

**EFFECT OF INQUIRY TEACHING METHOD ON NCE SOCIAL STUDIES
STUDENTS' ATTITUDE AND ACADEMIC PERFORMANCE IN
KATSINA STATE, NIGERIA**

BY

ABDULLAHI Nura
NCE Social Studies (FCE KAT) 2004, B.Ed, Social Studies (ABU, Zaria) 2010
PI3EDAS8027

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

MAY, 2018

DECLARATION

I, declared that this dissertation entitled “EFFECT OF INQUIRY TEACHING METHOD ON SOCIAL STUDIES STUDENTS’ ATTITUDE AND ACADEMIC PERFORMANCE, KATSINA STATE, NIGERIA” has been conducted by Nura ABDULLAHI (P13EDAS8027) in the Department of Arts and Social Science Education, Faculty of Education, A.B.U Zaria. To the best of my knowledge the work have never been presented in any institution for the award of a degree. All errors found in the work I am responsible.

Name of Student

Signature

Date

CERTIFICATION

This dissertation entitled “EFFECT OF INQUIRY TEACHING METHOD ON SOCIAL STUDIES STUDENTS’ ATTITUDE AND ACADEMIC PERFORMANCE, KATSINA STATE, NIGERIA” written by Abdullahi NURA meets the regulations governing the award of the degree of masters in Education Social Studies of Ahmadu Bello University Zaria, and is approved for its contribution to knowledge and literary presentation.

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Dean School of Postgraduate Studies

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Date

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My sincere appreciation goes to my wife; Baraka Mamuda, My son; Abdullahi and brothers; Yusuf Abdullahi, Umar, Ahmed and Dahiru Abdullahi for their prayers. May Allah reward you abundantly Ameen.

DEDICATION

I dedicate this thesis to ever existing memory of my parents Mallam Abdullahi Haruna and Mallama Maimunatu.

ABSTRACT

This study title “Effect of Inquiry Teaching Method on Social Studies Students’ Attitude and Academic Performance in Katsina State, Nigeria”. The study used quasi experimental design. The researcher used eight (8) objectives, research questions and research hypotheses. The study population consisted of all social students’ of colleges of education in Katsina State and they include Federal Colleges of Education Katsina and Yusuf Bala Usman Colleges of legal and general studies Daura. The total population was 942, while the sample size was 216. The test instrument developed by the researcher for the study was the student’s performance Assessment Instrument (SPAI) and social studies student Attitude Questionnaire (SSSAQ) which contained 50 questions. The validated instrument was pilot tested to find out the reliability index of the instrument which was obtained using test retest and 0.81 was found. The statistic used were t-test independent sample cumulative mean and the finding of the study standard deviation. The findings of the study revealed that NCE students performed better when taught with inquiry teaching method compared to their counter parts taught with lecture method. This showed that students taught Social Studies using inquiry method performed better than those taught using conventional teaching method. Based on the results obtained the researcher recommended that: the instructors of social studies should endeavor to use inquiry method in teaching social studies in college of education, government bodies responsible for curriculum planning in social studies should focuses on realistic student learning outcomes rather than disciplinary traditions and faculty performance.

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LIST OF ABBREVIATIONS

S-R:	Stimulus Response
SPSS:	Statistical Package for Social Science
NCE:	Nigeria Certificate in Education
NCSS:	National Council for the Social Studies
AM:	Audio Materials
AVM:	Audio Visual Materials
JSS:	Junior Secondary School
NPE:	National Policy on Education
LT:	Learning Together
AC:	Academic Controversy
TGT:	Teams Games Tournament
STAD:	Student Term Achievement Division
GI:	Group Investigation
TAI:	Teams – Assisted Individualization
CIRC:	Cooperative Integrated Reading and Composition
PBL:	Problem Based Learning
FCE:	Federal College of Education
YBUCLGS:	Yusufu Bala Usman College of Legal and General Studies
SPAI:	Students Performance Assessment Instrument
SSSAQ:	Social Studies Students Attitudes Questionnaire
M:	Male
F:	Female
SOSAT:	Social Studies Achievement Test

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The field of education like many other fields continuously works with ever changing ideas and methods. Education, however, seems unique in the way new ideas, theories and strategies are tried, used and in some cases, abandoned. It is not unusual to hear the questions; what is the current fad in education? The assumption is that current educational practices and/or method will give way to new ones. For instance, one can remember the focus on the “open classroom” in the 1970s or the recent debates over the use of “phonics” versus “whole language” strategies for learning to reach (Reynolds, 2000).

Similar types of debates have also occurred in higher education. A prominent debate now in higher education is the examination of learning versus teaching as this concern more in relation to the learning process. The concern over learning versus teaching is not a new debate. One can see roots of this debate in the progressive education movement of the early 1900s (Pulliam and Van 2001) and the work of Rogers (1990) in the mid and late 1960s. The thread of this learning versus teaching debate can also be seen in the writing of influential educators and learning theorists. Cross, writing about the learning process makes the point “that we cannot transfer our knowledge ready – made into students’ minds (Cross, 2000). Gardner (2000) captures the concern for differences in learners when he writes “human minds do not work all in the same way, and human beings do not have the same cognitive strengths and weakness”. This debate is further described by Barr (2000) as a need to shift from an instruction focus on teaching/model to one where learning was major concern.

Bagg (2002) support this shift by suggesting that “we need a new paradigm, one which defines the school as learning rather than teaching institutions”. Barr (2000) see the teaching model as one where the purpose is to provide and deliver instruction through courses and programmes. A typical example could be where the teaching is instructed around classes (2C lecture and 3 unit courses), covering course content and the use of an end – of – course assessment. In this type of model, little concern may be given to learning outcomes or how that learning is produced. The teaching model is further described by Wagner and Mc-Combs (2003:32) when they wrote:

Teachers design for the learner what is required from outside by defining characteristics by instruction, curriculum, assessment and management to achieve desired, learning outcomes”. Teaching models seem to place much of its energy on the process or ways of teaching and less concern on what is learned or how it is learned.

In contrast, the learning model paradigm is to provide learning and to create effective learning environments. Barr and Tagg (2000) describe the learning model as one that frames learning holistically, recognizing that the chief agent in the process is the learner. Thus, students must be active discoverers and constructors of their own knowledge. Carr, further support the need for learner to take control over their learning. Barr and Tagg (2000) believed that learners must be trusted to develop their own potential and encouraged to choose both the way and direction of their learning. Inquiry Method suggests that learners should have meaningful control over what and measure how things are learned, plus how the learning outcome is measured.

Getting detailed information on Inquiry Method connections with students’ achievement remains indispensable to educators; schools need this knowledge to support staff

development, instructional management, and staff selection. Educators embrace Inquiry Method because it encourages collaborative learning and students achievements (Dotson, 2009). Instructional management, supervision, and training influence academic achievement. Success with pedagogy depends on teacher competence student participation. Inquiry Method promotes students participation, resulting in increased achievement (Gonzalez and Nelson, 2005). A combination of instructional technology, classroom management and teaching techniques induces participation. Challenges to students' achievement include inadequate teachers, training, students, diversity and eagerness to learn (Cartledge and Kourea, 2008; Mawhinney, 2007; White – Charke, 2005).

Inquiry Method raises students' achievement, promotes democratic classrooms, complex thinking; joint production, and meets student communication goals. (Cummins, 2007). This pedagogy supports the social and intellectual attributes of students with low socioeconomic status. Taylor (2005) indicated that student from higher economic backgrounds performed better on standardized tests than students from low socioeconomic status background. According to Andrew (2007) educators agree that engagement promotes student achievement. Downer, Rimm – Kaufman, and Pianta (2007) suggested that children enjoy small group problem – solving assignments. Students used requisite cognitive stimulations, social, and motor skills to meet small group goals.

Inquiry Method moves the focus from the teacher and instruction to the students and learning. Learner Center Pedagogy is based on proposed set of principles derived from over a century of previous research on teaching and learning. These principles take into account a variety of psychological factors that are primarily internal to the learner while also recognizing that the environment and other contextual factors will interact as well. Thus, the focus is on

attributes of complex learning environment that are most likely to affect learning. Currently, principles articulate factors that influence all learners both in and out of the classroom and provide an integrated perspective of learning with a holistic view of the learner. The principles address individual learning, motivation, and developmental needs and are organized in four dimensions: cognitive and meets cognitive factors; motivational and affective factors; developmental and social and individual differences. Inquiry Method Teaching Strategy provides a theoretical foundation for Inquiry Method drawing on a research from a variety of theoretical perspectives. Practice base on these principles have no prescribed format, although instructionally, the principles are typically in contrast to teacher - centered practices. Instruction based upon Inquiry Method principles provide opportunities for learners to draw on their own experiences and interpretation of the learning process.

Inquiry Method regard learning as a life – long process rather than a process that take place only through young adulthood. Foundations of Inquiry Method include that learning is a naturally constructive process where learning is most productive when it is relevant and meaningful to the learner, in positive learning environments. It is a holistic in positive view of the learner in a complex living system that extends well – beyond the classroom walls in both time and space. Inquiry Method Teaching acknowledges that learners have different perspectives and that for learners to be engaged in and take responsibility for their learning these perspectives need to be tended to further; appropriately supportive learning opportunities that are challenging for individuals need to be provided.

When implementing Inquiry method, teachers need to understand the learner’s world and support capacities already existing in the learner to accomplish desired learning outcomes. Learning goals are achieved by active collaborations between the teacher and learners who

together determine what learning means and how it can be enhanced within each individual learner by drawing unique talents, capacities and experiences. Although, Downer, Rimm – Kaufman, and Pianta (2007) use the term Inquiry method, he identifies observable measures that seems aligned with expectations for Inquiry Method instruction as well: more or equal students talk and questions than teacher talk, more individual and medium group instruction, varied instructional materials, evidence of students choice and organization of contents and classroom rules and a physical arrangement of the classroom that allows for working together. Students who perceive their teachers to use learner centered strategy exhibit great achievement and motivation. This concern with the learner acquiring meaningful control of the learning process and is called “Student Centered” but more appropriately should be called Inquiry Method as it is against this back – drop that the researcher intends to find out the effect of inquiry method Teaching method on NCE social studies students’ attitudes and academic performance in Katsina State, Nigeria.”

1.2 Statement of the Problem

Many students lose interest in studying social studies as a course since they are not motivated to carry out research to find out answers to the problem by themselves. Always social studies teachers emphasized on teachers centered method than Inquiry method because of these problems. The researcher tries to carry out research on effects of inquiry teaching method. The study investigates Effect of Inquiry Teaching Method on NCE Social Studies Students Attitude and Academic Performance in Katsina State, Nigeria. In addition to the above problem, the objectives on social studies education has not been fully achieved in Nigeria, this is mainly because the old method of teaching is still in use by the teachers. That is, education in general is still teachers’ centered. In other words, teachers do all the talking in

the class while students sit and listen. An effective educational objective must cover the cognitive, affective, psychomotor domain. Today, teachers and learners emphasized mostly on cognitive domain neglecting psychomotor domain which are set for teaching and developing critical thinking. This is the reason why our educational qualifications are based on paper alone leaving out behavior and the physical skills and the abilities.

Thus, the problem of this study hinges on the determination to investigate into the impact of inquiry teaching methods on NCE Social studies Students on Attitude and Academic Performance in Katsina State

1.3 Objectives of the Study

The research has the following objectives to:

- i. To find out the effect of using inquiry instructional method on students' academic performance in Social Studies in Katsina State.
- ii. To assess the effect of using inquiry instructional method students' academic performance in Social Studies on the basis on gender in Katsina State.
- iii. To determine the effect of using inquiry instructional method on students' academic performance in Social Studies by class level in Colleges of Education, Katsina State.
- iv. To investigate the effect of using inquiry instructional strategy on Federal and State Colleges of Education students' academic performance in Social Studies in Katsina State.
- v. To find out the effect of using instructional strategy on students' attitude to Social Studies in Colleges of Education, Katsina State.

- vi. To assess the effect of using inquiry instructional strategy on male and female students' attitude to Social Studies in Colleges of Education, Katsina State.
- vii. To determine the effect of using inquiry instructional strategy on NCE II and NCE III students' attitude to Social Studies in Colleges of Education, Katsina State.
- viii. To Investigate the effect of using inquiry instructional strategy on Federal and State Colleges of Education students' attitude to Social Studies in Colleges of Education, Katsina State.

1.4 Research Questions

The following research questions are raised for the study:

- i. What will be the difference in the mean academic performance scores of students taught Social Studies using inquiry method and those taught using conventional method in Colleges of Education, Katsina State?
- ii. What will be the difference in the mean academic performance scores of male and female students taught Social Studies using inquiry method in colleges of education, in Katsina state?
- iii. What will be the difference in the mean academic performance scores of NCE II and NCE III students taught Social Studies using inquiry method in colleges of education, in Katsina state?
- iv. What will be the difference in the mean academic performance scores of Federal and State Colleges of Education students taught Social Studies using inquiry method in Katsina state?

- v. What will be the difference in the mean opinion scores of students taught Social Studies using inquiry method and those taught using conventional method in Colleges of Education, Katsina State?
- vi. What will be the difference in the mean opinion scores of male and female students taught Social Studies using inquiry method in colleges of education, in Katsina state?
- vii. What will be the difference in the mean opinion scores of NCE II and NCE III students taught Social Studies using inquiry method of teaching in colleges of education, in Katsina state?
- viii. What will be the difference in the mean opinion scores of Federal and State Colleges of Education students taught Social Studies using inquiry method of teaching in colleges of education, in Katsina state?

1.5 Null Hypotheses

- Ho₁:** There is no significant difference in the mean academic performance scores of NCE students taught Social Studies using inquiry method and those taught using conventional method in Katsina State.
- Ho₂:** There is no significant difference in the mean academic performance scores of male and female NCE students taught Social Studies using inquiry method in Katsina State.
- Ho₃:** There is no significant difference in the mean academic performance scores of NCE II and NCE III students taught Social Studies using inquiry method of teaching in Katsina state.
- Ho₄:** There is no significant difference in the mean academic performance scores of NCE students in FCE Katsina & YBUC LGs taught Social Studies using inquiry method of teaching in Katsina state.

Ho₅: There is no significant difference in the mean opinion scores of NCE students taught Social Studies using inquiry method and those taught using conventional method in Katsina State.

Ho₆: There is no significant difference in the mean opinion scores of male and female NCE students taught Social Studies using inquiry method in Katsina state.

Ho₇: There is no significant difference in the mean opinion scores of NCE II and NCE III students taught Social Studies using inquiry method in Katsina state.

Ho₈: There is no significant difference in the mean opinion scores of FCE Katsina & YBUC LGs students taught Social Studies using inquiry method in Katsina state.

1.6 Significance of the Study

The study will be benefits to Katsina State Ministry of Education (MOE). It will help them understand the suit abilities and applicability of inquiry teaching method in teaching social studies in colleges of education (C.O.E)

Curriculum Planners such as National Educational Research Development Council (NERDC) State Universal Basic Education Board (SUBEB) National Teachers Institute (NTI) Colleges of NCE. It will also beneficent to teachers since the teachers in the classroom as they main forces or engine room of curriculum implementation.

They ensure in the implementation of curriculum according to specification. They decide on kind of methods, strategy, resources and evaluation techniques that are best suitable in a particular lesson. The parent teachers association (PTA) has variety of functions to perform in the schools for achievement of educational objectives. As a body, the PTA Influenced curriculum implementation in many ways for instance it serve as an advisory body to the

school recruitment of additional teachers in a very needy subjects areas, purchase books and other instructional materials providing refunds for the execution of projects and many others. Therefore, the research is beneficial to P.T.A.

The research also is for the benefits of the learners because as the teachers feedback to the teachers on the effectiveness of his method on either to continue to review for or completely change his strategy of teaching.

1.7 Scope of the Study

Effect of Inquiry Teaching Method on NCE social studies students' attitude and academic performance in Katsina State, Nigeria is the topic of this thesis work. The study is delimited to NCE II and III students of social studies in Federal College of Education located at Katsina in Batagarawa town, Batagarawa Local Government Area of Katsina state while Yusufu Bala Usman College of Legal and General Studies located at Daura. The reasons for choosing these schools as a sample is because the schools were the only tertiary institutions offering social as a course been undertaken.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.01 Introduction

This chapter reviewed literature that is related to the study. This includes:

- Theoretical Framework
- Conceptual Framework
- Concept of Social Studies Education
- History and Justification for the Introduction of Social Studies Education in Nigeria
- Objectives of Social Studies Education in Nigeria
- Nature and Scope of Social Studies Education in Nigeria
- Challenges of Social Studies Education in Nigeria
- Concept of Teaching and Learning
- Concept of Inquiry Method
- Guideline for Conducting Enquiry Method
- Guide to Effective Utilization of Inquiry in Teaching Social Studies.
- Effects of Inquiry Method in the Teaching of Social Studies
- Concept of Teacher Centered Method
- Comparison Between the Traditional and Inquiry Method of Teaching
- Concept of Attitude
- Influence of Attitude to student learning
- Review of Empirical Related Studies
- Summary

2.02 Theoretical Frame work

The theoretical model applied in this study is the constructivist learning theory. Constructivist Learning Theory was created by (Jerome Bruner, 1966). A major theme in the theoretical frame work of Bruner is that Learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge. The learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure (i.e Schema, Mental Models) provides meaning and organization to experiences and allows the individuals to “go beyond the information given.”

As far as instruction is concerned, the instructor should try and encourage students to discover principles by themselves. The instructor and student should engage in an active dialogue (i.e Socratic Learning). The task of the instructor is to translate information to be learned in to a format appropriate to the learner’s current state of understanding. Curriculum should be organized in a special manner so that the student continually builds upon what they have already learned.

Bruner (1966) states that a theory of instruction should address four major aspects:

- i. Predisposition towards learning
- ii. The ways in which a body of knowledge can be structured so that it can be most readily grasped by the learner.
- iii. The most effective sequences in which to present material and
- iv. 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.

Application

Bruner's constructive theory is a general frame work for instruction based upon the study of cognition. Much of the theory is linked to child development research especially piaget. The ideas outlined in Bruner (1960) originated from a conference focused on science and math learning.

Learning Theories and their Application to Classroom situation

The theory is a general law or principle. Theories of learning attempt to explain the mechanisms of behavior involved in the learning process. All learning theories can be discussed under two broad categories:

- (a) Stimulus – Response (S-R); and
- (b) Cognitive field or Gestalt Theories

The first group of theorists adopt an essentially connectionist or behavioural approach maintains that if psychology is to be an exact science it must restrict itself to the study of observable behavior, that is, to the responses made by the individual and to the conditions under which they occur such an approach sees learning in terms of connections between stimulus and response or between response and reinforcement.

Great emphasis is placed on the role of the environment. If the environment is correctly structured learning will take place regardless of the determination of the learner.

The cognitive approach, on the other hand, states that if we are to understand learning we cannot limit ourselves to observable behavior. We have to concern ourselves with the "Learner's Mental ability to re-organize his psychological field (that is his inner world of

concepts, memories, etc). This approach therefore emphasizes on the way in which the individual interprets and tries to sense his environment. It views the learners not as a mechanical product of his environment but as an active agent in the learning process who purposefully tries to process and group the enormous amount of information fed into him by the outside world. These two sets of theories are not at war with each other even though they differ in ideology and perception of the learning process. Each contributes to the theory and practice of education. The teacher can draw usefully from both of them and see each of them as having greater or lesser relevance depending on the level at which he wishes learning to take place. Both views of learning are really descriptions of what actually happens when learning takes place. Descriptions of learning are useful in that they describe or explain the types of activities carried out by the teacher and students (Learners). Thus, they help teacher to plan classroom strategies to monitor student's learning and to assess likely factors for the success and failure of learning. Our discussion in this chapter will focus on examples from each of the groups of theorist as well as their practical applications and relevance to education.

Thorndike's Instrumental Conditioning

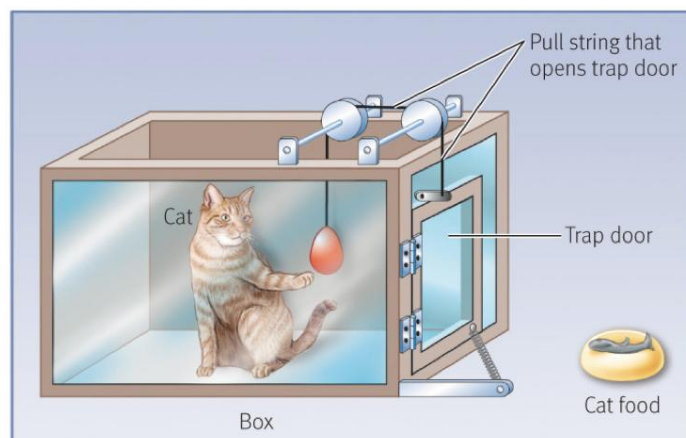
Thorndike was the first American psychologist in S-R theories who conducted a series of experiments on learning with animals. He introduced the concept of reward in learning. He studied the subject of learning systematically using standardized procedures and apparatus. All learning he states is the formation of bonds or connections between S-R. The process of forming connections depends on a number of variables which operate in the environment and the organisms. He conducted experiments on cats in the puzzle box. He formulated three basic laws and five supplementary principles of learning on the basis of his experiment and study of cat's behavior in the puzzle box.

The Experiment (The Puzzle Box)

A hungry cat was confined to a puzzle box with food visible from the outside. The cat had to escape by pulling a string to come out of the box in order to get food. On the inside was a release mechanism which could be operated by the cat. When the cat was first placed in the box, it engaged in random movements such as scratching, jumping, plundering and trying to escape to get food.

Finally, it operated the release mechanism which allowed the cat to escape and obtain food. He quickly put the cat in the box for the next trial. The cat again made a lot of attempts before opening the box. On subsequent trials the activity became less random. The cat was able to focus on the part of the cage near the release mechanism over a series of trials. The cat became more efficient in getting out of the box. The number of errors reduced.

Thorndike concluded that animals learn through active behavior and trial and error. Instrument behaviors are learnt behavior that serves a purpose by helping an individual to obtain a desired goal. The learning of the cat can be explained in terms of formation of direct connection between the stimulus and the response. Two important factors are necessary for learning to occur. There should be motivation of some kind (e.g. the cat was hungry). Food is necessary to satisfy the hunger of the cat (reinforcement). Based on the experiments, Thorndike propounded some laws and principles of learning.



Basic Laws of Learning

1. The Law of Effect

Learning occurs only when the response has some effects on the environment. Effect is the satisfaction or otherwise which the animal obtains from performing a task or making a response. Delay of reward, after the satisfactory performance of a task can lead to frustration. Behavior which is followed by reward will be more likely to be repeated whereas behavior which is not rewarded is likely to fade away.

Punishment is less effective in producing learning. While reward strengthened the response, punishment did not always weaken the response.

Thorndike later revised the law of effect to include a new concept of belongingness. This new concept states that a response is more easily learnt if the response is more easily learnt if the response belongs to the situation or fits the situation. The effect of learning is not confined to particular tasks but spreads to other situation. This concept he called, spread of effect.

The relative effect of reward of punishment are not equal or opposite. Reward is far more effective in modifying behavior than punishment.

Application of the law of effect to classroom situation. The implications of this law are as follows:

- i. Praise is far more effective than reprof in modifying behavior.
- ii. Punishment may cause avoidance behavior.

- iii. Students should be handled in such a way that the teaching learning process becomes desirable and results in happiness or satisfaction through success proceeding from know to unknown and from simple to complex will help a great deal in making teaching-learning process pleasant. The teacher must enjoy his teaching work.
- iv. Guidance, praise and encouragement which give pleasure should be properly provided and used.
- v. Materials should be provided in varied ways so that novelty may be maintained.
- vi. School activities should be organized in increasing difficulty order that the students may progress successfully.
- vii. Learning experiences and other activities should be arranged such a way that learners may have some degree of confidence and success in their working.
- viii. Learning experiences and other activities have to be meaningful and relevant to the personal life of the learners.

2. The Law of Exercise

The law of exercise is divided into two parts as (a) law of use and law of disuse. The law of use argues that: the more frequently a modifiable connection between stimulus-response (S-R) is made the stronger that connection will be. The law of disuse states that when a modifiable connection between stimulus – response is not made over a period of time, the strength of that connection is weakened. The law of exercise therefore relates to repeating or failing to repeat a connection.

Practice is required especially when learning simple or complex skills. Repetition also strengthens the connection between the stimulus and the response.

Application of the Law of Exercise to classroom situation

The implications of the law of exercise are as follows:

- i. Learning is by doing. Repetition, practice and drill are necessary, for example, in vocational education, in memorization of poems mathematical tables.
- ii. Learning should be accompanied with understanding otherwise it will result to “rote – learning”. Therefore practice without knowledge of results is quite worthless.
- iii. Enough opportunities should be given to the students to use and repeat the knowledge and skills gained in class.
- iv. A view of learning materials is necessary for maintaining the bonds or connections for longer periods.
- v. Drill strengthens the connection between stimulus – response. Plays a vital role in primary classes especially in the learning of multiplication tables, alphabets and meanings of words.

3. The Law of Readiness or law of Intensity

This law states that satisfaction and reward as contrary to frustration and annoyance depend on whether or not the learner is actively prepared for learning. A bond is strengthened or weakened according to the learner’s mental adjustment, preparation or readiness. Readiness in this context is different from the concept of readiness associate with the study of growth and

maturity where, for instance, the appropriate time for learning a complex such as knitting has to be determined such a complex activity cannot be easily learned until a co-ordination of mental development and physical growth have been determined by maturation.

Application of the law of Readiness or Intensity to Classroom Situation

The implications of this law to classroom situations are as follows:

1. Sensitive teachers must be quick to spot out learner's inquisitiveness, interest and genuine enthusiasm for knowledge, and reinforce accordingly.
2. Teachers should give those experiences which help to enhance readiness. Preparatory lessons that will hasten the growth of readiness can be provided especially in elementary classes.
3. Aptitude tests in various subjects could be given to determine their level of learning.

In addition to these three basic laws of learning, Thorndike developed five principles of learning which are briefly discussed below:

1. The Principle of Multiple Response

This principle states that animal or man may try as many responses as possible before attempting the correct response through the process of trial and error. Trial and error learning is influenced by many factors as motives, barriers, elimination of unproductive response and consolidation of successful responses.

Trial and Error learning enables the learners to get wide experiences and chances to experiment. They learn from their own mistakes. Teachers are to provide needed assistance to students.

2. The Principle of Mental Set

Mental set refers to the inclination to act in a given way. It is a temporary condition of ones feelings, attitudes and interests. Positive mental set in students is necessary for learning to occur. The teacher can prepare students for different activities in advanced by encouraging them to participate in home, school and community activities. The emotional atmosphere of the classroom environment should be conducive. Students should feel that they have control over their future activities. Teachers should be willing and available to offer needed assistance to students.

3. The Principle of Partial Activity

This implies a response made to only some aspects of an entire matter or problem. For example, a child will respond to this parent whether at home or in school.

4. Principle of Analogy or Assimilation

The teacher should provide similarities between the new and the old. Learning should progress from simple to complex. Textbook materials should be related to the experience of the learner. The teacher should show relationships between historical events and present day events.

This section will deal with the second group of learning theories which emphasis perception in learning.

Cognitive – field or Gestalt Theory

The main proponents of Gestalt Theory include the German psychologists:

Max Wertheimer, (1880 – 1943)

Kurt Koffka (1886 – 1941)

Welfgang Kohler (1896 – 1967)

They disagreed with the behaviourist who argued that learning is connecting elements. The behaviourists, were trying to develop objective method of studying behavior (instead of relying on the traditional mentalistics concept of psychology) to bring psychology on equal footing with the Gestalt psychologists viewed teaching as a process of developing understanding or insight of the learner. Classroom experiences are related to the personal goals of students. They should be encouraged with the results of their efforts. The German psychologists considered man's inner processes to be the proper subject of study. Individuals perceive and think as wholes. Gestalt is German word which is translated to mean pattern, shape form of configuration. People react to patterns of their perceptions when they face problems depending on the set of stimulating conditions in the environment. People learn not by associating bits of experiences but by forming new Gestalts by seeing new patterns and by organizing them into a meaningful whole in the total situation. When people struggle to solve a problem, the solution change in perception is called insight.

The Experiment

The most popular experiments of Gestalt theory are the ones carried out by W. Kohler while he was a prisoner on the Canary Islands during World War I. A summary of the four experiments are given here.

A chimpanzee called sultan was confined in cage. There was a stick in the cage and outside the cage some bananas were put. In the second experiment, two stick were used which could be fitted. The banana when both sticks are fitted together. The animal first tried to get the banana with one stick (as done in the first experiment) but could not. Suddenly, it succeeded in fitting both the stick before the banana.

In the third experiment, the setting was slight changed. The bananas were hung from a ceiling of the cage and a box was put at the corner. The chimpanzee again tried to get the banana but failed to do so. It then established relationship between the box and the banana, but the box under the banana, climb on it to get the fruit.

In the fourth experiment, two boxes were kept and the chimpanzee had to use both boxes to get the banana.

Characteristics of Insightful Learning

According to Yerkes, Insightful learning has certain characteristics.

1. Survey the problematic situation.
2. Hesitate, pause and concentrate on the problem situation.
3. Trial of various responses by sudden approaches until solutions are found.

4. Frequent recurrent attention to the goal and motivation.
5. Presence of critical points at which the organism suddenly, directly and certainly performs the required act.

Application to classroom situation to develop insight or “Aha!” feeling the following methods could be used.

1. There is the need for play – way method discovery and learning by doing in classroom work.
2. Exercise drill or repetition can affect problem-solving and cause dependency or fixation. Drill should therefore be very minimal.
3. There is time and place for whole and part learning. Below average students need to follow part learning or short steps.
4. Students learning should be structured to encourage discovery.

This theory seeks to investigate in to the effect of inquiry teaching method, on NCE social studies students’ attitude and academic performance in Katsina State Nigeria. This is important because part of the possibility for the achievement of these goals largely rests on the quality of the teacher’s input as well as his method of teaching. This therefore, depends on the teacher ability to teacher mastery of the knowledge of social studies content and methodology, and the availability and proper use of appropriate and relevant teaching learning resources. The social studies teacher using the inquiry method is seen as a model and a change agents and expected to be flexible in approach. In other words, under this approach, the purpose of teaching social

studies is to inculcate values such as loyalty, obedience, community culture and the likes. The method of teaching these attitudes and values is through inquiry teaching method.

In conclusion, the theory will be of significance in using inquiry method (to teach social studies) by which children would learn to ask and answer questions, raise and solve problems.

2.03 Conceptual Framework of the Study

Social studies covers a wide range of studies since it draws its concepts, ideals skills, knowledge, attitudes and values from the social science subjects like geography, government, economics, religion, sociology and a host of other. Many others, writers and commentators define social studies differently. All of them define it in line with their academic background, exposure to wide reading, and personal experiences. It is necessary therefore to note that there is no single definition of social studies that is universally accepted. Awe, (1976 saw social studies as a problem solving discipline, she declared that social studies as a discipline if properly programmed and effectively taught should help to solve social problems that are facing developing countries like ours (Nigeria) where the old norms are fast losing their grips and no effective substitutes to replace them. Dubey et-al (1977) conceptualized social studies as a “process of education which utilizes the study of life for the purpose of giving children and adults the opportunity to practice solving individual and societal problems. It includes the transmission of attitudes, knowledge and skills which help students in making decisions and become responsible citizens.

In the same opinion, Engle (1977), views social studies as an applied field which attempts to fuse scientific knowledge with ethnical, philosophical, religious and social considerations which arise in the process of decision making as practiced by the citizen.

Aderalagbe, (1980) considers social studies as representing a problem approach discipline through which man, including the citizen, learns about problems of survival in his environment. According to Kissock (1981), social studies is “a program of study which a society uses to instill in students knowledge, skills, attitudes, and actions it considers important concerning the relationship (1989) conceptualized social studies as “an organized integrated study of man and his environment, both physical and social, emphasizing on cognition and effective citizenry.

According to Okonkwo (2000), social studies is the “study of man and his physical and social environment, and how he interacts with others. Danladi, (2005) defined social studies as a field of study of man and his activities, in relation to his social, economic, political, cultural and physical environment in order to achieve understandings, skills, attitudes and values that are necessary for personal and societal development.

Bayero, (2007) viewed social studies as the sum of learning derived from the various aspects of human thoughts and experiences for the purpose of solving “man’s interminable problems.

2.04 Concept of Social Studies Education

Social Studies is an integrated study of the Social sciences and humanities to promote civic competence with a primary purpose of helping young people to develop the ability to make informed and reasoned decisions for the public good as citizens of culturally diverse democratic society in an independent world.

According to Kissock (1981), as a programme of study which a society uses to instill in their younger ones position attitudes, belief, and knowledge and values it consider worthwhile. The aim of social studies is therefore citizenship.

Kadiri (2002:1) wrote that:

“Social Studies are a holistic subject that is interested on the social, physical and emotional characteristics of man. This means, it is a broad based curriculum that de – emphasizes inter disciplinary approach to the study of human activities. In social studies, man and his activities are investigated as a whole not parts”.

Arisi (2011) Explain Social Studies as the study of man within his environment, physical, social economic, psychological, religious, political, cultural, scientific and technological. In other words, Social Studies is the integration of the interrelationships of different subjects aimed at inculcating national consciousness and national unity, imbibing the right type of value and attitudes for self and national survival, the acquisition of necessary skills, ability and competences which individuals needs to be able to contribute to national development (Chukwu, 2011). Social Studies according to Dubey (1980) in Ololobou (2010) describe Social Studies as the investigation of human activities. It studies man at home, at work, in politics, in the village, in the nation and everywhere he engages in his busy programme of living. The teaching of Social Studies has been accepted in many societies as one of the most critical pivot of educational practices which is essentially charged with the responsibilities of aiding the child in his interpretation of the social framework including the associated problems in which he operates as a human individual, Shu’aibu (2011).

Ololobou (2010) Social Studies is the integrated study of man and he battles for the survival in the environment both physical and social. It promotes awareness, appreciation and understating of the reciprocal relationship between man and the environment. Okonkwon in Kadir (2009), noted that Social Studies is “the study of man and his physical and social environment and of how man interacts with others”.

Mezieobi (2013), defined Social Studies which probes man's symbiotic relationships with his environment, endows man with the reflective, social and work skills, to enable him understand his world and its problems, and to rationally solve or cope with them for effective living in the society. Ololobou (2009), Social Studies is a problem oriented discipline designed to identify, investigate and seek rational solutions to problems.

NCSS (2014), defines Social Studies as "the integrated study of the Social Sciences and humanities to promote civic competence" within the school program, Social Studies provide coordinated, systematic study drawing upon such disciplines as anthropology, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics and natural sciences. In essence, Social Studies promotes knowledge of and involvement in civic affairs. And because civic issues – such as healthcare, crime and foreign policy – are multidisciplinary in nature, understanding these issues and developing resolutions to them require multidisciplinary education these characteristics are the key defining aspects of Social Studies.

2.05 History and Justification for the Introduction of Social Studies in Nigeria

Social Studies are largely described as a response to the needs, aspirations and problems of the Nigerian society. Before and after independence in 1960, there were widespread cries about the inadequacies of the colonial system of education. The colonial system of education designed to serve the interest of the colonial masters. It was an education for the subjugation and alienation of the African person from the environment. As noted by Fafunwa (1974) in Ololobou (2010) instead of the educational system developing positive attitudes and values in the society in which the African child lived, it tended to alienate him for

his cultural environment. The non – functionality of the colonial education and all pervading cry of the general public for curriculum reform led to various conferences, seminars, and workshops.

At the continental level was the Mombasa Social Studies conference of 1968. This conference emphasizes the need for education in Africa to relate to the African culture through Social Studies education. The conference provided a Social Studies curriculum which all participating countries were to adapt to suit their individual needs. At the national level, there were several national conferences and workshops like the 1969 national curriculum conference organized to related education to the needs of the child and the country. The national curriculum conference analyzed, discussed and made recommendations on the objectives of all levels of education which includes secondary school and how education could be made to transform the country. Social Studies as a school subject was designed to satisfy this aspirations.

Apart from the dysfunctionality of colonial education, Nigeria experienced a bitter and devastating civil war between 1967 – 1970. There are over 250 ethnic groups that began to treat one another with suspicions and distrust. Also, each ethnic group for fear of domination strived to preserve their own identities. This created further stress and confusion and challenged efforts at nation building. Thus, the need for fear reconciliation, reconstruction and rehabilitation called for a curriculum area that will emphasis unity in diversity and the idea of one indivisible destiny, Social Studies was a ready tool through which education would be directed at national integration, Social and economic development. Also, the development of the right societal values was an important issue. The increasing level of crime, Social vices, indiscipline and corruption which have devilled national life, needed to be checked.

It was believed that a society or nation is esteemed by virtue of the standards and values education that promoted citizenship rather than religious education that cause division and conflicts, place Social Studies in a unique class of its own to re – direct efforts towards making learners responsive to the society. Social Studies teach the interdependence of the various communities in Nigeria and emphasize national interest above personal desires and interest.

Another vital reason for the justification of Social Studies in Nigeria was the harm done to the minds of the youths through the compartmentalization of the knowledge. The teaching of the discrete social science subjects did not allow learners to transfer and apply knowledge to practical daily living. This is because they did not help learners and the inter – relatedness of all school subjects. Thus, social studies came in as an integrated area of study to prepare learners to study for life and living. The integrated approach has been proven as the best approach to learning because man lives in the environment not in pockets but in integrated manners. The activities that man engages in are influenced one and the same time by all aspects of the environment.

2.06 Objectives of Social Studies Education

Social studies objectives were coined out from the national educational aims and objectives as outlines in the NPE (2004) which are as follows:

- i. The inculcation of national consciousness and national unity
- ii. The inculcation of the right types of values and attitudes for the survival of the individual and the Nigeria society.
- iii. The training of the mind in the understanding of the world and;

- iv. The acquisition of appropriate skills, abilities and competence both mental and physical as equipment for the individual to live and contribute to the development of the society.

However, the general objectives of social studies as identified by Fadeyi (2005) include the following:

1. It enables its learners to understand their environment and its ramifications, when people understand their environment, they will be able to solve the problem of survival in such an environment and equally live comfortably there.
2. Social studies emphasizes discovery, dialogue and experience. It gives the learners ample chance of discovering things for themselves by experiment. It also uses methods such as inquiry, problem solving, excursion, questioning technique, discussion and creative activity method through which pupils or students can discover things for themselves.
3. Social studies engage pupils or students in purposeful activities which are based upon observation and investigation of their physical and social environment.
4. Social studies inculcate healthy social activities and values in to learners and thus, they acquire right attitude to life.
5. It helps us to achieve our goal of building a united, viable and prosperous Nigeria since the subject seeks to achieve national unity and national survival.
6. It enables individuals to be alive to their social and civil responsibilities.
7. It also promotes the appreciation of our cultural heritage
8. Social studies promote international understanding and worldwide peaceful co-existence.

9. Social studies enable its learners to become well informed citizens who are capable of contributing their quota to the healthy development of their country.
10. Social studies affords its learners affords it learners the unique opportunity of knowing about the positive aspects of our national life.

2.07 Nature and Scope of Social Studies Education

The following themes help to illustrate the typical nature and scope of Social Studies programmes Kadiri (2008) are itemized and explain as follows.

- i. Cultural heritage
- ii. Global perspective
- iii. Political and economic issues
- iv. Traditional and change
- v. Social history
- vi. Spatial relationship
- vii. Social contracts
- viii. Technology
- ix. Peace and interdependence
- x. Citizenship

i. Cultural Heritage

The cultural heritages of a people are embodied in stories about their values, hopes and dreams, fears and dilemmas. The major role of a school is to transmit the cultural heritage from one generation to another through history of the people, artifacts and dilemma. A culture consists of language, tools, important documents, customs, social institutions, beliefs, arts and

religion. Every human society has particular patterns of behavior that make up its culture. Within social group, individuals learn accepted means of meeting their needs and coping with problems of living. These means of perceiving, thinking and behaving are part of their heritage.

ii. Global Perspectives

The world is becoming more crowded, more interconnected and more volatile. There is the need for peace but preparation for war continues, what happens in distant places quickly affect us. Student must understand the dynamic of human, technological and ideological positions or practices as culture is shared across the world, our perspectives must be global.

iii. Political and Economic Issues

Citizens need to become aware of their political and economic opportunities and obligations so that they can function with the political and economic system. This means that ability to make personal and social decisions, often with little time and incomplete information, citizens therefore need to become aware of their political and economic opportunities and obligations.

iv. Traditional and Change

People, events, tools, institutions, attitudes, values and ideas change over time. History records the struggle of people and groups who favor change and those who oppose change. So we must ponder on the past and anticipate the future. As the rate change accelerates, we must recognize that human experience is continuous and interrelated. Continuity and traditions are facts of life and provide life and meaning, beauty and truth. In some ways, nothing new occurs under truth. In some ways nothing new occurs under the sun. All persons, events, actions and

change are the outcome of things that have gone before. Students should learn how change and continuity constantly influence their lives.

2.08 Challenges of Social Studies Education in Nigeria

Teaching of Social Studies has been faced with multi – dimensional problems, some these problems are:

1. Lack of operational definition of Social Studies. Diverse categories of people have herded so many definitions of Social Studies which Mezieobi, Fubura, and Mezieobi (2008) have grouped in to twelve. With an overdose of Social Studies definitions, Nigeria does not have a Social Studies conceptual directional framework on which to base her professional practice.
 - a. Teaching method: a recent study by Mezieobi (2003) revealed that over ninety percent (90%) percent of all the social studies teachers largely use the expository/presentation teaching method in their classroom interactive process in which teacher are sheer dispenser of knowledge, not learning guide, to the student – clientele who listen in passivity social studies teaching methods: activity/interactional methods, problem – solving innovative teaching methods adjudged to elicit the intended and best learning outcome in the learners are relegated.
 - b. Instructional materials and resources: As it relates to instructional materials and resources usage, Mezieobis (2003) study revealed that most Social Studies teachers make use of reading materials largely textbooks, some select visual materials such as chalkboard, diagrams, pictures, and completely ignore Audio Materials (AM), Audio – Visual materials (AVM) and community resources.

- c. Social Studies instructional evaluation: instructional evaluation in Social Studies classrooms focus exclusively on the disregard of the affective outcomes.
- d. There are content inadequacies, unnecessary subject matter repetition, and content not reflecting Social Studies course titles. For example, Mezieobi and Mezieobi (2010) after a content examination of the nascent Basic Civic Education Curriculum document for JS 1 – 3 – upper basic stage of the Universal Basic Education which was just introduced in 2007, lamented that “The content areas of any worthwhile civic education programme are conspicuously missing”.

They further pointed out the lapses, incorrect and misleading themes, raised seventeen in evitable queries on Nigeria’s civic education frenzy and called for the immediate review of the civic education curriculum that is about 4 years old.

- e. Apartheid in Social Studies curricula: Each of the following – lower (primary 1 – 3), middle (Primary 4 – 6), upper basic (JSS) education and conventional tertiary institution – colleges of education and universities, has distinct Social Studies curriculum that is being implemented. Furthermore, according to Mezieobi (2008). The scope of Social Studies looks limitless or terrifyingly broad Social Studies scope is restricted or limited by:
 - 1. The society – relative or specific nature of Social Studies which makes it very possible for any country to prescribe what its curriculum content will be for any level of the educational system including the primary school.
 - 2. Curriculum content is also limited by the level of the educational strata i.e primary school to which the content prescription is designed for;

3. The goal emphasis differs from country to country and from one level of the educational system to the other. For example, Social Studies goals in Nigeria and for primary education are not the same with the USA USSR Japan.
4. The scope is also limited by the quality of Social Studies programme implementers. Social Studies goal will better achieve by qualified and committed Social Studies teachers than the uncommitted nonqualified teachers Social Studies classrooms.
5. Uncongenial school and work environment and conditions of service may impair to Social Studies teacher classroom input.
6. Dearth of professionally qualified Social Studies teachers who would be barren in the ontological requirements of effective Social Studies teaching and learning.
7. Poor attitude of learners to learning and bad study habit may lead to uncommitted attitude of teachers to teaching inability in schools occasioned by teacher students and the frequent closure of schools due to inability of government to meet its financial obligations – salary and benefits on regular basis.

2.09 Concept of Teaching and Learning

The following varied definitions of teaching point to its popular usage in Nigeria and elsewhere (Mezieobi, 2008) they are:

- i. Teaching is the imparting of facts.
- ii. Teaching is the process in which the learner is made to listen very attentively or pay attention.
- iii. Teaching as a process through which the teacher transmits or transfers knowledge to the learners.

iv. Teaching is also perceived as talking and chalking or what called teacher – talk.

Concept of teaching according to multi – cultural African conference (2013), the transformation process which the teacher (lecturer) uses along with the input in the education system is referred to as teaching. In other words, any act of giving someone knowledge or instruction that would have positive impact in the experience of the taught (recipient of such knowledge) in such a way that changes his behavior positively to entire society is teaching.

Bayero (2014), indicates that teaching can be defined as the passing of knowledge, ideas, skills and generalizations to someone with aim of bringing about a change in the behavior of someone. Burnard (2001) in his contribution defined teaching as “stimulation guidance, direction and encouragement of learning. Gray (2001) perceived teaching as a task of a teacher which is performed for the development of a child.

2.10 Concept of Learning

Ormond (2001) viewed the concept of learning from two perspectives; Behaviorist and cognitivist. According to behaviourist learning is a relatively permanent change in behavior due to experience. This refers to a change that we can observe. To the cognitivist learning is a relatively permanent change in mental associations, an internal change that we cannot observe.

Kazer (2003) perceived learning as a process by which experience or practice result in a relatively permanent change in behavior or potential behavior.

Kandel (2000) define learning as the process by which we acquire knowledge about the world.

Kernerman (2001) define learning as “the process of gaining knowledge or experience”. Also, learning could be referred to as acquisition of knowledge or skill.

Gray (2001) viewed, learning as “any knowledge through which experience at one time can alter individual’s behavior at a future time.”

Kimble (2004) viewed learning as “a more or less permanent change in behavior which occurs as a result of practice.”

2.10.1 Concept of Inquiry Method

The inquiry method: according to Ololobou (2000), inquiry is also called by different names like problem solving, critical thinking, reflective thinking, reflective inquiry and inductive thinking. It is however, defined as a technique in which the students find answers to questions, problems or riddles during the learning processes. It involves probing, finding out, investigating, analyzing, synthesizing, discovering, evaluating, questioning and thinking. This can be done by teachers and students by locating and gathering information from many sources like reading materials, audio materials, and specimen and community resources.

Since learning by inquiry does not just happen in the classroom except it is consciously planned, the teacher is expected to be familiar with the procedure involved. They include identification of the problem or the issue involved, examination of the problem identified, formulation of hypothesis collection of information or data on the problem, presentation and analysis of data and formulation of generalization. The Inquiry method encourages the students on how to think and work for themselves; the internalization of desirable attitude values, skills and knowledge by the students based on the varied experiences encountered during learning process; it enhances independence and self confidence in the learner it encourages students understanding of the process, concepts and relationship existing among human beings; and group work it enhances interdependence, social relations and cooperation.

Mezieobi (2008), noted that enquiry is an activity oriented, thought provoking and a creative method in which students, out of curiosity and on their own, or under the guidance of the teacher, probe, investigate, interpret relevant issues and problems with a view to providing solution through reflective thinking and rational decision – making which this method develops in the inquirer.

The inquiry method involves the scientific approach of identifying problems formulating hypothesis, collecting relevant data to authenticate the data, drawing conclusions even if tentatively and developing generalization for the students to be meaningfully engaged in the inquiry, there is need for the teacher to practically involve them from the planning stage to the evaluating stage. This can be done by the students and the teacher by locating and gathering information from many sources like reading material, audio materials, and specimen and community resources. Neither inquiry nor inquiry teaching are easy but they are “productive and fun! Nuhu (2004) conception of inquiry and inquiry teaching is that they are difficult in the sense that they require a lot of thinking and hard work. The result of inquiry teaching is however, very educative and experimental. It also produces a lot of fun as students learn by doing activities.

Inquiry method teacher is to lead the students to reach an independent solution to problems rather than solving the problem for them. The learners should be active and not passive in a learning situation that is inquiry in nature and the teacher’s role is just to guide the students.

In a subject that is comparatively new as Social Studies, methods suitable for all students of all levels of ability must be provided and the emphasis must be learning by the

process of inquiry, investigation and discovery. Inquiry method is the strategy that enables the learners to combine the search for knowledge in a systematic and logical fashion. It promotes independent thinking and self – reliance, while the teacher act as a guide, he does not provide the answer. Inquiry is to ask for information about something or to investigate something (NTI, 2007).

Inquiry Method

Kadiri (2009), defined Inquiry Method as the process involve in resolving problem. i.e to find out such terms as reflective thinking, discovering method analysis problem solving etc. These are often used methods of Inquiry. It can be described as a group of methods which helps pupils to find out information by themselves.

Mezieobi in Awoyemi (2001) defined inquiry method as a search oriented technique of problem solving in which the teacher motivates the child to draw on his past experiences and knowledge, in and outside his environment to find solution to a problem. The approach gives insight in to causes of problems and encourages creative thinking towards solving a problem.

The inquiry method involves the teacher motivating the pupils through stimulating questions so that they can discover facts, interpret or explain these facts. It aims at leading the pupils to apply principles to new situations and to solve problems given to them.

Inquiry method is the recommended way of organizing Social Studies activities. For example, inquiry method demands pupils going out to interview and collect information. However, the use of inquiry depends on the topic and the objectives the teacher has in mind. It involves the teacher planning a head of the lesson by drawing up questionnaire on the chosen

topic and the pupils are made to know what they are expected to find out and how to find these things.

The Inquiry Process

The inquiry process according to Kadiri (2010) has six different steps:

- i. Experience
- ii. State of uncertainty and doubt
- iii. Framing of the problem
- iv. Formulating hypotheses and evidencing
- v. Generalization

❖ **Experience:** the process of inquiry starts with an experience. An experience is defined as an interaction which one has with one's environment: talking with a friend; watching a football game. Not all experiences require the inquiry process. However, some experiences confront you with a conflict between what you think you know and what you have experienced. An experience that challenges your preconceived ideas encourages you to question your knowledge; an experience that makes you feel uneasy gives you a sense of inadequate understanding.

❖ **State of Uncertainty and Doubt:** the heart of inquiry is not fact, it is uncertainty. It is not the established given that generates inquiry, but the irregular, confusion, and contradictory. When uncertainty is dispelled and order replaces disorder, attention is directed to a new uncertainty. To have experiences raises doubts and uncertainties.

❖ **Framing the Problem:** it is the frame which becomes the statement of the problem. The statement of the problem prescribes the boundaries within which the conflict is seen. The cloudy area between the sensing of a problem and the framing of that problem is the very

heart of inquiry. The entire process rest upon the ability to sense conflict. Without sensing the problem the mode of inquiry could easily become a formalized structure much as text book recitation lessons are with little sense of the spirit of inquiry. The spirit of inquiry lies with problem sensing, not as is commonly thought with framing of problems, hypotheses, data gathering and generalizing. The problem acts as a statement about what is known based upon an explanation of the unknown, all of which is prescribed in a frame of reference. For example when one defines a problem one states:

- a. What one knows
- b. What one think one knows
- c. What which one does not know
- d. That which one thinks one understands.

- ❖ **Formulating Hypotheses:** when you frame a hypothesis you are literally brain – storming the possibilities. The framing of the problem gives you the limits within which you will hypothesize. A hypothesis is a proposition assumed for the sake of argument. Hypotheses are proposed explanations. If valid they will resolve the doubt.
- ❖ **Explanation and Evidencing:** at this stage pupil gathers and evaluates sources of evidence. This step describes what one does to demonstrate the validity of a hypothesis.
- ❖ **Generalization:** generalization is a statement of how well the hypothesis has given meaning to the understanding is more than a reiteration of the hypothesis; it is an explanation of it.

2.10.2 Guidelines for conducting a inquiry method

The Guidance for conducting Inquiry method according to Kadiri: (2009) are as follows:

- i. Survey:** this means going out to collect data. The teacher give the pupils or students a topic and ask them to collect a specific information from parents, siblings, authorities in the community including books, magazines etc. it is meant to give more information about the community to students. The information should be put in a form to allow drawing of conclusions of generalization. Therefore, the questions asked should be put in such a way that responses can be counted and interpreted meaningfully.
- ii. Opinion Polls:** this is a survey of what people think about a specific issue of problem. A large number of people can be asked the same questions which demand short and direct answers. The objective of an opinion poll is usually to predict the outcome of a situation that is being investigated e.g Local government election.
- iii. Interviews:** here pupils are asked to go and ask questions that are designed to find out required information. The questions are asked in advance and the interviewee (the person to be interviewed) is told, the purpose of the interview.
- iv. Questionnaires:** a questionnaire is a list of questions designed to extract certain facts from a certain group of people. There are two types of questionnaires.

 - a. Open Questionnaire: this type of questionnaire is open for the respondent to respond in a way he thinks the answer should be. He has the freedom to comment and justify his answer, e.g why do you study Social Studies?
 - b. Close Questionnaire: this is the type that respondent is given alternative replies to choose from. He either responds Yes/No, True/False, or tick the correct answer from given alternatives. Yes/No. no room for comment here. E.g Katsina is a capital of Katsina state. Yes/No.

- v. **Field Trips:** this is paying visit to places of interest to confirm what has been taught in the classroom. The teacher is normally required to give the guidelines.

2.10.3 Guide to effective utilization of inquiry in teaching Social Studies

The Social Studies teacher employing the inquiry method in the teaching and learning process should bear the following in mind: According to Mezieobi (2008),

- i. That the ultimate essence of the inquiry method is to enable the learners to think, find out answers or solutions to problems in order to become skilled at problem – solving.
The student must be confronted with learning experiences or situations that are puzzling, doubt – stimulating, and controversial, though interesting, as to arouse the students curiosity. In other words, the teacher has to stimulate inquiry by providing inquiry – oriented learning activities.
- ii. Cognizant of the development level of both primary school pupils and the students of the junior secondary schools (JSS) and the mission of inculcating in them thinking skills, the Social Studies teacher, at these levels of the educational system, should adopt the guided inquiry approach until the pupils/students are familiar with the inquiry method to enable them provide their own cues to solving problems. However, in the tertiary institutions where been already at home with the inquiry method, free inquiry type of the inquiry method, should be adopted.
- iii. The role of instructional resources is minimal in inquiry – oriented learning situations.
- iv. Question that are asked in inquiry teaching – learning process are not cognitive – memory questions or low – level questions which usually begin with what, when, where or who? (Which are fact regurgitation questions which stimulate little if any thinking) but thought – provoking questions. This is not, however, to say that some

“what” questions do not provoke thought. Examples of such thought – provoking “what” questions are: what encouraged the federal military government to insist on Abuja as a Federal Capital of Nigeria? What do you think should be done to minimize the social problems such as child abandonment and drift of the rural population to the urban centers? Categories of thought searching questions such as convergent, divergent and evaluate questions can start with what?

However, the appropriateness of the “what” questions in setting in to motion analytic thinking depends on the framing of the question.

- v. The developmental level or maturation of students, their interests and age should be given high premium in structuring inquiry oriented learning – activities and experiences.
- vi. The Social Studies teacher utilizing the inquiry method makes the value of the inquiry method attainable as well as makes the inquiry method what it should be. The teacher could make it boring or exciting. But in order to make it exciting and effective the teacher could personalize learning such a manner to arouse the curiosity of the students and stimulate reflective thinking.

2.11 Effect of Inquiry Method on the Teaching of Social Studies

Teaching of Social Studies

There are many effect of inquiry method on the teaching of Social Studies. Since Social Studies aims to find out information about man and his environments, inquiry is a valuable method of teaching Social Studies, inquiry method significantly improved students achievement and participation in Social Studies lessons more than the traditional lecture method. Therefore, are useful according to Kadiri (2009), outline in the following areas:

1. They help pupils to develop critical thinking.
2. They help pupils with the ability to seek for solutions to both problems and those of their community.
3. They create in students the spirit of co-operation and hard work.
4. They link the school and the community.
5. They provide important information to both teachers and pupils.
6. They encourage independence in the pupil and the spirit of research.
7. They develop research skills in pupils etc.

According to Nuhu (2004) the effects of inquiry method of teaching of Social Studies are as follows:

- i. The inquiry technique has motivating values and can help students to develop intellectual skills including skills in thinking rationally, seeing relationships, understanding values and attitudes.
- ii. Inquiry strategies can help to build firm concepts and deep understandings. A major aim of inquiry teaching is to stimulate independent resourceful thinking in the learners.
- iii. However, for a teacher to be able to use the inquiry method effectively in the process of guiding the students in teaching and learning Social Studies, she should be somebody who has internalized the values, techniques and strategies of inquiry. A progressive teacher who sees her classroom objectives from the inquiry point of view must be inspired and highly motivated within himself/herself.
- iv. The inquiry method will surely assist the teacher in his effort to produce critically and reflective thinkers.

2.12 Concept of Teacher – Centered Method

Funso (2004) Teacher Centered method is applicable to direct teaching like lecturing, questioning, team teaching, demonstration, tutoring, etc. To make a suitable choice of teacher – centered method, one should observe principles such as the following:

- i. The age and stage of the child
- ii. The learning ability of the child
- iii. The nature of the subject matter
- iv. Types of available instructional resources
- v. The cost of instructional resources
- vi. The number of children in the class
- vii. The duration of the lesson
- viii. The expected objective to be achieved
- ix. The relative advantages and disadvantages of each attractive method

A good teaching method must be capable of making the child to acquire knowledge or skills. Simple, clear, different and new methods will generate excitement among children. They will also make them to enjoy learning that will enable them to acquire knowledge and skills that will become essential part of them. That notwithstanding, it is only a bad teacher that will sacrifice a simple, efficient and highly achieving method for a very difficult and unfamiliar possibility all in the name of variety and innovation.

2.13 Comparison between the Traditional and Inquiry Methods of Teaching

Inquiry can be defined as “the intentional process of diagnosing problems, critiquing experiments and distinguishing alternatives, planning investigations, researching conjectures, searching for information, constructing models, debating with peers, and forming coherent arguments”. (Linn 2004)

Inquiry method has been officially promoted as a pedagogy for improving science learning in many countries (Bybee, 2000 & NRC, 2000). Students are promoted to resolve the problem, or else to discover the answer. For the discovering of the solution of the problems, students proceed to invest methods that had already practiced (constructivism).

They also use apperceptive thought and analytical thought, as mental means. The students explore and the teacher become the guide in this research. The following are strategies of direct investigation includes the the following steps (Bybee, 2006)

First step: Elicitation (Psychological and cognitive preparation, verification of the previous knowledge)

Second Step: Engagement (specification of the problem)

Third Step: Exploration (enouncement of hypothesis, planning of the investigation, experimentation, collection and organization of the data).

Fourth Step: Explanation (analysis and regularization of the data. Explanation)

Fifth Step: Elaboration (overshooting of the data, explanation of the phenomena, finding of analogies, evaluation of the ascertainments).

Sixth Step: Evaluation (evaluation of the learning objects to similar cases, generalization and transport of new learning objects to different situations).

Based on the researches by Oliver (2007) and Prince (2007), the inquiry method of teaching style presents based.

Learning actively involves the students in the learning process and allows the students to earn the contents on their own which provided more opportunities for the students to gain a deeper understanding of the concepts and become better critical thinkers (Wang 2011)

The comparison between inquiry method and traditional method

The inquiry method is for dominants and the students are only compelled to memorize and reproduce knowledge. In order to better understanding why inquiry works to engage and stimulate student learning. It is important to note how an inquiry approach to teaching differs from a traditional approach. For example, in a traditional model student are passive learning while the teacher provides all information

Inquiry – based model students actively participate in learning and therefore are more engaged in the process and content.

Below is a chart comparing the two teaching model; inquiry method and traditional methods

Principle learning theory

Constructivism

Behaviorism

Student participation

Active

Passive

Student Involvement in outcomes

Increased responsibility

Decreased responsibility

Student Role

Problem solver

Director follower

Curriculum Goals

Process oriented

Product oriented

Teachers Role

Guide/facilitator

Director/Transmitter

2.12 Concept of Attitude

An attitude is “a relatively enduring organization of beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols” (Hogg, & Vaughan 2005, p150. “A psychological tendency that expressed by evaluating a particular entity with some degree of favour or disfavor. (Saul McLeod 2014) Structure of attitudes, Attitudes structure can be described in terms of three components.

- i. **Affective Component:** This involves a person’s feelings/emotions about the attitude object. for example; “I am scared of spiders”
- ii. **Behavioural (or Conative) Component:** the way the attitude we have influences how we act or behave for example. “I avoid spiders and I used to scream when I see one:

- iii. **Cognitive Component:** This involves a person's belief/ knowledge about an attitude object for example; "I believe spiders are dangerous. This model is known as the ABC model of attitudes.

According to Kadiri (2010) "Attitude refers to one's feelings, thoughts and predispositions to behave in some particular manner towards some aspect of one's environment".

Saka, et al (2002) P 120 Viewed, Attitude as "a particular feeling about something: It is therefore a tendency to behave in a certain way in a situation which involves that something, whether person, idea or object. It is particularly rational and particularly emotional and it is acquired or learned not inherent in an individual" Attitude also refers to a way of thinking, feeling and behaving. Attitudes are permanent in nature. This is because when they are formed they are difficult to break. Attitudes are not habits or behaviour that are temporary in nature.

The following educational domains are instrumental to the formation of attitude:

- a. **Cognitive Domain:** The acquired situation of knowledge, formal thought process, perceptual reactions, mental judgment and reasoning.
- b. **Affective Domain:** This aspect reflects individual's beliefs, notions, feelings, ideas prejudices and emotional reactions to issues.
- c. **Psychomotor Domain:** This entails the acquisition of skills. It involves the utilization of one's mental and manipulative skills towards purposeful actions and according to Blair, Jones and Simpson (1976), an attitude is a propensity of an individual to respond in a certain way towards a stimulus. On her part, Devill (1981) chose to define attitude as an acquired disposition to respond to or the stand an individual holds and cherishes in a certain way towards an object, issues, events or situation.

- d. Sorenson (1986) Provided A more comprehensive definition of attitudes which he described as a particular feeling about an object, or thing, and therefore involves a tendency to behave positively or negatively in situations that involve the object or thing. He went further to assert that attitudes are particularly emotional, and that they are acquired and not innate.
- e. An analysis of these few definitions of attitudes reveals the following features.

Firstly, an attitude is directed towards an object and this may be an individual, school, policy, the mosque or Church idea, event or any material object. Secondly, an attitude can either be a positive or negative predisposition towards the particular organism.

Thirdly, an attitude involves behaviour that is, it is a tendency to react in a specific way, a readiness to have certain positive or negative reactions aroused in relation to the object. Fourthly, an attitude is learned and not acquired or inclination of an individual's feelings to behave in a particular manner towards a particular individual object, event or issue. Such attitudes, therefore, derive from cognition directly or indirectly about the particular individual, object or issue. For instance, if a child without any stress says that "I hate Mr. X" this tends to reveal his feelings towards the Mr. X. Statements of attitudes made by individuals tend to manifest the three fundamental components of attitudes namely.

Cognition, affective, and behavioural, which shall be described shortly. But therefore, we go into that, it is necessary to examine some concepts that are somehow related to attitude. One of such concepts is belief. It is related to attitudes in that a belief is a kind of judgment which varies in confidence level that a proposition is true or false, and when a set of belief is become organized into a system, they become ideologies. Those without religious, social or

education ideologies to which individuals hold on a tenaciously. Attitudes are equally related to opinions but they differ in emotional depth. This is so because, opinion has a greater basis in reason, than attitude but has a lower emotional content. For instance if an individual holds an opinion about something, the individual could defend it more rationally than the attitude he has about the something.

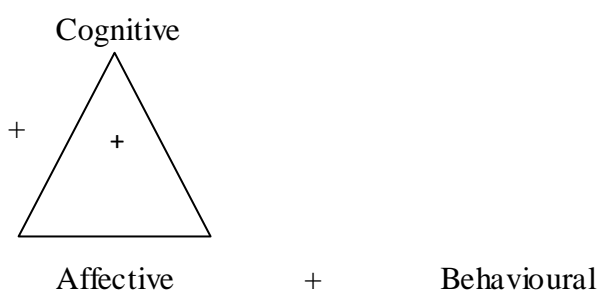
Attitude formation: By the time an individual forms an attitude about an object or situation, three major components, namely, cognitive, affective, and operational or behavioural content must have come in to play. The cognitive component comprises the thought, perceptual reactions and judgment of the individuals. It also reflects the belief the individual has about the object or situation since attitudes are directed towards people, groups, or objects. The reactions that will manifest to them invariably depend on information and the belief about their properties and processes.

A given attitude cannot come into existence if the appropriate object is missing in the natural or social milieu. For instance a parent cannot develop a positive attitude towards education if they do not know that it would enhance the future prospects of their children. This implies that there can be no change of attitude without a corresponding change in knowledge. The affective component depicts the individual's feelings or emotional reactions towards the objects or situation, and this may be positive or negative. For instance, an individual might have a feeling that a particular teacher is friendly or teaches well. The connective or behavioural component reflects the action, which the individual manifests towards the organism, e.g. a student might deliberately refuse to attend a particular lecture or class as a result of his attitude towards the teacher teaching the particular course.

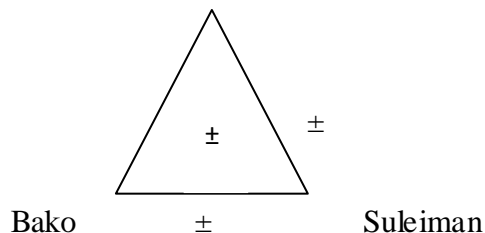
When there is a balance among the three components we have described, the individual is in a position to form a stable attitude towards the object or person or situation. For instance, a student who has some degree of experience of satisfaction about the value of computer science would obviously stimulate positive cognition of the significance of computer science and this will in turn be manifested in his behaviour towards learning computer science.

When the three component are positively inter related, the individual is believed to develop a positive attitude toward computer science, where as reverse will be the case

When the three components are negatively interrelated, thus, the balance concept of attitude formation stipulated that the three component of attitudes most either be positively or negatively correlated for the individual to form a specific attitude toward an organism or objects/situation. This is why Heider that maintained that the attitude of an individual can be seen as a manifestation of reflecting of balance of interrelationship of many variables of his environment, and that and so on as attitude as form, they cannot be easily changed unless some variables are manipulated . The balance concept of attitude formation can be illustrated from this diagram.



Apart from the balance among the three component of an attitude, balance can be also be maintained within any of them. For instance, if two children, Bako and Suleiman are intimate friends it means that they must be a balance of the three elements of attitudes towards schools, the others must equally develop negative attitude if that friendship continue. This point can also be illustrated in this diagram: School



The above diagram stipulated that if a balance is to be maintained the sum of all the signs in the triangle should be positive or negative as the case may be. It should, therefore, be noted that if there is a kind of imbalance among the three components of attitudes, the individual is said to be unstable, and so formation of attitude will be inconsistent (Tunji 2005).

2.12.1 Influence of Attitude to Students' Learning

Rosenshine, B and Furst, N (2006) **identified** factors that influence attitudes to the student's learning are as follows

- i. **Clarity:** This refers to the ability of the learner to clearly see, hear, and understand what is been said. Threats to clarity include small fronts, jargon, slurred speech, obstructions to sight, and ambiguous language. Clarity was found to be number one factor in improving learning.
- ii. **Task Orientation:** Furthermore, it is important for there to be clear instructions regarding just what the learner is to do. Check lists, procedure sheets and the other aids may help the learner to stay on task. People tend to learn better when they are engaged in a task, if they spend time with introductions, attendance, or other 'House keeping' chores, they have less time to spend on task, teachers and the presenters who keep guarding their students and audience back to the topic have a better chance of achieving the objectives
- iii. **Student's opportunities:** Students and audience members shall be given the opportunity to engage the material. This could means that, the speak is quite at times to allow listeners to digest what was heard. Or may be there is an activity where the listener writes something or the discussing an issue with the person next to them.
- iv. **Variety:** Some people learn better by listening, some by seeing, some by doing, regardless of their best mode of learning. It would help every body in the audience if you covered the material in a variety ways. For example if you are teaching workers how to properly install a protective learning device, you might wish to show a short video use a large illustration of an ear, handout a brochure with text and the graphics,

and everybody have practice, (this may seems time consuming but each could probably be done in a minute or less). The variety of approaches has better chance of changing behavior than if you are using a single approach.

2.13 Review of Related Empirical Studies

This sub – topic deals with the review of literature that is of direct relevance to the study. The following empirical studies were reviewed.

Shaibu (1999) studied the survey of factors militating against effective learning of social studies in tertiary institutions. A case study of Nwafor Orizu College of education Nsuka, focused on the qualification of parents and their teaching experiences, the use of instructional resources and the efforts of the government. He used a total of about 330respondents comprising of 260 NCE students and 70 B.Ed students. The Chi square (χ^2) and the t-test were used in the analysis of the data collected. Questionnaire was used in the collection of data for the study that contains about 15 items of Likert format of strongly agree, agree, disagree, and strongly disagree. From the findings of the study it was found out that most lecturers that teach social studies are not specialists in social studies. Lack of instructional materials constitutes a serious problem to effective teaching and learning of social studies. The study equally found out that the larger scope of social studies consist a major problem to effective learning and teaching of the subject

In a research conducted by John and Stame (2000) titled “cooperative learning methods and their effects on students’ achievement in secondary schools in Kwara central senatorial zone” they formulated four research hypotheses and four research questions which were used to guide the study. The populations of the study were 256 selected from six secondary schools in the

area of study. They investigated the effectiveness of eight cooperative learning methods. These methods were Learning Together (LT), Academic Controversy (AC), Teams – Games Tournaments (TGT), Jigsaw, Teams – Assisted – Individualization (TAI), and Cooperative Integrated Reading and Composition (CIRC). The researcher examined the study with four guiding questions. The first question addressed the amount of research that had been done to validate specific cooperative methods. The second question addressed how many different cooperative learning methods have been evaluated. The third question was how effective are the different cooperative learning methods in maximizing achievement?” Finally, the researcher tried to determine the characteristics of the more effective cooperative learning methods. The results of students’ achievement under cooperative learning were compared to results of achievement under traditional instruction learning. The findings of the study revealed that cooperative learning method can significantly increase students’ achievement than competitive and individualistic learning. The study revealed that all eight method of cooperative learning prove effective in increasing students’ achievement. They all have substantial effect and produced significant higher achievement when compared with the competitive or individualistic learning. The research shows that when the cooperative learning methods are implemented effectively the likelihood of positive results is quite high. The study produced a ranking of the cooperative learning methods. Learning together produced the greatest effects followed by academic controversy. The remaining methods, as determined by their positive effect on student’s achievement were STA and TGT group investigation, Jigsaw and CIRC.

The above study is similar to the present study as it focuses on one of the many Inquiry method, which is cooperative learning. Also the study establishes the fact that Inquiry method

stands a better position in improving teaching and learning, among students. However, it differs in contents, methodology, scope and level of students which the current study will use for making generalization.

Williams (2002) conducted a study on “Teachers’ efficacy perception about Inquiry Method in secondary schools in Ondo state” which comprises secondary school teachers working in some selected local government area of the state. The samples of the study consist of 321 secondary school teachers working at 40 secondary schools. In a questionnaire, an instrument to collect data was used to determine teacher’s perceptions of efficacy about Inquiry method. Frequencies and percentage were calculated in the analysis of the data. Result of the study indicated that secondary school teachers were sufficient in terms of determining the aims and teaching attitudes. Furthermore, teacher perceived themselves moderately sufficient in terms of presenting different activities in scheduling; applying knowledge with property of students in scheduling to teaching - learning process and designing suitable teaching material in teaching learning process, constructing the environment which helps students to realize their powerful and weak aspects. On the other hand, teacher perceived them insufficient in terms of scheduling teaching – learning process with convenient individual differences and convenient for students who need special attention. The above researcher is similar with the present study in that it deals with Inquiry method.

Similarly Abdulhadi (2004) in a research study titled “Impact of collaborative learning strategies in teaching and learning Social Studies in Junior Secondary Schools in Kwara state, found that for each assessment the assumption that using cooperative learning structures would result in higher achievement was proven. The results were consistent with the earlier studies comparing other cooperative learning methods against lecture/independent styles of instruction

(Slavin, 1991; Johnson and Johnson 2004) the results indicate that cooperative learning structure can be used successfully for students of diverse abilities. The students in the study presented a wide variety of abilities and functioning levels. All students with special needs in the treatment group were more successful than those in the control group. The social contexts of the group help avoid the isolation that these students could have felt beginning school in a new country. The students in his group certainly aided in his acquisition of Social Studies. The finding has relevance to the general classroom teacher faced with implementing inclusion of students with special needs. Cooperative learning structures can be easily used as a modification to instruction with no extra time or effort required of the teacher. One lesson plan using cooperative learning structures has built in peer tutoring and support within the heterogeneous class groupings which eliminates the requirement for several different plans to meet the needs of all students. Because structures are content free, this method of cooperative learning could be adapted to any curricular area and any level.

Sola and Ojo (2007) conducted a study on effects of project, inquiry and lecture method on senior secondary schools students' achievement in separation of mixtures practical test. The study is an experimental design involving 223 chemistry students from four local governments in Osun State Nigeria. A twenty five (25) item chemistry achievement Test (CAT) was used to collect data from students. Students were divided into 3 experimental and control groups. Students in 3 experimental groups were subjected to treatment using projects, inquiry or lecture demonstration methods while students in the control group were taught the traditional method of teaching. Pretest post test experimental design was used with t-test and ANOVA as the statistical tools for data analysis. Students taught with the lecture demonstrated method did not perform better than students with project method. Also, lecture is found better than inquiry.

They suggested that lecture method should be combined with others as well as clear explanation of concept.

Sola and Ojo (2007) study is similar to the present study because:

Both study compare lecture method with other teaching method.

Both studies are experimental design.

Both study use achievement test to test measure students level of academic performance.

However, Sola and Ojo (2007) study differs from the present study because:

Sola and Ojo (2007) study compare lecture method from inquiry and project methods, while present study compare lecture method from inquiry method.

Sola and Ojo (2007) study focused on senior secondary school chemistry students while the present study focused on NCE II and NCE III social studies students in Katsina.

Sola and Ojo (2007) study used ANOVA as statistical tool for testing hypotheses while the present study uses t-test.

Adekoye and Olatoye (2012) conducted a study on effect of demonstration, peer tutoring and lecture method teaching strategies on senior secondary school students' achievement in an aspect of agricultural science. The study was a pretest posttest experimental design with lecture method used a control group involving 150 agricultural students drawn from 3 schools with purposive random sampling technique. ANOVA and Scheffe post-hoc analysis was the statistical tool from analysis. The result shown that, demonstration and peer tutoring strategies were known to be potent to raise students' achievement. Twenty (20) items of Agricultural Science Achievement Test (AAT) was generated from WAEC and NECO past questions. The instrument was validated by content validity with the help of experts. Test re-

test on fifty (%) students from the school that did not part in the study was carried to ascertain a co-efficient of 0.78 and those of self-concept is 0.714. The study covers six weeks with posture and forage crops topics. The result shows that, there is no significant difference on the achievement based on gender on students achievement in an aspects of agricultural science. The demonstration is better than peer tutoring and lecture but no significant difference between lecture and peer tutoring. Adekoye and Olaloye (2012) study is similar to the present study because:

Both study compare lecture method with other teaching method.

Both studies are experimental design.

Both studies are subjected to content validity and pilot study.

Both studies use achievement test to test student level of academic achievement.

However, the present study differs from Adekoye and Olatoye (2012) study because:

The present study compare lecture method with inquiry method, while Adekoye and Olatoye (2012) study compare lecture, demonstration and peer tutoring. The present study focused on NCE II and NCE III social studies students in Katsina, while Adekoye and Olatoye (2012) study covered senior secondary school agricultural science students.

Adekoye and Olatoye (2012) study used ANOVA and Schaffer post hoc analysis while the present study use t-test as the statistical tool for analysis.

Adekoye and Olaloye (2012) study used purposive random sampling while the present study used stratified random sampling technique.

Ezeagbasi (2013) conducted a study on the effects of guided discovery and lecture methods on female students' academic achievement and attitude in evolution concept of biology in Giwa education zone, Kaduna state Nigeria. The study was a quasi—experimental design with

pretest post test groups. The study has control and experimental group. The experimental group was exposed to treatment which involved teaching with cooperation and control groups which exposed the students to lecture method. Both groups were administered with pretest and post test. The study covers 1554 SSI I female students in 14 public secondary schools of Giwa education zone. Systematic random sampling was used to select a sample size of (110) SS 11 Biology female students from two girls secondary schools in the area under study. Biology Achievement Test (BAT) with 40 multiple choice items using evolution concept as content and Evolution Concept Questionnaire (ECO) were used as tools for data collection. The two instruments were validated by three panels of experts in science education. The reliability coefficient of test re-tests and Kuder Richardson with product moment correlation coefficient yielded 0.658 and 0.78 respectively. Mean and standard deviation were used to answer the research questions while t-test was used to analyse research hypotheses. The findings reveal that, female students exposed to guided discovery method have higher mean academic performance than those exposed to lecture method. Thus, there is a significant difference between the two groups. The study then recommended that, activity based teaching methods like discovery should be used by the teachers. It also recommended the need for professional association like Science Teacher Association of Nigeria (STAN) to organize capacity building workshops for teachers on the how to use discovery methods. It also called for the federal government of Nigeria to make mandatory for teachers to use activity based teaching methods.

Ezeagbasi (2013) study is similar to the present study because:

Both studies are experimental design.

Both studies are subjected to content validity and pilot study.

Both studies use achievement test to test student level of academic achievement.

Both study lecture method with other teaching methods.

Both study uses t-test as statistical tool for data analysis..

However, the present study differs from study because:

The present study compare lecture method with inquiry method, while Ezeagbasi's (2013) study compare lecture and guided discovery method.

The present study focused on NCE II and NCE III at Federal College of Education Katsina and Yusuf Bala Usman College of Legal and General Studies, Daura students in Katsina. While Ezeagbasi (2013) study covered senior secondary school Biology students in Giwa education zone, Kaduna state.

Ezeagbasi (2013) study used Biology Achievement Test (BAT) and Evolution Concept Questionnaire (ECO), while the present study used Social Studies Achievement Test (SSAT).

Mohammed (2014) carried out a study on comparative study of discussion and lecture methods on anxiety and achievement among secondary biology schools students in Gashua, Yobe state, Nigeria, The study covered 532 students' population of 363 boys and 169 girls and a sample size of 71 students (comprised of 49 boys and 22 girls). A pretest posttest experimental and control group design was used. Two co-educational secondary schools were randomly selected out of four in the area under study. The study duration was 6 weeks for both experimental and control groups. Biology Achievement Test (BAT) and Biology Students Anxiety Test (BSAT) were the instrument used for data collection with a reliability coefficient of 0.80 and 0.70 respectively. The Biology Achievement Test (BAT) was adapted from West African Examination Council (WAEC) while Biology Students Anxiety Test (BSAT) was adapted from Hamilton Anxiety scale. T-test was used to test the hypotheses at $p=0.5$ level of

significance. The findings revealed that, there was significant difference between the mean academic achievement scores of the experimental and control groups in favour of the experimental group. It also shown that, there was no significance difference between the academic achievement scores of boys and girls o(the experiment group but the reverse is the case on the anxiety level of boys and girls of the same experimental group. Similarly, there ws significant difference between the anxiety level of boys and girls of the control group in favour of boys. The study recommended hat, teachers should adopt discussion method being a learners centered and encourage students to active)))' participate in the teaching process which in turn enhances understanding of the content improve academic achievement and reduce anxiety. Capacity building for teachers is also recommended so that teachers can find it easy to effectively utilize it.

Mohammed (20 14) study is similar to the present study because:

Both studies are experimental design.

Both studies cover 8 weeks.

Both studies are subjected to content validity and pilot study.

Both studies use achievement test to test student level of academic achievement.

Both study lecture method with other teaching methods.

Both study uses t-test as statistical tool for data analysis.

However, the present study differs from study because:

The present study compares lecture method with inquiry while Mohammed (2014) study compare lecture and discussion method while the present study compare lecture method from inquiry method.

The present study focused on NCE II and NCE III social studies students in Katsina, while Mohammed (2014) study covered senior secondary school biology students in Gashua, Yobe state.

Mohammed (2014) study used Biology Achievement Test (BAT) and Biology Students Anxiety Test (BSAT) while the present study used Social Studies Achievement Test (SSAT).

Summary

This chapter reviewed relevant literatures; the study viewed Inquiry method as view student – centered learning as: the learner has full responsibility for his/her learning involvement and participation are necessary for learning; the relationship between learners is more equal, promoting growth and development, the teacher becomes a facilitator and resource person; the learner experiences confluence in his education (affective and cognitive domains flow together); and the learner sees himself differently as a result of the learning experience. Teaching was defined as “stimulation, guidance, direction and encouragement of learning” teaching as activities that are designed and performed to produce change in student behavior, and intimate contact between a more mature personality and less mature one which is designed to further the education of the later, two – fold activity of communicating information and communicating judgment. The study defined Social Studies as “the integrated study of Social Sciences and humanities to promote civic competence” within the school program Social Studies provides coordinated, systematic study drawing upon such discipline as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology religion, and sociology as well as appropriate content from the humanities, mathematics and natural sciences.

The following were discussed in this study: Theoretical framework, conceptual framework, concept of Social Studies, History and Justification for the introduction of Social Studies in Nigeria, objective of Social Studies in Nigeria, nature and scope of Social Studies Education in Nigeria, challenges of Social Studies in Nigeria, concept of teaching, concept of inquiry method, guidelines for conducting inquiry method, guide to effective utilization of inquiry in teaching Social Studies, effect of inquiry method in teaching of Social Studies. Concept of Teacher centered method, comparison between enquiry method and Teacher centered method, concept of attitude, influence of attitude to students' learning, and the review of related empirical studies.

Social Studies therefore portray the ones and indivisibility of knowledge and the reality of man's interaction with the environment, Social Studies is value based. All the domains of learning – cognitive, psychomotor, and effective are emphasized. However, the effective aspect of learning is given prime importance because Social Studies is interested in modifying the behavior of learners to get them integrated into various cultural areas, Social Studies is a problem oriented area of study. It is a response to the problems of society with a view to seeking rational solutions to the identified problems; the core of all teaching approaches in Social Studies is inquiry approach. Learners are expected to go in to the environment to investigate, collect, analyze data to make inferences and conclusion.

The Inquiry method approach to instructional design in Social Studies, review of empirical Studies for proper understanding of study were also provided.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

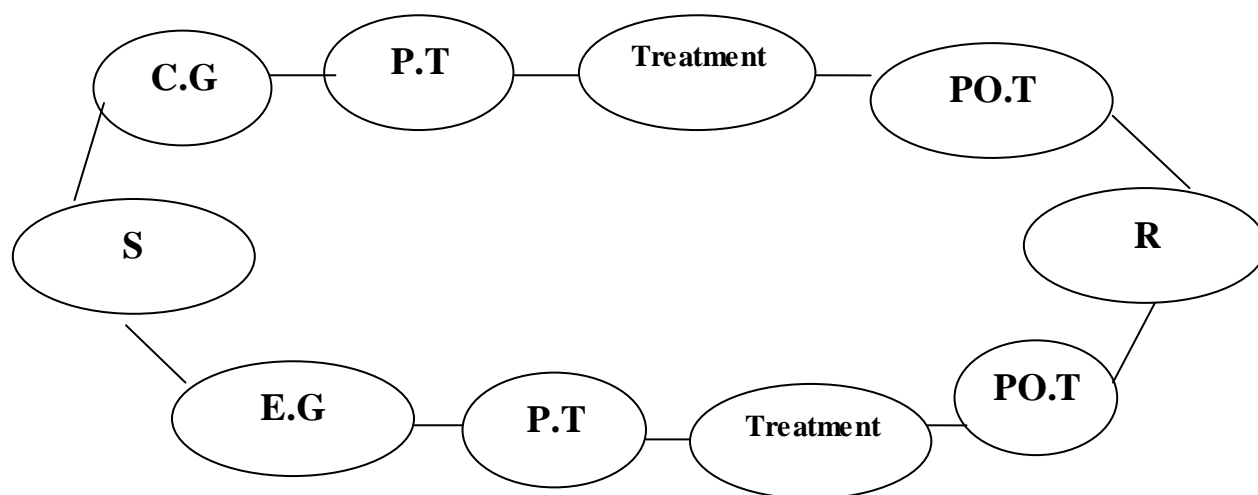
This study is aimed at investigating the Effect of Inquiry Teaching Method on NCE Social Studies Students Attitude and Academic performance in Katsina State, Nigeria. This chapter is presented in the following sub-headings:-

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

3.2 Research Design

The researcher used “quasi experimental” design for the study. This helped to find out the “Effects of Inquiry Teaching Method on Social Studies Student Attitude and Academic Performance in Katsina State, Nigeria”. The research adopted quasi experimental design based on the recommendations of Schoenfeld (2006) that, quasi experimental design is used in research when it involves selecting groups, upon which a variable is tested, without any random pre – selection processes as well as with a variable being compared between different

groups, over a period of time. It is a type of design which aims to determine whether an intervention has effect on a study's participants. Two groups controlled grouped or experimental group.



KEY

- S** Sample
- C.G** Controlled Group
- E.G** Experimental Group
- P.T** Pre-Test
- Treatment** Treatment
- PO.T** Post-Test
- R** Result

3.3 Population of the Study

The population for this study consisted of all Social Studies Students of Colleges of Education in Katsina State. They include;

1. Federal College of Education Katsina.
2. Yusufu Bala Usman Colleges of Legal and General Studies Daura.

TABLE 1. Populations of NCE Social Studies Students by gender and level

	NCEII		NCEIII		TOTAL
	Male	Female	Male	Female	
FCE	389	74	129	48	640
YBUCLGS	129	21	136	16	302
TOTAL	518	95	265	64	942

Source: Higher Education Katsina 2016

3.4 Sample and Sampling Procedure

Two schools each were purposively sampled from Colleges of Education in Katsina State which include: one Federal and one State College of Education that offers Social Studies as a course at NCE level from population of 942 we get sample of 216 based on the above population, the researcher used 10% of the population which was 216. The sample selected was based on the recommendation of Akuezuilo and Agu (2004) that in a population at 1000 up to 100, 000 10% of the population should be selected as sample of the study.

Sample for the study was selected through the use of random sampling technique using “Lottery Method”. The table shows the distribution of sample by gender and level:

TABLE 2 Distribution of Sample by gender and level

	NCEII		NCEIII		TOTAL
	Male	Female	Male	Female	
FCE	27	27	27	27	108
YBUCLGS	27	27	27	27	108
TOTAL	54	54	54	54	216

Source: FCE Katsina and Hassan Bala Usman Daura (2016)

3.5 Instrumentation

The instruments that were used for this study are:

The Student's Performance Assessment Instrument (SPAI) which contained 50 questions that the respondents (students) should answer and SSSAQ (Social Studies Students Attitude Questionnaire). The scoring procedure is 2 marks for each question, $2 \times 50 = 100$ marks. The instruments were administered to the respondent (students) after 8 contact sessions.

The instrument used for these studies comprised the following:

1. Test of social studies ability test (TOSSAT)
2. Social studies achievement test (SSAT)

The TOSSAT is a 50-item multiple choice instrument. It is a revised version of an earlier instrument developed by Khairat (2009) and adopted by this research to suit the present

study. It has a reliability index of 0.81 using test re-test methods and using the Kuder Richardson formula 21 for correction.

The SSAS is a 50-item attitude based instrument developed by Khairat (2009) and also adopted by the research as a pre and post treatment measures of students attitudes toward the used of four point attitude scale in which respondents are require as to tick the option (SA- Strongl Agree, DA Dis-Agree and SD- Strongly Disagree) on a weighed value of 4 for SA; 3 for A, 2 for DA and I for SD. The reliability index of the instruments was estimated using test-re-test method and was found 0.81.

Table 3 Table of Specification from Blooms Taxonomy

Class	Topics	Knowledge	Understanding	Application	Total
NCEII	Social Services in Nigeria	15	15	15	45
NCEIII	Social institution	15	15	15	45
TOTAL		30	30	30	90

3.5.1 Validity of the Instrument

The instrument adopted and modified for this study was subjected to validation by social studies and English. Statistician was screened the instrument for face content validity, the validated instruments was pilot tested to find out how reliable they are for study.

To ascertain the validity of the instrument after development, expert in social studies in ABU Zaria, FCE Katsina and research supervisors were consulted to establish the content validity of the instrument for this research work. Having affected all corrections and suggestions made,

the instrument, both the questionnaire and teacher made test, the researcher after drafting the items to be tested, the items contained in the two instruments was offered to social studies lecturer in Ahmadu Bello University, Zaria and F.C.E Katsina also to statistician, languages specialist and critical minds in order to establish the content validity of the instrument.

3.5.2 Reliability of the Instrument

In order to ascertain the feasibility and reliability co-efficient of the instrument of study, a pilot study was conducted at Isa Kaita College of Education, Dutsin-ma in Katsina State. 20 students of NCE I were used, 10 students for experimental and the others, 10 students for control groups. This pilot tested instrument was computed using SPSS version 16, where reliability Coefficient Alpha formular of Kuder Richardson on estimate was used. This was done to determine the reliability of the designed test at 0.05 level of significant, the data obtained through administration of SOSAT were used to find reliability co-efficient of 0.81 using split half method.

3.6 Procedure for Data Collection

The researcher collected an introduction letter from the department of Arts and social science education which he used to seek permission from the school authority in order to have contact with the students. The researcher was divide the groups into two; experimental and control groups and teach them separately. Thereafter, he administered the test instrument, the teaching and administrating of the instrument lasted for 4 weeks. In order to ease the task, the administering of the test instruments is to be done by the researcher with the help of a research assistant.

3.7 Statistical Analysis Procedure

Each group was treated separately, the first groups was taught using inquiry method (constituting experimental groups) while the second group was treated using traditional method (constituting control groups) the study lasted for two week (SOSAT) were administered t-test was used to test H_0 which were all rejected at 0.05 level of significant the data obtained through administration of SOSAT were used to find reliability co-efficient of 0.81 using split half method. The test of reliability was used Pearson product moment as well as standard deviation to answer the first and second research questions.

The data analysis was carried out through the use of Statistical Package for Social Science (SPSS) version 16 in calculating the t – test statistic in order to substantiate the statistical significance of the mean performance of students. In other words the t – test statistic was used to test the three null hypotheses formulated to either reject or retain them. The confidence level was placed at 0.05% with difference 118 for null hypothesis one and 58 for hypothesis two and three respectively. The test statistics was used to compare two groups of independent subjects.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter deals with results Analysis. It contained testing the Null Hypotheses of respondents hypotheses testing. The result were presented in tables.

4.2 Answering Research Question

4.3 Testing the Null Hypotheses

Results Analysis

In this section, the research questions and null hypotheses posed for the study were analyzed and interpreted.

Answering the Research Questions

Research Question 1: What will be the difference in the mean academic performance scores of students taught Social Studies using inquiry method and those taught using conventional method in Colleges of Education, Katsina State? Means and standard deviations were used in answering this research question. The result of the computation is shown in Table 4.

Table 4 Academic performance scores of students taught Social Studies using inquiry method and those taught using conventional method

Instructional strategy	N	Mean	Std. Deviation	Std. Error Mean	Mean difference
1 inquiry	57	68.35	17.805	2.358	20.98
2 conventional	51	47.37	8.471	1.186	
Total					

Result in Table 4 showed that there is a difference in the mean academic performance scores of students taught Social Studies using inquiry method and those taught using

conventional method. The mean academic performance scores of students taught Social Studies using inquiry method was (M=68.35, SD=17.805), and that of those taught using conventional method was (M=47.37, SD=8.471). The mean difference between the groups was 20.98 in favor of experimental group. This showed that students taught Social Studies using inquiry method performed better than those taught using conventional teaching method.

Research Question 2: What will be the difference in the mean academic performance scores of male and female students taught Social Studies using inquiry method in colleges of education, Katsina state? Means and standard deviations were used in answering this research question. The result of the computation is shown in Table 5.

Table 5 Academic performance scores of male and female students taught Social Studies using inquiry method

Gender	N	Mean	Std. Deviation	Std. Error Mean	Mean difference
1 male	48	60.25	18.329	2.645	3.25
2 female	60	57.00	17.032	2.199	
Total					

Result in Table 5 showed that there is a difference in the mean academic performance scores of male and female students taught Social Studies using inquiry method. The mean academic performance scores of male students taught Social Studies using inquiry method was (M=60.25, SD=18.329), and that of female was (M=57.00, SD=17.032). The mean difference between the groups was 3.25 in favor of male students. This showed that male students taught Social Studies using inquiry method performed better than female students in the same group.

Research Question 3: What will be the difference in the mean academic performance scores of NCE II and NCE III students taught Social Studies using inquiry method of teaching in colleges of education, Katsina state? Means and standard deviations were used in answering this research question. The result of the computation is shown in Table 6.

Table 6 Academic performance scores of NCE II and NCE III students taught Social Studies using inquiry method

level of study	N	Mean	Std. Deviation	Std. Error Mean	Mean difference
1 NCE II	41	64.54	19.370	3.025	9.82
2 NCE III	67	54.72	15.436	1.886	
Total					

Result in Table 6 showed that there is a difference in the mean academic performance scores of NCE II and NCE III students taught Social Studies using inquiry teaching method. The mean academic performance scores of NCE II students taught Social Studies using inquiry method was (M=64.54, SD=19.370), and that of NCE III was (M=54.72, SD=15.436). The mean difference between the groups was 9.82 in favor of NCE II. This showed that NCE II students taught Social Studies using inquiry method performed better than NCE III taught using the same teaching method.

Research Question 4: What will be the difference in the mean academic performance scores of Federal and State College of Education students taught Social Studies using inquiry method of teaching in colleges of education, Katsina state? Means and standard deviations were used in answering this research question. The result of the computation is shown in Table 7.

Table 7 Academic performance scores of Federal and State College of Education students taught Social Studies using inquiry method

Ownership status	N	Mean	Std. Deviation	Std. Error Mean	Mean difference
1 YBUCLS	34	47.53	11.293	1.937	-15.93
2 FCEKATSINA	74	63.46	17.776	2.066	
Total					

Result in Table 7 showed that there is a difference in the mean academic performance scores of students from state COE taught Social Studies using inquiry method and those from Federal COE taught using conventional method. The mean academic performance scores of students of state COE taught Social Studies using inquiry method was (M=47.53, SD=11.293), and that of students from Federal COE taught using conventional method was (M=63.46, SD=17.776). The mean difference between the groups was -15.93 in favor of Federal COE. This showed that students from Federal COE taught Social Studies using inquiry method performed better than those from state COE taught using the same teaching method.

Research Question 5: What will be the difference in the mean opinion scores of students taught Social Studies using inquiry method and those taught using conventional method in Colleges of Education, Katsina State? Means and standard deviations were used in answering this research question. The result of the computation is shown in Table 8.

Table 8 Opinion scores of students taught Social Studies using inquiry method and those taught using conventional method

Instructional strategy	N	Mean	Std. Deviation	Std. Error Mean	Mean difference
1 inquiry	57	141.33	17.002	2.252	8.58
2 conventional	51	132.75	12.114	1.696	
Total					

Result in Table 8 showed that there is a difference in the mean opinion scores of students taught Social Studies using inquiry method and those taught using conventional method. The mean opinion scores of students taught Social Studies using inquiry method was (M=141.33, SD=17.002), and that of those taught using conventional method was (M=132.75, SD=12.114). The mean difference between the groups was 8.58 in favor of the experimental group. This showed that the mean opinion score of students taught Social Studies using inquiry method is better than that of those taught using conventional teaching method.

Research Question 6: What will be the difference in the mean opinion scores of male and female students taught Social Studies using inquiry method in colleges of education, Katsina state? Means and standard deviations were used in answering this research question. The result of the computation is shown in Table 9.

Table 9 Opinion scores of male and female students taught Social Studies using inquiry method

Gender	N	Mean	Std. Deviation	Std. Error Mean	Mean difference
1 male	48	141.33	14.485	2.091	7.3
2 female	60	134.03	15.530	2.005	
Total					

Result in Table 9 showed that there is a difference in the mean opinion scores of male and female students taught Social Studies using inquiry method. The mean opinion scores of male students taught Social Studies using inquiry method was (M=141.33, SD=14.485), and that of female was (M=134.03, SD=15.530). The mean difference between the groups was 7.3 in favor of the male students. This showed that the opinion of male students taught Social

Studies using inquiry method is better than that of female students taught using the same method.

Research Question 7: What will be the difference in the mean opinion scores of NCE II and NCE III students taught Social Studies using inquiry method of teaching in colleges of education, Katsina state? Means and standard deviations were used in answering this research question. The result of the computation is shown in Table 10.

Table 10 **Opinion scores of NCE II and NCE III students taught Social Studies using inquiry method**

level of study	N	Mean	Std. Deviation	Std. Error Mean	Mean difference
1 NCE II	41	136.85	17.220	2.689	-0.69
2 NCE III	67	137.54	14.375	1.756	
Total					

Result in Table 10 showed that there is a difference in the mean opinion scores of NCE II and NCE III students taught Social Studies using inquiry teaching method. The mean opinion scores of NCE II students taught Social Studies using inquiry method was (M=136.85, SD=17.220), and that of NCE III was (M=137.54, SD=14.375). The mean difference between the groups was -0.69 in favor of NCE III. This showed that the opinion of NCE III students taught Social Studies using inquiry method is slightly better than that of NCE II taught using the same teaching method.

Research Question 8: What will be the difference in the mean opinion scores of Federal and State College of Education students taught Social Studies using inquiry method of teaching in

colleges of education, Katsina state? Means and standard deviations were used in answering this research question. The result of the computation is shown in Table 11.

Table 11 Opinion scores of Federal and State College of Education students taught Social Studies using inquiry method

Ownership status	N	Mean	Std. Deviation	Std. Error Mean	Mean difference
1 YBULGS	34	131.18	9.843	1.688	-8.9
2 FCE Katsina	74	140.08	16.744	1.947	
Total					

Result in Table 11 showed that there is a difference in the mean opinion scores of students from state COE taught Social Studies using inquiry method and those from Federal COE taught using conventional method. The mean opinion scores of students of state COE taught Social Studies using inquiry method was (M=131.18, SD=9.843), and that of students from Federal COE taught using conventional method was (M=140.08, SD=16.744). The mean difference between the groups was -8.9 in favor of Federal COE. This showed that opinion of students from Federal COE taught Social Studies using inquiry method is better than that of those from state COE taught using the same teaching method.

Testing the Null Hypotheses

Null Hypothesis 1: There is no significant difference in the mean academic performance scores of students taught Social Studies using inquiry method and those taught using conventional method in Colleges of Education, Katsina State. To test the null hypothesis, independent sample t-test was used. The result of the analysis is portrayed in Table 12.

Table 12: Independent samples t-test statistic for mean performance scores of students taught Social Studies using inquiry method and those taught using conventional method

Teaching method	N	Mean	SD	t-value	df	p-value	Remark
Inquiry	57	68.35	17.805	7.671	106	.000	Significant
Conventional	51	47.37	8.471				

Independent samples t-test result from Table 12 showed that there was a difference in the mean performance scores of students taught Social Studies using inquiry method (M=68.35, SD=17.805) and that of the students taught using conventional method (M=47.37, SD=8.471) in Colleges of Education in Katsina State. The mean difference was 20.978 in favour of inquiry method and this is supported by $t(106)=7.671$, $p=0.001 < 0.05$. This is an indication that there was a significant difference in the mean performance scores of students taught Social Studies using inquiry method and those taught using conventional method in Colleges of Education in Katsina State. The null hypothesis which stated that there was no significant difference was rejected.

Null Hypothesis 2: There is no significant difference in the mean academic performance scores of males and females students taught Social Studies using inquiry method in Colleges of Education, Katsina State. To test the null hypothesis, independent sample t-test was used. The result of the analysis is portrayed in Table 13.

Table 13: Independent samples t-test statistic for mean performance scores of male and female students taught Social Studies using inquiry method

Gender	N	Mean	SD	t-value	df	p-value	Remark
Male	48	60.25	18.329	.953	106	.343	Not significant
Female	60	57.00	17.032				

Independent samples t-test result from Table 13 showed that there was no difference in the mean performance scores of male students taught Social Studies using inquiry method

(M=60.25, SD=18.329) and that of the female students taught using the same method (M=57.00, SD=17.032) in Colleges of Education in Katsina State. The mean difference was 3.250 in favour of males and this is supported by $t(106)=.953$, $p=0.343>0.05$. This is an indication that there was no significant difference in the mean opinion scores of males and females students taught Social Studies using inquiry method in Colleges of Education in Katsina State. The null hypothesis which stated that there was no significant difference was retained.

Null Hypothesis 3: There is no significant difference in the mean academic performance scores of NCE II and NCE III students taught Social Studies using inquiry method in Colleges of Education, Katsina State. To test the null hypothesis, independent sample t-test was used. The result of the analysis is portrayed in Table 14.

Table 14: Independent samples t-test statistic for mean performance scores of NCE II and NCE III students taught Social Studies using inquiry method

Level	N	Mean	SD	t-value	Df	p-value	Remark
NCE II	41	64.54	19.370	2.909	106	.004	Significant
NCE III	67	54.72	15.436				

Independent samples t-test result from Table 14 showed that there was a difference in the mean performance scores of NCE II students taught Social Studies using inquiry method (M=64.54, SD=19.370) and that of the NCE III students taught using the same method (M=54.72, SD=15.436) in Colleges of Education in Katsina State. The mean difference was 9.820 in favour of NCE II and this is supported by $t(106)=2.909$, $p=0.004<0.05$. This is an indication that there was a significant difference in the mean opinion scores of NCE II and NCE III students taught Social Studies using inquiry method in Colleges of Education in Katsina State. The null hypothesis which stated that there was no significant difference was rejected.

Null Hypothesis 4: There is no significant difference in the mean academic performance scores of Federal and State College of Education students taught Social Studies using inquiry method in Colleges of Education, Katsina State. To test the null hypothesis, independent sample t-test was used. The result of the analysis is portrayed in Table 15.

Table 15: Independent samples t-test statistic for mean performance scores of State and Federal Colleges of Education students taught Social Studies using inquiry method

Status	N	Mean	SD	t-value	df	p-value	Remark
YUBUCLGS	34	47.53	11.293	-4.793	106	.000	Significant
FCE	74	63.46	17.776				

Independent samples t-test result from Table 15 showed that there was a difference in the mean performance scores of students from State college of education taught Social Studies using inquiry method (M=47.53, SD=11.293) and that of the students from Federal Colleges of education taught using the same method (M=63.46, SD=17.776) in Colleges of Education in Katsina State. The mean difference was -15.930 in favour of Federal colleges and this is supported by $t(106)=-4.793$, $p=0.001 < 0.05$. This is an indication that there was a significant difference in the mean performance scores of State and Federal colleges of education students taught Social Studies using inquiry method in Colleges of Education in Katsina State. The null hypothesis which stated that there was no significant difference was rejected.

Null Hypothesis 5: There is no significant difference in the mean opinion scores of students taught Social Studies using inquiry method and those taught using conventional method in Colleges of Education, Katsina State. To test the null hypothesis, independent sample t-test was used. The result of the analysis is portrayed in Table 16.

Table 16: Independent samples t-test statistic for mean opinion scores of students taught Social Studies using inquiry method and those taught using conventional method

Group	N	Mean	SD	t-value	Df	p-value	Remark
Inquiry	57	141.33	17.002	2.991	106	.003	Significant
Conventional	51	132.75	12.114				

Independent samples t-test result from Table 16 showed that there was a difference in the mean opinion scores of students taught Social Studies using inquiry method (M=141.33, SD=17.002) and that of the students taught using conventional method (M=132.75, SD=12.114) in Colleges of Education in Katsina State. The mean difference was 8.588 in favour of inquiry method and this is supported by $t(106)=2.991$, $p=0.003 < 0.05$. This is an indication that there was a significant difference in the mean opinion scores of students taught Social Studies using inquiry method and those taught using conventional method in Colleges of Education in Katsina State. The null hypothesis which stated that there was no significant difference was rejected.

Null Hypothesis 6: There is no significant difference in the mean opinion scores of male and female students taught Social Studies using inquiry method in Colleges of Education, Katsina State. To test the null hypothesis, two-way analysis of variance was conducted. To test the null hypothesis, independent sample t-test was used. The result of the analysis is portrayed in Table 17.

Table 17: Independent samples t-test statistic for mean opinion scores of male and female students taught Social Studies using inquiry method

Gender	N	Mean	SD	t-value	df	p-value	Remark
Male	48	141.33	14.485	2.501	106	.014	Significant
Female	60	134.03	15.530				

Independent samples t-test result from Table 17 showed that there was a difference in the mean opinion scores of male students taught Social Studies using inquiry method (M=141.33, SD=14.485) and that of the female students taught using the same method (M=134.03, SD=15.530) in Colleges of Education in Katsina State. The mean difference was 7.300 in favour of males and this is supported by $t(106)=2.501, p=0.014<0.05$. This is an indication that there was a significant difference in the mean opinion scores of males and females students taught Social Studies using inquiry method in Colleges of Education in Katsina State. The null hypothesis which stated that there was no significant difference was rejected.

Null Hypothesis 7: There is no significant difference in the mean opinion scores of NCE II and NCE III students taught Social Studies using inquiry method in Colleges of Education, Katsina State. To test the null hypothesis, two-way analysis of variance was conducted. To test the null hypothesis, independent sample t-test was used. The result of the analysis is portrayed in Table 18.

Table 18: Independent samples t-test statistic for mean opinion scores of NCE II and NCE III students taught Social Studies using inquiry method

Level	N	Mean	SD	t-value	df	p-value	Remark
NCE II	41	136.85	17.220	-.222	106	.825	Not significant
NCE III	67	137.54	14.375				

Independent samples t-test result from Table 18 showed that there was no difference in the mean opinion scores of NCE II students taught Social Studies using inquiry method (M=136.85, SD=17.220) and that of the NCE III students taught using the same method (M=137.54, SD=14.375) in Colleges of Education in Katsina State. The mean difference was -0.684 in favour of NCE III and this is supported by $t(106)=-0.222, p=0.825>0.05$. This is an indication that there was no significant difference in the mean opinion scores of NCE II and NCE III students taught Social Studies using inquiry method in Colleges of Education in

Katsina State. The null hypothesis which stated that there was no significant difference was retained.

Null Hypothesis 8: There is no significant difference in the mean opinion scores of Federal and State College of Education students taught Social Studies using inquiry method in Colleges of Education, Katsina State. To test the null hypothesis, independent sample t-test was used. The result of the analysis is portrayed in Table 19

Table 19: Independent samples t-test statistic for mean opinion scores of State and Federal Colleges of Education students taught Social Studies using inquiry method

Status	N	Mean	SD	t-value	df	p-value	Remark
YBUCLGS	34	131.18	9.843	-2.876	106	.005	Significant
FCE Katsina	74	140.08	16.744				

Independent samples t-test result from Table 19 showed that there was a difference in the mean opinion scores of students from State college of education taught Social Studies using inquiry method (M=131.18, SD=9.843) and that of the students from Federal Colleges of education taught using the same method (M=140.08, SD=16.744) in Colleges of Education in Katsina State. The mean difference was -8.905 in favour of Federal colleges and this is supported by $t(106)=-2.876$, $p=0.005 < 0.05$. This is an indication that there was a significant difference in the mean opinion scores of State and Federal colleges of education students taught Social Studies using inquiry method in Colleges of Education in Katsina State. The null hypothesis which stated that there was no significant difference was rejected.

4.3 Summary of Major Findings

The major findings of the study as obtained from the analysis based on the hypotheses are summarized as follow:

- i. There was significance difference in the mean performance scores of students taught Social Studies using Inquiry Method and those taught using conventional method. The difference was 20.97 in favour of Inquiry method.
- ii. There was no difference in the mean performance scores of male and female students taught Social Studies using Inquiry Method. The mean difference was 3.250 in favour of male.
- iii. There was a difference in the mean performance scores of NCE II Students taught Social Studies using Inquiry Method and those of NCE III taught using the same method. The mean difference was 9.82 in favour of NCE III.
- iv. There was a difference in the mean performance scores of students from state collage of Education taught Social Studies using Inquiry Method and those of federal collage taught using the same Method. The mean difference was -15.930 in favour of federal.
- v. There was a difference in the mean opinion scores of students taught Social Studies using Inquiry Method and those using conventional method. The mean difference was 8.588 in favour of Inquiry Method.
- vi. There was a difference in the mean opinion scores of male students taught using Inquiry Method and those of female using the same Method. The mean difference was 7.300 in favour of males.

- vii. There was no difference in the mean opinion scores of NCE II Students taught Social Studies using Inquiry Method and those of NCE III Students taught using the same method. The mean difference was -0.684 in favour of federal collages.
- viii. There was a difference in the mean opinion scores of Students from state collage of Education taught Social Studies using Inquiry Method and those of the federal collage taught using the same method. The mean difference was -8.905 in favour of federal collage.

4.4 Discussion of Findings

Hypothesis one in the study revealed that the students taught using Inquiry method had mean score significantly different from those students taught using teacher centered strategy. This indicated that N.C.E social studies students' performance was better enhanced when taught using Inquiry method.

This concurs with the findings of such, Groh and Allen (2007) Eggen and Kauchak (2007), Gray (2001) and Ismail (2008) revealed that Inquiry method promote active role of students in the learning process, students satisfaction with learning experience is enhanced; it help to develop interpersonal relationship among students build students self-esteem, creates a safer nurturing environment. Student also benefit academically because students taught with Inquiry method. Also, learner attends to retain significantly more than students taught with conventional methods.

Hypothesis two of the study showed that, the use of Inquiry method did not produce significant difference in the academic performance of NCE II and NCE III Social Studies students in FCE and YBUCLGS., Daura. This is so because, Inquiry method instruction is

based on the believe that grades are not dependent solely on tests and individual assessments which only allow for right or wrong responses, leaving little or no room for reflection and discussion of error or misconception and as such, learner are given opportunity to learn and re-learn in order for them no master the content which make it possible for them to have high scores as well perform excellently.

The finding also, agreed with that David (2003) which stated that Inquiry method produce no significant difference in levels or classes of students. This is so because the structure for learning provides opportunity for students to learn interdependently and students preferred cooperation more than competition in learning process. The student centered model requires that instructors see each learner as distinct and unique. The learning environment support positive interactions among learners and provides a supportive space in which the learner feels appreciated, acknowledged, respected and validated.

Rather than trying to “fix” the learner, has the power to master his or her world through the natural process of learning (OLSON and Platt, 2006). Moreover, Meyes and Stevens (2000) asserted that, Inquiry method provide instant feedback to the student and instructor because the effectiveness of each class can be the effectiveness of each class can be observed and common mistake be address in order to improve learning. The study also revealed that gender has no effect on the performance of NCE social studies students taught using Inquiry method strategy. This disagreed with the findings of Pallock and Finkelstein (2009), Adeyemi (2008) and Ajaja and Eravwoke (2010) that gender had no influence on academic performance or scoring ability of students in Inquiry method.

In addition, Stanne (2001) attested that Inquiry method improves the achievement of students and their interpersonal relationship. Also there is significantly greater achievement in Inquiry method than in traditionally taught control groups. Positive effects were found in all cases in urban, rural and suburban schools, and for high, average and low achievers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The summary of the research findings of the study was presented, conclusion drawn from the results of the findings, suggestions and general recommendations for further studies were discussed in the last segment of the study.

5.2 Summary

The main objective of the study is to find out the effect of Inquiry Teaching Method on NCE Social Studies Students Attitude and Academic Performance in Katsina State, Nigeria. The study population involved all the social studies students in Federal College of Education, Katsina State and Yusuf Bala Usman College of Legal and General Studies Daura. It includes all the students in NCE II, and III of the above mentioned institutions at the time of study. The population of social studies students in Federal College of Education is 640 and that of Yusuf Bala Usman College of Legal and General Studies are 302. Based on the above population, the researcher was 10% of the population which was 216. The sample selected was based on the recommendation Krejcie and Morgan (1970) that in a population at 1000 up to 100,000, as a sample of the study. The test instrument developed by researcher was used for the study. The Students Performance Assessment Instrument (SPAI and Social Studies Students Attitude Questionnaire) contained 50 questions that the respondents (students) provided answers to and was scored to determine the effect of Inquiry method in teaching and learning of Social studies. The researcher used T-Test in testing the hypotheses formulated for the research work at 0.05 Alf level. The study found, a statistically significant difference in academic performance of NCE Social Studies Students in YBUCLGS and FCE Katsina taught using Inquiry method and

teacher centered strategy, no statistically significant difference in the academic performance in NCE II and NCE III of Social Studies Students in FCE, Katsina and YBUCLGS, taught using Inquiry method and teacher centered; no statistically significant of male and female students taught using Inquiry method and teacher centered strategy in Colleges of Education in Katsina State from the result of the tests, the following summary is made from the analysis of the data collected for this study, the major observations made are summarized below:

- i. There was significant difference in academic performance of NCE social studies students in YBUCLGS and FCE, Katsina taught using Inquiry method and teacher centered strategy.
- ii. There was no significant difference in the academic performance in NCE II and NCE III of social studies in FCE, Katsina and YBUCLGS taught using Inquiry method and teacher centered.
- iii. There was significant difference in the performance of male and female students taught using Inquiry method and teacher centered strategy in colleges of education in Katsina State.

5.3 Conclusions

From the analysis of the data and test of the hypothesis formulated for the study, the following conclusion could be drawn.

- i. Inquiry method was effective in increasing the academic performance of NCE social studies students in Yusuf Bala Usman College of Legal and General Studies, Daura and Federal College of Education, Katsina.

- ii. Methodology applied in teaching did not produce significant difference in academic performance in NCE II and NCE III of social studies students in FCE Katsina and YBUCLGS.
- iii. Methodology used produce significant difference in the academic performance of male and female students taught using Inquiry method in Colleges of Education in Katsina State

5.4 Contributions to Knowledge

The Study establishes that:

- i. Inquiry method of teaching is superior than other methods of teaching social studies for higher academic performance.
- ii. Inquiry teaching method is a formidable method of teaching social studies in colleges of Education because, it is not gender bias.

5.5 Recommendations

Based on the findings, the following recommendations are made:

- i. Instructor's social studies should endeavor use to Inquiry method in teaching social studies in colleges of education.
- ii. Government bodies responsible for curriculum planning in social studies should focuses on realistic students learning outcomes rather than disciplinary traditions and faculty preferences.
- iii. At the pre service level, the use and implementation of Inquiry method in the classrooms should be emphasized in the methodology courses being offered by the student teachers.

- iv. The teaching – learning process in the classroom should provide conducive environment that encouraged interactions between the teachers and the students between the resources and the pupils among the pupils.
- v. The used of instructional materials for teaching and learning should be encouraged in our College of Education. And also government should train teachers through seminars and workshops in the areas of instructional materials development.
- vi. Motivational incentives should be provide to keep teachers especially social studies teachers on the job.
- vii. Curriculum planners and development like NERDC, among others should organize seminars, workshops and conferences on innovative teaching strategies toward improving teaching and learning.
- viii. Stakeholder, school administrators and teachers should mobilize the students on the effects of inquiry teaching method among NCE social studies students in Colleges of Education.

5.6 Suggestions for further studies

The following suggestions are made for further studies:

- i. The research study population was only NCE social studies students in Colleges of Education in Katsina State. It is suggested that B.Ed social studies should added in another study.
- ii. The research study test effect of Inquiry method on teaching and learning of social studies among NCE students. It is recommended that further study should compare NCE and B.Ed social studies students' performance in learner centred strategies.

iii. There is need to replicate this study in other subject areas in Colleges of Education.

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APPENDIX A

SECTION A: BIO-DATA

Status:	FCE Katsina []	Federal	[]
Gender	Male []	Female	[]
Status	NCE II []	NCE III	[]

Kindly fill this Questionnaire by ticking [] for the statement that supports your opinion in the statement. I assured you to keep your response in confidence and it will only be used for this study. Thank you in anticipating of your cooperation. Read the following statements and choose from the following options: SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree

SECTION B:

Item	STATEMENT	SA	A	D	SD
1	Studying Social Studies make me feel nervous.				
2	Studying Social Studies does not make me feel nervous.				
3	I am always under a terrible strain in a Social Studies Class.				
4	I don't always feel strain in a Social Studies Class.				
5	I am able to solved Social Studies problems without too much difficulty.				
6	Social Studies are important in everyday life.				
7	Social Studies is not always important to my day to day's activities.				
8	I have usually enjoyed studying Social Studies in School.				
9	I don't usually enjoy studying Social Studies in School.				
10	Social Studies are dull and boring.				
11	Social Studies is not dull and boring				
12	I am happier in a Social Studies Class than any other Class.				
13	I don't feel happier in a Social Studies Class like other class				
14	I would like to take avoid using Social Studies in College.				

15	I will not like to take avoid using Social Studies in College.				
16	I am willing to have more than the required amount of Social Studies.				
17	I plan to take as much Social Studies as I can during my education.				
18	I do not plan to take as much Social Studies during my education.				
19	Social Studies help in problem solving.				
20	Social Studies do not help in problem solving at all.				
21	Students always have positive attitudes toward Social Studies.				
22	Students don't always have positive attitudes toward Social Studies.				
23	Teacher's method of teaching affects students negatively towards learning.				
24	Teacher's method teaching does not affect student attitudes towards learning.				
25	Social Studies should not be made compulsory for all social science students.				
26	Social Studies teacher give room for expressing opinion in the class.				
27	Social Studies teacher does not give room for expressing opinion in the class.				
28	I used to understand very well when using inquiry method.				
29	Inquiry Method helps in having confidence in me.				
30	Inquiry Method does not help me in having confidence in myself.				
31	Social Studies help students to understand Society.				
32	Social Studies help student not understand the society.				
33	Social Studies course help students to understand other discipline.				
34	Social Studies help course do not help students to understand the society.				
35	Social Studies teachers' students' attitude and value.				

36	Social Studies do not teaches students attitudes and values.				
37	I use to understand when my teacher is using instructional material to teach.				
38	I don't to understand when my teacher is using instructional materials.				
39	Active learning contributes to student's participation in the classroom.				
40	Active learning does not contribute to student's participation in the classroom.				
41	Inquiry teaching method is dull and boring.				
42	Inquiry teaching method is not dull and boring.				
43	I can learn social studies				
44	Social studies is a difficult subject				
45	Social studies is a worthwhile subject				
46	Social studies make an individual a good citizen				
47	I like attending lessons in social studies				
48	High School Social Studies Course will be very helpful whenever I decided to study.				
49	I am able to solve Social Studies problems without too much difficulty.				
50	I am able to solve without too much difficulty.				

APPENDIX B

The Social Studies Performance Assessment Instrument (SPAI)

Institutions:

- a. F.C.E, Katsina []
- b. YBUCLGS Daura []

Gender:

- a. Male []
- b. Female []

Level of Study:

- a. NCE II []
- b. NCE III []

Method of Teaching:

- a. Inquiry method []
- b. Conventional []

INSTRUCTION: Tick the correct answer from the following options

1. Which of the following are closely related to high infant mortality rates?
 - i. Lack of medical service
 - ii. Low cost of food
 - iii. Poverty

- a. (i) and (ii) only []
- b. (i) and (ii) only []
- c. (ii) and (iii) only []
- d. (i) (ii) and (iii) only. []

2. Which of the following BEST describes a market?

- i. A place where buyers and sellers meet []
- ii. A place where one buys meat and onion only []
- iii. A place where people gather on a special day of the week []
- iv. A place where stocks and shares are traded []

3. Migration of skilled people from a country is referred to as

- i. Underemployment []
- ii. Depopulation []
- iii. Growth []
- iv. Labour market. []

4. The proper management of available resource for the benefit of future generation and generations to come best describes:

- i. Pollution []
- ii. Conservation []
- iii. Employment []
- iv. None of the above []

5. The utilization of things around us, whether they are natural or manmade is referred to as

- i. Conservation []
- ii. Pollution []

iii. Resources []

iv. A forestation []

6. Which of the following measures could a government take to develop nation's human resources?

i. Provide health care service

ii. Build well-equipped schools

iii. Award scholarships for training

a. (i) and (ii) only []

b. (i) and (ii) only []

c. (i) and (ii) only []

d. (i) (ii) and (iii). []

7. Infant mortality rate deals with the:

i. Death of young people []

ii. Death of children under one year old []

iii. Still-birth of children []

iv. Death of young mothers []

8. Population refers to the number of people:

i. Migrating from a country []

ii. In the labour force []

iii. Born in a particular year []

iv. In a geographic area. []

9. People who work in factories are called _____ workers.

i. Technical know-how []

ii. Primary []

iii. Tertiary []

iv. Secondary []

10. Optimum population is said to exist where there is

i. The highest level of productivity in the service industry []

ii. The highest level of productivity in the manufacturing industry []

iii. All members of the labour force are employed []

iv. The greatest natural output per head of the population. []

11. White collar workers are general termed

i. Primary []

ii. Secondary []

iii. Tertiary []

iv. University []

12. An area which would be better of with less people is said to be;

i. Densely populated []

ii. Over-populated []

iii. Under- populated []

iv. Sparsely populated []

13. Traffic congestion results from

i. Air pollution []

ii. Trade liberalization []

iii. Urbanization []

iv. Globalization []

14. The price of a good usually falls when

- i. Demand is greater than supply []
- ii. Demand and supply are equal []
- iii. Supply is greater than demand []
- iv. Supply is seasonal []

15. Which of the following factors reduces the productivity of a nations human resources

- i. Mechanization []
- ii. Illiteracy []
- iii. Good management []
- iv. Worker incentives []

16. What does population density mean?

- i. The total population of a country or area []
- ii. The number of people living in a unit of land []
- iii. The number of people covered by the census []
- iv. The percentage of people within a specific group []

17. The main reason for migration to urban areas in Nigeria_____

- i. The Unavailability of public health service []
- ii. The seasonal nature of jobs in agricultural []
- iii. The availability of recreational activities for girls []
- iv. The opportunity for employment []

18. Some of the common effects of large scale migration from rural to urban areas in developing countries are:

- i. Increased Unemployment and Urban-employment

- ii. Increased demand for urban housing
- iii. Increased prices for agricultural land.
 - a. (i) and (ii) only []
 - b. (i) and (iii) only []
 - c. (ii) and iii only []
 - d. (i), (ii) and iii. []

19. All of the following are reasons for migration EXCEPT

- i. Unemployment []
- ii. Stability in the economy []
- iii. Urban attraction to young people []
- iv. Unattractiveness of rural life []

20. Which of the following will not result in overpopulation?

- i. A decrease in the death rate []
- ii. Increased industrialization of city areas []
- iii. An increase in the birth rate []
- iv. An increase in the use of family planning methods. []

21. What is soil erosion?

- i. The absence of rich soil []
- ii. The terracing of the soil []
- iii. The wearing away of the top soil []
- iv. The reclamation of the soil []

22. Which of the following explains being under employed?

- i. Working for under & 50 USS []

- ii. Working for less than you are qualified for []
- iii. Working under poor conditions []
- iv. Working for two persons and getting paid for one []

23. An individual is regarded as unemployed if he/she is

- i. Fired from a Job []
- ii. Willing to work, seeking a job but unable to get a job []
- iii. Planning to migrate []
- iv. Out of a job because the pay was not suitable []

24. One of the major issues regarding population growths is the

- i. Availability of resources to maintain the population []
- ii. Decline in the death rate among certain age group []
- iii. Growth of unemployed people in the country []
- iv. Rate of increase in still births in the country. []

25. Sexual intercourse between very close relatives is referred to as:-

- i. In cast []
- ii. Bigamy []
- iii. Patrilocal []
- iv. Juvenile delinquency []

26. The term crude death rate is used to describe the number of deaths in one year

- i. Per 1000 of the total population []
- ii. Per 1000 of the male population []
- iii. Per 1000 of the female population []
- iv. Per 1000 of babies born. []

27. What type of institution is a trade union?

- i. Government []
- ii. Economic []
- iii. Religious []
- iv. Recreational []

28. Street children are LEAST LIKELY to engage in

- i. Prostitution []
- ii. Vending []
- iii. Begging for money and food []
- iv. Using illegal drugs []

29. Which of the following factors reduces the productivity of a nations human resources?

- i. Mechanization []
- ii. Illiteracy []
- iii. Good management []
- iv. Worker incentives. []

30. The term 'labour force' refer to which of the following groups?

- i. All persons living in the country who are b14 years of age and over []
- ii. All persons living in the country who are employed []
- iii. All person living in a country over a period covered by the survey []
- iv. All citizens of a country who are gainfully employed []

31. The density of a population increase if the

- i. Birth rate is high []
- ii. Birth rate is low []

iii. Death rate is high []

iv. Death rate is low []

32. All of the following are reasons why people will migrate EXCEPT

i. Better []

ii. Natural disasters at home []

iii. Economic stability at home []

iv. War and famine at home []

33. When the majority of the population of a country is ageing, which one of the following is most likely to occur?

i. The death rate is falling []

ii. The number of senior citizens is decreasing []

iii. The average age of the population is decreasing []

iv. The number of old people is increasing []

34. An excess of births over deaths is called

i. Natural increase []

ii. Natural decrease []

iii. Population explosion []

iv. Excessive births []

35. A person leaving his own country to settle in another is

i. An emigrant []

ii. An immigrant []

iii. A refugee []

iv. An illegal immigrant []

36. What type of institution is a commercial bank?

- i. Government []
- ii. Religious []
- iii. Economic []
- iv. University education []

37. A Juvenile is a person who

- i. Is young and delinquent []
- ii. Is under 18 years of age []
- iii. Has the right to vote in FCE Katsina []
- iv. Has attained social and psychological maturity []

38. Which of the following is NOT a way of solving the problem of overpopulation?

- i. Extend and intensity agriculture []
- ii. Invest in new industries []
- iii. Encourage migration to other countries []
- iv. Cut back on economic development. []

39. All the following are reasons why people migrate EXCEPT

- i. Better employment opportunities a broad []
- ii. Natural disasters at home []
- iii. Economic stability at home []
- iv. War and famine at home []

40. Which combination of factors will bring about population changes?

- i. Births
- ii. Deaths

- iii. Migration
- iv. Extended family structures
 - a. i and ii only []
 - b. ii and iii only []
 - c. i, ii and iii only []
 - d. i, ii, iii, and iv only []

41. Teenage pregnancy may be caused by all of the following EXCEPT

- i. Peer pressure []
- ii. Abstinence []
- iii. Poor role models in society []
- iv. Lack of religions and moral education. []

42. AIDs means:

- i. Anti Immune Disease Syndrome []
- ii. Acquire Immune Disease Syndrome []
- iii. Acquired Immune Deficiency syndrome []
- iv. Anti Immune Deficiency syndrome []

43. All of the following are social institutions, except:

- i. The family []
- ii. Religion []
- iii. Government []
- iv. Agriculture []

44. In law, rape is a crime considered to be committed against.

- i. The state []
- ii. The person []
- iii. Society []
- iv. God []

45. Which of the following is Not a sexually transmitted infection?

- i. Stomach ache []
- ii. Gonorrhoea []
- iii. Syphilis []
- iv. Herpes []

46. Murder is also called in law:

- i. Treason []
- ii. Manslaughter []
- iii. Assault []
- iv. Homicide []

47. In a democratic state, freedom of the press is a fundamental human right but is subject to the law against:

- i. Slander []
- ii. Libel []
- iii. Murder []
- iv. Rape []

48. One of this is not a factors responsible for population changes

- i. Birth rate []

- ii. Death rate []
- iii. Migration []
- iv. None of the above []

49. Cotton, millet and groundnut produced in Katsina is determined by

- i. Soil []
- ii. Climate []
- iii. Individual []
- iv. Government []

50. Which of the following is not an agent of socialization

- i. Mass media []
- ii. Family []
- iii. School []
- iv. Vehicle []

Appendix C Lesson Plan

Teacher Centered Lesson Plan

Course:	Social Studies
Grade:	NCE II & III
Topic:	Family
Instructional Objectives:	At the end of the lesson, students will be able to: State what Primary social group means List what makes the family as a social group Identify the roles and responsibilities of members of a family as primary social group in the community
Instructional Material:	Textbooks and clip chart
Introduction:	The teacher introduces the lesson by asking students questions: Explain what makes the family a primary social group
Presentation:	The teacher presents the Lesson, under the following Steps:
Step I:	The teacher write the topic on chalkboard
Step II:	The teacher explain to students what makes the family as a social group
Step III:	The teacher continue present the lesson by list; what makes the family as a social group

Step IV:	The Teacher guides students to identify the roles and responsibilities of members of a family as a primary social group in the community
Students Activities:	The students activities listen the teacher while explanation and as the teacher questions
Evaluation:	The teacher evaluates the lesson based on the stated objectives i. what makes the family as a social group ii. List what makes the family as a social group iii. Identify the roles and responsibilities of members of a family as a Primary social group in the community.
Conclusion:	The teacher concludes the lesson by summary of the main points.
Assignment:	the teacher gives the students homework: 1. State the meaning of primary group 2. List any three things that make the family a primary social group 3. List any three roles of members of the family as a primary social group.

Teacher Centered Lesson Plan

Course:	Social Studies
Grade:	NCE II & III
Topic:	Transportation
Instructional Objectives:	<p>At the end of the lesson, students will be able to:</p> <ol style="list-style-type: none">1. Explain the concept of transportation2. Mention means of transportation in the olden days and modern time3. Discuss the advantages of modern means transportation4. State the problems of modern means of transportation5. List solutions to modern transportation problems.
Instructional Material:	<p>Pictures of olden days, means of transportation and modern</p> <p>Means of transportation, e.g. horse or Donkey</p> <p>Cars and Lorries etc.</p>
Introduction:	The teacher introduces the lesson, by asking student what is transportation etc.
Presentation:	The teacher present the lesson, under the following steps:-
Step I:	The teacher asks students what is transportation
Step II:	The teacher group students in to three to find out the following:-

1. What is transportation?
2. What are the means of transportation in the past and at present?
3. Mention some advantages of modern means of transportation
4. Suggest ways of solving the problems of modern of transportation.

Step III:	The teacher guides students to find out answer.
Step IV:	The question and answer by student.
Students Activities:	The teacher allows student to find out answer to the problems.
Evaluation:	The teacher asks the students question based on stated objectives.
Conclusion:	The teacher concludes the lesson by summary of the main points.
Assignment:	The teacher gives the students homework to find out more information.

Teacher Centered method Lesson Plan

Course:	Social Studies
Grade:	NCE II & III
Topic:	Poverty
Teaching Aid:	Picture of unemployed graduates looking for job
Instructional Objectives:	At the end of the lesson, students will be able to: <ol style="list-style-type: none">i. What poverty meansii. Identify the various causes of povertyiii. The various consequences of povertyiv. Review various ways in which poverty could be alleviated and alsov. Government strategies on poverty alleviation.
Previews knowledge:	The students already have an idea about previous knowledge about Poverty.
Introduction:	The teacher introduces the lesson, by asking student questions. What is poverty?
Presentation:	The present the lesson, under the following steps:
Step I:	The teacher explain the student meaning of poverty
Step II:	The teacher continue present the lesson by identify the various causes of poverty and their various consequences of poverty.

Step III: The teacher continues explain the student the review of various ways in which could be alleviated and also government strategies on poverty.

Students Activities: The teacher evaluates the lesson based on stated objectives:

1. What is poverty?
2. Mention three causes of poverty
3. Explain how the level of literacy can affect or cause poverty
4. Identify the four consequences of poverty
5. Explain each of the identified consequences of poverty
6. List four strategies for poverty alleviation
7. Explain the identified strategies in details.

Conclusion: The teacher conclude the lesson, by summary of the main points

Assignment: The teacher gives students exercises

1. With adequate illustrations, demonstrate how education and government programmes as well as individuals effects would help alleviate poverty
2. Explain the programmes NAPEP Need, Sap, etc.

Teacher Centered method Lesson Plan

Course:	Social Studies
Grade:	NCE II & III
Topic:	Drugs Abuse
Teaching Aid:	A pictures of these boys are fighting as a result of drug addiction or influences
Instructional Objectives:	At the end of the lesson, students should be able to: <ul style="list-style-type: none">i. Explain the meaning of drug abuseii. Mention dangers of drug abuseiii. Mention ways of preventing drug abuse
Previews knowledge:	The students already have familiar, with ideas about drug abuse
Introduction:	The teacher introduce the lesson, by asking student questions Explain the meaning of drug abuse
Presentation:	The present the lesson, under the following steps:
Step I:	The teacher explain the student meaning of drug abuse
Step II:	The teacher continue present the lesson by mention dangers of drug abuse to student
Step III:	The teacher mention ways of preventing drug abuse to students
Students Activities:	The teacher write note on the following:

1. Meaning of drug abuse
2. Mention danger of drug abuse and mention ways of preventing drug abuse

Conclusion: The teacher conclude the lesson, by summary of the main points

Evaluation: The teacher evaluate the lesson by asking students question based on stated objectives

1. What is drug abuse
2. Mention dangers of drug abuse
3. Mention ways of preventing drug abuse

Assignment: The teacher asks students questions to find out more information about drug abuse and dangers of drug abuse

Teacher Centered method Lesson Plan

Course:	Social Studies
Grade:	NCE II & III
Topic:	Communication
Teaching Aid:	A new paper, Radio, television, computer, a satellite etc
Instructional Objectives:	As the end of the lesson students should be able to: <ol style="list-style-type: none">i. Define communicationii. List the types of communicationiii. Discuss the importance of communicationiv. State the advantage and disadvantage of communication
Previews knowledge:	The students already have an idea about previous knowledge Radio, television, computer and satellite
Introduction:	The teacher introduce the lesson, by asking students questions what is communication
Presentation:	The teacher will present the lesson, under the following steps:
Step I:	The teacher write the topic on chalk board
Step II:	The teacher group students in two. To define communication list the types of communication
Step III:	The teacher continue presenting the lesson by guiding student to the discuss the importance of communication

and to state the advantage and disadvantages of communication

Students Activities: The teacher will allow students to be active learners. And find out answer by themselves

Conclusion: The teacher will conclude the lessons by summary of the main points

- Traditional system of communication Drums, Elutes, Gongs, swords, etc
- Modern system of communication postal system, newspapers, telephone, fax machine, telegraph, internet etc

Evaluation: The teacher will asks students questions based on stated Objectives

1. What is communication?
2. Mention two types of communication and supports your answer with four examples of each

Assignment: The teacher will give students homework
What is information and communication technology?
Give examples to support your answer.
List five advantages and disadvantages of information and communication technology.

Teacher Centered method Lesson Plan

Course:	Social Studies
Grade:	NCE II & III
Topic:	Marriage
Teaching Aid:	Chart: a couple in the wedding outfit
Instructional Objectives:	At the end of the lesson, students will be able to: <ul style="list-style-type: none">• Define marriage• List the type of marriage• Give the significance of marriage• Discuss conditions necessary for marriage
Previews knowledge:	The students already have an idea about previous knowledge E.g. Marriage is a harmonious relationship that brings a man and woman together as husband and wife
Introduction:	The teacher introduces the lesson, by asking student questions what is marriage?
Presentation:	The will present the lesson, under the following steps:
Step I:	The teacher write the topic on chalk board.
Step II:	The teacher explain the students meaning of marriage
Step III:	the teacher list the student types of marriage
Step iv:	the teacher write the significance of marriage
Step v:	the teacher discuss conditions necessary for marriage
Students Activities:	The teacher give students note to copy on chalk board

- Meaning of marriage
- Type of marriage
- Significance of marriage
- Condition necessary for marriage

Conclusion:

The teacher concludes the lesson, by summary of the main points. Marriage is a way of bringing two or more families or kinship groups together, types, monogamy, and polygamy.

- Polygamy, polyandry
- Widow inheritance significance of marriage. It regulates sexual behavior of people in the society etc.

Evaluation:

the teacher asks students question based on stated

objectives:

1. What is marriage?
2. Explain the following types of marriages
 - (i) Polygamy (ii) monogamy (iii) polyandry (iv) widow inheritance

Assignment:

Discuss four conditions necessary marriage.

Teacher Centered method Lesson Plan

Course:	Social Studies
Grade:	NCE II & III
Topic:	Corruption
Instructional objectives:	As the end of the lesson student should be able to: <ul style="list-style-type: none">• Define corruption• List types of corruption• Mention causes of corruption• Discuss the consequences of corruption• State the preventing the problem of corruption
Instructional Materials:	example in progress a students cheating during examination a form of corruption (drawing picture)
Introduction:	The teacher will introduce the lesson, by asking student questions what is corruption?
Presentation:	The present the lesson, under the following steps:
Step I:	The teacher write the main topic of study
Step II:	The teacher uses method of his choice depending on the nature of the topic
Step III:	question and answer by the teachers and the students
Conclusion:	The teacher summary of the main points on the chalk board
Assignment:	The teacher asked students to find out more information on the topic.

Define corruption

List types of corruption

State the causes of corruption

State the preventing measure of corruption

Leaner Centered Lesson Plan

Course: Social Studies

Grade: N.C.E II & III

Topic: Population

Instructional Objectives: Students will be able to:

- ✓ Define population
- ✓ Explain the causes of population growth
- ✓ Identify cause of rural-urban
- ✓ State the effects of rural-urban migration

Instructional Material: Textbooks and clip chart

Procedure:

Presentation: A general explain introduction would be at the beginning of the lesson after which the students would be shared in groups for group work at the end of the group work the information gather from the would be used as a review of the material covered in the unit.

Practice:

From the introduction to the topic in the previous class. The students would be brainstorming the meaning of population migration and causes of rural-urban migration. Students will be given time to write down the various idea from the brainstorming. Once this is complete write down the various ideas from the brainstorming one, this is complete write down, a more organized meaning for the term the class will be break into groups of five.

Groups will answer the following questions:

1. What is population, migration?

2. What are the causes of rural-urban migration?
3. What are the effects of rural-urban migration?
4. State the causes of population growth in Nigeria

Performance

Once the groups have finished answering the questions in their various groups, and then will read their answers to the section.

Evaluation

The students will be said question the following at the end of the section.

- ✓ What is popular from and migration?
- ✓ What are the causes of rural urban migration?



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

Our Ref: DASSE/S.1

Date: 04/8/2015

THE HEAD OF DEPARTMENT
 FEDERAL COLLEGE OF EDUCATION
 KATSINA

Dear Sir,

STUDENTS' FIELD RESEARCH

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

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

Please give assistance as much as possible.

TOPIC OF RESEARCH:

EFFECT OF INQUIRY TEACHING METHOD ON
 NCE SOCIAL STUDIES STUDENTS' ATTITUDE
 AND ACADEMIC PERFORMANCE IN KATSINA
 STATE, NIGERIA

Thank you for your continuing cooperation.

Yours sincerely

 Research Adviser



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

Our Ref: DASSE/S.1

Date: 04/8/2015

THE HEAD OF DEPARTMENT
YUSUFU BAKA EISMAN
COLLEGE OF LEGAL AND
GENERAL STUDIES, ZARIA.

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STATE, NIGERIA.

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Yours sincerely,


 Research Adviser

DETERMINING SAMPLE SIZE FOR RESEARCH ACTIVITIES

ROBERT V. KREJCIE
University of Minnesota, Duluth

DARYLE W. MORGAN
Texas A. & M. University

The ever increasing demand for research has created a need for an efficient method of determining the sample size needed to be representative of a given population. In the article "Small Sample Techniques," the research division of the National Education Association has published a formula for determining sample size. Regrettably a table has not been available for ready, easy reference which could have been constructed using the following formula.

$$s = X^2 NP(1 - P) \div d^2(N - 1) + X^2 P(1 - P).$$

s - required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841)

$$1.96 \times 1.96 = 3.8416$$

N - the population size.

P - the population proportion (assumed to be .50 since this would provide the maximum sample size).

d - the degree of accuracy expressed as a proportion (.05).

No calculations are needed to use Table 1. For example, one may wish to know the sample size required to be representative of the opinions of 9000 high school teachers relative to merit pay increases. To obtain the required sample size enter Table 1 at $N = 9000$. The sample size representative of the teachers in this example is 368. Table 1 is applicable to any defined population.

The relationship between sample size and total population is illustrated in Figure 1. It should be noted that as the population increases the sample size increases at a diminishing rate and remains relatively constant at slightly more than 380 cases.

REFERENCE

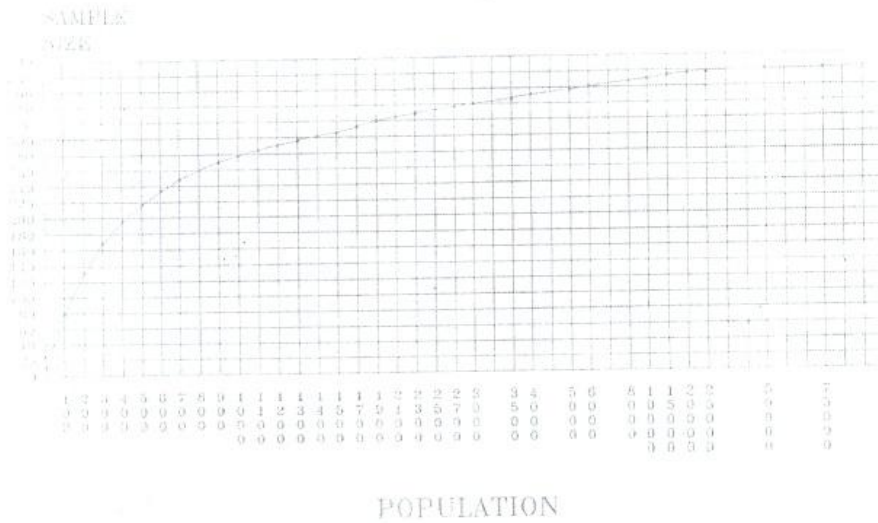
Small-Sample Techniques. *The NEA Research Bulletin*, Vol. 38 (December, 1960). p. 99.

TABLE I
Table for Determining Sample Size from a Given Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note. *N* is population size.
S is sample size.

SAMPLE SIZE VS. TOTAL POPULATION



Assuming Standard Error = .05

FORMULAE FOR DETERMINING NEEDED SAMPLE SIZES

POPULATION SIZE UNKNOWN:

$$\text{SAMPLE SIZE} = \frac{\left(\frac{\text{RANGE}}{2} \right)^2}{\left(\frac{\text{ACCURACY LEVEL}}{\text{CONFIDENCE LEVEL}} \right)^2}$$

Confidence Levels:

	α	$a/2$
.10 level	1.28	1.64
.05 level	1.64	1.96
.01 level	2.33	2.58
.001 level	3.09	3.29

Accuracy Levels:

Range X Desired Level
of Accuracy
(expressed as a
proportion)

POPULATION SIZE KNOWN:

$$\text{SIZE} = \frac{X^2 NP (1-P)}{d^2 (N-1) + X^2 P (1-P)}$$

X^2 = table value of Chi-Square @ $d.f. = 1$ for desired confidence level

.10 = 2.71 .05 = 3.84 .01 = 6.64 .001 = 10.83

N = population size

P = population proportion (assumed to be .50)

d = degree of accuracy (expressed as a proportion)

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
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45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
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80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
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100	80	500	217	6000	361
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Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970