IMPACT OF COOPERATIVE LEARNING STRATEGY ON STUDENTS' ACHIEVEMENT AND RETENTION OF SOCIAL STUDIES CONCEPTS IN JUNIOR SECONDARY SCHOOLS KANO STATE, NIGERIA

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN SOCIAL STUDIES EDUCATION

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,
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ZARIA

DECEMBER, 2016

DECLARATION

I hereby declare that this dissertation entitled “Impact of cooperative learning strategy on students’ achievement and retention of Social Studies Concepts in Junior Secondary SchoolsKano State, Nigeria” was carried out by me in the Department of Arts and Social Science Education under the supervision ofDr. M.C Ubah and Dr. H.I. Bayero. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for the award of another degree at any university. I am liable for any mistake(s) in this work.

....

Usman, MUHAMMAD Date

CERTIFICATION

This dissertation entitled "Impact of cooperative learning strategy on students' achievement and retention of Social Studies Concepts in Junior Secondary SchoolsKano State, Nigeria" by Usman, MUHAMMAD meets the regulations governing the award of the degree of Masters in Social Studies of Ahmadu Bello University Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my parents, Alhaji Muhammad Mijinyawa and late Malama Amina Ibrahim; my elder sister (Zainab Abu, late).

ACKNOWLEDGEMENTS

My first and profound gratitude goes to Allah, the Beneficent the Merciful for enabling me to undertake the course and write this research work. His peace and blessings be on His Holy Prophet Muhammad (S.A.W).

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ABSTRACT

The study examined the Impact of Cooperative Learning Strategy on Students' achievement and retention of Social Studies Concepts in Junior Secondary Schools in Kano State, Nigeria. The study used quasi-experimental research design, 384 JSS II Students were sampled.Government Junior Secondary School, KafinAgur and JSS Racecourse were used as Experimental Group; and the selected Students were taught using Cooperative Learning Strategy, while JSS Ja'en and Janguza were used as "Control Group" and the Students were taught using Lecture Method, with JSS II Students. The study used Social Studies Achievement Test (SOSSAT), and Test of Retention (TOR) as data collection instrument. The study answered five (5) research questions and tested five (5) null hypotheses. The data analysis tools were t-test Independent Sample, Cumulative Mean and Standard Deviation. The finding of the study revealed that JSS II Students performed better when taught Cooperative Learning Strategy compared to their counterparts taught Lecture Method. Therefore, based on the findings of this research, it is recommended that the Cooperative Learning Strategy is more effective with Students of Social Studies at Junior Secondary School than Lecture Method. The Cooperative Learning Strategy is effective for both Male and Female Students at JSS level and in Urban and Rural Schools. Based on the above the study recommended the use of Cooperative Learning Strategy by Social Studies Teachers in teaching JSS Students in Kano State, Nigeria.

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ABBREVIATIONS

AVS:	Aesthetic Value Strategy
CLS:	Cooperative Learning Strategy
FME:	Federal Ministry of Education
NERDC:	Nigerian Education Resources and Development Council
KERD:	Kano Educational Resources Development Council
SUBEB:	State Universal Basic Education Board
BOT:	Behavioural Oriented Theory
COT:	Cognitively Oriented Theory
R-S:	Stimulus Response
SOSCEAN:	Social Studies and Civic Education Association of Nigeria
SOSAN:	Social Studies Association of Nigeria
CESAC:	Comparative Education Study and Adaptation Centre
NTI:	National Teachers Institutes
ASESP:	African Social and Environmental Studies Programme
GJSS:	Government Junior Secondary School
GGJSS:	Government Girls Junior Secondary School
GGJASS:	Government Girls Junior Arabic Secondary School
SOSAT:	Social Studies Achievement Test
TOR:	Test of Retention
SOSITM:	Social Studies Inquiry Teaching Method.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Social Studies Education is considered as necessary to be acquired at lower, middle and upper basic Education. As provided by Federal Government of Nigeria inthe National Policy on Education that Junior Secondary Schools."Shall teachbasic subjects which will enable pupils to acquire further knowledge and skills. Every student shall offer a minimum of (10) and maximum of (13) subjects" (FGN 2004)these subjects include Social Studies as a core subject among others.

To strengthen further the need for Social Studies in nation building, the Nigerian Education Research and Development Council (NERDC) states six (6) objectives of Social Studies to be achieved by young Nigerian citizens. At both the basic Education and Junior Secondary levels as follows:

Develop the ability to adapt to his or her changing environment.

Become responsible and disciplined individual capable and willing to contribute to the development of their societies.

Inculcate the right types of values.

Develop a sense of comprehension towards other people, their diverse culture, history and those fundamental things that make them human.

Develop the capacity to recognize the many dimensions of being human in different cultural and social contexts and

Develop a sense of solidarity and sharing based on a sense of security in one's own identity.

In order to achieve these objectives some teaching strategies are developed in order to ease teaching and learning at all Educationallevels the world over, These strategies include Cooperative Learning Strategy, Aesthetic Value Strategy, Concept Mapping Strategy,Individualistic Instruction Strategyand many others. These Strategies have been confirmed by some research findings as effective. Aesthetic Value and Cooperative Learning Strategies research on the effect on Primary Pupils Mathematics Academic Performance Retention and Application in Gwale Local Government in Kano State, shows that there is significant difference in the academic performance of primary school pupils taught Mathematics using Aesthetic Value Strategy, Cooperative Learning Strategy and those taught using conventional method (Sadauki 2012). In respect of this researchers pointed out that the techniques of teaching delivered by most of our teachers especially in the Primary and Junior Secondary Schools is based on teacher-centered approaches, in which with the paradigm shift in the teaching practice learner is expected to take part in the lesson through discussion, sharing ideas, checking others work, use of materials and presenting finding by the members of the group. According to Ololobou (2010) the main role expected to be perform by a teacher is to move around group by group to support learners while they are carrying out the activities during the lesson. The teacher can do this through guide, clarification of instructions, supplying appropriate learning materials, as well as recording the learners respond after activity, in turn making learners to understand the lesson by summarizing what the learners' responses and relating with the content (topic of discussion).

As per above, teacher-centered approaches are considered ineffective due to the facts that, it create little impact on learners Academic Achievement, because the lesson is dominated by a teacher, talking to the learners where the learners remain passively listeners and recipient of knowledge. There were little or no use of materials by the learners, the learners level of abilities not taking into cognizance by the teacher. It is believed that use of learner-centered approach make teaching and learning more interesting, make the classroom environment lively, arouse learners interest and sustained their interest and attention throughout the teaching and learning process as a result of involving all learners in the lesson through pairs and group work, learners of all abilities get opportunity to think, the teacher focuses on understanding not just memorization and recall of fact. In the light of the above, the present study seeks to investigate the effectiveness or otherwise of Cooperative Learning Strategy on students' achievement and retention on Junior Secondary School Social Studies.

1.2 Statement of the Problem

Despite the vital role Social Studies plays in preparing students to study subjects such as Government, History, Geography, Economics and Commerce at Senior Secondary School level, it also developed and orients in learners high sense of respect as well as acquisition of skills and competences necessary for self reliance, some obstacles have been discovered in the study area by the present researcher.Which includes mass examination failure, high drop-out rates, low level of students engagement in classroom instruction, conventional classroom size are relatively large ranging from 100 to 120 pupils in a class, unable to cover significant portion of syllabus by many Social Studies teachers, some teachers give note for pupils to copy in their exercise books to mention a few.The problem hinges on a determination of the extent to which the employment of Cooperative Learning Strategy in teaching JSS

Students creates better academic achievement and retention of Social Studies concepts than the use of conventional teaching method.

However, there is the need to use innovative teaching approaches that centers on the learners to see if there will be improvement in their academic achievement and retention in Social Studies. Sequel to above, the study investigate the "Impact of Cooperative Learning Strategy on Students Achievement and Retention of Social Studies Concepts in Junior Secondary Schools Kano State, Nigeria"

1.3 Objectives of the Study

The objectives of this study are to:

i. find out the impact of Cooperative Learning Strategy on students' academic achievement and retention of Social Studies concepts in Junior Secondary Schools in Kano State.
ii. assess the impact of Cooperatives Learning Strategy and Conventional Teaching Method on students' achievement of Social Studies concepts in Junior Secondary Schools.
iii. examine the impact of Cooperative Learning Strategy and Conventional Teaching Method on students' retention ability of Social Studies concepts in Junior Secondary Schools.
iv. measure the impact ofCooperative Learning Strategy on Male and Female students' achievement of Social Studies concepts in Junior Secondary Schools.
v. determine the impact of Cooperative Learning Strategy on Rural and Urban students' achievement of Social Studies concepts in Junior Secondary Schools.

1.4 Research Questions

The following are the research questions that guided the study:

i. What is the difference in the mean achievement and retention scores of Students taught Social Studies concepts using Cooperative Learning Strategy?

ii. What is the difference in the mean achievement scores of Students taught Social Studies concepts using Cooperative Learning Strategy and those taught using Conventional Method?

iii. What is the difference in the mean retention scores of students taught Social Studies concepts using Cooperative Learning Strategy and those taught using Conventional Method?

iv. What is the difference in the mean achievement scores of Male and Female Students taught Social Studies concepts using Cooperative Learning Strategy?

v. What is the difference in the mean achievement scores of Rural and Urban students' taught Social Studies concepts using Cooperative Learning Strategy?

1.5 Null Hypotheses

Based on the objectives of the study, thefollowingNull Hypotheses were formulated to guide the conduct of the study to be tested at $p \leq 0.05$.

H_{O1}: There is no significant difference in the mean achievement and retention scores of students taught Social Studies concepts using Cooperative Learning Strategy.

H_{O2}: There is no significant difference in the mean achievement scores of Students taught Social Studies concepts using Cooperative Learning Strategy and those taught using Conventional Method.

H_{O3}: There is no significant difference in the mean retention scores of Students taught Social Studies concepts using Cooperative Learning Strategy and those taught using Conventional Method.

H_{O4}: There is no significant difference in the mean achievement scores of Male and Female students taught Social Studies concepts using Cooperative Learning Strategy.

H_{O5}: There is no significant difference in the mean achievement scores of Rural and Urban students' taught Social Studies concepts using Cooperative Learning Strategy.

1.6 Significance of the Study

The study will be of benefit to Kano State Ministry of Education as it will help them understand the suitability and applicability of Cooperative Learning Strategy in teaching Social Studies inJunior Secondary Schools.Curriculum planners such as Nigerian Educational Research and Development Council (NERDC) Kano Educational Research Development (KERD) State Universal Basic Education Board (SUBEB) Nigerian Teachers Institute (NTI).

It will also be beneficial to teachers since the teachers in the classroom are the main force or engine room of curriculum implementation. They ensure the implementation of curriculum according to specifications. They decide on the kind of methods, strategy, resource and evaluation techniques that are best suitable for a particular lesson.

The Parents Teachers Association (P.T.A): It should be understood that the (P.T.A) has a variety of functions to perform in the School for achievement of Educational Objectives. As a body the (P.T.A) influence Curriculum implementation in many ways. For instance, It served as an advisory body to the School, recruitment of additional teachers in a very needy subject area, purchase of books and other instructional materials providing funds for the execution of project and many others.

The research also is for the benefit of the learners because as the teacher teaches the students they provide a feedback to the teacher on the effectiveness of his method and approaches to teaching. It is on the basic of such feedback that a teacher decides on whether to continue, review or completely change his strategy of teaching.

1.7Scope of the Study

The study which was conducted in all Junior Secondary Schools in Kano State was aimed at investigating the Impact of Cooperative Learning Strategy on Students' Achievement and Retention of Social Studies Concepts in Junior Secondary Schools Kano State, Nigeria. Only Cooperative Learning Strategy and Conventional Method were used for the study. Also JSS IIStudentswas used throughout the study which lasted for six (6) weeks. The Concept of Communication was picked from JSS II syllabus as the topic of Experiment with the Students. Therefore, the studycovered the following Schools

1) Government Junior Secondary School Race Course.
2) Government Junior Secondary School KafinAgur.
3) Government Junior Secondary School Jaen.
4) Government Junior Secondary School Janguza.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.01 Introduction

The study was conducted on impact of Cooperative Learning Strategy on students' achievement and retention of Social Studies Concepts in Junior Secondary Schools in Kano State, Nigeria. The chapter was presented under the following sub-headings:

- Theoretical Framework
- Concept of Social Studies Education
- Goals of Social Studies Education
- Cooperative Learning Strategy
- Organization and Implementation of Cooperative Learning Strategy
- General Objectives of Social Studies
- Objective of Social Studies for Post Primary Education
- Historical Account of Social Studies Education in Nigeria
- Nature and Scope of Social Studies
- Concept of Teaching and Learning
- Social Studies Teaching Strategies
- Problems of Teaching Social Studies in Nigeria

- Academic Achievement and Retention
- Review of Related Empirical Studies

2.02 Theoretical Framework

No one theory can explain or predict outcomes of Cooperative Learning Strategy; however some Educational Theories have direct impact and relationship with Cooperative Learning Strategy to teaching and learning in the classroom. The behaviorally oriented theory (BOT) and cognitively oriented theory (COT) are used in this study.

The first theory is behaviorally oriented theory: psychologists have developed different learning theories to explain how learning takes place. For instance, Robert B.A Martins,L.J,John,W.W and Wilmer,L.J (1983), opine that central to all behaviorally oriented teaming theories is the definition of learning as a change in overt behavior. The child is born empty of psychological content. Behaviorists rely exclusively on behavioral change as an indication of learning. Overt behavioral acts such as starting pointing, writing and demonstrating are used as examples of knowledge that has been acquired and can be measured. Perhaps the most descriptive term in behaviorist learning theory is stimulus response (S-R)

Another psychologist, Gagne (1985), advocates that, before learning specific skills a teacher should identify the prerequisite skills and make sure that the learners possess them. He specified list of building blocks as a learning hierarchy. He classifies learning in to eight and prsents them in hierarchical order as follows:

a) Signal learning

b) Stimulus learning

c) Chain (Motor) learning

d) Chain (verbal association)

e) Multiple discrimination learning

f) Concept learning principle or role learning

g) Problem solving.

To strengthen Gagne's point of view about learning, Onyeargwu (2009) states that stimulus response learning is seen as the function of the strength of the bond or connection or association between a given stimulus and a given response (example Thorndikean S-R conditioning experiment). Here the reinforcement is necessary if the response becomes more precise in light of what Onyeargwu opines, the researcher sees reinforcement as relevant to be employed in teaching Social Studies using Cooperative Learning Strategy in order to improve Academic Achievement of Junior Secondary School students as well as to improve their Retentive levels.

The second theory to support Cooperative Learning Strategy is cognitively oriented theory: some psychologists such as Robert, Martins, John and Wilmer (1983) have defined learning as an internal act, not as a simple change in overt behavior can indicate that learning has occurred, much has been learnt that is not outwardly expressible. Central to this theory is the influence of facts such as environment and experience upon the development of cognitive structures in humans.

Considering the above, the researcher deduces that many psychologists have defined learning in different perspectives. The psychologists formulate theories of learning which can be grouped broadly as:

i) Behaviorally oriented theory (BOT)

ii) Cognitively oriented theory (COT)

Therefore, both theories (BOT and COT) need to be combined by a Junior Secondary School Social Studies Teachers to improve both teaching and learning of Social Studies. This research will also investigated whether the Junior Secondary School students taught Social Studies using Cooperative Learning Strategy exhibited better understanding than those taught using Conventional Method.

2.03 Concept of Social Studies Education

Social Studies is a natural development from man's interaction and exploration of the environment in which he lives. It concerns the concrete experiences man encounters as he relates to the various aspects of his environment. It is therefore, not an abstractions or a collection of theories and principles but rather a practical learning of coping strategies against the backdrop of the problems and challenges man encounters in his relationship with the environment. Through Social Studies Education man is equipped with useful knowledge, practical skills, positive values and attitudes to be sufficiently informed to tackle several problems and issues. The main purpose is to help teachers develop the ability to adapt and contribute to the ever – changing environment. Thus, Dubey, D. L. Woolfork, V.G and Nico Lick, L.J (1980), described Social Studies as the investigation of human activities. It studies man at home, at work, at play in politics, in the village, in the nation and everywhere he engages in his busy programme of living. Still trying to buttress the central theme of man in the environment in Social Studies Education Aina,N.F. Adeyoyin, F.A, Obilo, E. E. and Ahmadu, US (1982), simply described it as the study of man and his totality. They

explained that Social Studies draws materials from a wide range of sources to relate man to his environment for a more meaningful and active living.

Another useful explanation of the concept as provided by the African Social Environmental Studies Programme(1994), stated that Social Studies is the integration of Social Sciences and Humanities concepts for the purpose of promoting and practicing effective problem – solving and decision making, citizenship skills on Social, Political, and Economics issues and problems. This means that the primary purpose of Social Studies Education is to help young people develop the ability to make informed and reasoned decisions for the public good as citizen of culturally interdependent world. In other words, in learning Social Studies there is a clarion call to responsible citizenship it is not only a study but a way of living by which learners translate acquired information and skills to affect and impact the environment in which they dwell positively.

Therefore, Social Studies is the integrated study of man as he battles for survival in the environment both physical and social. It promotes awareness, appreciation and understanding of the reciprocal relationship between man and the environment. The essence of studying social studies is to make out of learners, person who are responsive and responsible citizens.

2.04 Goals of Social Studies Education

The general goals of Social Studies Education have been categorized in various ways depending on the use in which the objectives is being employed,(Ololobou, 2010).

- **Didactic or knowledge and information goals:** This goal focused on transmitting or imparting knowledge or information that is social studies

related or relevant. Knowledge or information that is emphasized is not that one, that is dormant or insert, but knowledge that can be utilized to equip one with social realities and problems, or to provide the framework for putting it into effective usage.

- **Reflective thinking goals:** The utility value of any knowledge or information is the ability of receiver of that information to digest it, analyze it and apply it in the solution of problems, or in the creation of new knowledge through serious thinking. The ability of new knowledge to be functional is a product of reflective thinking process.
- **Affective goals:** This entails the ability to develop in the recipient of social studies information, knowledge of content, positive values, attitudes and feelings. In fact, the pervasiveness of negative values in Nigeria, valueless, disloyalty or unpatriotic behavioral displays or acts, disrespect to cultural heritage, institutions of this country, with dehumanization of humans lend import to this value goal-object of social studies which in the context of Nigeria entail value crusade and the putting in place of a systematized educational programme for value-re-orientation.
- **Citizenship transmission goals:** This involves inculcating in the children socio-civic competence and all what good citizenship entails. The attainment of this goal makes a stable society with a minimum of maladaptive behaviors.
- **Pupil self-enhancement goals:** The ultimate focus of this goals of social studies is to equip the children with the psychological know-how to enable them feel committed to their society, feel a sense of being worthy members of the society who are bound to contribute to society development.

- **Socio-political activism goals:** This goal intends to make the pupil/ student clientele socio-political participant in his environment and who would resort to constructive social criticism when need be.
- **Skills goals:** By exposing children to social studies, they would acquire social skills and work habits group work skills and intellectual skills, (Jarolimek,1986) all of which would make for social sensitivity and participation,workingtogether with others, and participating in group affairs, and productively employing one's intellectual capabilities.

2.05 Cooperative Learning Strategy

Cooperative learning is a teaching strategy in which small teams, each with students of different levels of ability, use a varietyof learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates lean, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

Cooperative efforts result in participants striving for mutual benefits so that all group members achieve the following:

- Gain from each other's efforts. (Your success benefits me and my success benefits you.)
- Recognize that all group members share a common fate (we all sink or swim together here.)
- Perceive that one's performance is mutually caused by oneself and one's team members. (wecannot do it without you.)

- feel proud and jointly celebrate when a group member is recognized for achievement. (we all congratulate you on your accomplishment.)

Why use cooperative learning?

Research such as of Adeyemi (2003), Sadauki (2012) and Ozocheroha (2009) have shown that cooperative learning strategy:

- Promotes students learning and academic achievement.
- Increases students retention
- Enhances student's satisfaction with their learning experiences.
- Helps students develop skills in oral communication.
- Develops student's social skills.
- Promotes students self – esteem and
- Helps to promote positive academic retention.

Cooperative learning refers to students working together to achieve a common goal. In addition to the usual learning goals, it includes the goal of establishing a collaborative/helping relationship among participants (McCulluch,1985).

Below are generalizations designed to guide the use of cooperative learning strategies:

i- Organizing groups based on ability levels, should be done sparingly.

ii- Cooperative groups should be kept rather small in size. According to Lou, (1996), "Small teams of three to four members seem more effective than larger groups."

iii- Cooperative learning should be applied consistently and systematically, but not overused.

Any strategy can be overused and lose its effectiveness. Cooperative learning is misused if assignments given to groups are not well structured, and students do not have enough time to practice independently the skills and process that they must master. (John Anderson, Lynne Reder and Herbert,2006).

In order to keep the group focused and on task, it is important for the group to divide up roles and responsibilities. Roles can be identified in a variety of ways, but basically there are four different types of responsibilities identified as:

a- Leader – makes sure everyone is on task, focused, and leads to consensus in a diplomatic way.

b- Reporter – keeps track of discussions or decisions made by group and reports those to class.

c- Monitor – makes certain the groups area stays clean and moves around the room to collect any needed materials for the group.

d- Consensus Builder – help the group reach consensus and helps summarize discussion in order to reach consensus.

e- Wild card – if there is a 5^{th} person, assists the leader in keeping the group focused.

2.06 Organization and Implementation of Cooperative Learning Strategy

Listed below, with a brief description, are some of the more common techniques used in cooperative learning.

Think – Pair – Share is a method that allows students to engage in individual and small – group thinking before they are asked to answer questions infront of the whole class. There are four steps to this, methods.

- Step one – Group of four students listen to a question posed by the teacher.
- Step two – Individual students are given time to think and then write their responses.
- Step three – Pairs of students read and discuss their responses.
- Step four – A few students are called on by the teacher to share their thoughts and ideas with the whole class.

This method can be very useful and works when teachers require students to formulate hypothesis about the outcome of an experiment before it is done.

Three – Step interview is a strategy that is effective when students are solving problem that have no specific right or wrong answers. Three problem solving steps are involved in this process.

- Step one – the teacher presents an issue about which varying opinions exist and process several questions for the class to address.
- Step two – the students in pairs, becomes the interviewer and the interviewee.
- Step three - after the first interview has been completed, the student's roles are reversed.

After all interviews have been done, the class writes a summary report of the interview results.

Jigsaw II – is used with narrative materials. Each team member (or "expert") is responsible for learning a specific part of the assigned topic. Members go and talk with "expert" of other groups with the same topic. After meeting with the members of other groups, the "experts" retain to their own groups and present their findings. Team members are then quizzed on all topics.

When should you consider using Cooperative Learning Strategy? Structural cooperative learning strategy is excellent for teaching student many social studies topics and skills. For starters, cooperative learning is readily applicable to teaching advanced research skills, in which there are several steps to follow. Each step can be assigned to one student in a group, or, in the jigsaw technique, to one group in a classroom. The collective answer demonstrates the reason for all the steps.

When Cooperative Learning groups are doing their activities, the Social Studies teacher can go from group to group answering questions or providing guidance and reassuring. Therefore, the researcher observes that, the restructuring of the learners into groups is done accordingly so that no group should contain only bright or dull learners; rather there is need for forming heterogeneous groups. And the number of the groups to be formed supposes to be relative depending on the sizes of the whole class. Therefore, the researcher also deduces advantages and disadvantages of cooperative learning strategy as follows:

Advantages of Cooperative Learning Strategy (CLS)

i- Cooperative and team work are highly encouraged among students/pupils.

ii- It is child - centered approach.

iii- The learning is made very interesting as each group uses relevant instructional materials.

iv- The learning is made more meaningful and permanent.

Disadvantage of Cooperative Learning Strategy(CLS)

i- It is employed only by experienced teachers.

ii- It is time consuming.

iii- It requires many facilities.

iv- If care is not taken, slow learners can easily be hindered.

In the preparation of Social Studies lessons, Teachers are expected to have a teaching strategy to be used to ensure effective teaching. It is worthy to note the observation made by Verma and Sharma (2003) that, there is nothing so injudicious to a teacher's progress as unpreparedness in the instructional process. This observation calls for proper planning of lesson for achievement of effective and efficient learning. Therefore, planning for classroom instruction can be considered inevitable.

Planning in Social Studies is a complex but essential pre-requisite for effective teaching and learning. Planning is a well-coordinated task that requires serious thinking on the part of the teacher for rational decision making. According to the Longman Dictionary of Contemporary English (1978) planning is a carefully considered arrangement for carrying out some future activities. The task of social studies teacher in the classroom is to change the behaviour of the learner positively. The teacher is enabled to do this by carefully considering alternative course of action

through planning process. Sunnal and Haas (2002) observed that it is at the point of planning that the teacher makes decision on what learners are developmentally and culturally ready to learn, what is appropriate to teach and how to teach it (which strategy or strategies is suitable). All these are done sequentially and logically to ensure smooth presentation of ideas and growth of knowledge for the realization of stated objectives.

2.07 Academic Achievement and Retention

Academic achievement or (academic) performance is the outcome of education – the extent to which a student, teacher or institution has achieve their educational goals. Academic achievement is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspect is most importance. Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, an University. School systems mostly define cognitive goals that either apply across multiple subject area (e.g. critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g. numeracy, literacy, science, history). Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning. Because of the field of academic achievement is very wide ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it. Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational degree and certificates. All criteria have in common that they represent

intellectual endeavors and thus, more or less, mirror the intellectual capacity of a person.

In developed societies, Academic Achievement plays an important role in every person's life. Academic achievement as measured by GPA (Grade Point Average) or by standardized assessments designed for selection purpose such as the SAT (Scholastic Assessment Test) determines whether a student will have the opportunity to continue his or her education (e.g. to attend a university). Therefore, academic achievement defines whether one can take part in higher education, and based on the educational degrees one attains, influences one's vocational career after education. Besides the relevance for an individual, academic achievement is of utmost importance for the wealth of a nation and its prosperity. The strong association between a society's level of academic achievement and positive socioeconomic development is one reason for conducting international studies on academic achievement such as PISA (Programme for International Student Assessment) administered by the OECD (Organization for Economic Cooperation and Development). The result of these studies provide information about different indicators of a nation's academic achievement; such information is used to analyze the strengths and weakness of a nation's educational system and to guide educational policy decisions.

Academic Achievement is important because it prepares Students for future careers, it also allows Students to enter competitive fields. Academic Achievement is often a sign of a refined intellect, which can help students in all areas of their lives. Graduating from high school allows students to earn far more, and many employers only hire those who graduated. As a result, academic achievement helps students avoid

poverty, college of education provides even more benefits, and employers are increasingly looking for employees with college degree even in unrelated field.

As mentioned earlier, Academic achievement also allows students to enter competitive fields. Those who wish to enter the medical field need a through educational background in biology, and engineering certification requires adequate educational credentials. Those to enter academia need strong academic achievement. Academic achievement also shape the minds of students. Knowledge about history helps people interpret news events while Mathematical knowledge helps people learn about mortgage and car loan. Critical thinking also helps people interpret the world around them and colleges place an emphasis on teaching students how to work though problems. While the lessons learned in class give students specific skills, the process by which they learn this material and the original ideas they are ask to considered have an effect on many aspects of their lives as well.

Teachers and school administrations can measure students' academic achievement through school – wide standardized tests, state – specific achievement tests and classroom assessment. Standardized and state test enable educational professionals to see school's students are achieving in a variety of subjects compared to those at others schools and geographical location. Classroom assessments enable teachers to see how well students are learning concept for a specific class.Educational professional can use standardized and state-specific test results to find gaps in achievement and make plans to help students improve in the weakest domain or subject areas. Teachers can use low-stakes assessments to examine learning as they are still teaching particular concepts in a class, while they can use high-stakes assessments to measure academic achievement after a learning period, such as class unit, has been completed.

Retention on the other hand, is the condition of retaining (keeping) something. "you may be able to memorize facts in the short-term, but how well is your retention over the long-term?" The ability to recall or recognize what has been learned or experienced. The continued possession, use or control of learned knowledge. It required for permanent magnet making, it should have the highest possible coercively with a high retentively. Students can get the help and support they need, the students achievement and retention (STAR) is design to increase and improve retention and educational achievement, it provide a wide variety of service to help students achieve academic success. Students receive assistance in identifying classes pertaining to their major, keeping track of their academic progress, developing Social Studies skills, and connecting with school resources.

2.08 General Objectives of Social Studies Education

Social Studies objectives was coined out from the four National aims and Objectives as outline in the NPE (2004) which are as follows:-

- The inculcation of the National conscious and National Unity.
- The inculcation of the right types ofValuesandAttitudes for the survival of the individual and the Nigerian Society.
- The training of the mind in the understanding of the World and;
- The acquisition appropriate skills abilities and competence both metal and physical as equipment for the individual to live and contribute to the development of the Society.

Abdulkareem (1986) Identified the following as the general objectives of Social Studies:-

- Develop capacity to learn and acquire basic skills, including those of listing, reading, writing together with of observation, analysis and impudence's which are essential to the formation of sound judgment.
- Ensuring the acquisition of certain important things for instance the relevant body to knowledge and information that are the essential prerequisites to personal development and to making of positive contribution to the betterment of the society as a whole.
- Becoming greatly aware of having better understanding of our physical environment and the evolving social and cultural process.
- Developing the ability of rational utilization of our cultural, spiritual and national resources and their conservation of national development.
- Appreciation the diversity and interdependent for all members of the local and national committee and the need for co-operation for the unity for the country and international understanding.
- Inculcating positive attitudes.
- And appreciation for honesty, integrity, hard work, fairness, justice and togetherness for the development of the nation.
- Social attitudes and values such as cooperation, participation, interdependence, open-mindedness, honesty, integrity, trustworthiness, diligence, obedience.
- Spirit of national consciousness and patriotism through interest and involvement in our local, national and world heritage.
- Social awareness and critical judgment as well as constructive and effective thinking.

2.09 Objectives of Social Studies for Post Primary Education

Objectives are similarly expected learning outcomes. According to Kadiri (2008), professional Social Studies curriculum for various grade levels have objectives spelt out. The objectives of Social Studies for post Primary Education in Nigeria are:

I- To make student aware of the problems of his country and the world in general to appreciate the interdependent between people.

II- To create awareness and understanding of the evolving social and physical environment, its natural man made cultural and spiritual instruction, together with the rational use and conservation of these instructional for development.

III- To develop in student the positive attitude for citizenship and desire to make positive personal contribution to the creation of a united Nigeria.

IV- To develop a capacity to learn and acquire skills the formation of a satisfactory professional life.

V- To develop in the student and appreciation of his cultural heritage and desire to prepare it.

From the above we can deduce that social studies education designed to help learners function and be integrated effectively in political, social, economic, religious, cultural and educational opportunities prevailing in their various environments.

2.10 Historical Account of Social Studies Education in Nigeria

According to the African Social and Environmental Studies Programme (ASESP, 1994), the purpose and content of Social Studies as school subject are closely related to African Traditional Citizenship Education. Viewed from this perspective,

the developmental trend ofSocial Studies Education in Nigeria can be traced through, the African traditional education, colonial, post – colonial and the integrated approach phases.

However, through the colonial experience formal type of education was introduced. Although traditional education existed side by side, its values were de-emphasized. Education becomes a tool for western imperialism as foreign cultures and values were taught in what constituted the social aspect of the curriculum. The discrete Social Science particularly History, Geography and Civics were taught to produce loyal and obedient British subjects to serve the interest of the colonial masters.

At the attainment of independence and subsequently after wards Nigeria began to take a close critical look at the curriculum in the schools to re-direct focus. Indeed, the (1968) Membassa conference formally and officially adopted social studies to achieve this purpose. This marked a new beginning of Social Studies in Nigeria. Earlier in (1958) in the former western region, a co-operative effort of the region and the University of Ohio, USA led to the teaching of social studies to teachers and the subsequent production of Social Studies syllabus and a textbook. In 1963, at the comprehensive high school, Aliyetoro, Egbado, the joint effort between the western region and the United States Agency for International Development (USAID) saw the emergence of Social Studies in the School Curriculum.

Meanwhile, in the northern part of Nigeria, the Northern Nigeria Teacher Education Project (NNTEP) in (1964) encouraged the teaching of Social Studies and produced a textbook on Social Studies methodology for teachers. The institute of Education, Ahmadu Bello University ABU, Zaria was very instrumental in organizing activities that promoted the teaching of the subject. It organized workshops that

produced curriculum materials especially at primary level and sponsored frequent Social Studies in-service courses for teachers at all levels.

A major landmark in Social Studies Education nationally was the (1969) National curriculum conference which sought to make education relevant to the needs of the child and nation. Just before this conference in January, 1969 Social Studies Association of Nigeria (SOSAN), Now Social Studies and Civic Educators Association of Nigeria (SOSCEAN) had been launched at the cooperative college, Ibadan to promote the effective teaching of social studies in Nigeria.

However, with the National curriculum on education; the Nigerian Educational Research Council (NERC) was formed in (1970). This agency with the Comparative Education Study and Adaptation Centre (CESAC) organized a series of seminars and workshop which led to the production of Social Studies curriculum materials for Primary and Junior Secondary Schools. Curriculum materials were produced for Social Studies for these levels by (NERC) and (CESAC).

Although the history of Social Studies appears short, it has continued to make tremendous strides and impact in the Nigeria educational scene. Social Studies in not only taught as a core subject in the primary and Junior Secondary Schools, has a pride of place in teacher education programmes in the country. At various Universities, social studies can be studied from the first degree level to the doctoral level. In keeping with its dynamic nature, Social Studies now has new themes infused into the curriculum to make it relevant to the needs and aspirations of the society. Social Studies has indeed come a long way but more still need to be done to maximize its benefit to the citizens and the Nigerian nation.

2.11 Nature and Scope of Social Studies

The nature of Social Studies refers to the essential features or characteristics which distinguish Social Studies from other subject areas. Some of the characteristics of Social Studies include the following:

i) It is a study of man as he interacts with the environment.

ii) It is integrated knowledge and information drawn form a wide variety of sources is used to study man comprehensively. Social Studies therefore portray the oneness and individuality of knowledge and reality of man's interaction with environment.

iii) Social Studies is value based. All three domains of learning – cognitive, psychomotor and affective are emphasized. However, the affective aspect of learning is given prime importance because social studies is interested in modifying the behavior of learners to get them interested into their various cultural areas.

iv) Social Studies is a problem – oriented area of study. It is a response to the problems of society with a view to seeking rational solution to identified problems.

v) Inquiry is the core of all teaching approaches in social studies. Learners are expected to go into the environment to investigate, collect, analyze data to make inferences and conclusion on social issues and phenomenon.

vi) Social Studies is citizenship education. It is a study that exposes learners to the basic tenets of citizenship which emphasize rights and obligations, human

dignity and worth, dignity in labour, moral and spiritual principle in interpersonal relations to make them socially responsible citizens.

The National council of the Social Studies (1994) noted that meaningful Social Studies programme highlight these features. Learners in Social Studies should focus themselves in understanding the world they live. They focus on the problems around them, make inference, conclusions and decisions based on observations made in the light of established society value. Thus, Social Studies is the great connection between school learning and living in the real world. Learners are prepared through Social Studies for active, meaningful and challenging citizenship in a democracy like Nigeria.

The scope of Social Studies Education refers to the level and extent of content coverage. This is generally wide and broad depending on the grade level. Also it is ever – changing given factors of space, time and human development. Social Studies by its nature is interested in all facets of human life and activities. Hence, the scope of Social Studies covers socio – Cultural, Historical, Political, Geographical, Economics, ScientificTechnologicalissues. Contemporary public issues which are increasingly affecting the well being of man are also built into the scope to equip the learners with survival skills to make valuable contributions for the upliftment of society. Issues like Population education, Peace education, Drug education, HIV/AIDS education, Human – rights education, Family life education are all included. The essence of this wide focus of human activities is the promotion of good citizenship. Learners get to understand themselves, the environment, the people around them through the quality of content coverage.

2.12 Concept of Teaching and Learning

Teaching is given a number of definitions by different writers, authors, and other experts. Nwagbo (2006), in Obienyem (2009), states that "the task of teaching is not an easy one; it is easier to work with-machine and tools that working with human beings which require a lot of care, attention and commitment." Effective teaching of Social Studies will not be achieved without the teacher showing concern about the pupils' progress. The teacher is supposed to restlessly look for a strategy that will boost the pupils morale, interest, and dedication towards learning social studies.

Research finding of Woolfolk&Nicolick (1980), outlined a list of activities that teachers are engaged which among others are to decide what is important, plan learning outcomes, provide teaching materials, decide on instructional method to be used, interact with students, supervise class activities and so on. The findings have suggested that Junior Secondary School Social Studies teachers are expected to supervise closely the activities of their pupils in the classroom. They should also use interactive approaches so as to make the teaching and learning more meaningful.

The concepts of teaching and learning have been thought to have some factors that constitute them. For instance, Okorie (1992) stated that "telling is not teaching, listening is not learning and watching is not also learning but essentially all the three are factors needed to facilitate learning." Therefore, teachers should bear in mind that, when pupils listen with rapt attention, it does not mean they have learnt, but that can aid learning. They should try to use strategies that will involve pupil's active participation in the lesson. Abinbade (1999) reflects that activities are expected to be guided by the curriculum content, pupils reports and teaching strategies. He even suggested the use of some techniques of teaching as team teaching techniques,

problem solving techniques and lecture methods. By this option the researcher deduces that, a teacher is expected to be professionally trained, vast in knowledge with regards to curriculum content, objectives, methodology and evaluation. This will go along with his practical experience to facilitate both teaching and learning. Therefore, the researcher have defines teaching as an interactive systematic process of imparting knowledge through professional use of teaching strategies.

Teaching and learning are like two sides of a coin, one cannot exist without the other. The term learning has been defined by different professionals and authors. Psychologists like B.F Skinner, IvanPawlor, Piaget and Gestact defined learning in various ways; however, the definitions are geared towards almost the same meaning. Paul(1994), views learning as a change of behavior due to experience. Also, Usman (2006) sees learning as "a relatively permanent change in behavior due to practice." Considering these definitions, the researcher deduces that, once there is a change in pupils/students behavior, learning is expected to have taken place. The researcher also explains that, in Social Studies teaching and learning process, learning can be said to be the ability of pupils/students to assimilate the learning tasks provided by the teacher with the help of professionally organized activities.

Therefore, this research focuses on possible improvement of qualities of teaching and learning Social Studies in Junior Secondary Schools using Cooperative Learning Strategy to ensure positive performance, good retention of required Social Studies knowledge in solving related problems.

2.13 Social Studies Teaching Strategies

ASESP (1994), described a teaching strategy as the sequencing or ordering of the sequencing or ordering of the technique a teachers has selected for use in the

presentation of a lesson. It is that plan of action executed for successful use of the teaching technique in the instructional process. A close examination of the three concepts show that they are closely related, but not exactly the same. Hence, most teachers misunderstand and use them interchangeably. The teaching strategy facilitates the application of the teaching technique in a step by step manner to achieve the goals of the teaching method adopted. Ololobou (2008) opines that teaching strategies is plans for success in classroom instruction. Among some teaching strategies include cooperative learning strategy, aesthetic values strategy, concept mapping strategy and individualistic instruction strategy to mention a few.

The Social Studies teacher is at the heart of Social Studies curriculum implementation. As a trained professional he handles the curriculum with skills and expertise for the realization of stated goals and objectives. This means knowing the right teaching methods and techniques to use in the classroom interactive process. Over the years, teacher availability and the application of the right approach to teaching Social Studies has been part of the crises in the Nigerian Educational edifice. Everyone thinks he can teach Social Studies. The resultant effect is non-performance and classroom malfunctioning of Social Studies.

Literarily, a method is the manner or way of doing something. In the teaching learning situation, it is the general approach adopted by a teacher to explain subject matter to the learners. It consists of a pattern of teacher behavior that occurs sequentially in a unified manner in the instructional process. According to ASESP (1994), a teaching method is general approach to conducting a lesson. Explaining further it stated that it is the guideline or manner by which a teacher explains subject matter. To Mezieobi (1998), teaching method is the broad general way in which knowledge; content, skills, attitude and value are inculcated in Social Studies Students

in teaching – learning setting through the guidance or cooperative efforts of the teacher and learners with the ultimate goal of accomplishing stated objectives. These various viewpoints simply portray teaching method in Social Studies as the broad, general way the Social Studies teacher conducts his lesson or organizes his teaching in the classroom for the expressed purpose of achieving outlined objectives it requires planning, materials and activities to avoid any haphazard behavior on the part of the teacher in the classroom situation.

Corbin (1988), acknowledge the unique nature of Social Studies as a subject that deals with people and their interaction with the environment. He observed that the teacher of Social Studies who is interested in his work and committed to the task of teaching Social Studies must endeavor to learn and develop some competence in the application of various method, techniques and strategies of teaching Social Studies to enable learners develop an open but critical mind which can accommodate opposing views, reasoned judgments and free expression. In other words, the teacher must not act in the instructional process as the authoritative sources of knowledge by using conventional method of teaching like discussion method, demonstration method, discovery method, assignment method, and lecture method and so on. The researcher sees the conventionality of these methods when they are without inclusion of any relevant instructional materials and (or) disregarding any relevant activity of interest to the pupils as well as colorful less of explanation, demonstration or discussion. In other words, when these methods are employed using chalk-talk and cane approach, the researcher sees them as Conventional.

2.14 Problems of Teaching Social Studies in Nigeria

Social Studies is essentially the study of man and his reciprocal relationships with the various aspects of the environment. The general purpose of its study is to enable learners develop the necessary knowledge, skills and actions to adapt to the ever-changing environment they live in – NTI (2009), posits that Social Studies education is designed to make good citizens and patriots out of the youths in Nigeria. However, after several decades of the implementation of the Social Studies Programme, its noble goal is far from being achieved. Although the youths are filled with knowledge of Social Studies concepts, they are almost completely deficient and bankrupt in the exhibition of expected social values, attitudes and positive actions that characterize socially responsible citizens. Okam (2002), attributed this situation to the dysfunctional approach adopted in the teaching and learning of Social Studies. In addition, the Social Studies programme was introduced into educational system built on a faulty foundation. As such the crises, turbulence, instability, ill-conceived and inconsistent policies which characterized the enterprise of education inevitably rubbed off on Social Studies education, making it difficult to operate as intended.

Therefore, the researcher here has mirrored some of the problems or challenges confronting Social Studies education, resulting in the classroom malfunctioning of Social Studies. The hope is that such exposition would draw the attention of stakeholders into instituting corrective measures to re-dress the situation.

Social Studies is a relatively new area of study introduced into an educational system faced with a multiplicity of problems which include among the following. Inadequate funding, explosion in pupils enrolment, corroding quality, incoherent policies, inadequate facilities and equipments, poor supervision of policy

implementation, inadequate teaching personnel in terms of quality and quantity, faulty teacher training efforts are all operating within a social milieu characterized with ills and crimes of diverse dimensions. All these have posed serious challenges to Social Studies in Nigeria. In fact, the multiplicity of challenges confronting Social Studies education led Meziebi(1993), to catalogue then into five factors. The factors include:

i) Human factor

ii) Government factor

iii) Teacher factor

iv) School factor

v) Community factor

A close scrutiny of these factors portrayed that all stakeholders in Social Studies education contribute in one way or the other to the non-attainment of the outlined goals and objectives of Social Studies education.

A few of the challenges are outlined and briefly discussed.

a) Inadequate understanding of the nature of Social Studies: After over four decades of the appearance of Social Studies in the school system alot of persons whether deliberately or otherwise do not have a clear perception of the philosophy and nature of Social Studies. This is not question of a search for definition but the uninformed perception of Social Studies as a simplified learning of selected aspects of the Social sciences. Social Studies is not about learning selected knowledge. It is not only a study but a way of life. The learner is confronted to study himself and his life as he lives in society. This is why Social Studies is not

theory. It is rather a practical use of the faculties of man to resolve problems of living so than man (the learner) can live life to the fullest in the environment. Thus, social studies is 'simple' only to the extent that it reflects practical living

b) Problems/challenges from Social Science Teachers: the initial teachers of Social Studies and perhaps a few now were teachers trained in the traditional social science subjects of history and geography. These teachers with time felt they could "come in" and "go out" in the teaching of social studies the way they liked. These teachers of the social science do not realize as noted by Corbin (1981), that their orientation and training is fundamentally different from what is required in the teaching of social studies.

c) The problems/challenge of quality teacher: Ukeje (1976), noted that the teacher is the most important single factor in any worthwhile educative enterprise. Their number, quality, devotion, interest, enthusiasm and effectiveness make profound impact on the production of patriotic citizens. The professional social studies teacher is therefore the life wire for the effective implementation of Social Studies programme. However, it is an open secret that the bulk of Social Studies teachers in the primary and Junior Secondary School are not only weak in the content area but in the adoption of the right methodological approaches and strategies in the teaching of Social Studies.

Still on the teacher factor; most of the Social Studies teachers are lazy and complacent. They make no conscious and deliberate efforts for self improvement. Even those sponsored to go for further studies are not really interested in improving their academic and professional competence. The result is that they lack the required knowledge and skills in innovative approaches to instruction. They stick to old

methods even though the world is fast changing. These are the teacher who make Social Studies lesson to be described as dull, boring and uninteresting, because they simply give notes to learners to copy in order to conceal their weak professional orientation. Okam (2002) noted that the teacher factor is a major challenge affecting the functional dispensation of Social Studies enterprise in the schools.

d) The challenge of Social Studies teacher preparation effort: the dismay performance of Social Studies teachers in the classroom can be linked to the faulty teacher training effort of teacher training institutions. Adesina (1981) and Bakie (2003) noted that teacher education effort in Nigeria generally run through a pathological vicious circle. The investment in the training process is minimal in that the academic, professional and practical vigours of the training process are pedestrian in quality and intensity. Until very recently the training of Nigerians certificate of education (NCE) social studies teachers did not reflect enough courses on methodology. Field work was completely absent.

e) The challenge of evaluation procedure: teaching Social Studies is a goal-directed exercise. The stated goals and objectives act as signpost to give guidance and direction to the instructional process. Evaluation as a vital element of the curriculum provides the means to ascertain the extent to which stated objectives have been achieved. Evaluation procedure in Social Studies is tilted in favour of using formal tools. This is not unexpected because of the nature of the stated objectives teachers emphasize. Social Studies instruction is to focus all aspect of behavior. This necessitates the continuous and comprehensive use of a wide array of evaluation tools both formal and informal. As noted by Badmus (2001), since the conception of education has changed evaluation procedure adopted must shift from a paradigm of tests and examinations

which sample too narrow a range of what teachers have learned to an assessment culture that reorganizes the characteristics of the learner and the curriculum.

f) The challenge of government ineptitude: the government in Nigeria is the major provider and financier of public education. It has severally being accused of hasty and hap hazard implementation of educational policies andprogrammes leading to a waste most time of scarce national resource and almost irreparable damage to society. Most public schools where Social Studies is taught are in shabbles. Poor financing, inadequate monitoring and supervision of programme implementation, over – whelming number of school children in dilapidated classrooms and inadequate support facilities make the teaching art very difficult. The large teacher – learner ratio (I : 120) in most public schools mean the Social Studies Teacher cannot use effectively action – oriented teaching methodologies or even give individual attention to learners.

In addition, government often delays payment of the meager salaries of the teachers. Most Primary and Secondary School Teachers wait for two of three months to get their salaries. Sometimes they resort to strike to get governments attention, this situation does not encourage teacher enthusiasm and interest. At the end of the day programme implementation suffers.

2.15 Review of Related Empirical Studies

A lot of studies have been conducted in the attempt to evaluate the effect of cooperative learning Strategy approach to teaching and learning. The present study attempts to investigate impact of Cooperative Learning Strategy on Student Achievement and Retention of Social Studies concepts in Junior Secondary School Kano State, Nigeria. Below are reviews of some empirical studies that are so much

related with current study. It is aimed at identifying similarities and establishing differences in order to fill-in the gabs left by other studies.

Adeyemi (2003) carried out an investigation on "the effect of cooperative learning and problem-solving strategies on JSS Students, Achievement in Social Studies in Ife central Local government Area of Osun State, Nigeria." The design used for the study was pre-test, post test control group non randomized quasi – experimental design. The study made use of 150 students 80 Boys and 70 Girls that were selected using cluster sampling from 3 schools. Three hypotheses were tested using analysis of variance (ANOVA) and they were rejected the result of study revealed that JSS Students performed better when they were taught with cooperative learning strategy. The study used Social Studies achievement test (SOSAT) as data collection instrument.

As regards the achievement of boys and girls exposed to the different treatment conditions, the Boys had higher achievement mean scores than Girls in the Cooperative and Conventional strategies group while the Girls had an edge over the Boys in problem solving strategy group. The investigation thus considers the use of Cooperative Learning Strategy as the most suitable method for teaching Social Studies hence it should be preferred. It is obvious from the result of the study that improved teaching ability of Boys and Girls depend on the exposure to many teaching strategies. Therefore, if we want improve Secondary School Boys and Girls teaching ability, we have to embrace the Cooperative Learning Strategy in our Schools.

The current study and that of Adeyemi (2003) shares the following similarities:-

i- They are both directed toward examining the effect of Cooperative Learning Strategy.

ii- The two studies employed quasi – experimental research design.

iii- The two studies used t-test statistic as a tool for data analysis.

iv- They both used 0.05 alpha.

However, the two studies differ in the following:

i- The current study centres on Kano state as the population of the study while that of Adeyemi (2003) has Osun State as the population of the study.

ii- The current study was conducted in (2015) while that of Adeyemi conducted his research in the year (2003).

iii- The current study used concept of Communication while that of Adeyemi (2003) used the concept of Culture as a topic of experiment.

Furthermore, Sadauki (2012) conducted a research on effects of Aesthetic Value and Cooperative Learning Strategies on Primary pupils Mathematics performance, retention and application in Gwale Local government Kano state Nigeria. Quasi – experimental design involving pre-test post test 1; post test 2 and post test 3; was used. The population consistent of 17,803 pupils. The sample of 141 pupils was used. Two experimental groups and one control group were used for the study. Pupils in experimental group 1 (EG 1) were taught using aesthetic value strategy, pupils in experimental group 2 (EG 2) were taught using Cooperative Learning Strategy and pupils in Control group were taught using Conventional Method. Three instruments were used (mathematics achievement test, test of retention and test of

application). The instruments were made reliable using test-retest method with the coefficients 0.68, 0.67 and 0.72 for the three test respectively.

Three hypotheses were tested using analysis of variance (ANOVA) and as they were all rejected, post hoc tests were carried out, the findings showed that primary six pupils taught using Aesthetic value and Cooperative Learning Strategies performed and apply the acquired knowledge in solving related word problems, better than those taught using Conventional Method. Therefore, the current study and that of Sadauki (2012) shares the following similarities:-

i- Both studies directed toward effect of learning strategies including Cooperative Learning Strategy.

ii- The two studies employed quasi – experimental research design.

iii- The two studies used t-test statistic as a tool for data analysis.

iv- Both centres in Kano state.

However, the two studies differ in the following ways:

i- Although, both studies centre in Kano state the population differs in the local government areas of studies. Sadauki (2012) used Gwale local government of Kano state while the current study used Kano State at large which comprises of (44) local local government area.

ii- The current study used Social Studies as a subject for research while that of Sadauki (2012) used Mathematics as a research subject.

iii- The current study used cooperative learning strategy and that of Sadauki (2012) combined Aesthetic value and cooperative learning strategies.

iv-The current study used Junior Secondary School Students while that of Sadauki (2012) conducted the research in primary schools.

v- The current study was conducted in the year (2015) while that of Sadauki conducted the research in (2012).

Moreover, Tanko (2014) conducted a study on effects of inquiry teaching method on academic performance of JSS students in Kaduna central education zone. The study used quasi-experimental research design and 120 JSS II students. However, Government Junior Secondary School Badarawa and Government Junior Secondary School Rigasacentral,were used as experimental group; and the selected students were taught using inquiry teaching method while Government Junior Secondary School, UnguwarSarkin – Ruwa and Government Junior Secondary School, UnguwarSarki were used as "Control Group" and the selected students taught using traditional lecture method using JSS II students. The study used Social Studies Lecture Method (SOSLEM), Social Studies Inquiry Teaching Method (SOSITM) as data collection instruments. The study answered three (3) research questions and tested three (3) Hypotheses. The data analysis tools were t-test independent sample and one – way analysis of variance (ANOVA). The study revealed that Jss students performed better when they were taught with inquiry teaching method as against traditional lecture method. The study revealed that inquiry teaching method was effective with the students as it enhances their academic performance. In the light of the above findings the study recommended in service training for teachers; sending social studies teachers to seminar and workshop among others.

The current study and that of Tanko (2014) differs in some ways. The current study usedCooperative Learning Strategies while that of Tanko (2014) used inquiry

teaching method. The current study uses JSS students in Kano state as the population of the study while that of Tanko (2014) used JSS students in Kaduna central educational zone as the population of the study. The current study conducted the research in the year (2015) while that of Tanko was conducted in (2014). Nevertheless, the two studies were similar in the area of research design, sampling technique, data collection and analysis procedure among other obvious similarities.

Olibie and Ezeoba (2012) conducted a study on the effects of Guided inquiry method (GIM) on students' performance in social studies in AnambraState relative to gender. The study used quasi experimental design. Place and Duration of Study: Junior secondary schools in Anambra State of Nigeria, between September 2012 and November 2012. Sample comprised 163students (81 males, 82 females) in four randomly drawn secondary schools. A 30-item Social Studies Achievement Test and Classroom Observation Rubric were used to collect pre-test and post-test data. Arithmetic mean, standard deviation, mean gain scores and qualitative analysis were used to answer research questions while t-test and the analysis of co-variance were used to test hypotheses.

The Results of the achievement scores of students taught with Guided Inquiry method [N=82] in the pretest [X 40.56] increased in the posttest [X56.90] indicating a mean gain of [X 16.34], Students in the control grouptaught by way of Lecture Method [N= 81] obtained a mean gain [X4.37] between pretest [X 40.28] and posttest [X 44.65] in Social Studies. This indicates that students taught through Guided Inquiry Method performed significantly better and participated more in Social Studies lessons than those taught by way of Traditional Lecture

Method. There was no significant difference *[P 0.05}* between the mean scores of male and female students taught Social Studies through Guided Inquiry method. They however concluded that Guided Inquiry Method significantly improved students' achievement and participation in Social Studies lessons more than the Traditional Lecture Method.

The current study and that of Olibie and Ezeoba (2012) share the following similarities:

i. They are both directed toward examining the effect of learners-centred approach teaching.

ii. The two studies employed quasi-experimental research design,

iii. The two studies used t-test statistic as a tool for data analysis,

iv. They both used 0.05 alpha.

However, the two studies differ in the following ways:

i. The current study centers on Kano state as thepopulation of the study while that of Olibie and Ezeoba (2012) hasAnambra state as the population of the study.

ii. The current study utilize only t-test as data analysis tool while that of OlibieandEzeoba (2012) uses t-test and analysis of co-variance (ANCOVA).

iii. The current study was conducted in the year (2015) while that of Olibie and Ezeoba conducted their research in (2012).

Again, Obeka(2009) conducted a research on Simulation game technique and conventional lecture method. In his study, he made use of four senior secondary schools in Otukpo Urban area of Benue State. The population covered all SS2 geography students in the four Senior Secondary Schools in Otukpo LGA where 492 students were used. He found out that simulation game group scored significantly higher than lecture group. The slight difference between the two studies is that the reviewed study made use of Erosion, Pollution, Deforestation, Waste Disposal, Land Degradation (EPODEWALAD) Simulation Game while the current study made use Cooperative Learning Strategy as one of the approaches in learners-centred. While this current study compared Cooperative Learning with traditional lecture method, the reviewed study compared simulation game,with power simulation and lecture method.

Difference between the two studies is that the reviewed study was conducted in Otukpo LGA while the current study was conducted in Kano state. Also the reviewed study measured in Geography while the current study measured in Social Studies. The former made use of fourSenior Secondary Schools in the Urban Areas of Otukpo LGA while this study made use of fourJunior Secondary Schools in both Urban and Rural areas in Kano state i.e. two Schools from Urban area and two School from the Rural Area.The population of the former study numbered 492 Senior Secondary School Students while the current study covered 381 JSS Students.

The similarity between the two studies is that they both measured the Effects of Learners-Centred Approaches over Traditional Methods of Teaching.

Ozocheraha (2009) found out that despite the complex nature of Problem Solving in Mathematics, Cooperative Learning Strategy was able to simplify it. This goes on to say that, no matter the difficulty of a Concept it can be developed using Cooperative Learning Strategy as long as it is applied skillfully. He further discovered that Students retention ability can be improved using this Strategy (Cooperative Learning Strategy).

Considering the empirical findings of Adeyemi (2003),Sadauki (2012), Tanko (2014) Olibie and Ezeoba (2012), Obeka (2009) and Ozocheraka (2009) Therefore, Social Studies no doubt appreciates Cooperative Learning Strategy its primary purpose is to equip learners with the right tools for useful living in the society.the researcher now intends to carry out the Studies in Social Studies in Junior Secondary Schools to find out the applicability and usability or otherwise as well as differential impact in improving teaching and learning of Social Studies.

Summary

The chapter has provided some detailed information on the theoretical and practical studies of similar research conducted. It has specially looked at theoretical framework, concept of Social Studies,Goals of Social Studies Education, General Objectives of Social Studies Education, Objectives of Social Studies for post Primary Education, its Nature, Scope and Historical Account. The Chapter also explained the Concept of Teaching and Learning, problems of teaching Social Studies, Social Studies teaching Strategies, Cooperative Learning Strategies, Organization and Implementation of Cooperative Learning Strategy, Academic Achievement and Retention as well as Review of Related Empirical Studies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This study is aimed at investigating the impact of Cooperative Learning Strategy on Students Achievement and Retention of Social Studies Concepts in Junior Secondary Schools inKano State, Nigeria. Therefore, the chapter presented under the following sub – headings:

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

3.2 Research Design

Quasi-experimental Research design was used for the study. Specifically, this study utilized equivalent comparison group designs. It is widely believed to be the most commonly used Quasi – experimental design (Cook and Campbell, 2002). In itssimplest form, it requires a pre-test and post-test for a treated and comparison group. The design wasused because of its suitability to the demands of comparing two

teaching strategies; Cooperative Learning Strategy versus Conventional Method of Teaching.

3.3 Population of the Study

The population of the study constituted all the Urban and Rural, Male and Female Students in Junior Secondary Schools who Study Social Studiesin Kano State, Nigeria. There are (381) Junior Secondary School in the study area with grand total number of (95,852) Students. See Appendix (L)

3.4 Sample and Sampling Technique

The study used quasi-experimental research design which dealt with Experimental and Control groups. The researcher used Purposive Sampling Technique in selecting Schools. According to Bichi (2004) in Purposive Sampling element judged to be typical or representative are chosen from population for inclusion in the Sample. This procedure is based on the assumption that erroneous judgments will counter balance one another.

Intact Classes were used, the Researcher used Simple Random Sampling in selecting an intact Class from arms ofClasses in eachSampled School, this Sampling Procedure is a method which ensure that each Class in the population has an equal or non chance of been included in the Sample. Government Junior Secondary School KafinAgur and JSS Race Course was used as Experimental Group while JSS Jaen and JSS Janguza used as Controlled. The table below shows the distribution of Student participants,Sample and their respectiveSchools as follows:

Table 3.1 Sample of the Study

S/N	Name of Schools	Male	female	Location
1.	G.J.S.S Ja'en	53	47	Urban
2.	G.J.S.S Race Course	49	48	Urban
3.	G.J.S.S KafinAgur	48	47	Rural
4.	G.J.S.S Janguza	46	46	Rural
	Total	19**4**	190	

3.5Instrumentation

The study usedSocial Studies Teacher – made tests Titled Social Studies Achievement Test (SOSAT), and test of Retention (TOR) as instruments of the study for the purpose of testing the Academic Achievement of Students in the study after undergoing a set of instruction. The Students were subjected to pre-test and post-test after exposing them to Cooperative Learning Strategy and Conventional Method of Teaching. The outcomes of the teacher – made tests in the form of test scores were subjected to statistical analysis to determine cause and effects relationship between the variables.

Test of Retention (TOR) which was made equivalents to Social Studies Achievements Test (SOSAT) was administered to the treatment and control groups in each school two weeks after (SOSAT) to determine retention ability of the students; but the items were made to look different from those of (SOSAT) through re-shufflementand change of some words. The numbers of items are the same as the ones in (SOSAT).

3.6 Validity of the Instrument

The contents of the Social Studies Achievement Test (SOSAT) and those of Test of Retention (TOR) was made valid by the following experts:

Two supervisors of this work from Arts and Social Science Education Department Faculty of education, Ahmad Bello University, Zaria. And three Social Studies Teachers at Junior Secondary School level with degree in Social Studies and more than five years working experience.

These experts examined instructional materials and the vocabulary used in making the two tests their different, relevant and useful.

3.7 Reliability of the Instrument

In order to ascertain the feasibility and reliability coefficient of the instrument of the study, a pilot test was carried out among 20 students, 10 each from G.J.S.S Aisami and GJSS Dorayi in Gwale local government area of Kano State. The Schools were treated separately at G.J.S.S Aisami the Students were taught using Cooperative Learning Strategy (Constituting experimental group) and at G.J.S.S Dorayi the Students were taught using Conventional Method (Constituting control group). The test retest performance scores were recorded for the 2 groups. These schools were selected as they were not used for the main study but share similar characteristics in all regards.

The Cronbach's Alpha reliability test retest formula was used to determine reliability co-efficient 0f 0.57 and standard Alpha of 0.61. This reliability co-efficient was considered adequate for the internal consistency of the instrument. This was a confirmation of test of reliability by Danjuma and Muhammad (2011). According to

them an instrument will be considered reliable if it is lies between 0 and 1 and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This is therefore, confirms the reliability of the data collection instrument that will be used as fit for the main work.

3.8 Data Collection Procedure

The researcher received letter of introduction from the Arts and Social Science Education Department, Ahmadu Bello University, Zaria. This enabled the researcher to obtained official data needed for the study from Kano state Senior Secondary School Management Board. Further, the letters of introduction was forwarded to the schools that fall under the study sample. It was aimed at introducing the researcher and the study motives and as a means of soliciting for official permission and co-operation to utilize students for the study.

Furthermore, the researcher and the research Assistant used Social Studies lesson periods for JSS II in the sampled schools to pretest the selected students using the designed teacher – made test and after treatment post test and then after two weeks test of retention. This is aimed as ascertaining the students' prior knowledge on the topics or the test items. The researcher utilized another Social Studies lesson period to teach the Control group an instructional package from JSS II syllabus (Communications); this is the post-test for the compassion group. The test papers were marked over (100). The test scores for the pre and post tests for both groups were then collected for comparison sake using appropriate statistical procedure. The whole data collection procedures lasted for six (6) weeks.

3.9 Data Analysis Procedure

For analysis of the data collection, using (SOSAT) and (TOR) Social Studies Achievement Test and Test of Retention respectively, Descriptive Statistics, Mean and Standard Deviation was used to answer the research questions. While for testing the null hypotheses, t-test was used at 0.05 level of significance.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the data analysis including the discussion of results. The major objective of the study is to examine the Impact of Cooperative Learning Strategy on students' achievement and retention of Social Studies Concepts in Junior Secondary Schools Kano State, Nigeria. A total of (384) Students Male and Female from urban and rural areas responded to this study. The analysis is presented in sections. The first section presents the bio data variables analysis using frequencies and percentages, while the second section answers questions raised by the study using mean and standard deviations. The third section presents and interprets the null hypotheses by means of inferential statistical techniques of Independent t-test statistics. All hypotheses are tested at 0.05 alpha level of significance. The fourth section outlined the major findings of the study and the last section discussed the findings of the study.

4.2 Presentation of Bio -Data Variables

Table 2.Frequency Distribution of Respondents by Group

Treatment Groups	Frequency	Percent
Cooperative Learning Strategy	192	50.0
Lecture method	192	50.0
Total	384	100.0

According to the table above, 192 of the Students representing 50% were used as experimental group and were taught be way of Cooperative Learning Strategy while the remaining 192 students representing 50% were used as Control Group and were

taught with lecture method. This shows that the number of students sampled for the study in both the experimental and control groups were the same. This was aimed at ensuring balanced representations.

Table 3. Distribution of respondents by gender

Treatment Groups	Frequency	Percent
Male	194	50.52
Female	190	49.48
Total	384	100.0

Based on the table above, 194 of the students used for the study representing 50.52% were male while the remaining 190 students representing 49.48% female. This shows that the distribution of the respondents based on gender was almost the same. This was aimed at ensuring equity and balanced outcome.

Table 4. Frequency Distribution of Respondents by location of schools

School Location	Frequency	Percent
Urban	194	50.52
Rural	190	49.48
Total	384	100.0

Based on the table above, 194 of the students used for the study representing 50.52% were urban students while the remaining 190 students representing 49.48% rural students. This shows that the distribution of the respondents based on location was almost the same. This was aimed at ensuring equity and balanced outcome.

4.3 Answering Research Questions

Presented below are quantitative and qualitative answers provided for the questions raised by the study. The frequency table, mean standard deviation and standard error were used as statistical tools to answer the questions raised.

Research question 1: What is the difference in the mean achievement and retention scores of students taught Social Studies concepts using cooperative learning strategy in Junior Secondary Schools in Kano State?

To answer this research question a descriptive statistics of means and standard deviations were carried out. The result was presented in Table 5.

Table 5: Means and Standard Deviations on achievement and retention scores for Social Studies concepts among students in Experimental Schools

	Test	Mean	N	Std. Deviation	Mean difference
Pair 1	achievement	63.91	192	14.806	-.13
	Retention	64.04	192	12.698	

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix B

Result indicated in Table 5 showed that the mean achievement scores (M=63.91, SD=14.806) was less than the mean retention scores for experimental group (M=64.04, SD=12.698). The difference in the mean achievement and retention scores of the experimental group was -0.13 in favour of the retention test. This showed that there was very little difference between the mean achievement and retention scores of JSS students when exposed to the cooperative learning method in Kano State.

Research question 2: What is the difference in the mean achievement scores of students taught Social Studies concepts using cooperative learning strategy and those taught using conventional method in Junior Secondary Schools in Kano State?

To answer this research question a descriptive statistics of means and standard deviations were carried out. The result was presented in Table 6.

Table 6: Means and Standard Deviations for achievement scores of experimental and control groups

	Group	N	Mean	Std. Deviation	Mean difference
Score	1 experimental	192	63.91	14.806	23.411
	2 control	192	40.49	16.046	

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix C

Result indicated in Table 6 showed that the mean achievement scores for experimental group was (M=63.91, SD=14.806) was high than the mean achievement scores forcontrol group (M=40.49, SD=16.046). The difference in the mean achievement scores of the experimental and control group was 23.411 in favor of the experimental group. This showed that there was a difference between the mean achievement scores of JSS students when exposed to the cooperative learning method and the conventional teaching method in Kano State.

Research Question 3: What is the difference in the mean retention scores of students taught Social Studies concepts using cooperative learning strategy and those taught using conventional method in Junior Secondary Schools in Kano State?

To answer this research question a descriptive statistics of means and standard deviations were carried out. The result was presented in Table 7.

Table 7: Means and Standard Deviations on Social Studies concepts retention scores for Experimental and Control groups

	Group	N	Mean	Std. Deviation	Mean difference
Rscore	1 experimental	192	64.04	12.698	37.266
	2 control	192	26.77	8.576	

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix D

Result indicated in Table 7 showed that the mean retention scores for experimental group was (M=64.04, SD=12.698) was high than the mean retention scores forcontrol group (M=26.77, SD=8.576). The difference in the mean retention scores of the experimental and control group was 37.266 in favour of the experimental group. This showed that there was a difference between the mean retention scores of JSS students when exposed to the cooperative learning method and the conventional teaching method in Kano State.

Research question 4: What is the difference in the mean achievement scores of male and female students taught Social Studies concepts using cooperative learning strategy in Junior Secondary Schools in Kano State?

To answer this research question a descriptive statistics of means and standard deviations were carried out. The result was presented in Table 8.

Table 8: Means and Standard Deviations on Social Studies concepts achievement for male and female students in Experimental group

	Sex	N	Mean	Std. Deviation	Mean difference
Ascore	1 male	97	63.28	14.525	-1.250
	2 female	95	64.53	15.132	

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix E

Result indicated in Table 8 showed that the mean achievement scores for males was (M=63.28, SD=14.525) was less than the mean achievement scores for females(M=64.53, SD=15.132). The difference in the mean achievement scores of the males and females was -1.250 in favour of the females. This showed that there was a difference between the mean achievement scores of males and females JSS students when exposed to the cooperative learning method in Kano State.

Research question 5: What is the difference in the mean achievement scores of rural and urban students' taught Social Studies concepts using cooperative learning strategy in Junior Secondary Schools in Kano State?

To answer this research question a descriptive statistics of means and standard deviations were carried out. The result was presented in Table 9.

Table 9: Means and Standard Deviations for Social Studies achievement scores of urban and rural students in the experimental groups

	location	N	Mean	Std. Deviation	Mean difference
Ascore	1 urban	97	63.28	14.525	-1.250
	2 rural	95	64.53	15.132	

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix E

Result indicated in Table 9 showed that the mean achievement scores for urban was (M=63.28, SD=14.525) was less than the mean achievement scores for rural(M=64.53, SD=15.132). The difference in the mean achievement scores of the Urban and ruralwas-1.25 in favor of the rural. This showed that there was a difference between the mean achievement scores of urban and rural JSS students when exposed to the cooperative learning method in Kano State.

4.4 Testing Null Hypotheses

Null hypothesis 1: There is no significant difference in the mean achievement and retention scores of students taught Social Studies concepts using cooperative learning strategy in Junior Secondary Schools in Kano State.

To test whether there is a significant difference in the mean achievement and retention scores of the groups, a repeated measure t-test analysis was carried out and Table 10 presented the results.

Table 10: Repeated measures of t-test on achievement and retention of Social Studies concepts among students in Experimental Schools

Group	N	Mean	Std. Deviation	Std. Error Mean	T	df	p-value	Remark
achievement –	192	63.91	11.226	.810	-.161	191	.872	Not
retention	192	64.04						significant

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix B

Results presented in Table 10 showed that there was no significant difference between the mean achievement and mean retention scores of JSS Students' taught Social Studies concepts using cooperative learning strategy as supported by t_{cal}=-.161 at df=191, p=0.872>0.05. The result indicated that there was no significant difference in the mean achievement scores and mean retention scores of the Students on Social Studies concepts among Junior Secondary School Students'; hence the null hypothesis which says no difference is retained.

Null hypothesis 2: There is no significant difference in the mean achievement scores of students taught Social Studies concepts using cooperative learning strategy and those taught using conventional method in Junior Secondary Schools in Kano State.

To test whether there is a significant difference in the mean achievement scores of the groups, an independent samples t-test analysis was carried out and Table 11 presented the results.

Table 11: Independent samples t-test for social studies achievement scores for Experimental and Control groups

Group	N	Mean	T	Df	p-value	Remark
Experimental	19263.91		14.858	382	.000	Significant
Control	192	40.49				

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix C

Results presented in Table 11 showed that there was significant difference between the mean achievement scores of JSS Students' taught Social Studies concepts using cooperative learning strategy and those taught using conventional teaching method as supported by t_{cal}=14.858 at df=382, p=0.001<0.05. The result indicated that there was significant difference in the mean achievement scores on Social Studies concepts among Junior Secondary School Students'; hence the null hypothesis which says no difference was rejected.

Null hypothesis 3: There is no significant difference in the mean retention scores of students taught Social Studies concepts using cooperative learning strategy and those taught using conventional method in Junior Secondary Schools in Kano State.

To test whether there is a significant difference in the mean retention scores of the groups, an independent samples t-test analysis was carried out and Table 12 presented the results.

Table 12: Independent samples t-test on social studies retention scores for Experimental and Control groups

Group	N	Mean	T	Df	p-value	Remark
Experimental	192	63.04	33.699	382	.000	Significant
Control	192	26.77				

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix D

Results presented in Table 12 showed that there was significant difference between the mean retention scores of JSS Students' taught Social Studies concepts using cooperative learning strategy and those taught using conventional teaching method as supported by t_{cal}=33.699 at df=382, p=0.001<0.05. The result indicated that there was significant difference in the mean retention scores on Social Studies concepts among Junior Secondary School Students'; hence the null hypothesis which says no difference was rejected.

Null hypothesis 4: There is no significant difference in the mean achievement scores of male and female students taught Social Studies concepts using cooperative learning strategy in Junior Secondary Schools in Kano State.

To test whether there is a significant difference in the mean achievement scores of the groups, an independent samples t-test analysis was carried out and Table 13 presented the results.

Table 13: Independent samples t-test on Social Studies concepts achievement for male and female students in Experimental group

Sex	N	Mean	T	Df	p-value	Remark
Males	97	63.28	-.584	190	.560	Not significant
Females	95	64.53				

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix E

Results presented in Table13 showed that there was no significant difference between the mean achievement scores of males and females JSS Students' taught Social Studies concepts using cooperative learning strategy as supported by t_{cal}=-.584 at df=190, p=0.560>0.05. The result indicated that there was no statistically significant difference in the mean achievement scores on Social Studies concepts among males and females Junior Secondary School Students'; hence the null hypothesis which says no difference was retained.

Null hypothesis 5: There is no significant difference in the mean achievement scores of rural and urban students' taught Social Studies concepts using cooperative learning strategy in Junior Secondary Schools in Kano State.

To test whether there is a significant difference in the mean achievement scores of the groups, an independent samples t-test analysis was carried out and Table 14 presented the results.

Table 14: Independent samples t-test for Social Studies achievement scores of urban and rural students in the experimental groups

Location	N	Mean	T	Df	p-value	Remark
Rural	95	63.28	-.584	190	.560	Not significant
Urban	97	64.53				

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix E

Results presented in Table 14 showed that there was no significant difference between the mean achievement scores of urban and rural JSS Students' taught Social Studies concepts using cooperative learning strategy as supported by t_{cal}=-.584 at df=190, p=0.560>0.05. The result indicated that there was no statistically significant difference in the mean achievement scores on Social Studies concepts among urban and rural Junior Secondary School Students'; hence the null hypothesis which says no difference was retained.

4.5Summary of Major Findings

The following were the major findings of the study:

i. There was no significant difference in the mean achievement scores and retention scores of students taught Social Studies Concept using Cooperative Learning Strategy as the mean achievement scores was 63.91 and mean retention ability scores was 64.04.

ii. Cooperative Learning Strategy has significance impact on Students Academic Achievement as the mean Academic Achievement of the Cooperative Learning group was 63.91 and that of the lecture method group was 40.49.

iii. Cooperative Learning Strategy has also significant impact on Students retention abilities as the mean retention ability of the Cooperative Learning was 64.04 and that of lecture method group was 26.77.

iv. There was no significant difference between the mean Academic Achievement of male and female students taught Social Studies with CooperativeLearning Strategy. Moreover, their calculated mean achievement were 63.28 and 64.53 for Male and Female Students respectively taught with Cooperative Learning Strategy.

v. There was no significant difference between the Academic Achievement of Urban and Rural Students who were taught with Cooperative Learning Strategy. Moreover, calculated mean academic achievements were 63.28 and 64.53 for Urban and Rural Students respectively.

4.6 Results and Discussions

Result of hypothesis one shows that there was no significant difference in the mean achievement scores and retention scores of Students taught Social Studies Concept using Cooperative Learning Strategy as the mean Achievement scores was 63.91 and mean retention ability scores was 64.04. This implies that there was no significant difference between mean achievement and mean retention scores when taught Social Studies with Cooperative Learning Strategy.

Result of hypothesis two shows that Cooperative Learning Strategy has significance impact on Students Academic Achievement as the mean Academic Achievement of the Cooperative Learning group was 63.91 and that of the lecture method group was 40.49. This implies that Cooperative Learning Strategy has significant impact on Students Achievement more than Conventional method.

Result of hypothesis three shows that Cooperative Learning Strategy has also significant impact on Students retention abilities as the mean retention ability of the Cooperative Learning was 64.04 and that of lecture method group was 26.77.

The outcome of hypothesis four shows that there was no significant difference between the mean Academic Achievement of Male and Female Students taught Social Studies with Cooperative Learning Strategy. This implies that sex does not have significant impact on the Academic Achievement of Students when taught with Cooperative Strategy. In addition, there calculated mean Academic Achievements were 63.28 and 64.53 for Male and Female Students respectively.

The result of hypothesis five shows that there was no significant difference between the Academic Achievement of Urban and Rural Students who were taught with Cooperative Learning Strategy. Moreover, calculated mean Academic Achievements were 63.28 and 64.53 for Urban and Rural Students respectively.

The lecture approaches are considered ineffective due to the facts that, it creates little impact on learners' academic achievement, because the lesson is dominated by a teacher, talking to the learners where the learners remain passively listeners and recipient of knowledge. There were little or no use of materials by the learners, the learners level of abilities where not taking into cognizance by the teacher. It is believed that use of cooperative learning strategy make teaching and learning more interesting, make the classroom environment lively, arouse learners interest and sustained their interest and attention throughout the teaching and learning process as a result of involving all learners in the lesson through group work, learners of all abilities get opportunity to think, the teacher focuses on understanding not just memorization and recall of fact.

Several studies have focused on the question of which kind of students gain the most from cooperative learning. One particularly relates to whether cooperative learning is beneficial to students at all levels of prior achievement. It will be possible to argue (see, for example Allan, 1991; Robbinson, 1990) that high achievers could be held back by having explain materials to their low-achieving group mates. This is done in Cooperative Learning Classes.

In respect of the above, educationist and researchers pointed out that the techniques of teaching delivered by most of our teachers especially in junior secondary schools is based on lecture method, in which with the paradigm shift in the teaching, learner is expected to take part in the lesson through discussion, sharing ideas,

checking others work, use of materials and presenting findings by the members of the group or pairs. According to Ololobou (2010) the main role expected to be perform by a teacher is to move around group by group to support learners while they are carrying out the activities during the lesson. The teacher can do this through guide, clarification of instruction, supplying appropriate learning materials, as well as recording the learners response after the activity, in turn making learners to understand the lesson by summarizing what the learners' responses and relating with the content.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter treats summary of the research, conclusions on the basis of the findings of the research. Also some practical recommendations were put forward to enhance effective use of cooperative learning strategy in Social Studies classroom for effective service delivery.

5.2 Summary

The study examined the Impact of Cooperative Learning Strategy on Student's Achievement and Retention of Social Studies Concepts in Junior Secondary Schools Kano State, Nigeria. The study was guided by five chapters, chapter one of the study accommodated five objectives, five research questions and five hypotheses. Chapter two dealt with review of related literatures that have direct bearing to this study. Chapter three dwells on the methodology of the study while chapter four is on data presentation and analysis and chapter five is on the conclusive aspect of the work. However, the study used the Schools as follows: Government Junior Secondary School, KafinAgur and Government Junior Secondary School, Racecourse were used as Experimental Group; and the selected Students were taught using Cooperative Learning Strategy. While Government Junior Secondary School, Ja'en and Government Junior Secondary School, Janguzawere"Controlled" and the Students were taught through Lecture Method, using JSS II Students.+

The review further identifies some of the gaps between the current study and those reviewed with the current seeks to fill.

Furthermore, quasi-experimental research design was used. The study used Purposive Sampling Technique to choose the participating Schools for the Experimental. The study also used Social Studies Achievement Test (SOSAT) and Test of Retention (TOR). The instrument was validated by Supervisors and Statisticians for content and face validity. The study pilot tested the instrument and they were satisfied statistically as fit for the main work.

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

i- There was no significant difference in the Mean Achievement Scores and Retention Scores of Students taught Social Studies Concept using Cooperative Learning Strategy as the Mean Achievement Scores was 63.91 and Mean Retention ability Scores was 64.04.

ii- Cooperative Learning Strategy has significance Impact on Students Academic Achievement as the Mean Academic Achievement of the Cooperative Learning group was 63.91 and that of the Lecture Method group was 40.49.

iii- Cooperative Learning Strategy has also significant impact on Students Retention abilities as the Mean Retention ability of the Cooperative Learning was 64.04 and that of Lecture Method group was 26.77.

iv- There was no significant difference between the Mean Academic Achievement of Male and Female Students taught Social Studies with Cooperative Learning Strategy. Moreover, their calculated Mean Achievement were 63.28 and 64.53 for Male and Female Students respectively taught with Cooperative Learning Strategy.

v- There was no significant difference between the Academic Achievement of Urban and Rural Students who were taught with Cooperative Learning

Strategy. Moreover, calculated Mean Academic Achievements were 63.28 and 64.53 for Urban and Rural Students respectively.

5.3 Conclusions

Therefore, based on the findings of this research, it is concluded that the Cooperative Learning Strategy is more effective with Students of Social Studies at Junior Secondary School level than the Lecture Method. The Cooperative Learning Strategy is effective for both Male and Female Students at Junior Secondary School level and at Urban and Rural Schools.

The concept of Cooperative Learning Strategy has become popular and influential in Education at all levels. It is being seen as an important delivery character of Education. However, the learning process has to be designed by the Educational Institutions keeping in view the requirements and the conveniences of the learners. The intermediate technologies used by the institution in imparting Education help in overcoming the space and time limitations and design flexible Education processes based on the learning needs.

5.4 Contributions to Knowledge

The study is expected to make enormous contributions to knowledge in the following areas:

i. The study has established that Cooperative Learning Strategy in teaching and learning of Social Studies is more efficacious than lectures approaches.
ii. The study further confirmed similar findings with regard to the effectiveness of Cooperative Learning Strategy in promoting and enhancing Students' Academic Achievement as well as Retention abilities especially at JSS level.

iii. The study also establishes that teachers should adopt the use of Cooperative Learning approach in the teaching and learning of Social Studies at all level.

5.5 Recommendations

The following recommendations are hereby put forward based on the findings of the study:

a) Cooperative Learning Strategy should be encouraged among the Social Studies teachers in Kano state as this method produce effective Academic Achievement and Retention abilities among Junior Secondary School Students compared to teacher-centered approach.

b) The use of Cooperative Learning Strategy in teaching Social Studies should encourage in co-educational Junior Secondary Schools in the study area. This is because Cooperative Learning Strategy is effective with Students of both sexes as indicated by the study findings.

c) Similarly, Cooperative Learning Strategy should be used by Teachers in Social Studies lessons in all localities as the findings of this study indicated that the approach is effective in teaching Social Studies Students both in Urban and Rural areas in Kano state.

d) Modern Social Studies instructional materials should be provided in Junior Secondary Schools to insure effective teaching and learning.

e) Workshops should be organized for Junior Secondary Schools Teachers to strengthen the need for using teaching strategies so as to do away with the Teacher Centered Approach un-interactive and fear-instilling.

f) Social Studies teacher should receive feedback from pupils at regular intervals to portray the effectiveness or otherwise of the instructional procedures.

5.6 Suggestion for Further Studies

The following is the suggestion for further studies:

Effect of Cooperative Learning Strategy on the Academic Achievement, Retention and Application of NCE Students in Social Studies in North-west Zone-Nigeria.

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APPENDIX A

Id	achievement	Retention	Group	Sex	location
1	80	80	1	1	1
2	75	70	1	2	2
3	60	60	1	1	1
4	90	85	1	2	2
5	50	50	1	1	1
6	80	75	1	2	2
7	65	60	1	1	1
8	60	60	1	2	2
9	50	50	1	1	1
10	90	80	1	2	2
11	75	70	1	1	1
12	75	75	1	2	2
13	60	60	1	1	1
14	80	80	1	2	2
15	55	55	1	1	1
16	85	85	1	2	2
17	60	60	1	1	1
18	60	60	1	2	2
19	60	60	1	1	1
20	70	60	1	2	2
21	75	65	1	1	1
22	65	75	1	2	2
23	80	65	1	1	1
24	80	80	1	2	2
25	85	85	1	1	1
26	85	75	1	2	2
27	75	75	1	1	1
28	75	60	1	2	2
29	60	50	1	1	1
30	55	50	1	2	2
31	50	55	1	1	1
32	55	55	1	2	2
33	60	65	1	1	1
34	60	60	1	2	2
35	60	65	1	1	1
36	60	60	1	2	2
37	60	70	1	1	1
38	60	60	1	2	2
39	60	70	1	1	1
40	60	65	1	2	2
41	60	60	1	1	1
42	60	65	1	2	2
43	60	70	1	1	1

44	60	70	1	2	2
45	60	65	1	1	1
46	60	60	1	2	2
47	60	60	1	1	1
48	65	70	1	2	2
49	60	60	1	1	1
50	60	60	1	2	2
51	60	65	1	1	1
52	65	65	1	2	2
53	50	60	1	1	1
54	40	50	1	2	2
55	75	75	1	1	1
56	70	75	1	2	2
57	80	80	1	1	1
58	75	80	1	2	2
59	85	80	1	1	1
60	90	90	1	2	2
61	90	95	1	1	1
62	90	80	1	2	2
63	85	85	1	1	1
64	55	55	1	2	2
65	55	60	1	1	1
66	70	75	1	2	2
67	75	80	1	1	1
68	45	60	1	2	2
69	50	50	1	1	1
70	50	50	1	2	2
71	45	40	1	1	1
72	80	60	1	2	2
73	80	75	1	1	1
74	75	70	1	2	2
75	65	65	1	1	1
76	55	55	1	2	2
77	90	85	1	1	1
78	90	85	1	2	2
79	90	90	1	1	1
80	80	75	1	2	2
81	60	60	1	1	1
82	60	65	1	2	2
83	60	60	1	1	1
84	75	70	1	2	2
85	55	55	1	1	1
86	55	60	1	2	2
87	50	50	1	1	1
88	60	6 0	1	2	2
89	65	70	1	1	1

90	70	80	1	2	2
91	70	75	1	1	1
92	75	75	1	2	2
93	35	50	1	1	1
94	45	45	1	2	2
95	60	60	1	1	1
96	60	60	1	2	2
97	35	55	1	1	1
98	20	35	1	2	2
99	40	60	1	1	1
100	60	65	1	2	2
101	65	65	1	1	1
102	55	60	1	2	2
103	45	50	1	1	1
104	35	50	1	2	2
105	60	60	1	1	1
106	60	60	1	2	2
107	75	75	1	1	1
108	70	70	1	2	2
109	85	85	1	1	1
110	60	65	1	2	2
111	60	65	1	1	1
112	60	70	1	2	2
113	25	40	1	1	1
114	85	85	1	2	2
115	85	80	1	1	1
116	80	70	1	2	2
117	70	80	1	1	1
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119	70	70	1	1	1
120	65	75	1	2	2
121	60	65	1	1	1
122	50	50	1	2	2
123	55	50	1	1	1
124	65	50	1	2	2
125	75	65	1	1	1
126	90	80	1	2	2
127	40	50	1	1	1
128	40	50	1	2	2
129	70	75	1	1	1
130	70	80	1	2	2
131	75	75	1	1	1
132	60	60	1	2	2
133	55	50	1	1	1
134	70	65	1	2	2
135	40	50	1	1	1

136	45	45	1	2	2
137	35	40	1	1	1
138	60	60	1	2	2
139	60	60	1	1	1
140	60	65	1	2	2
141	65	65	1	1	1
142	75	70	1	2	2
143	75	70	1	1	1
144	75	65	1	2	2
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146	60	60	1	2	2
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148	60	55	1	2	2
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150	50	40	1	2	2
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152	60	60	1	2	2
153	65	65	1	1	1
154	55	60	1	2	2
155	55	60	1	1	1
156	60	65	1	2	2
157	65	70	1	1	1
158	85	80	1	2	2
159	85	85	1	1	1
160	80	80	1	2	2
161	80	80	1	1	1
162	70	70	1	2	2
163	70	65	1	1	1
164	65	60	1	2	2
165	60	65	1	1	1
166	60	65	1	2	2
167	65	70	1	1	1
168	70	50	1	2	2
169	75	55	1	1	1
170	35	50	1	2	2
171	55	60	1	1	1
172	50	80	1	2	2
173	60	70	1	1	1
174	85	70	1	2	2
175	90	80	1	1	1
176	90	60	1	2	2
177	85	60	1	1	1
178	65	50	1	2	2
179	55	80	1	1	1
180	20	80	1	2	2
181	80	50	1	1	1

182	85	65	1	2	2
183	50	65	1	1	1
184	60	50	1	2	2
185	65	45	1	1	1
186	45	40	1	2	2
187	25	50	1	1	1
188	30	60	1	2	2
189	45	65	1	1	1
190	65	60	1	2	2
191	70	50	1	1	1
192	55	40	1	2	2
193	45	30	2	1	1
194	40	30	2	2	2
195	50	40	2	1	1
196	35	30	2	2	2
197	35	30	2	1	1
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199	35	25	2	1	1
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210	30	30	2	2	2
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224	30	25	2	2	2
225	50	30	2	1	1
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244	40	40	2	2	2
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248	30	30	2	2	2
249	40	35	2	1	1
250	45	40	2	2	2
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272	80	25	2	2	2
273	60	15	2	1	1

274	60	15	2	2	2
275	60	30	2	1	1
276	75	30	2	2	2
277	85	25	2	1	1
278	55	25	2	2	2
279	50	20	2	1	1
280	60	10	2	2	2
281	65	15	2	1	1
282	70	20	2	2	2
283	70	25	2	1	1
284	75	30	2	2	2
285	35	15	2	1	1
286	45	20	2	2	2
287	60	30	2	1	1
288	60	25	2	2	2
289	35	20	2	1	1
290	20	10	2	2	2
291	15	10	2	1	1
292	50	40	2	2	2
293	40	35	2	1	1
294	60	45	2	2	2
295	35	30	2	1	1
296	35	25	2	2	2
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306	30	20	2	2	2
307	45	40	2	1	1
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314	20	10	2	2	2
315	20	15	2	1	1
316	15	10	2	2	2
317	15	10	2	1	1
318	25	15	2	2	2
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320	30	30	2	2	2
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322	40	25	2	2	2
323	30	15	2	1	1
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329	25	15	2	1	1
330	5	10	2	2	2
331	20	15	2	1	1
332	15	15	2	2	2
333	15	15	2	1	1
334	35	30	2	2	2
335	35	30	2	1	1
336	45	35	2	2	2
337	45	30	2	1	1
338	20	15	2	2	2
339	25	15	2	1	1
340	25	25	2	2	2
341	35	30	2	1	1
342	35	25	2	2	2
343	40	20	2	1	1
344	25	20	2	2	2
345	15	15	2	1	1
346	20	15	2	2	2
347	35	20	2	1	1
348	45	40	2	2	2
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359	40	25	2	1	1
360	40	40	2	2	2
361	35	20	2	1	1
362	15	20	2	2	2
363	20	15	2	1	1
364	20	30	2	2	2
365	25	30	2	1	1

366	35	25	2	2	2
367	45	30	2	1	1
368	45	30	2	2	2
369	45	25	2	1	1
370	50	25	2	2	2
371	25	15	2	1	1
372	25	25	2	2	2
373	30	30	2	1	1
374	35	20	2	2	2
375	40	20	2	1	1
376	35	20	2	2	2
377	50	25	2	1	1
378	25	15	2	2	2
379	60	30	2	1	1
380	45	40	2	2	2
381	40	35	2	1	1
382	25	25	2	2	2
383	35	30	2	1	1
384	50	35	2	2	2

APPENDIX B

```
NEW FILE.
DATASET NAME DataSet5 WINDOW=FRONT.

SAVE OUTFILE="C:\Users\umar\Documents\Usman Muhammad's Null 0ne.sav"
  /COMPRESSED.
DATASET ACTIVATE DataSet0.
T-TEST PAIRS=achievement WITH retention (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.
```

T-Test

```
[DataSet0] C:\Users\umar\Documents\usman muhammad's Null One.sav
```

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	achievement	63.91	192	14.806	1.069
	retention	64.04	192	12.698	.916

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	achievement & retention	192	.677	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	achievement - retention	-.130	11.226	.810	-1.728	1.468	-.161	191	.872

APPENDIX C

```
DATASET ACTIVATE DataSet2.
T-TEST GROUPS=group(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=ascore
  /CRITERIA=CI(.95).
```

```
[DataSet2] C:\Users\umar\Documents\Usman Muhammad's Null Two.sav
```

T-Test

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
score	1 experimental	192	63.91	14.806	1.069
	2 control	192	40.49	16.046	1.158

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.226	.635	14.858	382	.000	23.411	1.576	20.313	26.510
	Equal variances not assumed			14.858	379.555	.000	23.411	1.576	20.313	26.510

APPENDIX D

```
DATASET CLOSE DataSet1.
DATASET CLOSE DataSet0.
DATASET ACTIVATE DataSet3.
T-TEST GROUPS=group(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=rscore
  /CRITERIA=CI(.95).
```

T-Test

```
[DataSet3] C:\Users\umar\Documents\Usman Muhammad's Null Three.sav
```

Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
rscore	1	192	64.04	12.698	.916
	2	192	26.77	8.576	.619

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Rscore	Equal variances assumed	17.554	.000	33.699	382	.000	37.266	1.106	35.091	39.440
	Equal variances not assumed			33.699	335.237	.000	37.266	1.106	35.090	39.441

APPENDIX E

```
DATASET ACTIVATE DataSet4.
T-TEST GROUPS=sex(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=ascore
  /CRITERIA=CI(.95).
```

T-Test

```
[DataSet4] C:\Users\umar\Documents\Usman Muhammad's Null Four.sav
```

Group Statistics

	sex	N	Mean	Std. Deviation	Std. Error Mean
ascore	1 male	97	63.28	14.525	1.482
	2 female	95	64.53	15.132	1.544

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Ascore	Equal variances assumed	.042	.837	-.584	190	.560	-1.250	2.141	-5.473	2.973
	Equal variances not assumed			-.584	189.682	.560	-1.250	2.141	-5.473	2.973

APPENDIX F

```
DATASET ACTIVATE DataSet5.
T-TEST GROUPS=location(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=ascore
  /CRITERIA=CI(.95).
```

T-Test

```
[DataSet5] C:\Users\umar\Documents\Usman Muhammad's Null Five.sav
```

Group Statistics

	location	N	Mean	Std. Deviation	Std. Error Mean
ascore	1 urban	97	63.28	14.525	1.482
	2 rural	95	64.53	15.132	1.544

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
ascore	Equal variances assumed	.042	.837	-.584	190	.560	-1.250	2.141	-5.473	2.973
	Equal variances not assumed			-.584	189.682	.560	-1.250	2.141	-5.473	2.973

APPENDIX G

LESSON PLAN FOR EXPERIMENTAL GROUP

Names of School: G.J.S.S Race Course and G.G.J.S.S K/Agur

Name of teacher: Muhammad Usman

Class: JSS II

Class Size: 92/97

Subject: Social Studies

Topic: Communication

Time: Double period (I hrs 20 minutes)

Instrumental Resources: Real objects like drums, Flutes and Gongs Newspapers, Radios, G.S.M etc

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

i- Define communication

ii- Identify two types of communication

iii- Draw indigenous/ modern means of communication

iv- Compare and contrast traditional and modern means of communication.

v- State the importance of communication to the society.

Previous knowledge: Students are familiar with some means of communication.

Introduction: Teacher introduces the lesson by asking the students question based on their previous experience.e.g. What is communication?

Presentation: Teacher presents the lesson as follows:

Teacher's activity: Teacher groups the students into 9 heterogeneous ability groups. Academic group comprises two average one above average and two below average by considering their pretest scores, their Social Studies scores of previous examinations as their Social Studies teachers' done in suggestion. The grouping is done in advance but announced during the lesson. (10 minutes).

Student's activity: Each group will be assigned a leader; the leader will ensure that, members of their groups are identified and seated close for academic interactions. Also, all recourses required for the group is put before them. Teacher uses cardboard paper to draw objects like drums and Gongs, Radio, Television, G.S.M and Telephone, to use as instructional materials for the whole class.

Teachers/student's activity: Teacher asks each group to carry out different activities concerning communications.e,g, making phones, listening to radio, watching television e.t.c. Teacher and

his assistant will ensure that each group member participates activity with very little significant problem.

Evaluation: Teacher evaluates the lesson, by asking the following questions:

i- Give a simple meaning of communication.

ii- Mention two types of communication.

iii- Compare the indigenous and modern means of communication.

iv- Mention some of the importance of communication to the society.

Conclusion: The teacher concludes his lesson by summarizing the lesson and gives the students short notes to copy on their exercise books.

Assignment: (1) In a tabular form differentiate between indigenous and modern communication.

(2) Write 2 types of communication you know,

(3) Give a simple meaning of communication.

(4) Draw two each modern and indigenous means of communication.

APPENDIX H

LESSON PLAN FOR CONTROL GROUP

Name of School: GJSS Ja'en and GJSS Janguza _____

Name of teacher: Muhammad Usman

Class: JSS II

Class Size: 100/92

Subject: Social Studies

Topic: Communication

Time: Double period (1 hrs 20 minutes)

Instructional Materials: Real objects, like drums, Flutes and Gongs, Newspaper, Radio, G.S.M. etc

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

vi- Define communication

vii- Identify types of communication

viii- List and draw indigenous/ modern communication means

ix- Compare and contrast traditional and modern means of communication.

x- State the importance of communication to the society.

Previous knowledge: Students are familiar with some communication means.

Introduction: Teacher introduces his lesson by asking the students questions based on their previous experience.

Presentation: Teacher presents the lesson using the following steps:

Step I: Teacher define communication to the class communication is the process of sending information from one person or group of persons to another.

Step II: The teacher identify different types of communication to the class. E.g Traditional and modern communication.

Step III: The teacher will identify indigenous and modern communication means to the class.

Step IV: The teacher will explain the importance of communication to the society.

Step V: The pupils will be allowed to differentiate between indigenous and modern communication.

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

i- Give a simple meaning of communication.

ii- Mention types of communication

iii- Compare the indigenous and modern means of communication.

iv- Mention some of the importance of communication to the society.

Conclusion: The teacher concludes the lesson by summarizing the lesson as well as giving them short notes to copy on their exercise books.

Assignment: (1) In a tabular form differentiate between indigenous and modern communication.

(2) Write 2 types of communication you know,

(3) Give a simple meaning of communication.

APPENDIX I

SOCIAL STUDIES ACHIEVEMENT TEST (SOSAT)

CLASS: _____

LOCATION: _____

GENDER: _____ Time 40 Minutes

INTRODUCTION: Attempt all questions

SECTION A (Multiple choose)

1- Sending information from one person to another is referred to

(a) Transportation (b) Communication (c) Culture (d) Socialization

2- How many type of communication?

(a) Four (b) Six (c) Three (d) Two

3- Newspaper, radio and telephone are example of

(a) Modern communication (b) Traditional communication

(c) Indigenous communication (d) Old communication.

4- All of the following are traditional way of communication except

(a) Use of Gongs (b) Use of Flutes (c) G.S.M (d) Use of drums

5- All of the following are modern way of communication except

(a) Use of Drums (b) G.S.M (c) Radio (d) Postal System

6- Which of the following is fastest way of communication

(a) Use of Flutes (b) Postal System (c) G.S.M (d) Use of Gongs

7- Electricity is required in the process of communication with the following except

(a) Radio (b) Television (c) Telegraphic (d) News paper

8- Radio is one of the communication means which people can

(a) Watch (b) Listen (c) Call (d) Listen and watch

9- Which of the following is full meaning of G.S.M

(a) General service mobile

(b) Goal service motor

(c) Global system for mobile

(d) Gold system mobile

10- People use their telegraphic to receive

(a) Messages (b) Call (c) Newspaper (d) Internet

SECTION B (Fill in Blank Space)

11- The two types of communication are …… and …… name any two traditional communication means you know.

12- …….....

13- ……

Identify and draw any three modern means of communication

14- ……

15- ……

16- ……

Give simple meaning of communication

17- ……

Mention three importance of communication to the society

18- ……

19- ……

20- ……