teaching, expository or transmission approach of the subject matter to the learners thereby dominating all the instructional processes by directly telling the students what they need to know. The following are among the advantages and disadvantages of teacher-centered method of teaching that are worthy of knowing for teachers to decide when and how to utilize it in teaching and learning encounter:-

Advantages of Teacher-Centered Method of Teaching

- When education is teacher-centered, the classroom remains orderly. Students are quiet, and the teacher retains full control of the classroom and its activities.
- Because students learn on their own, they learn to be independent and make their own decisions.

- Because the teacher directs all classroom activities, they don't have to worry that students will miss an important topic.

Disadvantages of Teacher-Cantered Method of Teaching

- When students work alone, they don't learn to collaborate with other students, and communication skills may suffer.
- Teacher-centered instruction can get boring for students. Their minds may wander, and they may miss important facts.
- Teacher-centered instruction doesn't allow students to express themselves, ask questions and direct their own learning (COE, 2012)

Learner-Centered Methods of Teaching

Learner centered method of teaching is featured as direct opposite of the teacher centered method which was explained in the foregoing heading. It is often described as modern approach to instruction, indirect teaching or inquiry method where learners are actively participating and contributing in the learning process. The psychological facts and that of the other verified educational research findings show that children learn best by doing and find greater interest and enjoyment in activity they engaged or involved in. According to TDP (2015) learning is not simply a theoretical exercise where teacher might be seen blowing complex grammar but also a practical experiential one, the emphasis of which means that responsibilities for learning turned away from the instructor and content, towards the learner. This method promote active learning through participatory, interactive collaborative and reflective teaching and learning. This participative aspect of this method of teaching is supported by Janguza (2009) who added that children are to be heard not to be seen only in the teaching and learning situation. Natasha (2014)

elaborated that the teacher, in this approach, still remains the authority figure, and students play an active role in what is learned. The students are learning the information the teacher is giving, and the teacher is learning how best to approach his students. There are two subcategories in this approach – inquiry-based learning and cooperative learning.

In the Inquiry-Based Learning approach of the learner centered method the teaching style focuses on letting the student explore and actively participate in learning. Rather than being a dictator, the teacher is more of a guide, giving the students advice and supporting their efforts. Students are expected to participate and play an active role in their own learning. There are three models under this subcategory. The first one is the Facilitator Model where the teacher works under an open classroom model. The idea will be to place a stronger emphasis on the teacher-student relationship by joining the student in the learning process, and the teacher will work on encouraging the students to be more independent, more exploratory, and involve more hands-on learning. The second one is Personal Model which emphasizes learning with the students so that they can learn to explore and experiment with new ideas. In this way, students can learn that making mistakes are part of the learning process as they watch their teacher make mistakes as well. They will, hopefully, also see that people can learn from their mistakes. The third one is the Delegator Model that encourages autonomy in the student's learning process. The teacher explains what is expected, gives students the resources needed, and spends the rest of the time acting as a resource of sorts. They will answer questions and check on progress when needed. The students are actively involved in their own learning process with no real guidance from the teacher.

Cooperative Learning Approach of the learner centered method is based on the fact that students learn best when interacting with their peers and that most of their work in the classroom are

based on grouping where students are considered as responsible for their own learning and development. However, two different models fall under this sub-category of learner centered method of teaching. The first one is also the Facilitator Model which is almost the same with the Facilitator Model under inquiry-based learning. The only difference is that there is a higher focus on group projects rather than individual work. The teacher still uses an open classroom, and the focus is still on increasing students' independence, hands-on learning, and exploration. However, instead of the student undergoing this process alone or with the teacher, he will also have a group of his peers joining him in the learning process. The second one is the Delegator Model. Like the delegator model from the inquiry-based learning subcategory, this model acts as a resource to students with a hands-off approach to the students' learning. There is a higher focus on group projects compared to the inquiry-based learning delegator model, but overall, the same key ideas are behind both models (Natasha, 2014)

According to Wikipedia (2015) Student-centered learning, is broadly related to all methods of teaching that shift the focus of instruction from the teacher to the student. This method of teaching aim at developing learners' autonomy and independence by putting responsibility for the learning path in the hands of students. It requires students to be active, responsible participants in their own learning and with their own pace of learning. In a nut shell, a student-centered classroom is when the teacher acts as a facilitator, as opposed to instructor in the teacher centered method of teaching. In line with this however, Phyllis (2016) asserted that learner-centered teachers do not employ a single teaching method. Because the approach emphasizes a variety of different types of methods that shifts the role of the instructors from givers of information to facilitating student learning.

Additionally, student-centered instruction is often associated with classrooms that feature desks arranged in circles or small groups (rather than rows of desks that face the teacher), with "self-guided" or "self-paced" learning, or with learning experiences that occur outside of traditional classroom settings or school buildings, such as internships, apprenticeships, independent research projects, online classes, travel experiences, community-service projects, Some aspects of student-centered instruction—such as the arrangement of desks into circles or small groups, or assignments that allow students to choose their own reading materials—have been widely adopted by teachers (GSP, 2014)

The following are also among the advantages and disadvantages of learner-centered method of teaching that are worthy of knowing for teachers to decide when and how to utilize it in teaching and learning encounter:-

Advantages of Learner-Centered Method of Teaching

- Students learn important communicative and collaborative skills through group work.
- Students learn to direct their own learning, ask questions and complete tasks independently.
- Students are more interested in learning activities when they can interact with one another and participate actively.

Disadvantages of Learner-Cantered Method of Teaching

- Because students are talking, classrooms are often busy, noisy and chaotic.
- Teachers must attempt to manage all students' activities at once, which can be difficult when students are working on different stages of the same project.

- Because the teacher doesn't deliver instruction to all students at once, some students may miss important facts.
- Some students prefer to work alone, so group work can become problematic (COE, 2012)

Mid-Way Method of Teaching

Mid-Way method is a combination of both the teacher centered and learner centered method of teaching that co-exist and complement each other in the same processes of teaching and learning encounter. In trying to reconcile of which the best among the teacher-centered and the learner-centered method, and also to emphasize on the utilization of midway method, Parlmer cited in Weimer, (2013) explains that two contradictive aspects or paradoxical things should always be joined together because the poles of a paradox are like the poles of a battery, holding them together will generate effective energy of life, while pulling them apart the current will stop flowing. That is to say the separation of any of the profound paired truths of our lives makes each pair to become lifeless specters of themselves. However, the thinking of some educationists that teaching is either teacher-centered or learner-centered breaks an inseparable bond and does so to the detriment of our students and ourselves. Learner-centered teachers still need to lecture, as in tell students things. After all, the knowledge and experiences of the teacher can be immensely helpful to students as they work to master course material and eventually find their way to careers and lives that matter. Meanwhile, those who are teacher-centered should work to engage and involve students. They must recognize that students can learn from each other and that the deepest learning happens when students have the opportunity to practice and obtain feedback from their teachers (Weimer, 2013). In respond to this, Collier (2016) commented that Being learner-centered does not mean rejecting traditional teaching methods! It means selecting

those which best support the learner, rather than which are easiest, most comfortable, or most familiar for the teacher.

Furthermore, Concordia Online Education, COE (2012) asserted that Teachers want their students to enjoy the teaching and learning processes, and they want the classroom to be orderly and controlled for proper classroom management to be achieved. As a result, the debate of teacher-centered vs. student-centered education has been in the forefront of educators' minds for many years. Though many people have a specific idea of which type of education is best. However, with the consideration of the pros and cons of both the teacher centered and students centered method of teaching mentioned earlier on, it is best for teachers to use a combination of both to ensure that all student needs are met. When both approaches are used together, students can enjoy the positives of both types of education. Instead of getting bored with teacher-centered education or losing sight of their goals in a completely student-centered classroom, pupils can benefit from a well-balanced of instruction or rather Mid-Way Method of teaching.

Methods and Respective Techniques in Teaching Social Studies

Apart from the two general category of teaching methods that are highlighted above (teacher centered and learner centered methods) there are some educational practitioners and or educational bodies who have come up with certain different methods of teaching, while to others, those methods are perceived as specific techniques of teaching falling under one method of teaching or the other. For instance, Center for teaching and Learning (2016) have identified 150 teaching method as follows:-

1. Lecture by teacher 2. Class discussion conducted by teacher 3. Recitation or oral questions by teacher answered orally by students 4. Discussion, groups conducted by selected student

chairpersons 5. Lecture-demonstration by teacher 6. Lecture-demonstration by another instructor(s) from a special field (Guest speaker) 7. Presentation by a panel of instructors or students 8. Presentations by student panels from the class: class invited to Participate9. Student reports by individuals 10. Student-group reports by committees from the class 11. Debate (informal) on current issues by students from class 12. Class discussions conducted by a student or student committee 13. Forums 14. Bulletin boards 15. Small groups such as task oriented, discussion, Socratic 16. Choral speaking 17. Collecting 18. Textbook assignments 19. Reading assignments in journals, monographs, etc. 20. Reading assignments in supplementary books 21. Assignment to outline portions of the textbook 22. Assignment to outline certain supplementary readings 23. Debates (formal) 24. Crossword puzzles 25. Cooking foods of places studied 26. Construction of vocabulary lists 27. Vocabulary drills 28. Diaries 29. Dances of places or periods studied 30. Construction of summaries by students 31. Dressing dolls 32. Required term paper 33. Panel discussion 34. Biographical reports given by students 35. Reports on published research studies and experiments by students 36. Library research on topics or problems 37. Written book reports by students 38. Flags 39. Jigsaw puzzle maps 40. Hall of Fame by topic or era (military or political leaders, heroes) 41. Flannel boards 42. Use of pretest 43. Gaming and simulation 44. Flash cards 45. Flowcharts 46. Interviews 47. Maps, transparencies, globes 48. Mobiles 49. Audio-tutorial lessons (individualized instruction) 50. Models 51. Music 52. Field trips 53. Drama, role playing 54. Open textbook study 55. Committee projects--small groups 56. Notebook 57. Murals and montages 58. Class projects 59. Individual projects 60. Quizdown gaming61. Modeling in various media62. Pen pals63. Photographs64. Laboratory experiments performed by more than two students working together 65. Use of dramatization, skits, plays 66. Student construction of diagrams, charts, or graphs 67. Making of posters by students 68.

Students drawing pictures or cartoons vividly portray principles or facts 69. Problem solving or case studies 70. Puppets 71. Use of chalkboard by instructor as aid in teaching 72. Use of diagrams, tables, graphs, and charts by instructor in teaching 73. Use of exhibits and displays by instructor 74. Reproductions 75. Construction of exhibits and displays by students 76. Use of slides 77. Use of filmstrips 78. Use of motion pictures, educational films, videotapes 79. Use of theater motion pictures 80. Use of recordings 81. Use of radio programs 82. Use of television 83. Role playing 84. Sand tables 85. School affiliations 86. Verbal illustrations: use of anecdotes and parables to illustrate 87. Service projects 88. Stamps, coins, and other hobbies 89. Use of community or local resources 90. Storytelling 91. Surveys 92. Tutorial: students assigned to other students for assistance, peer teaching 93. Coaching: special assistance provided for students having difficulty in the course 94. Oral reports 95. Word association activity 96. Workbooks 97. Using case studies reported in literature to illustrate psychological principles and facts 98. Construction of scrapbooks 99. Applying simple statistical techniques to class data 100. Time lines101. "Group dynamics" techniques 102. Units of instruction organized by topics 103. Non directive techniques applied to the classroom 104. Supervised study during class period 105. Use of sociometric text to make sociometric analysis of class 106. Use of technology and instructional resources 107. Open textbook tests, take home tests 108. Put idea into picture 109. Write a caption for chart, picture, or cartoon 110. Reading aloud 111. Differentiated assignment and homework 112. Telling about a trip 113. Mock convention 114. Filling out forms (income tax, checks) 115. Prepare editorial for school paper 116. Attend council meeting, school board meeting117. Exchanging "things"118. Making announcements119. Taking part (community elections) 120. Playing music from other countries or times 121. Studying local history 122. Compile list of older citizens as resource people 123. Students from abroad (exchange students)

124. Obtain free and low cost materials 125. Collect old magazines 126. Collect colored slides 127. Visit an "ethnic" restaurant 128. Specialize in one country 129. Follow a world leader (in the media) 130. Visit an employment agency 131. Start a campaign 132. Conduct a series 133. Investigate a life 134. Assist an immigrant 135. Volunteer (tutoring, hospital) 136. Prepare an exhibit 137. Detect propaganda 138. Join an organization 139. Collect money for a cause 140. Elect a "Hall of Fame" for males 141. Elect a "Hall of Fame" for females 142. Construct a salt map 143. Construct a drama 144. Prepare presentation for senior citizen group 145. Invite senior citizen(s) to present local history to class including displaying artifacts (clothing, tools, objects, etc.) 146. Prepare mock newspaper on specific topic or era 147. Draw a giant map on floor of classroom 148. Research local archaeological site 149. Exchange program with schools from different parts of the state 150. In brainstorming small group, students identify a list of techniques and strategies that best fit their class.

However, method of teaching social studies are anticipated to be in agreement with the learner centric and problem solving nature of the subject which provide student with participatory oriented to achieve its stated objective. Mezieobi, Fubara and Mezieobi (2008) emphasized that to achieve the main goal of social studies production of functional and productive citizenry, the process or method of teaching the subject should not be passing desirable knowledge to a passive learner, but a predominantly student control or directed interactive learning achievement within and outside the classroom situation in which the learner actively participate and make conscious and deliberate effort to induce and acquire significant learning under the teacher serving as learning collaborator, director, guide, a catalyst and a helper. In light with this, Cobin (1988) stated that a social studies teacher must employ various method and techniques that will enable learners to develop an open but critical mind which can accommodate opposing views, reasoned

judgment as well as free expression. Teaching Technique on the other hand refers to devices or strategies specifically adopted by a teacher to teach a specific lesson. While teaching method is viewed as more broad and general approach to instruction, teaching technique is more specific means by which general objectives are accomplished. The following table provide some of the method and techniques that are readily available for social studies teachers to apply in teaching and learning social studies' content, a choice of which will depend on the nature of students' ability, age, an objectives of a particular lesson intended to facilitate students learning:-

Table 1: Methods and Teaching Techniques in Social Studies

Teaching method		Teaching techniques
i.	Presentation	- Lecture - Story telling - Demonstration - Resource person - Illustrated tanks
ii.	Construction	- Book construction - Exhibition - Model construction - Physical construction
iii.	Discussion	- Debates - Devil's advocate - Panel - Small group - Brain storming - Bound table
iv.	Dramatization	- Miming - Playlet - Role play - Puppetry
v.	Inquiry	- Field trip - Survey - Interview - Opinion polls
vi.	Simulate	- Historical simulation - Simulation activities - Simulation games
vii.	Creative Activity	- Creative writing - Poster making - Cartoon
viii.	Problem solving	- Research activities that involve problem identification, collection and analysis of data and conclusion.
ix.	Questioning	- Didactic - Information processing and storing - Content level of knowledge

(Ololobou, 2010)

2.7 Innovative Teaching Approach in Social Studies Curriculum

Regan (1960) in Hanna (2012) opined that curriculum of any subject is generally described as all king of experiences of the child or student for which the school accept responsibility. These experiences are normally designed in agreement with the set down objectives to be achieved by the students after being exposed to those experiences. In the same vein, school accepts such responsibility by employing relevant methods, techniques and approaches that can appropriately be utilized in ensuring positive facilitation of students' learning. In the word of Block (1998) Curriculum is perceived as "prescribed body of knowledge and methods by which it can be communicated. However curriculum of any subject is organized around four element: "methods or learning experiences" and of course the element of "evaluation". It is therefore, it is worthnoting that a change or an innovation occur in one of these element may be resulted I to a change in another element of the curriculum. However a change or new way of doing things on any of the element of curriculum would be accepted as an innovation, in as much as the change is deliberate, purposeful, progressive and aimed at achieving positive result (Yunus 2006, and Hanna 2012).

Indeed countless number of researches conducted by many scholars and other educational practitioners revealed and resulted to so many innovations in all the elements of Curriculum, most especially in the area of methodology or teaching approaches. In line with this, Awonyi (1979) in Denga (2004) opined that, though, schools, teachers and Curriculum have somehow witnessed changes, teaching have been observing to witness more significant change among them.

However, these deliberate and purposeful changes, leading to the needed innovations in the area of teaching methods are of necessity considered appropriate to be kept abreast by social studies teacher so as to utilize them from time to time and from lesson to lesson. These innovative approaches to teaching are well emphasized by Mezieobi (2008) to be apply with equal facility in social studies education or class. Among these innovative approaches applicable to social studies education is "Team Teaching Approach" which is an important aspect or variable of this research project.Therefore, some of the available and accessible literature that are related to this work are hereby reviewed.

2.8.1 Concept of Co-Teaching

The concept of team teaching which is considered by Bessette (2008) as one of the distinct instructional models of co-teaching can best be made cleared with the prior-knowledge of co-teaching framework. The concept of co-teaching emerged several years ago through the works of scholars such as Walther-Thomas (1997). However, it was initially introduced to raise issues in teaching handicapped students in an exclusive class (Cook & Friend, 1995; Dieker, 2001; Dieker&Murawski, 2003; Gately&Gately, 2001; Keefe & Moore, 2004; Stanovich, 1996; Tobin, 2005; Vaughn, Schumm, & Arguelles, 1997). It was thought that the difficulties of handling the education of students with disabilities required more workforces, from which co-teaching gradually emerged. The term co-teaching has attracted some teachers to treat it in different ways. For example, Angelides (2006) defines co-teaching as follows: "Two teachers are jointly responsible for a class and plan teaching together, plan instruction together, share teaching duties and design collectively all teaching aids" (p. 1). Additionally, Reinhiller (1996) notes that co-teaching in the early 1970s was known as team teaching, and it was also known as collaborative teaching, or cooperative teaching.

Although different terms referring to co-teaching are often used interchangeably, Jang (2006) rightly notes that such terms which refer to a context where two or three teachers share some responsibility in teaching the same group of students have different implications in terms of pedagogical concerns. Team teaching has the contributions of each participant in focus, whereas collaborative and cooperative teaching are concerned with the process of contribution and the way each teacher contributes to the process of teaching. In fact, co-teaching, known also as collaborative and cooperative teaching, is a general term referring to the pedagogical setting where two teachers share their pedagogy, information, and assessment while team teaching is considered as a one of the distinct instructional models of the co-teaching framework. Team teaching is subject to "teaching styles, learning philosophies, interpersonal skills, shared experiences, and licensure status" (Bessette, 2008, p. 1377).

In a non-technical terminology, co-teaching refers to an educational environment in which two or more teachers cooperatively teach a group of students. Yet a diversity of definitions exists. According to Wenzlaff et al. (2002), co-teaching is "two or more individuals who come together in a collaborative relationship for the purpose of shared work . . . for the outcome of achieving what none could have done alone" (p. 14). It was also characterized as cooperation between general and special education pedagogues with the same or different responsibility of teaching a group of students in a classroom (Gallo-Fox, Scantlebury, Wassell, Juck, & Gleason, 2005; Gately&Gately, 2001). In a different description, Cook and Friend (1995) argue that a co-teaching system has two or more teachers to mutually convey "substantive instruction" to a heterogeneous group of pupils in one class. In other words, a co-teaching system has been established on highly substantial approaches and features that distinguish it from such a traditional interpretation. The distinct features of such a system are described by Cook (2004): •

two (or more) educators or other certified staff • a contract to share instructional responsibility • a single group of students • primarily a single classroom or workspace • specific content (objectives) • mutual ownership, pooled resources, and joint accountability • each individual's level of participation may vary (p. 5) Although co-teaching was represented as a relatively new approach, its practicality has not been certified for a number of reasons. As far as its application is concerned, every co-teaching model may not be suitable in all educational settings because students and teachers do not possess similar features.

Its adaptability is another concern. For example, in Japanese classrooms, not all models of co-teaching are employed, only team teaching (Macedo, 2002; Tajino& Larry, 1998; Tajino&Tajino, 2000). Sometimes it seems difficult for co-teachers to accept their mistakes and respect a colleague's criticism, which is intended to improve cooperative activities. In such a case, the problems regarding the interaction between co-educators may accumulate and burst out in the form of emotional release, which may negatively affect the educational process (Shafer, 2000). Still, time limits seem to be a salient obstacle for co-teaching. Rushing through planning, implementing the schedule, and meeting the goals make time pass faster than expected. As Bullough and Birrell (1999) put it, "there was simply insufficient time and resources to accomplish all that is necessary to maintain a good program and positive relationships" (p. 387). In addition, although co-teaching can pave the way for changes, it is worth noticing that "how we changed is related to the problems and demands of our institutional contexts and our backgrounds and personalities" (Hohenbrink, Johnston, &Westhoven 1997, p. 297). Having different personalities and cultural backgrounds, co-teachers might face conflicting processes in dealing with each other's interests. As Quarcoo (2005) puts it, there seems to be some factors influencing the relationship of the co-teachers. For the reasons cited above, the idea of co-

teaching has not fully entered into the current education systems as a fixed method of teaching languages and other sciences.

2.8.2 Co-Teaching Models

The successful execution of co-teaching rests on the exploitation of a suitable model. Hence, no single approach is suggested for co-teaching. There are a number of influential factors such as district, situation of classroom, and the amount of cooperation in determining the right selection of co-teaching models (Muscelli, 2011; Wilson, 2006). According to Friend, Reising, and Cook (1993), there are five models for implementing co-teaching in educational systems. In fact, these models bear similarities in the sense that they use two teachers in the classroom. They can be considered distinct in that each model has its own peculiarity. The first model is characterized as "One teaches, one observes." Based on this approach, one instructor has important responsibility while the other one observes and assists students individually. This approach is compatible with increasing the experience of student teachers. The second model is known as the "parallel teaching" approach, wherein students are given more supervision time by teachers. In fact, students are divided into two groups, and each group receives teaching content from a particular teacher. Co-teachers give their own teaching information to their groups simultaneously and separately. In "station teaching," the third possibility, students and the content of instruction are divided. Each teacher takes a small part of the instructional content, working with small number of students. "Alternative teaching" is another type of co-teaching wherein a small number of students require specialized attention. One instructor deals with the larger group and the other works with the smaller one. The last and the most complex approach is "team teaching," which is known as one brain in two bodies. Based on this approach, both teachers give instruction mutually and simultaneously. The team-teaching approach to some extent depends on teachers'

styles. Tobin (2005) considers team-teaching model as a situation in which co-educators shoulder the burden of instruction at the same time.

2.9.1Team Teaching Approach

Goetz (2000)perceived team teaching as a group of two or more teachers working together to plan, conduct and evaluate the learning activities for the same group of learners. It also means that both the instructors team-teach students mutually and simultaneously. It is a situation whereby co-educators shoulder the burden of instruction at the same time (Tobin, 2005). According to Francis (2000) team teaching is perceived as a pedagogical technique that shifts the role of instruction from the individual to a team - provides students with the opportunity to take a more active role in learning. It can be a classroom instruction in which several teachers combine their individual subjects into one course which they teach as a team to a single group of students. In the words of Hillson and Hymans cited in Merrill (2014). Team teaching is opined as an instructional situation where two or more teachers possessing complimentary teaching skills cooperatively plan and implement the instruction for a single group of students using flexible scheduling and grouping techniques to meet the particular instructional needs of students. In other words team teaching brings together two or more colleagues - often academics working together, but sometimes also working with professional and/or administrative colleagues - to plan, conduct and evaluate the unit of study, including assessment, for the same group of students. By its nature, team teaching assumes appropriate involvement of all colleagues in the team and good communication between them. It involves a group of instructors working purposely, regularly, cooperatively and complimentarily to teach a group of students. Teaming teachers together set goals for a course, design a syllabus or prepare lesson plan or guide, teach students and together evaluate the result.

Team-teaching approach allows for more interaction between teachers and students. Faculty evaluate students on their achievement of the learning goals; students evaluate faculty members on their teaching proficiency. Emphasis is on student and faculty growth, balancing initiative and shared responsibility, specialization and broadening horizons, the clear and interesting presentation of content and student development, democratic participation and common expectations, and cognitive, affective, and behavioral outcomes. This combination of analysis, synthesis, critical thinking, and practical applications can be done on all levels of education, from kindergarten through graduate school. Working as a team, teachers model respect for differences, interdependence, and conflict-resolution skills. Team members together set the course goals and content, select common materials such as texts and films, and develop tests and final examinations for all students. They set the sequence of topics and supplemental materials. They also give their own interpretations of the materials and use their own teaching styles. The greater the agreement on common objectives and interests, the more likely that teaching will be interdependent and coordinated. Teaching periods can be scheduled side by side or consecutively. For example, teachers of two similar classes may team up during the same or adjacent periods so that each teacher may focus on that phase of the course that he or she can best handle. Students can sometimes meet all together, sometimes in small groups supervised by individual teachers or teaching assistants, or they can work singly or together on projects in the library, laboratory, or fieldwork. Teachers can be at different sites, linked by video-conferencing, satellites, or the Internet (http://education.stateuniversity.com/pages/2493/team-teaching)

In a nut shell team teaching, in its fullest sense, is where a group of lecturers works together to plan, conduct, and evaluate the learning activities of the same group of students. However, team teaching is not always practiced in the same way. There are different format to be adapted

depending on the situation or the consensus made by the team members. These formats include the following as given by Goetz (2000).

2.9.2Team Teaching Format

Team Teaching approach as a distinct instructional model of co-teaching has also being divided into different formats. An investigation into the research literature, teacher experiences and students perspectives on team teaching approach which was conducted by Goetz (2000)have resulted to the identification of two major categories of team teaching: Category A and Category B each of which has sub-division of formats that are available to be used by team teachers. In Category A,two or more instructors are teaching the same students at the same time within the same classroom, whereas in Category B the instructors work together but do not necessarily teach the same groups of students nor necessarily teach at the same time.

Category A Team Teaching usually involves a combination of the following formats according to the personalities, philosophies or strengths of the team teachers as well as the personalities and strengths of the learners:

- **Traditional Team Teaching**: In this case, the teachers actively share the instruction of content and skills to all students. For example, one teacher may present the new material to the students while the other teacher constructs a concept map on the overhead projector as the students listen to the presenting teacher.
- **Collaborative Teaching**: This academic experience describes a traditional team teaching situation in which the team teachers work together in designing the course and teach the material not by the usual monologue, but rather by exchanging and discussing ideas and theories in front of the learners. Not only do the team teachers work together, but the

course itself uses group learning techniques for the learners, such as small-group work, student-led discussion and joint test-taking

- **Complimentary / Supportive Team Teaching**: This situation occurs when one teacher is responsible for teaching the content to the students, while the other teacher takes charge of providing follow-up activities on related topics or on study skills.
- **Parallel Instruction**: In this setting, the class is divided into two groups and each teacher is responsible for teaching the same material to her/his smaller group. This model is usually used in conjunction with other forms of team teaching, and is ideally suited to the situation when students are involved in projects or problem-solving activities, as the instructor can roam and give students individualized support.
- **Differentiated Split Class**: This type of teaching involves dividing the class into smaller groups according to learning needs. Each educator provides the respective group with the instruction required to meet their learning needs. For example, a class may be divided into those learners who grasp adding fractions and those who need more practice with the addition of fractions. One teacher would challenge the learners who grasped the concept more quickly, while the second teacher would likely review or re-teach those students who require further instruction.
- **Monitoring Teacher**: This situation occurs when one teacher assumes the responsibility for instructing the entire class, while the other teacher circulates the room and monitors student understanding and behavior.

Category B Team Teaching consists of a variety of team teaching models, in which the instructors work together but do not necessarily teach the same groups of students, or if they do,

they do not teach these students at the same time. This category of team teaching can take many forms among the following:

- **Team members meet to share ideas and resources but function independently**. In this format of team teaching teachers are not teaching in the same class, they participate in daily meetings, ongoing discussions and plan their curriculum together. It is also described as cooperative teaching in which instructors share teaching ideas and resources but otherwise teach independently. It entails weekly meetings and a teaching-resource notebook. The weekly meetings are meant to discuss the concepts to be covered during the following week of classes, to present ways of teaching and assessing these concepts, and to share new ideas among teachers. The resource notebook is a comprehensive collection of teachers' best ideas that are ready to implement and use.
- **Teams of teachers sharing a common resource center.** In this form, teachers instruct classes independently, but share resource materials such as lesson plans, supplementary textbooks and exercise problems.
- A team in which members share a common group of students, share the planning for instruction but **teach different sub-groups within the whole group**. This appears similar to the way in which the Master of Teaching program is operated. The various professors share a common group, or cadre, but teach separate sub-groups of this cadre.
- **One individual plans the instructional activities for the entire team**. This model does not take full advantage of the team concept as only one individual's ideas are incorporated. Sometimes, due to time or financial constraints, there may be no alternative to one person designing the entire program.

- **The team members share planning, but each instructor teaches his/her own specialized skills area to the whole group of students**. An example would be seven instructors teaching the seven different topics in Mathematics 30 to seven different classes and rotating throughout the duration of the course.

However, one of the features of the team-teaching model is that teachers can change their roles according to the procession set up in the textbook lessons. These roles can also be specified in advance when each teacher knows exactly what he or she is expected to do in the class. However, according to Angelides (2006), the flexibility of teaching roles becomes more clarified as each teacher concentrates on those topics and actions in which he or she feels more knowledgeable, and receives viable feedback in the area in which they are weak.

2.9.3 Benefit of Team Teaching for Teachers and Students,

The benefit of team teaching that lead to its greater emphasis by its leading advocates can never be over emphasized as it benefits the entire members of educational system or institution. In view of this, WikiEducator (2016) outlined four different categories of people who are immensely found to be benefiting from the effective utilization of team teaching in not only secondary schools, where it is needed most but also in higher school of learning. These categories of people comprise of lectures, part-time staff, students and the department itself.

For Lecturers, who so often work alone, team teaching provides a supportive environment that overcomes the isolation of working in self-contained or departmentalized class-rooms. Being exposed to the subject expertise of colleagues, to open critique, to different styles of planning and organization, as well as methods of class presentation, teachers can develop their approaches to teaching and acquire a greater depth of understanding of the subject matter of the unit or

module. **For part-time staff**, they can be drawn more closely into the department as members of teams than is usually the case, with a resulting increase in integration of course objectives and approaches to teaching. **For students,** team teaching can lead to better performance in terms of greater independence and assuming responsibility for learning. Exposure to views and skills of more than one teacher can develop a more mature understanding of knowledge often being problematic rather than right or wrong. Learning can become more active and involved. Students could eventually make an input into team planning. And **for the department,** team teaching aids the professional and interpersonal dynamics of its team members leading to closer integration of staff. Furthermore, Goets (2000) outlines some of the benefits and drawbacks of team teaching from the perspective of the instructors and that of the students leading to the highlights of the advantages and disadvantages of team teaching as follows:

Advantages of Team Teaching for the Instructor

Working as part of a team has a multitude of advantages: it gives the participating team teacher a supportive environment, allows for development of new teaching approaches, aids in overcoming academic isolation, increases the likelihood of sounder solutions regarding the discipline of problematic students and augments the opportunity for intellectual growth.

Team members are part of a supportive environment in which they are exposed to different styles of planning, organization, and class presentation. This gives the team members an opportunity to develop and enhance their own teaching approaches and methods. Another benefit of team teaching is that working closely with one or more colleagues enables teachers to overcome the isolation inherent in teaching. When an instructor teaches solo, she rarely has the time or the opportunity for interacting with his/her fellow teachers, even though he/she is surrounded by

educational colleagues. By working together, team teachers can discuss issues relating to students, such as behavioral expectations, student motivation and teaching policies, and end up with improved solutions.

Disadvantages for the Instructor

The primary disadvantage to team teaching appears to be the element of time: the time required prior to the implementation of the team teaching partnership for professional development, the many meetings needed during the running of the program as well as the numerous impromptu chats that are bound to arise from such an endeavor. Ironically, the time factor that is so necessary to team teaching can also be divisive as it may lead to conflict. Long before the teachers begin their first class teaching together, intensive staff development in the area of team teaching may be necessary. This training may involve learning the rationale behind team teaching, shared readings and discussion, learning cooperative skills to enable a positive partnership to evolve, as well as learning a variety of time management skills to ensure smooth operation in meetings and in the classroom.

While the course is running, time will be taken up by innumerable planned and spontaneous meetings dealing with planning the course, agreeing on guidelines for such issues as consistency when grading writing or tests, how to deal effectively with difficult students, how to improve the content of lessons and the manner in which they are delivered.

Ironically, the time required to function effectively as a team may increase the probability of personality conflicts arising between team members. On one hand, these differences may lead to renewed insights and understanding between the team members, but on the other hand, an

irreparable rift between the colleagues may result. When mediation cannot mend the situation, separation is often the best alternative, as students can sense the negative tension between the educators in front of them and this awkward situation will detract from the students' learning.

Advantages of Team Teaching for the Student

Team teaching can open a student's eyes to accepting more than one opinion and to acting more cooperatively with others. Team teaching may even provide educational benefits such as increasing the student's level of understanding and retention, in addition to enabling the student to obtain higher achievement. Exposure to the views of more than one teacher permits students to gain a mature level of understanding knowledge; rather than considering only one view on each issue or new topic brought up in the classroom, two or more varying views help students blur the black-and-white way of thinking common in our society, and see many shades of gray.In addition, Brandenburg (1997) cited in Goetz (2000) opines that diverse perspectives encourage students to consider the validity of numerous views. The variety of teaching approaches used by the team can also reach a greater variety of learning styles.

The cooperation that the students observe between team teachers serves as a model for teaching students positive teamwork skills and attitudes (Robinson and Schaible, 1995). In a collaborative team teaching experience (when the two teachers present their respective content to the same class at the same time) the students witness and partake in a dynamic display of two minds and personalities. The benefits of collaborative learning include higher achievement, greater retention, improved interpersonal skills and an increase in regard for group work for both students and teachers (Robinson and Schaible, 1995).

Potential Disadvantages of Team Teaching for the Student

While team teaching may prove advantageous for many students, some students may feel frustration and discontentment about having more than one teacher. The potential for diversity and ambiguity within team teaching may prove disconcerting for some students who might be become confused by more than one way of looking at issues or grading assignments. These students may be unwilling to try out new learning techniques, such as small-group work, in this different team teaching environment.

When team teaching involves two instructors teaching the same class at the same time, the inevitability of larger class sizes may be a detriment for some students, particularly students with attention deficit disorders, or students who feel uncomfortable or anonymous in large group settings. Also, a clever student may attempt to play one teacher against the other in order to improve his/her grades. This is one of the many reasons that team teachers have to maintain a common and united front, and continually discuss the numerous team teaching issues and concerns in ongoing communication.

2.9.4 Planning to Establish Team Teaching Group

In the process of establishing or creating a team teaching group some important aspects need to be taken into consideration. The most important among these aspects is planning during which, the concerns of staff need to be fully understood; the selection of team members and setting a realistic goals for the team are to be given serious attention and be taken into utmost consideration. In the first instance, Goetz (2000) opined that prior the implementation of team teaching members should have sufficient professional development in the area of team teaching;

they should understand the philosophy behind team teaching and the rationale of how it will fit with the rest of the departmental programme. Team teaching partners need time to foster a trusting and open relationship in which team-building discussions are encouraged, and as well they need to be clear about their responsibilities and the time requirements involved with their particular form of team teaching. However team teachers teaching the same class at the same time are expected to meet daily or weekly to make important decisions about: (1) what will be presented (e.g., the units, lesson objectives) and in what order, (2) how the materials are to be presented (e.g., to a large or small group presentation), (3) who is to present the information, (4) how the students will be assessed, and (5) how groups will be organized and which team teacher will be assigned to each small group (Goets, 2000).

Furthermore, CELT (1998) have identified eight important aspects of planning that are needed to be taken into utmost consideration while establishing team teaching group:

1. Understanding Staff Concerns

The ultimate aim of using team is to have individual members reach a stage where they accept joint responsibility for the basic instruction of a group of students, and this can be achieved by considering the following major concerns for establishing team teaching: There are concerns of staff where members need to determining their roles, setting agendas, keeping records, setting procedures for communicating with outside people, and scheduling teamwork, etc. students concerns also need to be recognized, it deals with the process of meeting their needs and planning to deal with individual students, etc. Another concern deals with the professional growth and collective wellbeing of the team members, a concern that can only be reached when teams are seen as (I) a means of professional self-development, (ii) a forum at which ideas about

instruction and coordinating curriculum can be shared, and (iii) when students are involved in decision making.

Apart from the major aforementioned concerns for planning to establish team teaching, there are four minor but also important concerns that need to be taken into utmost consideration. The first three of them are usually expressed before the team actually begins functioning, while the last remaining one is usually expressed after it has functioned for a time. These concerns are:-

i. Concern of Inadequate Knowledge about Team Teaching:

A person may possibly express his complain that he do not have enough knowledge about team teaching. Therefore a staff need to be acquainted with the concept of team organization and the rationale for implementing it. This should include an explanation of how it is conceived, understand or envisaged that team teaching will fit with the rest of the departmental programme or a particular school teaching subject under consideration. They also need to have a clear idea of the kinds of teaching teams envisaged, what their responsibilities will be and how much of their time will be occupied in using the innovative technique of team teaching.

ii. Concern of inter-personal problems:

In the process of supplying information to the staff members, they usually express inter personal problems of self –doubt, team management, group processes and whether the use of team teaching will be worthwhile. Again among the personal concerns expressed about team teaching, which if they are not seriously considered may become potential barriers, include the following:-

- not all team members will contribute equally;

- teachers do not understand how to make the team work;
- there will be personality conflicts to deal with in addition to the teaching itself;
- a preference for working alone;
- all the work will fall on the team leader/senior subject expert;
- it will be too difficult to cover all the course content;
- team meetings will be a waste of time.

iii. Concern of how the team will be managed:

Management questions are concerned with who will be on the team, who will lead it, what will be expected and in what timeframe, how meetings will be conducted, how teaching activities and events will actually be planned, and so on. These should be dealt with as early as possible and not in a casual manner, so that everyone is clear about what their roles and responsibilities will be. As well, once the team begins to function, more routine issues will surface: staff may be bothered by the amount of time involved, the difficulty of keeping track of students, coordinating materials and the work of other team members.

iv. Concern of the consequences of team actions:

This is the last minor concern which may arise after team teaching has functioning or has functioned for a time. It would be most unusual for the team to find that everything has proceeded as they planned. More usually, they find that there are outcomes as a result of team teaching which they had not anticipated. These outcomes may be to do with student learning or with how the team is functioning. If there are differences between what was planned and what the students are achieving then the team will need to refocus on what is important. To do this the

team will have to monitor continually how students are reacting to the team teaching experience. Conscious decisions will have to be taken to emphasize points that may have been missed or correct mistaken impressions. However, concerns may arise apart from those related to student learning. There may be a need for the team to deal with issues of collaboration among its own members. In the same way that the goals associated with student learning need to be monitored and reviewed where necessary.

2. Selecting Team members:

The composition of any teaching team is a matter which must be considered carefully if that particular team is going to function effectively. While it is possible that teams can be arbitrarily formed it is far more fruitful if they come together in response to needs and interests. Thought needs to be given to selecting team members and defining team roles, and these decisions need to be evaluated periodically. The following questions are indicative of the sorts of issues which should be considered in selecting team members:

i. On what basis should team members be selected?

Team members should not be clones of each other. Why? Because differences in subject expertise, interests, perspectives, back-grounds, and qualification levels, can contribute to the collective strength of a team and the growth of individual team members. Furthermore, the 'mix' of personalities and characteristics add to the experience the students get from interacting with the team.

ii. **What is the role of the team leader?**

Basically the team leader will be concerned with (i) internal functioning — setting agendas, keeping records, coordinating schedules ensuring the team 'stays on task' i.e. that it achieves what it sets out to achieve; and (ii) external functioning — communicating with department heads to ensure that the team is resourced, supported, and meeting departmental goals/expectations, etc.

iii. **What is the role of team members?**

Team members need to contribute to the team in ways other than simply turning up for classes and meetings. It is essential that all team members contribute to formulating and achieving team goals. To do this, each member must take responsibility for participating in team discussions and planning session and following through on decisions made by the team within the timeframes decided by the team. It is only in this way that a spirit of co-operation and collaboration can be maintained.

3. **Setting Realistic Team Goals**

Teams need to have a sense of direction as well as immediate and long term objective, aims or goals planned to be achieved. When teams are formed from teachers with no previous team teaching experience, it seems to take about three years for them to develop the team teaching process to an efficient and effective level. Hence in setting a time line for teams to achieve realistic goals it is important to ask what will be the aims of team teaching during the first year, term or semester and what are the longer term goals? The answers to such questions are important in determining priorities for the development of teams. It is unrealistic to expect that

all goals and expectations will be met immediately. Rather it is better to consider what it is reasonable to undertake as teachers and to expect from students and at what stage?

4. Team in action:

After the teaching team is created with all what is needed to establish it, the next is to make the dream of its existence into action or reality. In other words it needs to be utilized into the teaching and learning activities which will begin with planning for teaching, assigning roles and responsibilities, catering for students, conducting meeting, evaluating progress, and maintaining continuity from year to year.In the first place, starting with planning for teaching/learning activities, one may ask, for instance, in what way will the team use small and large group contexts or independent study? Will it use a large group in an auditorium setting to introduce a topic or convey basic information and background material which all the students need to know? Will the team decide to use a single teacher to make the presentation or will several teachers be used? Will small group discussions relate to large group presentations, or demonstrate skills, etc. how will also the team use in dependent study, which provides a student or group of students with the opportunity to research or explore a topic of special interest in greater depth outside the formal teaching situation. The list of the following questions underlines the decisions to be made in this area of planning for teaching:-

- What are the programme, unit, and lesson objectives?
- What lesson content is to be presented and in what order?
- Which content is to be presented by large group presentation?
- Which methods and resources are to be used to present the content?
- Who will make large group presentations?

- What will be discussed during small group meetings?
- How will small groups be organized?
- Who will be assigned to each small group?
- What types of independent study will be appropriate?
- What blocks of time will be assigned to large-group, small group and independent study activities?
- How will students be assessed?

All of the above questions are to do with ongoing interaction with students. And a little later the team will have to consider questions such as: How can the activities be improved? What specific problems have arisen with particular groups of students and how can they be solved? Moreover, irrespective of who asks these questions, they are very realistic in attainment of lesson objectives in particular and that of the attainment of immediate and long term aims and goals of team teaching in general, and therefore they need to be answered. But the critical issue is by who and how. The second item to put forward after planning for teaching should be the assigning of roles and responsibilities to the individual members of teaching team. Among the most important features of team teaching is division of labour which is capable of simplifying and reducing the work load of the staff. These roles and responsibilities should reasonably be rotated on a regular basis among team members. Before the discussion on how to allocate these responsibilities, a brief questionnaire gathering an idea about the strengths and weaknesses of individual team member should be properly administered after which the findings will surely be utilized to serve as guideline for a draft list of responsibilities to be provided.

5. Catering for Students:

Furthermore, while the team teaching is in existence it is capable of catering students' difficulties and improvement of classroom management. For example, by planning together, team teachers can clarify teaching policies and behavioral expectations that are applied to students. Difficult management situations can be analyzed and resolved together resulting in richer discussions and sounder solutions. Teams of teachers can think of ways of improving student motivation, a sense of responsibility, and overall student performance.

6. Conducting meetings:

It is very essential to frequently conduct a meeting depending on the fixed time agreed by the team members or whenever the need arise. Meeting among members is very important because there may be disagreement and clash of interest based on the members' professional and or personal points of view, as such, team work is seldom without conflict. It is therefore important for team members to reduce and resolve these conflicts; and to constructively blend their differences for smoothed continuous existence of team teaching group. To do this, the strength, interest, personal and professionalism of team members need to be acknowledged both in assigning responsibilities and in the conduct of meetings. For all meeting to run very well or to function effectively, expectations need to be clarified on how the team will operate, i.e. clarify management issues and set ground rules for meetings such as: How will items get on the agenda? What should be recorded in the minutes? Who will do the recording? How will decisions be reached? How should communication with other teams and members of the department be managed? How will a team calendar/schedule be compiled? After the clarifications of the aforementioned questions are made, the next to be considered is how to effectively and

efficiently reach to an agreed decisions. The main problem encountered in meetings which prevents decisions from being made is the difficulty of keeping all team members on task. The team leader needs to ensure that: problems are defined clearly; there is time for brainstorming alternatives for action; each alternative is subject to critique and a plan of action is selected, implemented and subsequently evaluated.

7. Evaluating Progress:

All teams need to set aside some time to evaluate their progress in terms of both teaching the module and with their own development as an effective team. An outside facilitator could be called in to manage this where appropriate. Some questions which might be asked in the context of such an evaluation are: Are the goals set for the team's work realistic? Have the goals been achieved? To what extent? Do all team members participate equally in team decisions? Have decisions been carried out? Are responsibilities shared among team members? Do students benefit from the team's work? What areas need more attention?

8. Maintaining Continuity:

After the team is evaluated to be worthwhile in facilitating teaching and learning, and in promoting the capacity of the team members as well as their professional development it is of paramount important to maintain its continuity in the school from year to year. In order to ensure that, the team needs to maintain clear documentation of the following items: - the course outline or syllabus; weekly timetables; teachers' notes for each unit; students' notes; teaching materials/written bulletins; copies of tests and examinations; final course evaluations; and Student evaluations. Careful maintenance of these course documents will ease the task of the

course leaders, facilitate the induction of new teachers into the team, and simplify the task of revising the course/module in a rational manner (CELT, 1998)

Pitfalls of Team Teaching

However, the problems, setbacks or rather disadvantages of team teaching for both the instructor and the students highlighted above have also resulted to what CELT (1998) calls pitfalls of team teaching. As a valuable source of personal and professional development for those who engage in it, team teaching can also be a source of considerable frustration, if its goals are unrealistic, meetings are not productive and decision making is not well handled by team leaders. Some of the dangers or pitfalls of team teaching include the following:

- Failing to recognize that team organization is fundamentally different from traditional departmentalized or self-contained arrangements. Team teaching is much more than an alternative scheduling format. It will lead to new, more professional relationships between teachers, their students, and administrators. Everyone involved needs to be prepared for changes of this kind.
- Attempting to form a team without adequate staff development in such things as team skills (communications, group decision making, and organization of effective meetings) and team practices (goal setting, record keeping, evaluation). Sometimes it is assumed falsely that because teachers talk a great deal in the course of their work that they do not need assistance with communication skills when they are thrust together as teams. Skills in working successfully with small groups are also essential.
- Failing to understand that new teams will need time and practice in order to develop into fully functioning teams. Several years are needed for teams to pass through the

various stages of development — even truer if team members change and new members are acquired along the way. Teams will probably not spend a lot of time on student concerns until the members have developed norms and procedures to govern how they will conduct their meetings and make decisions. A timeline for a reasonable growth plan should be constructed.

- Failing to establish and maintain links between the team and departmental administrators who can provide support for the team's activities. If there are several teams in a department they will need a coordinator to whom they are accountable. The team may monitor its own internal functioning but it also needs to be seen to be functioning in the wider departmental context.
- Overloading modules. Because of input from several team members, there may be far too much material and too many activities in a module. This danger is considerable among teachers who are unaccustomed to team teaching. The team members need adopt a policy of closely monitoring the amount of course material and assessment required of students and to set limits of what can be included in teaching the module.
- A tendency to under-estimate the amount of time needed to produce high-quality teaching resource materials. Almost certainly the team should seek the guidance of someone who has had experience in developing teaching resources and who can provide not only technical advice but indications of a realistic schedule for such activities.

In view of the dangers or pitfalls of team teaching mentioned above, there are important checklists, from which team members need to exact priority, which are needed to be catered for if the team is to operate smoothly and achieve the goals it sets:

- meet regularly
- schedule students' learning activities
- set consistent expectations for team members
- rotate roles and responsibilities of team members
- develop a team teaching guidelines booklet
- share major curriculum ideas with other team members
- develop a process for recognizing students who are doing well
- develop a process for recognizing students who are falling behind
- schedule class tests and assessment
- determine which academic and personal skills students need to develop and make a point of addressing these in class
- use community resources in teaching
- develop a database of teaching resources relevant to the unit
- determine which activities can be best carried out in a large group setting, which in small group settings and implement them
- decide on consistent expectations of students
- discuss problematic students with the team
- discuss educational philosophy with team members
- conduct team meetings with students
- share curriculum plans with an educational advisor
- attempt better co-ordination of lessons
- share ideas off other team members
- develop agenda for team meetings

- work on building team identity
- develop teaching resources as a team
- share successful teaching experiences with team members
- foster staff development among team members
- participate in a conference as a team
- hold a team-led departmental seminar
- devise a way of evaluating the team's performance
- Devise a programme for the induction of new staff members to team teaching.

However, in line with these checklists of things to do for overcoming the pitfalls of team teaching, Fall (2006) cited in Melissa (2014) have come up with some expectations on members or suggestions for team teaching partners that are expected to put in place for improving the learning outcomes of the students:

Team members should plan everything together

Careful and extensive planning can help instructors prevent disagreements down the line regarding assignments, grading procedures, and teaching strategies. Planning meetings also allow instructors to familiarize themselves with their partner's material, helping make the class a true team effort from the start.

Team members should attend the lessons of one another

Each and every member of the team should attend all meetings of the class. Never miss a colleague's lesson interactive teaching model, where all members of the teaching team are present during each course meeting.

The Idea of Each Team Member should be integrated

As the instructors attempted to model the process of integration by interweaving teaching partners' perspectives into each presentation, students may also emulate the same. Often students are assigned projects that require them to integrate the material individual instructors have presented. Whichever method instructors choose, giving students the opportunity to observe integration in action helps them better understand instructors' expectations, as well as improve their own learning outcomes.

A Member who is Not in Charge Shall Have Something to Say or Do

The instructor who is not presenting still has an opportunity to help students better understand the material by acting as an exemplary student. The instructor who is not leading the class meeting often plays the role of a kibitzer sitting in the middle of the class and offering commentary on the other's presentation or lecture. This encourages a kind of crossfire, and the sense that people are all equal participants in the process. There are several suggestions for different roles the non-presenting teacher can play. Among them are: "model learner," in which the instructor asks questions and otherwise contributes to discussion; "observer," in which the instructor takes notes and gauges student response to the presentation; "discussion leader," in which the instructor facilitates or leads break-out groups; or "devil's advocate," in which the instructor raises provocative or challenging questions in an effort to stimulate class creativity.

Members Should Have Common Grading Standard

Members should better find some way of having mutually agreed-upon standards. It's best to be as explicit as you can about how you want to grade to ensure fairness in grading, some instructors design a specific grading rubric, tailored to the needs of a team-taught course.

Members Should Attend All Staff Meetings

A successful team teaching requires ongoing meetings among instructors to review and reassess their goals for the course. For many team teachers, meetings become the testing ground for the sort of dialogic instruction they present in class. Meetings allow instructors time to plan upcoming courses, but also to reflect upon their progress thus far, and to compare their impressions regarding student response and engagement.

Each member shall be willing to be surprised

Part of the challenge of team teaching is putting yourself in a position where your own authority and expertise on a certain topic may have to take a backseat. Members must make the shift from being expert to being expert-learners, for in the collaborative classroom, teachers and students join in a shared process of intellectual discovery. Instructors generally agree that being prompted to look at a topic from a different angle can be one of the most rewarding experiences of participating in a teaching team. Teachers can get out of their own conceptual boxes and learn new approaches that will enhance their own research and writing (Melissa, 2014).

2.10 Concept of Academic Performance

Performance is defined as the observable or measurable behaviour of a person an animal in a particular situation usually experimental situation (Simpson and Weiner. 1989). This means that

performance measures the aspect of behaviour that can be observed at a specific period. To determine performance, a performance test is conducted. Singer (1981) defined performance test as the type of mental test in which the subject is asked to do something rather than to say something. Performance test is the type of test which throws light on the ability to deal with things rather than symbols (Drever, 1981). In relation to educational research, academic performance of a student can be regarded as the observable and measurable behaviour of a student in a particular situation. For example, the academic performance of a student in social studies includes observable and measurable behaviour of a student at any point in time during a course. In social studies students' academic performance consists of his scores at any particular time obtained from a teacher- made test. Therefore, we can equate academic performance with the observed behaviour or expectation of achieving a specific statement of or statement of educational intention in a research. Academic performance of students consists of scores obtained from teacher-made test, first term examination, and mid-semester test. And so on.

2.11 Co-Teaching and Students Learning

Students with disabilities are integrated into the general education setting and are receiving their Individualized Education Plan (IEP) instruction within the core curriculum. Co-teaching is becoming a common way for teachers to address meeting student needs in the general education setting (Friend & Cook, 2010). General education and special education teachers are teaming to provide instruction in the general education setting, while accommodating for students' needs. However, teachers need to understand the effect co-teaching has on student academic achievement and social development. Is co-teaching positively impacting these students as much as educators hope? What are students' perceptions of co-teaching and its effect on their learning? This literature review will address these questions in light of the literature on co-teaching.

Studies included in this review were from peer-reviewed journals to ensure credibility of study methods and findings. Research findings are discussed in terms of students' academic achievement, social development, and emotional well-being. The review concludes with implications for effective co-teaching practices for teachers and administrators. Effect on Students' Academic Achievement Students with disabilities have historically been taught in pull-out instruction to help them meet their IEP goals (Paulsen, 2008).

However, in co-taught classes these students are integrated in the general education classroom. General education and special education teachers' work together to provide appropriate support for these students in meeting their learning goals. Indications from test scores. What are the effects of co-teaching instruction on students' academic achievement? A review of the research literature shows positive results on students' academic growth in all content areas (Hang & Rabren, 2009; Idol, 2006; Jang, 2006; Murawski & Swanson, 2001; Scruggs, Mastropieri, McDuffie, 2007) with only one study showing no impact of co-teaching on improved academic achievement (Boudah, Schumacher, & Deshler, 1997). Boudah et al. (1997) reported secondary students with disabilities in co-taught classes did not demonstrate significant differences from pre-test to post-test scores. The researchers attributed these findings to ineffective co-teaching models that had low student engagement and less opportunities for practice. However, the majority of the research indicates co-teaching positively impacts students' academic achievement (Austin, 2001; Causton-Theoharis &Theoharis, 2009; Hang & Rabren, 2009; Idol, 2006; Jang, 2006; Kohler-Evans, 2006; Murawski & Swanson, 2001; Scruggs, Mastropieri, McDuffie, 2007). Murawski and Swanson (2001) conducted a meta-analysis of co-teaching research. They reviewed 89 possible studies and included only six studies that met their criteria for quantitative research designs. Murawski and Swanson (2001)'s meta-analysis found reading/language arts

had the highest effect size of 1.59 and math had an effect size of 0.45. The average effect size across all areas was 0.40 on students' academic achievement. This moderate effect size demonstrated the potential for co-teaching to positively impact students with disabilities.

Using special education teachers in general education settings through co-teaching has benefited all students academically, not just students with disabilities (Causton-Theoharis & Theoharis, 2009; Hang &Rabren, 2009). Causton-Theoharis and Theoharis (2009) described the school where Theoharis implemented a co-teaching inclusive model for students. Over a period of three years, this school's proficiency score on the state reading test improved from 50% to 86%. Additionally, subgroups showed significant improvement, including students with disabilities increasing from 13% to 60% proficient. Minority subgroups, including African-Americans (33% to 78%), Asian (47% to 100%), and Hispanic (18% to 100%), also showed significant growth. Hang and Rabren's (2009) quasi-experimental study demonstrated positive results for academic achievement in co-taught classes across different content areas. The sample included 58 students with disabilities (grades 1-9) from one school district. Students with disabilities benefited academically as demonstrated by statistically significant differences from the pre to post test scores on the Stanford Achievement Test. Additionally, the researchers found students with disabilities grew the same average rate as compared to their peers. Their rate of growth was not statistically different than the total student population, thus preventing the gap between their level and their peers from increasing. Reasons for positive effects. Some factors for the positive effect on students' academic achievement have been identified in research studies as increased attention from teachers (Dieker, 2001; Hang &Rabren, 2009; Rice &Zigmond, 2000; Scruggs et al., 2007; Walther-Thomas, 1997; Wilson & Michaels, 2006), a flexible grouping model (Eisenman et al., 2011; Pugach& Wesson, 1995), differentiated instruction (Jang, 2006;

Pugach& Wesson, 1995; Rice &Zigmond, 2000; Trent, 1998; Walther-Thomas, 1997; Wilson & Michaels, 2006), focus on learning strategies (Jang, 2006; Pugach& Wesson, 1995; Rice &Zigmond, 2000; Trent, 1998; Walther-Thomas, 1997; Wilson & Michaels, 2006), peer models (Salend et al., 1997), and higher expectations for students (Dieker, 2001; Pugach& Wesson, 1995; Salend et al., 1997).

All students in a co-taught classroom received increased attention from their teachers with lower student-teacher ratios (Dieker, 2001; Hang &Rabren, 2009; Scruggs et al., 2007; Walther-Thomas, 1997). Students were able to get more help from teachers to answer questions they had about the concepts they were learning or assignments. Students without disabilities also benefited from the increased attention (Wilson & Michaels, 2006), especially students who were not identified for special education services but needed additional support (Rice &Zigmond, 2000; Walther-Thomas, 1997). Another reason for improved academic achievement is the flexible groupings teachers can provide to meet student needs in co-taught classes (Eisenman et al., 2011; Pugach& Wesson, 1995). Support groups can be formed on an ad hoc basis and changed frequently throughout the school year. Pugach and Wesson's (1995) qualitative case-study of 18 students from fifth grade co-taught classes found students with disabilities preferred co-taught classes over being pulled out for permanent supplemental instruction. They did not mind if they were taught in supplemental groups that changed frequently throughout the school year, because they were still within the general education classroom setting. These students with disabilities had more positive perceptions of school and were more motivated to come to school than the previous year when they were in pull-out special education classes.

The ability to differentiate instruction to meet students' needs through a variety of instructional activities and a focus on learning strategies were other reasons cited for improved academic

achievement (Jang, 2006; Pugach& Wesson, 1995; Rice &Zigmond, 2000; Trent, 1998; Walther-Thomas, 1997; Wilson & Michaels, 2006). Students mentioned they liked the variety of activities in their classes (Pugach& Wesson, 1995). They thought learning was more enjoyable in co-taught classes than in traditional classes. Learning strategies that consider concept development, study skills, or organizational skills are generally focused on in special education settings (Walther-Thomas, 1997). Integrating these skills into the general education setting benefited all students in developing better learning and study habits (Trent, 1998; Walther-Thomas, 1997; Wilson & Michaels, 2006). Peer models and higher expectations for students with disabilities were two other reasons noted by researchers for increased academic achievement (Dieker, 2001; Pugach& Wesson, 1995; Salend et al., 1997). Students with disabilities benefited from seeing how their peers approached learning tasks and problem-solving activities (Salend et al., 1997). Teachers often held higher expectations for all students in co-taught classes. However, in particular, teachers had increased standards for students with disabilities than if they had been pulled out of the classroom for instruction (Dieker, 2001; Pugach& Wesson, 1995; Salend et al., 1997). Students reported feeling more challenged in their co-taught classes than they were in traditional classes and that this extra challenge helped them learn more (Pugach& Wesson, 1995). Co-teaching overall has demonstrated positive impacts on students' academic achievement because of improved instructional practices in the classroom and better support for students. Surveys and interviews with students demonstrated positive perceptions of coteaching's impact on their learning (Dieker, 2001; Hang &Rabren, 2009; Pugach& Wesson, 1995; Wilson & Michaels, 2006). Some of the students' positive perceptions were also linked to the effect of co-teaching on their social development.

2.12 Co-Teaching and Students' Social Development

One of the often cited benefits of inclusion for students with disabilities is the promotion of their social development (Murawski& Swanson, 2001; Scruggs et al., 2007; Vaughn, Elbaum, Schumm, & Hughes, 1998). Co-teaching provides a way for students with disabilities to be included in general education classrooms. However, are these students experiencing the social benefits educators hope for? How are students without disabilities affected by co-teaching and inclusion of students with disabilities in their classrooms? While some of the research on social development is older, there are still lessons to be learned from its findings (Vaughn et al., 1998; Walther-Thomas, 1998). Most of the research on social skills development in co-taught classrooms is teacher or student reported (Austin, 2001; Hang &Rabren, 2009; Vaughn et al., 1998; Walther-Thomas, 1998; Wilson & Michaels, 2006). Some of these studies have also analyzed teacher/student perceptions with behavior referrals, absence reports, and rating scales (Hang &Rabren, 2009; Vaughn et al., 1998). Across all of these studies several themes emerge, including classroom behavior, friendships, peer models, and learning communities in the classroom.

Teachers report students with disabilities integrated in co-taught classes demonstrate an improvement in classroom behavior (Hang &Rabren, 2009; Walther-Thomas, 1997). Teachers in co-taught classes spend more time on direct instruction and monitored students' practice of the social skills with their peers. However, this finding should be taken with some caution as Hang and Rabren (2009) did not find an improvement in behavior according to student absence reports and behavior referrals. They believed one contributing factor to this seeming disagreement between perceptions and evidence might have been the teachers' lack of clarity on their responsibilities within the classroom. Teaching partners had not defined their classroom roles or

developed agreed standards for acceptable student behavior. Another possible reason for increased behavior referrals was increased teacher monitoring within the classroom. With two teachers present in the classroom, teachers likely noticed more inappropriate behaviors than if only one teacher had been present (Hang &Rabren, 2009; Rice &Zigmond, 2000). Students have confirmed co-taught classes have increased teacher monitoring (Walther-Thomas, 1997; Wilson & Michaels, 2006). They stated in interviews and surveys of their perceptions about co-teaching that it is more difficult to get away with behaviors in class. Friendships. Research suggests students in co-taught classes form better relationships and friendships with their peers (Dieker, 2001; Pugach& Wesson, 1995; Vaughn et al., 1998; Walther-Thomas, 1997). Increased interactions in the general education setting allowed students with disabilities to be on a common level with their peers. Thus, friendships formed that had not been the norm in previous years. Students with disabilities did not feel as different from their peers and their peers were more accepting of their differences as well.

One qualification to this finding is reported by Vaughn et al. (1998) in regards to the number of students with disabilities integrated into classes. Vaughn et al. (1998) compared classes where students with disabilities were clustered into a class rather than spread across the classes in a grade level. The clustered classes had more than 25% students with disabilities and the special education teacher co-taught with the general education teacher for the full day. In the collaborative/consultation model, the special education teacher co-taught with the general education teacher for one or two hours of the day and there were less than 25% of students with disabilities in each class. The researchers found students in the collaborative/consultation model showed better gains in peer acceptance and friendship quality than in the clustered classes. Students with disabilities in the clustered classes did not mix as well with their general education

peers and generally formed friendships with other students who also had disabilities. This finding highlighted the importance of peer models for students with disabilities. Peer models. The literature also indicates students with disabilities benefit from observing and interacting with peers who modeled good behavior (Austin, 2001; Scruggs et al., 2007; Walther-Thomas, 1997). Walther-Thomas (1997) stated students benefited from direct instruction in social skills and supervised practice with their peers. However, the supervised practice was beneficial because students with disabilities were integrated with their peers who had more natural social skills. When students with disabilities interacted primarily with other students who also struggled with social skills, they were less likely to demonstrate appropriate social behaviors (Vaughn et al., 1998). Being able to observe how peers responded to them with kindness and caring prompted students to respond more appropriately in interactions with others. As students with disabilities watched their peers interact with each other, they began to mimic these appropriate behaviors and it became more natural for them to interact appropriately as well. Learning communities in classrooms. An important component of social skill development in a classroom is the type of environment teachers establish with students (Salend et al., 1997). Research on co-teaching has found a sense of community in the classroom promotes the safe, positive environment in which students accept peer differences and form quality friendships (Austin, 2001; Dieker, 2001; Pugach& Wesson, 1995; Salend et al., 1997). Both students with disabilities and students without disabilities learned to care for one another and were more willing to help each other. Students without disabilities needed to learn more tolerance with peers who were different from them. This development of acceptance for differing social and academic levels built a caring community where all students felt included in the classroom. Students with disabilities mentioned they felt more a part of their class than they had in previous years when they received

supplemental instruction outside of their general education class (Dieker, 2001; Eisenman et al., 2011). This feeling of inclusion also affected their emotional well-being. Effect on Students' Emotional Well-Being Students with disabilities have felt disconnected from their peers, because obvious separations were established in the structure of their classes (Pugach& Wesson, 1995). However, co-teaching has provided a way for these students to receive their instruction within the general education setting (Hang &Rabren, 2009; Scruggs et al., 2007). Teachers have reported students with disabilities in co-taught classes benefited emotionally (Hang &Rabren, 2009; Pugach& Wesson, 1995; Walther-Thomas, 1997). Their self-esteem and self-confidence improved, not only as their abilities improved, but also because they did not feel labeled. In previous years with permanent pull-out classes, students with disabilities felt their teachers and peers labeled them as slower or different. Pugach& Wesson (1995) found students with disabilities saw the temporary groups teachers formed within the classroom as more acceptable than the permanent pull-out instruction they received in previous years. Students with disabilities now had a sense of belonging that increased their self-esteem and self-confidence in what they were able to achieve. They often put forth more effort in their work and this further increased their self-confidence.

2.13 Review of Related Empirical Studies

Below are some empirical studies conducted in the area of Team Teaching Approach (TTA) Attempt is made by this study to identify the similarities of this study with that of others. However, the study tries to identify some distinguishing differences between the current study and those under review.

Anowai, Chukwuka, Ezenwugo & Obienyem (1998) team teaching and conventional class teaching in mathematics performance of J.S.S. two students. The researcher Sampled 104

students in four selected secondary schools using a random sampling technique. Achievement test of 10items formed the instrument while mean, standard deviation and chi-square were used for data analysis. In Ubah (2005), the findings indicated that the performance of junior secondary school students in mathematics dependent on the method used. In the present study, the researcher tends to find out if the result is still being the same.

Jang (2006) study the effects of team teaching upon two 8th-grade teachers in the field of mathematics. The specific research question was student performance and teacher perceptions concerning team teaching. Programme description Team teaching involves two or more teachers whose primary concern is the sharing of teaching experiences in the classroom, and co-generative dialoguing with each other. They take collective responsibility for maximizing learning to teach, or becoming better at teaching, while providing enhanced opportunities for their students to learn. The subjects of this experiment were chosen from the 8th-graders of a secondary school in Taoyuan County, Taiwan. Two certified maths teachers and four classes participated in this study. One each of the teachers' two classes was selected to be the experimental group (63 pupils), and the remaining two classes (61 pupils) were the control group. The students' original placement was performed by the school according to a normal 'S' distribution.

The researcher made use of a quasi-experimental method, assigning the four sampled classes to experimental group and control group. This study was a two-stage team teaching experiment, dividing the 12-week period into two equal halves. The main research method was a combination of quantitative and qualitative analysis. The research data included student scores, questionnaires, and teachers' self-reflection, videotaped records of teaching performances and the researcher's interviews with teachers. The research findings showed that the average final

exam scores of students receiving team teaching were higher than those of students receiving traditional teaching. The two teaching methods showed significant difference in respect of students' achievement. More than half of the experimental students preferred team teaching to traditional teaching. The discrepancy between team teachers' expectations of team teaching and its implementation was apparent. The differences in the teaching strategy also exposed team teachers to challenge and being compared with each other by students in class.

Besides, the team teachers had been unprepared for this comparison, especially in regard to class management. The implementation of team teaching, however, did not win the support of the school administration, which impeded teachers in holding team meetings and caused students doubts regarding team teaching. Since the research concentrated on a single subject, the implementation of team teaching in the field of interdisciplinary courses is needed. The key to this lies with teachers, who are required to do this actively; otherwise, educational reform will not achieve its goals.

Hanusch, Obijiofor and Volcic (2009) reports on the team-teaching approaches adopted in the delivery of an introductory journalism and communication course at the University of Queensland. The success of the approaches is examined against the background of quantitative and qualitative data. The study found that team-teaching is generally very well received by undergraduate students because they value the diverse expertise and teaching styles they are exposed to. Despite the positive feedback, students also complained about problems of continuity and cohesiveness.

Moreover, Johnson (2012) investigates the influence of co-teaching on teaching and learning. The literature reviewed included articles describing effective practices and strategies related to

administrative roles, together with studies analyzing data completed by teachers utilizing this instructional method and students receiving instruction in co-taught environments. Results and conclusions from the studies indicated administrative support greatly influenced the co-teaching experience along with a need for training and co-planning opportunities. Social and academic benefits were perceived as benefits by students. Recommendations for improving the influence of co-teaching on teachers and students included changing pre-service training programs, improving administration support, and creating additional studies addressing the lack of data supporting the effectiveness of co-teaching on academic achievement

In a related development, Almon and Feng (2012) investigate the comparative effects of co-teaching versus solo-teaching on student's math achievement in elementary school. Study participants included two fourth grade classes in an elementary school, one with a regular education (solo-teaching) and the other with the same regular education teacher and a special education teacher for the co-taught class. The independent variable is the teaching arrangement (co taught class vs. a solo-taught class) as considered by the school system and the dependent variable is the math achievement as measured by Number Sense, Multiplication, and Division pre and post test units. Comparison of student math achievement between co-teaching and solo-teaching showed that solo teaching was more effective than co-teaching on student's achievement in Multiplication, co-teaching was more effective on student achievement in the Number sense unit than solo-teaching, and that no statistical difference was shown between co-teaching and solo teaching in their effect on student learning in the Division unit. It is concluded that both solo teaching and co-teaching were beneficial to the two different groups of students within their various learning environments. Further experimental research is needed.

Gerst (2012) examines the effects co-taught classes have on students' academic and social development. The majority of current co-teaching research has found positive results for students in academic achievement, social development, and emotional well-being. Students perceive co-teaching to be beneficial to their learning and do not report drawbacks for their learning. The review concludes with implications for teachers and administrators, including using co-teaching to provide different types of instruction. Additionally, teachers should provide explicit instruction in social skills and build a community of learners within their co-taught classes.

Akpan, Uwandu and Ekanem (2013) in a study compare the effects of small group and team teaching method on the academic performance of biology students in UyoLocal Government Area of Akwa Ibom State. Three research questions were raised and three hypotheses were also formulated. One hundred and twenty (120) students used as the sample size of the study selected from two (2) secondary schools in Uyo Local Government Area. The instrument used for data collection was Biology Achievement Test (BAT). The data obtained from the instrument were subjected to independent t-test statistics and the result found out to be significant and as such, all hypotheses were rejected in favor of the alternative hypotheses. The research design used was pre-experimental. Among the recommendation made was that Government should organize seminars, conferences and workshop to educate the teachers based on team teaching method.

In another development, Aliakbari and Nejad (2013) examine how co-teaching may affect the learning process. To do so, a group of 58 first-grade students was assigned to two classes. In one group, learners received grammar instruction from co-teachers, while in the other group grammar instruction was delivered by a single teacher. The findings revealed that the difference in method of grammar instruction did not lead to a significant difference in the participants' performance. This finding implies that the appropriateness of co-teaching in educational systems, at least for

teaching grammar in an EFL context, is doubtful, and that co-teaching classes should be used cautiously.

Furthermore Yaga (2014) investigated Impact of team-teaching strategy on academic achievement and Interest in Basic Science Concepts among Junior Secondary School Students in Potiskum, Yobe State Nigeria. The researcher used quasi experimental control Group Design involving pretest and posttest for the study. The study has four objectives, four research questions and four null research hypotheses guided the study. The subjects used in the pilot study comprised a total of 33students in JSS 2.

The population of the study is all government junior secondary two [JS 2] students in Potiskum educational zone, involving 16 junior secondary schools running Basic Science Programme with the population of 3,597 boys, 2,330 girls, and a total of 5,927 students in the study area. Two groups of the subjects were randomly selected as sample for experimental and control groups by using simple random sampling technique with the total of one hundred and fifty-four (154) students. Two instruments; Basic Science Achievement Test (BSAT) and Students' Interest Questionnaire (SIQ) were used for data collection. The instruments were validated by the senior lecturers in the Department of Science Education, Ahmadu Bello University Zaria. The reliability coefficient 0.87 of the test was obtained by using test retest method. The instruments were administered to the subjects before and after the treatment.

The data collected was analysed at p 0.05 level of significance. The independent t-test simple statistics and paired sample t-test statistics were used for testing the hypotheses. Students were encouraged to ask questions, made contributions, discussions, class activities and offer personal suggestions during team teaching in the class. Stakeholders, especially commissioners for

education, directors of schools, principals and other resource personnel should always emphasise on the use of team teaching for instruction in the class especially the teachers in the service. Students develop high interest in learning of Basic Science Concepts when Team Teaching Strategy is used in learning and teaching. Teachers of Basic science in Potiskum local government Yobe State should be encouraged to adopt constructive team discussion to increase their knowledge on team teaching strategy at JSS two (2) level in secondary schools.

Esomonu, Akudolu, Ezenwosu (2015) examined the effects of Team Teaching Approach (TTA) on the achievement of students in English language comprehension and how the effects vary across gender. The study employed non randomized pretest-posttest control group quasi experimental design. Intact classes were therefore assigned to the experimental and control groups. The population consisted of 5,171 senior secondary two students made up of 2,407 males and 2,764 females in Onitsha education zone of Anambra State. A total of 189 students (97 males and 92 females) randomly selected from four public secondary schools constituted the sample. Two of the schools selected were used as experimental group while the other two were used as the control group. Two research questions and three hypotheses guided the study. Data were collected with one comprehension passage. Data generated were analysed using mean and standard deviation to answer the research questions while Analysis of Covariance (ANCOVA) was used to test the hypotheses. The major findings showed that the students taught English language comprehension with team teaching approach achieved significantly higher than those of the control group who were taught with single teacher teaching approach. The female students in TTA group achieved significantly higher than their male counterparts Based on the finding of this study, it was recommended that team teaching approach should be adopted as a more effective approach to teaching and learning English language comprehension in public secondary

schools to enhance academic achievement of students in the subject. The fundamental difference lies in the area of content coverage (Social Studies and English language), secondary school students and NCE students. The objectives covered and the methodology and statistical analysis used.

Summary

In this chapter, the researcher has traced the history or origin of social studies education in Nigeria and elsewhere. The goals and general objectives of Social Studies Education in Nigeria are also discussed. The nature and scope of Social Studies Education programme in Nigeria form part of the themes discussed in the chapter. Moreover, the concepts of team teaching approach, the concept of teaching, models of team teaching, team teaching and academic performance.

The findings from other subject areas showed that team teaching enhances students 'academic performance. However, the studies did not clearly indicate the extent/degree of retention and performance. For instance, when a student is taught using team teaching, will he improve for example from 30% performance to 50% or 60%? It has also been observed that there is dearth of studies conducted in the field of social studies education on the effectiveness of team teaching approach in enhancing students' academic performance, motivation and retention. Efforts has been made to locate empirical studies on the impact of team teaching approach on academic performance of students in social studies but unfortunately the researcher could not lay hand on any previous research especially in this part of the world. Therefore this study will serve as a great source of knowledge, inspiration and a reference points for future researchers in the field of social studies and beyond.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This research work is aimed at examining the effect of team teaching approach on academic performance of Social Studies students' in Colleges of Education in Kano State, Nigeria. The chapter has the following sub-headings:

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

3.2 Research Design

Quasi- experimental design which is described by Olayiwola (2007) as a design that does not allow for maximum control of extraneous variables is generally used for this study. Specifically, the non-equivalent comparison group design with pre-test and post-test was also used. The design is used because it has been described as "one of the most commonly used quasi-experimental designs in educational research" (Cohen, Manion & Morrison, 2007). This is often

the case since students are naturally organized in groups as classes within schools and are considered to share similar characteristics. The non-equivalent groups in this study implied that participants (NCEIII Students) characteristics may not be balanced equally among the control and experiment groups. Also, non-equivalent groups mean that participants' (NCEIII students') experiences during the study may differ as rightly asserts (Heiman, 1999). The non-equivalent control group design with pretest and posttest in this study is represented as:

Experimental Group (TTA): NR EG → O_1 → X_1 → O_2

Control Group (STA): NR CG → O_1 → X_0 → O_2

The NR represents non-randomization, O_1 represents pretests, X represents the treatment implemented, and O_2 represents posttests (Cohen et al., 2007).

This simply explains why the design is adopted for this study because the research deals with animate objects (students) which cannot be manipulated like inanimate objects or machines. The researcher thus chose this design because it is more suitable to the study since team teaching approach and traditional solo teaching are been compared. This design is used to test the performance of students using two approaches.

However, the use of research design is of necessity in any scientific study. It is considered important because it is the researcher's overall plan for obtaining answers to the research questions guiding the study. Burns and Grove (2001:223) state that designing a study helps researchers to plan and implement the study in a way that will help them obtain the intended results, thus increasing the chances of obtaining information that could be associated with the real situation.

3.3 Population of the Study

Population is any set of persons or objects that possesses at least one common characteristic. According to Muhammad (2016) a population is the totality of all subjects that conform to a set of specifications, comprising the entire group of persons that is of interest to the researcher and to whom the research results can be generalized. The population of the study therefore, consisted of all NCEIII Social Studies students in Colleges of Education in Kano state, Nigeria. According to the recent statistics obtained from Social Studies departments of Federal College of Education, Kano and Sa'adatu Rimi College of Education, Kumbotso-Kano state, Nigeria, there is a total number of 2315 NCEIII students consisting of 1073 males and 1242 females in the two institutions respectively. Table 1 depicts the population distribution of NCEIII students in the two Colleges.

Table 2: Population Distribution of NCEIII Students according to Institutions

Name	Male	Female	Total
FCE, Kano	466	671	1137
SRCOE, Kano	607	571	1178
Total	1073	1242	2315

SOURCE: Social Studies departments of SRCOE & FCEK 2016

3.4 Sample and Sampling Procedure

The purposive sampling is the technique used to selects sample for the study. Purposive sampling opined (Oliver and Jupp 2006) is a form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken by the researcher, based upon a variety of criteria which may include specialist knowledge of the

research issue, or capacity and willingness to participate in the research. According to Bichi in Adoke (2015) in purposive sampling elements judged to be typical or representative are chosen from the population for inclusion in the sample. This procedure is based on the assumption that erroneous judgment will counterbalance one another. Purposive sampling is used because of the following reasons: a) The results are expected to be more accurate b) It is less time consuming c) Its less expensive as it involves lesser search costs d) Its most appropriate respondents are selected for the study.

However, the study identified intact NCEIII Social Studies double major (SOS D/M) classes who received the treatment of team teaching approach as experimental groups, and the combination of GEO/SOS who received the treatment of single teacher approach as control groups. This was done in order to avoid disruption of academic activities during the period of research which may not be welcomed by the College management. However, Olayiwola (2007) states that 30 participants for each group (experimental and control) are considered adequate for this kind of study. Based on this, 30 and 45 participants in the double major classes of FCEK and SRCOE were respectively used as the experimental group for the study, whereas 45 participants from the other combination(GEO / SOS) each from the two colleges under study, were also used. Table 2 shows the distribution of study sample according to institutions:

S/n **Table 3: Distribution of NCE III Students Samples According to Institutions**

	Institutions	**Experimental**	**Control**	**Total**
1	Federal College of Education, Kano	30	45	75
2	Sa'adatu Rimi College of Education, Kumbotso-Kano State	45	45	90
	Total	75	90	165

3.5.1 Instrumentation

The researcher used a teacher-made test titled "Social Studies Achievement Test (SOSAT) as data collection instrument. The students were pre-tested before receiving any kind of treatment by the researcher. The post-test were also administered after the experimental and control groups have undergone their separate treatment; Team Teaching Approach (TTA) in the case of experimental group and Single Teacher Approach (STA) in the case of comparison group. The outcomes of the various encounters in the form of test scores were then subjected to appropriate statistical analysis which assisted the study in answering its research questions and validate its null hypotheses.

3.5.2 Validity of the Instrument

Validity has to do with whether the instrument is measuring what it is intended to measure. Therefore, the following table of specification, which according to Yerima (2007) is a two way dimensional table that defines clearly the scope, emphasis of the test items and relate objectives to the content, is hereby used for content validity in setting the questions so as to satisfy the most important criteria of the test and that of the content validity.

Table 4: Table of Specification for NCEIII Nigeria's External Relations

Content Areas	Knowledge Objective	Understanding Objective	Application Objective	Evaluation Objective	Total
Nigeria's Foreign Policy	2	1	1	2	6
International Governmental Organizations	1	1	2	1	5
International Non-Governmental Organizations	2	2	2	1	7
States and Non-state Actors	1	1	2	2	6
International Conflict Resolutions	2	2	1	1	6
Total	8	7	8	7	30

The Table of specification above showed the number of questions set at various levels of cognitive domain. At the knowledge level eight(8) questions were set, seven (7) questions at the understanding level and eight (8) questions from the application level and seven (7) questions from the evaluation level making a total of thirty (30) questions. Moreover, the questions are examined and certified as adequate for the main study by the research supervisors from the faculty of education, department of Arts and Social Science Education, Ahmadu Bello University, Zaria. Also other experts in test and measurement as well as language experts validated the instrument for its content and face validity.

3.5.3 Reliability of the Instrument

Pilot study was carried out at Federal College of Education, Zaria using 20 students. The purpose of pilot study is to ascertain the reliability of the test items to gain insight into the sampling administration of the test instruments and in general to make it possible to decide on the feasibility of the study and to avoid administrative problems in the study as much as possible.

The data collected from the pilot study was subjected to reliability test in order to establish the reliability index for the instrument. The Statistical Package for the Social Sciences (SPSS version 20) was used for the test. To determine the reliability coefficient, the Guttmann Split half procedure was used. Each of the test answeredby the 20 participants in the pilot study were assigned with number 1 – 20. Meanwhile papers with odd numbers and that of even numbers were separated and split into two equal halves and then subjected to reliability test. The reliability coefficient obtained for the instrument was 0.78. These coefficients are consistent with Danjuma and Muhammad (2011) who opined that an instrument is considered reliable if its reliability coefficient is between 0.64 and the closer to 1, the more reliable the instrument.

3.6 Data Collection Procedure

The researcher received letter of introduction from the Department of Arts and Social Science Education, Ahmadu Bello University, Zaria. This enabled the researcher to obtain the data needed for the study from the Colleges of Education offering Social Studies in Kano state. This is aimed at introducing the researcher and the study motives and also as a means of soliciting for official permission and co-operation to utilize students for the study.

The researcher with the help of a research assistants administered pre-test to both controlled and experimental group. The essence of the pre-test was to determine the status of the learners, the researcher and the research assistants then co-teach the experimental group using team-teaching approach and the controlled group using the traditional one teacher approach. Thereafter, at a close interval of one week, post-test was administered on the same group of students. The data collection have covered the whole second semester.

However before embarking on the use of team teaching approach for the experimental groups of this research project some series of meetings, as proposed by the advocate of TTA, were conducted between the researcher and the research assistants with a view to discuss on some vital issues related to the motives and objectives of this research work as well as the concept and the kind of team teaching model to be utilized for the study. Agreement was also reached by the researcher and the research assistant to meet on weekly basis so as to make important decision on what will be presented, how the material be presented, who is to present the information and how the students be evaluated or assessed etc. Meanwhile, for the purpose of maintaining the spirit of cooperation and collaboration the researcher and the research assistants have deliberated and

agreed to work in a collegial manner to participate fully in planning and implementing the use of TTA for the study.

Generally, the researcher employed the use of "Complimentary/Supportive Format" for the research.The first aspect of "Complimentary Format", which according to Goetz (2000)occurs when one teacher is responsible for teaching the content to the students, while the other teacher takes charge of providing follow-up activities on related topics or on study skills, were employed by the researcher. The second aspect of "Supportive Format" which implies one core teacher is in the Lead role while the other provide support during the instruction were also utilized. But who was in the lead and who provided the support have changed during the lesson as suggested by NAPSEC (2014). Subsequently, one of the aspect of "Station Teaching Format",where the instructional contents are divided and shared among the team members were also used. As such, the contents of the course (SOS322: Nigeria's External Relations), as provided in the NCE Minimum Standards for Arts and Social Sciences Education – 2012Edition, which was used in teaching the experimental group of this research were shared between the researcher and the research assistant as members of the teaching team for the study.Furthermore, the team teaching model of "One-Teach-One-Observe" alongside the model of "One-Teach-One-Assist" were also used throughout the study. However, on the turn of the researcher or the research assistant, one of them was planned to serve as Lead Teacher while the other served as either The Observer or the Assistant.

Therefore, the use of the above mentioned formats of team teaching: - ("Complimentary Format", "Supportive Format", "an aspect of Station Format", "One-Teach-One-Observe Format" as well as the format of "One-Teach-One-Assist"), in conducting this research project, indicates that different or multiple formats of team teaching,which is named by the researcher as

Combine-Team-Teaching-Approach (CTTA) were designed and used for the study using the standard structural layout of lesson guide provided by NERDC National Curriculum as follows:

TOPICS	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING LEARNING MATERIALS	EVALUATION GUIDE
			TEACHER	PUPILS		

Source: NERDC 9- Year Basic Education Curriculum (2012)

However in the process of developing lesson guide for the study, the researcher was guided by the list of some guiding questions put forward by the Center for the Enhancement of Learning and Teaching (1998) that are needed to underline the decisions to be made in the area of team teaching, among which are: What are the programme, unit and the lesson objectives; What lesson content to be presented; What method and resources are to be used to present content; How will small group be organized; What type of independent study will be appropriate and How will students be assessed. However, the detailed-planned lesson guide used for the study which is part of the contribution to knowledge is hereby included in the appendix.

3.7 Statistical Analysis Procedure

The data for the study were the scores of the teacher made-test obtained from the pre-test and post-test administered to the control and experimental groups. The study used simple percentage and frequency counts in analyzing and presenting the bio-data variables of the study participants. The study's research questions were answered using mean and standard deviation. However, independent samples t-test was used in testing the research hypotheses. The independent sample t-test was chosen to validate the null hypotheses because the variables to be measured are two and t-test is effective in establishing if differences exist between two variables. According to Ekeh (2003) and Sambo (2009) t-test is

used for determining the significant difference between two means. All hypotheses were validated at 0.05 level of significance.

CHAPTER FOUR
DATA PRESENTATION, ANALYSES AND DISCUSSIONS

4.1 Introduction

This chapter presents the data analysis including its discussion of results. The major objective of the study is to examine the Effects of Team Teaching Approach on Academic Performance of Social Studies Students in Colleges of Education in Kano state, Nigeria. A total of 165 NCE III students are used in the study. The first section presents answers to the research questions using arithmetic means and standard deviations. The second section presents and interprets the null hypotheses by means of inferential statistical techniques of Independent sample t-test statistics. All hypotheses are validated at 0.05 alpha level of significance. The third section outlined the major findings of the study and the last section discusses the findings of the study using authorities to support the findings.

4.2 Answering Research questions

Presented below are quantitative and qualitative answers provided for the questions raised by the study. The frequency counts, means and standard deviations are used as statistical tools to determine if there is difference in the means scores of the groups as indicated in the questions raised.

Research Question 1: What is the difference in the mean academic performance of NCEIII students taught Social Studies using Team Teaching Approach (TTA) and NCEIII students taught with Single Teacher Approach (STA)?

Table 5: Mean Academic Performance Scores of NCEIII Social Studies students taught with Team Teaching Approach and students taught using Single Teacher Approach

Approaches to Instruction	N	Mean	Std. Deviation	Mean Difference
Single Teacher Approach (STA)	90	42.38	4.962	
Team Teaching Approach (TTA)	75	47.76	3.432	5.38

Details in table 4 reveals that NCEIII students who are taught Social Studies using team teaching approach had higher mean score of 47.76 compared to their counterparts who are taughtSocial Studies with single teacher approach whose mean performance was 42.38. The observed mean difference is 5.38 in favour of NCEIII students taught social studies using team teaching approach.

Research Question 2: What is the difference in the mean academic performance of male and female NCIII students taught Social Studies using Team Teaching Approach (TTA)?

Table 6: Mean Academic Performance Scores of male and female NCEIII Social Studies students taught with Team Teaching Approach

Gender	N	Mean	Std. Deviation	Mean difference
Male	24	48.42	3.120	
Female	51	47.45	3.557	0.97

Results of descriptive statistics in table 5 shows the mean academic performance scores of male and female NCEIII Social Studies students using team teaching approach. The mean scores are 48.42 and 47.45 for male and female students respectively. The mean difference is 0.97 in favour of male students.

Research Question 3: What is the difference in the mean academic performance of NCEIII students of Federal College of Education, Kano and Sa'adatu Rimi College taught Social Studies using Team Teaching Approach (TTA)?

Table 7: Mean Academic Performance Scores of FCEK and SRCOE NCEIII Social Studies students taught with Team Teaching Approach

College Type	N	Mean	Std. Deviation	Mean Difference
FCEK	30	47.07	3.591	
SRCOE	45	48.22	3.281	1.15

The descriptive statistics in table 6 shows the mean academic scores of NCEIII students taught Social Studies using team teaching approach due to college affiliation. The mean academic performances are 47.07 and 48.22 for Federal College of Education, Kano (FCEK) and Sa'adatu Rimi College of Education, Kano (SRCOOE) respectively. The mean difference is 1.15 in favour of FCEK students.

4.3 Test of Null Hypotheses

The hypotheses formulated in the study are statistically tested using appropriate statistical tools. The outcomes of the statistical analysis are presented below to the guide the study on the validation of null hypotheses set by the study.

Hypothesis 1: There is no significant difference in the mean academic performance of NCEIII students taught Social Studies using Team Teaching Approach (TTA) and NCEIII students taught with Single Teacher Approach (STA);

Table 8: Two sample t-test on mean academic performance in NCEIII Social Studies students taught using TTA and NCEIII taught using STA

Methods of Instruction	Mean	Std. Deviation	DF	t-value	P	Decision
Single Teacher Approach	42.38	4.962	163	7.942	.000	Rejected
Team Teaching Approach	47.76	3.432				

t-critical = 1.96

Details of independent t-test statistics in table 7 shows that there is significant difference in the mean academic performance of NCEIII students taught Social Studies using Team Teaching Approach (TTA) and NCEIII students taught with Single Teacher Approach (STA). This is due to the fact that the calculated t-value of 7.942 is found to be higher than the critical t-value of 1.96 and the p value of .000 is lower than 0.05 alpha level of significance. Therefore the null hypothesis which states that there is no significant difference in the mean academic performance of NCEIII students taught Social Studies using Team Teaching Approach (TTA) and NCEIII students taught with Single Teacher Approach (STA) is hereby rejected.

Hypothesis 2: There is no significant difference in the mean academic performance of male and female NCIII students taught Social Studies using Team Teaching Approach (TTA);

Table 9: Independent t-test statistics on mean academic performance of male and female NCEIII students taught Social Studies using team teaching approach

Gender	N	Mean	Std. Deviation	DF	t-value	P	Decision
Male	24	48.42	3.120	73	1.139	0.258	Retained
Female	51	47.45	3.557				

t-critical = 2.000

Results of the independent t-test statistics in table 8 reveals that there is no significant difference in the mean academic performance of male and female NCIII students taught Social Studies using Team Teaching Approach (TTA).The male students' performance in the test is higher than that of the female students involved in the experiment. But the observed variability is not statistically significant (P > 0.05). The observed t-values (1.139) is lower than the critical value of 2.000 and the probability level of significance (0.258) observed in the table for the tests are all higher than 0.05.Therefore the null hypothesis that there is no significant difference in the mean academic performance of male and female NCIII students taught Social Studies using Team Teaching Approach (TTA) is hereby retained.

Hypothesis 3: There is no significant difference in the mean academic performance of NCEIII students of Federal College of Education, Kano and Sa'adatuRimi College taught Social Studies using Team Teaching Approach (TTA).

Table 10: independent t-test statistics on mean academic performance of NCEIII students of FCEK and SCROE taught Social Studies using team teaching approach

Institution	N	Mean	Std. Deviation	DF	t-value	P	Decision
FCEK	30	47.07	3.591	73	1.439	.154	Accepted
SRCOE	45	48.22	3.281				

(t-critical = 2.000)

The result of the independent sample t-test in table 9 shows that there is no significant difference in the mean academic performance of NCEIII students of Federal College of Education, Kano and Sa'adatuRimi College taught Social Studies using Team Teaching Approach (TTA).The observed variability is not statistically significant (P > 0.05). The observed t-values (1.439) is lower than the critical value of 2.000 and the probability level of significance (0.154) observed in

the table is higher than 0.05.Therefore the null hypothesis that there is no significant difference in the mean academic performance of NCEIII students of Federal College of Education, Kano and Sa'adatu Rimi College taught Social Studies using Team Teaching Approach (TTA).is hereby retained.

4.4 Summary of Major Findings

The following are the major findings of the study.

i. Significant differences existed between the mean academic performance of NCE III students taught Social Studies using team teaching approach (experimental) and those who were taught with single teacher approach (control);
ii. There was no significant difference between the mean scores of NCE III male and female Social Studies students taught using team teaching approach(Experimental group);
iii. There was no significant difference between the mean scores of NCE III Social Studies students from federal and state owned colleges of education taught using team teaching approach (Experimental group).

4.5 Discussion on Findings

This study investigated the Effects of Team Teaching Approach on Academic Performance of Social Studies Students in Colleges of Education in Kano state, Nigeria. Three research questions and null hypotheses were tested to determine the effectiveness and relevance of team teaching approach on NCE III Social Studies students' academic performance in relation to gender and college ownership status.

In hypothesis I, the effect of team teaching on the students' academic performance was conducted by comparing the mean scores of the group that were exposed to the use of the team teaching approach in

teaching and learning Social Studies with students who were exposed to the use of the traditional method single teacher approach. The two sample t-test was used for the test. The result revealed that students who were exposed to the use of team teaching approach scored higher and were significantly different from those who were taught with the traditional single teacher approach. The null hypothesis was therefore rejected. The observation made from the test was that the use of team teaching approach in teaching and learning of Social Studies increases students' academic performance on the subject.

Corroborating the current findings, Esomonu, Akudolu, Ezenwosu (2015) examined the effects of Team Teaching Approach (TTA) on the achievement of students in English language comprehension and how the effects vary across gender. The major findings showed that the students taught English language comprehension with team teaching approach achieved significantly higher than those of the control group who were taught with single teacher teaching approach. The female students in TTA group achieved significantly higher than their male counterparts Based on the finding of this study, it was recommended that team teaching approach should be adopted as a more effective approach to teaching and learning English language comprehension in public secondary schools to enhance academic achievement of students in the subject.

Similarly, Akpan, Uwandu and Ekanem (2013) in a study compare the effects of small group and team teaching method on the academic performance of biology students in Uyo Local Government Area of AkwaIbom State. The result found out to be significant and as such, all hypotheses were rejected in favor of the alternative hypotheses. Moreover, Johnson (2012) investigates the influence of co-teaching on teaching and learning. Results and conclusions from the studies indicated administrative support greatly influenced the co-teaching experience along

with a need for training and co-planning opportunities. Social and academic benefits were perceived as benefits by students.

In a related development, Almon and Feng (2012) investigate the comparative effects of co-teaching versus solo-teaching on student's math achievement in elementary school. It is concluded that both solo teaching and co-teaching were beneficial to the two different groups of students within their various learning environments. Further experimental research is needed.

In another development, Aliakbari and Nejad (2013) examine how co-teaching may affect the learning process. The findings revealed that the difference in method of grammar instruction did not lead to a significant difference in the participants' performance. This finding implies that the appropriateness of co-teaching in educational systems, at least for teaching grammar in an EFL context, is doubtful, and that co-teaching classes should be used cautiously.

Jang (2006) study the effects of team teaching upon two 8th-grade teachers in the field of mathematics. The research findings showed that the average final exam scores of students receiving team teaching were higher than those of students receiving traditional teaching. The two teaching methods showed significant difference in respect of students' achievement. More than half of the experimental students preferred team teaching to traditional teaching. The discrepancy between team teachers' expectations of team teaching and its implementation was apparent. The differences in the teaching strategy also exposed team teachers to challenge and being compared with each other by students in class.

Hanusch, Obijiofor and Volcic (2009) reports on the team-teaching approaches adopted in the delivery of an introductory journalism and communication course at the University of Queensland. The success of the approaches is examined against the background of quantitative

and qualitative data. The study found that team-teaching is generally very well received by undergraduate students because they value the diverse expertise and teaching styles they are exposed to. Despite the positive feedback, students also complained about problems of continuity and cohesiveness.

Furthermore Yaga (2014) investigated Impact of team-teaching strategy on academic achievement and Interest in Basic Science Concepts among Junior Secondary School Students in Potiskum, Yobe State Nigeria. Students develop high interest in learning of Basic Science Concepts when Team Teaching Strategy is used in learning and teaching. Teachers of Basic science in Potiskum local government Yobe State should be encouraged to adopt constructive team discussion to increase their knowledge on team teaching strategy at JSS two (2) level in secondary schools. In Ubah (2005), the findings indicated that the performance of junior secondary school students in mathematics dependent on the method used. In the present study, the researcher tends to find out if the result is still being the same.

Gerst (2012) examines the effects co-taught classes have on students' academic and social development. The majority of current co-teaching research has found positive results for students in academic achievement, social development, and emotional well-being. Students perceive co-teaching to be beneficial to their learning and do not report drawbacks for their learning. The review concludes with implications for teachers and administrators, including using co-teaching to provide different types of instruction. Additionally, teachers should provide explicit instruction in social skills and build a community of learners within their co-taught classes.

Hypothesis II tested for gender difference on the effectiveness of the team teaching approach on students in Social Studies Education in relation to their academic performance. The hypothesis was aimed at determining whether male and female students exposed to the use of the team teaching approach would differ significantly in their academic performance on the subject. The independent sample t-test procedure was used for the test. The result did not reveal significant difference in the academic performance of the male and female students in the experiment. The null hypothesis was therefore retained.

The observation from the test points to the fact that the team teaching approach has the same positive impact on the academic performance of both male and female students who were exposed to it. This finding is goes contrary with that of Esomonu, Akudolu, Ezenwosu (2015), who discovered that gender affects the academic performances of male and female students taught using team teaching approach in favour of female students. The female students achieved higher when taught with the team teaching approach than their male counterparts. This agreed with Opara (2001) who reported that females perform better in languages than the males while males do better in science oriented courses. However, the findings of this study is not in line with Achor, Imoko and Jimin (2012) who reported that gender was not found to be a factor in the team teaching approach because both male and female students exposed to the method showed no significant difference in their mean achievement. This finding that female students in the experimental group gained in achievement more than their male counterparts is at variants with Akudolu (2005).

Hypothesis III tested difference in the effectiveness of the use of the team teaching approach in the teaching and learning of Social Studies Education on the academic performance of students in the federal and states owned colleges of education. In the test, the students who were exposed to the use of the team teaching approach were compared on the basis of their institution ownership type with the aid of the independent sample t-test procedure. The result revealed that the students in both institutions were equally enhanced in their academic performance on the subject after their exposition to the team teaching approach in the teaching and learning of the subjects. No significant difference was observed in their mean scores. The null hypothesis was therefore retained.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter treats summary of the research, conclusions on the basis of the findings of the research. The chapter itemizes some of the contributions of the current finding to knowledge. Also some practical recommendations were put forward to enhance effective use of team teaching in social studies classroom in colleges of education for effective service delivery.

5.2 Summary

The study examined the effects of team teaching approach on Academic Performance of Social Studies Students in Colleges of Education in Kano State, Nigeria. The study was guided by three objectives, three research questions and three hypotheses. However, Federal College of Education, Kano (FCEK) and Sa'adatu Rimi College of education, Kumbotso-Kano were used as they offer Social Studies education at NCE level. The study used behavioural and cognitive theories to give backing to the study. Furthermore, related empirical studies were reviewed citing similarities and identifying differences with the current study. The review further identifies some of the gaps between the current study and those reviewed which the current seeks to fill.

Furthermore, quasi-experimental research design was used. The study used purposively sampling technique to choose the participating schools for the experimental. The study also used Social Studies Achievement Test (SOSAT) as data collection instrument. The instrument was validated by supervisors and statisticians for content and face validity. The study pilot tested the instrument at Federal College of Education, Zaria and certified as statistically fit for the main work.

However, the study used arithmetic mean, standard deviation, independent sample t-test and paired as data analysis instruments. The study however discovered the following:

i. Significant differences existed between the mean academic performance of NCE III students taught Social Studies using team teaching approach (experimental) and those who were taught with single teacher approach (control);
ii. There was no significant difference between the mean scores of NCE III male and female Social Studies students taught using team teaching approach(Experimental group);
iii. There was no significant difference between the mean scores of NCE III Social Studies students from federal and state owned colleges of education taught using team teaching approach (Experimental group).

5.3 Conclusions

From the results obtained from the investigation into the effects of team teaching approach on academic performance of NCE students in Social Studies in Kano state, the following conclusions were drawn: The study has proved that team teaching approach (TTA) used in teaching Social Studies in Colleges of Education is more effective than the single teacher approach (STA). This has therefore provided empirical basis for improving and enhancing classroom teaching and learning of Social Studies. This is evident from the fact that the group taught with TTA performed significantly higher than the groups that were taught with STA. Again, the male and female students in TTA group achievement do not significantly differ higher implying no significant interaction between teaching approach and gender.

5.4 Contributions to Knowledge

Apart from proving the effectiveness of teaching Social Studies using team teaching approach against the traditional single teacher approach, as well as its effectiveness for male and female in both state and federal colleges of education in Kano State, the prepared lesson guide that was planned and implemented using team teaching approach will serve as a model for effective implementation of team teaching especially with regards to SOS 322; (Nigeria's External Relations).

5.5 Recommendations

The following recommendations are suggested as a result of the findings of the study:

i. Social studies teachers in the study area should be encouraged to adopt team teaching approach for their students for optimum academic performance as the approach has proven to be gender-friendly;
ii. The use of single teacher approach of teaching social studies should be minimized so that NCE students should benefit from the goodness of team teaching approach to instruction;
iii. Both federal and states owned colleges of education should endeavour to promote team teaching approach as a matter of policy in social studies teaching and learning for maximum outcome.

5.6 Suggestions for Further Studies

The following are suggestions for further studies.

1. Effects of Educational team teaching approach on academic performance of NCE social studies students in North-West Zone, Nigeria.

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APPENDIX 'A'

SOCIAL STUDIES ACHIEVEMENT TEST (SOSAT)

TO BE FILLED BY STUDENTS

INSTITUTION ....

GENDER.....

Instruction: Attempt All Questions

SECTION 'A' (Multiple Choice)

1. Foreign policy is an interface between internal and **…….**?
   a. Foreign b. Outside c. External d. Embassy

2. The centre-piece of Nigeria's foreign policy is**……**?
   a. Africa b. European Union c. African Union d. National Interest

3. Which of the following countries is **NOT**a permanent member of United Nations Security Council?
   a. Russia b. Germany c. United Kingdom d. France

4. Which of the following countries does not possess United Nations Veto Power?
   a. China b. United States c. India d. United Kingdom

5. The African Union is formerly known as **…….**?
   a. League of Nations b. United States of Africa c. Organization of African Unity d. African Federation

6. The League of Nations is the former name of which of the following organizations?
   a. European Union b. United Nations c. African Union d. Soviet Union

7. The following are members of African Union EXCEPT **…….**

a. Morocco b. Cameroun c. Egypt d. Mali

8. Which of the following is **NOT** a United Nations agency?

a. UNICEF b. UNESCO c. IMF d. IBRD

9. The African Union Commission Headquarters is located at **……?**

a. Addis Ababa b. Abuja c. Cairo d. Bamako

10. Which of the following countries is a direct neighbour of Nigeria?

a. Ghana b. Comoros c. Benin Republic d. Sudan

SECTION 'B' (Fill in the Blank)

Itemize any four international conflict resolution mechanisms

11…….. 12 …….. 13 …… 14 …….

Mention the five permanent members of the United Nations Security Council

15…….. 16 …….. 17 …… 18 ……19

……..

State any four Foreign Policy objectives of Nigeria.

20……

21……..

22 …….

23 ……..

SECTION 'C' (TRUE/FALSE)

24. Saotome and Principe is Nigeria's direct neighbour**. T/F**

25. Cameroun is NOT a member of ECOWAS**. T/F**

26. NATO is a military alliance formed by some powerful countries. **T/F**

27. OPECis an oil Cartel. **T/F**

28. Nigeria isa member for Organization of Islamic Countries (OIC). **T/F**

29. Theressa Mayis the British Prime Minister. **T/F**

30. Agenda 2063 is African Union development plan for the continent. **T/F**

APPENDIX 'B'
SUGGESTED ANSWERS

1) C
2) A
3) B
4) C
5) C
6) B
7) A
8) D
9) A
10) C
11) SANCTION
12) FORCE/MILITARY
13) DIPLOMACY
14) DIALOGUE AND NEGOTIATION
15) UNITED STATES OF AMERICA
16) UNITED KINGDOM
17) CHINA
18) RUSSIAN FEDERATION
19) FRANCE
20) PROMOTION AND PROTECTION OF NATIONAL INTERST
21) PROMOTION INTERNATIONAL PEACE AND SECURITY
22) AFRICAN UNITY AND INTEGRATION
23) JUST WORLD ECONOMIC ORDER
24) TRUE
25) TRUE
26) TRUE
27) TRUE
28) TRUE
29) TRUE
30) TRUE

APPENDIX C

Reliability Test Output

Case Processing Summary

		N	%
Cases	Valid	35	100.0
	Excluded(a)	0	0.0
	Total	35	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	1.000
		N of Items	1
	Part 2	Value	1.000
		N of Items	1
	Total N of Items		2
Correlation Between Forms			0.669
Spearman-Brown Coefficient	Equal Length		0.801
	Unequal Length		0.801
Guttman Split-Half Coefficient			0.781

a. The items are: TEST, TEST.

b. The items are: RETEST, RETEST.

Intra-class Correlation Coefficient

	Intra-class Correlation(a)	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	0.641	0.395	0.801	4.565	34.0	34	0.000
Average Measures	0.781	0.566	0.889	4.565	34.0	34	0.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

a. Type C intra-class correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.

b. The estimator is the same, whether the interaction effect is present or not.

c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

TABLE10: APPENDIX D: TEAM TEACHING LESSON GUIDE FOR SOS 322 (NIGERIA'S EXTERNAL RELATIONS)

TOPICS	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING LEARNING MATERIALS	EVALUATION GUIDE
			TEAM TEACHERS	STUDENT-TEACHERS		
Concept of International relation.	Student-teachers should be able to: 1. Define international relation. 2. Identify ways through which relation with other nation exist. 3. Appreciate the advantages that are derived in relation with other nations, by answering teacher's question	1. Concept of International relation. 2. Ways of relating to other nations of the World. 3. Advantages derived in relation with other nations.	**LEAD TEACHER** The Lead Teacher has primary instructional responsibility for the following: - Generate discussion that will guide student-teachers to define international relation. - List and explain some of the ways through which interaction with other nations exist. • Dealing with government • Political leaders • Multinational cooperation • International organization • Private individual. - Ask some questions that will generate discussion on the reason why nation cannot exist in isolation. **CO-TEACHER AS AN ASSISTANT** The co-teacher assists in the following: - Summarizing the main points of the lesson by redefining the concept of international relation, advantages derived from such relations and ways through which the relations exist. - Respond to some relevant questions that may be raised by the student-teachers.	- Discuss to work out a definition that can be used to define international relation - Contribute in giving the list of some of the ways through which relation with other nation exist - Participate in the discussion of the fact that no nation can exist in isolation which will lead them to appreciate the advantages that are derived in relation to other nation. Students listen to the co-teacher and ask relevant question if any.	• World map containing some political independent countries. • A calendar containing a round table pictures of Nigeria president and other world leaders. • A cardboard paper containing a list of some Nigeria mineral deposits • A cardboard paper containing some materials that are produced in some industrialized nations export to Nigeria	• Define international relation. • Mention any three ways through which relation with other nation can be observed. • What advantages can a nation derived in its relation with other nation. • Is relation with other nation important to a country and why.

TOPICS	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING LEARNING MATERIALS	EVALUATION GUIDE
			TEAM TEACHERS	STUDENT-TEACHERS		
International Organization	Student-teachers should be able to: 1. Differentiate between International Governmental Organizations (IGO_S) and International Non-Governmental Organizations ($INGO_S$). 2. Mention two major types of both IGO_S and $INGO_S$; and the examples of each. 3. Appreciate the functions and services rendered by international organization	1. International Governmental Organizations IGO_S (types and examples): • **Global Organizations:** UNO. ICPO. WCO. • **Regional Organizations:** EU. AU. OAS. 2. International Non-Governmental Organizations $INGO_S$ (types and examples): • **Operational $INGO_S$:** Red Cross. OXFAM. Medicine Sans Frontiers • **Advocacy $INGO_S$:** Amnesty International; Green peace 3. Common activities and services of international organization	**LEAD TEACHER** The Lead Teacher has primary instructional responsibility for the following: - Guide student-teachers to define international organizations. - With the help of a chart, to be displayed by the **co-teacher serving as an assistant,** the lead teacher explains: • International Governmental Organizations (IGO_S) types and examples. • International Non-Governmental Organizations ($INGO_S$) types and examples **CO-TEACHER AS AN ASSISTANT** The co-teacher assist assists in the following: - Assists in mentioning and explaining some of the services rendered by international organizations - Responds to some relevant questions that may be raised by the student-teachers.	- Participate in working out the definition of international organization - Listen to the lead teacher and ask relevant question if any. - Student-teachers participate in mentioning some of the services rendered by international organizations. - Student-teachers participate in mentioning some of the services rendered by international organizations. - Students listen to the co-teacher and ask relevant question if any.	• A chart containing a table showing IGO_S and $INGO_S$, their types and examples. • A calendar of some injured victims of international violence receiving medical services and assistance from RED CROSS Organization • A magazines containing pictures of some health and other infrastructural facilities donated to Nigeria by some IGO_S and $INGO_S$.	• What is the differences between IGO_S and $INGO_S$. • What are the major types of IGO_S. • Give two examples of Global IGO_S and Regional IGO_S. • What are the major types of $INGO_S$. • Give two examples of operational $INGO_S$ and advocacy $INGO_S$. • Are International Organizations (IGO_S and $INGO_S$) importance to their members?

TOPICS	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING LEARNING MATERIALS	EVALUATION GUIDE
			TEAM TEACHERS	STUDENT-TEACHERS		
			LEAD TEACHER The Lead Teacher has primary instructional responsibility for the following:			
Actors in international relation.	Students should be able to: 1. Describe the features of Actors in the international relation 2. Identify the actors in international relation. 3. Differentiate between State Actors and Non-State Actors in international relation 4. List various types of Non-State Actors. 5. Mention roles that are played by Non-State Actors in the international relation.	1. Meaning and features of Actors in the International relation. 2. State Actors and Non-State Actors in international relation. 3. Roles of Non-State Actors in the international relation.	- Guide class to describe actors in international relation by explaining their features as follows: • Autonomous to determine their own purpose and interest. • Capacity to mobilize human and material resources to achieve those purpose and interest. • Ability to influence the behavior of others in international relation. - Asks student-teachers to mention some of the states of the world, and their recognition and acknowledgement by others playing as the major State Actors in international relation. - Asks students to mention some of the IGO_S and $INGO_S$ that were discussed in the previous lesson, and then describe them as Non State Actors playing the role of opinion building, help in achieving national and international goals as well as peace building in the international affairs. - List other Non-State Actors that influence global system as follows: • Ethno Cultural Org. : Commonwealth of nation (CON); Organization of Islamic Conference (OIC) • Economic Organization:	- Participate in stating some of the State and Non-State Actors who had in one time or the other, mobilized human and material resources to influence the behavior of other States for achieving their purpose and interest. - State some of the sovereign States having population, government, territory and recognized by other States in the Global system. - State some of the of the IGO_S and $INGO_S$ that were discussed in the previous lesson, - Contribute in stating some of the	• World map containing some political independent countries. • A cardboard paper containing a chart showing three features of Actors in the Global System. • A calendar containing pictures of people in NATO Military uniform.	• Mention three features of Actors in the international relation • Differentiate between State Actors and Non-State Actors in the international relation. • List at least five examples of N0n-State Actors and the roles they play in the Global System. • Mention some of the roles of Non-State Actors in the Global System.

			World Bank; World Trade Organization; IMF. • Collective Security Organization: North Atlantic Treaty (NATO); ECOMOG. • Multinational Companies (MNC_S): UNILIVER; SHELL; BRITISH AIRWAYS; MOBIL. - Mention some of the roles that are played by Non-State Actors in the Global System as follows: • Opinion building in international affairs. • Agent in helping to achieve both national and international goals. • Peace building **CO-TEACHER AS ASSISTANT** The co-teacher assists in the following grouping and guide them to select leaders for the group. - Groups the students into three and give the following assignment for independent study, a responds of which will be discussed during the presentation. 1. Discuss on the objectives of Commonwealth of nation as an actor in international relation 2. Discuss on the objectives of NATO as an actor in international relation 3. Discuss on the objectives of OIC as an actor in international relation.	Multinational Companies operate in Nigeria - Students listen to the co-teacher and select the chairman, secretary and the presenter for each of the group.		

TOPICS	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING LEARNING MATERIALS	EVALUATION GUIDE
			TEAM TEACHERS	STUDENT-TEACHERS		
			LEAD TEACHER The Lead Teacher has primary instructional responsibility for the following:			
Concept of Foreign Policy	Students should be able to: 1. Define Foreign Policy.	1. Meaning of foreign Policy.	- Inquires students understanding on the word "Policy" and the word "Foreign" by asking the meaning of the two words, and write the meaning on the board as follows: POLICY: Decisions and actions planned to be implemented to achieve an objective. FOREIGN: Things that are related to country overseas. - Defines and write the meaning of Foreign Policy as: Decisions and actions that a state set to achieve its objectives in relation to other states of the world. It serves as an interface between internal and external relation in the global system.	- Students attempt to give their understanding on the word "policy" and "foreign differently - Listen to the teacher and ask questions if any	• A copy of documented Nigerian constitution. • A Photocopy page of a text book containing national interests of Nigeria that formed the bases of her foreign Policy,	• Define Foreign Policy.
	2. Mention general components of national interests	2. Components of national interest.	- Explains the components of national interest for all countries that are highly considered in foreign policy as follows: • Security • National development • World order	- Read the page and identifies some of the Nigeria national interest that form the bases of its foreign policy as follow:- Independence, national unity; national security; territorial integrity; economic prosperity; freedom and justice for the black		• What are the components of national interest?
	3. List some of the	3. Principles and National Interest that formed the	- Calls one of the students to read a photocopy page of a text book containing national interests of Nigeria that formed the bases of her foreign Policy, after which emphasizes Africa as the **CENTRE-**			• Lis the national interest of Nigeria

	national interest for the basis of Nigeria foreign Policy. 4. List some of the objectives of Nigerian Foreign Policy.	geneses of Nigeria foreign Policy. 4. Nigeria Foreign Policy Objectives	**PIECE"** of Nigerian foreign policy. - Asks student to read out Nigerian foreign policy objectives that are enshrined in 1999 constitution of the country as follows; • Promotion and protection of national interest. • Promotion of international peace and security. • African unity and integration • Just world economic order. **CO-TEACHER AS AN OBSEVER** The co-teacher does the following: Collects and gathers observational information on the students; the lead teacher and the environment with the aim of discussing to improve on teacher's strength and remedy his weaknesses for effective teaching and learning that will lead to students' higher performance.	race in Africa and diaspora. - Read the objectives as they are in the constitution.		used in forming her foreign policy. • List objectives of Nigerian foreign policy.

TOPICS	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING LEARNING MATERIALS	EVALUATION GUIDE
			TEAM TEACHERS	STUDENT-TEACHERS		
World Tension / International Conflict.	Students should be able to: 1. Define World Tension / International Conflict. 2. Identify some causes of World Tension / International Conflict.	1. World tension 2. Causes of world tension	**LEAD TEACHER** The Lead Teacher has primary instructional responsibility for the following: - Generate a discussion that will lead to the understanding of the fact that disagreement and tension are unavoidable aspects of human interaction. And the outcomes of the discussion will be used to define world tension as: • A condition of being working at variance or in opposition between one state and the other leading to disagreement, hatred skirmishes or outright of warfare. - Asks students to mention some of the World tension and their causes, a responds of which will be used to identify the following causes among others: • Religious fanaticism and intolerance. • Boundary dispute. • Military invasion • Proliferation of arms • Embellished media reports - The lead teacher, the co-teacher assistant and the students should list and explain the following mechanisms for the resolution of international conflicts:	- Students contribute by giving examples of some disagreement that occurred locally, nationally and internationally which might have led to conflict or even war especially among states of the world. - Possibly list the following world tension: • Terrorists act like that of ISIS, Boko Haram, and Taliban etc. • Tension over Nigeria-Cameroon border dispute • Production of weapon of mass destruction by Iran.	• A poster containing collapse of some buildings and victims of the activities of some international terrorist groups.	• Define world tension • What are the causes of international conflict

	3. Mention some of the mechanisms used international conflict resolution	3. Mechanism of world tension resolution	• Dialogue and negotiation through peace conferences by bringing the principal characters into negotiating table. • Using international law through international court of justice to force a state to comply with legal obligations. • Sanction inform of coercive measures to ensure compliance such as ban of trade on armaments or certain commodities, removing democratic ties, preventing a states' team from competing in international events etc. • The use of embassies and skills of dealing with people and getting them to agree. • Military sanction by deploying law enforcement agencies inform of multinational forces such as ECOMOG, UN FORCES etc. **CO-TEACHER AS ASSISTANT** The co-teacher assist assists in the following: - In each of the step the co-teacher assists in displaying materials, jotting down main points and clarifies difficult concepts on the board.	- Contribute by reading the mechanisms for international conflict resolutions as displayed in the cardboard paper.	• A cardboard paper containing list of some mechanisms for world tension resolution: - Sanction - Diplomacy - Negotiation - Military force - Embellished media report	• What are the mechanisms for the resolution of international conflict?

TOPICS	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING LEARNING MATERIALS	EVALUATION GUIDE
			TEAM TEACHERS	STUDENT-TEACHERS		
Economic Community of West African States (ECOWAS)	Student-teachers should be able to: 1. Trace the historical formation of ECOWAS	1. Formation of ECOWAS.	**LEAD TEACHER** The Lead Teacher has primary instructional responsibility for the following: - Asks students to mention some of the International Governmental Organization that were discussed in the previous lesson. - On mentioning ECOWAS by the student-teachers, the Co-Assistant Teacher displays a cardboard paper containing the full meaning of ECOWAS - Briefly traces some of the events that led to the formation of ECOWAS: • 1963 Lagos Conference on self-reliance. • 1966 Niamey Conference on economic co-operation. • I972 Accra conference on providing the processes for achieving economic cooperation. • 1975 Lagos conference were 15 countries signed the treaty of the organization that led to the emergence of Economic Community of West African States ECOWAS - Both the lead teacher and the co-teacher-Assistant distribute papers containing Map of West Africa indicating all the member states of ECOWAS.	- List some of the International Governmental Organizations. - Collectively read the meaning of ECOWAS for about three times: (Economic Community of West African States) - Contribute and ask question if any.	- A cardboard paper containing the full meaning of ECOWAS. Economic Community of West African States. - General Map of Africa separating Sub-African Region including West Africa. - Sheet of A4 papers containing map of West Africa separating member	• What is the full meaning of ECOWAS? • Trace the events and the year of ECOWAS formation. • List some of the member states of

	2. Identify member states of ECOWAS. 3. List the objectives of ECOWAS	2. Member states of ECOWAS 3. Objectives of ECOWAS	- Lists and briefly explains the objectives of ECOWAS as follows: • Promotion of international trade among member states • Free movement of member states within the ECOWAS. • Promotion of co-operation and development in all area of economy. • Bring unity among member states • Reduction and elimination of poverty in West Africa etc. **CO-TEACHER AS AN ASSISTANT AND AS AN OBSERVER** The co-teacher assists in the following: - Displays and distributes resource materials. - Collects and gathers some observational information on the students; the lead teacher and the environment with the aim of discussing to improve on teacher's strength and remedy his weaknesses for effective teaching and learning that will lead to students' higher performance.	- Take a look into the Map to identify member state of ECOWAS, and ask question if any - Contribute and ask question if any.	states of ECOWAS.	ECOWAS. • List the objectives of ECOWAS.

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Economic Community of West African States (ECOWAS)	Student-teachers should be able to: 1. State the organs of ECOWAS 2. Mention some of the achievements of ECOWAS. 3. Appreciate the benefits of ECOWAS by answering teacher's question.	1. Organs of ECOWAS 2. Achievements of ECOWAS.	**LEAD TEACHER** The Lead Teacher has primary instructional responsibility for the following: - Explains the compositions and functions of the following organs of ECOWAS: • Authority of Head of States and Head of Government. • Council of Ministers. • Executive Secretariat. • Specialized commissions. • ECOWAS Fund for Cooperation, Compensation and development. - Explains the following achievements of ECOWAS among others: • Free-movement of people within the ECOWAS zone. • Construction of trans-west Africa highways. • Trade liberalization • Industrial development programmes socio-cultural cooperation. • Cooperation in defense matters - Asks students questions to assess their level of appreciations on the existence of ECOWAS.	- Listen to the lead teacher and ask relevant questions if any. - Student-teachers participate in mentioning some of the benefits that could be derived by both the individual and the states within the ECOWAS.	• A chart containing a table showing Organs of ECOWAS. • A sketch of road network describing ways that link member state of ECOWAS and the other.	• What are the Organs of ECOWAS? • State the achievements of ECOWAS • Is ECOWAS a greater benefit to member states, why?

	4. Outline some of the problems of ECOWAS	3. Problems and failures of ECOWAS.	- Explains the following problems and failures of ECOWAS among others: • Political instability among member states. • Lack of full interest in the organization. • Fear of domination by bigger member state • Inadequate financial and human resources. • Misunderstanding between the secretariat located in Nigeria and the ECOWAS Fund located in Togo • Too much delay in the implementation of policies and projects.	- Students listen to the lead teacher and ask relevant questions if any.		• List the problems of ECOWAS
			CO-TEACHER AS AN ASSISTANT The co-teacher-assistant assists in the following: - Groups the students into two and give the following assignments for independent study, a responds of which will be discussed in the next contact. 1. Briefly trace the historical formation of (OAU) present (AU). 2. List and briefly explain the objectives of OAU present AU.	- Collect their assignment questions on which they work and present in the next contact.		

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			LEAD TEACHER The Lead Teacher has primary instructional responsibility for the following:			
African Union (AU)	Students should be able to: 1. Trace the historical formation of OAU present AU	• Formation of OAU present AU	- The co-teacher-assistant displays a cardboard paper containing the meaning of both OAU and AU. While the lead teacher invites the group of students whose assignment was to briefly trace the historical formation of (OAU) present (AU), to present their assignment.	- Present the main outcomes of their assignment concerning the formation of (OAU) present (AU) which may include the following: • Pan African Congress meeting in London on colonialism and foreign domination of black people. • (1961) formation of Union of African States • (1962) Lagos conference for the establishment of African Organization • (1963) meeting in Addis Ababa were 31 countries signed a charter that gave birth to the Organization of African Unity (OAU) present (AU).	- A bold and colored meaning of (OAU) present (AU), Written on cardboard paper.	• Trace the events and the year of OAU present AU formation.
	2. Identify member states of OAU present AU and a member state that withdrew its	• Member states of OAU present AU	- The lead teacher and the co-teacher-assistant distribute A4 sheet of papers containing list of African Countries that are members of OAU present AU, with the exception of Morocco that withdrew its membership in 1984.	- Take a look into the paper to identify member state of OAU present AU and identify a country that withdrew its membership.	- A4 sheet of papers containing list of African Countries that are members of OAU present AU.	• List some of the member states of OAU present AU.

	membership. 3. List some of the objectives of OAU present AU	• Objectives of OAU present AU	- The lead teacher invites the group of students whose assignment is to List and briefly explain the objectives OAU present AU to, to present their assignment. **CO-TEACHER AS ASSISTANT** The co-teacher assists in the following: - Displays and distributes resource materials. - Collects and gathers some observational information on the students; the lead teacher and the environment with the aim of discussing to improve on teacher's strength and remedy his weaknesses for effective teaching and learning that will lead to students' higher performance.	- Present the main outcomes of their assignment concerning the formation of (OAU) present (AU) which may include the following: • Promotion of unity and solidarity among African States. • Defense the sovereignty and territorial integrity of African states. • Eradication of efforts to improve the living standards of Africans. • Co-ordination of efforts to improve the living standards of Africans. • Promotion of international cooperation within the frame work of United Nations.	- Political map of African States.	• List some of the objectives of OAU present AU

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African Union (AU)	**LEAD TEACHER** Students should be able to: 1. State the organs of OAU present (AU) African Union.	1. Organs of OAU present AU African Union.	The Lead Teacher has primary instructional responsibility for the following: - Explains the compositions and functions of the following organs of OAU present AU African Union: • Assembly of Head of States and Head of Government. • Council of Ministers. • The Secretariat. • Commission for Mediation, Conciliation and Arbitration. • The specialized commissions.	- Listen to the lead teacher and ask relevant questions if any.	• A chart containing a table showing Organs of OAU present AU African Union.	• What are the Organs of OAU present (AU) African Union?
	2. Mention some of the achievements of OAU present (AU) African Union.	2. Achievements of OAU present AU African Union.	• Explains the following achievements of OAU present (AU) African Union among others and attempts to students question if any: • Solidarity at taking common stand in the international issues, eg. Solidarity against Apartheid etc. • Economic cooperation by sponsoring and supporting regional and sub-regional organizations such as ECOWAS, Chad Basin Commission etc. • Liberation of Africa from foreign rule, eg. Mozambique, Angola etc. • Settlement of inter and intra-states disputes like that of Mauritania/Angola, Uganda/Tanzania	- Listen to the lead teacher, contribute to the achievements of OAU present AU and ask relevant questions if any.	• Political map of Africa.	• Mention some of the achievements of OAU present AU.

			and Civil War in Nigeria and Congo. • Promotion of social and cultural unity through games, sports and other festivals such as FESTAC etc.			
	3. Outline some of the problems of OAU present (AU) African Union. 4. Write the seven aspirations of AU Agenda 2063	3. Problems of OAU present (AU) African Union	- Explains the following problems and failures of OAU present AU among others: • Endemic poverty of member state. • Inadequate funds to execute AU programmes. • Political instability. • Rivalry among states • Dependence on foreign power. - Gives the following reading assignment: 1. What is the AU agenda 2063 2. List and explain the seven aspirations of AU Agenda 2063. **CO-TEACHER AS AN OBSEVER** The co-teacher does the following: Collects and gathers observational information on the students; the lead teacher and the environment with the aim of discussing to improve on teacher's strength and remedy their weaknesses for effective teaching and learning that will lead to students' higher performance.	- Students listen to the lead teacher and ask relevant questions if any. - Students copy the question for the assignment.		• List some of the problems of OAU present AU •Write the seven aspirations of AU Agenda 2063.

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Commonwealth of Nations.	Students should be able to: 1. Define Commonwealth of Nations.	1. Meaning of commonwealth of Nations	**LEAD TEACHER** The Lead Teacher has primary instructional responsibility for the following: - Asks student-teachers to mention the country that colonized Nigeria, - Asks students teachers to mention some of the countries that were colonized by Great Britain. - The lead teacher and the co-teacher assistant distribute a sheet of paper containing the list of countries that were colonized by Great Britain, and also display a World Map for the class to locate some of the countries colonized by Great Britain. - With the help of the above the lead teacher boldly writes the organization on the board as: **COMMOMWEALTH OF NATIONS** - Defines Commonwealth as follows: • A free or voluntary organization of Britain and independent states that were formally colonized by British Empire.	- Students respond by answering the question as (Great Britain). - Students respond by mentioning some the countries that were colonized by Great Britain among which are Togo, Ghana, India etc. - Students take a look into the sheet of paper containing the list of countries that were colonized by Great Britain, and together with the co-teachers locate some of these countries on the World Map. - Listen and contribute in defining Commonwealth of Nations	• A sheet of paper containing the list of countries that were colonized by Great Britain. • World Map	• Define Commonwealth of Nations

	2. Trace the historical formation of Commonwealth of Nations 3. Differentiate between Head and Secretary General of Commonwealth of Nations as well as the British Prime Minister	2. Formation of Commonwealth of Nation 3. Commonwealth Secretary General, Head of Commonwealth and British Prime Minister.	- Traces some of the events that led to the formation of Commonwealth of Nations: • 1920s Conference by White Colonies. • 1931 establishment of British Commonwealth of Nations when Africa and Asian states colonized by Britain joined the organization. • 1949 change of name to Commonwealth of Nations after the second World War II - Explains the following: • Commonwealth Secretary General is elected by the Commonwealth Heads of Government. And the present Secretary General is **Kamalesh Sharma** of India from 2008 to date. • Head of Commonwealth remain the Queen of England who is currently the **Elizabeth II.** • British Prime Minister is elected by British Parliament who is currently **Thressa May.** **CO-TEACHER AS ASSISTANT** The co-teacher assistant assists in the following: - Assists in displaying materials, circulates to check for comprehension and provide one-on-one support as needed.	- Listen to the event that led to the formation of Commonwealth of Nations. Students listen and ask question if any.	• An enlargement pictures of **Kamalesh Sharma (**Commonwealth Secretary General), **Elizabeth II (**Head of Commonwealth) and that of **Thressa May. (**British Prime Minister)	• What is difference between Head of Commonwealth and Commonwealth Secretary General

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Commonwealth of Nations.	Student-teachers should be able to: 1. State some of the objectives of Commonwealth 2. Mention some of the achievements of Commonwealth of Nation. 3. Outline some of the problems of commonwealth of Nation	1. Objectives of Commonwealth. 2. Achievements of Commonwealth of Nation. 3. Problems of Commonwealth of Nation	**LEAD TEACHER** The Lead Teacher has primary instructional responsibility for the following: - List and explain the following objectives of Commonwealth of Nation: • Economic and trade benefit. • Loan at low interest rate. • Aids and assistance among members • Promotion of friendly relation base on equality and free association. • Non-interference in the internal affairs of member state. - Explains the following achievements of Commonwealth of Nation among others: • Commonwealth scholarship. • Commonwealth citizens can travel to Britain as immigrants, students and visitors. • Commonwealth games conducted after every four years in any nominated country. • Commonwealth joint programmes on agriculture, engineering, health and education. • Financial aid. - Explains some of the problems of problems of Commonwealth as follows: • It is yet to command the trust and confidence of the member state. • It cannot control its members on some political and racial issues	- Listen to the lead teacher and ask relevant questions if any. - Listen to the lead teacher and ask relevant questions if any. - Listen to the lead teacher and ask relevant questions if any.	• A magazine containing pictures of some Nigerian students schooling in one of institution in Britain who are receiving lesson in the same class with their World counterpart.	• State the objectives of Commonwealth of Nation • State the achievements of Commonwealth of Nation. • List some of the problems of Commonwealth of Nation.

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			LEAD TEACHER The Lead Teacher has primary instructional responsibility for the following:			
United Nation Organization (UNO)	Student-teachers should be able to: 1. Trace the historical formation of UNO and name its head quarter.	1. Formation of UNO.	- The teacher creates a discussion that will lead the class to mention the World War I that led to the formation of LEAGUE OF NATIONS in 1919, and the outbreak of World War II that led to the formation of UNO in 1945, with its **Head Quarter in New York city USA** which resulted to the disappearance of the former League of Nations. Among these events were: • Atlantic Charter of 13 August, 1914 signed by Britain and Washington. • United Nations declaration of January 1, 1942 by four leading powers: Russia, America, Britain and China. • 1943 Moscow Conference. • 1944 Washington Conference • Yelta Conference of January I, 1945. • San Francisco Conference of April 25, 1945 were 50 countries signed the UN Charter.	- Contribute in mentioning the two historic Wars that were fought worldwide (World War I and II)	- A logo of the UNO that consist of five concentric circles, World Map (representing all the people and countries of the World), olive branches (as a symbol of peace) while the white and blue colour are the official colour of UNO.	• Trace the year and events that led to the formation of UNO. • What city does the UN head quarter is located

	2. Mention the five countries that were given the position of permanent members and accorded with UN veto power.	2. Mention the five (5) permanent members of the UNO	- Mentions and explain the position of the five permanent member states of UNO: • USA. USSR. Britain, France and China. **CO-TEACHER AS AN ASSISTANT** The co-teacher-assistant assists in the following: - Groups the students into two and give the following assignments for independent study, a responds of which will as a topic of discussion in the next contact. • List and briefly explain the objectives of UNO • List and briefly explain the Organs of UNO.	- Contribute and ask question if any. - Collect their assignment questions on which they work and present in the next contact.	- A cardboard paper containing the names of the five permanent member states of UNO	• Mention the five permanent member states of UNO.

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			LEAD TEACHER			
	Student-teachers should be able to:		The Lead Teacher has primary instructional responsibility for the following:			
United Nation Organization (UNO)	1. State the objectives of UNO	1. Objectives of UNO.	- Writes the question of the assignment given to group A in the previous class and calls on members to present. Also while presenting, the lead teacher will be writing the main point of the objectives on the board as being mention by the presenter. - The Co-Teacher Assistant assists in displaying UN LOGO and reemphasized on the advantages of peace as it has been represented by Olive Branches in the Logo.	- The presenters of group A are expected to discuss on the following objectives of UNO: • To maintain international peace and security. • To develop friendly relations among nations. • To achieve international cooperation in solving economic, social, cultural or humanitarian problems. • Encouraging respect for human rights and for fundamental freedom.	• Olive Branches located in the UN Logo representing world peace	• Mention the objectives of UNO

	2. Mention the Organs of UNO 3. Mention the organ of UNO that ceased to exist.	2. Organs of UNO	- The Co-Teacher Assistant writes the question of the assignment given to group B in the previous class and calls on members to present. Also while presenting, the Co-Teacher writes the main organs of UNO on the board as being mention by the presenter. - The Co-Teacher Assistant asks members of Group B to mention why The Organs of Trusteeship ceased to exist, and add more light on their responds. **CO-TEACHER AS AN ASSISTANT** The co-teacher assists in forming two groups who are to debate on the topic: "United Nation contributed immensely towards the achievements of its stated objectives". A group goes "for", and the one that goes "against" are to be prepared by the co-teachers respectively.	- The presenters of group B are expected to discuss on the following Organs of UNO: • The General Assembly • The Security Council • The Economic and Social Council (ECOSOC) • The trusteeship Council • The International Court of Justice • The Secretariat - Group explains that Trusteeship Council was initially meant for supervising some dependent nations, but after becoming independent the Council was dissolved in 1990. - Students with the help of the co-teacher should select the presenters among the group.		• State the Organs of UNO • Which organ of the UNO that ceased to exist?