# EFFECTS OF INQUIRY AND LECTURE METHODS ON SOCIAL STUDIES STUDENTS' PERFORMANCE IN COLLEGES OF EDUCATION, NORTH-WEST GEO-POLITICAL ZONE, NIGERIA

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**NIGERIA**

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**SEPTEMBER, 2015.**

## Declaration

I hereby declare that the work in this Dissertation entitled "Effects of Inquiry and Lecture Methods on Social Studies Students' Performance in Colleges of Education, North-West Geo-Political Zone, Nigeria" has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma in this or any other institution.

Aliyu Yaya ALIYU _____ _____

Signature Date

## Certification

This dissertation entitled EFFECTS OF INQUIRY AND LECTURE METHODS ON SOCIAL STUDIES STUDENTS' PERFORMANCE IN COLLEGES OF EDUCATION, NORTH-WEST GEO-POLITICAL ZONE, NIGERIA by Aliyu Yaya ALIYU meets the regulation governing the award of the degree of Doctor of Philosophy in Curriculum and Instruction of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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## Dedication

This research work is dedicated to the affectionate memory of Professor Mohammed Ben- Yunusa. May his gentle soul rest in peace. Amin.

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## Abstract

*This research work assessed the effects of Inquiry and Lecture methods on Social Studies students' performance in Colleges of Education, North-West Geo-Political zone, Nigeria The objectives of the study were to determine the effects on performance of students taught using inquiry and lecture methods and to ascertain the difference in the attitude of students in the experimental groups with those of the control groups. The research design adopted for the study is a pre-test, post-test quasi-experimental design. The students were assigned to two experimental groups and one control group. The experimental groups were taught some social studies concepts using guided inquiry method and the guided lecture methods respectively. The control groups did not receive any treatment. The population of the study consisted of all the colleges of education in North West Zone of Nigeria offering NCCE accredited social studies programmes. A purposive sampling technique was employed to select six federal and state colleges of education and a sample of 300 social studies students for the study. Two research instruments were used for the study. The first is a forty-multiple choice social studies performance test (SPT) used for pre-test in order to determine the level of academic equivalence of students and as post-test in order to measure the potential effect of the intervention. The second is a social studies attitude scale (SSAS) developed to establish students attitudes towards social studies before and after the commencement of the treatment. The data obtained were analyzed using frequencies, means and standard error. The research hypotheses were tested using inferential statistics. Hypothesis One and Two were tested using Independent t-test statistic. Hypothesis Three was tested using Analysis of Covariance (ANCOVA). Hypothesis Four was tested using Non-parametric test of Man-Whitney while hypothesis Five was tested using the Non-parametric test of Kruskal- Wallis. The results showed that students taught using guided inquiry method performed significantly better than those taught using guided lecture method, gender has a significant effect on the performance with male students performing better than their female counterparts, the guided inquiry method influenced students' attitudes towards social studies better than the guided lecture method. The study recommended among others that heads of social studies departments in colleges of education should further emphasize the use of inquiry related teaching strategies in the implementation of social studies curriculum as it produces a better performance than other teaching methods.*

## Table of Contents


| | | Page |
|---|---|---|
| Title page | | i |
| Declaration | | ii |
| Certification | | iii |
| Dedication | | iv |
| Acknowledgements | | v |
| Abstract | | vi |
| Table of Contents | | vii |
| List of Tables | | x |
| List of Appendixes | | xi |
| Abbreviations | | xii |
| Operational Definition of Terms | | xiii |
| **CHAPTER ONE: INTRODUCTION** | | |
| 1.1 | Background to the study | 1 |
| 1.2 | Statement of the problem | 4 |
| 1.3 | Objectives of the Study | 5 |
| 1.4 | Research questions | 6 |
| 1.5 | Hypotheses | 6 |
| 1.6 | Basic assumptions | 7 |
| 1.7 | Significance of the study | 7 |
| 1.8 | Scope of the study | 8 |

## CHAPTER TWO: REVIEW OF RELATED LITERATURE


2.1 Introduction 10

2.2 Conceptual/theoretical framework of the study 10

2.3 Brunner's Theory of Instruction 13

2.4 Gender effects on students' achievement 16

2.5 Methods and techniques of teaching

17

2.6 Concept of inquiry and inquiry based learning 20

2.7 Types of inquiry and inquiry based learning 21

2.8 Advantages and disadvantages of inquiry method of teaching/learning 25

2.9 Concept of lecture method 26

2.10 Types of lecture 27

2.11 Benefits, disadvantages and characteristics of a good lecture 29

2.12 The concept, nature and scope of social studies 32

2.13 Methods of teaching social studies 36

2.14 Empirical studies 47

2.15 Summary 57


## CHAPTER THREE: RESEARCH METHODOLOGY


3.1 Introduction 58

3.2 Research design 58

3.3 Population 59

3.4 Sample and sampling techniques 60

3.5 Instrumentation 61

3.6 Procedure for data collection 64

3.7 Control of extraneous variables 64

3.8 Treatment of experimental groups 66

3.9 Procedure for data analysis 67

**CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS**

4.1 Introduction 68

4.2 Presentation of Bio-data variables 68

4.3 Answering of research questions 69

4.4 Testing of research hypotheses 76

4.5 Summary of major findings 81

4.6 Discussions of the findings 82

**CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.1 Introduction 87

5.2 Summary 87

5.3 Conclusions 88

5.4 Recommendations 89

5.5 Suggestions for Further Studies 90

5.6 Limitation of the Study 90

5.7 Contribution to Knowledge 90

**REFERENCES** 92

**APPENDICES** 99

## List of Tables


| | | |
|---|---|---|
| **Table 2.1** | Essential features of classroom inquiry and their variations | 24 |
| **Table 3.1** | Pre-Test-Post-Test Design | 59 |
| **Table 3.2** | Population of the Study | 60 |
| **Table 4.1** | Distribution of respondents according to groups | 68 |
| **Table 4.2** | Difference between students taught using inquiry and lecture teaching methods in their mean academic performance. | 69 |
| **Table 4.3** | Descriptive statistics differences between students in the experimental groups (guided inquiry and guided lecture method) and those in control groups in their academic performance. | 70 |
| **Table 4.4** | Covariance statistics of the effect of gender on performance of students when taught using guided inquiry and guided lecture teaching methods | 71 |
| **Table 4.5** | Perception of students on the attitude of students taught inquiry method and those taught lecture method | 72 |
| **Table 4.6** | Perception of respondents on the attitude of students taught Using guided inquiry, guided lecture and traditional method. | 74 |
| **Table 4.7** | Independent t-test sample statistics difference between academic performance of students taught using inquiry and lecture teaching methods. | 76 |
| **Table 4.8** | Independent t-test sample statistics of academic performance of students in the experimental and control groups. | 77 |
| **Table 4.9** | Covariance statistics of the effect of gender on performance of students when taught using guided inquiry and guided lecture teaching methods. | 78 |
| **Table 4.10** | Non parametric test of Mann-Whitney of students taught with guided inquiry teaching method and those taught with guided lecture teaching method in their attitude towards social studies. | 79 |
| **Table 4.11** | Non Parametric test of Kruskal-Wallis in the level of attitude of students taught with guided inquiry teaching method, guided lecture teaching method and those taught with traditional teaching method. | 80 |

## List of Appendices

**APPENDIX I:** Guided Lecture Lesson Plans 99

**APPENDIX II:** Guided Inquiry Lesson Plans 118

**APPENDIX III:** Social Studies Performance Test (SSPT) 134

**APPENDIX IV:** Social Studies Attitude Scale (SSAS) 142

**APPENDIX V:** Reliability 145

**APPENDIX VI:** T-Test Results 150

## Abbreviations

The following abbreviations are given their full meanings as used in this study:

**NCCE**: National Commission for Colleges of Education

**NCE**: Nigerian Certificate of Education

**NTI**: National Teachers' Institute

**SPT**: Social Studies Performance Test

**SSAS**: Social Studies Attitude Scale

**LVT**: Long Vacation Training

**ASESP**: After School Education and Support Programme

## Operational Definition of Terms

The following terms are defined, as used in this study:

**Inquiry Method**: This is the process of asking for information about something or to investigate something. The strategy enables the learner to combine the search for knowledge in a systematic and logical fashion.

**Guided Inquiry**: This is a strategy, where learners will investigate based on the questions posed by the teacher, and the learners deciding the discovery procedures.

**Lecture Method**: This refers to a formal presentation of content by an educator (as a subject matter expert) for subsequent learning and recall during examinations by students.

**Guided Lecture:** In the guided lecture, students are given a list of objectives while the teacher lectures from class notes. Students are asked to listen (no writing) and are expected to be able to recall the information.

**Traditional Lecture:** In this kind of lecture, the teacher has a set of class notes that are similar to the notes that the students are expected to record and primarily reports information so that students can record their notes.

**Teaching Method**: This refers to the method, techniques, or approach, individuals or group of teachers select and use in actual classroom situation.

**Academic Performance**: This refers to the quantitative scores of the students after they have been given tests of evaluation.

**Social Studies**: Is the study of man and the problem of survival encountered as he interacts with his physical and social environment.

**Attitude**: This refers to psychological response to a situation that generally influences behaviors and actions.

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the Study

Social studies represent an interdisciplinary approach to the study of human beings in groups of interrelationships within both their social and physical environments. Social studies education is an instrument for preparing and mobilizing learners in schools for the purpose of enabling them cultivate an awareness and understanding that would transform them into citizens that can contribute positively to economic, social, political and cultural development of their societies. The objective of social studies teaching in Nigerian schools emphasizes students' familiarity with their physical and social environments; improved social relationships and intentions, skills and abilities to think reflectively, critically, creatively and independently all of which are relevant to problem solving (Iyamu and Otete, 2006).

Social studies education is increasingly vital in helping to create individuals who are active and dynamic participants in our society. This view of social studies raises the problem of the organization of its interrelated components and how to make students become conscious of the underlying forces that make up its elements. There is, therefore, the need to select appropriate instructional strategies that will facilitate all round development in the cognitive, affective and psychomotor domains of the students. It is obvious that no single method of learning can adequately fit all learning situations and there is no best method of teaching social studies but a combination of the methods would definitely help in achieving the desired instructional objectives. Using various teaching techniques is considered by many a best practice, and numerous studies

conclude positive results with regard to the use of various instructional methods to teach social studies. The NCE Minimum Standards for Teachers (2009, p. 86) states that: "various methodological approaches should be adopted in teaching social studies with special emphasis on inquiry and field trip". The National Teachers' Institute (NTI) Manual for the retraining of social studies teachers (2009, p. 4) also states that: "there is no single strategy which can be applied in the teaching of concepts and principles of social studies. Hence the use of multiple strategies in the teaching of particular concepts and principles should be adopted".

Some methods of teaching social studies include lecture, study tours, problem solving method, team teaching, inquiry, dramatization, project, questions and answers, discussion, home assignment, construction method, discovery method, mapping, story-telling, role play etc. However, it is the teacher who selects the strategy according to the needs of the students.

Giving the high premium placed on social studies in teacher education curriculum, the need to teach it using the most effective methods cannot be overemphasized. Universities, colleges and other institutions are beginning to show an increased awareness of the importance of the ways students learn. Many of the standard methods of conveying knowledge have been shown to be relatively ineffective on the students' ability to master and retain important concepts. Okam (2001) criticized a classroom or a pedagogical trend in social studies which emphasizes achievements and acquisition of objectives established in the cognitive domain while attainments that impinge on the affective and psychomotor domains are either seriously neglected or relegated to the background.

Ololobou (2009) also reported the seriousness of deplorable performance of students in social studies and identified persistent use of the traditional mode of instruction as one of the major short-coming affecting the learning and higher achievement in social studies.

Social studies education seeks solutions to societal problems and hence needs to be taught with solution finding methods like inquiry, problem solving, brainstorming and expository methods, but our present day lecturers at tertiary institutions adopt the traditional/conventional (lecture and note taking) in teaching and learning of the course. The methods identified are not suitable for effective teaching and learning of social studies and for this, Ebenene (2006) warned that social studies lecturers should move away from traditional teaching styles to creative (experiential) teaching styles which will make students move from traditional learning goals of subject assimilation to becoming critical and creative individuals. In the same vein, Yaroson as cited in Onuoha and Okam (2011) demonstrated that in spite of the popularity of social studies in Nigerian schools, the following curriculum processes and practices which are in-built into instructions in the subject area have been relegated to the background in many classrooms, namely: methodology of inquiry, employment of decision-making devices and principles including the use of critical thinking and problem-solving procedures. Thus Ogundare and Madubuike in Olukayode (2012) confirmed that few teachers (generally less than 20%) employed investigative oriented procedures and approaches in their instructional strategies in teaching social studies. Okam (2001) opined that social studies educators must accept their responsibility for involving learners in classroom activities if they are to achieve learning and behavioral objectives designated as being relevant to the acquisition of citizenship norms. Social studies educators have to aim at relevant utilization of a

combination of some of the methods in teaching-learning situations, namely; enquiry methods, role playing, problem solving, group discussion, project methods, simulation techniques and even lecture methods (Okam, 2011). They must willingly accept that the application of some of the methods requires the collaboration and cooperative efforts of some of their fellow educators and other experts in order to bring about desired objectives. Against this background, this research work attempts to investigate the effects of inquiry and lecture methods on social studies students' performance in colleges of education, North-West Geopolitical Zone, Nigeria.

## 1.2 Statement of the Problem

The fundamental goal of social studies education as a functional and qualitative curriculum design in all primary, secondary and teacher training colleges in Nigeria, is to equip learners with positive knowledge, attitudes, values and adaptive interactive skills for the purpose of producing a competent, humane and effective citizenry who can contribute positively to the good of society (Federal Republic of Nigeria, 2004). Unfortunately, recent happenings in the country today easily reveal to us that the subject has not indeed achieved its goal. For example, the incessant killings by the boko haram in the Northern part of the country, ritual killings in many parts of the country, the increase in cult activities especially among youths in tertiary institutions, the problems of ethnic militia groups, the increasing threat of secession by different ethnic groups in the country and the rapid increase in youth involvement in crimes such as bribery, corruption in work places and armed robbery are all indicative of the inability of social studies to achieve citizenship education goals. Although the national policy on education accepted social studies education as a curriculum design for inculcating norms and values of active

citizenship amongst learners in our schools, most of the empirical studies (Latt, 1999; Akims, 2003; Shingummi, 2002; Ololobou, 2009) and data available in this direction have demonstrated that students' performances in the three domains of social studies are deplorable and below expectation. The students are rich in knowledge of social studies concepts and facts, but deficient in some expected social values, attitudes and behaviors that characterize socially responsible citizens. In view of the foregoing, it has become necessary to seek strategies that will employ approaches that could ensure and enhance better performances of students in the domains of social studies. Thus, this study attempts to determine the extent to which two different instructional methods (guided inquiry and guided lecture methods) influence students' academic performance and attitudes towards social studies.

## 1.3 Objectives of the Study

The objectives of the study are to:

i. determine the effects on performance of students taught using inquiry and lecture methods.
ii. compare the performance of students in the experimental groups with those of the control groups.
iii. determine the effect of gender on the performance of students when taught using inquiry and lecture methods of instruction.
iv. ascertain the extent to which inquiry and lecture methods influence attitudes towards social studies.

v. ascertain the difference in the attitude of students in the experimental groups with those of the control groups.

## 1.4 Research Questions

The following are the research questions that would guide the investigation:

i. What is the difference in the performance of students taught using inquiry and lecture methods?
ii. How do the performances of students in the experimental groups differ from those of the control groups?
iii. How do the performances of male students differ from those of female students when taught using inquiry and lecture methods of instruction?
iv. How do inquiry and lecture methods influence students' attitude towards social studies?
v. What is the difference in the attitude of students in the experimental groups as compared with those of the control groups?

## 1.5 Hypotheses

The following research hypotheses were tested at 0.05 level of significance:

i. There is no significant difference in the performance of students taught using inquiry and lecture methods.
ii. There is no significant difference in the performance of students in the experimental groups as compared with those of the control groups.
iii. Gender has no significant effect on the performance of students when taught using inquiry method and lecture method.

iv. Inquiry method and lecture method have no significant influence on students' attitude towards social studies.

v. There is no significant difference in the attitude of students in the experimental groups as compared with those of the control groups.

## 1.6 Basic Assumptions

The study is based on the assumptions that:

i. schools to be used for this study are representative of colleges of education in Nigeria where the study was carried out.

ii. inquiry and lecture methods of instruction are appropriate for teaching the topics selected (POP/FLE, Globalization, Modernization, and Culture).

iii. selected topics are appropriate for the class (NCE 3) used in the study as it is stated in the NCE Minimum Standards.

## 1.7 Significance of the Study

The findings of this study shall be of benefit to curriculum planners who will be equipped with first-hand information on the instructional method likely to influence better performance in the cognitive and affective domains of social studies. The curriculum planners can use the findings of this study for teacher training programs, syllabus design, improvement of teaching methods and instructional material utilization.

Social studies lecturers would also find the results of this study useful as it could help increase their level of awareness and understanding of some of the issues surrounding the use of inquiry and lecture methods of instruction. The study has revealed a teaching/learning strategy that could be adopted by teachers so that students in their

classes will benefit maximally. The findings of the study could also provide a framework for organizing seminars and workshops for social studies teachers to update their knowledge of innovative pedagogy. Most importantly, the findings of the study would also justify the use of inquiry and lecture methods in teaching some particular concepts of social studies.

The study would also be of benefit to students as they would have the opportunity to access current information from a critically reviewed and synthesized literature on social studies instructional methods. Social studies students in colleges of education can use the findings of this study as a useful reference point to subsequent research works.

Heads of Social studies departments in colleges of education will benefit from the findings of this study as it would provide empirical data that will facilitate appropriate curricular policies and programmes for effective teaching and learning of social studies thereby influencing curriculum innovation programmes in social studies. Of importance in this study is the effect of inquiry and lecture methods on the performance of male and female students taught using both instructional strategies. Thus, the findings from this study would shed light on the instructional strategy that is suitable for both sexes.

Lastly, the findings of this study could contribute to the existing literature on social studies teaching methods.

## 1.8 Scope of the Study

The main focus of this research work is to investigate the effect of inquiry and lecture methods of instruction on students' performance in social studies in Colleges of

Education in North-West Geopolitical zone in Nigeria. Thus, this research work is delimited to all the colleges of education in northwest zone of Nigeria offering NCCE accredited social studies programmes. The participants of the study are restricted to students of colleges of education offering NCE social studies as single or double major specializations. Lastly, the conceptual scope of this research work is delimited to the inquiry and lecture methods of teaching social studies.

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

## 2.1 Introduction

The importance of reviewing literature in a research work cannot be overemphasized. This is because it gives a comprehensive knowledge of the field under study and sets the theoretical base for the research. This chapter is an attempt to review literature on the inquiry and lecture methods of instruction in Social Studies. The focus of this review is on: Brunner's theory of instruction; gender effects on students' achievement; methods and techniques of teaching; concept of inquiry and inquiry-based learning; types of inquiry; advantages and disadvantages of inquiry method of teaching; concept of lecture method; types of lecture; benefits, disadvantages and characteristics of a good lecture; the concept, nature and scope of social studies; methods and of teaching social studies; and a review of related empirical studies.

## 2.2 Conceptual/Theoretical Framework of the Study

This study is anchored on Jerome Brunner's theory of discovering learning. Brunner (1996) argues that there can be a massive transfer of concepts, principles and strategies from one learning situation to another within the same discipline as well as between subjects. He is an advocate of discovery method of learning. Discovery involves all forms of obtaining knowledge for oneself by use of one's mental processes. This approach is considered same as the problem solving method and uses the discovery capabilities of students (Brown, 2002). Inquiry on the other hand emanated from discovery, it goes further than discovery in the sense that it involves finding some answers or reasons why a certain problem exists with a view to solve them. Sund and Trowbridge in Bentley (2009)

defined “inquiry” as a teaching method aimed at finding out how scientists develop, understand and apply new knowledge of ideas through systematic questioning, hypothesizing and experimenting which involves discovery rather than verification of facts i.e. “search rather than product”. It is an organized directed search, whose activities are directed by tentative solution (hypothesis) which determines facts to be selected in terms of relevance by the solution to the problem. Here the responsibility for learning is placed clearly on the students. He asks questions and examines possible solutions.

Suchman in Dunkhase (2000) believed that individuals have a natural motivation to inquire; the inquiry training model is built around intellectual confrontations. The student is presented with a puzzling situation and inquires into it. Inquiry training according to Suchman originated in a belief in the development of independent learners, its method requires active participation in scientific inquiry. Children are curious and eager to grow and inquiry training capitalizes on the natural energetic explorations which give them specific directions so that they explore new areas more forcefully. The general goal of inquiry training is to help students develop the intellectual discipline and skills necessary to raise questions and search out answers steaming from their curiosity. The system is based on the scientific method of investigation which requires posing a problem, generating hypothesis about the problem, testing the hypothesis and applying the solution.

Inquiry method develops all the domains of educational behavioral objectives. The essence of the model is the involvement of the students in a genuine problem of inquiry by confronting them with an area of investigation, helping them identify a conceptual or

methodological problem within that area of investigation, and inviting them to design ways of overcoming that problem (Joyce and Weil in Murdoch 2006). Thus, they see knowledge in the making and are initiated into the community of scholars. At the same time, they gain a healthy respect for knowledge and will probably learn both the limitations of current knowledge and its dependability.

With focus being on inquiry learning, lecture is losing its support as an effective instructional method. McMann in Charlton (2006) wrote an article, "In Defense of lecture" as an effective method of instruction. McMann argued that lecture can be an effective method by itself, but also that it can be used with other methods such as inquiry learning. McMann suggested ways on how to construct a lecture for maximum effectiveness. He cautioned the reader that a lecture is not just the giving of facts, but should be used to enhance the material that the students already have, such as textbooks. This method can provide students with a more complex view of the information. McMann in Charlton (2006) provided: "the traditional definition of lecture evolves from one merely giving information by the teacher to one of applying, analyzing, synthesizing, and evaluating specific information for specific purposes by the teacher and students" (p. 270). Lecture can be implemented prior to a class activity. It allows the teacher to set the background that the students need. Lecture can also provide a more in-depth look at an important aspect that the textbook mentions, but does not elaborate on them.

As a teaching method, lecture is defined by Vella (1992) to be a formal presentation of content by an educator (as a subject matter expert) for subsequent learning and recall during examinations by students. Ruyle in Daugherty (2008) describes lecture simply as

an oral presentation of instructional material. Lecture in its many forms is still the most commonly used method of transferring information. Research literature provides some evidence that lecture was and still is a dominant method of teaching in higher education. Lectures in higher education often have a poor reputation in the context of learning versus teaching debate. Large group formats tend to encourage passive learning. Students receive information but they have little opportunity to process or critically appraise new knowledge offered (Novikiene, 2002). Students who, for whatever reason, are content to adopt a passive rather than an active role in a learning process are difficult to motivate within traditional environment. Such a regime may do little to develop confidence and independent learning skills in students who need help in these respects, or to stimulate those who become disinterested. Indeed, the traditional lecture seminar format can actually alienate such students from a learning process rather than embrace them within it.

According to Gardiner (1998), instruction as a conventional concept of learning leads to lecture format, a dualistic view of knowledge, and a passive learning perspective. It is a teacher who controls learning process through the "distribution" of knowledge. This approach places emphasis on learning through the method of dispensing information rather than facilitating learning through matching learning activities to student learning preferences.

### 2.3 Brunner's Theory of Instruction

Brunner (1996) points out that a theory of instruction should involve four central aspects: (1) predisposition towards learning, (2) the ways in which a body of knowledge can be

structured so that it can be most readily grasped by the learner, (3) the most effective sequences in which to present material, and (4) the nature and pacing of rewards and punishments. Good methods for structuring knowledge should result in simplifying, generating new propositions, and increasing the manipulation of information.

1. Predisposition to Learning**:** Brunner stated that experiences should be designed in a way that will help the student to be willing and able to learn. Brunner believed that the desire to learn and to undertake problem solving could be activated by devising problem activities in which students would explore alternative solutions. The major condition for the exploration of alternatives was "the presence of some optimal level of uncertainty". This related directly to the students curiosity to resolve uncertainty and ambiguity. According to this idea, the teacher would design various activities that would arouse the students' curiosity
2. Structure of Knowledge: Brunner expressed this component by proposing that the curriculum specialist and teacher must specify the ways in which a body of knowledge should be structured so that it can be most readily grasped by the learner. Any idea or problem or body of knowledge can be presented in a form simple enough so that any particular learner can understand it in a recognizable form. During the presentation of the material, the cognitive level needs to be taken into consideration.
3. Sequencing: The most effective sequences of instruction should be specified. According to Brunner, instruction should lead the learner through the content in order to increase the students' ability to "grasp, transform and transfer" what is

learned. In general, sequencing should move from enactive (hands-on, concrete), to iconic (visual), to symbolic (descriptions in words or mathematical symbols). However, this sequence will be dependent on the student's symbolic system and learning style.

4. Motivation (form and pacing of reinforcement): The last aspect of Brunner's theory is that the nature and pacing of rewards and punishments should be specified. Brunner suggests that movement from extrinsic rewards, such as teacher's praise, toward intrinsic rewards inherent in solving problems or understanding the concepts is desirable. To Brunner, learning depends upon knowledge of results when it can be used for correction. Feedback to the learner is critical to the development of knowledge. The teacher can provide a vital link to the learner in providing feedback at first, as well as helping the learner develop techniques for obtaining feedback on his or her own.

Ozturk and Serap (2009) state that Brunner's theory can be applied to instruction using the following principles:

1. Instruction must be concerned with the experiences and contexts that make the student willing and able to learn (readiness).
2. Instruction must be structured so that it can be easily grasped by the student (spiral organization).

Instruction should be designed to facilitate extrapolation and or fill in gaps (going beyond the information given) by stimulating cognitive skills required for application.

## 2.4 Gender Effects on Student Achievement

Literatures on academic achievement is extensive and have shown that females usually score higher on average than males on test of verbal abilities and that males score higher on average than female on test of mathematics ability, spatial abilities and on tests of stereotypically male vocational information and aptitude (Hedge and Nowell, 1995). These studies were carried out in America among twelve grade students. On the other hand, girls have been found to be more motivated and higher achievers than boys (as cited in Abu-Hilal, in Ozturk and Serap, 2009).

The literature on gender differences on academic achievement is extensive. It has been assumed that both at the school level and at college level, girls have registered higher achievement scores than boys have done (e.g... Abu-Hilal; Hassan and Khalifa as cited in Ozturk and Serap, 2009). Several explanations have been given to this phenomenon (Al-Emadi, 2003). Abu-Hilal et al. argues that in Arab cultures, the socialization of boys and girls and the way of living partially explains the differential gender effects on achievement and achievement related variables. Girls are more restricted and confined to home, especially during adolescence than boys are (Al-Emadi, 2003). This seems to give girls more time to work on school assignments than boys who have more freedom to be outside homes. Ozturk and Serap (2009) concluded that, the focus of boys on schoolwork is much less than the focus on girls.

Researches have suggested that on an empirical level, girls perform on reading and writing subjects better while boys perform better on the more analytical subject of mathematics and science (U.S Dept of Education, 1994). The data on the male – female

achievement gap have been inconsistent. In 1998 for example, in a research carried out in America, it was found that young men scored higher on both the verbal and quantitative sections of scholastic achievement test (SAT) than young women (Kirk, 2000). In the same vein, some writers have noted that this may be because of a bias against female in our educational system (Myra and Sadker, 1994). In support of the above finding, Kirk (2000) gave a further explanation that the test results reflect a selection bias in which more at risk females opt to take the scholastic achievement test related to males. Rowe (1998) in a study carried out in Victoria High School, Australia, among Year 7 and 8 co-education students found no gender differences in achievement based on the type of mathematics class, but did report increased levels of confidence in learning and using mathematics by girls in their math ability which in turn significantly increased the likelihood of their subsequent participation in senior mainstream mathematics education.

## 2.5 Methods and Techniques of Teaching

There are many methods and techniques for effective teaching. These different methods and techniques should be used skillfully in the class by the teacher in order to teach his students effectively (Vin-Mbah, 2012). The skilful and competent teacher uses as many methods and techniques as possible because, there is no single method which is regarded as the best for every teaching situation. In a single lesson therefore, the teacher can employ as many methods as possible. The success of every method depends on the caliber of the teacher and his professional experience in the field of teaching (Ughamadu, 2006).

Adamu (2008) defines method as a procedure by which a goal is reached, a purpose accomplished or a result achieved. Method is also viewed as a practical application of teaching principles based on the nature of the learner, the nature of the subject and the learning needs of the pupils/students (Oyekan, 1994).

Vin-Mbah (2012) opines that some criteria or principles are necessary for the selection of instructional methods that a teacher can use in the teaching-learning process. These are necessary if the teacher's aim of imparting knowledge to his students is to be successful. They include the following:

- The type of subject: For example, in History, storytelling method can be used in junior forms while experiments may be performed in science lessons.
- Type of Lesson: i.e. the lesson patterns will dictate the type of method to be used. For example, information lesson (discussion or lecture methods). Practical lesson (demonstration methods). Practical lessons (practical approach/experiments); appreciation lesson, etc.

According to Oyekan (1994) teaching methodology is concerned with what method, techniques or approach, individuals or group of teachers select and use in actual classroom situation. There are many methods of teaching and whether one method is appropriate or not, depends on many factors such as subject or topic to be taught, the learning characteristics of learners, the socio-cultural environment, etc. Teaching methods as cited in Vin-Mbah, (2012) can generally be classified into two broad categories, namely: Child-centered methods and Teacher-centered methods.

Child-centered method means that children exercise a substantial degree of responsibility for what is taught, how it is learned, and for movement within the classroom. Some characteristics of child-centered method are as follows:

- Most instruction occurs individually, in small groups or in moderate-sized groups rather than being directed at the entire class.
- Varied instructional materials are available in the classroom so that learners can use them independently or in small groups.
- The classroom is usually arranged in a manner that permits students to work together or separately, in small groups or in individual work spaces.
- Learners talk about learning tasks is at least equal to, if not greater than, teacher talk.
- Learners help choose and organize the content to be learned.

Examples of child-centered methods include: activity method, assignment method, supervised-study method, discussion method, Field trip method, project method, and play and games method etc. These methods may be applicable to both individual and group approaches to teaching (Oyekan, 2000). However, some of the methods are more amenable to group than to individual approach and vice versa.

The teacher centered methods as the name implies means that the principal actor in the lesson is the teacher while the learners are passive listeners (Vin-Mbah, 2012). At the end of the lesson, the learner may ask one or two questions or be required to answer some questions or pass some comments or jot down some points. According to Ughamadu (2006) teacher-centered methods are a clear negation of the accepted view that learning is

an active rather than a passive process. The best and most applicable learning is however learning by doing. Some characteristics of teacher-centered methods are:

- Teacher talk exceeds student talk during instruction.
- Instruction occurs frequently with the whole class; small-group or individual instruction occurs less often.
- Use of class time is largely determined by the teacher.
- The teacher relies heavily upon the textbook to guide curricular and instructional decision making.
- The classroom furniture is usually arranged into rows of desks or chairs facing a chalkboard with a teacher's desk nearby.

Examples of teacher-centered methods include lecture methods, questioning method, demonstration method and story-telling method.

## 2.6 Concept of Inquiry and Inquiry based Learning

Inquiry has been defined in many different contexts, and it generally refers to the art and science of asking questions that are accessible, can be answered in part or in whole, and ones that lead to meaningful tests and explorations (Hebrank, 2004). The inquiry technique usually involves careful observation and measurement, hypothesizing and interpreting, and theorizing. It requires experimentation, reflection, and recognition of the strengths and weaknesses of its own methods.

In education, while much thought and research have been spent on the role of inquiry in science education, this approach can be applied to many disciplines, including social sciences, humanities, or even arts.

Inquiry-based learning is defined as a way of acquiring knowledge through the process of inquiry. In this approach, the learners generate their own question or are posed with a question by the teacher, or by the computer. Regardless of the source of the question, this approach requires a more active role of the learners in answering the given questions or problems through discovery, investigation or experimentation.

There are several types of inquiry-based learning approach, such as Structured Inquiry, Guided Inquiry, as well as Open Inquiry (Herron as cited in Hebrank, 2004). In a Structured Inquiry (Level 1), the learners will conduct an investigation and discovery based on the questions and procedures provided by the teacher. In the Guided Inquiry approach (Level 2), although the learners investigate based on the questions posed by the teacher, they determine the discovery procedures. In an Open Inquiry (Level 3), the learners will investigate and explore based on the questions and procedures that they have to construct. These three levels of inquiry as suggested by Herron in Hebrank (2004) rely on the degree of commitment from the learners; the more commitment they put in their learning process, the more they achieve higher level of inquiry learning.

Schulman and Tamir in Olukayode (2012) describe guided inquiry as a learning process in which the teacher provides the basic elements during the learning process, while the learners make a generalization. The teacher acts as a facilitator who poses questions to stimulate the learners to continue their discovery process.

## 2.7 Types of Inquiry and Inquiry Based learning

Inquiry terms referred to in books and journals are usually defined in the following four ways;

**Open or full inquiry**

Open or "full" inquiry can be defined as a student-centered approach that begins with a student's question, followed by the student (or groups of students) designing and conducting an investigation or experiment and communicating results (National Research Council, 1996; Colburn, 2000). This approach most closely mirrors scientists' actual work. Open inquiry requires higher-order thinking and usually has students working directly with the concept and materials, equipment, and so forth. Allowing students ask the questions that guide their own investigations is the key to open inquiry.

**Guided inquiry**

In guided inquiry the teacher helps students develop inquiry investigations in the classroom. Usually, the teacher chooses the question for investigation. Students in one large group or several small groups may then assist the teacher with deciding how to proceed with the investigation. Teachers find that this is a time when specific skills needed for future open-inquiry investigations can be taught within context. Guided inquiry is a natural lead-in to open inquiry. When students must learn about more complex phenomena that cannot be investigated directly in a classroom, a teacher (or students) can provide applicable scientific data from a variety of sources to use in the investigation.

**Coupled Inquiry**

Coupled inquiry combines a guided-inquiry investigation with an open-inquiry investigation (Dunkhase, 2000). By beginning with an invitation to inquiry along with the guided inquiry, the teacher chooses the first question to investigate, specifically targeting

a particular standard or benchmark (Martin, 2001). After the guided inquiry, a more student-centered approach is taken by implementing an open-inquiry investigation.

This approach of guided inquiry followed by open inquiry results in student-generated questions that closely relate to the standard or benchmark from the first investigation. Specific concepts can be explored in a more didactic fashion allowing students to connect their concrete experiences to abstract concepts, similar to a learning-cycle approach. The coupled-inquiry cycle is as follows: 1) an invitation to inquiry, 2) teacher-initiated "guided inquiry," 3) student-initiated "open inquiry," 4) inquiry resolution, and 5) assessment. This cycle can then lead back to more student-initiated open inquiry (Dunkhase, 2000; Martin, 2001).

**Structured Inquiry**

Structured inquiry, sometimes referred to as directed inquiry, is a guided inquiry mainly directed by the teacher. Typically, this results in a cookbook lesson in which students follow teacher directions to come up with a specific end point or product. Sometimes this approach is appropriate to use in the classroom; however, students engagement in the task is limited to following teacher instructions. Simply following directions in a cookbook manner does not actively engage students' minds. Therefore, one could argue that structured inquiry does not include much true inquiry. More students thinking takes place when the teacher allows students to make choices and decisions in classroom investigations (Clough and Clark, 1994). Ways to create a more student-centered approach include asking students to help devise the procedure necessary for an investigation; taking away a prepared data table so that students must consider how to

create their own table, asking students to determine which data should or could be gathered instead of prescribing the method, and asking students to explain how an experiment could be improved for a better investigation.

**Table 2.1 Essential features of Classroom Inquiry and Their Variations**

| S/N | Essential features | Variations | | | |
|---|---|---|---|---|---|
| 1 | Learner engages in scientifically oriented questions | Learner poses a question | Learners selects among questions, poses new questions | Learner sharpens or clarifies question provided by teacher, materials or other source | Learner engages in questions provided by teacher, materials or other source |
| 2 | Learner gives priority to evidence in responding to questions | Learner determines what constitutes evidence and collects it | Learner directed to collect certain data | Learner given data and asked to analyze | Learner given data and told how to analyze |
| 3 | Learner formulates explanations from evidence | Learner formulates explanation after summarizing evidence | Learner guided in process of formulating explanations from evidence | Learner given possible ways to use evidence to formulate explanation | Learner provided with evidence |
| 4 | Learner connects explanations to scientific knowledge | Learner independently examines other resources and forms the links to explanations | Learner directed toward areas and sources of scientific knowledge | Learner given possible connections | |
| 5 | Learner communicates and justifies explanations | Learner forms reasonable and logical argument to communicate explanations | Learner coached in development of communication | Learner provided broad guidelines to use sharpened communication | Learner given steps and procedures for communication |

**Adopted from Inquiry & National Science Education Standards (2000)**

## 2.8 Advantages and disadvantages of inquiry method of teaching/learning

According to Brunner in Phillip (2000) the knowledge discovered by the individual himself is the most uniquely personal thing about that individual. He maintained that the idea of inquiry is for students to put things together for themselves to be their own discoveries. Some advantages of inquiry method are summarized as follows:

- It offers the students opportunity to think
- It gives the students opportunity to think carefully about ideas, problems and questions being considered valid by class.
- It creates room for students' full participation which increases their curiosity both inside and outside classroom work.
- It makes the students to develop the spirit of personal initiative.
- It encourages patience, co-operation, unity and decision making amongst the students.
- It arms the students with the right type of attitudes; values; skills and knowledge that enable them explore their social environment.
- It increases students understanding of processes, concept and relationship.

**Disadvantages**

- It is time consuming. That is, it may involve several stays or weeks before completion.
- It puts the students on a lot of task. The students will be busy working towards completion of the task given to them at the neglect of their other tasks. They work hard to meet up the stipulated time tagged for handing in of their papers.
- It may be too expensive when it involve trip making to places where the facts are available

- As much is expected of students, they could be frustrated particularly if they cannot find appropriate dues to solve problems or if they cannot solve them at all.
- If often leads to withdrawal from lessons or schools especially when the task is difficult to solve.
- It is not always possible to use inquiry in all topics or situations especially in large class sizes or where a large amount of materials is required to be taught in a limited time.

## 2.9 Concept of Lecture Method

Of all the instructional methods, lecturing is the most widely used format in higher education. And in some instances the predominant one. Lecturing has been praised as well as criticized, sometimes for the same reasons. It has been praised because it can accommodate large numbers of students and thus can be quite economical, it can be interactive, can convey considerable amount of information to large audiences with efficacy, and can be adaptable to divergent needs and audiences (Gage and Berliner 1991). The lecture has been criticized for not promoting higher order skills such as conceptual understanding, independent learning, and problem-solving abilities (Kimmel 1992) which are better seen as fostered by more innovative instructional methods like problem-based learning. Different perspectives regarding advantages and disadvantages of lectures and individual differences in delivering them reinforce the need for having a theoretical framework for characterizing lectures and addressing the assertion that there is a lack of "an operational definition of the classical lecture" (Schonwetter 1993).

## 2.10 Types of Lecture

There are many different types of lectures that could be used to present information in an interesting and engaging manner. Bonwell and Eison (1991) as cited in Duplass (2006) have identified nine types of lectures including activities in their organization. They include:

i. **Feedback lecture**: Students are given an outline of the lecture beforehand. The teacher lectures from the outline (class notes), with students taking notes. Students are then given questions to answer based on the lecture and their notes.

ii. **Guided lecture:** In the guided lecture, students are given a list of objectives. The teacher Lectures from class notes. Students are asked to listen (no writing) and are expected to be able to recall the information. Individual assignment is usually in the form of asking students to write down all the information they can recall.

iii. **Responsive Lecture:** In this type of lecture, the teacher, perhaps once a week, sets aside time for questions on material covered during the week. Students develop and rank open-ended questions for a recent or upcoming topic for the teacher to answer, with at least one question, from each student. Or, when they arrive for class, students drop off a question in a box for the teacher to respond to.

iv. **Demonstration Lecture:** The teacher lectures from class notes with students. At points during the lecture, the teacher stops to demonstrate a procedure or process. The demonstration is laced with questions to draw out of the students the next steps in the demonstration. The demonstration can occur anytime during the lecture.

v. **Pause Procedure lecture:** The teacher lectures from class notes with students taking notes. Every 5 minutes, the teacher pauses to allow pairs of students to share notes to correct and collect missing information. The teacher also calls on students to respond to prepared questions to summarize the big ideas, key concepts, and facts.

vi. **Think/Write/Discuss Lecture:** The teacher lectures from class notes. At least four key questions are planned at pivoted points in the lecture. The teacher pauses after each question for students to write answers to the question. The teacher also calls on students to recite their written answers to the questions. The teacher repeats and summarizes big ideas and concepts.

vii. **Lecture with Graphic Organizer:** In this type of lecture, rather than taking notes, students are provided a handout of a graphic organizer (Web, Venn diagram, etc), map, or other visual to complete while the teacher lecturers. The teacher completes the same organizer on the chalkboard or a transparency on the overhead projection. The teacher also circulates during the lecture, making sure students are completing the organizer and probing for concepts through the Socratic Method.

viii. **Socratic Method Lecture:** This type of lecture is named after Socrates for his persistent questioning. The lecture is structured on series of carefully sequenced questions. This kind of lecture usually follows a reading assignment so that students have a baseline of knowledge, although many questions require students to use logic and inference skills. This lecture can be longer because the number of questions increases students' engagement in the class.

ix. **Traditional Lecture:** In this kind of lecture, the teacher has a set of class notes that are similar to the notes that the students are expected to record and primarily reports information so students can record their notes. Bonwell and Eison as cited in Dulass (2006) remarked that traditional lectures today should be rare in middle and high schools and are presented here more as a non example. They should be converted into one of the other types of lectures.

Some of the more frequently encountered varieties of lectures as stated in Handbook for NUS teachers (n.d) are: textual exegesis (e.g. modeling analytical skills; multimedia (e.g. using video/synchronized slide presentations); the participatory lecture (e.g. alternating mini-lectures and discussion buzz groups, debates, simulations and role play); Problem solving (e.g. a problem forms the focus for demonstration and generating varying solutions). The first three are more lecturer-controlled and closer to the traditional model wherein a lecture is divided into different topics or sub-topics and systematically covered. The participatory and problem solving varieties operate with apparently greater flexibility, but in reality demands more, rather than less, planning if it is not to get out of hand.

## 2.11 Benefits, Disadvantages and Characteristics of a Good Lecture

**Benefits of lectures**

- Lecturing can be an effective way of providing information which is not available from other sources.
- Lectures can be a cost effective means of transmitting factual information to a large audience.

- Lectures are useful for providing background information and ideas, basic concepts and methods which can be developed and considered in detail subsequently, either by private study, or in small group activities, supervised by a tutor.
- Lectures can be used to highlight similarities and differences between key concepts.
- Lectures can be a useful way of demonstrating an analytic process.
- Lectures have been found to be as effective as other teaching methods as a means of transmitting information but less effective for promoting thought and changing students' attitudes

**Disadvantages of Lectures**

- There is no guarantee that effective learning will result from a lecture.
- Lecturing is a passive activity. Members of the audience may be busy taking notes but usually have little time or opportunity to reflect on or question the material and clarify misunderstanding.
- Lectures are not an effective method for changing attitudes and do not help participants to analyze and synthesize ideas.
- Lecturing doesn't always encourage students to move beyond memorization of the information presented and information retention may be poor.
- The lecturing method is autocratic in form; it may allow little active audience participation, while at the same time providing little feedback to the speaker as to the effectiveness of presentation.
- Lectures cannot cope with a wide diversity of ability.

**How to Make your Lecture a Success**

- Establish a relationship with your students/trainees
- Outline your expectations of them
- Schedule opportunities for active learning and for interaction with you or with each other or with the learning materials.
- Break up a lecture with questions and discussion and use a range of learning activities to promote participation. Don't speak for longer than 20 minutes without some kind of break/activity.
- Use audio visual aids to help structure and pace the presentation, emphasize important points and add interest. Don't just read from notes.
- Well prepare and rehearse your lecture.
- Exhibit enthusiasm, imagination, inspire and motivate your audience to learn.
- Use your voice effectively to transmit information and emphasize key points.
- Help students/trainees to develop ways of structuring their learning and of understanding what is being presented to them.

**Characteristics of a good lecture**

- The lecture enables the student to understand the basic principles of the subject.
- The lecturer can be heard clearly
- The lecture fits coherently into the overall teaching programme
- The material covered is relevant
- The lecture is organized into a logical structure
- The lecture supports and builds on previous learning

**Characteristics of a good lecturer**

He/She:

- presents the material clearly and logically
- makes the material intelligibly meaningful
- adequately covers the subject matter
- is constructive and helpful in his/her criticism
- demonstrates an expert knowledge in his/her subject
- adopts an appropriate pace during the lecture
- includes material not readily accessible in textbooks
- is concise
- illustrates the practical applications of the theory of the subject
- is enthusiastic about the subject
- generates curiosity about the teaching material early in the lecture

## 2.12 The Concept, nature and Scope of Social Studies

The concept of social studies denotes the idea and the general notion underlying the course. Social studies is a subject that helps individuals to be useful to the society and to appreciate current cultural practices in order to be acceptable by the immediate and larger society. Social studies involve the critical assessment of man's social and physical environment. According to Kissock, (1992) "social studies is a programme of study which a society uses to instill in students knowledge, skills, attitudes and actions which it considers important concerning the relationships human beings have with each other, their world and themselves"(p.3). Adekunle, (1994) "defines social studies as a subject which teaches self awareness in pupils and inculcates self-discipline, self-reliance, self

services which in turn develops a sound mind in a sound body capable of dealing with the stresses and strains of life" (p.6). Social studies is a body of knowledge that looks at the whole of education enterprise from social perspectives. The subject is concerned with the study of man and his complex relationship with his environment. The conceptualization of social studies according to Ololobou in Onipe (2004) is "an organized integrated study of man and his environment both physical and social, emphasizing on cognition, functional skills and desirable attitudes and actions for the purpose of producing an effective citizenry" (p.21).

Social studies is a study of problems of survival in an environment and to find solutions to them. It is a multi-disciplinary study of topic, a problem, an issue, a concern or an aspiration (Ogundare, 2000). In the opinion of Ndan in Ololobou (2000) "social studies education has developed variety of strategies and techniques to bring about positive development of attitudes and values in citizens" (p.64).

Social studies as perceived by Sunal (2002) "is the integrated study of the social studies sciences and humanities to promote civic competence" (p.10). Social studies education helps an individual to critically examine and re-examine ones views and stand in the various unresolved societal issues.

The primary purpose of social studies in the view of Sunal (2002) "is to help young people develop the ability to make informed and reasoned decisions for living. The course critically views how man manipulates and is manipulated by various environmental factors around him" (p.10).

According to Akinlaye (1988) as cited in Onipe (2004) "social studies involves a study of the basic characteristics of man; and a detailed investigation into the many and varied expressions of the adoption of man to the area in which he lives, and his relationship with other men"(p.19).

Social Studies fosters the development of spontaneity, self-reliance, flexibility of mind, clear thinking, tolerance, initiative ability to solve problems, creative activity, a sense of purpose and a philosophy of life (as cited in Akinlaye 1988, p.8).

Added to this, Akinlaye, (1988) asserted that "Social Studies is concerned not only with knowledge, but also with attitudes and values" (p.8).

Generally, through social studies, a fundamental process of increasing the wisdom of human beings, the adults of the future, their understanding and tolerance of others can be developed. Social studies in schools help individual learner to cope with the increasing complexity in social relationships.

**The Nature of Social Studies**

This is the characteristic of the subject and its major components. The subject social studies consist of facts, concepts and generalizations from social science discipline. Social Studies is made up of integrated concepts, problem-solving strategies, citizenship education and decision making process. Social Studies is of prime relevance in the inculcation of citizenship and societal values. Sunal and Haas (2002) as cited in Onipe (2004, p.12) posited that "the defining characteristics of social studies is that it is multi-

disciplinary in nature, encompassing and integrating knowledge and processes from many disciplines".

Sunal (2002) also maintained that: "Within the school programme, social studies provides coordinated systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, religion and sociology, as well as appropriate content from the humanities, mathematics and natural sciences"(p.10). Ololobou (2009, p.6) states that, the nature of social studies can be summarized thus

Social studies by nature seeks to promote;

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

interdependence, wise use of scarce resources, etc. Social studies thus seek to make the individual or client a well- rounded, efficient and effective citizen.

**The Scope of Social Studies**

This entails the depth of study that is undertaken on each topic at a particular level. The broad framework of the social studies programme is usually created to include the desired components. In ASESP (1994) "The scope of social studies is concerned with the breadth, coverage, content, quality and quantity of the subject based on the concept, terms, themes drawn from history, sociology, geography, economics, civic, political and physical sciences"(p.15).

Social studies seeks to integrate the theories of these social science subjects in order to gain wider understanding and perspective of man and his problems of living.

## 2.13 Methods of Teaching Social Studies

Teaching is a process by which one interacts with another person with the intention of influencing the learning of that person (Adekunle, 1984). It is the interplay between the teacher and the learners. Teaching as a useful and practical art calls for intuition, creativity, improvisation and expressiveness.

Though there are many teaching methods and techniques associated with the integrated social studies, there is no single mode of teaching which fits all the learning situations (Ogundare, 2004). A teacher of social studies has to be conversant with the innovations in teaching methods. Adekunle (1984) asserts that in order to be effective, a teacher of social studies has to be a source of information, a guide, an organizer of opportunities for

learning and a person who can stimulate any environment for effective learning using the following teaching modes, among others, available to social studies teachers:

**1. Simulation Method**

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

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

Historical simulations are dramatizations in which past incidents are relived and real characters portrayed. Examples include the hoisting of the Nigeria Flag on the first Independence Day, the crowing of an Oba or the turbaning of an Emir.

Simulation activities according to Ogundare (2004) include practical exercises wherein students play role or act what really happens in an occasion of organisation e.g. a mock state house of assembly, ECOWAS meeting, O. A. U. meeting, bank, etc.

Simulation games or instructional games are used for educational purpose. They are activities that involve rules, competitions and players. The outcome of the games are determined less by chance and more by decision made by the players. Thus, simulation

games are commercially sold-board-games of which "Monopoly" is very common. There are other games which model social, economic, and political events, but "Monopoly" is a simulation of buying, developing and renting of properties. There are other games that can simulate economic operations, election procedures, historic battles, miniature stock market operations, career choice etc. There seems to be evidence that these games are effective in dealing with the learners' attitudes.

Simulations as cited in Ughamadu (2006) are highly motivating to students and they bring about increased interest when they are used. They have been used in teaching skills e.g. war strategies. They provide the group (s) involved in the game with a common and shared experience that can be used to make learning more meaningful and effective. Topics that look too difficult or abstract e.g. morality, democracy, patriotism, followership, leadership, conflict prejudice etc. can be understood if demonstrated through simulation activities.

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

**2. Laboratory Method**

The Laboratory Method in Social Studies involves the employment of source materials, supplementary references, mechanical devices, audiovisual aids and many other life-like activities to supplement textbook instructions and to increase the effectiveness of

presentation and mastery (Ololobou, 2009). Laboratory mode of teaching does not refer to a special place or a special class period, but to an activity. The activity can occur in a regular classroom, outside the classroom or in a specially designed room.

The important point to note in this method is that students manipulate concrete objects, equipment, etc. under the direction of the teacher. Since the teaching of social studies in both primary and secondary schools is done in units, the laboratory method provides opportunities for the application of knowledge and skills. The advantages of this method may not fully be realized because of lack of the facilities and equipment necessary for the effective use of this method. This method can be used for almost all the topics in social studies. Interview and discussions on issues can be recorded on video-tape and be played back to the class.

**3. Inquiry Method**

Inquiry or discovery method encourages divergent thinking, allows students to find out information by themselves and it generates students' enthusiasm at examining issues logically (Hebrank, 2004).

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

**4. Project Method**

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

Iyamu and Otete (2006) posits that project method needs extremely careful planning by the teacher but the aim is to get the students to co-ordinate information in an intelligent manner. Using all the sources of information available to the students is fundamental to "learning how to learn". Examples of areas in Social Studies where projects can be executed include writing a group story, interpreting and making of maps, building up an album for an event e.g. marriage or installation ceremony. Project method can also be used for topics like "Man and His Beliefs", "The Makers of the Nation" etc.

The role of the teacher is to guide and inspire the students which can help to clarify concepts in social studies. A project should not be difficult to discourage the students and it should not take much time to complete.

**5. Demonstrations**

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

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

**6. Question and Answer Method**

This is a common teaching method used by teachers. The teacher in this method asks a question and then recognizes one student who answers the question. The teacher then reacts verbally to the student's response (Abdulraheem, 2012).

The sequence can continue with the teacher asking questions and a student at a time responding to the question. A situation may arise where another student can be asked to react to the previously given answer. Question and answer is therefore a process whereby the teacher asks a question, a student responds, the teacher then reacts and asks another question which is answered by another student and so on. Abdulraheem, (2012) posits that the question and answer method can be used throughout a lesson or part of the lesson. This method helps to test the extent and depth of the students' knowledge. The method keeps both the students and teachers active throughout the lesson. A teacher of social studies employing this method should note that, it needs adequate planning and handling. A careful directed questioning technique can elicit answer about the students' immediate environment. Hence, topics like Man and His Environment, Man and His

Economic Activities etc. could effectively be taught through the questions and answer method. The questions used should be clear, precise and unambiguous.

**7. Field-Trips**

Field-trips involve journey with the pupils to observe and investigate situations outside the classroom. Many of such expeditions might go no further than the school corridor, the school building or playgrounds. Within the school itself, the teacher may find illustrative examples for his students (Ughamadu, 2006). In the immediate vicinity of the school there may be available for examination and observation such things as different soils, vegetation, a river etc. The teacher may sometimes invite the co-operation of local industry or public services and visit places like the Oba's palace, museum etc.

Experiences gained from field-trips are vivid, lasting and often more meaningful to the students because they are real-life situations. According to Ughamadu (2006) there are three stages to field-trip; preparation, field-trip itself and recapitulation stages. Obviously, the success of this method depends a great deal on the age of the students.

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

The third stage known as the recapitulation involves reporting back the expedition. Here a great deal of consolidation is done on the information gained during the field-trip. This may be in form of discussion, exhibition of specimen collected or sketches and diagrams drawn during the trip. Field-trip would be appropriate for topics like Man and His Environment, Man and His Economic Activities Problems of Urbanization, etc.

Though field-trip makes lasting impression upon the students, it involves a lot of efforts, energy and time on the part of the teacher and the learners.

**8. Discussion Method**

This method refers to student - to - student talk with occasional intervention by the teacher. The method involves the use of small group of students where each group will have a leader who initiates the discussion of the issue or subject matter (NTI, 2006). It should be noted that the students are more active than the teacher when this method is used. But care should be taken to avoid the discussion being dominated by some students. Every member of a small group should be given equal opportunity or chances of making contributions to any discussion.

Discussion method can be used for the following topics in social studies: Problems of Modernization, Living together in our National Community, Problem of Survival, Family Problems, and Environmental Problems etc. The method can be effective if it is deliberately planned and systematically used with the teacher guiding student's discussion (NTI, 2006).

**9. Lecture Method**

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

A teacher would have no option than to use the lecture method when the topic is abstract. Topics like Faith, Reason, Man and His Beliefs, Supernaturalism, Justice Etc. can be explained through the lecture method (NTI, 2006).

This method can be used where there is shortage of accommodation and personnel. Though it can cater for a larger population, it has the disadvantage of making learning teacher -centred rather than child-centred (Ughamadu, 2006). A lesson becomes dull without combining this method with other methods and the use of teaching aids.

**10. Problem - Solving Method**

This method enables the students to think about a problem, try to understand the problem and finally evaluate information in order to find solution(s) to the problem that has been identified (Abdu Raheem, 2012).

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

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

The stage in problem-solving require the student in this situation to be able to state the problem that confronts them and be able to propose possible ways of solving the problem (Daughterty, 2008). Discussion on the possible solutions follows with the aim of accepting the most reasonable solutions. The answer or solution is determined through the application of the acceptable suggestion. The original problem and solution are then re-stated. Interesting issues and problems worthy of consideration in the use of the problem-solving method include food, family, financial, clothing, transportation, cultural and-learning problems. It is pertinent to stress that a natural point of interest for the child is the method that generates questions and problems to be solved.

**11. Dramatization Method**

It is one of the most effective methods of stimulating the students in what they learn. It is a natural way by which students express freely their understanding of the life around them. The method allows for a great deal of involvement and participation by the students physically, emotionally and mentally. In a situation where a lesson or topic is dry, dramatization could effectively help to sustain the students' attention and interest.

Dramatization involves direct and simple techniques such as mining play let and role-playing which can be allocated for such techniques (NTI, 2006).

The teacher could engage students who are less active in academic work. This opportunity would create a sense of belonging in them. The teacher must make adequate preparation to allow the participants know what part to play. The drama to be staged must rely a good deal on the realistic imagination of the students to make it effective and relevant. Unfortunately, this imagination may sometimes be too realistic to be relevant. While student written plays are useful and often the most important part of the exercise, they do take up a lot of time which the teacher may feel they do not justify. Dramatization provides among other things, an avenue for respect of opinion of others, the attitude of co-operation within the co-actors, development of desirable skills, confidence and self-esteem, and the opportunity for the students to express themselves freely (Ughamadu, 2006). Students can be led to dramatize the function of a family, the role of the father or mother, honesty, leadership, followership etc. which are topics in the social studies syllabus.

**12. Home Assignment**

This is not a method but a device which can be used to engage the students outside the lesson period (NTI, 2006). In the light of students' attitude to home assignment, the teacher should give assignments that can be completed within a short time. Such home assignment must be interesting and relevant to the subject matter. It should not be given as punishment, otherwise, students would develop negative attitude to anything assignment outside the classroom. Home assignment can be given in any topic in social

studies. It could be reading assignment, finding answers to some questions or seeking information about a particular topic etc.

**13. Construction Method**

This method helps the students to learn by doing, to be initiative and to engage in self-directed activity (NTI, 2009). The construction activity can be of two kinds. One involves the use of print materials like newspaper construction, file folder, scrap book, vertical file, magazine construction and book construction. On the other hand, some materials are used to make items like models, sculptures and other instructional constructions. It is the role of the teacher to guide in the initiation of construction method. Construction method could be used for the following topics in social studies: The Family Structure, The Systems of the Government, Social Organizations, Cultural pattern etc.

There should be thorough supervision when the construction involves the use of sharp objects like knives and saws. This method is stimulating, motivating and functional in the higher classes of school (NTI, 2006). The method emphasizes the need to select appropriate methods that will help the cognitive, affective and psychomotor domains of the learner.

## 2.14 Empirical Studies

Iyamu and Otete (2006) carried out an assessment of inquiry teaching competences of social studies teachers in junior secondary schools in South Central Nigeria. The objective of the study was to find out whether the overall inquiry-teaching competence mean score of social studies teachers will not be significantly less than the acceptable level. The study employed the survey research design. It used a random sample of 100

professionally trained social studies teachers in junior secondary schools in south central Nigeria. The observation method was used for the collection of data. The study also used a 20-item four –point rating scale covering important skills and activities related to inquiry teaching. On the analysis of data, it was found that the overall inquiry-teaching competence of the teachers was significantly below the acceptable level. This empirical research is related to the present study in terms of its subject and conceptual scope (social studies and inquiry method). The research is different from the present study in terms of its objectives, methodology, educational level, and geographical scope.

Olatoye and Adekoya (2010) investigated the effect of Project-based, Demonstration and Lecture teaching strategies on senior secondary students' achievement in an aspect of Agricultural Science (pasture and forage crops). The objectives of the study include:

a) To find out the main effect of treatment on students' achievement in an aspect of agricultural science
b) To find out the main effect of gender on students' achievement in an aspect of agricultural science

A 3×2×2 pre-test, post-test experimental design with a control group was used in which, a hundred and fifty randomly selected senior secondary school II (SSS II) agricultural science students were drawn from three schools. The data was analyzed using ANCOVA and Scheffe post-hoc test analysis. The study revealed that there is a significant main effect of treatment on student's achievement in an aspect of agricultural science. The study also showed that there is no significant interaction effect of treatment and gender on student's achievement in an aspect of agricultural science. This study is a departure

from the present study because of its subject scope which is agricultural science and not social studies. Also, the educational level (secondary school) where the research was carried out is different from the educational level of this study. However, the research is still relevant to this study in terms of methodology (3×2×2 pre-test, post-test experimental design with a control group) and conceptual scope (lecture teaching strategy).

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

which is a quasi-experimental pre-test, post-test control group design. However, the study is different from this study in the area of educational level and geographical scope.

Olatoye, Aderogba, and Aanu (2011) investigated the effect of cooperative and individualized teaching methods on senior secondary school achievement in organic chemistry. The objectives of the study include the following:

a) Determine whether there is a significant main effect of treatment (cooperative, individualized, and control/lecture) on student's achievement in organic chemistry.
b) Ascertain whether there is a significant effect of gender on student's achievement in Organic chemistry.

The study employed a 3×2×2 randomized pre-test, post-test quasi-experimental factorial design. The experimental groups were exposed to cooperative and individualized teaching methods and control group was exposed to traditional methods. One hundred and fifty-six (156) students were sampled for the study. The instruments employed for the study was a chemistry achievement test (CAT), teaching manual, and self-concept questionnaire (SCQ). The results revealed that there is a significant main effect of treatment on students' achievement in chemistry. However, the interaction effect of treatment, gender, and self-concept on student's achievement in organic chemistry is not significant.

This empirical study is relevant to this study in terms of its design which is a 3×2×2 randomized pre-test, post-test quasi-experimental factorial design. This is the design that has been adopted for this study because this study seeks to determine the influence of two

different teaching methods simultaneously on the performance of students. However, the study is different from this study in terms of subject scope (chemistry), educational level (secondary school) and in the type of instrument employed (SCQ).

Olajide (2012) specifically investigated the status of universities and secondary school teacher's use of instructional strategies for teaching social studies in Southwestern Nigeria. The objective of the study was to find out which of the teaching strategies were used by university lecturers and secondary school teachers in teaching social studies concepts. Teachers of secondary schools and the lecturers of social studies in the six universities that offer the subject constituted the population of the study. Lecturers of the subject in the six universities and the teachers of social studies in the purposefully selected secondary schools taken from the three senatorial zones of each state in southwestern Nigeria were made to fill inventories on the teaching methods they employ in their teaching. Data was collated and the results showed that many instructional methods were not employed by both the lecturers of social studies in universities and teachers of the subject in secondary schools. University lecturers however employ more instructional methods than the secondary school teachers of the subject. This study is related to the present study in subject scope (social studies) and educational level (higher education). The study is a departure from the present study in that, it is not quasi-experimental in design and it does not identify specifically the type of instructional method under investigation. The study is also not related to the present study due to the nature of the instruments for data collection that was employed for the study.

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

Abdu-Raheem (2012) conducted a study to investigate the effects of problem- solving method of teaching on secondary school student's achievement and retention in social studies in Ekiti state Nigeria. The objective of the study included:

a) To find out the difference between the achievement mean scores of students in the experimental and control groups.
b) To find out the difference between the retention mean scores of students in the experimental and control groups.

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

Edinyang (2012) investigated the relative effectiveness of inquiry and expository methods of teaching social studies on academic performance of secondary school students in Akwa ibom state Nigeria. The objective of the study was to compare the

expository and inquiry methods of teaching social studies with a view to determine which of the two, if well used, by the teacher can have a higher effect on students academic achievement in social studies. The design adopted by the study was a pre-test, post-test control group experimental design. The population of the study consisted of all junior secondary two (2) students in the state owned post primary schools. Fifty students were randomly selected from each school under study. The instrument used was test, and the results of the data collected were subjected to t-test analysis. The findings of the study showed that the students in the inquiry group performed significantly better than their counterparts in the expository group of the study because of their physical involvement in the lesson and the teachers teaching technique. This empirical study is related to this research work in terms of its subject and conceptual scope, research objectives, design and instruments for data collection. However, the educational level and the geographical scope of the study are different from this study.

Abdul Raheem (2013) investigated the effects of cooperative instructional strategy on junior secondary school student's performance in social studies in Ilorin Nigeria. The objectives of the study include:

a) Find out which of these instructional strategies cooperative and conventional will enhance higher performance in social studies.
b) Ascertain whether gender influence performance of students taught using cooperative instructional strategy in social studies.

A quasi-experimental, non equivalent pre-test, post-test, control group design was adopted for the study. The sample included all the third year students from two

purposively selected secondary schools in Ilorin west L.G.A. of Kwara State. The treatment and control groups were made up of 48 and 45 students respectively. The post-test scores were subjected to Analysis of Covariance (ANCOVA). The findings showed that students taught using cooperative instructional strategy performed significantly better than their counterparts taught using the conventional instructional strategy. The findings also revealed that gender has no effect on the performance of students in social studies when taught using both methods. This empirical research is relevant to this study because of its subject scope (social studies) and research objectives i.e. ascertaining the influence of gender on students' performance after being exposed to an instructional strategy. On the other hand, the study is different from this study in conceptual scope (cooperative method); educational level (junior sec. sch.) and geographical scope (Ilorin, Nigeria).

Ajiboye and Adeyinka (2013) examined class attendance and gender effects on undergraduate students' achievement in a social studies course in Botswana. The objective of the study was to ascertain whether students attendance at lecture have any influence on their final scores in a social studies course. The research design adopted for the study was an ex-post facto design. The whole group of seventy-six (76) year three undergraduate students of the department of primary education, university of Botswana who registered for the course constituted the study sample. The record of students' attendance in the course taken from the beginning of the semester was computed and compared with their overall score in the course. Analysis of variance and t-test were used to analyze the data. It was found that gender has a significant effect on the subjects' performances with male students performing better than their female counterparts. The study also revealed that class attendance is a mediating factor in students' performance in

a social studies course. This empirical study is related to this study in subject scope (social studies), in one of its objectives i.e. ascertaining whether students gender have any influence on scores in some social studies concepts, and also in terms of educational level (tertiary level). The study is however different from this study in terms of its methodology, conceptual and geographical scope.

The major implication of the review of related literature for this study is that the findings of the previous studies have been used to support the findings of this study. Another positive implication of the review for this study is that it has afforded the researcher the opportunity of knowing what areas have been earlier covered, what remains to be covered, and what techniques to employ in this research study. For instance, the review of empirical work related to this study demonstrated that majority of the studies concerning the effect of instructional strategies on performance of students in social studies have predominantly been carried out in junior and senior secondary levels of education and not at the college of education level. This is one of the major reasons which have informed this investigation. The review of empirical studies has also influenced this study by affording the researcher the opportunity to identify an appropriate design for this research work i.e. the adoption of a 3×2×2 randomized pre-test, post-test quasi-experimental factorial design which requires having two different experimental groups and a control group as demonstrated by AbdulRaheem (2013); Olatoye and Adekoya (2010); Olatoye et al (2011) and Edinyang (2012). More importantly, the lapses and inadequacies in the methods adopted in previous empirical studies have informed better strategies and methods for investigating the problem at hand.

## 2.15 Summary

This chapter reviewed literature on the inquiry and lecture methods of instruction in social studies. The chapter began by identifying the theoretical and conceptual basis of the study. In doing this, the researcher tried to justify the educational basis and rationale for the study. The emphasis of the review was on; Brunner's theory of instruction; gender effects on students achievements; methods and techniques of teaching; meaning of inquiry and inquiry based learning; types of inquiry; advantages and disadvantages of inquiry methods of teaching; meaning of lecture; types of lecture; benefits, disadvantage and characteristics of a good lecture, the concept, nature and scope of social studies and methods of teaching social studies. The chapter concludes with a review of related empirical studies and their implications for this research work.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

The chapter examines the general strategy and logistics that are employed in the conduct of the study and precisely in the collection and analysis of data needed to answer research questions and test hypotheses formulated for the study. Thus, the research design, control of extraneous variables, sample and sampling techniques, instrumentation, validity and reliability of instruments, procedure for data collection and methods of data analysis are discussed.

## 3.2 Research Design

The research design that was adopted for this study is a pre-test, post-test quasi-experimental design. The choice of this design is informed by the fact that:

i. this study seeks to find the effects of two different teaching methods (inquiry and lecture) on students' performance, which requires having two different experimental groups which were exposed to inquiry and lecture teaching methods and a control group which did not receive any treatment; and
ii. the design allows for the manipulation of the independent variable (in this case, inquiry and lecture methods of instruction) in order to determine their effects on the dependent variable (which in this case is students test performance in social studies).

The students were assigned to two experimental groups and one control group. The experimental groups were taught some social studies concepts using the guided inquiry

and guided lecture methods respectively while the control group did not receive treatment. The pre-test, post-test quasi-experimental design can be illustrated as shown below:

**Table 3.1 Pre-Test-Post-Test Design**

| Group | Pretest | Treatment | Posttest |
|---|---|---|---|
| 1st Exp Group | 01 Inq | × Inq | 02 Inq |
| 2nd Exp Group | 01 Lect | × Lect | 02 Lect |
| Control Group | 01 | | 02 |

**Where:**

- **01** Inq represents the pre-test scores for inquiry group (1st Experimental Group).
- **02** Inq represents the post-test scores for inquiry group (1st Experimental Group).
- × Inq represents treatment for inquiry group (1st Experimental Group).
- **01** Lect represents pre-test scores for lecture group method (2nd Experimental Group).
- **02** Lect represents post-test scores for lecture group method (2nd Experimental Group).
- × Lect represents treatment for lecture group (2nd Experimental Group).
- **01** represents pre-test scores for Control Group Method.
- **02** represents post-test scores for Control Group Method.

### 3.3 Population

The target population of this study consists of all the colleges of education in northwest zone of Nigeria offering NCCE accredited social studies programmes. According to statistics from the National Commission for Colleges of Education [NCCE], there are 9

colleges of education offering approved NCE social studies programmes in northwest Nigeria out of which 3 are federal, 6 state, and none private. The population of subjects for this study consists of the entire students offering single or double major NCE social studies programmes in these colleges. The total population of this study is therefore 1,714 social studies students. Below is a table showing the number of colleges of education offering approved NCE social studies programmes and student enrolment in northwest Nigeria.

**Table 3.2: Population of the Study**

| S/N | NAME OF COLLEGES | STUDENT ENROLMENT | |
|---|---|---|---|
| | | **MALE** | **FEMALE** |
| **1.** | FCE Kano | 1,519 | 679 |
| **2.** | FCE Zaria | 408 | 209 |
| **3.** | FCE Katsina | 131 | 53 |
| **4.** | COE Gumel | 553 | 45 |
| **5.** | COE Maru | 208 | 56 |
| **6.** | SSCOE Sokoto | 781 | 266 |
| **7.** | COE Gidan Waya | 263 | 127 |
| **8.** | COE Argungu | 296 | 133 |
| **9.** | SRCOE Kano | 847 | 146 |
| | **TOTAL** | **5006** | **1,714** |

**Source: NCCE Digest of Statistics on COE, 2009/2010.**

### 3.4 Sample and Sampling Techniques

The sample size of this study was drawn from 6 (six) purposefully selected federal and state colleges of education offering approved NCE social studies programs in northwest zone of Nigeria. Due to the fact that social studies is usually taught through team teaching in colleges of education and the students are usually divided into groups of about 150 –

300 students in each group, the researcher purposively selected (50) NCE 3 social studies students (25males and 25females) from each of the six sampled colleges using the purposive sampling technique. In all, a total of three hundred (300) students representing the entire population have been engaged in this study. The sample size is adequate to be used in this research work considering the fact that the research design is experimental, dealing with two different experimental groups and a control group. Conversely, it is suggested that in experimental study a minimum of twenty (20) subjects are needed in order to achieve sufficient validity (Birbaun, 2003). In order to ensure that common characteristics of the colleges and homogeneity of subjects are maintained and also to ensure that the experimental groups are kept completely and exclusively out of contact from each other, two different federal colleges were used for experimental groups and one for the control group. Also, at the state level, two different colleges were used for the experimental groups and one for the control group respectively.

### 3.5 Instrumentation

Two research instruments were used for this study. The first instrument is a forty multiple choice social studies performance test (SPT). The test covered various areas treated in the various instructional plans. The social studies performance test (SPT) was used for pre-test in order to determine the level of academic equivalence of subjects and as post-test in order to measure the potential effects of the intervention by examining the difference in the pre-test and post-test results. The second instrument is a 20 item social studies attitude scale (SSAS) developed to establish students attitudes towards social studies before and after the commencement of the treatment.

Subsequently, various instructional plans that cover different aspects of social studies such as Population and Family Life Education (POP/FLE), Globalization, Modernization, and Culture were developed by the researcher. All the topics were drawn from the NCE 3 social studies minimum standards. In all, thirteen of such instructional plans were developed on the above mentioned units using both the guided inquiry and guided lecture teaching strategy. All the instruments are attached as appendix to this study.

### 3.5.1 Validation of Research Instruments

In order to ascertain the extent to which the instruments used clearly measure what they are designed to measure, the face and content validity methods were employed. The social studies performance tests (SPT), social studies attitude scale (SSAS), and the instructional plans developed using both the inquiry and lecture methods were subjected to face and content validation by the research supervisors and experts in social studies education and curriculum. Their comments, suggestions and corrections were used to modify the instrument before pilot testing.

### 3.5.2 Pilot Study

The pilot test was undertaken consequent upon the validation of research instruments. The social studies performance test (SSPT) and social studies attitude scale (SSAS) were trial tested on twenty NCE III (LVT) social studies students from Federal College of Education, Kano who were not part of the study sample. The test was administered on the same group of students two times after a three week interval. The results obtained at both administrations were then correlated to determine the extent to which both scores are similar for each individual in the group. The direct administration method was used to

administer the social studies attitude scale on the same group of students on the spot in order for the researcher to closely monitor participants handling of the instrument and ensure completion and retrieval. In the course of the administration of the Four Point Likert-type summation scale, participants were allowed to make observations, ask questions, and seek clearance in areas of doubts.

### 3.5.3 Reliability

The data thus collected from the pilot study were statistically analyzed for purpose of reliability co-efficient. Two types of reliability methods were used. The Cronbach alpha reliability coefficient method was used for testing the attitude scale, while the Test-retest method using the Pearson Product Moment Correlation statistic was used for the test instrument. Consequently, reliability co-efficient of alpha level of .963 was obtained for the attitude scale, while the reliability co-efficient of alpha level of .85 was obtained for the test instrument. The reliability co-efficients were considered adequate for the internal consistencies of the instruments. According to Olayiwola (2010) an instrument is considered reliable if it lies between 0.05 and 1.00 and that the closer the calculated reliability co-efficient is to zero, the less reliable the instrument while the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirmed the reliability of the data collecting instruments that were used for this study. A detailed statistical analysis of the reliability co-efficient used for testing the instruments are attached as appendix to this study.

## 3.6 Procedure for Data Collection

In order not to disrupt normal school programme, the researcher made use of the normal time allocated for teaching social studies in each of the sampled schools which is 1hr per lecture twice a week. Before the commencement of the treatment, the social studies performance test [SPT] and social studies attitude scale [SSAS] were administered to all the groups as pre-test in order to determine the level of academic equivalence of the students. The experimental groups were divided into two groups (Experimental group 1 & Experimental group 2). Experimental Group 1 was taught the social studies concepts using the guided inquiry method while Experimental Group 2 was taught the same concepts using the guided lecture method. The control groups on the other hand did not receive treatment. The normal period of 1hour was maintained per lesson. The researcher with the help of research assistants who are regular social studies lecturers in the sampled colleges administered the social studies performance test (SPT) and social studies attitude scale [SSAS] as post-test at the end of the treatment to both the experimental and control groups. To reduce the effect of influence and familiarity, the researcher himself marked and scored the post-treatment test for all the groups using the marking guides prepared by the researcher.

## 3.7 Control of Extraneous Variables

The term extraneous variable is used to refer to any other factor that might intervene with the treatment effect on the dependent variable. There is always a need for the researcher to identify intervening variables in the study and most importantly how these variables can be controlled. Their control becomes necessary so that the researcher can attribute changes observed in the dependent variables as being a function of the independent

variable. Researchers such as Glass as cited in Kolo (2003) have suggested a number of intervening variables that could be considered as threats to internal validity in experimental research design. These factors and the measures taken to control each of them in this study are discussed briefly:

i. **Effect of Testing:** The subjects might become test wise and try to discover the distinguished purpose of the test. The researcher was able to reduce this threat by restructuring the items of the post test before administration.

ii. **Subjects' Interaction:** This refers to the interaction of the subjects from different groups i.e. the experimental and control groups which may account for the differences in the results observed. This threat was controlled by using different colleges for experimental groups and completely different colleges for control groups.

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

iv. **Sexual Composition**: This refers to limiting an experiment to only one category of a variable (i.e., sex). Rather, a more practical method is to show that the groups are equal and equivalent as possible on possible confounding variables. When groups are different in terms of sexual composition, it is therefore possible that the differences observed in achievement could somehow stem from differences in sexual composition. This threat was eliminated by ensuring that sex does not vary between the groups. All the groups were composed exclusively of males and

females i.e. All the groups are exactly equal in terms of the sex of student participants with 1/2 the students in each group being male or female.

### 3.8 Treatment of the Experimental Groups

The treatment of the experimental groups took place in two stages i.e. treatment of experimental groups at the federal colleges and treatment of experimental groups at the state colleges. The researcher began by first of all, incorporating regular social studies lecturers in all the sampled colleges as research assistants. Secondly, all the research assistants were educated on how the research was going to be like and what was expected of them. The research assistants began my introducing the researcher to the students and also, assisted the researcher in administering the pre-test and attitude scale on all the groups. The treatment of the experimental groups began the first week after the administration of the instrument as pre-test on all the groups. The teaching of the students began with Experimental Group 1 where they were taught the concepts POP/FLE, Globalization, Modernization, and Culture using the guided inquiry method for a period of seven weeks after which the instrument was administered as post-test on all the groups. The teaching of students in Experimental Group 2 was conducted for a period of six weeks during which the same concepts were taught using the guided lecture method after which the instrument was administered as post-test on all the groups. The difference in time period was because employing the guided inquiry method required two periods to treat each topic while employing the guided lecture method required the normal period of 1hour per lesson.

The first experimental groups were exposed to guided inquiry teaching strategy where students were asked to investigate based on the questions posed by the teacher and the students determining the discovery procedures. The second experimental groups were exposed to the guided lecture teaching strategy where the teacher dictates to the students the objectives of each lecture and subsequently teaches the content of the instructional plans so that students can recall the information. Details of the daily lesson plans for each of the methods are attached as appendix to this research work.

### 3.9 Procedure for Data Analysis

The data collected were analyzed through different procedures. The bio data variables were analyzed through frequencies and percentage distribution. The research questions were analyzed using frequencies, means, standard deviations and standard errors to determine level of responses and comparative opinions.

The research hypotheses were analyzed using inferential statistics. Hypotheses one and two were analyzed using the Independent t-test statistic to determine whether there is a statistically significant difference in the academic performance of students. Hypothesis three was analyzed using Analysis of co-variance for intercepts between sex and the groups. Hypothesis four was analyzed using the Non-parametric test of Man-Whitney for opinion differences. Hypothesis five was analyzed using the non-parametric test of Kruskal-Wallis for showing the mean rankings of all the groups in their attitudes towards social studies. All hypotheses were tested at 0.05 alpha level of significance.

# CHAPTER FOUR

# DATA PRESENTATION AND ANALYSIS

## 4.1 Introduction

The first section of the data analysis presents the frequencies and percentages of the bio data variables. The second section answers the research questions while the third section tests the research hypotheses. All hypotheses are based on 0.05 alpha level of significance. The fourth section outlined the major findings of the study and the last section discussed the findings of the study in detail.

## 4.2 Presentation of Bio data variables

**Table 4.1Distribution of respondents according to groups**

| | Frequency | Percent |
|---|---|---|
| guided inquiry method | 100 | 33.3 |
| guided lecture method | 100 | 33.3 |
| Control | 100 | 33.3 |
| Total | 300 | 100.0 |

Each of the three groups had 100 respondents representing 33.3% of the total 300 sampled respondents. The guided inquiry teaching groups and the guided lecture teaching groups of students are the experimental students while the traditional teaching method group is the control group of students

## 4.3 Research Questions

**Research Question One:** What is the difference in the performance of students taught using inquiry and lecture methods?

**Table 4.2**: **Difference between Students Taught Using Inquiry and Lecture Teaching Methods in Their Mean Academic Performance**

| Variable | Experimental groups | N | Mean | Std.dev | Std. Err |
|---|---|---|---|---|---|
| ACADEMIC PERFORMANCE | Guided Inquiry method | 100 | 28.66 | 5.880 | .588 |
| | Guided lecture method | 100 | 25.23 | 6.612 | .661 |

Table 4.1 revealed the mean academic performances of students taught using guided inquiry and guided lecture teaching methods as 28.66 and 25.23 respectively. This implies that students taught using inquiry method had higher mean academic performance than those taught lecture teaching method. Therefore, differences exist among the two groups of students in their academic performances.

**Research Question Two:** How do the performances of students in the experimental groups differ with those of the control groups?

**Table 4.3 Differences between Students in the Experimental Groups (guided inquiry and guided lecture method) and those in Control Groups in Their Academic Performance**

| Variable | Treatment groups | N | Mean | Std.dev | Std. Err |
|---|---|---|---|---|---|
| ACADEMIC PERFORMANCE | EXPERIMENTAL GROUP | 200 | 26.95 | 6.473 | .458 |
| | CONTROL GROUP | 100 | 20.31 | 6.981 | .698 |

According to the descriptive statistics table above, differences exist between the combined performances of the experimental groups (guided inquiry and guided lecture methods) and the control group. The mean academic performances were 26.95 and 20.31 respectively for the combined experimental groups and the control group respectively. The students in the combined experimental groups had higher mean academic performance than those in the traditional method (control) group.

**Research Question Three:** How do the performances of male students differ with those of female students when taught using inquiry and lecture methods of instruction?

**Table 4.4**: **Covariance Statistics of the Effect of Gender on Performance of Students When Taught Using Guided Inquiry and Guided Lecture Teaching Methods**

| Treatment group | Gender | Mean | Std. Deviation | N |
|---|---|---|---|---|
| Guided Inquiry method | Male | 29.20 | 6.125 | 50 |
| | Female | 28.12 | 5.634 | 50 |
| | Total | 28.66 | 5.880 | 100 |
| Guided lecture method | Male | 25.38 | 6.344 | 50 |
| | Female | 25.08 | 6.931 | 50 |
| | Total | 25.23 | 6.612 | 100 |
| Total | Male | 27.29 | 6.494 | 100 |
| | Female | 26.60 | 6.467 | 100 |
| | Total | 26.94 | 6.473 | 200 |

The descriptive table of the covariance statistics above shows the mean academic performance of the students in the two experimental groups taking gender into account. It showed that the calculated mean academic performance for guided inquiry method were 29.20 and 28.12 by male and female respectively while in guided lecture method, the mean performance were 25.38 and 25.08 by male and female respectively. This reveals that significant differences exist on account of gender in this study.

**Research Question Four:** How do inquiry and lecture methods influence students' attitude towards social studies?

## Table 4.5: Perception of Students on the Attitude of Students Taught Inquiry Method and Those Taught Lecture Method

| S/NO | ITEMS ON ATTITUDES | methods | Response categories | | | | Mean | Std.dev |
|---|---|---|---|---|---|---|---|---|
| | | | SA | A | DS | SD | | |
| 1 | human population is growing at an unprecedented rate to the extent that available natural and material resources can no longer satisfy the needs of mankind | Inquiry | 39 | 41 | 15 | 5 | 3.1400 | .6392 |
| | | Lecture | 27 | 33 | 36 | 4 | 2.8300 | .9656 |
| 2 | family life education can enhance all round development of the youth at the family level and the society at large | Inquiry | 50 | 40 | 10 | 0 | 3.4000 | 1.0095 |
| | | Lecture | 39 | 31 | 30 | 0 | 3.0900 | .9988 |
| 3 | family life education can prevent family and social problems and help families function efficiently | Inquiry | 40 | 60 | 0 | 0 | 3.4000 | .6392 |
| | | Lecture | 31 | 47 | 22 | 0 | 3.0900 | .9656 |
| 4 | family size has a negative impact on family welfare | Inquiry | 40 | 40 | 15 | 5 | 3.1500 | 1.0066 |
| | | Lecture | 32 | 32 | 33 | 3 | 2.9300 | .9988 |
| 5 | a small family size is more conducive to the enhancement of quality life in the family | Inquiry | 55 | 30 | 10 | 5 | 3.3500 | .6392 |
| | | Lecture | 43 | 24 | 29 | 4 | 3.0600 | .9456 |
| 6 | large family size will affect the quality of life of individuals and the family at large | Inquiry | 50 | 35 | 10 | 5 | 3.3000 | 1.0095 |
| | | Lecture | 40 | 27 | 29 | 4 | 3.0300 | .9988 |
| 7 | family size should be based on the capacity of the family head | Inquiry | 35 | 45 | 10 | 10 | 3.0500 | .6392 |
| | | Lecture | 26 | 36 | 30 | 8 | 2.8000 | .9656 |
| 8 | moderate family size enables family members to enjoy good quality of life | Inquiry | 40 | 45 | 15 | 0 | 3.2500 | 1.0095 |
| | | Lecture | 30 | 36 | 34 | 0 | 2.9600 | .9988 |
| 9 | large family size often constitute social insecurity and other social vices to the family and society at large | Inquiry | 70 | 30 | 0 | 0 | 3.7000 | .6392 |
| | | Lecture | 54 | 24 | 22 | 0 | 3.3200 | .9656 |
| 10 | population education is family planning | Inquiry | 60 | 30 | 5 | 5 | 3.4500 | 1.0095 |
| | | Lecture | 48 | 24 | 25 | 3 | 3.1700 | .9988 |
| 11 | large population can bring about the availability of increased working population i.e. increase in output | Inquiry | 45 | 35 | 10 | 10 | 3.1500 | .9656 |
| | | Lecture | 36 | 28 | 29 | 7 | 2.9300 | 1.0125 |
| 12 | a large population will expand the domestic market for goods and services of the nation's population | Inquiry | 45 | 40 | 10 | 5 | 3.2500 | .9945 |
| | | Lecture | 36 | 32 | 28 | 4 | 3.000 | 1.0094 |
| 13 | a large population is likely to be accompanied by diversity of skills | Inquiry | 30 | 45 | 15 | 10 | 2.9500 | .9062 |
| | | Lecture | 24 | 36 | 33 | 7 | 2.7700 | .9570 |
| 14 | a large population gives a country a feeling of importance and security | Inquiry | 35 | 30 | 20 | 15 | 2.8500 | .8977 |
| | | Lecture | 28 | 24 | 37 | 11 | 2.6900 | .9087 |
| 15 | a large population can lead to over population with problems such as over-crowding, spreading of diseases, unemployment etc | Inquiry | 50 | 35 | 10 | 5 | 3.3000 | 1.1674 |
| | | Lecture | 40 | 27 | 29 | 4 | 3.0300 | 1.1247 |
| 16 | a large population without the necessary increased production leads to food shortage | Inquiry | 60 | 30 | 5 | 5 | 3.4500 | 1.0941 |
| | | Lecture | 48 | 23 | 25 | 4 | 3.1500 | 1.0729 |
| 17 | rapid and uncontrolled growth in the population leads to political instability because the government will not be able to control and provide necessary social and economic facilities to the people | Inquiry | 65 | 30 | 5 | 0 | 3.600 | 1.0723 |
| | | Lecture | 50 | 24 | 26 | 0 | 3.2400 | 1.1065 |
| 18 | many people in large population will be left without jobs and this will bring about vices like prostitution, armed robbery, terrorism etc | Inquiry | 40 | 50 | 5 | 5 | 3.2500 | 1.0183 |
| | | Lecture | 31 | 39 | 26 | 4 | 2.9700 | 1.0550 |
| 19 | over population leads to heavy dependence ratio | Inquiry | 50 | 45 | 5 | 0 | 3.4500 | 1.1678 |
| | | Lecture | 39 | 35 | 26 | 0 | 3.3000 | 1.1722 |
| 20 | lower population growth rates should be encouraged through reduction of birth rates by voluntary fertility regulation methods | Inquiry | 55 | 25 | 5 | 15 | 3.2000 | .9212 |
| | | Lecture | 43 | 20 | 26 | 11 | 2.9500 | .8451 |

Table 4.5 revealed the perception of students on the 20 items of attitude of students taught guided inquiry method and those taught guided lecture method. It showed that for most of the items, students who benefitted from the guided inquiry teaching method had higher mean scores than those taught with the guided lecture method. For instance, in item 1, their mean attitude perception was 3.1400 and 2.8300 by students in guided inquiry and guided lecture method respectively. In the same vein in item2, their mean attitude perception was 3.4000 and 3.0900 by students of guided inquiry method and those of guided lecture method respectively. The same trend in the mean scores was observed in the 20 items on students' attitude. This implies that inquiry method influences students' attitude towards social studies more than the lecture method.

**Research Question Five:** What is the difference in the attitude of students in the experimental groups as compared with those of the control groups?

**Table 4.6: Perception of the Attitude of Students Taught Using Guided Inquiry, Guided Lecture and Traditional Method**

| S/NO | ITEMS ON ATTITUDES | Teaching methods | Response categories (I Frequencies) SA | A | D | SD | Mean | Std. dev |
|---|---|---|---|---|---|---|---|---|
| 1 | human population is growing at an unprecedented rate to the extent that available natural and material resources can no longer satisfy the needs of mankind | Inquiry | 39 | 41 | 15 | 5 | 3.1400 | .6392 |
| | | Lecture | 27 | 33 | 36 | 4 | 2.8300 | .9656 |
| | | Control | 10 | 20 | 55 | 15 | 2.2500 | .8541 |
| 2 | family life education can enhance all round development of the youth at the family level and the society at large | Inquiry | 50 | 40 | 10 | 0 | 3.4000 | 1.0095 |
| | | Lecture | 39 | 31 | 30 | 0 | 3.0900 | .9988 |
| | | Control | 30 | 20 | 29 | 21 | 2.5900 | .8428 |
| 3 | family life education can prevent family and social problems and help families function efficiently | Inquiry | 40 | 60 | 0 | 0 | 3.4000 | .6392 |
| | | Lecture | 31 | 47 | 22 | 0 | 3.0900 | .9656 |
| | | Control | 20 | 34 | 36 | 10 | 2.0400 | .5210 |
| 4 | family size has a negative impact on family welfare | Inquiry | 40 | 40 | 15 | 5 | 3.1500 | 1.0066 |
| | | Lecture | 32 | 32 | 33 | 3 | 2.9300 | .9988 |
| | | Control | 10 | 26 | 44 | 20 | 2.2600 | .8454 |
| 5 | a small family size is more conducive to the enhancement of quality life in the family | Inquiry | 55 | 30 | 10 | 5 | 3.3500 | .6392 |
| | | Lecture | 43 | 24 | 29 | 4 | 3.0600 | .9456 |
| | | Control | 15 | 25 | 34 | 26 | 2.2900 | .7548 |
| 6 | large family size will affect the quality of life of individuals and the family at large | Inquiry | 50 | 35 | 10 | 5 | 3.3000 | 1.0095 |
| | | Lecture | 40 | 27 | 29 | 4 | 3.0300 | .9988 |
| | | Control | 19 | 25 | 26 | 30 | 2.3300 | .8774 |
| 7 | family size should be based on the capacity of the family head | Inquiry | 35 | 45 | 10 | 10 | 3.0500 | .6392 |
| | | Lecture | 26 | 36 | 30 | 8 | 2.8000 | .9656 |
| | | Control | 35 | 16 | 39 | 10 | 2.7600 | .7451 |
| 8 | moderate family size enables family members to enjoy good quality of life | Inquiry | 40 | 45 | 15 | 0 | 3.2500 | 1.0095 |
| | | Lecture | 30 | 36 | 34 | 0 | 2.9600 | .9988 |
| | | Control | 36 | 15 | 34 | 15 | 2.7200 | 1.0221 |
| 9 | large family size often constitute social insecurity and other social vices to the family and society at large | Inquiry | 70 | 30 | 0 | 0 | 3.7000 | .6392 |
| | | Lecture | 54 | 24 | 22 | 0 | 3.3200 | .9656 |
| | | control | 24 | 10 | 40 | 26 | 2.3200 | .7582 |
| 10 | population education is family planning | Inquiry | 60 | 30 | 5 | 5 | 3.4500 | 1.0095 |
| | | Lecture | 48 | 24 | 25 | 3 | 3.1700 | .9988 |
| | | Control | 20 | 15 | 40 | 25 | 2.3000 | .8752 |
| 11 | large population can bring about the availability of increased working population i.e increase in output | Inquiry | 45 | 35 | 10 | 10 | 3.1500 | .9656 |
| | | Lecture | 36 | 28 | 29 | 7 | 2.9300 | 1.0125 |
| | | Control | 25 | 20 | 29 | 26 | 2.4400 | .5687 |
| 12 | a large population will expand the domestic market for goods and services of the nation's population | Inquiry | 45 | 40 | 10 | 5 | 3.2500 | .9945 |
| | | Lecture | 36 | 32 | 28 | 4 | 3.000 | 1.0094 |
| | | Control | 20 | 10 | 50 | 20 | 2.3000 | .5749 |
| 13 | a large population is likely to be accompanied by diversity of skills | Inquiry | 30 | 45 | 15 | 10 | 2.9500 | .9062 |
| | | Lecture | 24 | 36 | 33 | 7 | 2.7700 | .9570 |
| | | Control | 20 | 11 | 49 | 20 | 2.3100 | .8745 |
| 14 | a large population gives a country a feeling of importance and security | Inquiry | 35 | 30 | 20 | 15 | 2.8500 | .8977 |
| | | Lecture | 28 | 24 | 37 | 11 | 2.6900 | .9087 |
| | | Control | 26 | 0 | 49 | 25 | 2.2700 | .6565 |
| 15 | a large population can lead to over population with problems such as over-crowding, spreading of diseases, unemployment etc | Inquiry | 50 | 35 | 10 | 5 | 3.3000 | 1.1674 |
| | | Lecture | 40 | 27 | 29 | 4 | 3.0300 | 1.1247 |
| | | Control | 15 | 25 | 39 | 21 | 2.3400 | .8421 |
| 16 | a large population without the necessary increased production leads to food shortage | Inquiry | 60 | 30 | 5 | 5 | 3.4500 | 1.0941 |
| | | Lecture | 48 | 23 | 25 | 4 | 3.1500 | 1.0729 |
| | | Control | 30 | 20 | 35 | 15 | 2.6500 | .7152 |
| 17 | rapid and uncontrolled growth in the population leads to political instability because the government will not be able to control and provide necessary social and economic facilities to the people | Inquiry | 65 | 30 | 5 | 0 | 3.600 | 1.0723 |
| | | Lecture | 50 | 24 | 26 | 0 | 3.2400 | 1.1065 |
| | | Control | 30 | 11 | 34 | 25 | 2.4600 | .7241 |
| 18 | many people in large population will be left without jobs and this will bring about vices like prostitution, armed robbery, terrorism etc | Inquiry | 40 | 50 | 5 | 5 | 3.2500 | 1.0183 |
| | | Lecture | 31 | 39 | 26 | 4 | 2.9700 | 1.0550 |
| | | Control | 15 | 30 | 39 | 16 | 2.4400 | 1.210 |
| 19 | over population leads to heavy dependence ratio | Inquiry | 50 | 45 | 5 | 0 | 3.4500 | 1.1678 |
| | | Lecture | 39 | 35 | 26 | 0 | 3.3000 | 1.1722 |
| | | Control | 30 | 25 | 30 | 15 | 2.7000 | .9760 |
| 20 | lower population growth rates should be encouraged through reduction of birth rates by voluntary fertility regulation methods | Inquiry | 55 | 25 | 5 | 15 | 3.2000 | .9212 |
| | | Lecture | 43 | 20 | 26 | 11 | 2.9500 | .8450 |
| | | Control | 35 | 16 | 24 | 25 | 2.6100 | .8901 |

Table 4.3.5 shows the Perception of respondents on the 20 items of attitude of students taught using guided inquiry method, guided lecture method and those taught with traditional teaching method. The table also shows that students in the guided inquiry teaching method had the highest mean attitude, followed by those taught with the guided lecture teaching method and the least are those taught with the traditional method. For example in item 1 (human population is growing at an unprecedented rate to the extent that available natural and material resources can no longer satisfy the needs of mankind) their mean attitude perception were 3.1400, 2.8300 and 2.2500 by students in guided inquiry, guided lecture and the traditional method respectively. In the same vein, in item 2 (2 family life education can enhance all round development of the youth at the family level and the society at large), their overall mean attitude perception were 3.4000, 3.0900 and 2.5900 by students in guided inquiry, guided lecture and traditional method respectively. A close observation of the table showed that the same trend can be observed in all the 20 items on students' attitude. This implies that students taught with the guided inquiry teaching method had higher mean attitudes than those in the guided lecture method, while the traditional teaching method produced the least attitude.

## 4.4 Testing of Research Hypotheses

**Hypothesis One** : This null hypothesis states that there is no significant difference in the performance of students taught using inquiry and lecture methods.

**Table 4.4.1 Independent T-test Sample Statistics Difference between Academic Performance of Students Taught Using Inquiry and lecture Teaching Methods**

| Variable | Experimental groups | N | Mean | Std.dev | Std. Err | Df | t calculated | t-critical | Sig (p) |
|---|---|---|---|---|---|---|---|---|---|
| ACADEMIC PERFORMANCE | Guided Inquiry method | 100 | 28.66 | 5.880 | .588 | | | | |
| | Guided lecture method | 100 | 25.23 | 6.612 | .661 | 198 | 3.877 | 1.96 | 0.000 |

***Calculated t >1.96, p< 0.05***

Results of the independent t-test statistics showed that significant difference exists in the academic performance of students taught using inquiry and lecture teaching methods. Reason being that the calculated p value of 0.000 is lower than the 0.05 alpha level of significance while the t-calculated value of 3.877 is higher than the t-critical value of 1.96, at df198. Their calculated mean academic performances were 28.66 and 25.23 by students taught with guided inquiry method and those taught with guided lecture method respectively. Consequently, the null hypothesis which states that there is no significant difference in the performance of students taught using inquiry and lecture methods is hereby rejected.

**Hypothesis Two** : This null hypothesis states that there is no significant difference in the performance of students in the experimental groups as compared with those of the control groups.

**Table 4.8 Independent T-test Sample Statistics of Academic Performance of Students in the Experimental and Control groups**

| Variable | Treatment groups | N | Mean | Std.dev | Std. Err | Df | t calculated | t-critical | Sig (p) |
|---|---|---|---|---|---|---|---|---|---|
| Academic Performance | Experimental group | 200 | 26.95 | 6.473 | .458 | | | | |
| | Control group | 100 | 20.31 | 6.981 | .698 | 298 | 8.151 | 1.96 | 0.000 |

***Calculated t >1.96, calculated p< 0.05***

Results of the independent t-test statistics showed that significant difference exist in academic performance of students in the experimental (guided inquiry and guided lecture methods) and those in control groups (traditional method). This is because the calculated p value of 0.000 is lower than the 0.05 alpha level of significance while the t-calculated value of 8.151 is higher than the t-critical value of 1.96, at df 298. Their calculated mean academic performances were 26.95 and 20.31 by students in the experimental and those in control groups respectively. Consequently, the null hypothesis which states that there is no significant difference in the performance of students in the experimental groups as compared with those of the control groups is hereby rejected.

**Hypothesis Three:** This null hypothesis states that gender has no significant effect on the performance of students when taught using inquiry method and lecture method.

**Table 4.9 Covariance Statistics of the Effect of Gender on Performance of Students When Taught Using Guided Inquiry and Guided Lecture Teaching Methods**

| Treatment group | Gender | Mean | Std. Deviation | N |
|---|---|---|---|---|
| Guided Inquiry method | Male | 29.20 | 6.125 | 50 |
| | Female | 28.12 | 5.634 | 50 |
| | Total | 28.66 | 5.880 | 100 |
| Guided lecture method | Male | 25.38 | 6.344 | 50 |
| | Female | 25.08 | 6.931 | 50 |
| | Total | 25.23 | 6.612 | 100 |
| Total | Male | 27.29 | 6.494 | 100 |
| | Female | 26.60 | 6.467 | 100 |
| | Total | 26.94 | 6.473 | 200 |

The result of the covariance statistics above showed that significant effect exists in gender on the performance of students when taught using guided inquiry and guided lecture teaching methods. This is because the calculated intercept value of 0.000 is lower than 0.05 alpha level of significance. Specifically, sex has significant effect on the performance of the students on the basis of their groups as the calculated p value of 0.000 was lower than p value of 0.05 level of significance. The results showed that the calculated mean academic performance in guided inquiry method were 29.20 and 28.12

by male and female respectively while in guided lecture method the calculated mean was 25.38 and 25.08 by male and female respectively. This reveals that significant differences exist on account of the groups, and not on the basis of sex. Consequently, the null hypothesis which states that gender has no significant effect on the performance of students when taught using guided inquiry and guided lecture teaching methods, is hereby rejected.

**Hypothesis Four:** The null hypothesis states that inquiry method and lecture method have no significant influence on students' attitude towards social studies.

**Table 4.10**: **Non Parametric Test of Mann-Whitney of Students Taught With Guided Inquiry Teaching Method and Those Taught With Guided Lecture Teaching Method in Their Attitude towards Social Studies**

| | Treatment groups | N | Mean Rank | Sum of Ranks | Z calculated | Sig ( p) |
|---|---|---|---|---|---|---|
| ATTITUDE COMPUTED | Guided inquiry teaching method ) | 100 | 110.96 | 11096.00 | 2.578 | .010 |
| | Guided Lecture teaching method ) | 100 | 90.040 | 9004.00 | | |
| | Total | 131 | | | | |

Result of the non parametric test of Mann-Whitney above showed the mean rankings of social studies students' *level of attitude* between students taught with guided inquiry teaching method and those taught with guided lecture teaching method. The result showed that significant differences exist between students taught with guided inquiry teaching method and those taught with guided lecture teaching method in their level of

attitude. This is because the calculated significant value of 0.010 is lower than the 0.05 alpha value of significance. Their mean *level of attitude* rankings were 110.96 and 90.040 by those taught with guided inquiry teaching method and those taught with guided lecture teaching method respectively. This shows that students taught with guided inquiry method had significantly higher mean level of attitude than their counterparts taught with guided lecture teaching method. Consequently, the null hypothesis which states that there is no significant difference between students taught using guided inquiry teaching method and those taught with guided lecture teaching method in their attitude towards social studies is hereby rejected.

**Research Hypothesis Five:** There is no significant difference in the attitude of students in the experimental groups as compared with those of the control groups

**Table 4.4.5: Non Parametric Test of Kruskal-Wallis in the Level of Attitude of Students Taught With Guided Inquiry Teaching Method, Guided Lecture Teaching Method and Those Taught With Traditional Teaching Method**

| Test variable | group | N | Mean Rank | df | Sig ( p) |
|---|---|---|---|---|---|
| Attitude | guided inquiry method | 100 | 202.51 | 2 | 0.000 |
| | guided lecture method | 100 | 166.29 | | |
| | Control | 100 | 82.70 | | |
| | Total | 300 | | | |

Result of the non parametric test of Kruskal-Wallis test above showed the mean rankings of the three groups of students. The result showed that significant differences exist among

the three groups of students in their attitude towards social studies. This is because the calculated significant value of 0.000 is less than the 0.05 alpha value of significance. Their mean attitude level rankings were 202.51, 166.29 and 82.70 by students taught with guided inquiry teaching method, those taught with guided lecture teaching method and those taught with traditional teaching method respectively. This shows that students taught with guided inquiry teaching method, have the highest attitude mean ranking towards social studies, followed by those taught with guided lecture teaching method and the least attitude ranking are those taught with traditional teaching method respectively. Therefore, the null hypothesis which states that, there is no significant difference in the attitude of students in the experimental groups as compared with those of the control groups is hereby rejected.

## 4.5 Summary of Major Findings

The following are the summary of the major findings of the study:

1. Students' taught using guided inquiry method performed better than those taught using guided lecture method.
2. Students' taught using guided inquiry and guided lecture methods performed better than those taught using traditional methods.
3. Male students performed better than female students when taught using guided inquiry and guided lecture methods.
4. Guided inquiry and guided lecture methods have an influence on students' attitudes towards social studies.

5. Students' taught using guided inquiry and guided lecture methods showed more positive attitude towards social studies than those taught using traditional method.

### 4.6 Discussions of the Findings

The discussions of findings are done in relation to the results of the hypotheses tested.

**Hypothesis One:** Result of the findings showed that significant difference exist in the academic performance of students taught using inquiry and lecture teaching methods. Their calculated mean academic performances were 28.66 and 25.23 by students taught with guided inquiry method and those taught with guided lecture method respectively. This shows that students taught with guided inquiry had higher academic performance than those taught with guided lecture teaching methods. This result is not entirely surprising as it confirms the assumption of Hebrank (2004) that using inquiry teaching method produces a far reaching performance than other teaching methods because the method requires independent learning and active participation from learners. This finding confirms the previous findings of Ediyang (2012) which showed that social studies students taught using the inquiry method performed significantly better than their counterparts taught using other teaching methods because of their physical involvement in the lesson. The result of this hypothesis also supports the findings of Ifeoma and Oge (2013) which indicated that students taught with guided inquiry method performed significantly better and participated more in social studies lessons than those taught with traditional method.

**Hypothesis Two:** The findings showed that significant difference exists in the academic performance of students in the experimental groups (guided inquiry and guided lecture)

and those in control group (traditional method). Their calculated mean academic performances were 26.95 and 20.31 by students in the experimental group and those in the control groups respectively. In this test of hypothesis, the two experimental groups taught using guided inquiry and guided lecture methods were merged together against the control group that were subjected to the traditional method of teaching. The result of this hypothesis has shown that students taught using both the guided inquiry and guided lecture methods performed better than students taught using traditional method. With regard to guided inquiry method, the result is not surprising as it again confirms the findings of Ifeoma and Oge (2013) which showed that students taught using the guided inquiry method performed better and participated more in the learning process. With regard to guided lecture method, this finding corroborates the findings of Daugherty (2008) which indicated that the guided lecture method can prove to be an effective instructional method because it provides students with more complex view of information and can be used to enhance the material that the students already have such as textbooks. This finding also confirms the findings of McMann (1979) which showed that lecture can be an effective method by itself and can be coupled with other methods such as inquiry learning because it allows the teacher to set the background that the students need and provides a more in-depth look at an important aspect that the textbook mentions, but does not elaborate on them.

**Hypothesis Three:** This hypothesis was tested using the covariance analysis to ascertain the effect of sex (male and female) on the performance of students in the two experimental groups (guided inquiry and guided lecture method). The calculated mean academic performance in guided inquiry method were 29.20 and 28.12 by male and

female respectively while in guided lecture method it was 25.38 and 25.08 by male and female respectively. This result shows that the male students in both groups performed significantly better than their female counterparts when taught using both methods and also employing both teaching strategies enhances better performance of males than females in social studies. This finding supports the findings of Hancock (1996) which showed that males usually score higher on average than females in social studies achievement tests (SSAT). The result also confirms the findings of Ajiboye and Adeyinka (n.d.) which showed that gender has a significant effect on performances in social studies with male students performing better than their female counterparts. The finding is also in agreement with that of Abdu-Raheem (2012) who discovered that male students performed better than females in mathematics, science and social science subjects. The explanation to this phenomenon in Nigeria especially in the north where this study was carried out is that socialization of boys and girls explains the differential gender effects on achievement and achievement related variables. Girls are more restricted and confined to homes, especially during adolescence than boys and are often burdened with the household work. This seems to give boys more time and freedom to work on their school work.

**Hypothesis Four:** The outcome of the non parametric tests of Man Whitney analysis showed that inquiry teaching method has significant influence on students' attitude towards social studies. Their mean *level of attitude* rankings were 110.96 and 90.040 by those taught with guided inquiry teaching method and those taught with guided lecture teaching method respectively This finding is in agreement with that of Huseyin and Refik (2010) who discovered that inquiry based learning approach has more positive effects

when it is compared to traditional learning approaches on improving the attitudes of learners towards social studies. This finding also corroborate the findings of Grambs and Carr (1979) which showed that the inquiry teaching method enables students to be involved, and critically allows them explore leading to higher level of attitude. The result of the hypothesis has also revealed that using the guided inquiry method influences positive attitudes in students more than the guided lecture method. This finding confirms the previous findings of Olukayode (2012) which also showed that the inquiry method (IM) was found to have been most effective in influencing positive attitudes in students towards social studies because the method encourages divergent thinking, allows students to find out information by themselves and it generates students' enthusiasm at examining issues logically.

**Hypothesis Five:** This hypothesis was to test the level of attitude of the three groups (guided inquiry group, guided lecture group and the control group). The mean attitude level rankings were 202.51, 166.29 and 82.70 by students taught with guided inquiry teaching method, those taught with guided lecture teaching method and the control group respectively. The result of this hypothesis has shown that significant difference exists in the level of attitude of students in the three groups with students in the inquiry group having the highest mean attitude ranking (202.51) and the students in the control group (traditional method) having the lowest mean attitude ranking (82.70). Thus, there is a significant difference in the attitude of students taught using guided inquiry and lecture methods as compared to those taught using traditional method. This finding reconfirms the findings of Huseyin and Refik (2010) which indicated that inquiry-based learning approach is more effective than traditional learning approaches in improving students'

attitudes towards social studies lesson. This finding is in agreement with that of Bentley (2009) which concluded that inquiry learning strategies were useful in increasing students' achievement, thus increasing engagement in lessons and facilitating positive attitudes towards what is learnt. The finding also agrees with the findings of Ololobou (2009) which showed that the inquiry did not appear to complement academic growth over lecture teaching method but it did have a significant impact on students' attitudes towards social studies. Okam (1998) has also opined that social studies education seeks to address the affective aspect of learners and hence needs to be taught with solution finding methods like the inquiry and the problem solving methods.

# CHAPTER FIVE

# SUMMARY, CONCLUSION AND RECOMMENDATIONS

## 5.1 Introduction

The chapter presents the summary of the entire research work, conclusions drawn from the study, recommendations, suggestions for further studies and limitations of the study.

## 5.2 Summary

The study investigated the effect of Inquiry and Lecture methods of instruction on students' performance in social studies in Colleges of Education in North West Geopolitical zone in Nigeria. Five research questions and five hypotheses were generated to guide the study. Since the study had to do with finding the effects of two different teaching methods simultaneously, a pre-test, post-test quasi experimental design which required having two experimental groups and one control group was adopted for the study. The students were therefore assigned to two experimental groups and one control group. The experimental groups were taught some social studies concepts using the guided inquiry and guided lecture methods respectively while the control group did not receive treatment.

The population of the study consisted of all the colleges of education in North West zone of Nigeria offering NCCE approved social studies programmes. A purposive sampling technique was employed to select six federal and state colleges of education and a sample of 300 social studies students were used for the study. Two research instruments were used for this study. The first is a forty multiple choice social studies performance test (SPT) which covered different aspects of social studies such as Population and family life

education, Modernization, Globalization and Culture was taught using the instructional plans developed by the researcher. The second instrument is a twenty item social studies scale (SSAS) developed to establish students attitudes towards social studies. The two instruments were trial tested on twenty NCE 3 students who were not part of the study sample and a reliability co-efficient of alpha level of .963 was obtained for the attitude scale, while a reliability co-efficient of .85 was obtained for the test instrument. The data collected was analyzed through different procedures. The bio data variables were analyzed through frequencies and percentage distributions. The research questions were analyzed using frequencies, means, and standard errors to determine level of responses and comparative opinions. The research hypotheses were analyzed using inferential statistics. Hypotheses one and two were analyzed using the Independent t-test statistic. Hypothesis three was analyzed using Analysis of Co-variance (ANCOVA). Hypothesis four was analyzed using the Non-parametric test of Man-Whitney while hypothesis five was analyzed using the Non-parametric test of Kruskal-Wallis. All the five hypotheses tested in this study were rejected.

## 5.3 Conclusions

From the findings of this study, the following can be concluded:

1. using guided inquiry method to teach social studies produces a better performance than the guided lecture method;
2. students taught using the guided inquiry and guided lecture methods performed significantly better than those taught using traditional method;
3. gender has an effect on performance in social studies with male students performing better than their female counterparts;

4. guided inquiry method influences students' attitudes positively towards social studies better than the guided lecture method; and
5. integrated guided inquiry and guided lecture teaching methods is more effective than traditional method in improving students' attitudes towards social studies.

**5.4 Recommendations**

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

1. government, curriculum planners, heads of social studies departments in colleges of education should further emphasize the use of inquiry related teaching strategies in the implementation of social studies curriculum as it produces a better performance than other teaching methods;
2. the use of traditional lecture in teaching social studies where lecturers primarily give information while students take down notes must be discouraged. It should be modified into other types of lectures such as the guided lecture method;
3. government should work towards eliminating the bias against females in our educational system particularly in the North so that both males and females can have equal learning opportunities thereby reducing the differential gender effects on achievement;
4. lecturers of social studies in colleges of education should be urged by their heads of departments to utilize the guided inquiry approach in improving student's attitudes towards social studies lessons;

5. emphasis should not only be placed on the acquisition of knowledge of social studies concepts and facts, the affective domain of learning should be given cognizance so that learners will acquire more of moral and ethical values; and

## 5.5 Suggestions for Further Studies

The following suggestions were made for further studies in these areas:

1. the study was carried out in colleges of education in North West zone of Nigeria. It is suggested that a study of this nature should be conducted to cover the rest of the five geopolitical zones in the country to see whether the same results would be obtained so that generalizations could be made about the findings in all the colleges of education in the country;
2. subsequent study of this nature should be carried out using different instructional strategies such as the guided discussion and discovery methods;
3. it is suggested that similar study should be conducted in the primary and junior secondary schools in Nigeria as social studies is being taught at these levels; and
4. another study of this kind could also be carried out using other subjects.

## 5.6 Limitation of the Study

The study could not cover all the colleges of education in Nigeria due to impracticability of research situation and logistic issues.

## 5.7 Contribution to Knowledge

This study has however made significant contributions to knowledge. Since this study is empirical, it has provided the much needed quantitative data on inquiry and lecture methods in teaching social studies. The study has also contributed to teacher preparation

by focusing on specific methods of teaching social studies and how professional teachers can modify the methods for instruction or to yield better results. The study has also tried to establish a relationship between methods used for instruction and students' attitude towards social studies.

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## APPENDIX 1

### LECTURE PLAN ONE (POP/FLE)

i. **Lecture Topic:** Population and Family Life Education

ii. **Level:** NCE III

iii. **Lecture Duration:** 1Hour

iv. **Objectives**: At the end of the lecture students should:

a) Comprehend the concepts "population" and "family life"

b) Recognize the meaning and purpose of population education

c) Recognize the meaning and purpose of family life education

v. **Reference Material:** Fundamentals of social studies education Vol.(2)

**vi. Presentation:**

| **Steps** | | **Students** |
|---|---|---|
| 1. | The researcher introduces the lecture by dictating to the students a list of the lecture objectives as stated above | The students are expected to copy them down in their note books. |
| 2. | The researcher defines and explains the concept "population" as follows:<br>Population is the total number of people inhabiting a specific area or space at a particular time or at a specific time. It is the identifiable number of organisms that exist in a given location or geographical area at a given time. These organisms can be human beings, plants or animals. Population may also be counted and classified by age, sex, occupation or any other meaningful characteristics. | The students are asked to listen attentively (no writing). |
| 3. | The researcher also defines the concept "family life" as follows:<br>Family life can be defined as the structure, interpersonal relationships and the responsibilities that are involved in the family setup, that enable them to cope with stress and troubles which a | Students are expected to listen attentively (no writing). |

| | | |
|---|---|---|
| | family may encounter.<br>There are different forms of families and the structure varies from society to society. The form of family is the determinant factors in the family life that would exist in any society. For instance, the smallest family unit is known as the nuclear family and it consists of a husband, wife and children. This form of family life is common in urban and modern societies. In the rural villages, family life centres around large, extended families which are made up of two or more nuclear families sharing a common household and economic resources. It consists of grandparents, uncles, aunts, cousins, nephews, children etc. the care of the family may fall to any member of the family. | |
| 4. | The researcher explains the meaning and purpose of population education as follows:<br>Population education is an educational programme which provides for a study of the population situation in the family, community, nation and the world with the purpose of developing in the student, rational and responsible attitudes and behavior towards that situation.<br>The fundamental purpose of population education is to create awareness and understanding of population issues directly related to social, economic and cultural development of the individual, the family, and the nation; to enable informed decision making on population matters in order to contribute more effectively towards the amelioration of socio-economic and cultural | The students are expected to listen attentively |

| | | |
|---|---|---|
| | welfare of the individual, the family and the nation, (UNESCO, 1985). | |
| 5. | The researcher explains the meaning and purpose of family life education as follows:<br>Family life education is an educational programme which seeks to enhance all round development of the youth at the family level and the society at large. It is centred on the areas of sexuality, reproductive health and HIV, pregnancy, family planning, gender roles, how to seek professional medical services when needed choosing a partner using drugs or alcohol, and the knowledge relating to other decisions young people make as they grow. The purpose of family life education is to prevent family and social problems, promote harmonious human relationship and help families function effectively; strengthen and enrich individual and family wellbeing; argue knowledge about human development and behaviour in the family setting over the life course, acquire interpersonal skills for present and future family roles, understand marital and family pattern and processes, and gain insight into one's self and others. | Students are expected to be listening. |

**Summary**

The researcher reviews the lecture by refocusing on the meaning and purpose of population and family life education.

## LECTURE PLAN TWO (POP/FLE)

i) **Lecture Topic:** Population and Family Life Education

ii) **Level:** NCE III

iii) **Lecture Duration**: 1Hour

iv) **Objectives**: At the end of the lecture students should be able to:

a) Distinguish between an aim and an objective

b) Recall the long term aims of population and family life education

c) Recall the short term objectives of POP/FLE

v) **Reference Material:** Fundamentals of social studies education; Vol.(2)

**vi) Presentation:**

| **Steps** | | **Students** |
|---|---|---|
| 1. | The researcher introduces the lecture by dictating to the students a list of the lecture objectives as highlighted above. | The students are asked to copy them down in their notes |
| 2. | The researcher explains and distinguishes between an aim and an objective as follows:<br>– An aim/goal is a statement of desired outcomes. It is all what is designed to be achieved over time, on a long term basis.<br>– An objective represents a more specified set of goals. It is all what is desired to be achieved under a short period of time or on a short term basis | The students are expected to listen attentively (no writing). |
| 3. | The researcher explains the following long-term goals of population and family life education:<br>a) Assist Federal Government in achieving its population policy geared towards effective use of human and material resources for development.<br>b) Assist the Federal Ministry of Education in achieving an educational system responsive to the socio-economic needs of the country as stated in | Students are expected to listen attentively |

| | | |
|---|---|---|
| | the National Policy of Education.<br>c) Institutionalize population education into our education system to enable student teacher and the community to develop desirable attitude and behaviour towards population issues so as to take rational decisions concerning the quality of their life. | |
| 4. | The researcher explain to the students the following short-term objectives of POP/FLE: the short term objectives includes: -<br>a) To identify needs, problems and gaps in population education for both the in-school and out-of-school sectors;<br>b) To analyze existing curriculum materials syllabi teaching and learning materials at all levels of education and suggest suitable guidelines for determining appropriate content and modes of introducing population education concepts into the curricular;<br>c) To create a favourable climate of awareness and knowledge on population education among all sectors of the Nigeria population through public awareness campaign;<br>d) To develop appropriate curriculum materials for use in the population education programme;<br>e) To incorporate population education into all teacher education training programmes;<br>f) To train teacher educators as well as other teachers to teach population education concepts in schools, and | The students are expected to listen attentively |

| | | |
|---|---|---|
| | g) To develop relevant materials, newsletter, sourcebooks and other audio-visual aids for public enlightenment and teaching/learning in schools. | |

**Summary**

The researcher summarizes the lesson by explaining in brief the long-term and short-term objectives of population and family life education.

## LECTURE PLAN THREE (GLOBALIZATION)

i) **Lecture Topic:** Globalization

ii) **Level:** NCE III

iii) **Lecture Duration**: 1Hour

iv) **Objectives**: At the end of the lecture students should:

a) Comprehend the concept globalization

b) Describe the historical antecedents of globalization.

v) **Reference Material:** Fundamentals of social studies education; vol.(2)

**vi) Presentation:**

| Steps | | Students |
|---|---|---|
| 1. | The researcher introduces the lecture by dictating to the students a list of the lecture objectives as outlined above | Students are expected to copy them down in their note books |
| 2. | The researcher defines and explains the concept globalization as follows:<br>- Globalization is a word used to describe the whole world as a simple community served by electronic media and information technology. It entails greater international movement of commodities, money, information, ideas and people. Globalization is described as the process that promotes the integration of a whole system of inter-relationships across sovereign states. The above definitions suggest that globalization is a process through which the people of the world are incorporated into a single global society. This process creates a global market which allows all nations to complete and be active participants. | Students are expected to listen attentively (no writing). |
| 3. | The researcher goes further to describe the historical antecedents of globalization as follows:<br>The process of globalization is not new. For several centuries before now, nations, firms, corporations especially | Students are expected to listen attentively. |

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| | from the developed world have extended their production and hading activities to various territories of the globe. A review of some phenomena would clarify this view point.<br>**i) <u>Colonialism</u> : -**<br>Colonialism simply is the practice of having nations as colonies. It is a policy in which a powerful country rules other territories and develops trade for its own benefit. (Resource person is expected to use Britain and Nigeria as an example). Colonialism can also be seen as a policy or practice by which one country installs the settlement of its people on the lands of another country. Although, colonialism has almost nearly disappeared, the structures initially laid down by the colonial masters, have paved way for the present process and practice of integrating and connecting nations across the globe.<br>**ii) <u>Imperialism</u>**<br>This is an attempt by one country to have political, economic and social control over another society. It is often referred to as the highest form of capitalism. Imperialism is therefore an economic phenomenon. It does not necessarily lead to direct political control or colonialism. But it is a national policy that favors extending power and control over another country and its resources.<br>**iii) <u>Europeanization</u>**<br>Literally, Europeanization is the attempt to make something or somebody part of the culture of Europe. This means things are changed to fit into European life, customs and ideas. The policies of colonialism and imperialism have taken the people of Europe to various parts of the globe. These people who have settled in | |

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| | various countries of the world have extended European policies and practices to such places. Inevitably, nations under such occupation and influence have grown to imbibe European practices, ideas and lifestyle causing the local people to act and live out aspects of the culture of Europe. Over the past few centuries, European ideas have infiltrated several countries and the adoption of these practices by such foreign countries has made the integration of various countries and cultures into the European culture.<br>**iv) <u>Westernization</u>**<br>Westernization is the adoption of western culture. It is that process when people, country or culture practices the customs and beliefs of the people of Europe. The result of westernization was the introduction and spread of western ideals, beliefs and practices to the detriment of African indigenous cultural belief. (the resource person is expected to give concrete examples of some of the practices of the western world which have eliminated African indigenous practices)<br>**v) <u>Americanization</u>**<br>This is the process of being made American. That is to give something the form, style and qualities of America. Today, America is synonymous with the ideals of freedom, liberation and democracy. As a nation, America is a dominant power in various spheres of life in the world. It is known to aggressively pursue its political and economic interests through its policies. | |

**<u>Summary:</u>**

The researcher summarizes the major points of the lecture.

## LECTURE PLAN FOUR (MODERNIZATION)

i) **Lecture Topic:** Modernization

ii) **Level:** NCE III

iii) **Lecture Duration**: 1Hour

iv) **Objectives**: At the end of the lecture students should:

a) Understand the meaning and nature of modernization

b) Recognize the factors of modernization

v) **Reference Material:** Fundamentals of social studies education; vol.(2)

**vi) Presentation:**

| Steps | | Students |
|---|---|---|
| 1. | The researcher introduces the lecture by dictating to students the lecture objectives as stated above | Students are expected to listen and copy down in their note books |
| 2. | The researcher defines the concept modernization as follows:<br>Modernization is the process of moving from one societal structure to another. This means transition from the old to the new, from traditional to modern (a new era). Modernization has also been defined as a process of change facilitated by international and inter-social communication whereby less developed societies acquire characteristics common to more developed societies (Ololobou, 1992). It entails ultimate improvement of many social values, well ordered production and consumption patterns, achievement of peace without recourse to war e.t.c. | Students are expected to listen attentively (no writing). |
| 3. | The researcher explains the nature of modernization as follows:<br>The term modernization evolved to enable one speaks concisely of similarities of achievement observed in all societies as well as those similarities of aspirations | The students are expected to listen attentively |

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| | observed in modernizing societies. This explains why some scholars perceive it as a process while others sees it either as a goal or period.<br>According to Hess (1998) modernization as a process entails how a society becomes internally differentiated and complex. This implies that science and technology determine such change. In the process of modernization, a society passes through a sequence of stages. Ezema (2003) identified three stages. They include; traditional, transitional, and modern stages. Theses stages portray certain peculiar characteristics which reveal their level of development. For example, the traditional stage is often associated with backwardness, the transitional is characterized by conflict between traditional values and modern values, and the modern stage is characterized by transformation. The length of time a society transits form one stage to another is not fixed. It depends on how educated the society is, the extent of internal influences and the level of mobilization inherent among the people. | |
| 4. | The researcher explains the factors of modernization as follows:<br>Factors of modernization are those conditions that may stimulate people to become modern. These conditions also generate motivation for change in the general welfare of the society.<br>NTI (2000) identified the following as factors of modernization:<br>i) Education<br>ii) Health<br>iii) Politics<br>iv) Urbanization | Students are expected to listen attentively. |

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| | v) Science and technology<br>vi) Transport and communication<br>vii) Religion<br>It is worthy to note that the factors above are related. This is because the various factors are stimulated as they interact with one another. For instance, when people desire an improved educational system that is functional relevant to the needs of the learner and society, it generates motivation for change in educational policy. As the educational system becomes modernized, it will subsequently affect other factors such as science and technology. This factor in turn is acquired through education. The improvement in science and technology will lead to positive changes in other factors such as transport and communication, health services, industrial and commercial enterprises. All these factors ultimately affect the settlement pattern and functions (urbanization) population size and structure, and the political system. This clearly portrays the relationship among the factors. For example, if the political system is changed for the better it will bring about better living conditions as well as a stable government in the society. Transport and communication are also critical factors in modernization because of their impact on social, political and economic development. | |

**Summary**

The researcher reviews the lecture by refocusing on the meaning and factors of modernization.

## LECTURE PLAN FIVE (MODERNIZATION)

i) **Lecture Topic:** Modernization

ii) **Level:** NCE III

iii) **Lecture Duration**: 1Hour

iv) **Objectives**: At the end of the lecture students should:

a) Comprehend the processes of modernization

b) Distinguish between modernization and development

v) **Reference Material:** Fundamentals of social studies education; vol.(2)

vi) **Presentation:**

| **Steps** | | **Students** |
|---|---|---|
| 1. | The researcher introduces the lecture by dictating to students the lecture objectives as highlighted above | The students are expected to listen and copy them down in their note books |
| 2. | The researcher explains the processes of modernization as follows:<br>A process is a series of gradual changes/moving towards some particular end. Processes refer to those successive changes which manifest as a society is being transformed. There are no definite processes that are strictly adhered to in modernization. This is because different countries have different strategies and patterns of modernization. A few of the processes of modernization are as follows:<br>**i) Urbanization: -**<br>Urbanization is the process by which large settlement evolves or the spread of a manner of life and values which have come to be associated with such places. This implies that an urban center is a central place, a center for the mobilization and organization of services | The students are expected to listen attentively (no writing). |

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| | for an area. The basic functions have to do with administration, commerce, industry and transportation. The process of urbanization started with the industrial revolution when many individuals migrated from the country side to the cities in search of better living conditions.<br>**ii) <u>Integration</u>: -**<br>Integration connotes the act or process of combining two or more things so that they work together. This implies that social groups or human societies can be brought together in several ways socially, culturally, politically and economically. When this happens members spend time with other groups and develop habits like their own.<br>**iii) <u>Differentiation</u>: -**<br>This process involves the development of separate units each of which has characteristics that distinguishes it from a pre-existing entity. Differentiation is a process whereby roles change and become more specialized and more autonomous or whereby new types of roles are established or new structures and subsystems emerge or are created.<br>**iv) <u>Industrialization</u> : -**<br>Industrialization is the process of becoming characterized by industries, of increasing the share of industries in the total economic activities of a country or society. | |

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| | Industrialization involves changes in the modes of production from manual labor and the use of crude implements to mechanization and the use of modern scientific ideas and technology. Therefore, with industrialization, different people engage in various specialized economic activities as a means of livelihood. This leads to division of labor and standardized mass production. | |
| 3. | The researcher goes further and distinguishes between the concepts modernization and development as follows: - Modernization and development are two related concepts, which many scholars often use interchangeably. Modernization according to Ezema (2003) involves a marked increase in geographical and social mobility, a spread or secular, scientific and technical education, a transformation from ascribed to achieve status, an increase in material standards of living and many related and subsidiary phenomena. Development as a concept is universally accepted and used to refer to the rate of improvement of the society in all aspects of life. This implies that progress being recorded in the economy, politics, and socio-cultural ways of life of the people with corresponding improvement in the people's quality of life, mortality rate, life expectancy, etc.<br>From the foregoing, it is obvious that modernization and development are related. Firstly, both concepts are aimed at creating a new kind of man imbued with sound reasoning and free | |

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| | from servitude, ignorance and dependency. Secondly, both concepts are associated with economic changes involving the application of technology to carry out some operations which were previously handed manually in the society. These could be in areas of agriculture, transportation and communication, industrial operations, medicine and so on. | |

**Summary**

Researcher concludes the lecture by summarizing the major points of the lecture.

## LECTURE PLAN SIX (CULTURE)

i) **Lecture Topic:** Culture

ii) **Level:** NCE III

iii) **Lecture Duration**: 1Hour

iv) **Objectives**: At the end of the lecture students should be able to:

a) Define culture

b) Recall and explain any five (5) types of culture

v) **Reference Material:** Fundamentals of social studies education; vol.(2)

vi) **Presentation:**

| Steps | | Students |
|---|---|---|
| 1. | The researcher introduces the lecture by dictating to students the lecture objectives as outlined above | The students are expected to copy them down in their notebooks. |
| 2. | The researcher explains to the students the definition of culture as follows:<br>The word "culture" comes from the Latin word "colere" which means "to inhibit, to cultivate, or to honor". In general it refers to human activity. UNESCO (2002), states that culture is a set of distinctive spiritual, material, intellectual and emotional features of society or social group and that encompasses, in addition to art and literature, lifestyle, ways of living together, value systems, tradition and belief.<br>Tyler (1871) sees culture as everything which is socially learned and shared by the members of the society. It consists of all the shared product of a human society whether there are tangible or intangible things. To sociologists, culture is referred to as a design for living. As a design or blue print for living, each culture constitute | The students are expected to listen attentively (no writing). |

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| | a unique life style, a unique combination of values, rules, roles, and relationship that provide a guide for socially defined appropriate behavior. | |
| 3. | The researcher writes down the types of culture on the chalkboard as follows: -<br>**<u>Types of Culture</u>**<br>i) Material culture<br>ii) Non material culture<br>iii) Ideal culture<br>iv) Real culture<br>v) High culture<br>vi) Popular culture | The students are expected to listen attentively. |
| 4. | The researcher explains each of the types of culture as follows:<br>**i) <u>Material Culture</u>:**<br>This refers to the tangible artifacts of physical objects which are developed or invented by man as a member of a society. It can also be referred to as those substance or objects created by man such as; tools, buildings, roads, furniture, dresses, telecommunication gadgets etc.<br>**ii) <u>Non-Material Culture:</u>**<br>This refers to non-tangible elements of culture such as the words or language, ideas, beliefs, values, customs which we hold and habits which we follow. All these non-physical aspects of our culture are what are referred to as non-material culture.<br>**iii) <u>Ideal Culture:</u>**<br>Ideal culture is the ideal expectations of a particular group. It is those behavioral patterns which members of that society ought to display. Ideal culture consists | The students are expected to listen attentively. |

| | | |
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| | of the formally approved "Mores and Folkways" which members of society are supposed to adhere to.<br>**iv) <u>Real Culture:</u>**<br>The concept of real culture refers to the actual patterns which are observable among members of society. It means the real behavior or the practical behavior that we observe people displaying. So what we should note here is that, real or actual behavior may not correspond to the normative or ideal behavior patterns which society expects from its members.<br>**v) <u>High Culture:</u>**<br>These are aspects of society's way of life which are subscribed to and valued mostly by the elite sections of the society. It is that cultural taste, practices, observances, preferences, materials and values etc that primarily appeal to, and are supported by the corporately, small and elite group in society e.g. People classical music, chess, polo games and fire art.<br>**vi) <u>Popular Culture:</u>**<br>These are cultural creations and activities that are shared mostly by the masses of the society. Popular cultures are those less serious, unsophisticated, more common and intellectually less demanding aspects of peoples way of life; e.g. cinema show, football game, rap music e.t.c. | |
| 5. | The researcher summarizes the major points of the lecture | Students are expected to listen attentively. |

## APPENDIX II

### INQUIRY LESSON PLAN 1 (POP/FLE)

i. **Topic:** Population and Family Life Education

ii. **Level:** NCE III

iii. **Duration:** 1Hour

iv. **Objectives**: At the end of the inquiry students should

a) Comprehend the concepts "population" and "family life"

b) Recognize the meaning and purpose of population education

c) Recognize the meaning and purpose of family life education

v. **Reference Material:** Map of the Nigerian state by population density. Fundamentals of social studies education Vol.(2)

**vi. Previous Knowledge:** Students are aware of the 2006 census and some may have been a part of the headcount. Students are also aware of the structure, relationships and some of the responsibilities that are involved in their family set up.

**vii. Introduction**: - Researcher introduces the lesson by explaining to students that they are going to be like detectives and piece together as much information and evidence as they can and also, asking the following questions in order to arouse the interest of the students.

a) How many of you are aware of the last 2006 population census in Nigeria?

b) Did any of you partake in it i.e. were you part of the headcount?

c) What was the purpose of the headcount in your opinion?

d) Who is the head of a family and why is he the head?

e) What are the responsibilities of the head of a family?

**viii. Presentation/classroom activity**

**Step 1:** -

Researcher poses the following questions in order to arouse inquiry investigation:

a) What were the results of the 2006 census?

b) Which states in Nigeria accounted for most of the population?

c) Is Nigeria the most populated country in Africa?

**Step 2:** -

Researcher acting as a facilitator allows students to adequately respond to each of the questions above, and also discuss the different ideas together with students.

**Step 3:** -

The researcher presents the map of the Nigerian state by population density on the chalkboard and pose the following questions for investigation:

Figures released from Nigeria's census say the country's mainly Muslim northern states accounted for just over half of the country's 160 million people. And the ten poorest states in Nigeria are all in the North (CBN, 2004).

a) Is there relationship between population and poverty in Nigeria?

b) Is there relationship between population and the quality of family life?

c) Can population and family life education enhance the quality of life in Nigeria?

d) What are some of the factors that have led to the population explosion in northern Nigeria?

**Step 4**: -

The researcher guides the students with deciding how to proceed with investigating answers to the above questions by asking them to consult applicable scientific data from a variety of sources such as books, the internet and various other resource persons.

**Conclusion:**

Researcher concludes the lesson by asking students to write down their own conclusion based on their discovery and bring to the next class for discussion.

## INQUIRY LESSON PLAN 2 (POP/FLE)

i) **Topic:** Population and Family Life Education

ii) **Level:** NCE III

iii) **Duration**: 1Hour

iv) **Objectives**: At the end of the inquiry students should be able to:

a) Recall the long term aims of population and family life education

b) Recall the short term objectives of Population and family life education.

v) **Reference Material:** Fundamentals of social studies education; Vol.(2)

**vi)** **Previous Knowledge:** Students already have an idea of the concept "population and family life education" from the previous lesson. The students have also been given some questions based on population and family life education to investigate and write down their discoveries for discussion in the class.

**vii)** **Introduction**: - Researcher introduces the lesson by asking the students to provide the answers to the questions which were posed for investigation in the previous lesson. Example: -

a) What did you find out about the relationship between population and poverty in Nigeria?

b) Is there any relationship between population and the quality of family life?

c) In what ways can population and family life education enhance the quality of family life?

d) What are some of the factors you have discovered that has led to the high rate of population in Nigeria?

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

**viii) Presentation/Classroom Activities**

**Step 1:**

The researcher poses the following questions to stimulate the students to continue their inquiry process:

a) What is an aim?

b) What is an objective?

**Step 2:**

Students are allowed to adequately respond to the questions, and if they fail to provide the correct response, they are then guided towards the correct response.

**Step 3:**

Researcher poses the following questions for investigation:

a) What are the aims/purposes of population education in Nigeria?

b) What are the aims/purposes of family life education in Nigeria?

c) Find out the short term objectives of population education in Nigeria?

d) Find out the short term objectives of family life education in Nigeria?

**Step 4:**

Researcher guides the students in deciding how to proceed with investigating the answers to the above questions by asking them to consult a variety of sources such as the National Policy on Education, the internet and other resource persons.

**Conclusion:**

Lesson concludes by asking students to write down their discoveries and bring to the next class for discussion.

## INQUIRY PLAN 3 (GLOBALIZATION)

i) **Lecture Topic:** Globalization

ii) **Level:** NCE III

iii) **Lecture Duration**: 1Hour

iv) **Objectives**: At the end of the inquiry students should:

a) Comprehend the concept Globalization

b) Describe the historical antecedents of Globalization.

v) **Reference Material:** Fundamentals of social studies education; vol.(2)

**vi)** **Previous Knowledge**: The students are aware of the rapid advancement made in the area of information and communication technology. This advancement is evident in their use of mobile phones, I-pads, internet and various other electronic media which describes the whole world as a single community.

**vii)** **Introduction**: Researcher introduces the lesson by asking students to provide the answers to the questions which were posed for investigation in the previous lesson. i.e.

a) What did you find out about the aims/purpose of population and family life education in Nigeria?

b) What was the outcome of your investigation on the short term objectives of population education in Nigeria?

As a whole class, researcher examines the information students have provided and discusses the different ideas together with the students.

**viii) Presentation/Classroom Activities:**

**Step 1:**

Researcher makes a transition from the previous knowledge to the new knowledge by notifying the students and posing the following questions to stimulate the learners to continue their discovery process: -

a) What are the advances that have been made in the area of information and communications technology?

b) How can you use the various electronic media like mobile phone, I-pads, internet etc to connect with people around the world?

**Step 2:**

Students are allowed to adequately respond to the questions, and if they fail to provide the correct responses, they are then guided.

**Step 3:**

Researcher poses the following questions for investigation: -

a) What is colonialism?

b) What are some of the structures initially laid down by the colonial masters in Nigeria?

c) What is imperialism all about?

d) Give an example of any one country which has had political, economic and social control over another society.

e) What are some of the European policies and practices that are prevalent in the Nigerian society today?

f) What are some of the practices of the western world which have eliminated African indigenous practices?

g) Find out some of the things in Nigeria that has taken the form, style and qualities of America today.

**Step 4:**

The researcher guides the students in deciding how to proceed with investigating the answers to the above questions by asking them to consult a variety of sources such as books, encyclopedias, the internet and other resource persons.

**Conclusion:**

Researcher concludes lesson by asking students to write down their answers and bring to the next class for discussion.

## INQUIRY LESSON PLAN 4 (MODERNIZATION)

i) **Topic:** Modernization

ii) **Level:** NCE III

iii) **Duration**: 1Hour

iv) **Objectives**: At the end of the inquiry students should:

a) Understand the meaning and nature of modernization

b) Recognize the factors of modernization

v) **Reference Material:** Fundamentals of social studies education; vol.(2)

**vi)** **Previous Knowledge**: - The students have an idea of the concept globalization as they have been posed with some questions on globalization to investigate in the previous lesson.

**vii)** **Introduction**: - Researcher introduces the lesson by asking students the answers to the questions which were posed for investigation in the previous lesson; i.e.

a) What did you discover about colonialism and imperialism?

b) What were some of the structures initially laid down by the colonial masters in Nigeria?

c) What are some of the European practices that are prevalent in the Nigerian society today?

d) How have some of the practices of the western world eliminated African indigenous practices?

As a whole class, researcher examines the information students have provided and discusses the different ideas together with the students.

**viii)** **Presentation/Classroom Activities**

**Step 1:**

The following questions are posed to stimulate the learners to continue their inquiry process:

a) What do you understand by modernization?

b) What are the three (3) stages of modernization a society goes through?

c) What are the conditions that are likely to stimulate people to become modern?

d) How has the improvement of science and technology led to positive changes in factors such as transport, health services, industrial and commercial enterprises?

**Step 2:**

Researcher guides the students in deciding how to proceed with investigating the answers to the above questions by asking them to consult a variety of sources such as textbooks, encyclopedias, the internet and other resource persons.

**Conclusion:**

Researcher concludes the lesson by asking students to write down their conclusions and bring to the next class for discussion.

## INQUIRY LESSON PLAN 5 (MODERNIZATION)

i) **Topic:** Modernization

ii) **Level:** NCE III

iii) **Duration**: 1Hour

iv) **Objectives**: At the end of the inquiry students should:

a) Comprehend the processes of modernization

b) Distinguish between modernization and development

v) **Reference Material:** Fundamentals of social studies education; vol.(2)

vi) **Previous Knowledge**: - The students already have an idea of the concept modernization as they have been posed with some questions on modernization to investigate in the previous lesson.

**vii)** **Introduction**: - Researcher introduces the lesson by asking students the answers to the questions which were posed for investigation in the previous lesson; i.e.

a. What did you discover about the concept modernization?

b. What are the three (3) stages of modernization a society usually goes through?

c. Describe any four (4) conditions that you have discovered that are likely to stimulate people to become modern?

d. How has science and technology positively influenced factors such as transport, health services, industrial and commercial enterprises?

As a whole class, researcher examines the information the students have provided and discusses the different ideas together with the students.

**viii) Presentation/Classroom Activities**: -

**Step 1:**

Researcher poses the following questions to stimulate the learners to continue their inquiry process:

a) What are the processes of modernization?

b) What are some of the factors that have made modernization and development two related concepts which many scholars often use interchangeably?

**Step 2:**

Researcher guides the students in deciding how to proceed with investigating the answers to the above questions by asking them to consult a variety of sources such as textbooks, encyclopedias, the internet and other resource persons.

**Conclusion:**

Lesson is concluded by asking students to write down their conclusions and bring to the next class for discussion.

## INQUIRY LESSON PLAN 6 (CULTURE)

i) **Topic:** Culture

ii) **Level:** NCE III

iii) **Duration**: 1Hour

iv) **Objectives**: At the end of the inquiry students should be able to:

a) Define culture

b) Recall and explain any five (5) types of culture

v) **Reference Material:** Fundamentals of social studies education; vol.(2)

vi) **Previous Knowledge**: Students are already aware that every society has its own way of life, i.e. what they eat the clothes they wear, the language and manner of speech, their attitudes, their values and beliefs.

**vii)** **Introduction**: - Researcher introduces the lesson by asking the following questions based on the previous knowledge in order to arouse, the interest of the students: -

a. What are the three (3) major ethnic groups in Nigeria?

b. What kind of food, clothing, language, values and beliefs are peculiar to the three (3) major ethnic groups in Nigeria?

Researcher allows students to adequately respond to the above questions and where they fail to provide the correct response, he guides the students towards the correct responses.

**viii)** **Presentation/Classroom Activities**: -

**Step 1:**

The following questions are posed to stimulate the learners to continue their inquiry process:

a. In what way do sociologists conceive culture?

b. What are the different classifications of culture we have?

**Step 2:**

Researcher guides the students in deciding how to proceed with investigating the answers to the above questions by asking them to consult a variety of sources such as textbooks, encyclopedias, the internet and other resource persons.

**Conclusion:**

Researcher concludes the lesson by asking students to write down their conclusions and bring to the next class for discussion.

## INQUIRY LESSON PLAN 7 (CULTURE)

i) **Topic:** Culture

ii) **Level:** NCE III

iii) **Duration**: 1Hour

iv) **Objectives**: At the end of the inquiry students should be able to:

a) Define culture

b) Recall and explain any five (5) types of culture

v) **Reference Material:** Fundamentals of social studies education; vol.(2)

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

**vii)** **Introduction**: - lesson is introduced by asking the students to provide the answers to the questions which were posed for investigation in the previous lesson. i.e. : -

a. What did you find out about the way sociologist conceive culture?

b. What are the different classifications of culture we have?

As a whole class, researcher examines the information the students have provided and in turn discuss the different ideas together with the students.

Also if students fail to provide a correct response to the questions posed, researcher acting as a facilitator guides the students' towards the correct response.

**Conclusion:**

Lesson concludes by asking students to research and find more information on all the questions that were raised in the process of inquiry and further analyze the results individually or in groups for better understanding

## APPENDIX III

### SOCIAL STUDIES PERFORMANCE TEST (SSPT)

School: _____

Level: _____

Sex: _____ TIME: 1Hr

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

1) _____is the total number of people inhabiting a specific area or space at a particular time or at a specific time:
   a) Family life
   b) Population
   c) Citizen
   d) Man
2) _____ as an education intervention strategy was introduced into the curriculum of education in Nigeria in 1981.
   a) Computer education
   b) Social studies education
   c) Population and family life education
   d) Law related education
3) Which of the following disciplines is NOT concerned with the study of human population?
   a) Geography
   b) Anthropology
   c) Chemistry
   d) Statistics
4) _____ deals with the size, composition and distribution of population, their pattern of change over time as regards births, deaths, marriage, migrations and social mobility.
   a) Geography

b) Population
c) Sociology
d) Demography

5) _____ has to do with the structure, interpersonal relationships and the responsibilities that are involved in the family set up that enable them to cope with stress and troubles which a family may encounter
   a) Population and family life education
   b) Family life
   c) Family life education
   d) Sociology

6) _____ is an educational process designed to enhance all round development of the youth at the family level and the society at large.
   a) Family life education
   b) Population and family life education
   c) Family life and aids education
   d) None of the above

7) Which of the following is NOT a long term aim of population and family life education?
   a) Institutionalize population education into our education system
   b) Assist Federal Government in achieving it's population policy
   c) To prepare individuals to understand contemporary and future society
   d) Achieving an educational system responsive to the socio-economic needs of the country

8) Which of the following is NOT a short term objective of population and family life education
   a) To identify needs problems and gaps in population education
   b) To analyze existing curriculum materials, syllabi at all levels
   c) To create a favorable climate of awareness and knowledge on population education
   d) Understand and evaluate the prevailing population situation in their community and country

9) The type of family life were spouses and their children constitute the core relationship is known as
   a) Extended family
   b) Urban family
   c) Nuclear family
   d) Rural family
10) The type of family life were two or more families sharing a common household and economic resources is known as
   a) Nuclear family
   b) Urban and rural family
   c) Urban and nuclear family
   d) Extended family
11) _____ is a word used to describe the whole world as a single community served by electronic media and information technology
   a) Modernization
   b) Culture
   c) Globalization
   d) Social institution
12) _____ is a policy in which a powerful country rules other territories and develops trade for its own benefits.
   a) Imperialism
   b) Europeanization
   c) Colonialism
   d) communism
13) _____ is often referred to the highest form of capitalism
   a) Westernization
   b) Communism
   c) Imperialism
   d) Socialism
14) _____ is the attempt to make something or somebody part of the culture of Europe
   a) Europeanization

b) Americanization
c) Westernization
d) All of the above

15) _____ is a process were a people, country or culture practices the customs and beliefs of the people of Europe
a) Westernization
b) Europeanization
c) Americanization
d) Socialization

16) Which of the following is NOT synonymous with America today?
a) Ideals of freedom
b) Democracy
c) Communism
d) Liberation

17) _____ is way of life which is passed from one generation to another
a) Citizenship
b) Family
c) Culture
d) Population

18) Which of the following is an example of cultural traits
a) Taboos
b) Dancing
c) Cooking
d) All of the above

19) Which of the following is NOT a type of culture
a) Ideal culture
b) Social culture
c) Material culture
d) Real culture

20) _____ refers to non-tangible elements of culture such as the words or language, ideas, beliefs, values, which we hold and habits which we follow
a) High culture

b) Material culture
c) Non-material culture
d) Popular culture

21) _____ is a process of change facilitated by international and inter-social communication whereby less developed societies acquire characteristics common to more develop societies
a) Development
b) Modernization
c) Globalization
d) Urbanization

22) In the process of modernization a society passes through a sequence of stages which includes:
a) Backwardness, conflict and transformation
b) Development, conflict and backwardness
c) Traditional, transitional and modern
d) A and C above

23) Which of the following is NOT a factor of modernization
a) Education
b) Science and technology
c) Conflict
d) Politics

24) Which of the following is not a process of modernization
a) Liberation
b) Differentiation
c) Integration
d) Urbanization

25) The process by which large settlement evolve or the spread of manner of life and values which have come to be associated with such places is known as
a) Integration
b) Industrialization
c) Urbanization

d) Differentiation

26) _____ connotes the act or process of combining two or more things so that they work together

a) Transformation
b) Urbanization
c) Industrialization
d) Integration

27) _____ involves the development of separate units each of which has characteristics that distinguishes it from a pre-existing entity

a) Integration
b) Urbanization
c) Industrialization
d) Differentiation

28) The process of becoming characterized by industries or increasing the share of industries in the total economic activities of a country or society is known as

a) Industrialization
b) Development
c) Differentiation
d) Integration

29) Differentiation can be grouped into the following

a) Structural and transitional
b) Functional and traditional
c) Functional and structural
d) All of the above

30) _____ connotes advancement, transformation, improvement, change and growth in national life

a) Globalization
b) Development
c) Identity
d) Urbanization

31) Which of the following is NOT a characteristic of development

a) Economic growth
b) Improved living conditions
c) Unemployment and poverty
d) Technological advancement

32) _____ is the advancement from low level to a higher level of various aspects of a nation as an organized and mature society

a) National development
b) National identity
c) Globalization
d) Modernization

33) Despite diversity of human beings and human culture, practices or traits found to exist in every culture is also called

a) Ideal culture
b) Cultural universals
c) Popular culture
d) Cultural complexes

34) _____ is an institutionalized social group whose members must be related to each other by blood, marriage, or adoption.

a) Culture
b) Religion
c) Population
d) Family

35) The two types of family structure recognized in Nigeria are

a) Rural and urban
b) Nuclear and extended
c) Urban and nuclear
d) All of the above

36) Which of the following is an example of Universal cultural patterns

a) Clothes
b) Language

c) Marriage

d) All of the above

37) Which of the following countries is regarded to be the most populated in Africa

a) Egypt

b) Nigeria

c) Kenya

d) Cameroon

38) According to the 2006 census figures, Nigeria stands at _____

a) 140 million persons

b) 167 million persons

c) 120 million persons

d) 180 million persons

39) Which of the following countries is estimated to be the most populated in the world

a) U.S.A.

b) India

c) China

d) Indonesia

40) Which of the following is NOT a consequence of population explosion

a) Unemployment

b) Poverty

c) Hunger

**d)** Modernization

## APPENDIX IV

### SOCIAL STUDIES ATTITUDE SCALE (SSAS)

**SCHOOL: _____**

**LEVEL: _____**

**SEX: _____**

**Instructions:** Answer all questions by using the following keys to complete the scale.

**Time: 1Hr**

Strongly Agree – SA

Agree – A

Undecided – UND

Disagree – DA

Strongly Disagree – SDA

| S/N | ITEMS | SA | A | UND | DA | SDA |
|---|---|---|---|---|---|---|
| 1. | Human population is growing at an unprecedented rate to the extent that available natural and material resources can no longer satisfy the needs of mankind | | | | | |
| 2. | Family life education can enhance all round development of the youth at the family level and the society at large. | | | | | |
| 3. | Family life education can prevent family and social problems and help families function effectively. | | | | | |
| 4. | Family size has a negative impact on family welfare. | | | | | |
| 5. | A small family size is more conducive to the enhancement of quality life in the family. | | | | | |
| 6. | Large family size will affect the quality of life of individuals and the family at large. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 7. | Family size should be based on the capability of the head of the family. | | | | | |
| 8. | Moderate family size enables family members to enjoy good quality of life. | | | | | |
| 9. | Large family sizes often constitute social insecurity and other social vices to the family and society at large. | | | | | |
| 10. | Population education is family planning. | | | | | |
| 11. | Large population can bring about the availability of increased working population i.e., increase in output. | | | | | |
| 12. | A large population will expand the domestic market for goods and services of the nation's population. | | | | | |
| 13. | A large population is likely to be accompanied by diversity of skills. | | | | | |
| 14. | A large population gives a country a feeling of importance and security. | | | | | |
| 15. | A large population can lead to over population with problems such as over-crowding, spreading of diseases, unemployment etc. | | | | | |
| 16. | A large population without the necessary increased production leads to food shortage. | | | | | |
| 17. | Rapid and uncontrolled growth in population leads to political instability because the government will not be able to control and provide necessary social and economic facilities to the people. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 18. | Many people in large population will be left without jobs and this will bring about vices like prostitution, armed robbery, terrorism etc. | | | | | |
| 19. | Over population leads to heavy dependence ratio. | | | | | |
| 20. | Lower population growth rates should be encouraged through reduction of birth rates by voluntary fertility regulation methods. | | | | | |

## APPENDIX V

**Reliability**

**Effect of inquiry and lecture methods of instructions on students' performance in social studies in Nig Colleges of Education**

| Case Processing Summary | | | |
|---|---|---|---|
| | | N | % |
| Cases | Valid | 20 | 100.0 |
| | Excluded[a] | 0 | .0 |
| | Total | 20 | 100.0 |
| a. Listwise deletion based on all variables in the procedure. | | | |

| Reliability Statistics | | |
|---|---|---|
| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
| .963 | .963 | 20 |

| Item Statistics | | | |
|---|---|---|---|
| | Mean | Std. Deviation | N |
| human population is growing at an unprecedented rate to the extent that available natural and material resources can no longer satisfy the needs of mankind | 3.1500 | .87509 | 20 |
| family life education can enhance all round development of the youth at the family level and the society at large | 3.4000 | .68056 | 20 |
| family life education can prevent family and social problems and help families function efficiently | 3.4000 | .50262 | 20 |
| family size has a negative impact on family welfare | 3.1500 | .87509 | 20 |
| a small family size is more conducive to the enhancement of quality life in the family | 3.3500 | .87509 | 20 |
| large family size will affect the quality of life of individuals and the family at large | 3.3000 | .86450 | 20 |
| family size should be based on the capacity of the family head | 3.0500 | .94451 | 20 |
| moderate family size enables family members to enjoy good quality of life | 3.2500 | .71635 | 20 |
| large family size often constitute social insecurity and other social vices to the family and society at large | 3.7000 | .47016 | 20 |
| population education is family planning | 3.4500 | .82558 | 20 |
| large population can bring about the availability of increased working population i.e. increase in output | 3.1500 | .98809 | 20 |

| | | | |
|---|---|---|---|
| a large population will expand the domestic market for goods and services of the nation's population | 3.2500 | .85070 | 20 |
| a large population is likely to be accompanied by diversity of skills | 2.9500 | .94451 | 20 |
| a large population gives a country a feeling of importance and security | 2.8500 | 1.08942 | 20 |
| a large population can lead to over population with problems such as over-crowding spreading of diseases, employment etc | 3.3000 | .86450 | 20 |
| a large population without the necessary increased production leads to food shortage | 3.4500 | .82558 | 20 |
| rapid and uncontrolled growth in the population leads to political instability because the government will not be able to control and provide necessary social and economic facilities to the people | 3.6000 | .59824 | 20 |
| many people in large population will be left without jobs and this will bring about vices like prostitution, armed robbery, terrorism etc | 3.2500 | .78640 | 20 |
| over population leads to heavy dependence ratio | 3.4500 | .60481 | 20 |
| lower population growth rates should be encouraged through reduction of birth rates by voluntary fertility regulation methods | 3.2000 | 1.10501 | 20 |

**Summary Item Statistics**

| | Mean | Minimum | Maximum | Range | Maximum / Minimum | Variance | N of Items |
|---|---|---|---|---|---|---|---|
| Item Means | 3.283 | 2.850 | 3.700 | .850 | 1.298 | .042 | 20 |

**Appendix C: Raw scores of the two sets of tests for determining the coefficient of reliability of the test instrument**

| S/NO | X | Y | $X^2$ | $Y^2$ | XY |
|---|---|---|---|---|---|
| 1 | 27 | 34 | 729 | 1156 | 918 |
| 2 | 14 | 19 | 196 | 361 | 266 |
| 3 | 33 | 37 | 1089 | 1369 | 1221 |
| 4 | 20 | 21 | 400 | 441 | 420 |
| 5 | 27 | 29 | 729 | 841 | 783 |
| 6 | 13 | 11 | 169 | 121 | 143 |
| 7 | 20 | 20 | 400 | 400 | 400 |
| 8 | 25 | 31 | 625 | 961 | 775 |
| 9 | 24 | 26 | 576 | 676 | 624 |
| 10 | 22 | 17 | 484 | 289 | 374 |
| 11 | 18 | 21 | 324 | 441 | 378 |
| 12 | 22 | 24 | 484 | 576 | 528 |
| 13 | 26 | 25 | 676 | 625 | 650 |
| 14 | 17 | 14 | 289 | 196 | 238 |
| 15 | 22 | 18 | 484 | 324 | 396 |
| 16 | 30 | 31 | 900 | 961 | 930 |
| 17 | 18 | 21 | 324 | 441 | 378 |
| 18 | 19 | 20 | 361 | 400 | 380 |
| 19 | 24 | 29 | 576 | 841 | 696 |
| 20 | 17 | 14 | 289 | 196 | 238 |
| **N=20** | **∑X=438** | **∑Y=462** | **∑X2=10104** | **∑Y2=11616** | **∑xy**=10736 |

**Note: x and y are first and second tests scores for effect of enquiry and lecture methods of instructions on students performance in Social studies in NIG COE**

**(Statistics for finding reliability)**

Pearson Product Moment Correlation computed for the Reliability index for the instrument used in the pilot study of the research.

The formula for Pearson Product Moment Correlation is given below:

$$R = \frac{N(\sum xy) - (x)\sum Y}{((N(X^2) - (NY^2)-(Y)^2)}$$

N=Number of respondents

X is test scores at first administration

Y is test scores at second administration

$\sum x$ is scores at first administration is summed

$\sum y$ is scores at second administration is summed

$\sum x^2$ is scores at first administration is squared and summed

$\sum Y^2$ is scores at second administration is squared and summed

$(\sum x)^2$ is scores at first administration is summed and squared

$(\sum Y)^2$ is scores at second administration is summed and squared

Where

| | | | | | |
|---|---|---|---|---|---|
| **N=20** | **$\sum X$=438** | **$\sum Y$=462** | **$\sum X^2$=10104** | **$\sum Y^2$=11616** | **$\sum xy$**=10736 |

Pearson Product Moment Correlation formula is:

$$r = \frac{N(\sum xy) - \sum (x)\sum Y}{((N(\sum X^2) - (N*\sum Y^2)-(\sum Y)^2}$$

$$= \frac{20*10736 - 438*462}{20*(10104)^2-20 * 11616-(462)^2}$$

=.848

**r=.85**

## APPENDIX VI

**T-Test**

**Group Statistics**

| | treatment group | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Academic performance | Guided Inquiry method | 100 | 28.66 | 5.880 | .588 |
| | Guided lecture method | 100 | 25.23 | 6.612 | .661 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Academic performance | Equal variances assumed | 3.243 | .073 | 3.877 | 198 | .000 | 3.430 | .885 | 1.685 | 5.175 |
| | Equal variances not assumed | | | 3.877 | 195.335 | .000 | 3.430 | .885 | 1.685 | 5.175 |

## Oneway

**Descriptive**

Academic performance

| | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
|---|---|---|---|---|---|---|---|---|
| | | | | | Lower Bound | Upper Bound | | |
| Guided Inquiry method | 100 | 28.66 | 5.880 | .588 | 27.49 | 29.83 | 13 | 40 |
| Guided lecture method | 100 | 25.23 | 6.612 | .661 | 23.92 | 26.54 | 13 | 39 |
| Traditional method | 100 | 20.31 | 6.981 | .698 | 18.92 | 21.70 | 4 | 36 |
| Total | 300 | 24.73 | 7.338 | .424 | 23.90 | 25.57 | 4 | 40 |

**ANOVA**

Academic performance

| | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 3523.127 | 2 | 1761.563 | 41.603 | .000 |
| Within Groups | 12575.540 | 297 | 42.342 | | |
| Total | 16098.667 | 299 | | | |

**Post Hoc Tests**

**Multiple Comparisons**

Dependent Variable: Academicperformance

| | (I) treatment group | (J) treatment group | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|---|---|---|---|---|---|---|---|
| | | | | | | Lower Bound | Upper Bound |
| Scheffe | Guided Inquiry method | Guided lecture method | 3.430* | .920 | .001 | 1.17 | 5.69 |
| | | Traditional method | 8.350* | .920 | .000 | 6.09 | 10.61 |
| | Guided lecture method | Guided Inquiry method | -3.430* | .920 | .001 | -5.69 | -1.17 |
| | | Traditional method | 4.920* | .920 | .000 | 2.66 | 7.18 |
| | Traditional method | Guided Inquiry method | -8.350* | .920 | .000 | -10.61 | -6.09 |
| | | Guided lecture method | -4.920* | .920 | .000 | -7.18 | -2.66 |
| LSD | Guided Inquiry method | Guided lecture method | 3.430* | .920 | .000 | 1.62 | 5.24 |
| | | Traditional method | 8.350* | .920 | .000 | 6.54 | 10.16 |
| | Guided lecture method | Guided Inquiry method | -3.430* | .920 | .000 | -5.24 | -1.62 |
| | | Traditional method | 4.920* | .920 | .000 | 3.11 | 6.73 |
| | Traditional method | Guided Inquiry method | -8.350* | .920 | .000 | -10.16 | -6.54 |
| | | Guided lecture method | -4.920* | .920 | .000 | -6.73 | -3.11 |

*. The mean difference is significant at the 0.05 level.

**Homogeneous Subsets**

Academic performance

| | treatment group | N | Subset for alpha = 0.05 | | |
|---|---|---|---|---|---|
| | | | 1 | 2 | 3 |
| Scheffe[a] | Traditional method | 100 | 20.31 | | |
| | Guided lecture method | 100 | | 25.23 | |
| | Guided Inquiry method | 100 | | | 28.66 |
| | Sig. | | 1.000 | 1.000 | 1.000 |

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 100.000.

**T-Test**

**Group Statistics**

| | GROUPINGS | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Academic performance | EXPERIMENTAL GROUP | 200 | 26.95 | 6.473 | .458 |
| | CONTROL GROUP | 100 | 20.31 | 6.981 | .698 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | T | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Academic performance | Equal variances assumed | .082 | .775 | 8.151 | 298 | .000 | 6.635 | .814 | 5.033 | 8.237 |
| | Equal variances not assumed | | | 7.948 | 185.361 | .000 | 6.635 | .835 | 4.988 | 8.282 |

**Between-Subjects Factors**

| | | Value Label | N |
|---|---|---|---|
| treatment group | 1.00 | Guided Inquiry method | 100 |
| | 2.00 | Guided lecture method | 100 |
| gender | 1 | Male | 100 |
| | 2 | Female | 100 |

**Descriptive Statistics**

Dependent Variable: Academic performance

| treatment group | gender | Mean | Std. Deviation | N |
|---|---|---|---|---|
| Guided Inquiry method | male | 29.20 | 6.125 | 50 |
| | female | 28.12 | 5.634 | 50 |
| | Total | 28.66 | 5.880 | 100 |
| Guided lecture method | male | 25.38 | 6.344 | 50 |
| | female | 25.08 | 6.931 | 50 |
| | Total | 25.23 | 6.612 | 100 |
| Total | male | 27.29 | 6.494 | 100 |
| | female | 26.60 | 6.467 | 100 |
| | Total | 26.94 | 6.473 | 200 |

**Tests of Between-Subjects Effects**

Dependent Variable: Academic performance

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Corrected Model | 619.655[a] | 3 | 206.552 | 5.245 | .002 |
| Intercept | 145206.605 | 1 | 145206.605 | 3687.194 | .000 |
| groups | 588.245 | 1 | 588.245 | 14.937 | .000 |
| gender | 23.805 | 1 | 23.805 | .604 | .438 |
| groups * gender | 7.605 | 1 | 7.605 | .193 | .661 |
| Error | 7718.740 | 196 | 39.381 | | |
| Total | 153545.000 | 200 | | | |
| Corrected Total | 8338.395 | 199 | | | |

a. R Squared = .074 (Adjusted R Squared = .060)

**Estimated Marginal Means**

**Grand Mean**

Dependent Variable: Academic performance

| Mean | Std. Error | 95% Confidence Interval | |
|---|---|---|---|
| | | Lower Bound | Upper Bound |
| 26.945 | .444 | 26.070 | 27.820 |

**Univariate Analysis of Variance**

**Between-Subjects Factors**

| | | Value Label | N |
|---|---|---|---|
| treatment group | 1.00 | Guided Inquiry method | 100 |
| | 2.00 | Guided lecture method | 100 |
| Gender | 1 | Male | 100 |
| | 2 | female | 100 |

**Descriptive Statistics**

Dependent Variable: attitude

| treatment group | gender | Mean | Std. Deviation | N |
|---|---|---|---|---|
| Guided Inquiry method | male | 59.68 | 12.893 | 50 |
| | female | 61.40 | 15.787 | 50 |
| | Total | 60.54 | 14.366 | 100 |
| Guided lecture method | male | 54.50 | 16.294 | 50 |
| | female | 53.34 | 16.888 | 50 |
| | Total | 53.92 | 16.520 | 100 |
| Total | male | 57.09 | 14.847 | 100 |
| | female | 57.37 | 16.761 | 100 |
| | Total | 57.23 | 15.794 | 200 |

**Tests of Between-Subjects Effects**

Dependent Variable: attitude

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Corrected Model | 2298.820[a] | 3 | 766.273 | 3.173 | .025 |
| Intercept | 655054.580 | 1 | 655054.580 | 2712.063 | .000 |
| Groups | 2191.220 | 1 | 2191.220 | 9.072 | .003 |
| Gender | 3.920 | 1 | 3.920 | .016 | .899 |
| groups * gender | 103.680 | 1 | 103.680 | .429 | .513 |
| Error | 47340.600 | 196 | 241.534 | | |
| Total | 704694.000 | 200 | | | |
| Corrected Total | 49639.420 | 199 | | | |

a. R Squared = .046 (Adjusted R Squared = .032)

**Estimated Marginal Means**

**Grand Mean**

Dependent Variable: attitude

| Mean | Std. Error | 95% Confidence Interval | |
|---|---|---|---|
| | | Lower Bound | Upper Bound |
| 57.230 | 1.099 | 55.063 | 59.397 |

**NPar Tests**

**Mann-Whitney Test**

**Ranks**

| | sex | N | Mean Rank | Sum of Ranks |
|---|---|---|---|---|
| Attitude | male | 150 | 151.25 | 22687.50 |
| | female | 150 | 149.75 | 22462.50 |
| | Total | 300 | | |

**Test Statistics**

| | Attitude |
|---|---|
| Mann-Whitney U | 11137.500 |
| Wilcoxon W | 22462.500 |
| Z | -.150 |
| Asymp. Sig. (2-tailed) | .881 |

a. Grouping Variable: sex

```
NPAR TESTS
  /K-W=Atitude BY group(1 3)
  /MISSING ANALYSIS.
```

**NPar Tests**

**Kruskal-Wallis Test**

**Ranks**

| | group | N | Mean Rank |
|---|---|---|---|
| Attitude | guided inquiry meth | 100 | 202.51 |
| | guided lecture method | 100 | 166.29 |
| | control | 100 | 82.70 |
| | Total | 300 | |

**Test Statistics**

| | Attitude |
|---|---|
| Chi-Square | 101.048 |
| df | 2 |
| Asymp. Sig. | .000 |

a. Kruskal Wallis Test

b. Grouping Variable: group

```
FREQUENCIES VARIABLES=group sex
  /ORDER=ANALYSIS.
```

**Frequencies**

**Statistics**

| | | group | sex |
|---|---|---|---|
| N | Valid | 300 | 300 |
| | Missing | 0 | 0 |

**Frequency Table**

**group**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | guided inquiry meth | 100 | 33.3 | 33.3 | 33.3 |
| | guided lecture methd | 100 | 33.3 | 33.3 | 66.7 |
| | control | 100 | 33.3 | 33.3 | 100.0 |
| | Total | 300 | 100.0 | 100.0 | |

**sex**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | male | 150 | 50.0 | 50.0 | 50.0 |
| | female | 150 | 50.0 | 50.0 | 100.0 |
| | Total | 300 | 100.0 | 100.0 | |