

EFFECTS OF COOPERATIVE LEARNING ON ACADEMIC PERFORMANCE AND
ATTITUDE TOWARDS CITIZENSHIP EDUCATION OF NIGERIA CERTIFICATE IN
EDUCATION SOCIAL STUDIES STUDENTS IN NIGERIA

BY

Jummai Halima, ALHASSAN

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

AUGUST, 2019

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BY

Jummai Halima, ALHASSAN
B.Ed, 2003, M.Ed Social Studies, 2012 (ABU), Zaria
P14EDAS9029

A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU
BELLO UNIVERSITY, ZARIA NIGERIA IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DOCTOR OF PHILOSOPHY IN
EDUCATION SOCIAL STUDIES

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

AUGUST, 2019

DECLARATION

I Jummai Halima, ALHASSAN (P14EDAS9029) declare that the work in this thesis titled “EFFECTS OF COOPERATIVE LEARNING ON ACADEMIC PERFORMANCE AND ATTITUDE TOWARDS CITIZENSHIP EDUCATION OF NIGERIA CERTIFICATE IN EDUCATION SOCIAL STUDIES STUDENTS IN NIGERIA” has been carried out by me under the supervision of Prof. H.I. Bayero, Dr. I.D Abubakar and Prof. S. Mohammed in the Department of Arts and Social Science Education, Faculty of Education, ABU. Zaria. All information derived from the literature has been duly acknowledged in text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other institution to best of my knowledge. I am liable for any mistake(s) in this work.

Jummai Halima , ALHASSAN

Signature

Date

CERTIFICATION

This thesis entitled “EFFECTS OF COOPERATIVE LEARNING ON ACADEMIC PERFORMANCE AND ATTITUDE TOWARDS CITIZENSHIP EDUCATION OF NIGERIA CERTIFICATE IN EDUCATION SOCIAL STUDIES STUDENTS IN NIGERIA” by Jummai Halima ALHASSAN meets the regulations governing the award of the degree of Doctor of Philosophy in Social Studies of the Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

Prof. H.I. Bayero
Chairman, Supervisory Committee

Sign

Date

Dr. I.D. Abubakar
Member, Supervisory Committee

Sign

Date

Prof. S. Mohammed
Member, Supervisory Committee

Sign

Date

Prof. Abdullahi Dalhatu
Head of Department
Arts and Social Science Education

Sign

Date

Prof. S. Abdullahi
Dean, School of Postgraduate Studies

Sign

Date

DEDICATION

This research work is dedicated to my late parent Malama Hauwa'u and Malam Abdullahi.

ABSTRACT

This study examined the effects of Cooperative Learning on academic performance and attitude towards Citizenship Education of Nigeria Certificate in Education social studies students in Nigeria. Six objectives, research questions and hypotheses guided the study. The study employed descriptive survey and quasi-experimental design. The population of this study was all N.C.E II Social Studies students in North-western zone of Nigeria, which stood at six thousand and twelve (6012). Out of which a sample of 400 participants were selected through simple and stratified random sampling techniques. The Citizenship Education Performance Test (CEPET) and The Attitude of Students toward Citizenship Education Scale (ASSEC) were used for data collection. The instrument was validated by supervisors and research experts. Reliability index of 0.85 for (CEPET) and 0.81 (ASSEC) instruments were obtained. Mean and Standard deviation (SD) were used to answer the research questions, t-test statistics to test the null hypotheses 1 and 2, while a two-way ANOVA was used to test null hypotheses 3 to 6. The study revealed that significant difference existed between the mean score on academic performance and the attitude scores of NCE Social Studies students taught using cooperative learning approach and those taught with conventional method. There was also, significant difference between the mean scores of urban and rural N.C.E Social Studies students taught using cooperative learning approach and those taught using conventional method on attitude towards citizenship education. However, there was no significant difference between both the mean score on academic performance and attitude scores of male and female NCE Social Studies students taught using cooperative learning approach and those taught using conventional method. Also, significant difference was not found between the mean academic performance scores of urban and rural NCE Social Studies students taught using cooperative learning approach and those taught using conventional method. Based on the findings, it was recommended that, curriculum planners in Social Studies should emphasize the use of cooperative learning approach as instructional strategy at N.C.E level in Nigeria among others. Also teachers of Social Studies should be given continuous and comprehensive training in the use of cooperative learning approach.

ACKNOWLEDGEMENTS

Great thanks to Almighty Allah who made it possible for me to undertake and complete this thesis successfully in spite of many family and work problems faced during the period of this research work. I wish to acknowledge the fact that the completion of this thesis is due to the patience and ability of my supervisors Prof. H. I. Bayero, Dr. I. D. Abubakar (Head, Social Studies Section) and Prof. S. Mohammed whom I am highly grateful to for their scholarly advices and constructive comments which were indeed a source of aspiration to me. Their wealth of experiences has given this thesis the scholarship it holds today.

I am also grateful to late Prof. M. C. Ubah for his immense contributions to this thesis. May his soul rest in peace. I also acknowledge the contributions and tutelage of, Prof. Abdullahi Dalhatu, Prof. A. A. Ladan, Dr. U. A. Ginga, Dr. A.I Shika, Dr. A. A., Dada, Dr. M. Sarkin-Fada, Dr. Z.S., Gaya Malam Yahaya Shinkafi, Malam Nasai Muhammad and all other academic and non academic staff in the department of Arts and Social Science Education, A.B.U., Zaria. This gratitude will not be complete without appreciating Dr. A.I. Shika (Departmental P.G. Coordinator) for his great impact on this thesis. May Almighty Allah grant them sound health and add more power to their pen.

My appreciation and gratitude go to my able and dear husband Malam Yahaya Alhassan for his great assistance during this programme. I wish to express my thanks to my children Rukaiya, Zainab, Abdullahi, Hafsat, Umar, Hauwa'u, Sa'adat, Zainab (junior) and my grand children Zubaida, Mohammed Mushin, Aishat, Halima, Rabiatu, Halima and Fatima Zara for their prayers and support.

I am also thankful to all my brothers, sisters and my senior son, Dauda Ibn Yusuf for their contributions and prayers. Lastly, my appreciation goes to all my course mates Malama

Maimuna Adoke Ibrahim, Ijeoma Peter, Ijeoma Amadikwa and Uthman Lawal Shehu for their contributions, advice and support.

TABLE OF CONTENTS

	PAGES
DECLARATION	i
CERTIFICATION	ii
DEDICATION	iii
ABSTRACT	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
LIST OF ABBREVIATIONS	xiv
CHAPTER ONE : INTRODUCTION	
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	5
1.4 Research Questions	6
1.5 Null Hypotheses	7
1.6 Significance of the study	7
1.7 Scope of the Study	9
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
2.01 Introduction	10
2. 02 Theoretical Framework	10
2.02.1 Behavioural Learning Theory of Albert Bandura	11

2.02.2 Cognitive Theories of Learning of Piaget and Vygotsky	12
2.02.3 Social Interdependence Learning Theory by Levin and Deutsch	16
2.02.4 Functionalist Theory of Attitude	19
2.02.5 Neo-Republican Theory of Citizenship	21
2.03.1 Concept of Social Studies Education	22
2. 03. 2 Social Studies Education in Nigeria	27
2.03.3 Scope and Nature of Social Studies Education in Nigeria	30
2.03.4 General Objectives of Social Studies	32
2.03.5 Objectives of Social Studies at N.C.E. Level	35
2. 04 Methods of Teaching Social Studies at N.C. E Level in Nigeria	36
2.05 Conventional Method of Teaching Social Studies	45
2. 06 .1 Concept of Cooperative Learning	52
2.06.2 An Overview of Cooperative Learning	54
2. 07 Cooperative Learning and Academic Performance of N.C.E Students	59
2.08.1 Concept of Citizenship Education	66
2.08.2 Social Studies and Citizenship Education in Nigeria	70
2.09.1 Concept of Attitude	75
2.09.2 Attitude of Students toward Citizenship Education	77
2. 09.3 Academic Performance among Social Studies Students	80
2. 10 Review of Related Empirical Studies	85
Summary	98
CHAPTER THREE: RESEARCH METHODOLOGY	100
3.1 Introduction	100
3.2 Research Design	100

3.3 Population of the Study	102
3.4 Sample and Sampling Techniques	102
3.5 Instrumentation	104
3.5.1 Validity of the Instrument	105
3.5.2 Reliability of the Instruments	106
3.6 Data Collection Procedures	107
3.7 Statistical Analysis Procedure	108
CHAPTER FOUR : DATA PRESENTATION AND DISCUSSIONS	110
4.1 Introduction	110
4.2 Bio-data of Participants	110
4.3 Analysis of Pre-test and Post-test scores	111
4. 4 Answering the Research Questions	113
4.5 Null Hypotheses Testing	119
4.6 Summary of Major Findings	124
4.7 Discussion of Findings	125
CHAPTER FIVE SUMMARY, CONCLUSION AND RECOMMENDATIONS	130
5.1 Introduction	130
5.2 Summary	130
5.3 Conclusion	133
5.4 Contributions to Knowledge	133
5.5 Recommendations	134
5.6 Suggestions for Further Studies	135
REFERENCES	136
APPENDICES	152

LIST OF TABLES

Table	Page
1. Population Distribution of NCE II by Institutions, Location and Gender	102
2. Sample Distribution of the study by Institution, Location and Gender	104
3. Table of Specification (CEPET) Based on Bloom Taxonomy of Education	105
4. Participants by Gender	110
5. Participants by Location	111
6. Participants by Method of Teaching	111
7. Summary of Pre-Test and Post-Test scores of NCE students by teaching Method	112
8. Summary of Academic Performance Test of NCE Social Studies Students by Teaching Methods	114
9. Summary of Attitude Scores of NCE Social Studies Students toward citizenship education by teaching Methods	114
10. Summary of Male and Female NCE Students' Social Studies Academic Performance by Teaching Method	115
11. Summary of Male and Female NCE Social Studies Students' attitude toward Citizenship Education Scores by Teaching Method	116
12. Summary of Urban and Rural NCE students' Social Studies Academic Performance by Teaching Methods	117
13. Summary of Urban and Rural NCE Social Studies Students' attitude Scores by Teaching Method	118
14. Summary of independent sample t-test by treatment	119
15. Summary of independent samples t-test on mean attitude score of students by treatment	120
16. Analysis of Variance on Academic Performance Scores of Male and Female NCE Students in the Experimental and Control Groups	121
17. Analysis of Variance on Attitude scores of Male and Female NCE Students in the Experimental and Control Groups	122

18.	Analysis of Variance on Academic Performance Scores of Urban and Rural NCE Students in the Experimental and Control Groups	123
19.	Analysis of Variance on Attitude Scores of Urban and Rural NCE in the Experimental and Control Groups	124

LIST OF FIGURE

Figure		Page
1	Research Design	101

LIST OF APPENDICES

Appendix		Page
A	Meta –Analysis Result for Cooperative Learning Methods	153
B	Attitude of Students toward Citizenship Education Scale (ASSEC)	154
C	Citizenship Education Performance Test (CEPET)	156
D	Instructional Guide for Experimental and Control Group	161
E	Lesson Notes for the Experimental Groups	163
F	Lesson Plans for the Control Group	177
G	Answer Key, Facility (F1) and Discrimination (D) Indices Test	184
H	Summary of Statistical Analysis	185

LIST OF ABBREVIATIONS

CCTST :	California Critical Thinking Skills Test
CESAC:	Comparative Education Study and Adaptation Centre
JCC :	Joint Consultative Committee
JITT:	Just-In-Time Teaching Method
NERC:	Nigeria Education Research Council
NERDC:	Nigerian Educational Research and Development Council
NCE :	Nigerian Certificate in Education
NCCE :	National Commission for Colleges of Education
NCCS:	National Council for the Social Studies
NTI:	National Teacher's Institute
NPE:	National Policy on Education
PGDE :	Post Graduate Diploma in Education
SOSAN:	Social Studies Association of Nigeria
SOSSAT:	Social Studies Students' Achievement Test

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Teaching at higher education has almost been the same for centuries as college lecturers seem to be more committed towards conducting research than improving their teaching by using innovative instructional strategies. Research suggests that the use of a single method cannot make one's teaching effective, for the fact that, no method can work in a variety of situations, achieve all types of objectives and suits to all types of content areas. In fact, effective teaching does not simply involve applying general principles of teaching rather it should aim at engaging students in learning related activities that enable them to theorize, generate new ideas, reflect and solve problems in the target content area (Ahmad & Mahmood, 2010).

Similarly, Federal Republic of Nigeria (FRN) (2014) in her National Policy on Education recommended that modern educational techniques shall be increasingly used and improved upon at all levels of the education system. The implication of the policy provisions is that educators must be in constant search of learning approaches and techniques that could improve their practice, encourage learners to participate actively in the learning process and adapt more perfectly to peculiar classroom situations geared towards improving learning outcomes and meeting the societal and industrial needs (Oviawe, 2014). Several teaching strategies have been documented as being efficacious in teaching, increasing achievement and attitude towards Social Studies as a discipline and Citizenship education as course. They are: cooperative learning approach, project, discovery and guided discovery methods of instruction, and peer tutoring, among others.

While many instructors are aware that different learning methods and techniques exist, some educators simply opt to utilize the conventional methods in implementing the social studies education curriculum in Colleges of Education, hoping that they will cover most student learning preferences along the way (Oviawe, 2010). According to Ogbuanya, and Owodunni (2015) the conventional methods are content driven and certainly not learner-centred. These methods which are predominantly used in educational institutions for teaching Citizenship Education in Social Studies are based on behavioural learning theories which emphasize knowledge transmission from the teacher to passive students and encourage rote memorization of fact (Mirkov, 2013). In addition, behavioural learning theories are directed towards isolating the learner from social interaction and towards seeing education as a one-on-one relationship between the learner and the objective material being learned (Oviawe, 2010).

On the other hand, cooperative learning method, presumes that team effort of students towards single goal of learning a particular aspect result in more understanding than individual efforts (Gull & Shehzad, 2015). This method, although have many salient features for improving teaching-learning process, however, is not practiced normally due to many reasons including time and energy required to manage its activities. Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. Students perceive that they can reach their learning goals if and only the other students in the learning group also reach their goals (Johnson & Johnson, 2009). Moreover, cooperation promotes learning because the process enables learners to operate within one another's zone of proximal development. Working with peers is academically beneficial because, when learners are closer to one another in their levels of development, they are able to explain things to each other in a simpler way that is easier to be comprehended than being explained by a person with a very different mental stage. Learning accomplished

through team activities and exploration are more beneficial and effective (Asha & AL Hawi, 2016). Group activities in cooperative learning promote critical thinking and deeper understanding and this may have positive effect on Nigeria Certificate in Education Social Studies students' attitude toward citizenship education and their academic performance.

Social studies programme is expected to make good citizens and patriots out of the youths of Nigeria. Incidentally, the programmes of social studies in school have been implemented for many years now without success in terms of inculcating the values of good citizenship among the youths. The youths are rich in knowledge of social concepts and facts, but deficient in expected social values, attitudes and behaviours that characterize social responsible citizens. It is assumed that this deficiency arises from the way the subject is taught and learnt in the classrooms. However, the teaching of social studies has relied on conventional methods of teaching such as, the lecture methods, dictation and note taking, which are not interactive. These methods are inadequate to facilitate optimal learning in students and modify their attitudes positively toward citizenship education (Adamu, 2016).

Attitude is the tendency to think, feel or act positively or negatively towards objects in our environment. Attitude is learned from society; affected by group norms, positive or negative attitude with reference to the object and the strength of the effect are co-related to the content of the associated cognitive structure, determine the behavior, affect perception, education and teacher education bring the change in attitude (Ahmed & Shaista, 2016). Attitude towards citizenship education is linked to the views and images that the individual develops about Social Studies as a result of interaction with different situations. It is the student's disposition towards liking or disliking Citizenship education that will in turn affect their academic performance (Yara, 2009).

Academic performance of students at colleges of education today has recently come under scrutiny for a number of reasons. For example, a number of studies have been carried out to identify causal factors of academic performance among students. Most of these studies focus on the three elements that intervene, that is, parents (family causal factors), teachers (academic causal factors), and students (personal causal factors) (Nchungo, 2013), with little attention given to effect of teaching methods such as cooperative learning approach and conventional teaching strategies.

Nonetheless, there seems to be agreement among most authors to explain academic performance from a multi causal perspective where the phenomenon is analysed at gender level. Gender is the range of physical, biological, mental and behavioural characteristics pertaining to and differentiating between the feminine and masculine (female and male) population. The importance of examining academic performance of N.C.E Social Studies students in relation to gender is based primarily on the socio-cultural and institutional differences between male and female students in the study area. Thus, the study examined the effect of cooperative learning approach on attitude toward citizenship education and academic performance of N.C.E Social Studies students in Nigeria.

1.2 Statement of the Problem

The basic or fundamental ideas for the introduction of Social Studies in the Nigeria society is the inculcation and transmission of desired values, attitudes and belief systems capable of enhancing the continuous growth and development of the Nigeria society. Unfortunately, our students who are brought up in the values of Social Studies Education for citizenship still constitutes the gang of Nigerians who engage in anti-social behaviour as against the effective citizenship transmission embedded in positive social attitudes and values. These anti-social

behaviours include: corruption, indiscipline, vandalism, arson, raping, theft, thuggery, electoral malpractices, examination malpractices among others. These actions are far from the realities of the desired citizenship education and this could be attributed to nature with which the course is taught in Colleges of Education using conventional methods.

Conventional method is the most common instructional strategy used in colleges of education which relegates students to mere listeners and receivers of knowledge and this affects the academic performance of student negatively. This underscores the needs for lecturers of Social Studies to facilitating the creation of an academically and socially supportive environment/atmosphere where a variety of learning activities such as in cooperative learning approach is needed in order to accommodate students with different levels of understanding. The use of cooperative learning approach could be an option for lecturers seeking to enhance students' positive attitude toward citizenship education in colleges of education in relation to gender and location. Thus, the problem of this study hinges on the extent to which cooperative learning approach as a teaching strategy affects the academic performance and attitudes of Nigeria Certificate in Education Social Studies students toward Citizenship Education in Nigeria.

1.3 Objectives of the Study

The main objective of this study was to find out the effect of cooperative learning approach on academic performance and attitude towards citizenship education of Nigeria Certificate in Education Social Studies students in Nigeria, while the specific objectives of the study were to:

- i. find out the effect of cooperative learning approach on the academic performance of N.C.E Social Studies students.

- ii. assess the effect of cooperative learning approach on N.C.E Social Studies students' attitude towards Citizenship education.
- iii. find out the effect of cooperative learning approach on the academic performance of N.C.E Social Studies students in relation to gender.
- iv. assess the effect of cooperative learning approach on the attitude of N.C.E Social Studies students towards citizenship education in relation to gender .
- v. find out the effect of cooperative learning approach on the academic performance of N.C.E Social Studies students in relation to location.
- vi. assess the effect of cooperative learning approach on the attitudes of N.C.E Social Studies students toward citizenship education in relation to location.

1.4 Research Questions

The following research questions were developed for the study:

- i. What is the effect of cooperative learning approach on the academic performance of N.C.E Social Studies students?
- ii. What is the effect of cooperative learning approach on N.C.E Social Studies students' attitude toward Citizenship education?
- iii. What is the effect of cooperative learning approach on the academic performance of N.C.E Social Studies students in relation to gender?
- iv. What is the effect of cooperative learning approach on the attitude of N.C.E Social Studies students toward citizenship education in relation to gender?
- v. What is the effect of cooperative learning approach on the academic performance of N.C.E Social Studies students in relation to location?
- vi. What is the effect of cooperative learning approach on the attitudes of N.C.E Social Studies students toward citizenship education in relation to location?

1.5 Null Hypotheses

The following null hypotheses were tested in the study at $p \leq 0.05$:

- i. There is no significant difference between the mean academic performance scores of N.C.E Social Studies students taught using cooperative learning approach and those taught using conventional method.
- ii. There is no significant difference between the mean scores of N.C.E Social Studies students taught using cooperative learning approach and those taught using conventional method on attitude towards citizenship education.
- iii. There is no significant difference between the mean academic performance scores of male and female N.C.E Social Studies students taught using cooperative learning approach and those taught using conventional method.
- iv. There is no significant difference between the mean scores of male and female N.C.E Social Studies students taught using cooperative learning approach and those taught using conventional method on attitude towards citizenship education.
- v. There is no significant difference between the mean academic performance scores of urban and rural N.C.E Social Studies students taught using cooperative learning approach and those taught using conventional method.
- vi. There is no significant difference between the mean scores of urban and rural N.C.E Social Studies students taught using cooperative learning approach and those taught using conventional method on attitude towards citizenship education.

1.6 Significance of the study

The result of this study will be significant to the various stakeholders such as government, educational planners, students, researchers and teachers through the following ways:

It is hoped that, the finding will reveal to government, most especially ministry of education that, cooperative learning approach has the potential to contribute in different faces of educational development and effective teaching and learning. The research findings will be useful to National Commission for Colleges of Education (NCCE) as it will make them appreciate the need to make necessary adjustments especially on incorporation of full and comprehensive use of cooperative learning approach in teaching Social studies.

It should also be noted that the end of the N.C.E program is the beginning of identification of potential and how far a student can go in pursuit of his/her academic career and social interaction among difference groups in the society and such, this study will be helpful in bringing change in the behavior of the students. They may cooperate with each other, not only in the classroom, but in daily life as well.

The findings accruing from the investigation would provide pedagogical feedback to lecturers from the Universities and Colleges of Education who are expected to establish a strong basis for the subject in Nigeria primary and secondary schools. The findings of the study will suggest to policy makers the need to recommend cooperative learning approach to Social Studies instructors, this will enable them achieve National Educational goals as spelt out on National Policy of Education (2014), which emphasized on inculcating of attitude and skills for effective development of learners. The outcome of this study will also suggest ways of effective use of cooperative learning approach to enhance teaching and learning in colleges of education.

It is also thought that this research work would constitute a vital reference material on cooperative learning and attitude toward citizenship education. In other words, it is hope that the study will serve as a source of empirical data for researchers and investigators who are

interested in exploring the place of cooperative learning approach on attitude toward citizenship education.

1.7 Scope of the Study

The study focused on effect of cooperative learning approach on attitude towards citizenship education and academic performance of Nigeria Certificate in Education Social Studies students in Nigeria. The study was delimited to colleges of education in North-west geopolitical zone, Nigeria. Reason has been that, only colleges of education run Social Studies as course at N.C.E level. Moreover, the study focused on N.C.E II students of Social Studies in these colleges of education. The researcher used these set of N.C.E students for the fact that, they were more experienced than N.C.E I students and have learnt a lot about Social Studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.01 Introduction

This chapter focused on review of related literature. In line with this, the chapter discussed following sub-headings:

- Theoretical Framework;
- Concept of social studies Education;
- Historical Development of Social Studies in Nigeria;
- General Objectives and Nature of Social Studies Education in Nigeria;
- Objectives of Social Studies at N.C.E. Level;
- Methods of Teaching Social Studies at N.C.E level;
- Conventional Methods of Teaching Social Studies;
- Concept of Cooperative Learning;
- Cooperative Learning and Academic Performance of Students;
- Concept of Citizenship Education;
- Attitude of Students toward Citizenship Education;
- Concept of Attitude;
- Relationship between attitude and Academic performance of Students;
- Academic Performance among Students;
- Review of Related Empirical studies; and
- Summary .

2. 02 Theoretical Framework

The success of cooperative instructional strategy is largely based on its having a clear theoretical foundation. According to Nwosu (2013) model of cooperative learning,

cooperative instructional strategy is supported by two major categories of learning: motivational and social cognitive theories. Therefore, this section presents discussions of the relevant theories pertaining to cooperative instructional strategy. The theories discussed in this section are: information processing theory, social interdependence theory, Behavioural theory and cognitive theories which include: Vygotsky and Piaget's theories respectively. Also functionalist theory of attitude and Neo-Republican Theory of Citizenship were utilized in this study.

2.02.1 Behavioural Learning Theory of Albert Bandura

Behavioural learning theory of Albert Bandura explains some of the primary benefits of cooperative learning, where students are motivated to succeed based on either reward or punishment (Castle, 2014). As such, cooperative learners may be motivated to achieve group rewards in addition to individual recognition. An individual's perceived self-efficacy impacts his or her effort and persistence on a learned behavior (Johnson and Johnson, 2014). Albert Bandura behavioural learning perspective recognizes that people are motivated to achieve positive rewards and avoid negative outcomes from failure. Cooperative learning encourages group members to provide both positive and negative outcomes that reinforce individual behavior. As individuals achieve goals, cooperative groups offer the necessary rewards to reinforce positive behavior. Alternatively, Bandura noted that, if an individual does not achieve his or her goals, group members may provide negative feedback, creating motivation for the individual to avoid future negative consequences.

Cooperative approaches to learning compare favourably with feminist pedagogy, where students become empowered as they work together to construct knowledge, rather than relying on an authoritative figure (Castle, 2014) often prevalent in traditional education. Each student has a right to contribute an opinion, thereby contributing to a learning

environment built upon input from students rather than solely through the instructor. As students contribute to the class, they become more empowered and motivated to learn. Bandura's approach reflects a student-centred teaching approach rather than the conventional teacher-centred approach. The primary theoretical foundation of cooperative learning lies within social constructivist, positive interdependence, and feminist pedagogical theories. Cooperative learning encourages students to work interdependently toward shared goals, which is fundamental to feminist pedagogy. This process allows for social construction of knowledge as students work together to resolve individual differences in understanding. This resolution process encourages students to learn interdependently through both positive and negative reinforcement which help in developing positive attitude toward citizenship education.

The relevance of this theory to the current is based on the fact that, people learn more by observing and imitating the desired behaviours of others. It is a strong connection that has been found between this theory and the practice of cooperative learning. Consequently, social behavior and the actions of effective learners in the cooperative learning groups are expected to be modelled and adopted by other students through reciprocal determinism, or the interaction between observed behaviours, cognitive factors, and external environments.

2.02.2 Cognitive Theories of Learning of Piaget and Vygotsky

Cooperative instructional strategy facilitates learning not only by motivating learners with shared goals but also by situating learners in a social context which provides a stage for cognitive development through elaborated explanations, peer tutoring, peer modelling, cognitive elaboration, peer practice, peer assessment and correction (Liao, 2008). This section therefore explores cognitive theories that support the use of cooperative instructional strategy.

Vygotsky's Theory

Vygotsky's socio-cognitive theory perceives learning as a social process that takes place in a context that allows for social interactions and communication which eventually leads to the construction of knowledge and cognitive development (Mcleod, 2007). According to this theory, learning first occurs through human interaction, after that, with help of tools (including language) and human mediation, it is eventually internalized (Fushino, 2008). Also, Nwosu (2013) quoted Vygotsky saying that, the internalization of knowledge is a progression that begins with an interpersonal process before it proceeds into an intrapersonal one. In other words, a learner's higher mental processes are first co-constructed during shared activities with other learners before they become internalized as part of the learner's cognitive development.

The fundamental concept in Vygotsky's theory is the zone of proximal development (ZPD). According to Vygotsky the zone of proximal development is the area between the learner's current development level as determined by independent problem solving and the level of development that the learner could achieve through adult guidance or in collaboration with more capable peers (Nwosu, 2013). This theory view learning as a path through the zone of proximal development, with the 'zone' referring to the space between that which a learner cannot do alone and that which he/she can do with the help, guidance and encouragement from capable individuals (Mcleod, 2007). Thus Vygotsky believed that through help from more knowledgeable individuals, the learner can potentially gain knowledge already held by them. However, the knowledge must be appropriate for the learner's level of comprehension. Anything that is too complicated for the learner to comprehend that is not in their zone of proximal development cannot be learnt at all until there is a shift in the zone of proximal development.

When the learner does attain his/her potential, this shift occurs and the learner can continue to learn more complex higher level material (Nwosu, 2013). From this, Liao (2007) argues that Vygotsky's theory supports the use of cooperative learning citing that when learners work closely within one another's level of proximal development, they can receive explanations that are presented to them in a simpler and more comprehensible fashion than if they were provided by one of a very different mental age. Further reinforcing the relevance of Vygotsky's theory in cooperative learning can improve learning as it offers learners the possibility of interaction and mediation during which more competent learners scaffold or provide learning support for their less competent peers.

Vygotsky established that, social interaction of Social Studies students with peers enhances learning on the fact that collaboration or cooperation with peers lets learners work closely within one another's levels of proximal development. When learners work closely within one another's levels of proximal development, they can receive explanations that are presented to them in a simpler and more comprehensible fashion than if they were provided by one of a very different mental age.

Piaget's Theory

Piaget's socio-cognitive theory proposes that when learners perceive a contradiction between their existing understanding and their experience interacting with others, cognitive conflict arises. In order to resolve this conflict, learners may examine their own ideas and beliefs again, pose questions to one another, and seek further information in order to reconcile the contradictory ideas (Fushino, 2008). Piaget argued that all cognitive developments consist of momentary conflicts and incompatibilities which must be overcome to reach a higher level of equilibration. Piaget's theory provides support for the

use of cooperative learning considering that in cooperative learning, learners with different ability and viewpoints work together, this provides maximum opportunity for them to experience and resolve cognitive conflicts (Fushino, 2008 & Nwosu, 2013).

Advocates for Piaget's theory contend that cooperative learning improves learning as interactions in groups during cooperative learning creates cognitive conflict and disequilibrium that make learners to question their understandings and try out new ideas (Woolfolk, 2010). Furthermore, in cooperative learning, learners engage in discussions in which cognitive conflicts occur and are resolved, and inadequate reasoning is exposed and modified leading to cognitive development (Susan, 2008). The key concepts involved in Piaget's theory include: schemas, assimilation, accommodation and equilibration. A schema describes both the mental and physical actions involved in a learner's understanding and acquisition of knowledge (Kendra, 2012).

In Piaget's view, a schema includes both a category of knowledge and process of obtaining that knowledge. As experiences happen, this new information is used to modify, add to or change previously existing schemas. According to Kendra (2012), a child may have a schema about a type of animal, such as a dog. If the child's sole experience has been with small dogs, the child might conclude that all dogs are small. However, if that child encounters a very big dog, he/she will take in this new information, and modify the previously existing schema to include this new information that some dogs are big. On the other hand, the process of integrating or taking in new information into the learner's existing schema or internal structures is known as assimilation (Eames & Cates, 2008). Accommodation involves altering existing schemas or ideas as a result of new information or new experiences (Kendra, 2012). In cooperative learning, as learners come

across new information or experience in their learning teams, they may develop new schemas or alter their previously existing schemas (Eames & Cates, 2008). Piaget believed that learners try to strike a balance between assimilation and accommodation; this according to Piaget is achieved through a mechanism called equilibration (Kendra, 2012). Equilibration according to Piaget is a process of achieving a balance between assimilation and accommodation which leads to cognitive development (Woolfolk, 2010). In cooperative learning situations, the process of assimilation, accommodation and equilibration occur naturally as learners encounter new knowledge, skills and experiences in the context of team learning (Eames & Cates, 2008).

This theory relates to current the study in that, the perspective involves the nature and principles of cooperative learning in which learners work and learn from one another through reciprocal interaction and explanation. Consequently, students in the cooperative learning groups are expected to cooperate with other students in their groups on learning materials assigned, discuss these materials, complete their own assigned section of learning material, and then teach others in their group their part of the material. As a result of all of these activities, students are expected to gain knowledge effectively.

2.02.3 Social Interdependence Learning Theory by Levin and Deutsch

The social interdependence theory of Levin 1948 and Deutsch 1949 is based on the claim by social scientists that peer interaction and relationships play an essential role in socialization and learning (Johnson & Johnson, 2009). It provides the frame work for understanding the role of positive interdependence among group members in promoting learning. According to Susan (2008), the social interdependence perspective began in the early 1900s, when one of the founders of the Gestalt school of psychology, Kurt Kafka,

proposed that groups were dynamic wholes in which the interdependence among members could vary.

Susan (2008) refined Kafka's notions in the 1920s and 1930s, stating that: (a) the essence of a group is interdependence among members (created by common goals), which results in the groups' being a "dynamic whole" so that a change in the state of any member or subgroup changes the state of any other member or subgroup; and (b) An intrinsic state of tension within group members motivates movement toward the accomplishment of the desired common goals (Susan, 2008).

Moreover, Morton Deutsch quoted in Johnson and Johnson (2009) extended Lewin's notions by examining how the tension systems of different people may be interrelated. He conceptualized two types of social interdependence, positive and negative interdependence. Building on the work of Deutsch, David Johnson and Roger Johnson developed the social interdependence theory (Susan, 2008). The social interdependence theory assumes that the way social interdependence is structured determines how individuals interact, and this in turn determines outcomes (Susan, 2008). The social interdependence theory supports the use of cooperative learning as it emphasizes positive interdependence or cooperation which encourages and motivates group members to facilitate each other's efforts to learn. This in turn helps the group to achieve their learning goal.

In cooperative learning, positive interdependence can be created by having group members take on complementary roles such as checker, recorder, elaborator, time keeper, reporter and group leader (Woolfolk, 2010). However, this would depend on the group's goal. Assigning roles to group members would encourage them to work cooperatively, participate fully in the learning tasks, and ultimately lead to effective learning. In line with this view point, Slavin (2009) posits that when group members are assigned roles in

cooperative learning, it creates in them the feeling of positive interdependence and challenges them to encourage and help one another achieve the group's goal. Other strategies that can be used to create positive social interdependence in cooperative learning include "task specialization" methods (Slavin, 2009). For instance in jigsaw method of cooperative learning, learners study a topic which is divided into subtopics and distributed among group members. Learners assigned the same subtopic meet in "expert groups" to share information on their topics after which they return to their teams, and then take turns teaching their topic to their team.

This theory is related to the study based on the fact that, the social interdependence theory provides a foundation for the practice of cooperative learning. This theory is compatible with the nature of cooperative learning in which knowledge and skills are constructed through mutual interaction among participants. Therefore, in the process of applying cooperative learning, interactive tasks and cooperative lessons should be designed and applied in the classrooms to help students work and learn together to achieve shared goals.

From the analyses of the theories discussed above, cooperative learning is supported by social cognitive theories proposed by Vygotsky, Piaget, and Bandura. Vygotsky (1978) argued that socialization is the groundwork of cognition development, and that the process of cooperation or collaboration with peers benefits learners cognitively because it allows learners to work close to one another's zone of proximal development. Piaget's social transmission theory (1964) provides rationale for cooperative learning in a similar way. Piaget contended that individuals are readily amenable to cognitive growth only when they are in a condition where they can understand the concept (i.e., zone of proximal development). Working with peers enables individuals to help each other move to the next cognitive stage.

In addition, Piaget's equilibration theory (1932, 1950, 1964) contends that cognitive developments consist of conflicts, which must be overcome through the process of equilibration, including assimilation and accommodation. Equilibration in turn can be achieved by means of both individual and social activities. Like Vygotsky and Piaget, Dewey (1916, 1963) considered participation in social environment and interpersonal communication key to cognitive development. Bandura's social cognitive theory (1986) bestows an interactive model of triadic reciprocity in which the environment, behaviors, and cognitive and personal factors all serve as determinants of each other. Social Studies students' attitude toward citizenship education can be directed and shaped through modelling. In addition, Bandura emphasized that it takes time for learning to exert its impact on cognitive growth. This is one of the reasons the researcher of the current study chose to implement the study for the duration of 6 weeks. Like Vygotsky, the researcher believes that the effect of learners working closely within one another's level of proximal development and momentum of group dynamics in cooperative learning will not develop fully unless learners have been working with each other over an extended period of time.

2.02.4 Functionalist Theory of Attitude

Daniel Katz proposes a functionalist theory of attitudes. He is of the view that attitudes are determined by the functions they serve for us. People hold certain attitudes because these attitudes help them achieve their basic goals. Katz distinguishes four types of psychological functions that attitudes meet (Katz, 1960). These are discussed below.

Instrumental: Katz says that people develop favourable attitudes towards things that aid or reward them. They would want to maximize rewards and minimize penalties. According to him, we develop attitudes that help us meet our goal. For instance, we favour political parties

that will advance our economic lot. If we are in business, we favour the party that will keep our taxes low; if unemployed we favour one that will increase employment and end-of- service benefits (Katz, 1960). We are more likely to change our attitudes if doing so allows us to fulfil our goals or avoid undesirable consequences.

Knowledge: Here, Katz discloses that attitudes provide meaningful, structure environment. In life we seek some degree of order, clarity, and stability in our personal frame of reference. Attitudes help supply us with standards of evaluation. Via such attitudes as stereotypes, we can bring order and clarity to the complexities of human life (Katz, 1960).

Value-expressive: This focuses on our desire to express basic values, and reinforce our self-image. For example, if one views oneself as a catholic, one can reinforce that image by adopting catholic beliefs and values (Katz, 1960).

Ego-defensive: Some attitudes serve to protect us from acknowledging basic truths about ourselves or the harsh realities of life. They serve as defence mechanisms. Those with feelings of inferiority may develop an attitude of superiority.

Katz's functionalist theory also offers an explanation as to why attitudes change. According to Katz, an attitude changes when it no longer serves its function and the individual feels blocked or frustrated. That is attitude change is achieved not so much by changing a person's information or perception about an object, but rather by changing the person's underlying motivational and personality needs (Katz, 1960). This implies that in trying to change the attitude of NCE students towards Citizenship education, one must focus on things that motivate them besides identifying the appropriate teaching method that should be applied to enhance the teaching and learning process.

2.02.5 Neo-Republican Theory of Citizenship

The British political theorist David Miller argues in his book “On Nationality” (1995) that “civic nationalism” and a republican concept of democracy should constitute the foundation of the future citizenship education. The neo-republican conception of citizenship includes elements of all the other three theories, communitarian, republican and liberal-individualist thinking. The elements of neo-republicanism can be summarized into three concepts: the public realm, organizing plurality, and action. The belief is that the duty of citizens is —to transform a community of fate into a republic that can be willed by all who are involved as citizens. To them citizenship is created and recreated by citizens in action. Citizens have to possess competence, a repertoire of skills, goodwill, consensus on norms and values, tolerance and respect, and good judgment (Miller, 1995).

Nevertheless, these theories provide a conceptual guidance and indicate the contradictions inherent in terms of the conceptual understanding of citizenship as they show the binaries created in terms of individualist versus collectivist; political rights versus social rights; as well as local versus global (Miller, 1995). This implied that the purpose of teaching NCE. students citizenship education in Nigeria are attributed to four basic elements that is, a set of equal rights that are necessary for carrying out both private and public purposes, a set of obligations (to respect the law, to pay taxes among others), play an active role in promoting common interest, and willingness to defend the rights of other members of the political community and play an active role in both the formal and informal arenas of politics.

2.03.1 Concept of Social Studies Education

The nature of social studies education and its major focus on man and his environment had made many scholars to define the subject in different but more related way. Below are some definitions of social studies: To Mezieobi (2008), social studies is an integrative fusion of content and generalization from social science and the humanities; it is also viewed as a citizenship education. It is a vehicle for human skills development, and it is the ecological studies as well as a value ladder field of study. This definition points to the fact that Social Studies education focus on development of values, skills and learning of man in totality.

Also, Reggie (2008) refers to social studies as an integrative field of study which probes man's symbiotic relationships with his environment endows man with the reflective or contemplative capacities, intellectual, effective social and work skills, to enable him understand his world and its problems and to rationally solve or cope with them for effective living in the society. This definition view social studies as a study that helps students learn about human interaction and how to live by it in an even changing society. It is a problem solving discipline aimed at equipping learning with skills and knowledge for solving these problems.

Moreover, Ndan and Jarimi (2011) conceive social studies as the field of education or the common learning of man's interaction with his social, physical, economic and political environments which influences and brings about human improvement. Social studies is a subject that study man in totality or different perspectives all in a bid to understand the problems of man and proffer possible solutions to it. Again, Arisi (2011) also viewed social studies as an organized, integrated study of man and his environment, both physical and social, emphasizing on cognition, functional skills and desirable attitudes and actions for the

purpose of producing an effective citizenry. From this definition, social studies can be viewed as a functional education.

Furthermore, Arisi (2011) explain social studies as the study of man within his environment, physical, social, economic, psychological, religious, political, cultural, scientific and technological. Social studies is the study of how man exists in his environment, deals with the multitude of factors that bears on man's existence. It involves man's activities, the activities he engaged in and why he engages in them. These include what he does, why he does them, what he believes in and why he believes in them; his problems and how they can be solved. Social studies as a subject provides us with the ways of looking at the society in order to understand its structure and its problems and to find ways of solving the problems of the society. Ebirim and Edi (2014) are of the view that, basically, man is the epicenter of Social Studies and the environment (physical and man-made) is the base for man's survival and existence in the environment in which he finds himself thus, man is being examined from the following comprehensive perspectives; social being, political being, legal being, religious being, cultural and economic being. This definition buttresses the fact that, social studies is the study of man and his environment. In relation to the above definitions, one can conclude that social studies is aimed at cultivating in the learners, the knowledge, facts, attitudes, and skills for meaningful living in human society. Also, it is an integrated subject featuring different degrees of integration ranging from unidisciplinary (or within field) to fused (or beyond field).

In the words of Chukwu (2011) Social Studies is the study of how the human being influences his environment with the view of getting maximum benefits from it. It also deals with how the environment deals with human being in return. It equally studies the society, the relationship between people and the world in which they live. They added that social

studies could be defined from the spatio-temporal angle, which is in the context of space and time. For instance, Nigeria after independent witnessed problem of integration hence the need to teach patriotism and unity which called for the introduction of social studies education with its main focus on citizenship transmission. In other words, Social Studies is the integration of interrelationships of different subjects aimed at inculcating national consciousness and national unity, imbibing the right type of values and attitude for self and national survival, the acquisition of necessary skills, ability and competences which individuals needs to be able to contribute to national development (Chukwu, 2011). The synthesis of definitions above portrays social studies as organize around the central theme of human in society or human– environmental relationships. In other words, social studies is concerned with human relationships in his natural and human – made environment.

In another development, Enem (2003) states that Social studies is the study in which students acquire knowledge of citizenship and reflective inquiry. The National Council for Social Studies, NCSS (2000) while endorsing this view, points out that the objective of Social studies is to prepare young people to be humane, rational thinking and participating citizens in a world that is becoming increasingly interdependent. In the same vein, Uche in Bozimo and Ikwumelu (2008) opines that Social studies is a field of study which its content and purposes focus on relationship. According to him, Social studies provide knowledge, skills and attitudes that will enable people to understand their physical and human environment in order to act or behave as responsible citizens. Nwoji (2006) points out the place of science and technology in Social studies. According to her, Social studies helps people to understand their environment and its influence on them. It looks at people in their social and physical environment. It also examines the effects of science and technology on the social and physical environment. From this dimension of definitions, social studies has social problems – solving focus. It has youth –

related problem solving or character formation emphasis. This is because most of the societal problems which social studies was design to address are predominantly youth – related either as perpetrators or as victim or both. The children, adolescents, and school age young adults are the most vulnerable groups in society to these problems or vice.

Viewing Social studies from global perspective, Adeyemi (2000) defines the discipline as an integrated course which enables human beings to participate effectively and rationally in the affairs of their local, national and international communities in a manner that will make the overall global society a better place than they met it. Oyibe (2011) focus on the integrated nature of Social studies by defining it as a formalized, correlated or integrated study of man and his environments which imbues the learner with the cognition, skills, values, attitudes, abilities and competencies that will enable him become an informed rational, analytical, participative and functional citizen. It is therefore appropriate to view social studies as an element in general education studies or programme in all educational systems

Also, Fadeiye (2005) seems to adopt this view by defining Social studies as “an integrated and interdisciplinary field of study whose ultimate aim is to produce people, who are socially competent, in other words, the production of competent human beings”. Social studies should therefore, been seen as eclectic subject which enable human beings to acquire knowledge, skills, attitudes and actions to participate effectively and rationally in determining the structures and compositions of their societies and the interaction between themselves and the environment in which they live. Comprehensively, the National Council for the Social Studies (2009), social studies is “the integrated study of the social sciences and humanities to promote civic competence”, within the school programme, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology,

archaeology, economics, geography, history, law, philosophy, political science psychology, as well as appropriate contents from the humanities, mathematics and natural sciences. In essence, social studies promote knowledge of an involvement in civic affairs. These definitions explain social studies has always been part of the core or compulsory group of subjects in the school curriculum at any level of education wherever it is introduced. Finally, in the light of these, the researcher is of the opinion that social studies, could be seen as an integrated curriculum which draws relevant contributions from other fields or forms of knowledge on the theme of human – environment relationships for the purpose of citizenship training.

Going through the definitions of Social studies given above, it becomes obvious that, Social studies education is the study of society, how man exist in his environment, learn about our world and man's interaction with his immediate and remote environment, it is concern with citizenship training as help learners in development of positive attitudes and skills in an ever changing society. Despite the conflicts and controversies that surround what Social studies is, Bozimo and Ikwumelu (2008) and Oyibe (2011) are of the opinion that there are ideas, generalizations or features that are common among the definitions. These are as follows: Man and his environments constitute the main focus of Social Studies; There is inter-relationship between man and his environments; Social studies aims at solving man's problems-social, economic, political, etc, and Social studies provides learners with citizenship, humanistic, intellectual and value education. Also, Onyekwelu (2006) maintains that whatever the differences or variations in the definitions of Social studies, one agrees that the central theme of Social studies is man- the study of his past, present, and future and the extent to which his physical and human environment influences his way of life and vice versa.

2. 03. 2 Social Studies Education in Nigeria

Social Studies as an integrated discipline was not in existence during the colonial era in Nigeria (1840-1960). What was found in the primary and post primary schools in the country was the teaching of a kind of curriculum called “General Knowledge” (Lawal, 2003). Of course, the Nigerian child was therefore being educated outside his/her own environment, his/her society and culture. It was more appropriate at that time to know and explain concepts from European examples. The development of Social Studies in Nigeria however came earlier than those of other countries in Africa (Ogundare, 2000; Lawal, 2003; Lawal and Oyeleye, 2003). This was because as early as 1958, the Ohio state University in the United States of America had sponsored some Nigerians for training programmes in Social Studies.

The arrival of the recipients of such training programmes greatly influenced their thoughts about Social Studies. For instance, they perceived the social ills that accompanied Nigeria’s transition from colonial era to independence. They discovered the high rate of acculturation among Nigerians and the rate at which the nation’s cultural traditions were breaking down. They therefore, felt that the only way to salvage the country was to train the young ones in a manner that would provide them with opportunities to catch up with the new problem of change (Lawal & Oyeleye, 2003). This pattern of Social Studies thoughts was also complemented with an earlier effort at introducing the subject on an experimental basis in the Northern Nigeria teacher training institutions as a formal school subject. However, between 1964 and 1965, Social Studies had been introduced into Nigeria through the Northern Education Project and the Ayetoro Comprehensive High School Project of Western Nigeria. During this same period, the then Western Nigeria Ministry of Education began preparation for the propagation of the subject by convening a conference and agreeing to an outline of the

Social Studies syllabus for secondary schools classes I and II (Ogundare, 2000; Lawal, 2003; Lawal & Oyeleye, 2003).

This was later assigned to the Department of Social Studies in Ayetoro Comprehensive High School with the assistance of the Ford Foundation Aid and the Comparative Education Study and Adaptation Centre (CESAC). The experimental teaching of Social Studies did not experience a total success in the Eastern Nigeria due to the civil war. The Northern states' education committee of the Interim Common Services Agency (after the creation of six states from the existing Northern States), however made a decision that Social Studies should be introduced into schools and colleges in the Northern states (Lawal, 2003). By 1969, Social Studies department was firmly established in the Institute of Education, Ahmadu Bello University in Zaria. In that very year, a national curriculum conference was held in Lagos and this gave a better national recognition to the subject as a means of achieving national objectives of education. 1970 witnessed another tremendous position change in Social Studies as materials produced for primary and teacher's colleges in the Northern states were out and the CESAC's book were modified and refined. More states such as Lagos, Kwara and Kaduna began to introduce the subject in 1971. Representatives from the East Central State Ministry of Education also attended Social Studies Association of Nigeria (SOSAN) Conference in 1971 with the full support for the teaching and learning of the subject. With the first National Curriculum Workshop held in Ibadan under the sponsorship of the Nigeria Education Research Council (NERC), the first ever National Social Studies Syllabus for primary schools was produced. Concepts, nature, objectives, teaching strategies, teaching aids, evaluation techniques were discussed at the conference (Ogundare, 2000; Lawal, 2003; Lawal & Oyeleye, 2003).

Based on the necessity for training of pre-service Social Studies teachers in primary schools, the Nigeria Education Research Council (NERC) produced syllabus for teachers Colleges in 1972 and the Institute of Education, ABU, Zaria introduced the subject into its Post Graduate Diploma in Education (PGDE) programme. In the same year, a degree course in Social Studies in ABU, Zaria and Nigeria Certificate in Education (NCE) programme in Advanced Teacher's College Sokoto was introduced in 1973. 1974 and 1975 witnessed another development at the Institute of Education, University of Lagos, where the subject was introduced at Associateship and NCE levels. 1976 was another year when Universal Free Primary Education was launched throughout the country, and the teaching of Social Studies in the primary schools replaced separate subjects of the social sciences. It became compulsory in teacher's colleges. In 1978, two- year Bachelor of Education (B.Ed) degree programmes in Social Studies was also introduced at ABU, Zaria. By 1980, the discipline of Social Studies was offered at all levels of our Educational system and the National Policy on Education made it a core subject in primary and junior secondary schools.

In 1981, the NERC now Nigerian Educational Research and Development Council (NERDC), thought it wise to review the National Primary Social Studies Curriculum Guide which was produced in 1971. The revised guide was published by the Federal Ministry of Education in 1983". 1981 and 1984 witnessed another rapid development because many more universities started post-graduate degree programmes in Social Studies. Typical example of such institutions included: Ife, Ibadan, Ilorin, Lagos, Nsukka and Jos (Ogundare, 2000; Lawal, 2003; Lawal & Oyeleye, 2003). The Joint Consultative Committee (JCC) also approved the Junior Secondary School Social Studies Syllabus (Lawal, 2003). The National Teacher's Institute did not only produce the Grade II Social Studies Syllabus and texts, it also went ahead to write course books on Social Studies for NCE for Distance Learning System, the

distribution of which started in January 1990. Almost all colleges of education now offer Social Studies in their current programmes. Degree and post-graduate programme in Social Studies are now being offered in more than ten universities in Nigeria. The skepticism on the nature, scope and philosophy of Social Studies has been over to some extent. It is now a compulsory subject in the first nine years of a Nigerian child's education courtesy of the new 9-year Basic Education Curriculum launched in 2007 (Ogundare, 2000; Lawal, 2003; Lawal & Oyeleye, 2003).

2.03.3 Scope and Nature of Social Studies Education in Nigeria

Social Studies as a discipline vary from place to place over time and space. It is an integrated study of man and the outcomes of his interaction with his various environments whose nature and content are based on its integrated contents and methodology. It focuses on problem of man's survival in the process of his interaction with his environment by employing the system of analytical approach in identifying and studying of man in his multifaceted environment (Olatunde, 2010 & Arisi, 2015). The study of Social Studies spreads along a continuum with sharp philosophical differences separating the two extremes. On one end of the continuum represents those who see Social Studies as the study of the Social Sciences in separate discipline with the intension of using the method and content of these disciplines.

Furthermore, Arisi (2015) quoted the view of Wesley and Wronski on the nature of Social Studies as the preparation for responsible citizenship through the use of the subject labels such as geography, history or economics and so on which are expected to influence the training of the youths. This group of people in their own views do not see the need for any subject label such as Social Studies as synonymous with the Social Sciences, here these discrete subject which constitute Social Studies in their separateness are viewed individually as Social Studies.

The other ends of this continuum are associates of Social Studies; they are those with the view that Social Studies led to behavioural changes of the learners. To them, the total school programmes contributes to the general education of the citizen here, it is the peculiarities of the subject that provide citizenship Education to the learners behavior. In this case, there is need for an integrated field of study such as Social Studies which derived, fuses or blends materials, contents, concepts and methods of the humanities and other subject areas such as the Social Science which Douglas should not be exclusive sources in the study of Social Studies, but the resultant fusion whose identity, concept, and contents of the subject area, where the content and concept are derived are completely lost (Arisi, 2015).

The third groups of school of thought are those who perceived Social Studies as a combination or amalgamation or a federation of selected aspects of portion of the Social Sciences without each of these distinct subject not necessarily losing their separate identity. Preston also sees the discipline in this perception, with this Arisi (2015) says that when Social Studies was first introduce in the Nigeria schools, it was regarded as a combination of History, Geography and Civics. Because of these divergences view of Social Studies as a field of study there are many definition as there is many practitioners.

This view sees Social Studies as a field is “as wide as the world and as long as the history of man, for good measures, it includes the millions of years prior to recorded history and also foreseeable future. It includes material drawn from the Social Sciences and related discipline psychology, social psychology, geography and philosophy as well as subject like literature, sciences, art and music and religion (Olatunde, 2010 & Arisi, 2015). Social Studies uses a horizontal or vertical and spiral approach format for the analysis of societal problems, starting from man as an individual, home (family), community, state, nation and international communities and the world at large.

Although, Social Studies is aimed at imparting knowledge and providing valuable information necessary for life, its basic function is geared towards helping to inculcate in the individual desirable social habits, attitudes and values as well as useful skills of listening, reading, writing and of calculation. In this way, Social Studies incorporates knowledge, skills, concepts, attributes and values drawn from history, religion, Social Sciences and humanities in the understanding of man and his environment. Knowledge they say is not compartmentalized. There is unity in knowledge, hence making Social Studies as an integrated or inter-related subjects is because it utilizes the already formulated theories of these parent subjects in order to gain a holistic understanding of man and how he solves his societal and environmental problems.

2.03.4 General Objectives of Social Studies

Social studies is one of the subject in Nigerian schools which help the educational system work toward achieving set National objectives. Kadiri (2009) highlighted the general objectives of social studies as:

- i. To give man adequate information and knowledge about his society and the wider world.
- ii. To create in man awareness and appreciation of the benefits and the results of scientific and technology discoveries and inventions and make him sees how these affect his everyday life.
- iii. To help him develop his intellect skills, abilities and competencies and promote in him the spirit of enquiry, discovery, thinking and curiosity which act as a spur to further investigation.
- iv. To make man know what the society expects of its members so that he will be able to judge his actions as well as those of others.

- v. To familiarize man with the norms of his society, and thus socialize him in accordance with such norms. This will enable him improve and perpetuate his society.
- vi. To help man become a good citizen and develop the necessary values and attitude needed in a democracy.
- vii. To create in man an awareness and appreciate of community life in any human democracy.
- viii. To expose man to the problems of his society or environmental and equip him with appropriate solutions to those problems.
- ix. To help man develop proper value judgment and ability to criticize, and select, and place events in their proper perspectives.
- x. To help man develop valuable and socially acceptable concepts, ideas and philosophy of life.
- xi. The creation of an understanding of how to discharge their duties efficiently.

Social studies emerge as a subject of prime importance for study in schools. It studies the basic characteristics of man and detailed investigation into the varied expression of the adaptation of man to the area in which he lives. The scope of social studies is wide because it involves the study of man. In social studies, man lives in space, society and time. Therefore, he is made aware of his relationship with the past, present and future. Thus, Kadiri (2009) concluded that “in social studies, man is investigated in details for a proper understanding”. It is a discipline which studies man at work, at play, at school, in society, etc. Social studies by its nature is an interdisciplinary subject. It enables the learner see relationship between man’s events and activities. This is because man’s activities cannot be compartmentalized. Events that take place do not respect boundary; for example, problems such as inflation, pollution, population, illiteracy, crime etc.

Social studies adapt concepts, facts and generalizations from the social studies and the method of scientific investigation. Beside, social studies is wider and it is a holistic study of man. Additionally, Ololobou, (2010) described the nature of social studies in terms of characteristics or essential features of the discipline. Some of these characteristics include:

- i. It is a study of man as he interacts with the environment. Man is the central or core concern as he relates with various aspects of the environment.
- ii. It is integrated knowledge and information drawn from a wide variety of sources is used to study man comprehensively. Social studies therefore portray the oneness and indivisibility of knowledge and the reality of man's interaction with the environment.
- iii. Social studies is value based. All three domains of learning – cognitive, psychomotor, and effective are emphasized. However, the effective aspect of learning is given prime importance because social studies is interested in modifying the behaviour of learners to get them integrated into their various cultural areas.
- 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 solutions to the identified problems.
- v. The core of all teaching approaches in social studies is inquiry approach. Learners are expected to go into the environment to investigate, collect, analyse 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 emphasizes rights and obligations, human dignity and worth, dignity in labour, moral and spiritual principles in interpersonal relations to make them socially responsible citizens.

Supporting the above submission, Ololobou (2010) noted that meaningful social studies programmes highlight these features. Learners in social studies focus themselves in understanding the world they live. They focus on the problems around them; make inferences, conclusions and decisions based on observations made in the light of established societal values. Thus, social studies is the great connection between school leaving and living in the real world. Learners are prepared through social studies for active, meaningful and challenging citizenship in a democracy like Nigeria.

2.03.5 Objectives of Social Studies at N.C.E. Level

Colleges of Education are institutions set aside to provide quality intermediate teacher manpower requirement for the nation. To ensure quality control and the harmonization of curriculum of all NCE awarding institutions, the National Commission for Colleges of Education (NCCE) was established through the promulgation of degree 3 of 1989. According to this document, social studies NCE objective includes to:

- i. produce professionally trained and academically competent NCE social studies teachers for primary and Junior Secondary Schools;
- ii. prepare teachers who will inculcate in their learners rational adjustment to their physical and social environment through acquisition of knowledge, attitudes, values, cooperation appreciations and skills necessary for developing social and civic responsibilities;
- iii. produce students who are capable of benefiting from further education in social studies and other related areas (NCCE, 2012).

Philip (2006) noted that other objectives though not listed on the minimum standard include to:

- i. produce a pool of social studies teachers that could be used for implementation of the UBE programme;
- ii. expose student teachers to contemporary issues and problems confronting the society, and keep them abreast with possible ways of solving them through the inculcation of skills of creativity, inquiring, critical thinking, analytical and rational judgment; and
- iii. bring up students who imbibe the value and the need for cooperation and peaceful co-existence in the society and are able to teach same.

A close at the above N.C.E social studies objectives indicate that, potential social studies teachers must be equip with sound knowledge of social studies through the use of various teaching methods that will help them implement the curriculum effectively at both primary and secondary school level. One of those methods for effective teaching of social studies at the N.C.E level is cooperative learning approach.

2. 04 Methods of Teaching Social Studies at N.C. E Level in Nigeria

Teaching methods is the operations teachers perform in order to involve students in activities to help them learn (Oyibe, 2011). This is probably why Mezieobi, Fubara and Mezieobi, (2008:) assert that, of all the areas of the social studies curriculum, it is the teaching methods that make the actual practice of teaching come alive, make the subject matter of social studies interesting and serve as a mechanism for social studies goal-objects accomplishment. Also, Nwagwu (2006), states that proper selection of instructional methods and their effective uses help the teacher to impart adequate knowledge that brings about desirable changes in behaviour in the learner(s) in teaching-learning situation. He thus maintains that for teaching-learning to be effective, the methods to be applied should be organized putting the three domains of learning into consideration. Mkpa (2009) adds that teachers while planning to achieve all round expected learning experiences in the learners

must also plan to develop the skills of gathering, transmission, and reception of information in the learners through the methods they adopt in Social studies instruction. Many teaching methods are available for use in Social studies education.

Furthermore, Mezieobi et al (2008) enumerate ten of them, as follows: presentation, expository, inquiry, problem-solving, lecturing, simulation, discussion, dramatization, creative activity, construction and questioning methods. To these, Bozimo and Ikwumelu (2008) add brainstorming, debate, panel, devil's advocate, field trip, project method, guided discovery and concept mapping methods.

- i. Lecture Method** : this method dominates the classroom scene due to large classes and high enrolment of students. Fageyinbo (2004) noted that the main disadvantage of this method lies in its emphases on cognitive development at the expense of equally important affective and psychomotor development.
- ii. Guided Discovery Method:** Teaching and learning involve helping the learners to discover facts or answers to a given problem. Often time, learners depend on their teachers to provide all the answers they need. This practice is not always helpful to the learner. Guided discovery help them to develop thinking and decision making abilities.
- iii. Concept Mapping Method:** This is a useful way of representing concepts in a topic and their relationships in two dimensional structures for the learners to see and connect relationships. Both their teacher and learner can use the map to show what they think about a group of concept and their relationships (Mkpa, 2009). Concepts mapping can be used to facilitate meaningful learning. It can also be used to summarize a lesson or assess how learners understand related concepts, and it is mostly suitable at the senior primary level (NTI, 2009). Concept mapping is also known as cognitive mapping. It is an instructional

mode that was developed by Novak in 1973. It is an instructional mode in which the relationships or inter-relationship of a new concept/idea with existing or already known concept is presented diagrammatically in a hierarchical order (Mezeobi et al, 2008).

iv. Dramatization Method: Dramatization method is very important in teaching Social studies particularly in primary and secondary schools. According to Fadeiye (2005) “dramatization method is one of the effective ways of stimulating the interest of both pupils and students”. The learners are always ready to take an active part in drama because it affords them the opportunity of mental, physical and emotional participation. Situation and events about people can be dramatized in Social studies classroom. According to Bozimo and Ikwumelu (2008) opined that dramatization method is a refreshing relief from the lecture because it teaches visually and aurally. According to them dramatization includes miming, playlets, monologue/dialogue, and puppetry. Mezieobi et al (2008) equally maintain that dramatization is a teaching method whereby the pupils/ learners act out event, situations, emotions or feelings, characters in stories, and actions by taking on roles.

This is a method in which learners render vividly a play or act a character in a play (Mkpa, 2009). Dramatization method helps the learners to understand the topic that is dramatized and they can express themselves freely and confidently. It encourages the participants to develop important social skills; and familiarizes the learners with already known situations; both slow and quick learners are adequately provided for (NTI, 2009). Drama helps the teachers in explanation of some difficult real- life situations which could have remained unknown or difficult to explain to pupils and students (Bozimo and Ikwumelu, 2008). Despite the advantages of dramatization method stated above, it has

some disadvantages. For example, in drama, if the teacher is not competent, the class situation may become chaotic as a result of excitement. The students may take the drama as a mere entertainment instead of a method of teaching. The learners may resent playing an unpopular role in the drama to avoid name calling and embarrassment from the peers, (Ikwumelu, 2002).

- v. **Creative Activity Method:** In Social studies, creative activities are emphasized in order to develop the intellectual skills of the learners (Mezieobi et al, 2008). Oyibe (2011) described creative activity as the process of seeing difficulties, problems, gap, information, missing elements, making guesses or formulating hypotheses about those deficiencies, testing these guesses and revising and retesting them; and finally communicating results.

Also, Mkpka (2009) is of the opinion that creative activity method of teaching Social studies is the state or capacity of being active or readiness to do activities by the learners in the classroom. According to him, activities give reality to learning and effective teaching; teachers mobilize all resources available to do so. Fadeyiye (2005) supporting the assertion, maintains that through this method, “students can learn by doing, and that the activities which the learners are going to carry out should be their own responsibilities although the teacher can help to organize and assist them”. By so doing the students develop competence in independent problem-solving and creative thinking.

- vi. **Devil’s Advocate Method :** A devil’s advocate is any one in a discussion who puts forwards the opposing and usually unpopular point of view. This method involves one spokesman or ‘devil’ who is in direct confrontation with the majority of the students in the class (Ikwumelu, 2002). Explaining further, Udoh (2003) opines that devil’s advocate is

usually undertaken by a person who is both a powerful speaker and has the strong will to ignore what others may feel or say about his role. Devil's advocate, because of its complexity is usually limited to senior secondary school classes. This is one of its weaknesses. Again the method places greater emphasis on the negative side of controversy, and this may bring confusion into the class. On the positive side, Ikwumelu (2002) states that the method helps the students to understand the implication of their beliefs and deeds, and also to affirm what they believe to be of importance to them.

vii. Project Method: Project method is a systematic planned understanding of a set of tasks by the learners in which a given period of time is allocated and learners are taught with special reference to the topic or project. The learners are encouraged to be independent and to supplement formal classroom teachings of the teacher. Project method is believed to be derived from the educational ideal of John Dewey. He believes that education should fit the child rightly into his present society rather than prepare him/her for the future which is unknown (Mkpa, 2009). According to Mkpa (2009), project method provides the learners with real life problems which they should be able to solve using their thinking faculties and working together in cooperation as a group. Social studies education is problem-centred that is, it focuses on the problems that emanate from man-environment interrelationships.

Consequently, Social studies students are often given the opportunity to learn to solve problems by themselves. This informs Fadeyiye's (2005) position that project method involves doing something concrete and practical something which is motivated, generated, and directed by the student himself. According to him, the project can be directed towards clarifying some Social studies concepts and generalizations, 'discovering' the truth about a

controversy, simulating a situation, among others. In all, the teacher serves as a guide only, his major role being merely to guide the activities of the class through discussion, advice, counselling and conference.

According to Ikwumelu (2002), projects can be executed in the following areas: Writing the biography of a farmer, a tailor, among others, Writing group story or poem based on Social studies contents; Interpreting and making maps; Planning exhibits of things made or collected and Collecting rocks and stamps. Also, Oyibe (2011) simply grouped projects into four types, based on their purposes as follows: when the purpose is to embody some ideas or plans in external form, example: building a boat; when the purpose is to enjoy some experience, which is aesthetic, appreciation, example: hearing choir; when the purpose is to strengthen out some intellectual difficulties or to solve some problems, example: verifying the rotation of earth; and when the purpose is to obtain some item of knowledge, example: learning the irregular verbs in some foreign language.

On the other hand, Nweke (2000) adds that these four types of project are referred to as the objective, the aesthetic, the problem and the skill projects, respectively. According to him, Project has many advantages as a method of teaching for example: It involves the use of initiative and responsible thinking by the students, it provides for the manipulation and experimentation of ideas by the students, it gives students the opportunity for satisfaction derivable from learning by doing and the method enables the students to use their total experiences.

viii. Debates Method : A debate has been described as a formal presentation of argument for and against proposition with a competitive setting (Ikwumelu, 2002). Debate is good especially when there is a current issue or topic that lends itself to opposing points of

view. It helps students to clarify their own thinking and develop skill of presenting arguments in support of their thinking. It also enables students to appreciate the value of many points being expressed on a current issue (Mkpa, 2009). Also, Kazi (2000) puts the following arguments against the use of debates as method of teaching: Not all students participate in the method; A student who has speech defects is exposed to emotional stress and embarrassment during debate; and in an attempt to defeat an opponent, a speaker may become abusive.

ix. Panel Method: Panel method involves only a few members of the class who sit in front of the class to discuss the issue, give a report, or present results of a research they have conducted. It usually begins with a short statement or presentation by each discussant before the panel is opened for free discussion by members (Mbah, 2004). The advantages of panel method are as follows: It develops the ability of the participants to restrict their thinking on a given issue; It helps students to understand that there are many aspects to any one topic; Panel method develops skills of supervision in the moderator, who must see to it that limits are maintained and an appropriate summary given; It helps to develop alternatives on the part of the listeners who must listen closely if they are to ask questions afterwards (Ikwumelu, 2002). One major weakness of panel method is that “if the moderator is if the moderator is not competent, members of the audience can wander from the topic, make overlong speeches, and it may even degenerate into a shouting match...” (Ikwumelu, 2002).

x. Field Trip Method: Field trip has been given various names by authors and educationists. Such names include study trip and instructional visit (Oyibe, 2011). Oyibe (2011) defines field trip as any learning activity that is carried on by the children, as a group, outside the

classroom, under the guidance of the teachers. Field trip can be used for the following: To introduce a new topic of which children have little or no background knowledge; To find answers to questions and problems by direct observation; and To check on previous experiment; reading; discussions, and conclusions. Bozimo and Ikwumelu (2008), hold that field trips when well planned yield valuable returns” and Oyibe (2011) is of the view that “poorly planned field trips are worse than none at all, for they lack purpose, may jeopardize the safety of the children, and may cause poor public relations between the school and the community.”

xi. Questioning Method: Questioning has been discovered to be one of the most frequently used teaching methods in Social studies education (Oyibe, 2011). Questioning can take any of the following forms; focusing, probing, extending, summarizing, and reviewing questions.

Focusing questions are used at the beginning of a lesson with such words as what, why, how and when; probing questions enable both the teacher and the students to assess what the students have achieved; extending questions make the students to explain in depth what they think they know; summarizing questions call for the application of what has been taught or learnt already, and review questions, as the name suggests are used for revision of the major points of lesson (Bozimo & Ikwumelu, 2008). Oketa (2001) holds that “at every stage of education, questions are the core around which all communication between teacher and students take place”.

x. Brainstorming Method NTI (2002) defines brainstorming as “a small group process which encourages participants to generate a wide range of possible solution to problems”. Fadeiye (2005) maintains that “in brainstorming method, the class members are given a topic and they

are invited to offer their immediate response to the topic". The responses are listed on the chalkboard. Bozimo and Ikwumelu (2009), add that the purpose of brainstorming is not necessarily to note correct or wrong answers but to recognize that there are many perspectives to any issue or topic.

Proponents of Brainstorming according to Bozimo and Ikwumelu (2008) hold that: it encourages everyone to take part since the rules protect the individual from criticism, laughter or ridicule, it is democratic because all the participants have the right to speak. The method has such disadvantages as being an added burden on the teacher and the recorder, since the teacher has to be competent in the use of the method or else the class could be very rowdy; also if the recorder is not fast enough, the exercise will become boring (NTI, 2000).

xii. Inquiry Method: To inquire is to ask for information about something or to investigate something. This strategy enables the learners to combine the search for knowledge in a systematic and logical fashion. It also promotes independent thinking and self reliance (NTI, 2009). According to Mezieobi et al (2008) inquiry method is activity oriented method in which students, out of curiosity and on their own, or under the guidance of the teacher, probe, investigate, and interpret relevant issues and problems with a view to providing solution through reflective thinking and rational decision-making which this method develops in the inquirer.

Ikwumelu (2002) defines inquiry method as an approach to learning in which the learner is an active agent in discovering concept, generalizations and ideas. Bozimo and Ikwumelu (2009) equally assert that inquiry is an attitude towards learning and a philosophy of education, the central values being the open mind and autonomous probing of the learner.

The method is based on the assumption that the teaching and learning activities are one in which the teacher guides the students in their search for ideas. This method, according to them, allows students to think critically about ideas, problems or issues, to find answers to these and draw conclusion. Inquiry method helps learners develop the skills of observation, exploration and questioning, it helps learners in understanding of concepts, relationships and connections, it promotes active participation, team work, cooperation and tolerance among others (Mkpa, 2009).

Oyibe(2011) lists the merits of inquiry method of teaching Social studies thus: it helps the students to learn to collect, organize and analyze information, it develops in the students' skills of discovery and their uses throughout life in varying situations, it helps students to learn how to think for themselves and it encourages students to take rational decision by seeing the two sides of the coin. Social studies teachers are therefore blamed for not using inquiry related strategies. "This attitude is said to contribute to the ineffective teaching and learning of the subject" (NTI, 2009). However, inquiry method in teaching Social studies has some drawback. These include: It only emphasizes the cognitive aspect of learning and ignores affective and psychomotor domains, it is time consuming, it requires special conducive classroom where students have the freedom to air their views irrespective of their teachers' view on the issues and lack of co-operation from students might lead to frustrations.

2.05 Conventional Method of Teaching Social Studies

The most commonly used strategy in education is the conventional/teaching based instructional strategy. It is the oldest instructional strategy given by the philosophy of idealism. Davis (2003) stated that the conventional/teaching based instructional strategy was started centuries ago as a teaching/learning process. In this strategy, the teacher begins

to read an important passage of the lesson before the students and then interpret that passage for their comprehension. In education, the main emphasis of conventional/teaching based instructional strategy is on the penetration of content and is used for the clarification of some major ideas of the students.

Also, Chang and Goh (2005) noted that in conventional teaching methods, the students are expected to sit quietly, listen to the teacher and take notes of the lecture presented to them. The teacher alone provides information to the large group of students. In typical conventional/teaching based classrooms, the students seem to be in prison, passive and bored audience waited for the information from the teacher during the whole lecture.

Due to this reason, conventional teaching methods lack interaction between teacher and students and between students themselves. Teacher remains active during the whole class period and provides information and knowledge to the students related to the prescribed course structure of the textbook (Bligh, 2000 & Beitz, 2004). In this strategy, it is generally accepted that the students have to know the subject content that the teacher provides to them. The information is often provided in discrete parts that finally build into a whole concept. The main objective of the teacher in this strategy is to provide information and knowledge to the passive students (Derechchin & Contant, 2009). The learning goal in this strategy is the reiteration of accepted explanation of the course content expostulated by the teacher. However, by using question/answer techniques, the teacher can keep them attentive in the class. Conventional teaching is primarily used to transfer information from the teacher to the student. So, it is a good idea to clearly state the purpose of the lecture before developing the content of the lecture. The purpose should

describe in general terms what the students will learn during the teaching (Doucat, Purdy, Kaufman & Langile,2008).

More so, conventional teaching strategy is the formal presentation of the content by the teacher as a subject expert for ensuing learning and recall in the examination by the students. Camp and Anderson (2006) described that the conventional teaching strategy is an oral presentation of the instructional material or content. This strategy is commonly used to motivate, clarify, expand and review the information presented to the students. According to Blumberg and Michael (2002) there are five major components of conventional- based instructional strategy to maximizing the understanding of the students. These components can be used to ensure the effective transfer of knowledge to the students.

Opening Summary: Presenting major points and conclusions at the start of the lecture can help the students in organizing their listening skills.

Present key Terms: During the lecture, use key terms instead of major points that will help the students in retaining the verbal subheading.

Offer Examples: When possible, present real-life examples of the ideas to the students in the lecture.

Use Analogies: If possible, make the comparison between the knowledge of the students they already have and the content of the lecture.

Use Visual Backups: Using the variety of visual media enables the students to hear and see what is being said and what is being shown to them.

Conventional teaching can be made effective by breaking down the component parts of the lecture and then using variety of approaches within each component. In conventional teaching strategy, students often attended a series of teaching delivered by

the same teacher. So, the teachers have to keep in mind that the students learn best of what he delivered to them if he uses different approaches during lecture in an effective way. Introduction, body and summary are the three main parts of conventional-based instructional strategy. In a conventional teaching, introductory part is used to develop interest and attention of the students towards lesson. This part also creates positive learning climate and encourages students to learn. It also makes students aware of the expectations of the teacher for the lesson. A good introduction can make the lesson more effective and interesting and is critical to the success of the lecture (Derechchin & Contant,2009).

Once the students have developed their attention towards the lesson with an interesting introduction, the teacher can then smoothly move towards the body of the lecture. This part of the lecture contains the core of information and knowledge which needs to be transmitted to the students by the teacher. Beitz (2004) recommended that teacher use different activities such as brainstorming, problem solving, discussion, games and case studies to make the lecture more effective, interactive and interesting. The purpose of summary is to illustrate briefly together the critical information and knowledge presented by the teacher and to make guarantee that the students have a clear understanding of the information provided to them by the teacher. A lecture can be summarized by using various techniques such as asking questions to the students by the teacher, asking questions to the teacher by the students and using slides or flipcharts to review the main points of the lecture (Doucet, Purdy, Kaufman & Langille, 2008).

Although conventional teaching methods are considered to be an old- fashioned and unsuccessful way of presenting information, yet it offers a number of advantages and

reasons for its persistent use in delivering of information (Brown, Collins & Duguid, 2009). Also, Jones (2003); Jones Rasmussen, and Moffitt (2007) stated following as advantages of conventional teaching strategy: used to present many facts or ideas in reasonably short time, most effective method of teaching through which the content are logically planned and presented succinctly in a rapid sequence, acutely appropriate in introducing a new subject or a course of study. Also, basic information about a subject can be presented in a lecture to ensure that all the students have necessary background knowledge of the subject they are going to study. In this way, students coming with various backgrounds develop in them common understanding about the subject. A brief introductory teaching can prepare students for a discussion or give direction to the students for further study. Conventional teaching methods are versatile because any subject area can be taught through conventional strategy. It can last from a few minutes to several hours.

Conventional instructional strategy is also useful in improving the information and knowledge difficult to obtain. In social studies where there is scattered information, only the lecture helps the teacher run through the related material. Now a day, information changes regularly and this information may not be available in written form, only the lecture provides up-to-date information to the students. A large number of students can accrue benefit from the expert on the subject through conventional/teaching based instructional strategy (Dickie & Jay, 2010). A teacher can share his actual experiences with the large gathering of students. An enthusiastic teacher can motivate his students by making his lesson most effective way of communication and the teacher's enthusiasm and commitment to the subject in a lecture motivate the students to listen attentively and learns the lesson positively (Dickie & Jay, 2010).

Although the conventional teaching strategy has many advantages and is proved as an effective and efficient instructional strategy yet it has many limitations. Jones (2006) summarized the following limitations of conventional instructional strategy: In certain type of learning a subject, conventional/teaching based instructional strategy does not guide the students to maximum achievement. Speech skills, group thinking and motor skills are very tricky to teach with this method because such skills can only be developed through practice and conventional teaching strategy lacks this phenomenon.

Another problem associated with conventional instructional strategy is that the information presented to the students is often detached from the real-world cases. The information and knowledge is presented as context independent. There is evidence that unless students learn something in a way that includes an understanding of its significance or function, they may experience restricted access, even when applicable situation arises. This is generally referred to as a transfer problem or the problem of inert knowledge (Doucet, Purdy, Kaufman & Langille, 2008). Conventional teaching methods are generally not suitable for teaching the lesson that is above the comprehension level of the cognitive domain so the understanding of the students is not checked through this strategy.

Also, it is the one-way process of teaching and it does not allow students in verbal participation during the lecture. In conventional teaching methods, course content is often presented in unorganized and uneven fashion (Doucet, Purdy, Kaufman, and Langille, 2008). This makes it difficult for students to determine the most important aspects of the lecture (i.e., what's going to be on the exam?). This strategy does not provide teachers with an opportunity to guess the progress of the students before the start of examination.

In a single conventional teaching, a teacher can unintentionally present more

information than the students can absorb. The listening, language or motor skill deficits of some students with disabilities make it difficult for them to identify important lecture content and write it down correctly and quickly enough during a lecture, while writing one concept in his notebook, the student with learning disabilities might miss the next two points (Davis, 2003). Determining the learning level of the students is very difficult for the teacher during the instruction. In conventional instructional strategy the student's participation in the lecture is very little and the teacher has to do all the work. As a result, this strategy promotes passiveness in the students and they rely much on the teacher. Lacking interaction between the teacher and the students is also a major limitation of this strategy. The strategy is time consuming, as the teacher has to spend much time on the preparation of the instruction. In this strategy, it is very difficult for the teacher to hold the attention of the whole class during the instruction. Effectiveness of conventional instructional strategy needs significant skills in speaking (Bridges, 2002).

Cooperative learning strategies have proven to be effective in increasing student achievement across all grade levels and subject areas (Adams, 2013). The use of cooperative learning is an effective teaching and learning strategy. Consequently, which cooperative learning strategies promote a significant increase in student achievement and content literacy? Schools are faced with pressure to produce competent students in an era of standardized tests, which has raised many questions about what is the best way to teach social studies (Soares & Wood, 2010). The differences and similarities between conventional learning and cooperative learning groups can be summarized like this:

Difference between Conventional and Cooperative Learning Groups

Conventional Learning Groups

- Responsible only for one's self
- No interdependence
- No individual accountability
- Social skills assumed
- Teacher is the primary resource
- Teacher intervenes
- One appointed leader
- No group processing
- Top priority: get the job done

Cooperative Learning Groups

- Responsibility for each other
- Positive interdependence
- Individual accountability
- Social skills taught and reinforced
- Students are the primary resources
- Teach interacts
- Shared leadership
- Effective group processing
- Top priority: get the job done, have fun, enjoy each other

Cooperative learning is a strategy designed to help individual students maximize their own and other classmates' learning. This strategy makes use of small groups and students working together as a team. The team approach has proven successful not just for learning in college classrooms, but also in the workplace, in community activities, and even in the home. The cooperative learning team uses specific techniques to make sure everyone in the group meets the defined goals.

2.06.1 Concept of Cooperative Learning

Cooperative learning is frequently researched in education. Cooperative learning is a learning situation in which two or more students are working together to complete a common task (Siegel, 2005). Jacobs, Power and Loh (2002), viewed cooperative learning as Principles and techniques for helping students work together more effectively. More so, Johnson, Johnson and Holubec (2003), describe cooperative learning as a teaching method where students of mixed levels of ability are arranged into groups, and rewarded according to the group's success, not the success of an individual member. Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning.

Also, Phillips (2010) defined cooperative learning as students working together in a group small enough that everyone could participate on a collective task that had been clearly assigned, without direct and/or immediate supervision by the teacher. In order to provide a complete understanding of the instruction strategy known as cooperative learning, several descriptions were offered here. According to Phillips (2010) cooperative learning referred to a variety of teaching methods in which students worked in small groups to help one another learn academic content. Phillips (2010) described cooperation as working together to accomplish shared goals. In cooperative learning situations there was a positive interdependence among students' goal attainment; students perceived that they could reach their learning goals if and only if the other students in the learning group also reached their goals. Within cooperative efforts, individuals sought outcomes that were beneficial to themselves and beneficial to all other group members.

More so, Abdullah (2010), define cooperative learning as one of the most important strategies of teaching, which seeks to promote cooperation and interaction between students and remove the negative trend of competition among them, which leads to a kind of individuality, disincentives and lack of participation with others. Abdullah (2010), viewed cooperative learning as the common work that has been in the form of small groups, through which students work with each other to ensure that each student participates sufficiently in the action or collective duty has been clearly identified. Abdullah (2010), describe cooperative learning as the establishment of a micro-heterogeneous group of students, work in an effective cooperation to achieve goals, in the framework of the acquisition of any academic or social return to them as a group and as individuals, the benefits will be greater than their total individual ones.

Abdullah (2010), refer to cooperative learning as the type of classroom learning in which students learn together in small heterogeneous groups including students from various levels of performance (high, medium and low), but homogeneous in terms of the level of capabilities in the classroom as much as possible. And these groups work to achieve collective and unified goals. Also, Woolfolk (2001) define cooperative learning is an arrangement in which students work in mixed ability groups and are rewarded on the basis of the success of the group. A more complex summary of cooperative learning is detailed by the Office of Education Research Consumer Guide in Adams (2013: 1):

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of 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 learn, thus creating an atmosphere of achievement.

Analysis from the above definitions explain cooperative learning as a learning process with a clearly defined goal, cooperative structure, shared responsibilities, communication among members and between members and an instructor, use of consensus for decision-making, cohesiveness, a sense of trust among members, an expectations of individual responsibility and accountability, and members with strong interpersonal skills.

2.06.2 An Overview of Cooperative Learning

Educators can choose between lecture style, teacher centered methods and active or cooperative learning strategies. Literacy is a natural component of social studies and the social studies teacher is the key to successful literacy development (Key, Bradley, & Bradley, 2010). The volume of facts and details contained within social studies textbooks often takes priority over student learning activities (Little, Feng, VanTassel-Baska, Rogers, & Avery, 2007). Due to the volume of content, classroom teachers have a challenge of

adapting texts to their students' needs and deciding which instructional methods will maximize students' learning and success (Adams, 2013).

Cooperative learning is a learning environment in which two or more students are working together to complete a common task (Siegel, 2005). Cooperative learning research has identified the jigsaw, learning together, student teams-achievement divisions, teams-games-tournaments, academic controversy, and the most commonly utilized cooperative learning strategies.

Jigsaw. The Jigsaw method was developed by Elliot Aronson in 1978. In the Jigsaw method, students are assigned to multi-member teams to work on academic material that has been divided into sections. Each member of the group is assigned a section of study on which he or she becomes an expert. Experts are then assigned to expert groups in which the members of the group discuss the information and decide on the best way to present the material to members of their home teams. After the students have mastered the material, group members return to their home teams to teach the other members the material. The research, in regards to the Jigsaw method, is positive. Jigsaw teaching is an appropriate strategy for social studies because there is often not always one answer to a question (Adams, 2013). Rhetorical and open-minded questions are confronted more easily when students have exposure to a plethora of perspectives. Concept development is usually one of the main goals in a social studies lesson.

Additional reasons exist for implementing the Jigsaw method in a social studies classroom. The Jigsaw method proves to be useful because of narrative materials, such as a chapter, are often employed and the Jigsaw method had a positive effect on mean scores (Adams, 2013). The fact that social studies classrooms are reading intensive cannot be ignored. Student mastery of a social studies lesson is significant when planning a lesson. The

Jigsaw method was identified by the literature as an ideal cooperative learning method for social studies.

Learning together. Learning together is a cooperative learning strategy created by David W. Johnson and Roger T. Johnson. Learning together was originally designed to help train teachers how to use cooperative learning groups in the classroom at the University of Minnesota in 1966. In the learning together strategy, cooperative effort includes five basic elements: face-to-face interaction, social skills, group processing, positive interdependence, and individual accountability (Adams, 2013).

During the learning together process, students complete worksheets in groups of four or five. An emphasis is placed on team building and group self-reflection. Team grades are determined by the teacher. Student growth has appeared in the literature in regards to the social studies classroom because of the emphasis on the student and the interaction between students. The learning together teaching method had a positive effect on mean scores in the social studies classroom (Adams,2013).

Student teams-achievement divisions. Student Teams-Achievement Divisions is a cooperative learning strategy created by Robert Slavin in which groups of four work within their teams to master a lesson presented by the teacher. Students take individualized quizzes, which are compared to past performances, and then team scores are put together based on the extent to which the students in the group meet or surpass past performance (Adams, 2013). Teams that meet the appropriate criteria may earn some kind of reward from the teacher. Slavin recognized through his research an increase in mean scores through the use of Student Teams-Achievement Divisions.

Teams-games-tournament. Teams-Games-Tournaments is a cooperative learning strategy developed by David Devries, Keith Edwards, and Robert Slavin. Teams-Games-Tournament

is similar to Student Teams-Achievement Divisions except students do not take individual quizzes. Instead, students participate in academic games with members of other teams and contribute points to their team scores. Slavin determined in his research an increase in mean scores through the use of Teams-Games-Tournaments (Adams, 2013).

Johnson, Johnson, and Stanne (2000) used a meta-analysis approach to analyze 164 studies, reviewing eight cooperative learning methods, and produced 194 independent effect sizes covering academic achievement. According to Johnson, Johnson, and Stanne, cooperative learning methods are being utilized because the methods are “clearly based on theory, validated by research, and operationalized into clear procedures educators can use” (p.2). Theories have been based on anthropology, sociology, economics, political science, and psychology. Second, Johnson, Johnson, and Stanne proclaim “here are over 900 research studies validating the effectiveness of cooperative over competitive and individualistic efforts” (p.4). The studies span over 100 years, include subjects in several different countries with different cultural and economic backgrounds. Cooperative learning methods have also been used in an attempt to cure many of society’s ills ranging from racism to bullying to violence. Third, cooperative learning methods offer strict and flexible guidelines for educators. Teachers have a wide range of methods in which to choose. Conversely, with so many options and very few direction as to which and how to incorporate cooperative learning strategies, the goal of this research study was to identify the effectiveness of varying cooperative methods.

Johnson, Johnson, and Stanne (2000) identified four issues with cooperative learning methods. The first of these issues included how much research was attainable to support cooperative learning methods. Past studies were identified mostly as efficacy studies

focusing on short-term affect which left the question as to the effectiveness or real world effects of cooperative learning strategies. According to Johnson, Johnson, and Stanne the second issue is “there has never been a comprehensive assessment of how many of cooperative learning methods have been empirically tested” (p.4). Cooperative learning methods can be altered in many different ways, making identifying the strategies difficult. Calculating the effectiveness of cooperative learning on achievement is the third issue and determining the characteristics of effective cooperative learning strategies was the fourth issue. Johnson, Johnson, and Stanne (2000:3) described the fourth issue as:

Methods of cooperative learning may be placed on a continuum from direct to conceptual. More direct cooperative learning methods consist of very specific and well-defined techniques that teachers can learn in a few minutes and apply immediately. Teachers are trained to use direct procedures in a lock-step way that is the same in all situations.

While direct cooperative learning methods are rather easily taught to and incorporated by teachers, these methods do not seem to offer a great amount of flexibility. Johnson, Johnson, and Stanne (2000:5) described the opposite end of the cooperative learning continuum as:

More conceptual cooperative learning methods consist of conceptual frameworks teachers learn and use a template to restructure current lessons and activities into cooperative ones. Teachers are trained to create cooperative lessons to fit their specific circumstances. Direct methods may initially be more appealing and seem more user friendly, while conceptual methods may be integrated into teachers' teaching repertoires and used throughout their career.

Initially, conceptual methods may be more complicated and time consuming to learn and implement in the classroom, but once these methods are mastered, the ability to adapt and alter these methods can become an asset to the teacher. The method used in the analysis was meta-analysis. Two independent variables, the method of cooperative learning and the classification of the method, were used. Individual studies were classified based on the definition of the method utilized in the study such as jigsaw or Learning Together.

Classification was determined by applying the concepts of direct or conceptual cooperative learning methods. The dependent variable was characterized as student achievement.

Figure 1 (see appendix A) represents the meta-analysis results found by Johnson, Johnson, and Stanne (2000). The table represents the effectiveness of eight specific cooperative learning strategies and compares the cooperative methods to competitive and individualistic learning. In each case, cooperative learning strategies outperformed classrooms with competitive or individualistic structures.

2. 07 Cooperative Learning and Academic Performance of N.C.E Students

Slavin (2005), reviewed the research on cooperative learning and found that three principles were critical for producing positive effects on student achievement: group goal, individual accountability, and equal opportunity for success.

Group Goal or Positive Interdependence: All cooperative learning methods share the idea that students work together to learn, and are responsible for their teammates' learning as well as their own. The group goal gives students incentive to work together and encourage each other. Johnson and Johnson (2009), believe that students will not work mutually without a common goal. They argue that "in cooperative learning situations there is a positive interdependence among students' goal attainment; students perceive that they can reach their learning if and only if other students in the learning group also reach their goal. Slavin (2005), has the same idea saying that cooperative learning "is not enough to simply tell students to work together; they must have a reason to take one another's achievement seriously". Therefore, a group's success depends on successful learning by everyone and produces positive interdependence. Thus, group members are motivated to teach each other, to engage in behaviours that increase achievement, and to avoid behaviours that decrease achievement, such as giving or receiving answers without an explanation (Slavin,2005).

Individual Accountability: Students are evaluated via individual quizzes without teammate help. Therefore, each student is responsible for learning the assigned material in order to respond correctly on these quizzes to contribute positively to the group score. As a result, students must ensure that all group members understand the material so that individual accountability maximizes the achievement of each student in the group. Slavin (2005), defines individual accountability as “the team’s success depends on the individual learning of all team members.

Equal Opportunities for Success: Slavin (2005) ,defines equal opportunity for success by saying that, students contribute to their team by improving on their own past performance. The focus on improvement means that all students can be successful because all students can improve. This provides valuable motivation for all students, not only those who are good at school tasks. Both Slavin (2005); Johnson and Johnson (2009) have found that these elements promote achievement gains in cooperative learning. Johnson and Johnson (2009), made a comparison among learning-together studies. Across eight studies of learning-together methods in which students were rewarded based on a single worksheet, the median effect size was near zero ($=.04$). In contrast, they found that among four studies where students were rewarded based on average performance of all group members on individual quizzes, three showed a significantly positive effect. Slavin (2005), reviewed 99 studies of cooperative learning in elementary and secondary schools. These studies lasted at least four weeks and compared achievement of cooperative learning to non-cooperative learning control groups. The review showed that of sixty-four studies of cooperative learning in which group rewards were based on group members’ individual learning, fifty (78%) found a significantly positive effect on standardized achievement tests, while none found negative effects. In contrast, studies of methods in which rewards were used based on

a single worksheet or provided no group rewards revealed few positive effects. Nonetheless, without one or both of those principals, group goal and individual accountability, the researcher found small and insignificant effects on the average. Both reviews concluded that group goals and individual accountability should be considered as two conditions for cooperative learning that have an effect on achievement.

Using cooperative learning does not alter the teacher's role in negative ways, such as sitting around and doing nothing in their classroom. Teacher must continue to provide instruction, monitor students' activity, and promote positive socialization. The teacher's instruction must help students to reach the specific cognitive goals associated with lessons to enhance group discussion; also, the teacher's instruction must deal with cognitive and metacognitive strategies. Meloth and Deering (2009:243) distinguish between content strategies and collaborative strategies as follows:

“Content strategies refer to those that are associated with using and understanding the lesson's content, regardless of whether students will work under individualistic conditions or in collaboration with other peers. Instruction should also inform students about the particular collaborative strategies that can help all group members learn content specific to the lesson”

In addition, Johnson and Johnson (2009), believe that teachers must know how and when to structure students' learning goals cooperatively, competitively, or individually because such structuring is the most important aspect of teaching. Moreover, Johnson and Johnson (2009), postulated five teacher roles in structuring cooperative learning strategies as follow:

- i. Teachers must determine the objectives for the lesson.
- ii. They must distribute students in learning groups before the class is started. c. Teachers must explain the task and goal structure to the students.
- iii. Teachers must monitor groups during cooperative learning and intervene to assist

students when they need assistance to improve interpersonal and group skills.

- iv. Teachers must evaluate the achievement of students and provide the evaluation to them.

Moreover, Vasileiadou (2009) quoted Cohen who believes that teachers must keep their students interdependent, autonomous, and self-directed. To fulfill this, Cohen believes teachers must monitor their students. Teacher's monitoring keeps students on-task and working effectively. A short span of monitoring time often is not sufficient, However, Chiu (2003) examined teachers' monitoring in fifteen third-grade classrooms and found that teachers did not give students enough help during cooperative learning. Also, most of the teacher's questions were brief and the teachers often did not listen to students' responses. Therefore, students' discussions of the topic were superficial or were off-task until the teacher returned. Meloth and Deering (2001) postulated that when students need scaffolding of complex literacy knowledge, teachers must provide information during monitoring by modelling their own thinking; by using information from the activity to contextualize the how and why of effective communication; and by asking questions that relate to the subject instead of by giving direct answers.

In a study conducted by Harwood (2005), which compared the effectiveness of teachers who facilitate discussion among members of cooperative learning groups and teachers who did not, and found that when the teacher facilitated the discussion, students stayed on their topic more than other groups; 83% versus 70% of groups that did not receive facilitating from their teacher. When the teacher facilitated discussions, students made correct conclusions 53% of the time versus 14% in groups who were not got facilitated by their teacher. The facilitated group also justified their explanation 58% of the time versus 32% the other group. In short facilitating while, monitoring groups is essential to students' success.

Moreover, Ross (2009) explored the factors affecting the results obtained by Southern African students on the professional qualification examinations. It can be agreed by many experts in teaching and learning that students taught with cooperative learning perform better than those who were taught with conventional system. So also, Gouch (2009) states that students who were taught with just-in-time teaching method (JITT) enhance achievement of Social Studies students than other Methods. It is further stated that students taught Social Studies with the use of JITT scored 66 percentile ahead of those the same lesson with Lecture Method. The similarity between the above assertions with the present study is that any students taught with required ingredient can perform better than those taught using conventional methods at all level of educational sector.

Huang and Su (2010) analyzed the teaching model based on cooperative learning and how cooperative learning can bring value into the world of software training. The research methods of Nobel laureates were cited and the use of cooperative research methods were found to have increased from 41% in the first 25 years of Nobel Prize awards to 75% in the last 25 years of the Nobel Prize award.

Drennan and Rohde (2010) investigated the variables that influenced students' performance in the first intermediate accounting class in Purdue University, Calumet, located in Hammond, Indiana. The researchers used regression analysis to examine the significance of the independent variables: cumulative grade point average prior to enrolling in intermediate accounting grade in the introductory Social Science class, and score on a diagnostic assessment used to measure general knowledge. The result of the study showed that proper foundation in a basic knowledge (measured by a diagnostic assessment) and overall level of academic ability measured by cumulative (CGPA) were both important indicators of success in the first intermediate accounting class. In the same vein Mari and Tongding (2010)

reported that as a result of massive decline in the performance of candidates those that are admitted into the College or University, there is growing concern and a call by educators to seek for better criterion for selecting candidates for admission into Colleges or Universities in order students to graduate with good result after better academic performance is achieved by the students especially in areas Social Science Education, this is in line with the (Kamal, 2010) who sees the relation between teaching and learning as problematic, especially such as inadequate uses of learner centred methods by the lecturers while teaching and learning process as supposed to be by professional lecturers, is one of the worrying reasons that lead the students' to dependent on lecturers even at higher level of education without putting more effort to their studies independently.

Furthermore, Jalilifar (2010) compared differences in reading comprehension between English language learners in conventional classrooms instruction and student teams, in a cooperative learning environment, and found that student teams achieved significant improvement in performance on a standardized English language proficiency test. Bowen (2000) found similar results when he evaluated cooperative learning in the fields of science, technology, engineering, and math (STEM). Although insightful, these outcomes may not capture fully cooperative learning benefits. Standardized test scores and individual performance measures are typically associated with teacher-centered classrooms, as opposed to measures used in student-centered, cooperative classrooms (Jalilifar, 2010).

Unlike previous studies, this study considers the impact of cooperative learning on broader cognitive gains. An exception is Quitadamo, Brahler, and Crouch's (2009) study in which they evaluated the impact of peer-led teams on critical thinking in undergraduate science courses. Although isolated to math and science students, the study supports the hypothesis that cooperative learning leads to gains in critical thinking. Quitadamo et al.

(2009) used the California Critical Thinking Skills Test (CCTST) as the outcome measure, and determined that science (but not math) students who worked in the peer-led teams showed gains in critical thinking and academic performance compared to students who did not participate in a peer-led team. Further evidence, however, is needed to support this conclusion.

Moore (2005) investigated the impact of a cooperative learning calculus program on the first year calculus experience of non-Asian ethnic minority engineering students. It addresses the issue of collegiate mathematics achievement of underrepresented minority students. Findings indicated that the cooperative learning calculus program has been successful in improving retention and academic success rates for coloured freshmen engineering students. Liu study (2005) examined the usefulness of a networked portfolio assessment system for cooperative learning. Students answered a post questionnaire that measured their attitudes toward the system. The quantitative results revealed that the students achievements increased significantly and more students were willing to join the learning activities similar to this study.

Puntambekar's study (2006) discussed the analysis of the process of collaborative interactions based on three dimensions—divergence of ideas, collaborative knowledge building and construction to understand how collaborative interactions develop over time: whether students raise new issues (ideas) more frequently as they become more familiar with the discussion and discussants, and whether shared knowledge building becomes richer over time, and subsequent evidence that students were able to construct their own understanding based on their interactions with others. Results showed that individuals bring divergent ideas into a collaborative environment, and created new understandings based on the discussions that they have had.

Baker and Campbell study (2005) this study examined the impact of both ability and self-efficacy on collaborative learning group success. Undergraduate college students in an advanced math class were videotaped as they worked on three mathematical proofs. Findings indicated that both ability and self-efficacy were needed for collaborative learning group success. A close look at the above researchers indicated that, much have been done on exploring cooperatively learning effect on academic performance of students, but none of researches focuses on effect of cooperative learning on skills and academic performance of social studies students in teaching self concept. The gap in research makes the study unique from all other studies conducted in this regard.

2.08.1 Concept of Citizenship Education

Every nation all over the world is concerned with achieving social harmony, peace and progress and to build up a society in which citizens behave responsibly. In this regard, focus is paid to giving positive civic education to the citizens since they are the ones that sustain the country (Bawa, 2014). Hence, citizenship is almost invariably provided in the constitution of many countries, indeed in all the constitutions of Nigeria, from independence to date have adequate provision for citizenship, there are also provisions for fundamental human rights and freedoms as well as citizen's duties and obligations.

In line with this, Okoro (2001) considered the concept of citizenship as an institutional role with the political order that enables the members of a given society to play their roles. Thus, it is the role played by citizens that determines their effectiveness as citizens or otherwise. These institutional roles are derived from the culture and institutions of the society. Thus, citizens brought up in the country learn such roles and role expectations through the process of socialization and formal learning (School). With reference to Nigeria our

fatherland, citizens play their role in anticipation that Nigeria can grow into a strong, united and self-reliance nation. It was further realized that a citizenry torn by religious fanaticism, ethnic and sectional conflicts tend to be inclined towards the pursuits of sectional and group interests at the expense of national interest of integration and harmony which may lead to disintegration of that particular country (Bawa, 2014).

In support of the above arrangement, Dodo (2010), is of the view that, religion in particular has been used as an instrument for frustrating all efforts at national integration, accordingly, Nigeria needs citizens who are committed to the cause of the nation which can be achieved through committed citizens. A true citizen is one who is loyal to his country and willing to make sacrifice for the cause of the country. It is only when citizens develop such positive attitudes and manifest it in their daily dealings with other members of the society that the country can grow into a strong and united nation.

Good citizenship does not imply that the citizens should support the policies of the government without questioning even when it is clear that the leaders are pursuing policies which are detrimental to the progress of the nation. Rather, good citizens should come out against such leaders because the nation is greater than any individual or groups in the society. The concept of citizenship has functions with rights and duties of the citizens (Bawa, 2014). The rights are particularly important owing to the belief that entrenching the rights gives a sense of security to the citizens generally and especially to diverse groups in the society and therefore contribute to a stable polity.

In the words of Lar (1990) citizenship education is that type of education which teaches what it entails to be citizens of a community, his responsibilities in the society, his limitations and the fundamental human rights he is supposed to enjoy as enshrined in the

constitution, to be patriotic, love his fellow human beings to enable unity, progress and stability of the society continues. The concept of citizenship education defies any precise definition because it is a relative term. Mieziobi (2014) sees citizenship education as "inculcating in individuals certain very significant cultural behaviours knowledge and values". In the same vein Mieziobi (2014) perceives citizenship education as "indoctrinating individuals in things considered as a society's basic values. Citizenship education equips the individuals with pertinent knowledge and skills that will enable on meaningfully contribute to development and progress of an ever enhancing dynamic modern world (Meziobi, 2014).

It is for the above reason that he went further to suggest that citizenship education among other things entails the comprehensive development of individuals who are thus equipped with the practical knowledge and skills that would make them capable of formulating, propose advocating and meaningfully directing ideas, activities, actions and events of both mankind and the nation's adopt to the world that is constantly flux and contributes to the nation's future growth and development. (Bawa, 2014) From the above, one can gather the following aims of citizenship education as thus; social awareness, social sensitivity, social relevance pursuit, social integration, social control, social cooperativeness among others.

Still on the issue of citizenship education, Ogbonna (1996) sees the concept as that which equips citizens to develop positive ideas, beliefs and value systems cherished by the society which enable them to live as useful and effective members of the society. According to him, citizenship education entails acquisition of: desirable attitudes, skills and values for effective participation in the society. Okam (2012) perceives citizenship education as that which preaches the gospel which hinges on a perpetuation of democratic ideals and a just

society. He went further to say that citizenship education derives nourishment from the established disciplines, particularly the social sciences (history, geography, economic, government) it is not committed merely to a mastery of these subjects.

In the words of Olaniyi (2006) citizenship education has a laudable role to play in nation building process of any country most especially in plural societies with different tribes and cultures such as our country Nigeria. Nigeria is a nation bedeviled with many problems ranging from tribalism, corruption, religious intolerance, embezzlement of public funds, “419”, hard drug pushing, smuggling, cultism, high level of youth immorality, election rigging and a host of others. It has been argued that all the above mentioned negative attitudes have become order of the day because most Nigerians have not imbibed the right citizenship education. Citizenship education in Cletus (2001) consists of the formal and informal methods by which citizens are enabled to understand and contribute to the effective working of their society. In addition, it could be viewed as all those experiences, knowledge and awareness which every individual acquires in the nation in order to be good citizens. He/she then becomes law abiding, obedient, loyal and tolerant to constituted authority in his fatherland.

Sequel to the above Niyi (2004) went further to say that; nations have to make deliberate efforts to ensure the creation of effective citizens who will in turn help to create a viable political system which is necessary for nation building and thus the acts of general development of nation. More so, in a pluralistic country like Nigeria, it is the expectation of government that schools should assist in integrating a population fragmented by religion, linguistic or ethnic differences. In essence, citizenship education is that training which makes the recipient to become a well informed citizen who will not be parochial and myopic in

thinking and can easily relate and cooperate with others so that national cohesion and loyalty can be achieved.

Ujo (2002) opined that the objective of citizenship education is to prepare youths and students to become active and well-informed citizens of their community and broader society. It has the task of teaching the history of the country's institutions and of how the government functions, knowledge and commitment to one's nation requires an understanding of the key political and social issues as well as possession of all the necessary skills and values needed for the effective political participation of all citizens, including students. The writer went further to say that the objective of citizenship education is the inculcation of a value system which could be useful throughout life of each individual and foster a feeling of unity with diversity. This is explained further to include; learning about oneself, ones community, nation, language, religion, ethnicity and leaning the values which makes one belong to these entities. He added at the same time emphasizing the importance of tolerance towards others. In the same line of thought, the writer of this work is of the view that, citizenship education should aim at teaching knowledge and necessary skills needed to deal with value conflicts in an acceptable and meaningful way.

2.08.2 Social Studies and Citizenship Education in Nigeria

There is a developing trend in Social Studies that for it to meet the challenges of the changing world of developing citizens through fostering civic responsibility and engagement, it has to do away with national borders, infuse global perspectives and develop the knowledge and skills of worldmindedness (Bergen & McLean, 2014). The National Council for the Social Studies (NCSS, 2013) believes that the primary goal of social studies is to prepare students to be engaged and effective citizens.

Furthermore, Social Studies education could be a veritable tool for citizenship training towards national development. It was designed for functional citizenship training (Tijani, Abdulgaffar & Musa, 2013). It is expected that Social Studies inculcate in Nigerian citizens the spirits of patriotism, unity in diversity, respect for fundamental Human Rights of citizens, respect to democratic values, self reliance and other values in Nigeria society. According to Ikem and Oghenemiderhi (2013) social studies education would help give in moral re- armament and rejuvenation of the society where there will be fairness, equality, and unity for national development. The researchers add that social studies education could enhance citizenship education through inculcation of spirit of patriotism, respect for rule of law, dignity of labour; hard work and dedication to duty as elements of good citizenship for national transformation. Okam in Lawal (2014) reiterates that the main goal of social studies education is to generate and develop intelligent, responsible and self-directing citizens who are expected to explore opportunities to develop their potentials and as well contribute their own quota to the improvement of group living within a social milieu.

Also, Ezegebe, Eskay, Anyanwu and Abiogu (2014) buttresses the above functions of Social Studies education by stressing that: The philosophy of the Social Studies education hinges in part on the idea that Nigerian schools should not only train individual to be just and competent individuals, but to function as contributing and participatory members of a free constitutional democratic nation. This implies that students must rely on the knowledge, skills and awareness of the rights of minority and majority groups to co-exist and worship freely; respect for law and order; and respect for public and private property of Nigerians and non-Nigerians. This includes the awareness of the rights and obligations of citizens to government and society and reciprocal government responsibility to citizens.

Social Studies education could help in preparing Nigerian citizens to be creative, productive and responsive to national development projects or programmes of the government. On the other hand, it could prepare future leaders and followers that will have interest of the masses and the nation at heart in their local and global pursuits. Social Studies education could help in instilling democratic values on the citizens. Accordingly, Mike (2011) opines that Social Studies has the aim of promoting civic competence of the citizens. Supporting this view Mbaba and Omabe (2012) opine that Social Studies is a vehicle through which desired culture, values and norms of the society are being inculcated to its young ones. Hence, Social Studies as an agent of citizenship training could help impact on the youth democratic values like one man one vote, non violation of election rules, recognizing opposition, voting rationally, defending the nation, participating in election and above all respect to the rule of law and constituted authorities. These when practiced could lead to national development. More still, Social Studies education enhances citizens' knowledge of their fundamental Human Rights and the need to respect the rights of others. The study of social studies education enables the citizens to internalize the fundamental human rights and respect same towards a better society. The knowledge of rights, duties and obligations among the students (citizens) may help in producing functional and informed citizens that may contribute to national development (Okeke in Ezegebe, Eskay, Anyanwu, & Abiogu, 2014).

Added to this, Okam (2011) asserted that, the main goal of social studies education is to generate and develop intelligent responsible and self - directing citizens who are expected to explore opportunities to develop their potential as well contribute their own quota to the improvement of group living within a social milieu. The above goal of social studies as explain by Okam will offer students opportunity to acquire political activities of their society. While, Sandral (2015: 3) is of the view that " Social Studies is a wide and pluralistic term but

it focuses on topics related to democracy, citizenship, human rights, socialization, marginalization and societal changes and challenges". Social studies education helps individuals to acquire the knowledge on democracy, political system of their society, it also offer them with the political or democratic values and ideology that will help them to participate fully in the political process of their society. Tapper in Garba (2015:1) said that social studies education "is saddle with the responsibility of inculcating political socialization, appropriate forms of political behaviour in the citizens and ensure corruption free nation through the creation political awareness in Nigeria.

Nonetheless, social studies education helps in social reconstruction of the citizens for national development. The dynamic nature of social studies lies fundamentally in its utilitarian values for social reconstruction (Tijani, Abdulgaffar & Musa, 2013). According to Ezegbe, Eskay, Anyanwu and Abiogu (2014) social studies education inculcates good values to the citizens. The researcher continues that one of the most important trends in social studies education is the teaching and learning of values. Patriotism is a concept in Social Studies Education and as well one of the values that Nigerians advocate. Citizens' love for their country is an important part of citizenship training which Social Studies education transmits on the young ones. This very patriotism made Nigerian patriots like Dr. Nnamdi Azikiwe, Chief Awolowo, Sarduna of Sokoto (Ahmadu Bello), Herbert Macaulay among others to fight for Nigerian independence. Social studies education could help reduce the incidence of corruption and corrupt practices to the barest minimum. Social studies education influences the attitudes of the young (citizens) through early inculcation of good value system in them early in life to enhance spirit of nation building (Onifade in Ezegbe, Eskay, Anyanwu, & Abiogu, 2014).

Implied in this is that when the citizens are exposed early to social studies education, they would imbibe positive values that would reduce corruption tendencies in their manifestations. Moreover, value restoration and building are roles of Social Studies education. Umar in Okam (2012) recounted the main values to be promoted as follows: honesty, accountability, cooperation, discipline, industry, self confidence, moral courage and respect for the rule of law and dignity of labour. On the contrary, in Nigeria today there appears to be value degeneracy among the citizens.

On equal footing, Osakwe (2012) regrets that several social vices and malaise that are pulling down the hand of development in Nigeria are corruption, indiscipline, dishonesty, prostitution, armed robbery, pen robbery, child trafficking and electoral frauds among others. Social Studies as a means of citizenship training could address the above social malaise when well implemented in the classroom. Currently, Social Studies education, in our schools' system, has failed to inculcate right forms of values like tolerance, co-operation, patriotism, honesty, justice among others on the citizens. Probably, the poor value system of Nigerian citizens retards Nigerian national development. Against this background, it is lack of national consciousness that manifests in the prevailing attitude of most Nigerians to exploit others for personal aggrandisement (Ezegbe, Eskay, Anyanwu, & Abiogu, 2014). To this end, Okam in Ezegbe, Eskay, Anyanwu, & Abiogu (2014) maintains that Nigerian society needs massive re-organisation, redirection, national rebirth, reconstruction and repositioning through effective implementation of social studies in all levels of the education system. The development of democracy in most of the developing countries has brought increase attention to teaching for democratic citizenship. In view of this, citizenship education or civic education was adopted in order to teach young people to participate fully as democratic citizens.

Also, Godabe (2016) observed that “to a large extent, lack of the required citizenship traits in the life of the Nigerian citizens has directly or indirectly been responsible for some to think disintegration, disunity, and conflict in the country”. In order to remedy this situation civic training or citizenship education was introduced so as to develop in the learner those values and skills that will make them responsible citizens and eliminate all their differences. The primary goal of citizenship education is to enhance political literacy among the Nigeria people , and in sharing this view, Pontes, Henn and Griffiths (2017) observed that “ it is the primary means by which citizens acquire the knowledge and skills necessary to participate in their democracies in an informed and engaged fashion”.

The above discussion revealed that there is the relationship or similarities between social studies and civic education and in the views of Kenneth and Daniel (2012) said that Social Studies education is about the grooming of good citizens, the objectives is to reposition the young people so that they possess the knowledge, skills and values necessary for active participation in societal activities. In the views of O’sullivan (2014) said that “the purpose of social studies instructions in particular is to promote civic competence”. While Boikhutso, Dinama and Kgotlaetsile (2013) is of the view that “for all the arguments ,convention speeches and journal articles it seems clear that the term citizenship education lies at the heart of social studies”. This discussion show that civic education or citizenship education are related to social studies because they are aimed at providing students with the knowledge of their society for solving societal problems.

2.09.1 Concept of Attitude

Attitude is the readiness to act in a certain way to certain issues. What constitute these could be moods, feelings, prejudices, fear and anxiety. Attitude is not an innate tendency but it

is learnt. Attitude develops and is organized through experience. It is assumed that the appearance of an attitude is dependent on learning or social interactions. Attitude refers to a person's feeling thought and predisposition to respond to an object (Bandeled & Adebule 2013). Researchers like Aborisade (2008), Adebule (2002), indicated many but similar patterns of attitude formation, that the main sources of attitude include assimilation from the environment, emotional effects of certain kinds of experiences and direct intellectual processes.

According to Bandele and Adebule (2013) attitude is one of the greater predictors of achievement in Social Studies and other science subjects. A man's attitude towards any job or task is very important towards the successful execution of such a task. Poor attitude of students contributed more than anything else to the poor performance in Citizenship Education. Osakinle (2001) is of the opinion that the development of positive or negative feeling towards an object means that an attitude has been formed which is in conformity with the submission of Bandele (2004) that attitude is an abstraction formed from the feelings of people.

Also, Godabe (2016) view attitudes as feeling of favourableness or unfavourableness towards some groups, institutions, or proposition. To Mukherjee (2007) attitudes are one's feelings, thoughts and predispositions to behave in some preferred manner towards some object, issues or some aspects of one's environment. Kazi (2006) affirms that attitudes are relatively stable and enduring predisposition to behave or react in a certain way toward persons, objects institutions or events negatively or positively. To him attitudes are cognitive, affective and connective in their characteristics. In a similar line of thought Singh and Nath in Godabe (2016) say that attitudes involve an organization of beliefs focused upon a single

object or situation. Allports in Usara (2014) definition of attitudes seemed to indicate that most psychologists merely modify it. Allport defines attitude as a mental state of readiness organized through experience exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is associated. The three main sources of attitudes include: direct experience with objects and situations, explicit and implicit learning from others and personality development (Bandebe & Adebule, 2013).

Attitude is the tendency to think, feel or act positively or negatively towards objects in our environment. Attitude is learned from society; affected by group norms, positive or negative attitude with reference to the object and the strength of the effect are co-related to the content of the associated cognitive structure, determine the behavior, affect perception, education and teacher education bring the change in attitude (Salta & Tzougraki, 2004; Ahmed & Shaista, 2016). Attitude towards citizenship education is linked to the views and images that the individual develops about science as a result of interaction with different situations, while the term citizenship attitude is linked to the ways of thinking or method, which covers the skills and is related to the undertaking of civic work (Bennett, 2003; Ahmed & Shaista, 2016). Attitude towards citizenship education denotes interest or feeling towards studying citizenship education. It is the student's disposition towards liking or disliking citizenship education (Yara, 2009). This study assessed the effect of cooperative learning approach and conventional method on attitude of N.C.E Social Studies students toward citizenship education.

2.09.2 Attitude of Students toward Citizenship Education

The attitudes of students towards concept teaching and learning are related to the kind of environment in which they find themselves. Studies support the view that the factor most likely to affect positively students' attitudes towards the teaching and learning of concepts is

an open classroom climate - an environment whose signifying features are teacher respect for students' ideas and teacher use of democratic leadership behaviours (Ayaaba, 2013). The beneficial effects of an open classroom climate are cited by virtually every researcher and reviewer who looked at the relationship between educational practices and student results (Ayaaba, 2013).

Clearly then, the nature of the learning environment has a direct impact on the attitude of students towards the teaching and learning of concepts. As revealed in Harwood's view of a research that investigated the relationship between climate measures in social studies classrooms and students' attitudes towards political concepts, open classroom environments featuring student participation and free expression have a positive impact on students' attitudes towards the learning of concepts (Ayaaba, 2013). This is also confirmed by Blankenship's findings in 1990 that there was a positive relationship between open classroom climates and several civic concepts and attitude measures. The teacher's role in creating such an open and democratic classroom environment cannot be over-emphasised. Hepburns writes that "the teacher's role is crucial because the teacher's way of managing the class sets the climate of self-direction, free exchange of views, egalitarian treatment of peers and at the same time, maintains order and direction in the group" (Ayaaba, 2013: 26).

It also observed that attitude towards course of girls of primary level was more positive than boys. Attitude of students toward subject of study is more in rural areas than in urban areas (Akpınar, Yıldız, Tatar & Ergin, 2009). While the urban respondents scored significantly higher on the subscale of the Adoption of Scientific Attitudes than the rural respondents (Anwer, Iqbal & Harrison, 2012). The interest was more related to performance than students' beliefs about the importance of effort or natural abilities and when students are interested in something, they tend to pursue it and excel at it. One of the greatest gifts that parents can give

their children is the freedom to explore interests. It can set young people on a lifelong path of discovery and learning that culminates in a creative, productive life. Parents, teachers, peer groups and relatives attitude should be positive for better outcome but unfortunately, they have no awareness of subject as well as their financial and psychological support (Siegle, 2009).

It is important to note that whatever learning attitude (positive or negative) that students may have towards citizenship, teachers cannot escape the blame since they are the pivot through which teaching and learning revolves. This is because; the teaching-learning environment plays a key role in shaping students attitude about citizenship education. Teachers, who are willing to assist students in learning, show enthusiasm in the classroom and pay close attention to student needs have a very strong effect on how students should feel about citizenship education, since an effective teacher is capable of creating a positive learning climate in the classroom. Both classroom settings and students attitude could be altered to improve students' thoughts of citizenship education by teachers (Shams, 2008 & Sibiri, 2017).

According to Sibiri (2017) how a student judges a teacher is linked to the student's potential for developing an open-minded attitude about a subject, which can either be positive or negative. Students who have positive attitude towards a subject matter are more likely to continue being focused on that particular subject. In the light of changes taking place in the society today, the issue of the impact of students' attitude on the teaching and learning of citizenship education becomes important as progressive change comes not from the head but from the heart and citizenship education is the heart (Sibiri ,2017).

More so, students do not passively receive and process information but are active participants in the learning process by constructing meaning in ways shaped by their own prior knowledge and new experiences. Students with a well-developed ability to manage their own

learning are able to choose appropriate learning goals, use their existing knowledge and skills to direct their learning, and to select learning strategies appropriate to the task in hand (Blege , 2001; Simpson, 2002; Ananga & Ayaaba, 2004; Chiodo & Byford, 2004). Nurhidayah (2008) identified three important problems teachers face in teaching citizenship education to include lack of student interest, lack of teacher interest or enthusiasm and time constraints. According to Khaled (2007) if students lack interest, then their retention of ideas and concepts will be minimal. In addition, low priority from teachers will lead to less time dedicated to citizenship education in the daily curriculum. Ultimately, much of the problems facing teachers may lead to poor learning attitude by students towards citizenship education.

2. 09.3 Academic Performance among Social Studies Students

The concept of academic performance has been defined variously by experts. For instance, Bell define academic performance as success is measured by academic performance, or how well a student meets standard set out by local government and institution itself as career competition grows ever more fierce in the working world (Bala, 2006). The important of student doing well in school has called the attention of patents, legislators and government education department alike. Although education is not only the road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of students. Academic performance is further defined as the extent to which learner has gripped the instructions put across by the teacher to a certain extent. (Yahaya, 2006). Also, Ibrahim, (2011) asserted that academic performance is what students achieve in their studies and how they cope with or accomplish different learning experiences given to them by their teachers in learning of Social Studies.

Moreover, Bala (2006), posits academic performance as successful accomplishment or performance in particular subject area. It is indicated by grades, marks scores of descriptive commentaries. In their contribution, Beitz (2004) explained that academic performance refers to as students' ability to study and remember facts and being able to communicate knowledge verbally or down on paper, this is in line with. Langile (2008) carried out an analysis of factors leading to students' success in intermediate accounting. Norman interest was to find out if factors such as academic performance in other courses, age gender, and primary language of communication affected Social Studies success. Norman (2004) reported that the most statistically significant factors which were related to performance in other courses, notably the element of Social Studies course. He also reported that male gender was not performing better than their female counterparts were. The researcher however, reported that primary language of communication was significant factor in students' academic performance in most Social Studies courses. Langile (2008) explained that an instructional design is the process of arranging resources and procedures for the purpose to bring on changes in learning outcomes. This also is in line with cooperative learning effects on academic performance in Education due to the facts that resources and procedures were used in this study. The most vital information on improving academic performance tells that, there are three environment influences linked to levels of academic performance among students (Davis, 2003). These influences include the following: high quality parenting (the degree which a youngster is provided with an enriched warm and responsive environment which includes appropriate control and discipline over children are associated with both higher first grade reading and language skill which are very important to the above course of discussion i.e Social Studies which deals with man and his culture; High quality child-care environment (stimulating activity and nurturing as reflected in high quality parenting) which also influence learning

Social Studies; and High quality first-grade classrooms (with a focus on literacy instruction, evaluative feedback, instructional conversation, and encouraging child responsibilities).

Ibrahim (2012) reported that in educational institutions, success is measured by academic performance, or how well a student meets the standards set out by the institutions after given the students test or examination for the use of specified marking scheme according to the courses to be taught by the qualified teachers or lecturers at a given class in time. Also, Ibrahim (2012) explained that lowering academic performance of standards by rewarding minimum effort and achievement (expecting less) is certainly a short-term strategy, but one that will have negative long-term consequences. A more productive way to handle these concerns issues is to conduct empirical research to determine to what extent these trends will positively impact the academic performance of student's in Colleges of Education and use the findings from these studies to improve our academic programmes.

Ibrahim (2012) further said that academic performance is the situation whereby the students can perform some certain task given to them by qualified teachers some exercises to be completed in form of questions so as to accomplish either down on paper or asking students orally for the purpose to identify the actual students' academic performance in any topic especially in Social Studies. On the other hands students' academic performance is what the students have accomplished after some measures were taken from the students as far as questions are concerned, because through given students technical questions by the professional lecturers can rectify the real students' academic performance. According to Yadar (2007) said that no course in any science or social science and related to mathematics can be considered as completed without including some practical work such putting teaching into reality by using modern facilities of teaching even in the laboratories, and access to other information (media) so that the practical work ought to be carried out by individuals either in

science laboratories or in other classes in order to promote students' academic performance in any subject of studies at formal or informal schools. Ibrahim (2012) noted that some educational factors on the academic performance of the university students in chemistry, the investigators noted that the physical environment, the students' parents' educational level, job, and the student's gender had little meaningful effect on the students' performance.

2.09.4 Relationship between Students' Attitude and Academic Performance

Attitude is a central part of human identity. Everyday people love, hate, like, dislike, favour, oppose, agree, disagree, persuade and so on. All these are evaluative responses to an object. Hence attitude can be defined as a summary evaluation of an object of thought (Mohamed & Waheed 2011). Mohamed and Waheed further aver that "attitude is inclinations and predispositions that guide an individual's behaviour and persuade to an action that can be evaluated as either positive or negative". According to Gbore and Daramola (2013), attitude as a factor could be viewed as the totality of an individual's inclination towards object, institution or idea. Attitude could be learned or formed and acquired from members of the family, teacher and peer group. Gbore and Daramola state further that the learner acquires from the teacher's disposition to form attitude towards learning which could positively or negatively affect his performance.

Adesoji (2008) citing Halladyna and Shaghnessy (1982) conclude that a number of factors have been identified as related to students' attitude to science; such factors include teaching methods, teacher's attitude, influence of parents, gender, age, cognitive styles of pupils, career interest, societal view of science and scientists, social implications of science and achievement. Yara (2009) noted that attitude of students can be influenced by the attitude of the teachers and methods. Mohamed and Waheed (2011) gave three components of attitude

as cognitive (beliefs, thoughts, attribute), affective (feelings, emotions) and behavioural information (past events and experiences).

Researchers have established relationship between students' attitude and academic achievement. Evans (2007) discovered significant correlations between students' attitude and achievement both at the beginning and end of introductory undergraduate college statistics. Mohamed and Waheed (2011) confirm positive relationship between students' attitude and their academic performance. Studies on relationship between students' attitude towards mathematics and academic achievement of students show positive correlation between students' attitude towards mathematics and academic achievement of students (Mohamed & Waheed 2011).

According to Ojebode (2004) attitudes are best expressed when individuals make statement about their feelings or opinions about certain objects, issues or things. Ojebode contended that it is easier to experience or demonstrate attitude than to define it. Explaining this premise further, he was able to establish the fact that although attitudes seem to remain ambiguous, it is both a determinant and consequence of learning. Anwer, Iqbal and Harrison (2012) stated that there is no consensus among researchers on the meaning of attitude because attitude is a multi-faceted construct. Different researchers define attitude differently. Anwer, Iqbal and Harrison describe attitude as the tendency to think, feel or act positively or negatively towards objects in our environment. Studies conducted had shown relationship between students' attitude and their academic performance. Sarwar (2004) found that students' attitude positively related to the academic performance of secondary school students in Punjab. Ramirez (2005) discovered that students' perceived doing Mathematics among others were significant predictors of achievement among Chilean students.

In the United States of America (USA), Li (2012) submitted that researchers studied the relationship between students' attitude and academic achievement in college Mathematics by inviting 218 freshmen to complete a set of questionnaire. The result indicated that students' attitude were highly correlated with their achievement in college calculus. In a longitudinal study conducted in the USA, Li citing Reynolds and Walberg (1992) found that attitude had a powerful influence on students' academic achievement. Even though most of the studies suggested that there was a positive relationship between attitude and academic achievement, there were other researchers arguing that students' attitude might not be a significant predictor of their academic achievement. Li (2012) citing Mickelson (1990) posited that whether attitude could significantly predict one's academic achievement depended on a number of variables, particularly the ethnic background and social class.

In a related study, Li (2012) citing Ma and Kishor (1997) argued that attitude as a significant predictor of academic achievement is indeed a paradox. Attitude might not necessarily predict one's academic achievement as it also depends on different factors like race, sample selection and sample size. Since there is no consensus on attitude predicting students' academic performance, further investigation is needed to confirm the relationship between attitude and academic performance of NCE Social Studies students in citizenship education.

2. 10 Review of Related Empirical Studies

Much of the cooperative learning literature focuses on the short-term impact on student learning rather than on long-term cognitive development. Additionally, many studies focus on the application of cooperative learning within particular disciplines. Studies on cooperative learning typically consider outcomes such as classroom achievement or

standardized test scores. For instance;

Hijazi (2003) studied the effectiveness of the strategy of collaborative/ cooperative learning in the attainment of primary students in the science and attitudes towards collective action. The study aimed to identify the effectiveness of collaborative learning strategy in science achievement of primary pupils and attitudes towards collective action. The study sample included 124 pupils, 67 were an experimental group, and 57 were a control group. The study used achievement test, and a scale to measure the fifth grade of primary school pupils' trend towards cooperative teamwork. The findings of the study showed that the differences are statistically significant between the means of pupils test, and trends towards collective action for the benefit of the experimental group. Both studies are related to a greater extent since cooperative learning approach is an independent variable in the two studies. Also, both studies use students as dependent variable. More so, both studies have control and experimental groups. However, the previous study was conducted in Mansoura, while the current study was in Nigeria. The previous studies had attainment of primary students, science, attitudes and collective action as variables of study, while the current has attitude, citizenship education and academic performance as variables of study.

Abdul Rahim and Al-Shakili (2005) carried out a study on the effectiveness of the Strategy of Collaborative Learning in the Omani Schools. The study aimed to determine the impact of the cooperative education strategy on academic achievement and retention of information and trends of students. Four research questions and hypotheses guided the study. A sample of 259 students were selected. The students were given an achievement test, and a scale was distributed to measure trends. Then the achievement test was given to students to measure retained information after 3 weeks of the first test. Results showed that there were no significant statistical differences in the achievement or retention of information between the

two groups of study (cooperative/traditional), while showed significant statistical differences in the trends towards the teaching method for the benefit of cooperative learning group. Both studies are related to a greater extent since cooperative learning approach is an independent variable in the two studies. Also, both studies use students as dependent variable. More so, both studies have control and experimental groups. However, the previous study was conducted in Omani , while the current study was conducted in Nigeria. The previous studies had academic achievement, retention of information and trends as variables of study, while the current has attitude, citizenship education and academic performance as variables of study.

Obeidat's study (2005) investigated trends Milestone Area Students about Some Dimensions of Collaborative Learning in the Hashemite University. The aimed to find out trend in demand for English language teachers and teachers of Arabic language, science and mathematics to four areas associated with: (1) collaborative learning in terms of interest, (2) the role of the teacher, (3) characteristics of the group, and (4) sample size. The study sample was formed of 150 students from the area allocated to teachers in English language materials and the Arabic language, science and mathematics. The results of the survey indicated a lack of statistical significant differences between the trends in humanitarian items (English, Arabic) and science items (science, mathematics) to the four dimensions in general. The above study related to the current study, because both focus on cooperative learning approach. Both studies focus on students at tertiary level of education. However, the previous study was conducted in Kuwait , while the current study was conducted in Nigeria. The previous study was used descriptive survey method, while the current study used both descriptive survey and quasi experimental design. The previous research was on four teaching subjects that is, English language materials and the Arabic language, science and mathematics, while the current study was on social studies education only.

Adeyemi (2007) investigated learning social studies through mastery approach. This study examined learning Social Studies by investigating the effectiveness of mastery approach on students' performance in Social Studies of two groups of students drawn from Osun State College of Education, Ila-Orangun and University of Uyo, Ila-Orangun Study Centre which consisted of 200 level NCE Social Studies students and 200 level degree Social Studies students. A unit of course peculiar to both NCE and Degree Students in Social Studies was taught. SOS 221 titled; Issues and Problems of National Development for NCE Students and SSE 225 titled; Issues and Problems of Modern Society was broken down and presented sequentially to learners at different levels; the difficulty of the learning task varied according to the level of learners involved. In all 60 students, 30 from each level were involved. The research design was the posttest only control group design, which allows research to be conducted without any pretest. Results showed a clear-cut conclusion on the effectiveness of mastery learning approach on students' performance as students in the two categories performed better in Social Studies compared with conventional approach to learning. This result was found to be significant at the 0.05 level. Some deductions were made on the results and the need for further research work is advocated. The above study related to the current study, because both have social studies as an independent variable. The both studies also test learners centred approach effects on academic performance of students. The both studies use quasi experimental research .Also, both focus on students at tertiary level of education. However, the previous study was conducted in south –western, Nigeria , while the current study was conducted in north-west, Nigeria. The previous research was on learning social studies through mastery approach, while the current study was on cooperative learning approach and citizenship education.

Karaduman and Gültekin (2007) conducted a study on effect of constructivist learning principles based learning materials to students' attitudes, success and retention in social studies. The study investigated whether the learning materials that based on constructivist learning principles have an effect on fifth grade Social Studies students' attitudes, their academic success and their retention. The study was conducted at Şehit Ali Gaffar Okkan Elementary School, Eskişehir. The participants of the study were 5th grade students in Şehit Ali Gaffar Okkan Elementary School. The data was collected in fall term in 2004-2005 academic year. Participants were divided into two groups: the control group (5-B) and the experimental group (5-C). In the present study, the following data collection instruments were used: a questionnaire for demographic information, pre- and post-tests and open-ended essay-type tests that were used to measure learners' academic success and retention level, lesson plans, various teaching materials for classroom activities, and a questionnaire to gather the learners' perspectives. Social Studies Attitude Scale, developed by Deveci and Güven (2002), was used to determine students' attitudes. The data obtained were analyzed using the SPSS program. The means and standard deviations were calculated for each group. The data were subjected to t-tests for inter- and between- group comparisons. The significance level was taken as .05. Findings of research indicate that constructivist learning principles based learning materials increase students' academic success and retention in Social Studies but don't increase attitudes. Additionally students think that constructivist learning principles based learning materials reflect constructivist learning principles.

The above study related to the current study, because both have social studies as an independent variable. The both studies also test learners centred approach effects on academic performance of students. The both studies use quasi experimental research. Also, both focused on students at tertiary level of education. However, the previous study was conducted in

Turkey , while the current study was conducted in north-west, Nigeria. The previous research was on effect of constructivist learning principles based learning materials to students' attitudes, success and retention in social studies, while the current study was on cooperative learning approach and citizenship education.

Yamarik (2007), using multivariate regression analysis, analyzed the effect of group learning on learning outcomes in economic instruction. Yamarik applied cooperative learning to an economics course in 2002 and again in 2004. The subjects assessed were 116 students in four macroeconomic courses. Thirty five students from an early afternoon course and 22 more students in a late afternoon class were assessed in 2002. The early afternoon class was used as the control section and the late afternoon section was used as the experimental group. Yamarik again assessed students in 2004 by assessing 35 students in the early afternoon and 24 more students in the late afternoon. The early afternoon section was the experimental group and the late afternoon section was used as the control group. Interest, participation, preparation, participation, attendance, and performance were identified as the types of results being tracked. Interest, participation, and preparation were tracked by using both pre-experiment and post-experiment questionnaires. Students' preparation was measured by how much the students wanted to talk to other students and the instructor, and the amount of time spent working on class expectations outside of the classroom. Participation was measured by how much interaction students had while working together, the amount interaction by students concerning the work, and how much students participated in the last three classes. Class attendance records were used to measure attendance. Interest was measured by how much satisfaction students received from economics and the application of economics in their daily life. Performance was measured by using a midterm and final exam.

The study revealed that, cooperative learning raised student-instructor interaction.

Students seemed less inhibited about asking questions in the small groups. Second, cooperative learning increased group studying for the exams. Furthermore, students in the cooperative learning group often came to office as a group whereas students in the experimental group came individually. As a result, more students from the cooperative learning sections sought help from me outside the classroom. Third, the novelty of working in small groups sparked greater interest in the material. While the groups using cooperative learning scored higher on the midterm and final exams, the author found limitations. Interest, participation, and preparation results could not be measured definitively and more research is required in reference to the effects of cooperative learning on performance. Both studies are related to a greater extent since cooperative learning approach is an independent variable in the two studies. Also, both studies use students as dependent variable. More so, both studies have control and experimental groups. However, the previous study was multivariate regression analysis, while the current study used descriptive and quasi experimental research. The previous studies had group learning, learning outcomes and economic instruction as variables of study, while the current has attitude, citizenship education and academic performance as variables of study

Dalrymple (2009) conducted a study on effects of cooperative learning on grade of students. The study analyzed students at Missouri Western State University. Dalrymple's sample included 50 college students of varying age and majors. The goal was to find the effects of cooperative learning on grade point average. According to Dalrymple "the survey consisted of six questions that asked students if study in groups or independently for classes" and also "asked the students their age, major, GPA, and year in school. An independent sample t test was used to identify the effects of studying in groups on GPA. The study revealed a positive effect of cooperative learning on students' GPA. The results of the study produced no

significant change in GPA in regards to the amount of group studying or lack thereof. The results also revealed no significant increase in GPA at the collegiate level. The above study related to the current study, because both focus on cooperative learning approach. Both studies focus on students at tertiary level of education. However, the previous study was conducted in Missouri Western State University, U.S.A , while the current study was conducted in Nigeria. The previous study used descriptive survey method, while the current study used both descriptive survey and quasi experimental design.

Tikumah (2009) conducted a study on assessment of relationship between students' perception of Social Studies and their academic performance in colleges of education in Kaduna State. The objective of this study was to find out the relationship between students' perception of Social Studies and their academic performance in the subject in Colleges of Education in Kaduna State. The respondents of the study comprised NCE 2 and NCE 3 students of Social Studies at the Federal College of Education in Zaria and the Kaduna State College of Education in Gidan Waya. The data for the study was collected using a questionnaire with reliability coefficient of 0.87. The Pearson's Product Moment Correlation Coefficient was used to test the hypotheses formulated for the study. The hypotheses were tested at 0.05 level of significance with $df = 232$. The findings revealed that , Social Studies students in colleges of education in Kaduna State do not record high academic performance in the subject, students' perception of the Social Studies curriculum does affect their academic performance in the subject, students' perception of relevance of Social Studies education has no bearing on their academic performance in the subject, students' perception of public attitude towards Social Studies has no impact on their academic performance in the subject, students' general perception of Social Studies does not affect their academic performance in the subject. Both studies have Social Studies education an independent variable. N.C.E students are

subjects of research in both studies. More so, both studies have control and experimental groups. However, the previous study was conducted in Kaduna state , while the current study was conducted in North-west geo-political, Nigeria. The previous study have perception, academic performance and social studies as variables of study, while the current has attitude, citizenship education and academic performance as variables of study.

Abdullah (2010) conducted a study on the effect of cooperative learning on the academic achievement and retention of the Mathematics Concepts at the Primary School in Holy Makkah. The purpose of this study was to identify the effect of cooperative learning on the academic achievement and retention of the mathematics concepts learning of sixth grade students at primary school in Holy Makkah in Saudi Arabia. The study sample was 59 students divided into two groups: the control group (29 students) which have been taught the mathematics concept using the traditional method, and the experimental group (30 students) which have been taught using the strategy of cooperative learning. An achievement test was used as an instrument to collect information and study data. Frequencies, percentages, means, standard deviations as well as t-test were used for the analysis of the study data and information. The results of the study showed that there is a statistical significance difference at the level (0.05) between the means of the performance of the experimental and control groups on the achievement and retention test for the benefit of the experimental group. The above study related to the current study, because both focus on cooperative learning approach. Both studies use students as dependent variable. More so, both studies have control and experimental groups. However, the previous study was conducted in Saudi -Arabia , while the current study was conducted in Nigeria. The previous study was on Mathematics as a teaching subject, while the current is on citizenship. The previous study used primary school pupils , while current will use N.C.E students.

Ajayi, Lawani and Adeyanju (2011) conducted a study on effects of students' attitude and self-concept on achievement in senior secondary school mathematics in Ogun state, Nigeria. The research hypothesis that guided the study was there is no significant joint and relative effect of students' attitude and self-concept on achievement in senior secondary school Mathematics in Ogun State, Nigeria. The study is a non-experimental type and an ex post facto research design was adopted. Two thousand four hundred students from 60 selected schools in nine local government areas within Ogun State, Nigeria were involved and three research instruments namely; Attitude to Mathematics Questionnaire; ($r = 0.73$); Self-Concept Scale; ($r = 0.71$) and Mathematics Achievement Test; ($r = 0.84$) were used. Data were analysed using multiple regression at .05 level of significance. The findings show that students' attitude to mathematics and self-concept have significant joint effect on mathematics achievements. Both studies have attitude and self concept as an independent variable. Also, both studies use students as dependent variable. More so, both studies have control and experimental groups. However, the previous study was conducted in Ogun state , while the current study was conducted in North-west geopolitical ,Nigeria. The previous study was on mathematic as a teaching subject, while the current study is social studies education. The previous studies had self concept, attitude, mathematics and achievement as variables of study, while the current has attitude, citizenship education and academic performance as variables of study.

Majoka, Khan, and Shah (2011) looked at the impact of cooperative learning and traditional methods of teaching in social studies. The quantitative experimental study compared achievement scores among all the students at the elementary level in public schools of the Mansehra District in Pakistan. Participants were students in the 7th class Social Studies which contained 100 students for the sample. The control group and the experimental group each contained 50 students. Students were placed in each group based on the mean scores of a

pre-test. Two teachers were selected for the study, each having the same academic qualification and teaching experience. Students in the control group were taught using a lecture method for each of the three parts of the lesson. The experimental group experienced one day of direct teaching followed by a worksheet and team time. Statistical tools used in the study were standard deviation, effect size, and percentile point gain. The pre-test and post-test scores served as the data of the study. Majoka, Khan, and Shah concluded student learning in a cooperative classroom enhanced the students' ability to learn in the subject of social studies. Additionally, cooperative learning proved to be more effective than the conventional method for students labelled as high and average achievers.

Both studies have social studies and cooperative learning as an independent variable. Also, both studies use students as dependent variable. More so, both studies have control and experimental groups. However, the previous study was conducted in Pakistan , while the current study was conducted in North-west geopolitical ,Nigeria. The previous studies had cooperative learning, conventional teaching method and Social Studies as variables of study, while the current has attitude, citizenship education and academic performance as variables of study.

Olukayode and Salako (2013) studied the effects of cooperative learning and field trip strategies on secondary school students' knowledge of and attitudes to multicultural concepts in Social Studies. Two null hypotheses were generated and tested at 0.05 level of significance. The study adopted a pretest- posttest, control group, quasi experimental design. Multicultural Concepts Knowledge Test ($r=0.82$) and Multicultural Concept Attitude Scale ($r= 0.86$) were used to elicit responses from 352 JS III students randomly selected from six secondary schools. Data were analysed using descriptive statistics, analysis of covariance and Scheffé post hoc test. It was found out that there was significant main effect of treatment on

students' knowledge of and attitude to multicultural concepts. Both studies have Citizenship Education and cooperative learning as an independent variable. Also, both studies use students as dependent variable. More so, both studies have control and experimental groups. However, the previous study was conducted in Ogun state , while the current study was conducted in North-west geopolitical ,Nigeria. The previous studies had cooperative learning, field trip strategies, secondary school students, knowledge, attitudes, multicultural concepts and Social Studies as variables of study, while the current has attitude, citizenship education and academic performance as variables of study.

Zarei, Haidari and Samavi (2013) studied cooperative learning effect on academic achievement. The study investigated the effect of cooperative learning on the academic achievement. This is a quasi-experimental research with pre-test, post-test and control group. The statistical society include the students of Middle schools in Bandar Abbas and the sample consists of 25 girls and 25 boys for test group and the same number of students for control group. The cooperative learning method was applied in the test group for 12 sessions while the control group was being taught traditionally. The results indicated that cooperative learning method increases the academic achievement in the test group. Therefore, cooperative learning increases the academic achievement of students. Both studies are related in some aspects, this is because both studies have cooperative learning approach is an independent variable in the two studies. Also, both studies have students as dependent variable. More so, both studies have control and experimental groups. Nonetheless, the previous studies had cooperative learning and students achievement as variables of study, while the current has attitude, citizenship education and academic performance as variables of study.

Bayero and Lawal (2014) researched on effect of cooperative learning approaches on the academic performance of junior secondary schools students in social studies. This study

was delimited to Makarfi local government area, Kaduna State. The design adopted for the study was the quasi experimental design using post-test only group design. The sample for the study was made up of 155 JSS students. The instrument used in this study was the Social Studies Cooperative Learning Test of Performance (SOSCOTEP). The data collected was analyzed using the t-test statistical tool to test the three hypotheses formulated for the study. The study revealed significant difference in the performance of students taught using cooperative and conventional instructional strategies in social studies, there was no significant difference in the performance of male and female students taught using cooperative learning Strategy and the use of Cooperative learning Strategy did not produce statistically significant difference in the performance of students in JSS II and III. Both studies are related in subject area (social studies) and teaching method (cooperative learning approach),. Also, both studies have students as dependent variable. More so, the study are quasi experimental in nature. Nonetheless, the previous studies was conducted in Makarfi, Kaduna state, while the current study was conducted in North-west region of Nigeria. The population of the previous study was J.S.S students, while the current study will use N.C.E students.

Nawaz, Atta and Khan (2015) conducted a study on effect of cooperative learning on the self concept of high & low achiever students at elementary level. The study was focused to see the comparative effect of cooperative learning and lecture demonstration method on self-concept of the students at the elementary school level. The study investigated the self concepts of the students at elementary level. In this particular study all the 5th class students comprised the population of the study. A sample of 40 students was selected randomly from Nayab English medium School Dera Ismail Khan. The instrument was modified version of the Self-description Questionnaire-I prepared by Marsh (1992) which was used to check the academic self-concept of the students. The result shows that the Cooperative learning method was better

than the lecture method in the academic self- concepts of the students. Both studies have cooperative learning as an independent variable. Also, both studies use students as dependent variable. More so, both studies have control and experimental groups. However, the previous study was conducted in Nayab English medium School Dera Ismail Khan , while the current study was conducted in Nigeria. The previous studies had self concept, cooperative learning, low and high academic achievers as variables of study, while the current has attitude, citizenship education and academic performance as variables of study.

Summary

This chapter discussed the basic concepts in the study which are Social Studies, attitude, citizenship education and academic performance. The theories discussed in this chapter were: social interdependence theory, Behavioural theory and cognitive theories which include: Vygotsky and Piaget's theories respectively. Behavioural learning theory of Albert Bandura explains some of the primary benefits of cooperative learning, where students are motivated to succeed based on either reward or punishment, individual's perceived self-efficacy impacts his or her effort and persistence on a learned behavior. Vygotsky's socio-cognitive theory perceives learning as a social process that takes place in a context that allows for social interactions and communication which eventually leads to the construction of knowledge and cognitive development.

Piaget's socio-cognitive theory proposes that when learners perceive a contradiction between their existing understanding and their experience interacting with others, cognitive conflict arises. In order to resolve this conflict, learners may examine their own ideas and beliefs again, pose questions to one another, and seek further information in order to reconcile the contradictory ideas. The social interdependence theory of Levin 1948 and

Deutsch 1949 provides the frame work for understanding the role of positive interdependence among group members in promoting learning.

The review provided a comprehensive definition of social studies as the study of society, how man exists in his environment, learn about our world and man's interaction with his immediate and remote environment, it is concern with citizenship training as help learners in development of positive attitudes and skills in an ever changing society. The history of Social studies was traced from the colonial era to modern day Nigeria as well as its goals and objectives.

The chapter also discussed the method of teaching social studies such as presentation, expository, inquiry, problem-solving, lecturing, simulation, discussion, dramatization, creative activity, construction, questioning, brainstorming, debate, panel, devil's advocate, field trip, project method, guided discovery and concept mapping methods. Cooperative learning was viewed as a learning situation in which two or more students are working together to complete a common task. It is based on the Principles and techniques of helping students work together more effectively. Also, citizenship education was defined as a course for equipping the individuals with pertinent knowledge and skills that will enable on meaningfully contribute to development and progress of an ever enhancing dynamic modern world. Finally, the chapter reviewed sixteen (16) empirical studies that were researched on Social Studies, attitude, citizenship education, cooperative learning and academic performance of students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This study investigated the effect of cooperative learning approach on attitude toward citizenship education and academic performance of N.C.E Social Studies students in Nigeria. Thus, this chapter discussed the procedure through which the study was conducted based on the following subheadings:

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

3.2 Research Design

The study was conducted using descriptive survey and quasi-experimental designs. The researcher used descriptive survey to collect data on effect of cooperative learning and conventional method of teaching on N.C.E Social Studies students' attitude toward citizenship education. According to Sambo (2011) descriptive research method is used when the population of study cannot be accessed in totality. Nevertheless, information is needed upon which certain statements could be made about the whole population. The research method is appropriate for this study because information was solicited from the respondents on their attitude toward citizenship education using questionnaire.

Also, the researcher employed quasi-experimental research design, using pre- test, post- test non equivalent control group design, which comprised two-groups, one experimental (**EG**) and the other control (**CG**). Both groups were pretested ($O_1^P_{ACE}$) each on performance (**P**) and Attitude toward Citizenship Education (**ACE**) before the administration of treatment. The essence was to ensure uniformity and equivalence in performance and self concept at entry point. The treatment (X_1 - cooperative learning) was administered to students with the help of research assistants in the experimental group only, while students in the control group were taught using the lecture method which implied no treatment (X_0). A Posttest ($O_2^P_{ACE}$) was administered after treatment to both groups of students to determine the academic performance of students and attitude toward citizenship education. Figure 1 shows an illustration of the design.

$$EG \rightarrow O_1^P_{ACE} \rightarrow X_1 \rightarrow O_2^P_{ACE}$$

$$CG \rightarrow O_1^P_{ACE} \rightarrow X_0 \rightarrow O_2^P_{ACE}$$

Figure 1: Research Design

Where

EG = Experimental Group

CG = Control Group

X_1 =Treatment (Cooperative learning Approach)

X_0 = No Treatment (Lecture method)

O_1 = Pretest

O_2 = Posttest

P = Performance of students

ACE = Attitude toward Citizenship Education

3.3 Population of the Study

The population of this study was all N.C.E II Social studies students of the eleven (11) colleges of education that offer Social Studies education at N.C.E. level in North-west zone, Nigeria. The population of the students was six thousand and twelve (6012) as at the 2016/2017 session. The population is thus depicted in Table 1.

Table 1: Population Distribution of NCE II by Institutions, Location and Gender

Institution	Location	Gender		Total
		Male	Female	
Jigawa State College of Education, Gumel	Rural	180	225	405
School for Islamic and Legal Studies Ringim	Rural	211	104	315
Federal College of Education, Zaria	Urban	320	150	470
Kaduna State College of Education Gidanwaya	Rural	342	198	540
Federal College of Education, Kano	Urban	418	213	631
Aminu College of Islamic and Legal Studies, Kano	Rural	513	203	716
Sa'adatu Rimi College of Education Kumbotso	Urban	494	264	758
Federal College of Education, Katsina	Urban	254	347	601
Adamu Aule College of Education Argungu, Kebbi	Rural	335	249	584
Shehu Shagari College of Education, Sokoto	Urban	416	225	641
Zamfara State College of Education, Maru	Rural	261	135	396
Total		3744	2313	6012

Sources: Academic Secretaries of various institutions (2016)

3.4 Sample and Sampling Techniques

The researcher selected four institutions out of the eleven (11) colleges of education that offer Social Studies at N.C.E level in North-west zone, Nigeria. The sample of the study was determined by the number of subject found on the day the pre-test was conducted. A total of four hundred (400) participants were recorded on that day. This sample size was based on the Wassan Net (2008) recommendations that for a population between 6000 and 7500 a minimum sample of four hundred (400) should be selected at 95% CI, ± 3 margin of error and 0.05 level of significance. These institutions and participants were selected through the use of purposive, simple and stratified sampling techniques. This study adopted purposive sampling techniques

in the selection of sample colleges based on the fact that some of the colleges in the zone do not offer Social Studies courses in their N.C.E. programme owing to the nature of the institution.

Moreover, the researcher adopted simple random sampling using lottery method in selecting four (4) colleges of education out of the eleven (11) colleges that offer Social Studies in North-west zone of Nigeria. In addition, the researcher used the simple random sampling technique in selecting groups that participated in the study such as male and female N.C.E Social Studies students. According to Tashakkori and Teddlie (2003) simple random sampling technique is used to select sample from a large population without bias. In other words all subjects in a population of study stood an equal chance of being selected.

Also, out of the four (4) institutions selected, stratified sampling technique was used to partition the sample into groups that is, male and female, urban and rural, experimental and control group based on the variables in the study. According to Patton (2002) stratified sampling technique was used to divide the population into meaningful homogenous or similar groups based on a certain characteristic (e.g., gender, location, race among others). More so, Ogundare (2013) noted that stratified sampling technique is used to divide population into strata; sampling randomly (simple) from each stratum in such a way that the relative proportions of the strata in the resultant sample are the same as exist in the parent population. The sample of the study was presented in Table 2

Table 2: Sample Distribution of the study by Institution, Location and Gender

Institution	Location	Gender		Total
		Male	Female	
Jigawa State College of Education, Gumel	Rural	56	43	99
Federal College of Education, Zaria	Urban	111	67	178
Federal College of Education, Katsina	Urban	51	31	82
Zamfara State College of Education, Maru	Rural	29	15	44
Total		247	156	403

3.5 Instrumentation

This study used two instruments for data collection that is, Citizenship Education Performance Test (CEPET) and Attitude of Students toward Citizenship Education Scale (ASSEC). CEPET was used to collect data on students' academic performance in Citizenship Education and the ASSEC to collect data on students' attitude toward citizenship education learning.

The first instrument that is, Citizenship Education Performance Test (CEPET) was developed to test the academic performance of N.C.E Social Studies students taught using cooperative learning and those taught using conventional method. The instrument contains 30 items of multiple choice questions (A-D option) and 2 marks for each item, with a total of 60 marks (see Appendix C). The instrument was developed using National Commission for Colleges of Education (N.C.C.E) minimum standard curricular for colleges of education in Nigeria. Furthermore, the instrument was developed using the course content of "Citizenship Education". CEPET was structured according to Bloom's taxonomy cognitive dimension based on knowledge, comprehension and application. The reason for the use of the three (3) level of the Bloom taxonomy was because they are NCE II students and their knowledge is exposed to the remaining bloom taxonomy of education as shown in the following table of specification of (SOSPT).

Table 3. Table of Specification (CEPET) Based on Bloom Taxonomy of Education

S/N	Topics (Content)	K	C	A	T
1	Concept, types and processes of socialization	2	2	1	5
2	Agents of Socialization	2	2	1	5
3	Problem of Socialization	1	2	2	5
4	Concept and types of citizenship	1	2	2	5
5	Qualities and duties of a good citizen	-	2	3	5
6	Fundamental Human Rights	1	2	2	5
	Total	7	12	11	30

Key:

K= knowledge

C= Comprehension

A= Application

T= Total

The Attitude of Students toward Citizenship Education Scale (ASSEC) consisted of 30 test items on attitude toward citizenship education. The instrument was administered at pre-test and post-test stage. The researcher administered the instrument at pre-test stage to examine Social Studies students' attitude toward citizenship education. At post-test stage the instrument was re-administered to determine the effect of the two teaching methods on N.C.E Social Studies students attitude toward citizenship education. The instrument was developed based on the four point modified Likert scale having S.A= (Strongly Agree), A= (Agree) D= (Disagree) and SD=(Strongly Disagree) (see Appendix B).

3.5.1 Validity of the Instrument

The two (2) instruments, Citizenship Education Performance Test (CEPET) and Social Attitude of Students toward Citizenship Education Scale (ASSEC) were given to the supervisors of this work and experts in language education, Educational Psychologists and Statistics in the Faculty of Education, Ahmadu Bello University Zaria in order to ascertain the face, construct and content validity of the instruments. This is based on the recommendation of Maiwada (2006), that for an instrument to be valid for a particular study

it requires the expert check to ensure content validity. This gives the instrument the quality it requires to be valid for a study expected to be of benefit to education. These experts gave both face and content validity of the instruments such as, the conformity of the test items with subject specification, clarity and appropriateness of the items, in terms of level of reading difficulty, ability of the items to actually test basic ideas and possible errors in the suggested answers. In the first draft of the instruments, forty –two (42) items were developed for Citizenship Education Performance Test (CEPET), while thirty-eight (38) items were developed for Attitude of Students toward Citizenship Education Scale (ASSEC). Based on the critique and suggestions from the judges, the researcher made amendments such as reframing some of the items before the final 30 items in both instruments were used for pilot testing.

3.5.2 Reliability of the Instruments

The instruments were pilot tested using thirty (30) N.C.E II, Social Studies Students of Sa'adatu Rimi College of Education, Kumbotso, Kano State who were not part of the main study. The researcher used Sa'adatu Rimi College of Education, Kumbotso, Kano State due to the fact Kano state has some common characteristics with Kaduna, Jigawa, Zamfara and Katsina state where the sample of the study was drawn. Add to this, both institutions use the same curricular to teach students. The researcher employed and trained a Research assistant in order to conduct the pilot study. The pilot study lasted for a period of two (2) days and the scores from the test items were analyzed to determine the reliability of the instrument.

The data collected was analyzed using Pearson-product Moment Correlation Coefficient (PMCC) to find out the reliability of the test instruments. The reliability coefficient was found to be 0.85 for Citizenship Education Performance Test (CEPET), while 0.81 was obtained for Attitude of Students toward Citizenship Education Scale (ASSEC) using

Cronbach Alpha. This indicates that, all the two instruments were reliable and could be used for the study. According to Maiwada (2006) an instrument is reliable for a study if its reliability coefficient is between 0.70 to 1 and the closer the instrument to one the more reliable is the instrument for a particular study. In other words, an instrument is reliable if the reliability co-efficient is .70 and above.

The item analysis was calculated using the following formula $F1 = R/T$ by Mutuah (2014). Where: F1 = facility index, R = number of correct responses, T = total number of students. Test items with facility indices in the range of 30-70% are usually recommended for use (Mutuah, 2014). The discrimination index is the power of each of the items to distinguish between high ability and low ability students. This was calculated by using the scores obtained by the top 27% and bottom 27% of the respondents.

$$D = \frac{RU - RL}{\frac{1}{2}N}$$

D= discrimination index

RU= number among upper 27% of respondents who scored the item correct

RL= number among the lower 27% respondents who scored the items correct

N= total number of respondents

Discrimination indices ranging from 30 to 49 are regarded as moderately positive, while those below 0.19 are regarded as poor. Some of the test items did not satisfy the recommended values of item discrimination and facility indices. Based on this outcome, amendments were made such as reframing some of the questions and dropping some, and finally the 30 test- items used for the main study were obtained .

3.6 Data Collection Procedures

The researcher collected an introductory letter from the Department of Arts and Social Science Education that was presented to the schools to sought for permission to

conduct the study and collect data. Research assistants who are lecturers in department of Social Studies were used in each college during the study. The Pre-test was administered to the two groups in the four (4) Colleges of Education that were used for the study during their first lesson which lasted for one hour each. This was done with the help of three research assistants so as to ensure objectivity in the invigilation.

Moreover, with the aid of a lesson plan, the experimental group one was exposed to cooperative learning strategy. Students were grouped into five groups each. This is in line with Abiola (2010) who stated that experimental group can be divided into groups or sections for effective control in the processes of conducting the research work. The treatment lasted for seven (7) weeks of six periods of two hours per period per week. The researcher and four (4) other research assistants handled the treatments conditions in all the colleges of education selected for this study. At the end of the treatment, Citizenship Education Performance Test (COPET) and Attitude of Students toward Citizenship Education Scale (ASSEC) were administered to the students. Details of pre-test and post- test questions with their marking schemes are shown in appendices

3.7 Statistical Analysis Procedure

The data collected from the respondents were entered into the computer and analyzed by means of Statistical Package for Social Sciences (SPSS) version 21. Both descriptive and inferential statistics were used to analyze the data. The mean performance of students for pre-test and post-test for the experimental groups were computed and compared to answer all research questions. Mean, Standard deviation (SD) and standard error (SE) were used to analyze the data that were collected to answer the research questions. The independent t-test statistics was used to test the null hypotheses 1 and 2, while two- way ANOVA was used to test null hypotheses 3 to 6. The t-test and ANOVA has proved to be one of the most effective

methods of comparing two group (t-test) and for groups more than two groups, the two-way ANOVA is suitable (Mutuah, 2014). All the null hypotheses were tested at $p \leq 0.05$ level of significance ($P = 0.05$). The researcher used 2-way ANOVA to test hypotheses 3-6 rather than t-tests because there were two (2) independent variables with more than two groups or level each. In order to use t-tests with more than two groups, multiple t-tests would be necessary and that would inflate the Type I error rate, the probability that the null hypothesis is rejected when the null hypothesis is true. ANOVA detects “the systematic treatment variability over and above the noise (random error variability) in the data (Tomayko, 2007).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

This study investigated the effect of cooperative learning on attitude towards citizenship education and academic performance of Nigeria Certificate in Education Social Studies Students in Nigeria. Statistical Package for Social Sciences (SPSS) version 21 was used to analyze the data at two different levels, viz: descriptive and inferential levels. Mean and standard deviation were used for descriptive analysis, while independent t-test and two-way ANOVA for inferential analysis.

4.2 Bio-data of Participants

This section presents the bio-data of the respondents by gender, location and treatment. A total of four hundred and forty (440) for the study out of which four hundred and three (403) were present in the Colleges. The analysis was presented in frequencies and percentages.

Table 4: Participants by Gender

Gender	Frequency	Percent
Male (CLA)	154	38.2
Female (CLA)	123	30.5
Male (CTM)	81	20.1
Female (CTM)	45	11.2
Total	403	100.0

**CLA- Cooperative Learning Approach *CTM- Conventional Teaching Method*

Table 4 depicted the participants in the study by gender, out of which 154(38.2%) participants taught using cooperative learning approach, were males NCE students, while 123 (30.5%) participants taught using cooperative learning method were female NCE students. Similarly, 81(20.1%) participants taught using conventional method were male NCE students, at the same time as 45(11.2%) participants were female NCE students. This implied that, both male

and female participants in the two groups were fairly represented in the study.

Table 5: Participants by Location

Location	Frequency	Percent
Urban (CLA)	178	44.2
Rural (CLA)	99	24.5
Urban (CTM)	82	20.3
Rural (CTM)	44	11.0
Total	403	100.0

**CLA- Cooperative Learning Approach *TTM- Traditional Teaching Method*

Table 5 showed the locations of participants in the study, out of which 178 (44.2%) participants taught using cooperative learning approach, were in urban college of education, while 99 (24.5%) participants taught using cooperative learning approach were in rural college of education. Similarly, 82(20.3%) participants from urban college of education were taught using conventional method, at the same time as 44(11.0%) participants from rural college of education. This implied that, participants from both urban and rural colleges of education were fairly represented in the study.

Table 6: Participants by Method of Teaching

Method of Teaching	Frequency	Percent
Cooperative Learning Approach	277	68.7
Conventional Teaching Method	126	31.3
Total	403	100.0

**CLA- Cooperative Learning Approach *TTM- Traditional Teaching Method*

Analyses from Table 6 indicated that, 277(68.7%) of the participants were taught using cooperative learning approach, alongside with this, the other 126(31.3%) of the participants were taught using conventional teaching method.

4.3 Analysis of Pre-test and Post-test scores

In this section pre-test and post-test scores were analysed based on frequencies and percentages. The maximum obtainable score in both tests was 60. The scores were graded based on a given range of values. The students who scored between 51 and 60 marks were

considered to have scored excellent grade. Those that scored between 41 and 50 were very good, between 31 and 40 as good, between 21 and 30 were fair, between 11 and 20 as poor, and 1-10 as very poor. The result of the analysis is shown in Table 7.

Table 7: Summary of Pre-Test and Post-Test scores of NCE students by teaching Method

Grade	Range	Control				Experimental			
		Pre-test	%	Post-test	%	Pre-test	%	Post-test	%
Excellent	51-60	0	0	0	0	0	0	23	8.30
Very Good	41-50	0	0	16	12.70	2	0.69	87	31.41
Good	31-40	11	7.00	23	18.25	39	13.49	96	34.66
Fair	21-30	82	52.23	71	56.35	134	46.37	66	23.83
Poor	11-20	46	29.30	11	8.73	89	30.80	5	1.80
Very Poor	1-10	18	11.47	5	3.97	25	8.65	0	0
Total		157	100	126	100	289	100	277	100

Table 7 presents the pre-test and post-test scores of students taught self concept using cooperative learning approach and conventional teaching method. In the pre-test scores none of the students scored between 51 and 60 marks. Only 2 (0.69%) of the students in the experimental group had a very good grade having between 41 and 50 marks. In the control group 11(7.00%) of the students had a good result at pre-test while 39(13.49%) in the experimental group had the same grade. The control group scores showed that 82(52.23%) had a fair result while 134(46.37%) from the experimental group had the same grade. The control scores showed that 46(29.30%) had a poor result, while 89(30.80%) in the experimental group had the same result. Finally, 18 (11.47%) of the students in the control group had a very poor result, while 25 (8.65%) in the experimental group had alike result. By implication, more than two-third of the participants in both groups had fair and poor result. Generally the pre-test results for both groups were related.

Nonetheless, in the post-test scores none of the students in the control group scored between 51 and 60 marks, while 23 (8.30%) of the experimental group got excellent scores. 16

(12.70%) of the students in the control group had a very good grade scoring between 41 and 50 marks, while 87 (31.41%) had a very good grade in the experimental group. In the control group 23 (18.25%) of the students had a good result, while 96 (34.66%) in the experimental group had the same grade. The control group scores showed that 71 (56.35%) had a fair result while 66(23.83%) from the experimental group had the same grade. Added to this, 11 (8.73%) of the students in control group had a poor result, but only 5(1.80%) had such scores in experimental group. Finally, 5 (3.97%) of the students in the control group had a very poor result, while none of the students in the experimental group. This implied that, more than half of the students in the control group had fair and poor result, while only one- quarter had the same fair and poor result. The post-test results showed an incredible progress in the experimental group as compared to that of control group.

4. 4 Answering the Research Questions

This section presented the results analysis on attitude and performance scores of male and female students from rural and urban colleges of education taught using cooperative learning approach and conventional teaching method. The data is presented in tables and descriptive statistics of means and standard deviations were used to answer the research questions.

Research Question One: What is the effect of cooperative learning approach and conventional method on academic performance of N.C.E Social Studies students?

This research question was answered using descriptive statistics of mean and standard deviation. The summary of the analysis is presented in Table 8.

Table 8: Summary of Academic Performance Test of NCE Social Studies Students by Teaching Methods

Treatment	N	Mean	SD	Std. Error Mean	Mean difference	95% Confidence Interval of the Difference	
						Lower	Upper
Experimental	277	43.94	8.867	.615	14.245	12.705	15.785
Control	126	29.69	7.001	.485			
Total	403						

Table 8 showed the mean and standard deviations of NCE by treatment received. The mean performance scores for students in the experimental group (M=43.94, SD=8.867) was higher than that of control group (M=29.69, SD=7.001). The mean difference in performance test between experimental and control group was 14.245 in favour of students in the control group. The 95% CI of the means difference was from 12.705 to 15.785. Therefore, there was a difference between the mean academic performance scores of NCE Social Studies students taught using cooperative learning approach and those taught using conventional teaching method.

Research Question Two: What is the effect of cooperative learning approach and conventional methods on N.C.E Social Studies students' attitude toward Citizenship education? This research question was answered using descriptive statistics of mean and standard deviation. The summary of the analysis is presented in Table 9.

Table 9: Summary of Attitude Scores of NCE Social Studies Students toward citizenship education by teaching Methods

Treatment	N	Mean	SD	Std. Error Mean	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Experimental	277	75.66	4.893	.339		.160	2.234
Control	126	74.47	5.826	.404	1.197		
Total	403						

Table 9 showed the mean and standard deviations of NCE by treatment received. The mean attitude scores for students in the experimental group (M=43.94, SD=8.867) was higher than

that of control group ($M=29.69$, $SD=7.001$). The mean difference in attitude scores between experimental and control group was 14.245 in favour of students in the control group. The 95% CI of the means difference was from 0.160 to 2.234. Therefore, there was a difference between the mean attitude scores of NCE Social Studies students taught using cooperative learning approach and those taught using conventional teaching method.

Research Question Three: What is the effect of cooperative learning approach and conventional methods on academic performance of N.C.E Social Studies students in relation to gender? This research question was answered using descriptive statistics of mean and standard deviation. The summary of the analysis is presented in Table 10.

Table 10: Summary of Male and Female NCE Students' Social Studies Academic Performance by Teaching Method

Treatment	Gender	Mean	SD	Std. Error	95% Confidence Interval	
					Lower Bound	Upper Bound
Experimental	1 male	43.981	8.881	.785	42.437	45.524
	2 female	43.894	8.895	.785	42.351	45.438
	Total	43.938	8.888			
Control	1 male	29.606	7.015	.785	28.062	31.149
	2 female	29.779	10.952	.785	28.235	31.322
	Total	29.693	8.984			

Table 10 showed the mean and standard deviations on academic performance scores of NCE Social Studies students in the experimental and control groups. The mean academic performance scores for male NCE students in the experimental group ($M=43.98$, $SD=8.881$) was higher than ($M=43.89$, $SD=8.895$) for female students. The mean difference in performance scores between male and female NCE students in the experimental group was 0.09 in favour of Male students. On the other hand, the mean academic performance score for male NCE students in the control group were ($M=29.61$, $SD=7.015$) is lower than ($M=29.78$, $SD=10.952$) for female students. The mean difference in performance scores between male and female NCE students taught using conventional method was 0.173 in favour of female

students. The overall mean performance scores for the experimental group (M=43.938, SD=8.888) was higher than (M=29.693, SD=8.984) for the control group. The mean difference between the experimental and control group was 14.245. Therefore, there was difference between the mean academic performance scores of male and female NCE Social Studies students taught using cooperative learning approach and those taught using conventional method.

Research Question Four: What is the effect of cooperative learning approach and conventional methods on attitude of N.C.E Social Studies students toward citizenship education in relation to gender? This research question was answered using descriptive statistics of mean and standard deviation. The summary of the analysis is presented in Table 11.

Table 11: Summary of Male and Female NCE Social Studies Students' attitude toward Citizenship Education Scores by Teaching Method

Sex	Treatment	Mean	SD	Std. Error	95% Confidence Interval	
					Lower Bound	Upper Bound
Male	1 experimental	77.625	10.93858	.489	76.665	78.585
	2 control	76.590	18.12844	.486	75.635	77.546
	Total	77.108	14.53351			
Female	1 experimental	73.702	14.84961	.489	72.742	74.662
	2 control	72.301	17.03780	.491	71.336	73.266
	Total	73.002	15.94371			

Table 11 showed the mean and standard deviations on attitude scores of NCE Social Studies students toward citizenship education in the experimental and control groups. The mean attitude scores for male NCE students in the experimental group (M=77.625, SD=10.94) was higher than (M=76.590, SD=18.13) for the control group. The mean difference in attitude scores between male in the experimental and control group was 1.035 in favour of experimental group. On the other hand, the mean attitude score for female NCE social studies students toward citizenship education in the experimental group (M=73.702, SD=14.85) was higher than (M=72.301, SD=17.04) for the control group. The mean difference in attitude

scores between female students in the experimental and control groups was 1.401 in favour of experimental group. Overall, the mean difference in self-concept scores between male and female NCE students taught using conventional method was 4.106 in favour of male students. Therefore, there was difference between the mean attitude scores of male and female NCE Social Studies students taught using cooperative learning approach and those taught using conventional method.

Research Question Five: What is the effect of cooperative learning approach and conventional method on academic performance of N.C.E Social Studies students in relation to location? This research question was answered using descriptive statistics of mean and standard deviation. The summary of the analysis is presented in Table 12.

Table 12: Summary of Urban and Rural NCE students' Social Studies Academic Performance by Teaching Methods

Treatment	Location	Mean	SD	Std. Error	95% Confidence Interval	
					Lower Bound	Upper Bound
Experimental	1 urban	38.500	10.030	.853	36.823	40.177
	2 rural	38.567	10.181	.853	36.890	40.245
	Total	38.534	10.106			
Control	1 urban	28.490	7.002	.853	26.813	30.168
	2 rural	28.240	10.215	.853	26.563	29.918
	Total	28.365	8.609			

Table 12 showed the mean and standard deviations on academic performance scores of urban and rural NCE Social Studies students in the experimental and control groups. The mean academic performance scores for urban NCE students in the experimental group (M=38.500, SD=10.030) was lower than (M=38.567, SD=10.181) for rural students. The mean difference in performance scores between urban and rural NCE students in the experimental group was 0.067 in favour of rural students. On the other hand, the mean academic performance score for urban NCE students in the control group (M=28.490, SD=7.002) was higher than (M=28.240, SD=10.215) for rural students. The mean difference in performance scores between urban and

rural NCE students in the control group was 0.25 in favour of urban students. The overall mean performance scores for the experimental group (M=38.534, SD=10.106) was higher than (M=28.365, SD=8.609) for the control group. The mean difference between the experimental and control group was 10.169 in favour of the experimental group. Therefore, there was difference between the mean academic performance scores of urban and rural NCE Social Studies students taught using cooperative learning approach and those taught using conventional method.

Research Question Six: What is the effect of cooperative learning approach and conventional method on attitudes of N.C.E Social Studies students toward citizenship education in relation to location? This research question was answered using descriptive statistics of mean and standard deviation. The summary of the analysis is presented in Table 13.

Table 13: Summary of Urban and Rural NCE Social Studies Students' attitude Scores by Teaching Method

Location	treatment	Mean	SD	Std. Error	95% Confidence Interval	
					Lower Bound	Upper Bound
Urban	1 experimental	77.510	9.01131	.454	76.618	78.402
	2 control	77.932	12.85148	.456	77.036	78.828
	total	77.721	10.9314			
Rural	1 experimental	73.817	10.84129	.454	72.925	74.709
	2 control	71.067	15.69913	.452	70.179	71.954
	total	72.442	13.27021			

Table 13 shows the mean and standard deviations on attitude scores of NCE Social Studies students in the experimental and control groups. The mean attitude scores for urban NCE students in the experimental group (M=77.510, SD=9.01) was lower than (M=77.932, SD=12.85) for the control group. The mean difference in attitude scores between urban students in the experimental and control group was 0.422 in favour of control group. On the other hand, the mean attitude score for rural NCE students in the experimental group

(M=73.817, SD=10.84) was higher than (M=71.067, SD=15.70) for the control group. The mean difference in attitude scores between experimental and control groups in rural schools are 2.75 in favour of experimental group. Overall, the mean attitude scores for the urban schools was (M=77.721, SD=10.93) which was higher than that of rural schools (M=72.442, SD=13.27). The mean difference in attitude scores between urban and rural schools was 5.279 in favour of urban schools. Therefore, there was difference between the mean attitude scores of urban and rural NCE Social Studies students taught using cooperative learning approach and those taught using conventional method.

4.5 Null Hypotheses Testing

This section presented the results of analysis on attitude and performance scores of male and female students from rural and urban colleges of education taught using cooperative learning approach and conventional teaching method. The analysis was conducted using independent samples t-test and two-way ANOVA. The null hypotheses stated in this study were tested at $p \leq 0.05$ significance level.

Null Hypothesis one

There is no significant difference between the mean academic performance scores of N.C.E Social Studies students taught using cooperative learning approach and those taught using conventional method. This null hypothesis was tested using independent-samples t-test. The summary of the computation is presented in Table 14.

Table 14: Summary of independent sample t-test by treatment

Treatment	N	Mean	SD	t	Df	p
Experimental	277	43.94	8.867	18.185	401	.000
Control	126	29.69	7.001			
Total	403					

Table 14 showed the summary of independent-samples t-test comparing the mean academic performance scores of the experimental and control groups. The mean of the control group was significantly lower ($M=29.69$, $SD=7.001$) than the mean of the experimental group ($M=43.94$, $SD=8.867$) and the $t(401)=18.185$, $p=.001 < 0.05$). Therefore, there was a significant difference between the mean academic performance scores of NCE Social Studies students taught using cooperative learning approach and those taught conventional method. Thus, the null hypothesis that stated no significant difference was rejected. This implied that subjects in the experimental group who were exposed to cooperative learning approach performed better than the subjects in the control group who were exposed to conventional lecture method.

Null Hypothesis Two

There is no significant difference between the mean scores of N.C.E Social Studies students taught using cooperative learning approach and those taught using conventional method on attitude towards citizenship education. This null hypothesis was tested using independent samples t-test. The summary of the computation is presented in Table 15.

Table 15: Summary of independent samples t-test on mean attitude score of students by treatment

Treatment	N	Mean	SD	t	Df	p
Experimental	277	75.66	4.893	2.269	401	.024
Control	126	74.47	5.826			
Total	403					

Table 15 showed the summary of independent-samples t-test comparing the mean attitude scores of the experimental and control groups. A significant difference was found between the means of the two groups ($t(401)=2.269$, $p < .05$). This is because, the mean attitude score of the control group was significantly lower ($M=74.47$, $SD=5.826$) than the mean of the experimental group ($M=75.66$, $SD=4.893$). Therefore, there was a significant

difference between the mean attitude scores of NCE Social Studies students taught using cooperative learning approach and those taught conventional method. Thus, the null hypothesis that stated no significant difference was rejected. This implied that subjects in the experimental group who were exposed to cooperative learning approach had better attitude score than the subjects in the control group who were exposed to conventional method.

Hypothesis Three: There is no significant difference between the mean academic performance scores of male and female N.C.E Social Studies students taught using cooperative learning approach and those taught using conventional method. This null was tested using two-way ANOVA. The result of the computation is presented in Table 16.

Table 16: Analysis of Variance on Academic Performance Scores of Male and Female NCE Students in the Experimental and Control Groups

Source	Type III Sum of Squares	Df	Mean Square	F	p
Corrected Model	21106.200 ^a	3	7035.400	109.718	.000
Intercept	563820.252	1	563820.252	8792.835	.000
Treatment	21104.252	1	21104.252	329.123	.000
Gender	.195	1	.195	.003	.956
treatment * gender	1.752	1	1.752	.027	.869
Error	26418.548	399	64.123		
Total	611345.000	403			
Corrected Total	47524.748	402			

a. R Squared = .444 (Adjusted R Squared = .440)

Table 16 presented a 2(sex) x 2(treatment) between subjects factorial ANOVA was calculated comparing the mean academic performance scores of male and female NCE students taught Social Studies using cooperative learning approach and those taught using conventional method. A significant main effect for treatment was found ($F(1,412)=329.123, p=.001$). No significant main effect was found for the gender performance ($F(1,412)=.003, p>.05$). The interaction was not significant ($F(1,412)=.027, p>.05$); the null hypothesis which stated no

significant difference was retained. Therefore, there was no significant difference between the mean academic performance scores of male and female NCE students taught Social Studies using cooperative learning approach and those taught using conventional method.

Hypothesis Four: There is no significant difference between the mean scores of male and female N.C.E Social Studies students taught using cooperative learning approach and those taught using conventional method on attitude towards citizenship education. This null was tested using two-way ANOVA. The result of the computation is presented in Table 17.

Table 17: Analysis of Variance on Attitude scores of Male and Female NCE Students in the Experimental and Control Groups

Source	Type III Sum of Squares	Df	Mean Square	F	p
Corrected Model	1906.053 ^a	3	635.351	25.600	.000
Intercept	2343299.478	1	2343299.478	94417.699	.000
Sex	1753.528	1	1753.528	70.654	.000
Treatment	154.213	1	154.213	6.214	.013
sex * treatment	3.491	1	3.491	.141	.708
Error	10225.195	399	24.818		
Total	2356183.000	403			
Corrected Total	12131.248	402			

a. R Squared = .157 (Adjusted R Squared = .151)

Table 17 presented 2(sex) x 2(treatment) between subjects factorial ANOVA was calculated comparing the mean attitude scores of male and female NCE students taught Social Studies using cooperative learning approach and those taught using conventional method. A significant main effect for sex was found ($F(1,412)=70.654, p=.001$). No significant main effect was found for the treatment performance ($F(1,412)=.003, p>.05$). The interaction was not significant ($F(1,412)=.027, p>.05$); the null hypothesis which stated no significant difference was retained. Therefore, there was no significant difference between the mean academic performance and attitude scores toward citizenship education of male and female NCE students

taught Social Studies using cooperative learning approach and those taught using conventional method.

Null Hypothesis Five: There is no significant difference between the mean academic performance scores of urban and rural N.C.E Social Studies students taught using cooperative learning approach and those taught using conventional method. This null was tested using two-way ANOVA. The result of the computation is presented in Table 18.

Table 18: Analysis of Variance on Academic Performance Scores of Urban and Rural NCE Students in the Experimental and Control Groups

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	10756.430 ^a	3	3585.477	47.358	.000
Intercept	465450.060	1	465450.060	6147.804	.000
Treatment	10752.945	1	10752.945	142.028	.000
Location	.868	1	.868	.011	.915
treatment * location	2.618	1	2.618	.035	.853
Error	31192.510	399	75.710		
Total	507399.000	403			
Corrected Total	41948.940	402			

a. R Squared = .256 (Adjusted R Squared = .251)

Table 18 presents a 2(treatment) x 2(location) between subjects factorial ANOVA was calculated comparing the mean academic performance scores of urban and rural NCE students taught Social Studies using cooperative learning approach and those taught using conventional method. A significant main effect for treatment was found ($F(1,412)=142.028, p=.001$). No significant main effect was found for the location ($F(1,412)=.011, p>.05$). The interaction was not significant ($F(1,412)=.035, p>.05$); the null hypothesis which stated no significant difference was retained. Therefore, there was no significant difference between the mean academic performance scores of urban and rural NCE students taught Social Studies using cooperative learning approach and those taught using conventional method.

Hypothesis Six: There is no significant difference between the mean scores of urban and rural N.C.E Social Studies students taught using cooperative learning approach and those taught using conventional method on attitude towards citizenship education. This null was tested using two-way ANOVA. The result of the computation is presented in Table 19.

Table 19: Analysis of Variance on Attitude Scores of Urban and Rural NCE in the Experimental and Control Groups

Source	Type III Sum of Squares	Df	Mean Square	F	p
Corrected Model	3308.671 ^a	3	1102.890	51.503	.000
Intercept	2344974.150	1	2344974.150	109506.482	.000
Location	2897.946	1	2897.946	135.329	.000
Treatment	140.929	1	140.929	6.581	.011
location * treatment	261.765	1	261.765	12.224	.001
Error	8822.577	399	21.414		
Total	2356183.000	403			
Corrected Total	12131.248	402			

a. R Squared = .273 (Adjusted R Squared = .267)

Table 19 presented a 2(location) x 2(treatment) between subjects factorial ANOVA was calculated comparing the mean attitude scores of urban and rural NCE students taught Social Studies using cooperative learning approach and those taught using conventional method. A significant main effect for location was found ($F(1,412)=135, p=.001$). Also, significant main effect was found for the treatment ($F(1,412)=6.581, p<.05$). The interaction effect was significant ($F(1,412)=12.224, p<.05$); the null hypothesis which stated no significant difference was rejected. Therefore, there was a significant difference between the mean attitude scores toward citizenship education of urban and rural NCE students taught Social Studies using cooperative learning approach and those taught using conventional method.

4.6 Summary of Major Findings

Based on the findings from the study, the following were the major findings:

- i. A significant difference was found between the mean academic performance scores of NCE Social Studies students taught using cooperative learning approach and those taught using conventional method.

- ii. There was significant difference between the mean scores of N.C.E Social Studies students taught using cooperative learning approach and those taught using conventional method on attitude towards citizenship education
- iii. There was no significant difference between the mean academic performance scores of male and female NCE Social Studies students taught using cooperative learning approach and those taught using conventional method.
- iv. There was no significant difference between the mean scores of male and female N.C.E Social Studies students taught using cooperative learning approach and those taught using conventional method on attitude towards citizenship education.
- v. No significant difference was found between the mean academic performance scores of urban and rural NCE Social Studies students taught using cooperative learning approach and those taught using conventional method.
- vi. There was significant difference between the mean scores of urban and rural N.C.E Social Studies students taught using cooperative learning approach and those taught using conventional method on attitude towards citizenship education.

4.7 Discussion of Findings

This study examined the effect of cooperative learning on academic performance and attitude toward Citizenship Education of Nigeria Certificate in Education Social Studies students in Nigeria.

The first finding revealed, significant difference between the means of the two groups; the null hypothesis that stated no significant difference was rejected. Therefore, there was a significant difference between the mean academic performance scores of NCE Social Studies students taught using cooperative learning approach and those taught conventional method. This implied that subjects in the experimental group who were exposed to cooperative learning approach

performed better than the subjects in the control group who were exposed to conventional method. This implies that, using of cooperative learning approach helped the students to understand the course better and effect their academic performance significantly. This finding agrees with several other studies, such as that of Shefali (2009); Gokhan (2010); Muhammad (2011); Olarewaju (2012); Mutuah (2014); who concluded that there was a statistically significant difference in the performance of students taught using cooperative learning strategy and those taught using conventional instructional strategies. The finding also supports Majoka, Khan, and Shah (2011); Nawaz¹, Atta and Khan (2015) which revealed significant difference between cooperative learning and conventional method.

Second hypothesis found, significant difference between the mean of the two groups; the null hypothesis that stated no significant difference was rejected. Hence there was a significant difference between the mean attitude scores toward citizenship education of NCE Social Studies students taught using cooperative learning approach and those taught conventional method. This implied that subjects in the experimental group who were exposed to cooperative learning approach had better attitude toward citizenship education than the subjects in the control group who were exposed to conventional method. This concur with finding of Karaduman and Gültekin (2007) which indicated that constructivist learning principles based learning materials increase students' academic success and retention in Social Studies but don't increase attitudes. Additionally students think that constructivist learning principles based learning materials reflect constructivist learning principles. This also supported the finding of Dauda (2011) which revealed no significant difference between teaching method and attitude of secondary school students.

Third finding revealed that, significant main effect for treatment was found. No significant main effect was found for the gender performance. The interaction was not significant and as such, the null hypothesis which stated no significant difference was retained. Thus, there was no significant difference between the mean academic performance scores of male and female NCE students taught Social Studies using cooperative learning approach and those taught using conventional method. By implication, this signified that, cooperative learning approach was effective in improving the academic performance of both male and female N.C.E students, but did not produce significant difference between the groups that participated in the study. The finding agree with Bayero and Lawal (2014) which revealed that there was no significant difference in the performance of male and female students taught using cooperative learning Strategy. However, the result disagreed with those reported by Van Wyk (2011); Sheikhi, Zainalipoor and Jamri (2012); Haliru (2015) which revealed that cooperative learning approach is more effective in terms of performance and attitude toward the subject.

Fourth finding indicated that, a significant main effect for sex was found. No significant main effect was found for the treatment performance. The interaction was not significant; the null hypothesis which stated no significant difference was retained. Therefore, there was no significant difference between the mean academic performance scores of male and female NCE students taught Social Studies using cooperative learning approach and those taught using conventional method. This implied that, cooperative learning approach produced a higher difference with regards to attitude toward citizenship education of male and female N.C.E students' experimental group than that of control group but the difference was significant. This findings agreed with those of Mustafa, Altunay and Yurdabakan .(2012);

Nawaz, Atta and Khan (2015) which revealed that active learning or conventional method was found to be insignificant on attitude of students toward citizenship education.

Fifth finding revealed that, a significant main effect for treatment was found. No significant main effect was found for the location. The interaction was not significant and as such, the null hypothesis which stated no significant difference was retained. Consequently, there was no significant difference between the mean academic performance scores of urban and rural NCE students taught Social Studies using cooperative learning approach and those taught using conventional method. This signified that, cooperative learning approach had no significance effect on the academic performance of both urban and rural N.C.E students that participated in the study. This disagreed with the findings of Ibrahim (2015) which revealed significant differences with regard to academic performance of rural and urban adolescent students taught using cooperative learning and those taught using conventional method. Also, with Van Wyk (2011) result which revealed that, cooperative learning method TGT is more effective in terms of academic performance than the conventional method.

Sixth finding found that, a significant main effect for location was found. Also, significant main effect was found for the treatment. The interaction effect was significant; as a result, the null hypothesis which stated no significant difference was rejected. Therefore, there is a significant difference between the mean attitude scores toward citizenship education of urban and rural NCE students taught Social Studies using cooperative learning approach and those taught using conventional method. This implies that, cooperative learning approach in this study favoured the participants in urban than those in rural areas. This agrees with the finding of Joseph (2013) which revealed significant differences with regard to attitude toward citizenship education of rural and urban adolescents taught using cooperative learning strategy and those taught using problem solving strategy. Also, Peter (2015) found that there was no

correlation of location with attitude, motivation and academic performance of secondary school students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter dealt with the summary, conclusion and recommendations as way forward for the problem established.

5.2 Summary

This study examined the effect of cooperative learning on attitude towards citizenship education and academic performance of Nigeria Certificate in Education Social Studies students in Nigeria. The specific objectives of the study were to: find out the effect of cooperative learning approach and conventional method on academic performance of N.C.E Social Studies students; assess the effect of cooperative learning approach and conventional methods on N.C.E Social Studies students' attitude toward Citizenship education; find out the effect of cooperative learning approach and conventional methods on academic performance of N.C.E Social Studies students in relation to gender; assess the effect of cooperative learning approach and conventional methods on attitude of N.C.E Social Studies students toward citizenship education in relation to gender; find out the effect of cooperative learning approach and conventional method on academic performance of N.C.E Social Studies students in relation to location; assess the effect of cooperative learning approach and conventional method on attitudes of N.C.E Social Studies students toward citizenship education in relation to location.

The following research questions were developed for the study: What is the effect of cooperative learning approach and conventional method on academic performance of N.C.E Social Studies students?; What is the effect of cooperative learning approach and conventional methods on N.C.E Social Studies students' attitude toward Citizenship education?; What is the

effect of cooperative learning approach and conventional methods on academic performance of N.C.E Social Studies students in relation to gender?; What is the effect of cooperative learning approach and conventional methods on attitude of N.C.E Social Studies students toward citizenship education in relation to gender ?; What is the effect of cooperative learning approach and traditional method on academic performance of N.C.E Social Studies students in relation to location?; What is the effect of cooperative learning approach and traditional method on attitudes of N.C.E Social Studies students toward citizenship education in relation to location?

Also, the following null hypotheses were tested in the study at $p \leq 0.05$: There is no significant difference between the mean academic performance scores of N.C.E Social Studies students taught using cooperative learning approach and those taught using conventional method; There is no significant difference between the mean scores of N.C.E Social Studies students taught using cooperative learning approach and those taught using conventional method on attitude towards citizenship education; There is no significant difference between the mean academic performance scores of male and female N.C.E Social Studies students taught using cooperative learning approach and those taught using conventional method; There is no significant difference between the mean scores of male and female N.C.E Social Studies students taught using cooperative learning approach and those taught using conventional method on attitude towards citizenship education; There is no significant difference between the mean academic performance scores of urban and rural N.C.E Social Studies students taught using cooperative learning approach and those taught using conventional method; There is no significant difference between the mean scores of urban and rural N.C.E Social Studies students taught using cooperative learning approach and those taught using conventional method on attitude towards citizenship education..

The study was delimited to colleges of education in North-west zone, Nigeria. Reason has been that, only colleges of education run Social Studies as course at N.C.E level. More so, the study focused on N.C.E II students of Social Studies in these colleges of education. The researcher used these set of N.C.E students for the fact that, citizenship education is taught at this level.

The second chapter focused on literature review which dealt with theoretical Framework; Concept of social studies Education; Historical Development of Social Studies in Nigeria; General Objectives and Nature of Social Studies Education in Nigeria; Objectives of Social Studies at N.C.E. Level; Methods of Teaching Social Studies at N.C.E level; Conventional Methods of Teaching Social Studies; Concept of Cooperative Learning; Cooperative Learning and Academic Performance of Students; Concept of citizenship education and Academic Performance among Students; Review of Related Empirical studies; and Summary. The study employed descriptive survey and quasi-experimental design. The population of this study was all N.C.E II Social studies students of eleven (11) tertiary institutions that offer social studies education at N.C.E. level in North-western zone of Nigeria, which stood at six thousand and twelve (6012). Out of which a sample of 400 participants were selected through simple and stratified sampling techniques. Two instruments were used for data collection that is, Citizenship Education Performance Test (CEPET) and The Attitude of Students toward Citizenship Education Scale (ASSEC) which consisted of 30 test items on attitude toward citizenship education. Both descriptive and inferential statistics were used to analyze the data. Mean and Standard deviation (SD) were used to answer the research questions, t-test statistics was used to test the null hypotheses 1 and 2, while ANOVA was used to test 3 to 6. Based on the findings, the study revealed significant difference between the mean academic performance and attitude scores of NCE

Social Studies students taught using cooperative learning approach and those taught conventional method. There was also, significant difference between the mean scores of urban and rural N.C.E Social Studies students taught using cooperative learning approach and those taught using conventional method on attitude towards citizenship education. However, there was no significant difference between the mean academic performance and attitude scores of male and female NCE Social Studies students taught using cooperative learning approach and those taught using conventional method. Also, significant difference was not found between the mean academic performance scores of urban and rural NCE Social Studies students taught using cooperative learning approach and those taught using conventional method.

5.3 Conclusion

Based on the findings of this study the following conclusion were drawn: The Cooperative learning approach proved to have a strong record of successes in increasing student's motivation to learning and enhancing higher academic performance. N. C. E students exposed to cooperative learning approach in this study performed significantly better than those taught citizenship education by means of conventional lecture method. The cooperative learning strategy was also found to be gender and location-friendly and as such can be said to address the present trend of poor academic performance among N.C.E Social Studies students. Moreover, attitude toward citizenship education of N.C.E Social Studies students in urban Colleges were found to be positively significant than those in urban Colleges of Education.

5.4 Contributions to Knowledge

Based on the findings, the study established that:

- i. Cooperative learning approach is collaborative and full of practical activities which enabled N.C.E Social Studies students to performed better academically in Citizenship Education Performance Test (CEPET) than their counterpart taught using conventional

teaching method. This could be attributed to practical activities used in cooperative learning such as questioning, presentations, group work, group learning as well as the use of collaboration to assist the slow learners.

- ii. NCE II Social Studies students taught using cooperative learning approach that is learner centred and friendly helped the students to develop positive attitude toward citizenship education more than their counterpart taught using conventional teaching method.
- iii. Cooperative learning approach produced competitive and effective learners who can practicalize what they have learnt in any given situation as well as affect their attitude positively towards citizenship education and academic performance.

5.5 Recommendations

Based on the findings from the study, the following recommendations were made:

- i. Curriculum planners in Social Studies should emphasize the use of cooperative learning approach as instructional strategy at N.C.E level in Nigeria.
- ii. Workshops and seminars for N.C.E lecturers should be organized by the National Commission for Colleges of Education and other stakeholders on the use of cooperative learning strategy in classroom.
- iii. Cooperative learning approach was found to be effective and gender-friendly instructional strategy. The researcher therefore recommends that, lecturers should endeavour to use cooperative learning strategy in order to address problems of poor performance among male and female Social Studies students at N.C.E level.
- iv. Cooperative learning approach should be employed by lecturers in order to help students develop positive attitude toward citizenship education. This will enable Social Studies Education as curriculum instruments solve problems of anti-social behaviours amongst Nigerian youths.

- v. N.C.E Social Studies lecturers irrespective of their location, should expose their students to cooperative learning approach and encourage students to demonstrate the techniques among their peers in order to improve students' performance in Social Studies .
- vi. Curriculum planners in Social Studies Education should integrate more themes relating to citizenship education in the N.C.E curriculum. This will help N.C.E students in urban or rural Colleges of Education develop effective citizen skills for nation building in Nigeria.

5.6 Suggestions for Further Studies

From the findings of the study, the following suggestions were made:

- i. Similar studies can be carried out on the area of interest and self efficacy of N.C.E Social Studies students.
- ii. Similar studies may be carried out at undergraduate level using cooperative learning and guided discovering approach
- iii. A study on the effects of CLS on the academic performance, attitude and retention of students in Social Studies can be carried out among secondary school students.

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APPENDIX A
Meta –Analysis Result for Cooperative Learning Methods

Table 3: Meta-Analysis Results For Cooperative Learning Methods

	Average Effect Sizes			Weighted Effect Sizes				fsn	Qw	pvalue	df
	Effect	Sd	K	Effect	SE	k	CId 95%				
Learning Together											
Cooperation vs. Competition	0.82	0.50	25	0.70	0.06	25	+0.12	62	54.23	0.00	24
Cooperative vs. Individual.	1.03	0.69	56	0.91	0.04	56	+0.08	200	188.66	0.00	55
Competitive vs. Individualistic	0.06	0.47	10	0.08	0.10	10	+0.19	0	15.76	0.07	9
TGT											
Intergroup Comp vs. Competition	0.48	0.69	9	0.47	0.05	9	+0.10	12	141.30	0.00	8
Intergroup Comp vs. Individualistic	0.58	0.43	5	0.55	0.11	5	+0.22	9	10.60	0.03	4
Group Investigation											
Cooperation vs. Competition	0.37	1.19	2	0.86	0.14	2	+0.27	7	24.73	0.00	1
Cooperation vs. Individual.	0.62		1	0.62	0.44	1	+0.86	2	0.00		0
Academic Controversy											
Cooperative vs. Competition	0.59	0.44	16	0.61	0.07	16	+0.14	32	36.82	0.00	15
Cooperative vs. Individual.	0.91	0.59	11	0.86	0.10	11	+0.19	36	22.08	0.01	10
Jigsaw											
Cooperation vs. Competition	0.29	0.78	9	0.41	0.05	9	+0.11	9	68.46	0.00	8
Cooperation vs. Individual.	0.13	0.29	5	0.09	0.11	5	+0.21	0	4.86	0.30	4
STAD	Effect	Sd	K	Effect	SE	k	CId 95%	fsn	Qw	pvalue	Df
Intergroup Comp vs. Competition	0.51	0.72	15	0.46	0.05	15	+0.09	19	205.32	0.00	14
Intergroup Comp vs. Individ.	0.29	0.71	14	0.28	0.07	14	+0.14	6	53.89	0.00	13
TAI											
Cooperative vs. Competitive	0.25	0.14	7	0.19	0.04	7	+0.09	0	4.92	0.55	6
Cooperative vs. Individual.	0.33	0.26	8	0.19	0.06	8	+0.12	0	11.57	0.12	7
Competitive vs. Individual.	-0.08	0.52	2	-0.32	0.13	2	+0.25	0	5.00	0.03	1
CIRC											
Cooperation vs. Competition	0.18	0.23	7	0.20	0.04	7	+0.07	0	13.43	0.04	6
Cooperation vs. Individual.	0.18	0.00	1	0.18	0.00	1	+0.22	0	0.00		0

Note: sd = standard deviation; k = the number of averaged effect sizes in the meta-analysis; SE = standard error; CId 95% = the value of the 95% confidence interval around the weighted effect size; fsn = fail safe N (the number of additional studies needed to change the significance of the results below 0.20).

APPENDIX B: Attitude of Students toward Citizenship Education Scale (ASSEC)



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

Date.....

ACADEMIC RESEARCH QUESTIONNAIRE

Dear Respondent,

I am Postgraduate student of the above named department conducting a research on “*Effect of cooperative learning Approach on attitude toward citizenship education and academic performance of Nigeria Certificate in Education Social Studies students in Colleges of Education, Nigeria*”. The research is a requirement in fulfilment for the award of Doctorate degree in Social Studies of Ahmadu Bello University, Zaria. Your responses are basically for research purposes. You are requested to participate in this study and information you provide will be treated in strict confidence. You are, therefore, kindly requested to honestly provide the required information to the best of your ability. Thank you.

Yours sincerely

Alhassan, Jummai Halima
PhD student

Section A: Bio-data

Please tick (✓) in the appropriate column

1. Gender: (a) Male [] (b) Female []
2. Location : (a) Urban [] (b) Rural []
- 3 Teaching Group: (a) Cooperative Learning [] (b) Conventional Method []

Section B: Attitude of Students toward Citizenship Education

This questionnaire seeks to know your attitude toward teaching of citizenship education. Please respond to the items according to your experience, thoughts and feelings. There are no right or wrong options. Your response is going to be used only for investigation purpose and your personal information is going to be kept confidential. Please tick (√) appropriately in the column that best represents your opinion, according to the following criteria: **Strongly Agree (S.A)=4, Agree (A)=3, Disagree (D)=2, Strongly Disagree (SD)=1**

S/N	Items Statement	4	3	2	1
		SA	A	D	SD
1	Citizenship education as a course is not interesting to me.				
2	I do not like attending lectures when citizenship education is taught,				
3	It is unnecessary learning citizenship education in college of education.				
4	Citizenship education is fascinating.				
5	When I hear the word citizenship education I have a feeling of dislike.				
6	I really like citizenship education.				
7	I have never enjoyed studying citizenship education in the college.				
8	I will need citizenship education when I graduate.				
9	Citizenship education interesting when taught using cooperative learning approach.				
10	Citizenship education interesting when taught using lecturing or discussion method.				
11	I prefer other courses to citizenship education.				
12	I fear teaching citizenship education after graduation.				
13	Learning citizenship education is not important.				
14	My final year project can never be on citizenship education.				
15	Only genius passes citizenship education.				
16	I like citizenship education lesson because there are a lot of class activities.				
17	I hate my citizenship education teacher because he/she not friendly.				
18	In citizenship education lessons the students work well together				
19	In citizenship education I try to get a higher mark than my fiends				
20	It is easy for me to do my best in citizenship education.				
21	I enjoy the activities we do in citizenship education lesson.				
22	In citizenship education I try to do as well as I can				
23	I like my citizenship education teacher.				
24	My parents encourage me to do my best in citizenship education,				
25	Citizenship education lessons are not too hard for me.				
26	In citizenship education lessons the class is well organised.				
27	I like the topics we do in citizenship education.				
28	We have good materials to read and use in citizenship education.				
29	In citizenship education lessons the teacher tells me when my work is				
30	I expect to make use of what I learn in citizenship education.				

APPENDIX: C

Citizenship Education Performance Test (CEPET)

Section A: Bio-Data

1. Gender : (a) Male [] (b) Female []
2. Location : (a) Urban [] (b) Rural []
3. Level of Study (a) NCE II [] (b) NCE III []
4. Teaching Method: (a) Cooperative Learning [] (b) Conventional Method []

Section B Multiple Choice Questions

Instructions: I. Answer all questions in this section.

II. Circle the correct answer from the options provided

1. Which of the following is an acceptable societal value?

- A. Honesty
- B. Merriment
- C. Praise singing
- D. Family planning

2. Which of the following is an effective way of resolving inter-communal conflict?

- A. Meditation
- B. Dialogue
- C. Litigation
- D. Avoidance

3. When there is a dispute in a community, members should

- A. be indifferent to the issue.
- B. cooperate with others.
- C. leave the community entirely.
- D. be resolute to their cause.

4. Community development projects can best be achieved if the people are

- A. cooperative.
- B. religious.
- C. optimistic.
- D. knowledgeable

5. Which of the following is a major problem of the Nigerian Civil Service?

- A. Neutrality
- B. Red tapism
- C. Impartiality
- D. Anonymity

6. The civic obligation of a citizen includes

- A. political socialization.

- B. political participation.
- C. engaging in family planning.
- D. engaging in business ventures.

7. The following are goals of citizenship education except

- A. preparing learners for leadership.
- B. developing appropriate attitude in the learners.
- C. creating job opportunities.
- D. providing social amenities.

8. HIV/AIDS is spread mainly through

- A. indiscriminate sexual intercourse.
- B. kissing and hugging.
- C. sharing toiletries with victims.
- D. handshake with victims.

9. People living with HIV/AIDS could be assisted by

- A. isolating them.
- B. showing them love.
- C. blaming them.
- D. avoiding them.

10. Which of the following does not promote national consciousness?

- A. Respect for the symbols and identities of the country
- B. Promotion of people's culture and tradition
- C. Appropriate use of the mass media
- D. Inappropriate use of state property

11. Modern countries adopt rule of law in order to make

- A. lawyers independent.
- B. the law supreme.
- C. the judiciary part of legislature.
- D. laws in parliament.

12. The habit of obeying traffic regulations helps the individual to

- A. report late at work.
- B. avoid unnecessary accident.
- C. be lazy at work.
- D. use unauthorized route.

13. Which of the following roles should a responsible parent perform?

- A. Sending the children to hawk on the street
- B. Instilling in children appropriate values and attitude
- C. Encouraging early marriage
- D. Showing favour to a particular child

14. A challenge facing the protection of human rights in Nigeria is

- A. absence of public complaints commission.

- B. failure of leaders to promote rule of law.
- C. independence of the judiciary.
- D. press freedom.

15. Election is a key pillar of democracy because it helps to

- A. determine the legitimacy of government.
- B. unite the country against external aggression.
- C. create goodwill and unity among political parties.
- D. identify the richest political party in Nigeria.

16. In early childhood, family members are generally responsible for the process of.....

- a. primary socialization
- b. Secondary socialization
- c. Tertiary socialization
- d. Second socialization

17. A political scientist would most likely employ the concept of *political socialization* in a study examining:

- a. how members of a political organization interact with one another.
- b. the nature and meaning of citizenship.
- c. how people come to embrace certain political beliefs, values, and actions.
- d. methods for making reasoned decisions about policy issues

18. One benefit of socialization is that there is _____

- a. Much conflict
- b. An act of tolerance and discipline
- c. Social Instability
- d. No acquisition of skills

19. Two or more nations form what is known as _____

- a. Village
- b. Family
- c. Country
- d. International

20. Which of the following actions can cause conflict in the society? _____

- a. Friendliness to fellow man
- b. Honesty in doing all things
- c. Selective justice to people
- d. Loyalty to the country

21. The most important thing man needs for survival is _____

- a. shelter
- b. food
- c. clothes
- d. education

22. Mode of dressing of people is mainly influenced by _____
- their physical environment
 - education and wealth
 - Attitudes and beliefs
 - their contact with people
23. People who live around the low land areas should not build houses close to the river valley because _____
- There may be flooding when rivers overflow their banks
 - The areas may be inaccessible to man always
 - Man may be unable to put such areas to good use
 - The area is good for agricultural uses.
24. Whether live in cities, towns or village our activities are often affected by _____
- Physical environment
 - Social environment
 - Religion
 - Culture
25. Man's physical environment are mostly affected by _____
- Science and technology
 - Religion
 - Custom
 - Climate
26. The two major types of environment are _____
- social organization and institutions
 - homes and families
 - social environment and physical environment
 - religious institutions and social institutions
27. Marriage between a woman and more than one man is called _____
- Polygamous
 - Monogamy
 - Polyandry
 - polygamy
28. The smallest form of community is the _____
- village
 - State
 - Family
 - home
29. Communities for economic and social reasons is _____
- Social mobility
 - Political relationship
 - Inter-community relationship
 - Socio-economic relationship.

30. One of the benefits of inter-community relationship is _____
- a. Diversity
 - b. Unity
 - c. Conflict
 - d. Labour

Marking Scheme

- 1-A
- 2-B
- 3-B
- 4-A
- 5-B
- 6-B
- 7-D
- 8-A
- 9-B
- 10-D
- 11-B
- 12-B
- 13-B
- 14-B
- 15-A
- 16-A
- 17-C
- 18-B
- 19-C
- 20-C
- 21-B
- 22-D
- 23-A
- 24-A
- 25-D
- 26-C
- 27-C
- 28-C
- 29-D
- 30-B

APPENDIX D

Instructional Guide for Experimental and Control Group

The researcher developed Learning Instructional Guides used in implementing the different learning strategies in the study.

- i. Cooperative Learning Strategies
- iii. Lecture Method

Each learning strategy manual contained equal number of lesson units to cover the self concept topics included in the research. These guides described how members of each group will be treated in the process of carrying out the study. In developing the learning guides, some of textbooks consulted and used included the following:

- i. Man and His Social Environment: A Textbook of Sociology (2006) by Kunle, A.O and Wale, R.R. Ibadan: Spectrum Book Ltd.
- ii. Dimensions of Social Studies Education (2010) by Y.S. Ololoubou.

The researcher, with a letter from Department of Arts and Social Science Education, Ahmadu Bello University visited the selected colleges to seek their support and cooperation in order to ensure the success of the study. The researcher discussed with the Social Studies lecturers in the participating colleges and made necessary arrangements for the study. They were well acquainted with the objectives, nature and requirements of the study.

Orientation of Students

Classes Taught Using Cooperative Strategies

The students in this group were encouraged to learn the social skills and rules guiding the principles of cooperative skills. They were encouraged to interact with themselves and practice the following skills.

- i. Constantly check their work with other students in their groups and agree.

- ii. Help each other and as such helping themselves and learning better.
- iii. Discuss their work with one another so as to improve individual and group performance.
- iv. Realize that the goal of the strategy was for every student in the group to learn the material.
- v. Interact physically and verbally to be able to maximize the benefits of cooperative learning.
- vi. Call the group members by their names in the course of interaction.
- vii. Listen to each other when talking.

Classes Learning With Lecture Method

This group is the control group and the mode of instruction was the lecture method only. They needed to be punctual in the class, be very attentive to the lecturer, ask and answer questions when asked. There was no use of models and no grouping.

Appendix E

Lesson Notes for the Experimental Groups

Week One

Class: N.C.E II

Course: Citizenship Education

Time: 2hrs

Sex: Mixed

Topic: Concept, Types and Processes of Socialization

Level of Study: NCE II

Teaching Method: Cooperative Learning Approach

Instruction Materials: Picture and sketch picture

Instructional Objectives

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

- i. Define socialization
- ii. Explain the types of socialization
- iii. Discuss the processes of socialization

Previous knowledge: The students have learnt about family and their functions

Presentation: The students are divided into group to study the materials. Before the commencement of any activity, the group leaders are to ensure that their members are appropriately in the groups and each group obtain the necessary materials. The researcher will introduce the activities covered by the lesson and remind for the subject of the need for cooperative work in their respective groups. To ensure role interdependence and individual accountability each member in the group will be assigned a role, this include group leader, questioner and group listeners. Below is the study material that guided the group learning process and activity:

Concept of Socialization

Socialization is known as the process of inducting the individual into the social world. It is the means by which human infants begin to acquire the skills necessary to perform as functioning members of their society. The term socialization refers to the process of interaction through which the growing individual learns the habits, attitudes, values, and beliefs of the social group into which he has been born.

Types of Socialization

Primary and Secondary Socialization: Primary socialization takes place early in life, as a child and adolescent. Primary socialization for a child is very important because it sets the ground work for all future socialization. Primary Socialization occurs when a child learns the attitudes, values, and actions appropriate to individuals as members of a particular culture. It is mainly influenced by the immediate family and friends. Secondary socialization refers to the socialization that takes place throughout one's life, both as a child and as one encounters new groups that require additional socialization. Secondary socialization refers to the process of learning what is the appropriate behavior as a member of a smaller group within the larger society. Basically, it is the behavioral patterns reinforced by socializing agents of society. Secondary socialization takes place outside the home. It is where children and adults learn how to act in a way that is appropriate for the situations they are in Schools require very different behavior from the home, and Children must act according to new rules. New teachers have to act in a way that is different from pupils and learn the new rules from people around

them. Secondary Socialization is usually associated with teenagers and adults, and involves smaller changes than those occurring in primary socialization.

Group socialization: Group socialization is holds that an individual's peer groups, rather than parental figures, influences his or her personality and behavior in adulthood. Adolescents spend more time with peers than with parents. Therefore, peer groups have stronger correlations with personality development than parental figures do. Entering high school is a crucial moment in many adolescent's lifespan involving the branching off from the restraints of their parents. When dealing with new life challenges, adolescents take comfort in discussing these issues within their peer groups instead of their parents.

Gender socialization: Henslin contends that "an important part of socialization is the learning of culturally defined gender roles." Gender socialization refers to the learning of behavior and attitudes considered appropriate for a given sex. Boys learn to be boys and girls learn to be girls. This "learning" happens by way of many different agents of socialization. Parents play a very significant role in gender socialization. Sociologists have identified four ways in which parents socialize gender roles in their children: Shaping gender related attributes through toys and activities, differing their interaction with children based on the sex of the child, and communicating gender ideals and expectations.

Anticipatory socialization and Re-socialization: Anticipatory socialization refers to the processes of socialization in which a person "rehearses" for future positions, occupations, and social relationships. Re-socialization refers to the process of discarding former behavior patterns and reflexes, accepting new ones as part of a transition in one's life. This occurs throughout the human life cycle. Re-socialization can be an intense experience, with the individual experiencing a sharp break with his or her past, as well as a need to learn and be exposed to radically different norms and values.

Racial socialization and cultural socialization: Racial socialization has been defined as "the developmental processes by which children acquire the behaviors, perceptions, values, and attitudes of an ethnic group, and come to see themselves and others as members of the group". Cultural socialization refers to parenting practices that teach children about their racial history or heritage and is sometimes referred to as pride development.

Planned socialization and Natural Socialization: Planned socialization occurs when other people take actions designed to teach or train others—from infancy on. Natural socialization occurs when infants and youngsters explore, play and discover the social world around them.

Positive socialization and Negative socialization: Positive socialization is the type of social learning that is based on pleasurable and exciting experiences. We tend to like the people who fill our social learning processes with positive motivation, loving care, and rewarding opportunities. Negative socialization occurs when others use punishment, harsh criticisms or anger to try to "teach us a lesson;" and often we come to dislike both negative socialization and the people who impose it on us.

Broad and Narrow Socialization: Arnett proposed an interesting though seldom used distinction in types of socialization. Arnett distinguishes between broad and narrow socialization. Broad socialization is intended to promote independence, individualism, and self-expression; it is dubbed broad because this type of socialization has the potential of resulting in a broad range of outcomes. Narrow socialization is intended to promote obedience and conformity; it is dubbed narrow because there is a narrow range of outcomes.

Processes of Socialization

The process of socialization starts from very birth of child. But that he lacks those essential elements of the social life. As he grows, he moulds himself according to the needs of the society. At time of birth child only have "Natural Instincts", but later on in most make on

development according to needs of society. Socialization process could be studied on following points;

- i. Rearing up: Brining Up: They may parents rear their child, the way he shall grow and acquire qualities and traits that are result of that way of rearing up.
- ii. Identification: The child develops feeling of identification from family which in term develops with him maintain of language, way of living values etc.
- iii. Social Teaching: From family to school, peers the child marded with social teaching. According to Miller Dolard, this social teaching is based on following four elements. Derive; Cue; Response; Record and Perceiving the situation. Individual at any age has to change his or her behavior pattern according to situation. This process of perceiving is helpful in acquiring of social ideas.
- iv. Mutual Behavior and Cooperation: When an individual comes in contact with other, got influence by mutual corporation, the social qualities also develop in the individual. This is another way of developing social qualities and organizing the social personality.
- v. Suggestions: The child also tries to adjust himself to social needs according to the suggestions from others. Generally these suggestions are received from family, peer group, school and other agencies of socialization.
- vi. Reward or Punishment: If acted according to social values and ideals have get record and punishment if act against the interest of society.

Evaluation: The teacher will ask the students to answer the following objective questions

1. _____ refers to the process of interaction through an individual learns the habits, attitudes, values, and beliefs of the social group. (a) Socialization (b) Social Process (c) Social institutionalization (d) Social Studies
2. Socialization that occurs when infants and youngsters explore, play and discover the social world around them is called _____ (a) Primary Socialization (b) Secondary socialization (c) Natural socialization (b) Planned Socialization
3. _____ occurs when other people take actions designed to teach or train others. (a) Primary Socialization (b) Broad socialization (c) Natural socialization (b) Planned Socialization
4. Socialization that is intended to promote independence, individualism, and self-expression is called____(a) Primary Socialization (b) Broad socialization (c) Natural socialization (b) Planned Socialization
5. The socialization that takes place early in life, as a child and adolescent is called _____(a) Primary Socialization (b) Broad socialization (c) Natural socialization (b) Planned Socialization

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

LESSON NOTES FOR THE EXPERIMENTAL GROUPS

Week Two

Class: N.C.E II

Course: Citizenship Education

Time: 2hrs

Sex: Mixed

Topic: Agents of Socialization

Level of Study: NCE II

Teaching Method: Cooperative Learning Approach

Instruction Materials: Picture and sketch picture

Instructional Objectives

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

- i. Discuss any four(4) features/characteristics of socialization
- ii. Explain at least any five (5) agents of socialization

Previous knowledge: The students have learnt concept, types and functions of socialization

Presentation: The students are divided into group to study the materials. Before the commencement of any activity, the group leaders are to ensure that their members are appropriately in the groups and each group obtain the necessary materials. The researcher will introduce the activities covered by the lesson and remind for the subject of the need for cooperative work in their respective groups. To ensure role interdependence and individual accountability each member in the group will be assigned a role, this include group leader, questioner and group listeners. Below is the study material that guided the group learning process and activity:

Characteristics/ Features of Socialization

The following are some the important features/ characteristic of Socialization –

- i. Socialization takes place formally and informally: Formal socialization takes through direct instruction and education in schools and colleges. Family is, however, the primary and the most influential source of education. Children learn their language, customs, norms and values in the family.
- ii. Socialization is a continuous and gradual, rather than a salutatory process :
- iii. Socialization is a life-long process. It does not cease when a child becomes an adult. In nature we find that every species or organism follows a pattern of socialization. The same is the case with human beings. Socialization occurs in orderly manner and follows a certain sequence which, in general is the same for most children. The rate and speed of development may vary in individual cases.
- iv. Socialization is a product of interaction of the organism and its environment: But it is not possible to indicate exactly in what proportion heredity and environment contribute to an Individual Socialization. The two work hand in hand from the very conceptions. The environment bears upon the new organism from the beginning. Among, the environmental factors like nutrition, climate, the conditions in the home, the type of social organisation in which individual move and live, the roles they have to play and other.
- v. Socialization is a continues process: Socialization does not stop at any time. It continues from the moment of conception until the individual reaches maturity. It takes place at a slow or a rapid rate but at a regular pace rather than by leaps and bounds. There may be a break in the continuity of growth due to illness, starvation or

malnutrition or other environmental factors or some abnormal conditions in the child's life.

- vi. Socialization is rapid if there is more humanity among the- agencies of socialization: Socialization takes place rapidly if the agencies' of socialization are more unanimous in their ideas and skills. When there is conflict between the ideas, examples and skills transmitted in home and those transmitted by school or peer, socialization of the individual tends to be slower and ineffective.
- vii. Socialization proceeds from general to specific responses: It is observed that general activity always precedes specific activity. The early responses of the baby are very general in nature which is gradually replaced with specific ones. The earliest emotional responses of the new born are generally diffused excitement and this slowly gives way to specific emotional patterns of anger, joy, fear, etc. Babies wave their arms in general, random movements before they are capable of such specific responses as reaching for an object held before them.
- viii. Socialization involves change: The human being is never static. From the moment of conception to the time of death, the person is undergoing changes. Nature shapes most clearly Socialization through genetic programming that may determine whole sequences of later. It refers to a Socialization progressive series of orderly coherent changes.
- ix. Socialization is often predictable: Psychologists have observed that each phase has certain Socialization common traits and characteristics. We have seen that the rate of for each child Socialization is fairly constant. The consequence is that it is possible for us to predict at an early age the range within which the child is likely to fall.
- x. Socialization is unique: Each child is a unique individual. No two children can be expected to behave or develop in an identical manner although they are of the same age. For example, in the same class, a child who comes from a deprived environment cannot be expected to do as well in studies as a child of the same ability whose parents put high value on education and encourage the child to study.

Agencies of Socialization

Socialization is a process by which culture is transmitted to the younger generation and men learn the rules and practices of social groups to which they belong. Every society builds an institutional framework within which socialization of the child takes place. Culture is transmitted through the communication they have with one another and communication thus comes to be the essence of the process of culture transmission. In a society there exist a number of agencies to socialize the child. To facilitate socialization different agencies play important roles. These agencies are however interrelated.

- i. Family: The family is rightly called the cradle of social virtues. Family being a mini society acts as a transmission belt between the individual and society. The family plays an outstanding role in the socialization process. The family is the most important agent of socialization because it is the centre of the child's life, as infants are totally dependent on others. Not all socialization is intentional, it depends on the surrounding
- ii. The Day-care: Today, however, the family's importance in the child's life is changing. The family no longer necessarily conforms to the stereotypical nuclear family with two parents and two or more dependent children. Fewer families are consists of a working father, full-time homemaker mother, and at least one child. There are more and more single-parent families, where mothers with children under 6 years old are working .More and more children are receiving their early and primary care from others in addition to their parents. For these children, day care is an important agent of socialization The day-care are informal

arrangements at the home of a neighbour, large nurseries run by schools, churches, charities, corporations, and occasionally employers.

- iii. **Social Class:** Kohn, explored differences in how parents raise their children relative to their social class. Kohn found that lower class parents were more likely to emphasize conformity in their children whereas middle-class parents were more likely to emphasize creativity and self-reliance. Ellis et. al. proposed and found that parents value conformity over self-reliance in children to the extent that conformity superseded self-reliance as a criterion for success in their own endeavours. In other words, Ellis et. al. verified that the reason lower-class parents emphasize conformity in their children is because they experience conformity in their day-to-day activities
- iv. **Peer Group:** A peer group is a social group whose members have interests, social positions and age in common. This is where children can escape supervision and learn to form relationships on their own. A peer group consists of friends and associates who are about the same age and social status.
- v. **Language:** Depending on the language and situation at any given time, people will socialize differently . People learn to socialize differently depending on the specific language and culture in which they live. A specific example of this is code switching. This is where immigrant children learn to behave in accordance with the languages used in their lives: separate languages at home and in peer groups (mainly in educational settings).
- vi. **Political Parities/ Nationalism:** Every society tries to influence how young people grow up. Much of this influence is expressed through parents, schools, and peers, but it is worth considering for a moment how children become exposed to the political and economic ideas that are considered important for citizens of a particular country.
- vii. **Religion:** Religion has been an important factor in society. In the early society religion provided a bond of unity. Though in modern society the importance of religion has diminished, yet it continues to mould our beliefs and ways of life. In every family some or the other religious practices are observed on one or the other occasion. The child sees his parents going to the temple and performing religious ceremonies. He listens to religious sermons which may determine his course of life and shape his ideas.
- viii. **Educational Institutions:** Every civilized society therefore has developed a set of formalized agencies of education (schools, colleges and universities) which have a great bearing on the socialization process. It is in the educational institutions that the culture is formally transmitted and acquired. The educational institutions not only help the growing child in learning language and other subjects but also instill the concept of time, discipline, team work, cooperation and competition. Through the means of reward and punishment the desired behavior pattern is reinforced.
- ix. **Mass Media:** The mass media are the means for delivering impersonal communications directed to a vast audience. The term *media* comes from Latin meaning, “middle,” suggesting that the media’s function is to connect people. The mass media include many forms of communication—such as books, magazines, radio, television, and movies—that reach large numbers of people without personal contact between senders and receivers. Since mass media has enormous effects on our attitudes and behavior, notably in regards to aggression, it is an important contributor to the socialization process.
- x. **Legal system:** The state is an authoritarian agency. It makes laws for the people and lays down the modes of conduct expected of them. The people have compulsorily to obey these laws. If they fail to adjust their behavior in accordance with the laws of the state, they may be punished for such failure. Thus the state also moulds our behavior.

Children are pressured from both parents and peers to conform and obey certain laws or norms of the group/community. Parents' attitudes toward legal systems influence children's views as to what is legally acceptable.

Evaluation: The teacher will ask the students to answer the following questions:

- i. Discuss any five (s) characteristics of socialization
- ii. Explain any four agents of socialization you have learnt.

Conclusion: The teacher concludes the lesson by summarizing the main points of the lesson. He asks the students questions. The response of the students forms the lesson summary.

LESSON NOTES FOR THE EXPERIMENTAL GROUPS

Week Three

Class: N.C.E II

Course: Citizenship Education

Time: 2hrs

Sex: Mixed

Topic: Problem of Socialization

Level of Study: NCE II

Teaching Method: Cooperative Learning Approach

Instruction Materials: Picture and sketch picture

Instructional Objectives

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

- i. Explain any five (5) problems of socialization in Nigeria
- ii. Enumerate any five (5) factors that promote socialization

Previous knowledge: The students have learnt about the features/characteristics and agents of socialization

Presentation: The students are divided into group to study the materials. Before the commencement of any activity, the group leaders are to ensure that their members are appropriately in the groups and each group obtain the necessary materials. The researcher will introduce the activities covered by the lesson and remind for the subject of the need for cooperative work in their respective groups. To ensure role interdependence and individual accountability each member in the group will be assigned a role, this include group leader, questioner and group listeners. Below is the study material that guided the group learning process and activity:

Problems of Socialization

The socialization process is not without its different problems or challenges. These problems of socialization include:

1. Social Change; The society is a rapid flux or state if change as a result of technological advances. Some of these change such as indecent dressing, rape among others have created value conflict which negatively affect the socialization process.
2. Failure of the family as an agent of socialization: The family is the root of all socialization. Consequent on work or occupation and economic pressures, the contemporary families have failed in their socialization responsibilities.
3. Problem of the Alienated public: There are persons in the society who are at of their personal choice or peculiar reasons alienated ot are withdrawn from the society and its activities and therefore disregard what the society offers including socialization processes.
4. Lingua-franca problem: 'Socialisation' is said to be the process in which the culture of the group is introduced to the new individual. But no individual can internalise the total culture of the society. No person can internalise all the ways of creating works of art, using mechanical equipment, interpreting language among others. Further, no individual can know and put into practice all the norms of the group or society. The expected result of socialisation is no doubt conformity. But some deviation from what is considered proper behaviour is always found everywhere. In fact, some amount of deviation is allowed everywhere due to inevitability.
5. Resistance to excessive control: Successful socialisation requires the parents to be supportive to their children and at the same time controlling also. It has been observed that

teenagers who recalled their parents' childrearing method as both "supportive and controlling" were more committed to religious beliefs and norms in general. Teenagers who got little support but a great deal of control were often found to be non-conformists particularly in religious matters. Many children rebelled by adopting values that were opposed to those of their parents and the larger society.

Factors that Promotes Socialization

Factors that promote socialization include:

- i. Social group or community of persons: socialization takes place in a context –in a community, community of persons or social group. These provide the congenial environment in which socialization process can thrive.
- ii. There must be knowledgeable or societal cultural pattern friendly elders or superiors whose onus of responsible is simply socializing, as socialisers, the socializees.
- iii. The socializes must be susceptible to the socialization agenda in terms of readiness or willingness to be socialized particularly at the primary, secondary or the resocialization aspect of socialization.
- iv. Besides manifest and clearly made available goal-objects of socialization before the undertaking of the socialization commitment, there must be appropriate selected content of the socialization agenda on which all efforts in socialization must be focused at, in whatever type of socialization.
- v. Reinforcement and further guidance: persons who show evidence of understanding the socialization they are being subjected to, should be positively reinforced by praise while the underachieving socialization deviants should not be punished but subject to further socialization guidance.

Evaluation: The teacher will ask the students to answer the following questions:

- i. Explain any five (5) problems of socialization in Nigeria
- ii. Discuss any five (5) factors that promote socialization

Conclusion: The teacher concludes the lesson by summarizing the main points of the lesson. He asks the students questions. The response of the students forms the lesson summary.

LESSON NOTES FOR THE EXPERIMENTAL GROUPS

Week Four

Class: N.C.E II

Course: Citizenship Education

Time: 2hrs

Sex: Mixed

Topic: Concept and types of citizenship

Level of Study: NCE II

Teaching Method: Cooperative Learning Approach

Instruction Materials: Picture and sketch picture

Instructional Objectives

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

- i. Define citizenship
- ii. Explain the types of citizenship

Previous knowledge: The students have learnt about the problems and factors that promote socialization

Presentation: The students are divided into group to study the materials. Before the commencement of any activity, the group leaders are to ensure that their members are appropriately in the groups and each group obtain the necessary materials. The researcher will introduce the activities covered by the lesson and remind for the subject of the need for cooperative work in their respective groups. To ensure role interdependence and individual accountability each member in the group will be assigned a role, this include group leader, questioner and group listeners. Below is the study material that guided the group learning process and activity:

Concept of Citizenship

A citizen is a legal member of a particular country who possesses full right to claim a state as his own. A Citizen possesses every right in the state and also performs his/her duties as a legitimate member of the state. From the perspective of social sciences, citizenship can be interpreted as both a political and a sociological concept. From both angles, the idea of citizenship is what it means for individuals and groups to belong to or be a member of a political and/or a socio-cultural community. Individuals and groups belonging to a community are connected to two, often interrelated dimensions. In the first place this deals with the formal status of the citizens, constituted by the legal framework of citizenship rights and duties. According to this dimension individuals and groups are bound together by the institutionalisation of rights and duties on different political levels. Secondly, citizenship is closely linked to the creation and reproduction of the political and socio-cultural identities of the community members. Citizenship is a relationship between an individual and its state or nation involving the individual's full political membership in the state as well as permanent allegiance to it.

Types of Citizenship

- i. Citizenship by birth: This is the type of citizen that occurs when a person is born in a particular place.
- ii. Citizenship by registration: This is the type of citizenship given to a person who marries someone in a particular country because marriage entails registration.

iii. Citizenship by Naturalisation: This occurs when a person resides in a particular place for a long period of time.

Evaluation: The teacher will ask the students to answer the following questions:

- i. Explain the concept of citizenship from the political and sociological point of view
- ii. Discuss any three (3) types of citizenship.

Conclusion: The teacher concludes the lesson by summarizing the main points of the lesson. He asks the students questions. The response of the students forms the lesson summary.

LESSON NOTES FOR THE EXPERIMENTAL GROUPS

Week Five

Class: N.C.E II

Course: Citizenship Education

Time: 2hrs

Sex: Mixed

Topic: Qualities and duties of a good citizen

Level of Study: NCE II

Teaching Method: Cooperative Learning Approach

Instruction Materials: Picture and sketch picture

Instructional Objectives

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

- i. Identify at least five (5) qualities of good citizen
- ii. Enumerate any five (5) duties of a good citizen

Previous knowledge: The students have learnt about the concept and types of citizenship

Presentation: The students are divided into group to study the materials. Before the commencement of any activity, the group leaders are to ensure that their members are appropriately in the groups and each group obtain the necessary materials. The researcher will introduce the activities covered by the lesson and remind for the subject of the need for cooperative work in their respective groups. To ensure role interdependence and individual accountability each member in the group will be assigned a role, this include group leader, questioner and group listeners. Below is the study material that guided the group learning process and activity:

Qualities of a Good Citizen

- i. A good citizen always obeys the law and respects authority.
- ii. A good citizen always contributes to society and to the community by performing civic duty.
- iii. A good citizen loves his/her country and shows patriotism.
- iv. A good citizen shows courtesy and respect for the rights of others.
- v. A good citizen is trust worthy and honest.
- vi. A good citizen has tolerance.
- vii. A good citizen has accountability.
- viii. A good citizen has moral courage.
- ix. A good citizen has responsibility.
- x. A good citizen had self discipline

Duties of a Good Citizen

- i. Obedience to law and order: The citizens of the state are expected to obey the laws of the state so that orderliness can reign in the state.
- ii. Reporting of criminals: A good citizen must perform the duty of reporting law breakers or any act of lawlessness to the police.
- iii. National service: A good citizen should respond to the call to serve his/ her country. An example is the National youth service corps (NYSC).
- iv. Voting during election: In Nigerian, a citizen that has attained the age of 18 is expected to vote during election.
- v. Payment of taxes and rates: Good citizens are expected to pay their taxes at the appropriate time.

- vi. Loyalty to the state: It is the responsibilities of Nigerian citizens to be firm and show constant support to their government.
- vii. Respect for national symbols: Nigerian national symbols are the national anthem, national flag, Nigerian currency, the coat of arms etc. All of these needed to be respected by the citizens.

Evaluation: The teacher will ask the students to answer the following questions:

- i. Identity the qualities of good citizen
- ii. Explain the duties of a good citizen

Conclusion: The teacher concludes the lesson by summarizing the main points of the lesson. He asks the students questions. The response of the students forms the lesson summary.

LESSON NOTES FOR THE EXPERIMENTAL GROUPS

Week Six

Class: N.C.E II

Course: Citizenship Education

Time: 2hrs

Sex: Mixed

Topic: Fundamental Human Rights

Level of Study: NCE II

Teaching Method: Cooperative Learning Approach

Instruction Materials: Picture and sketch picture

Instructional Objectives

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

- i. Enumerate at least five fundamental human rights

Previous knowledge: The students have learnt about qualities and duties of a good citizen.

Presentation: The students are divided into group to study the materials. Before the commencement of any activity, the group leaders are to ensure that their members are appropriately in the groups and each group obtain the necessary materials. The researcher will introduce the activities covered by the lesson and remind for the subject of the need for cooperative work in their respective groups. To ensure role interdependence and individual accountability each member in the group will be assigned a role, this include group leader, questioner and group listeners. Below is the study material that guided the group learning process and activity:

Rights of Citizen

The citizens of a state have some legal and natural right which they must enjoy as citizens. Some of these rights are:

- i. Right to life
- ii. Right to freedom of movement
- iii. Right to freedom of speech
- iv. Right to own and acquire property anywhere in the country
- v. Right to fair hearing
- vi. Right to vote and be voted for
- vii. Right to freedom of association and assembly
- viii. Right to dignity of human person
- ix. Right to private and family life
- x. Right to personal liberty
- xi. Right to freedom of conscience and religion.

Evaluation: The teacher will ask the students to answer the following questions:

- i. Identity the rights of a citizen

Conclusion: The teacher concludes the lesson by summarizing the main points of the lesson. He asks the students questions. The response of the students forms the lesson summary.

Appendix F

Lesson Plans for the Control Group

Week One

Course: Citizenship Education

Time: 2hrs

Sex: Mixed

Topic: Concept, Types and Processes of Socialization

Level of Study: NCE II

Teaching Method: Lecture Method

Instruction Materials: Textbook and lecture note

Instructional Objectives

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

- i. Define socialization
- ii. Explain the types of socialization
- iii. Discuss the processes of socialization

Previous Knowledge: Students have learnt about the functions of the family such as socialization

Introduction: The teacher introduces the lesson by asking the students questions on socialization.

Presentation: The teachers present the lesson through the following steps.

Step 1: The teacher explain clearly the concept of socialization

Step 2: The teacher identifies and explains the types of socialization. These are primary, secondary, group, planned, natural and narrow socialization among others.

Step 3: The teacher will explain the processes of socialization to the students

Evaluation: The teacher ask the following question

- i. Define socialization
- ii. Explain the types of socialization
- iii. Discuss the processes of socialization

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

LESSON PLANS FOR THE CONTROL GROUP

Week Two

Course: Citizenship Education

Time: 2hrs

Sex: Mixed

Topic: Agents of Socialization

Level of Study: NCE II

Teaching Method: Lecture Method

Instruction Materials: Textbook and lecture note

Instructional Objectives

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

- i. Discuss any four (4) features/characteristics of socialization.
- ii. Explain at least any five (5) agents of socialization.

Previous Knowledge: Students have learnt about the Concept, Types and Processes of Socialization

Introduction: The teacher introduces the lesson by asking the students questions on socialization.

Presentation: The teachers present the lesson through the following steps.

Step 1: The teacher explain clearly the features/characteristics of socialization such as Socialization takes place formally and informally; Socialization is a continuous and gradual, rather than a salutatory process; Socialization is a life-long process; Socialization is a product of interaction of the organism and its environment; Socialization is a continues process; Socialization is rapid if there is more humanity among the- agencies of socialization; Socialization proceeds from general to specific responses; Socialization involves change; Socialization is often predictable; and Socialization is unique.

Step 2: The teacher identifies and explains the socialization agents. These are family, day care, peer groups, religious, group, work place among others.

Evaluation: The teacher asks the following question:

- i. Discuss any the features/characteristics of socialization.
- ii. List and explain any five (5) agents of socialization.

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

LESSON PLANS FOR THE CONTROL GROUP

Week Three

Course: Citizenship Education

Time: 2hrs

Sex: Mixed

Topic: Problem of Socialization

Level of Study: NCE II

Teaching Method: Lecture Method

Instruction Materials: Textbook and lecture note

Instructional Objectives

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

- i. Explain any five (5) problems of socialization in Nigeria
- ii. Enumerate any five (5) factors that promote socialization

Previous Knowledge: The students have learnt about the features/characteristics and agents of socialization.

Introduction: The teacher introduces the lesson by asking the students questions on problems of modern day socialization in Nigeria.

Presentation: The teachers present the lesson through the following steps.

Step 1: The teacher list and explain the problems of socialization. These problems are Social Change; Failure of the family as an agent of socialization; Problem of the Alienated public; Lingua-franca problem and Resistance to excessive control.

Step 2: The teacher identifies and explains the factors that promote socialization. These include : Social group or community of persons; There must be knowledgeable or societal cultural pattern friendly elders or superiors whose onus of responsible is simply socializing, as socialisers, the socializees; The socializes must be susceptible to the socialization agenda in terms of readiness or willingness to be socialized particularly at the primary, secondary or the resocialization aspect of socialization. Besides manifest and clearly made available goal-objects of socialization before the undertaking of the socialization commitment, there must be appropriate selected content of the socialization agenda on which all efforts in socialization must be focused at, in whatever type of socialization; and Reinforcement and further guidance.

Evaluation: The teacher ask the following question

- i. Explain problems of socialization in Nigeria.
- ii. Enumerate factors that promote socialization.

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

LESSON PLANS FOR THE CONTROL GROUP

Week Four

Class: N.C.E II

Course: Citizenship Education

Time: 2hrs

Sex: Mixed

Topic: Concept and types of citizenship

Level of Study: NCE II

Teaching Method: Lecture Method

Instruction Materials: Textbook and lecture note

Instructional Objectives

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

- i. Define citizenship
- ii. Explain the types of citizenship

Previous Knowledge: The students have learnt about the problems and factors that promote socialization.

Introduction: The teacher introduces the lesson by asking the students questions on citizenship and how a person can become a citizen of a country.

Presentation: The teachers present the lesson through the following steps.

Step 1: The teacher clearly explain the concept of citizenship from the political and sociological point of view.

Step 2: The teacher identifies and explains the types of citizenship. That is :

- i. Citizenship by birth: This is the type of citizen that occurs when a person is born in a particular place.
- ii. Citizenship by registration: This is the type of citizenship given to a person who marries someone in a particular country because marriage entails registration.
- iii. Citizenship by Naturalisation: This occurs when a person resides in a particular place for a long period of time.

Evaluation: The teacher ask the following question

- i. Explain the concept of citizenship from sociological and political point of view
- ii. Explain the types of citizenship

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

LESSON PLANS FOR THE CONTROL GROUP

Week five

Class: N.C.E II

Course: Citizenship Education

Time: 2hrs

Sex: Mixed

Topic: Qualities and duties of a good citizen

Level of Study: NCE II

Teaching Method: Lecture Method

Instruction Materials: Textbook and lecture note

Instructional Objectives

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

- i. Identify at least five (5) qualities of good citizen
- ii. Enumerate any five (5) duties of a good citizen

Previous knowledge: The students have learnt about the concept and types of citizenship

Introduction: The teacher introduces the lesson by asking the students questions on what makes a person to be recognized as good.

Presentation: The teachers present the lesson through the following steps.

Step 1: The teacher explain the qualities of a good citizen as always obeys the law and respects authority, contributes to society and to the community by performing civic duty, a citizen who loves his/her country and shows patriotism, shows courtesy and respect for the rights of others, trust worthy and honest, has tolerance. A good citizen has accountability, moral courage and self disciplined.

Step 2: The teacher identifies and explains the duties of a good citizen. These are : obedience to law and order; Reporting of criminals; National service: A good citizen should respond to the call to serve his/ her country. An example is the National youth service corps (NYSC); Voting during election; Payment of taxes and rates; Loyalty to the state; and Respect for national symbols.

Evaluation: The teacher ask the following question

- i. Identify the qualities of good citizen
- ii. Enumerate the duties of a good citizen

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

LESSON PLANS FOR THE CONTROL GROUP

Week Six

Class: N.C.E II

Course: Citizenship Education

Time: 2hrs

Sex: Mixed

Topic: Fundamental Human Rights

Level of Study: NCE II

Teaching Method: Lecture Method

Instruction Materials: Textbook and lecture note

Instructional Objectives

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

- i. Enumerate the Fundamental Human Rights of a Nigerian citizen

Previous Knowledge: Students have learnt about the functions of the family such as socialization

Introduction: The teacher introduces the lesson by asking the students questions on socialization.

Presentation: The teachers present the lesson through the following steps.

Step 1: The teacher enumerates the Fundamental Human Rights of Nigerian citizens as:

- i. Right to life
- ii. Right to freedom of movement
- iii. Right to freedom of speech
- iv. Right to own and acquire property anywhere in the country
- v. Right to fair hearing
- vi. Right to vote and be voted for
- vii. Right to freedom of association and assembly
- viii. Right to dignity of human person
- ix. Right to private and family life
- x. Right to personal liberty
- xi. Right to freedom of conscience and religion.

Evaluation: The teacher ask the students to highlight the fundamental human rights of Nigerian citizens as stipulated in the 1999 constitution.

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

Appendix G

Answer Key, Facility (F1) and Discrimination (D) Indices Test

	Key Answer	Right scores	RU	RL	Facility Index $F_1 = \frac{R \times 100}{T}$	Item discrimination $s_{RU - RL}$
1	A	17	11	3	37.77	.356
2	C	23	12	4	51.1	.356
3	B	18	12	3	40.0	.40
4	D	18	13	2	42.0	.488
5	A	20	14	3	44.44	.488
6	B	21	15	3	46.6	.533
7	C	29	14	5	64.4	.40
8	A	26	11	4	57.7	.31
9	B	31	15	7	68.8	.356
10	C	28	14	4	62.2	.44
11	A	27	16	5	60.0	.48
12	D	24	14	5	53.3	.40
13	B	24	14	2	53.3	.53
14	B	30	19	9	66.6	.44
15	D	25	12	3	55.5	.40
16	D	32	15	83	71.11	.31
17	D	29	18	6	64.44	.53
18	D	26	14	4	57.7	.44
19	C	33	20	6	73.3	.53
20	D	30	15	4	66.6	.48
21	D	23	10	2	51.1	.356
22	C	23	17	5	51.1	.53
23	A	28	13	5	62.2	.356
24	D	26	14	4	57.7	.44
25	A	21	14	5	46.6	.40
26	D	25	12	3	55.5	.40
27	C	29	15	4	64.4	.44
28	D	32	14	5	71.11	.40
29	B	25	11	2	55.5	.311
30	D	25	12	4	55.5	.356

Appendix H

Summary of Statistical Analysis

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/MISSING=ANALYSIS
/VARIABLES=scores
/CRITERIA=CI(.95).
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T-Test

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Group Statistics

	Treatment	N	Mean	Std. Deviation	Std. Error Mean
scores	1 experimental	277	43.94	8.867	.615
	2 control	126	29.69	7.001	.485

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
scores	Equal variances assumed	4.247	.040	18.185	401	.000	14.245	.783	12.705	15.785
	Equal variances not assumed			18.185	392.866	.000	14.245	.783	12.705	15.785

GET

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DATASET NAME DataSet1 WINDOW=FRONT.
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/MISSING=ANALYSIS
/VARIABLES=tattitude
/CRITERIA=CI(.95).
```

T-Test

[DataSet1] C:\Users\umar\Documents\Halima Alhassan Null Two.sav

Group Statistics

	treatment	N	Mean	Std. Deviation	Std. Error Mean
total self efficacy	1 experimental	277	75.66	4.893	.339
	2 control	126	74.47	5.826	.404

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
total self efficacy	Equal variances assumed	4.831	.029	2.269	401	.024	1.197	.528	.160	2.234
	Equal variances not assumed			2.269	402.010	.024	1.197	.528	.160	2.234

```

UNIANOVA score BY treatment gender
  /METHOD=SSTYPE(3)
  /INTERCEPT=INCLUDE
  /EMMEANS=TABLES(treatment)
  /EMMEANS=TABLES(gender)
  /EMMEANS=TABLES(treatment*gender)
  /CRITERIA=ALPHA(.05)
  /DESIGN=treatment gender treatment*gender.

```

Univariate Analysis of Variance

[DataSet9] C:\Users\umar\Documents\Halima Alhassan Null Three.sav

Between-Subjects Factors			
	Value	Label	N
Treatment	1	experimental	277
	2	Control	126
Gender	1	Male	235
	2	Female	168

Tests of Between-Subjects Effects

Dependent Variable: score

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	21106.200 ^a	3	7035.400	109.718	.000
Intercept	563820.252	1	563820.252	8792.835	.000
Treatment	21104.252	1	21104.252	329.123	.000
Gender	.195	1	.195	.003	.956
treatment * gender	1.752	1	1.752	.027	.869
Error	26418.548	399	64.123		
Total	611345.000	403			
Corrected Total	47524.748	402			

a. R Squared = .444 (Adjusted R Squared = .440)

Estimated Marginal Means

1. treatment

Dependent Variable: score

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1 experimental	43.938	.555	42.846	45.029
2 control	29.692	.555	28.601	30.784

2. gender

Dependent Variable: score

Gender	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1 male	36.793	.555	35.702	37.885
2 female	36.837	.555	35.745	37.928

3. treatment * gender

Dependent Variable: score

treatment	Gender	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
1 experimental	1 male	43.981	.785	42.437	45.524
	2 female	43.894	.785	42.351	45.438
2 control	1 male	29.606	.785	28.062	31.149
	2 female	29.779	.785	28.235	31.322

```

GET
FILE='C:\Users\umar\Documents\Halima Alhassan Null Four.sav'.
DATASET NAME DataSet1 WINDOW=FRONT.
DATASET ACTIVATE DataSet1.
SAVE OUTFILE='C:\Users\umar\Documents\Halima Alhassan Null Four.sav'
/COMPRESSED.
UNIANOVA tattitude BY sex treatment
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/EMMEANS=TABLES(sex)
/EMMEANS=TABLES(treatment)
/EMMEANS=TABLES(sex*treatment)
/CRITERIA=ALPHA(.05)
/DESIGN=sex treatment sex*treatment.

```

Univariate Analysis of Variance

[DataSet1] C:\Users\umar\Documents\Halima Alhassan Null Four.sav

Between-Subjects Factors			
		Value Label	N
sex	1	male	235
	2	female	168
treatment	1	experimental	277
	2	control	126

Tests of Between-Subjects Effects						
Dependent Variable:total Attitude toward Citizenship Education						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	
Corrected Model	1906.053 ^a	3	635.351	25.600	.000	
Intercept	2343299.478	1	2343299.478	94417.699	.000	
sex	1753.528	1	1753.528	70.654	.000	
treatment	154.213	1	154.213	6.214	.013	
sex * treatment	3.491	1	3.491	.141	.708	
Error	10225.195	399	24.818			
Total	2356183.000	403				
Corrected Total	12131.248	402				

a. R Squared = .157 (Adjusted R Squared = .151)

Estimated Marginal Means

1. sex

Dependent Variable:total Attitude toward Citizenship Education				
sex	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1 male	77.108	.345	76.430	77.785
2 female	73.001	.346	72.321	73.682

2. treatment

Dependent Variable:total Attitude toward Citizenship Education

treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1 experimental	75.663	.345	74.984	76.342
2 control	74.446	.345	73.767	75.125

3. sex * treatment

Dependent Variable:total Attitude toward Citizenship Education

sex	Treatment	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
1 male	1 experimental	77.625	.489	76.665	78.585
	2 control	76.590	.486	75.635	77.546
2 female	1 experimental	73.702	.489	72.742	74.662
	2 control	72.301	.491	71.336	73.266

```

DATASET ACTIVATE DataSet10.
UNIANOVA score BY treatment location
  /METHOD=SSTYPE(3)
  /INTERCEPT=INCLUDE
  /EMMEANS=TABLES(treatment)
  /EMMEANS=TABLES(location)
  /EMMEANS=TABLES(treatment*location)
  /CRITERIA=ALPHA(.05)
  /DESIGN=treatment location treatment*location.

```

Univariate Analysis of Variance

[DataSet10] C:\Users\umar\Documents\Halima Alhassan Null Five.sav

Between-Subjects Factors

	Value	Label	N
treatment	1	experimental	277
	2	control	126
location	1	urban	260
	2	rural	143

Tests of Between-Subjects Effects

Dependent Variable: score

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	10756.430 ^a	3	3585.477	47.358	.000
Intercept	465450.060	1	465450.060	6147.804	.000
Treatment	10752.945	1	10752.945	142.028	.000
Location	.868	1	.868	.011	.915
treatment * location	2.618	1	2.618	.035	.853
Error	31192.510	399	75.710		
Total	507399.000	403			
Corrected Total	41948.940	402			

a. R Squared = .256 (Adjusted R Squared = .251)

Estimated Marginal Means

1. treatment

Dependent Variable: score

treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1 experimental	38.534	.603	37.348	39.720
2 control	28.365	.603	27.179	29.551

2. location

Dependent Variable: score

location	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1 urban	33.495	.603	32.309	34.681
2 rural	33.404	.603	32.218	34.590

3. treatment * location

Dependent Variable: score

treatment	location	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
1 experimental	1 urban	38.500	.853	36.823	40.177
	2 rural	38.567	.853	36.890	40.245
2 control	1 urban	28.490	.853	26.813	30.168
	2 rural	28.240	.853	26.563	29.918

```

GET
  FILE='C:\Users\umar\Documents\Halima Alhassan Null Six.sav'.
DATASET NAME DataSet3 WINDOW=FRONT.
UNIANOVA Attitude BY location treatment
  /METHOD=SSTYPE(3)
  /INTERCEPT=INCLUDE
  /EMMEANS=TABLES(location)
  /EMMEANS=TABLES(treatment)
  /EMMEANS=TABLES(location*treatment)
  /CRITERIA=ALPHA(.05)
  /DESIGN=location treatment location*treatment.

```

Univariate Analysis of Variance

[DataSet3] C:\Users\umar\Documents\Halima Alhassan Null Six.sav

Between-Subjects Factors			
	Value	Label	N
location	1	urban	260
	2	rural	143
treatment	1	experimental	277
	2	control	126

Tests of Between-Subjects Effects

Dependent Variable: total Attitude toward Citizenship Education

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	3308.671 ^a	3	1102.890	51.503	.000
Intercept	2344974.150	1	2344974.150	109506.482	.000
Location	2897.946	1	2897.946	135.329	.000
Treatment	140.929	1	140.929	6.581	.011
location * treatment	261.765	1	261.765	12.224	.001
Error	8822.577	399	21.414		
Total	2356183.000	403			
Corrected Total	12131.248	402			

a. R Squared = .273 (Adjusted R Squared = .267)

Estimated Marginal Means

1. location

Dependent Variable: total Attitude toward Citizenship Education

location	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1 urban	77.721	.322	77.089	78.353
2 rural	72.442	.320	71.813	73.071

2. treatment

Dependent Variable: total Attitude toward Citizenship Education

treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1 experimental	75.663	.321	75.033	76.294
2 control	74.499	.321	73.869	75.130

3. location * treatment

Dependent Variable: total Attitude toward Citizenship Education

location	treatment	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
1 urban	1 experimental	77.510	.454	76.618	78.402
	2 control	77.932	.456	77.036	78.828
2 rural	1 experimental	73.817	.454	72.925	74.709
	2 control	71.067	.452	70.179	71.954

