

**TITLE PAGE**

**EFFECT OF CONSTRUCTIVIST-BASED LEARNING STRATEGIES ON STUDENTS'  
ACHIEVEMENT AND INTEREST IN JUNIOR SECONDARY SOCIAL STUDIES  
CONCEPTS IN NSUKKA EDUCATION ZONE**

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## **DEDICATION**

This work is dedicated to my beloved family members especially my husband and children.

## ACKNOWLEDGEMENTS

The Researcher is greatly indebted to many people for their valuable contributions in terms of ideas, materials, support and encouragement. First and foremost, the Researcher expresses her heartfelt gratitude to numerous authors whose their works were consulted.

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## ABSTRACT

The high rate of social problems in our society (such as kidnapping, examination malpractices, terrorism etc) which in turn creating an economic mal-function and under-development of the nation which is so significant to our nation Nigeria, low academic achievement in both internal and external examination of junior Social Studies student and the inability of the Social Studies students to apply the knowledge acquired in school to solve real life situations has necessitated this study. The study therefore finds out effect of constructivist-based learning strategies on students' achievement and interest in junior secondary Social Studies concepts in Nsukka Education Zone. To ensure that the study achieved what it was designed for, six research questions were raised and six hypotheses were formulated and tested. Many literatures were reviewed. A quasi-experimental research design was used. The population of this study consists of all the junior secondary co-education school students (4182) of Nsukka Education Zone of Enugu State. A sample of 260 students was drawn. The instruments developed for these studies were Social Studies Achievement Test (SSAT) and Social Studies Interest Inventory (SSII). The data obtained were analyzed using means and standard deviation to answer the research questions. The hypotheses were tested at 0.05 level of significance using analysis of covariate (ANCOVA). The reliability of SSAT and SSII were determined using KR-20 reliability method. The tests were administered twice after a week interval to determine the reliability of SSAT with the use of Pearson moment correlation and the internal consistency of SSII were ascertained using Cronbach alpha procedure. The result of the analyses indicated that the effect of treatment and gender was not a significant factor in students' achievement and interest in Social Studies. Students taught using constructivist-based learning strategies performed significantly better than their counterparts who were taught using lecture method in both SSAT and SSII respectively. Based on the findings it was recommended that teachers should incorporate constructivist-based learning strategies in their teaching and learning in the classroom in order to provide the students with diverse, engaging and challenging tasks for internalization of learning and proper attainment of Social Studies goals.

## CHAPTER ONE

### INTRODUCTION

#### **Background of the Study**

Social Studies is one of the compulsory subjects studied in junior secondary schools in Nigeria. Social studies can be defined as an integrated study of the Social Sciences and humanities to promote civic competence and help young people develop the ability to make informed and reasoned decisions as citizens of culturally diverse, democratic society in an interdependent world (The National Council for Social Studies in the United States of America, 1992). The subject according to Nwoji (2006) is a living subject which deals with the matters of the moment as a preparation for now and the future. Seeing Social studies as an integrated study, its goals to the society as mentioned in the National Policy on Education of Federal Republic of Nigeria (2013) are:

The development of the individual into a sound, patriotic and effective citizen; integration of individual into the immediate community, the Nigeria society and the world; inculcation of national consciousness, value and national unity; and also development of appropriate skills, mental, physical and social abilities and competencies to empower the individuals to live in and contribute positively to the society (p.1).

For all these goals to be achieved with the help of social studies, teachers have to be grounded effectively in the application of instructional strategies and skills in their teaching.

The effective teaching and learning of social studies contents can help to achieve the above goals. The importance of Social Studies cannot be overemphasized as mentioned by Nwanyanwu (1999) as:

It help learners to understand their culture and other people's culture; it help the learners to be good citizens by educating them on the right type of behaviors; attitudes and values, it trains the learners to be good and effective leaders and followers because it encourages the learners to obey the laws that governs our society and respect for the constituted authority; it help the learner to develop a good sense of judgment and a sense of moral and social responsibility, it helps man to understand his environment, identify its problems and provide solution to the problems in his environment; it helps individuals to develop ability to relate well with his people in his environment; it help learners to be aware of what is happening around him as well as other parts of the world and also produce good citizen for the society(p. 2).

In spite of the importance of Social Studies in national development, students have continued to show poor achievement and interest in social studies. Achievement as one of the dependent variable in this study, achievement connotes performance in a school subject as symbolized by a score or mark on an achievement test (Momoh, 1997). It is affected by the degree of original learning, the method of learning and the learners' memory capacity among other factors (Demmert, 2001). Students' achievement according to Epunnam (1999) is defined as the learning outcomes of the student which include the knowledge, skills, and ideas acquired and retained through his course of studies within and outside the classroom situation. For instance the data analysis of 2012, 2013 and 2014 Junior Secondary School Examination (JSSE) results of some of the sampled schools collected from the Post Primary School Management Board Nsukka showed that 48.7%, 45% and 52% of students who sat for the examination in 2012, 2013 and 2014 respectively performed poorly in Social Studies. These three years were used because they were the ones they were able to lay hands on at the school board as at the time the researcher visited the board. The results showed that the method applied for teaching could have effect on their achievement. It is also anticipated that students' achievement could have positive correlation with their interest in such subject, which is another dependent variable of this study.

Interest is defined as an individual's predisposition in a particular context (Hidi & Renninger, 2006; Mitchell, 1993). That is, it provides the competence to carry out activities using one's skill, which enables him/her to perform effectively. Interest has to do with what an individual has acquired from a specific study in a given instructional sequence. Interest level of learners is one personality characteristic that influences students' academic achievement (Brookover, Thomas & Paterson cited in Nwoke 2004). According to Eze (1992), heterogeneity of this interest in the classroom is a common phenomenon. This study will try to ascertain whether various interest levels could relatively achieve higher improved achievement due to the new instructional strategy that is been introduced.

The low academic achievement and interest in social studies has been labeled on different reasons. Could it be from the teacher, the learner or even the methods been adopted by the teacher? Teachers are one of the key elements in schools and effective teaching is one of the key propellers for student improvement. Teaching effectiveness is dependent upon the interaction between the instruction, subject-matter, knowledge and teaching (pedagogical/methods) ability (Sean, Derek & Ritchard, 2002). This means for a proper learning to take place the teacher need to employ different method, strategies or techniques for smooth flow of learning. Different methods are used in teaching Social Studies. According to Adetoro (1999) it ranges from lecture and demonstration methods are content driven and certainly not learner-centered. These methods are teacher centered which are based on behavioural learning theories and not learner centered they are based on cognitive psychological learning theories. These methods which are predominantly used in Social Studies in the junior secondary schools according to Boyle, Duffy & Dunleavy (2003), emphasize knowledge transmission from the teacher to passive students and encourage rote memorization of facts. The consequence of the use of non-constructivist strategy



in teaching social studies in the junior secondary schools is that students are unable to retain their learning and apply it to new situation and may also account for poor performance of Social Studies students in both internal and external examination and the high level of social problems in the society (Doolittle & Camp, 2000).

The Federal Government of Nigeria have tried in different ways so as to reduce the rate of social problems in our society for proper attainment of the objectives of Social Studies in Nigeria through the introduction of Civic Education into the educational curriculum so as deal with some of those sensitive issues (examples are kidnapping, examination malpractices, raping etc.) and also the introduction of Information Communication Technology as a strategy of teaching thereby making the teachers going for training and retraining so as to adapt to the new strategy. In this vain, Egwu (2009) stressed out the main reason for the introduction of civic education is to strengthen the Federal Governments effort toward reinforcing democracy and democratic culture in Nigeria. According to the National council for Social Studies (NCSS) (1992) identified that the introduction of civic education by the federal Government would help in inculcating in the citizens the right attitude towards doing things. All these reasons given above for the re-introduction of civic are parts of the aims Social Studies is trying to achieve. Based on these foregoing, due to the efforts made by the Federal Government, Social Studies teachers and also researchers in Social Studies in realizing the goals of Social Studies instead, those objectives still remains mostly unachieved and the social problems keep on increasing in our society.

Based on these foregoing, introducing civic education in the curriculum seems not to be the best approach in solving all these issues because the main problem of Social Studies is the poor implementation of the contents. Seweje (2000) confirmed that the methods adopted by

teachers in most cases include the talk and chalk (lecture) with very little concern for practical activities. Seweje (2000) explained further that a teacher is expected to be a facilitator whose main function is to help learners to become active participants in their learning and thereby making meaningful connection between prior knowledge, new knowledge and the process involved in learning. That is why the researcher is introducing a constructivist based strategy which may be a way out of these problems for proper and meaningful learning of Social Studies concepts that are seen or pose as difficult topics hence, influencing the students' achievements and interest in the subject matter.

Constructivism is a learning theory which argues that human beings construct knowledge and meaning from their experiences (Oludipe & Oludipe, 2010). Constructivism is not accepting what you are told but to use your prior knowledge to assimilate what you are taught and your perceptions about it. Active involvement of learners is emphasized in constructivism hence knowledge gained lasts longer in the memory (Oludipe & Oludipe, 2010). Constructivist theory provides a framework through which the emergent ideas about teaching, learning and assessment can be unified (Young & Collin, 2003). For instance, in teaching Social Studies learners should be exposed to those processes that will make them identify the major difference among information, knowledge and reality. Learners gain knowledge when appropriate information is given to them and they process the information constantly. Information does not become knowledge automatically until learners have been actively involved in its processing (Akinleye, 2010).

Constructivist as a new method of teaching social Studies, the researcher would like to know if constructivist method is going to be gender balance in terms of achievement and interest of the learner. Besides, gender has been identified as one of the factors influencing students'

achievement and interest in Social Studies education (Howden as cited in Ogbuanya & Owodunni 2015). The issue of gender has assumed prominence in Social Studies education discourse. Gender is a sense of awareness of being male or female. It is a behavioural pattern and attitude perceived as masculine or feminine within a culture (Coleman, 2000). Howden as cited in Ogbuanya and Owodunni (2015) remarked that disparities exist between male and female students performance in Social Studies education. Some research such as Augustinah and Anaun (2014) revealed that female students perform better than their male counterpart in Biology, were as Sengaul serap and Ahmet (2004) in their study discovered that the male performed higher than the female in Physics. Hence, due to this contradiction, an attempt will be made to find out if constructivist instructional strategy will make a significant influence on academic achievement and interest level of boys and girls in Social Studies.

Much work has not been done on constructivist learning strategy in improving teaching and learning of Social Studies in terms of interest. They focused mainly on achievement of students. Researcher such as Oludipe and Oludipe (2010) researched on Effect of Constructivist Based Teaching Strategy on Academic Performance of Students in Integrated Science and also Augustinah and Anaun (2014) researched on Effects of Constructivists' Learning Strategies on Senior Secondary School Students Achievement and Retention in Biology in South-West Nigeria. Therefore, much has not been done on interest of Social Studies student, this study is designed to determine the effect of constructivist-based learning strategy on students' academic achievement and interest in Social Studies concepts in the junior secondary schools.

### **Statement of the Problem**

The basic introduction of Social Studies is to help solve many social problems chief among are lack of unity in a multi ethnic country, religious intolerance that has led to loss of life

and properties, lack of patriotism and corruption. Several years of the introduction of Social Studies into the nationsø curriculum these social problems still persist. Despite the efforts of Federal Governments to curb all these social problems through national integration by introducing National youth service corps (NYSC), National Sports activities and also introduction of new subjects such as civic education into the school curriculum instead, the problems continue to increase in a higher rate which in turn creating an economic mal-function and under-development of the nation which is so significant to our nation Nigeria. Increase in these social problems shows that those goals of Social Studies are yet to be attained.

It has also been observed that the poor implementation of Social Studies by Social Studies teachers due to the didactic lecture method used by the teachers in teaching and learning of the subject matter makes most of the students not to be engaged in complex problem-solving activities and makes them not to apply school knowledge and skills to real-life problems because lecture method is mostly teacher-centered which makes the teaching of Social Studies boring, dull and uninteresting. For instance the data analysis of 2012, 2013 and 2014 Junior Secondary School Examination (JSSE) results of some of the sampled schools collected from the Post Primary School Management Board Zonal Office Nsukka showed that 48.7%, 45% and 52% of students who sat for the examination in 2012, 2013 and 2014 respectively performed poorly in Social Studies. All these may have been responsible for the poor academic achievements in the subject matter. Research have shown that the method of teaching could have effect on achievement and interest of the students. The question now is; how can the teachers who are majorly characterized with the use of lecture methods in teaching of Social Studies handle those concepts that are seen or pose as difficult topics in the curriculum? More so, it shows that the

poor academic achievement of students will reflect significantly to their level of interest in the subject matter and consequently in solving real-life problems.

Generally, gender is seen as a socially ascribed attribute which differentiate feminine from masculine. Difference in Social Studies achievement due to gender has caused a lot of concern to educationist. This affects gender stereotype in schools hence, the need to study the differential effects of male and female students' achievement and interest in Social Studies is of utmost importance in this study.

Therefore, the problem of this study put in a question form is - What is the effect of constructivists-based learning strategies on students' achievement and interest in junior secondary Social Studies concepts?

### **Purpose of the Study**

The general purpose of this study was to find out the effects of constructivist-based learning strategies on students' achievement and interest in Social Studies in Nsukka Education Zone. Specifically, the objectives of this study are to;

1. Determine the mean achievement scores of students taught Social Studies using constructivist strategy and those taught using lecture method.
2. Determine whether differences exist in the achievement scores of male and female students taught Social Studies with constructivist strategy.
3. Determine the interaction effect between the instructional treatment and gender in students' achievement in Social Studies.
4. Ascertain the mean interest scores of students taught social studies using constructivist strategy and those taught using lecture method?

5. Find out the interest scores of male and female students taught social studies with constructivist strategy.
6. Determine the interaction effect between the instructional treatment and gender in students' interest in Social Studies.

### **Significance of the Study**

This study has a theoretical and practical significance. Theoretically, the study anchored on Piaget's theory which sees the child as 'continually' interacting with the world around him/her, solving problems that are presented by the environment and learning occurs through taking action to solve the problems. Moreover, the knowledge that results from these actions is not imitated or from birth, but 'actively constructed' by the child. In this way, thought is seen as deriving from action; action is internalized or carried out mentally in the imagination and in this way thinking develops. Therefore, this study will justify the relevance of this theory.

Practically, this study would be significant to the following; Social Studies teachers, the learners, the instructional designer, Ministry of Education and the Society.

For the social studies teachers, the findings of the study will serve as a basis for the introduction of innovative teaching strategies that will enhance teaching and learning of social studies in order to be meaningful and interesting. It will encourage the use of constructivist-based learning strategies in teaching Social Studies most importantly those topics that are found to be difficult in the curriculum.

As for the learner, the findings will serve as a reference purpose for future research for the learners of Social Studies and those at the secondary school levels so as to be well informed and through these findings their interest in Social Studies may increase which will help in their

future achievement when they continue in line with Social Studies thereby helps in increasing their level of values acquired in a new situation and in solving problems.

The instructional designers will benefit from the findings also, in that it will enable the curriculum designers to be informed on the need for constructivist based curriculum and would decide whether to continue with lecture method or to supplement it with constructivist-based models of teaching. In that it will serve as a guide in the planning and review of junior secondary school social studies curriculum.

The ministry of education will benefit a lot from the findings because they are the one responsible for creating the curriculum and the needed manpower in the educational sector so as to provide qualitative education to her citizenry therefore, the researcher believes that the result of the study may stimulate the government to review Social Studies curriculum by including those constructivist-based strategies in teaching Social Studies concepts especially those that poses as difficult topics in the curriculum. It will also serve as reference materials to the ministry of education policy makers.

The society will benefit from the findings because education is supposed to prepare citizens for effective life in the society. The constructivist based instructional model emphasizes hand-on and mind-on activities. It will provide the society with the required and equipped human resources such as ideas, knowledge, value and skills adequate to solve societal problems for the attainment of a self reliant nation as well as a great and dynamic economy.

### **The Scope of the Study**

The scope of the study was limited to Nsukka Education Zone of Enugu State and was carried out using Junior Secondary School (JSS) III students in four (4) schools. This study was to carry out the effect of constructivist learning strategies on the achievement and interest of junior secondary Social Studies concepts.

The content scope of the study consists of conflict, conflict resolution and management which are some of the topics in JSSIII scheme of work. The students were taught the topics to determine their achievement in Social Studies. The choice of the topic was due to the high levels of social problems in our society. Such social problems ranges from religious intolerance, lack of patriotism, corruptions and the chief among all terrorism that is now the talk of the whole world.

### **Research Questions**

The following research questions guided the study

1. What are the mean achievement scores of students taught Social Studies using constructivist strategy and those taught using lecture method?
2. What are the achievement scores of male and female students taught Social Studies with constructivist strategy?
3. What is the interaction effect between the instructional treatment and gender in students' achievement in Social Studies?
4. What are the mean interest scores of students taught social studies using constructivist strategy and those taught using lecture method?
5. What are the interest scores of male and female students taught social studies with constructivist strategy?



6. What is the interaction effect between the instructional treatment and gender in students' interest in Social Studies?

### **Hypotheses**

The following null hypotheses were formulated for the study. They were tested at a 0.05 level of significance.

**H0<sub>1</sub>:** There is no significant difference in the mean achievement scores of students taught Social Studies using constructivist strategy and those taught using lecture method.

**H0<sub>2</sub>:** There is no significant difference in the achievement scores of male and female students taught Social Studies with constructivist strategy.

**H0<sub>3</sub>:** There is no significant difference in the interaction effect between the instructional treatment and gender in students' achievement in Social Studies.

**H0<sub>4</sub>:** There is no significant difference in the mean interest scores of students taught social studies using constructivist strategy and those taught using lecture method.

**H0<sub>5</sub>:** There is no significant difference in the interest scores of male and female students taught social studies with constructivist strategy.

**H0<sub>6</sub>:** There is no significant difference in the interaction effect between the instructional treatment and gender in students' interest in Social Studies.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

Literature was reviewed under the following subheadings;

#### **A. Conceptual framework**

- Concept of Social Studies
- Concept of constructivism
- Students' Achievement and Interest in Social Studies

#### **B. Theoretical Framework**

- Theory of Jean Piaget
- Contribution of Lev Vygotsky on Constructivism

#### **C. Review of Empirical Studies**

- Studies on Constructivism, students' academic achievement, interest and gender.

#### **D. Summary of Literature Review.**

## **Conceptual Framework**

### **Concept of Social Studies**

The term Social Studies is a derivation of two Latin words viz *socii* (Socialies) which is rooted in the Italian *Sociæ*, which means state (human society) and *studium* which connotes study (Edinyang, Unimke, Ubi, Opoh & Iwok 2015). From the etymological point of view, *Social Studies* could be said to mean the study of the state or the study of human society. Based on this etymological perspective of Social Studies, it could be added that as a study of human society or the state, Social Studies extends its tentacles into the study of patterns of interaction among the subjects in the state or the society. In this light, Social Studies study human behavior as a whole and in relation to the environment that provides a stage for the cultivation of the said behavior. (Edinyang, Unimke, Ubi, Opoh & Iwok 2015).

As an educational discipline became the inevitability of subjectivity in its definition. This stems from the fact that individuals and groups from different communities in the globe perceived the primary purpose of Social Studies separately. This explains the reality of the universally acceptable definition of Social Studies as an educational discipline. For instance, Kilpatrick (1918) in the *Free Encyclopedia* (2014) opined that Social Studies should be child centered to enable students to pursue topics of personal interest. Fenton (1967) in the *Free Encyclopedia* (2014) posited that Social Studies should focus on the big ideas of the Social Science disciplines and the essential activity for children problem solving. All these definitions support the reality of the universally acceptable definition of Social Studies.

The National Council for the Social Studies (NCSS), (1992) viewed Social Studies as an integrated study of social science and humanity to promote civic competence. Based on this definition, the primary purpose of social studies is to help young people develop the ability to

make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. In this vein, Coe (2014) posited that Social Studies equips leaders to make sound judgments and take appropriate actions that will contribute to sustainable development of human society and the physical environment.

Therefore, Social Studies as a study of people, portrays the place of people in the subject or field of study. Thus Social Studies in its study considers people who lived in the past, the present and those who will live in the future. This depicts that Social Studies is a great unifying element, which is capable of connecting learners with other people in the globe.

The major aspiration of every country is the desire for rapid development which naturally depends on such factors like quality of leadership and followership, self-discipline and resource endowment etc. (Adetoro, 1999). Therefore, the Social Studies Association of Nigeria (SOSAN) as reported by Bozima and Ikwumelu (2009) stated these general objectives of Social Studies as; to help the learners fit into the society to which he belongs; to create an understanding of environments man-made, natural, cultural and spiritual resources and the conservation of these resources for development; to develop an awareness and appreciation for the inter-relatedness of human knowledge and human life; to develop capacity to learn and acquire skills essential to the formulation of satisfactory professional life and further studies; to develop capacity for logical thinking and sound rational judgment; to develop in the learners positive attitude to citizenship and desire to make positive personal contribution to creation of prosperous, united Nigeria and also to make the learners aware of the problems of his country and the world in general and a sympathetic appreciation of the diversity and interdependence of the local community and of the wider national and international community.

The importance of Social Studies cannot be overemphasized as mentioned by Nwanyawu (1999)

Help learners to understand their culture and other people's culture; it help the learners to be good citizens by educating them on the right type of behaviors; attitudes and values, it trains the learners to be good and effective leaders and followers because it encourages the learners to obey the laws that governs our society and respect for the constituted authority; it help the learner to develop a good sense of judgment and a sense of moral and social responsibility, it helps man to understand his environment, identify its problems and provide solution to the problems in his environment; it helps individuals to develop ability to relate well with his people in his environment; it help learners to be aware of what is happening around him as well as other parts of the world and also produce good citizen for the society (p.2).

Social Studies have achieved a lot as mentioned by Edinyand, Unimke, Ubi, Opoh and Iwok, (2015) in terms of having an:

Integrated approach to learning that is looking at man and his world from a holistic perspectives, it serves as a sense of history that is helping students to figure out their role in the society as well as their place in history, it imbibe in the learner sense of citizenship that is learners learn that they are part of a larger societal organization that must have structure in order to operate for the good of all in the society, learners achieved a lot in making a living through the economic themes that is the basic concept of wants versus need taught in primary school to advance and global economic policy and the four factors of production which teaches the learner the basics of handling their finances and help them set career goals in line with their personalities, it has contributed in balancing the intellectual development of the learner through its emphasis on affective, psychomotor and cognitive domain, it has helped in satisfying the social needs of the learner through development of social equilibrium and well-integrated personality that is relatively free from undue anxiety and lastly, enables the learner to have knowledge of their immediate environment (p. 97).

For a Social Studies teachers to be able to deliver effectively in the classroom, needs a thoughtful and challenging teaching strategies for lesson which will allow the students to analyze content in a variety of learning modes. Constructivist-based learning

strategies which this study seeks to find out its effectiveness in the teaching of Social Studies have the advantages of achieving the above qualities.

### **Concept of constructivism**

Constructivism is an epistemological view of knowledge acquisition emphasizing knowledge construction rather than knowledge transmission and the recording of information conveyed by others. The role of the learner is conceived as one of building and transforming knowledge. But what does it mean to construct knowledge? Within constructivism there are different notions of the nature of knowledge and the knowledge construction process. Moshman as cited in Applefield, Richard and Mahnaz (2015) has identified three types of constructivism: exogeneous constructivism, endogenous constructivism and dialectical constructivism.

In exogenous constructivism, as with the philosophy of realism, there is an external reality that is reconstructed as knowledge is formed. Thus one's mental structures develop to reflect the organization of the world. The information processing conceptualizations of cognitive psychology emphasize the representation view of constructivism, calling attention to how we construct and elaborate schemata and networks of information based on the external realities of the environments we experience.

Endogenous constructivism or cognitive constructivism (Cobb, 1994; Moshman, as cited in Applefield, Richard and Mahnaz (2015)) focuses on internal, individual constructions of knowledge. This perspective, which is derived from Piagetian theory (Piaget 1977, 1970), emphasizes individual knowledge construction stimulated by internal cognitive conflict as learners strive to resolve mental disequilibrium.

Dialectical constructivism or social constructivism Brown, Collins, and Duguid, as cited in Applefield, Richard and Mahnaz (2015) and Rogoff, (1990) views the origin of knowledge

construction as being the social intersection of people, interactions that involve sharing, comparing and debating among learners and mentors. Through a highly interactive process, the social milieu of learning is accorded center stage and learners both refine their own meanings and help others find meaning. In this way knowledge is mutually built.

Constructivism is a learning theory which argues that human beings construct knowledge and meaning from their experiences (Oludipe & Oludipe, 2010). Constructivism is not accepting what you are told but to use your prior knowledge to assimilate what you are taught and your perceptions about it. Active involvement of learners is emphasized in constructivism hence knowledge gained lasts longer in the memory (Oludipe & Oludipe, 2010). Constructivist theory provides a framework through which the emergent ideas about teaching, learning and assessment can be unified (Young and Collin, 2003). One of the primary goals of using constructivist teaching strategy is that students learn how to learn by giving them the training to take initiative for their own learning experiences. Characteristics of a constructivist classroom are as follows:

- The learners are actively involved
- The environment is democratic
- The activities are interactive and student-centered
- The teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous.

Examples of constructivist classroom, students work primarily in groups and learning and knowledge are interactive and dynamic. There is a great focus and emphasis on social and communication skills, as well as collaboration and exchange of ideas. This is contrary to the traditional classroom in which students work primarily alone, learning is achieved through

repetition, and the subjects are strictly adhered to and are guided by a textbook. Some activities encouraged in constructivist classrooms are:

- Experimentation: Students individually perform an experiment and then come together as a class to discuss the results.
- Research projects: Students research a topic and can present their findings to the class.
- Field trips: This allows students to put the concepts and ideas discussed in class in a real-world context. Field trips would often be followed by class discussions.
- Films: These provide visual context and thus bring another sense into the learning experience.
- Class discussions: This technique is used in all of the methods described above. It is one of the most important distinctions of constructivist teaching methods.

### **Role of teachers in a constructivist class**

In the constructivist classroom, the teacher's role is to prompt and facilitate discussion. Thus, the teacher's main focus should be on guiding students by asking questions that will lead them to develop their own conclusions on the subject. Parker cited in Jonassen (1999), suggests that good teachers join self, subject, and students in the fabric of life because they teach from an integral and undivided self, they manifest in their own lives, and evoke in their students, a capacity for connectedness.

Jonassen (1999) identified three major roles for facilitators to support students in constructivist learning environments:

- Modeling



- Coaching
- Scaffolding

**Modeling** ó Modeling as the most commonly used instructional strategy in Constructivist Learning Environments. Two types of modeling exist: behavioural modeling of the overt performance and cognitive modeling of the covert cognitive processes. Behavioural modeling in Constructivist Learning Environments demonstrates how to perform the activities identified in the activity structure. Cognitive modeling articulates the reasoning (reflection-in-action) that learners should use while engaged in the activities.

**Coaching** óThe role of coach is complex and inexact. A good coach motivates learners, analyzes their performance, provides feedback and advice on the performance and how to learn about how to perform, and provokes reflection and articulation of what was learned. Moreover, Jonassen (1999) posits that coaching may be solicited by the learner. Students seeking help might press a "How am I Doing?" button. Or coaching may be unsolicited, when the coach observes the performance and provides encouragement, diagnosis, directions, and feedback. Coaching naturally and necessarily involves responses that are situated in the learner's task performance (Laffey, Tupper, Musser, & Wedman, 1997).

**Scaffolding** - Scaffolding is a more systemic approach to supporting the learner, focusing on the task, the environment, the teacher, and the learner. Scaffolding provides temporary frameworks to support learning and student performance beyond their capacities. The concept of scaffolding represents any kind of support for cognitive activity that is provided by an adult when the child and adult are performing the task together (Wood & Middleton, 1975 cited in Jonassen, 1999).

### **Constructivist assessment**

Traditionally, assessment in the classrooms is based on testing. In this style, it is important for the student to produce the correct answers. However, in constructivist teaching, the process of gaining knowledge is viewed as being just as important as the product. Thus, assessment is based not only on tests, but also on observation of the student, the student's work, and the student's points of view. Some assessment strategies include:

1. Oral discussions. The teacher presents students with a "focus" question and allows an open discussion on the topic.
2. What we **know**, What we **want** to know, What we have **learned**, **How** we know it (KWLH) Chart. This technique can be used throughout the course of study for a particular topic, but is also a good assessment technique as it shows the teacher the progress of the student throughout the course of study.
3. Mind Mapping. In this activity, students list and categorize the concepts and ideas relating to a topic.
4. Hands-on activities. These encourage students to manipulate their environments or a particular learning tool. Teachers can use a checklist and observation to assess student success with the particular material.
5. Pre-testing. This allows a teacher to determine what knowledge students bring to a new topic and thus will be helpful in directing the course of study.

In spite of all these points mentioned above on constructivism, there are some factors that influence students' achievement and interest in Social Studies. Some of these factors are being discussed below.

### **Students' Achievement and Interest in Social Studies**

One reason why learners learn is to acquire knowledge so that they in turn may contribute to the development of their societies. Academic achievement has three parameters; good academic achievement, poor academic achievement and academic failure (Aremu, 2000). Academic achievement is the outcome of education-the extent to which a student, teacher or institutions has achieved their educational goals (Aremu, 2000). Academic achievement of students therefore consists of scores obtained from teacher-made test or examination. Academic achievement according to the Cambridge University Reporter cited in Santrock (2006) is frequently defined in terms of examination achievement. Academic achievement refers to what the student have learned or what skills the student has learned and is usually measured through assessments like standardized tests, achievement assessments and portfolio assessments (Santrock, 2006). A number of factors have been influencing students' academic achievement. Some of these include; student family background (Rumberger, 1995), parental discipline (Aremu, 2000), degree of self-efficacy and anxiety (Aremu & Adika, 2000), school location (Aremu, 1999), etc. According to Nwokocho and Amadike (2005), academic achievement of students is the yardstick for testing educational quality of a nation.

Academic achievement, which is measured by the examination results, is one of the major goals of a school. Hoyle in Aremu and Adika (2000) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic achievement.

Relative to non-achievement outcomes, researchers have suggested that instruction may influence students' interest (Hulleman, Godes, Hendricks, & Harackiewicz, 2010; Rotgans & Schmidt, 2011). Two types of interest are believed to exist: situational interest, defined as an

affective reaction that is triggered by conditions in the learning environment, and personal interest, defined as an individual's predisposition in a particular context (Hidi & Renninger, 2006; Mitchell, 1993). Situational interest was further defined as consisting of two phases: a triggered phase, defined as a psychological state of interest resulting from short-term changes in environmental features, and a maintained phase, defined as a state of interest following the triggered phase that involves focused attention and persistence (Hidi & Renninger, 2006).

In terms of Social Studies instruction, Mitchell (1993) posited that using group work triggers personal interest, which may be maintained if the to-be-learned content is meaningful to students and they are provided with opportunities to be involved in the learning process. As such, it may be possible that a constructivist strategy affects personal interest to a different extent than those with non-constructivist strategy because the students who received a lesson with a constructivist based strategy engaged in cooperative activities whereas students who received a lesson with non-constructivist method of instruction worked in isolation. Thus, the current study included a measure of personal interest that was administered to both groups for the study.

## **Theoretical framework**

### **Piaget's theory of learning and constructivism**

Jean Piaget (1977) was primarily interested in how knowledge developed in human organisms. Cognitive structuring of the knowledge was fundamental in his theory. According to his theory, cognitive structures are patterns of physical or mental action that underlie specific acts of intelligence and correspond to stages of child development. Piaget has integrated both behavior and cognitive aspects in one developmental stage. They are sensorimotor, preoperations, concrete operations and formal operations. In the sensorimotor stage (0-2 years),

intelligence takes the form of motor actions. Intelligence in the preoperation period (3-7 years) is intuitive in nature. The cognitive structure during the concrete operational state (8-11 years) is logical but depends upon concrete references. In the final stage of formal operations (12-15 years), thinking involves abstractions (Cameron, 2002).

When it comes to the educational reflections of Piaget's theory, Piaget sees the child as continually interacting with the world around him/her solving problems that are presented by the environment and learning occurs through taking action to solve the problems. Moreover, the knowledge that results from these actions is not imitated or from birth, but actively constructed by the child. In this way, thought is seen as deriving from action; action is internalized or carried out mentally in the imagination and in this way thinking develops. For Piaget, action should be praised as fundamental to cognitive development and development is the result of two ways, which are assimilation and accommodation. When the action occurs without causing any change in the child assimilation happens; on the contrary, when the child adjust himself to the environment in some ways, accommodation is involved. Both of these adaptive processes occur together, despite they are very different; they are initially adaptive processes of behavior, but become processes of thinking. Cognitive development consists of constant effort to adapt to the environment in terms of assimilation and accommodation. Mclaughlin (1992) reports that accommodation is an important idea that has been taken into second language learning under the label restructuring used to refer to the re-organization of mental representations of a language. In this sense, Piaget's theory is similar in nature to other constructivist perspective of learning. From Piaget's viewpoint, a child's thinking develops as gradual growth of knowledge and intellectual skills towards a final stage of formal and logical thinking (Cameron. 2002). Truly, according to Piaget's notion of discrete stages and the idea that children cannot do certain things

if they have not yet reached that stage should be considered as well. For children cannot achieve to perform some cognitive or physical actions until maturation. Consequently, learning materials and activities should involve the appropriate level of motor or mental operations for a child of given age; asking students to perform tasks that are beyond their current cognitive capabilities should be a child is seen as an active learner and thinker, as a sense maker who is constructing his own knowledge by thriving with objects and ideas. Moreover, (the child) actively tries to make sense of the world, asks questionsí wants to knowí Also from very early stage, the child has purposes and intentions (Donaldson 1978). However, child's sense making is limited by their experience so teachers should employ teaching methods that actively involve students and present challenges. From piaget's theory we can interpret the classroom and classroom activities as creating and offering opportunities to learners for learning. Piaget has related cognitive development of an individual and his environment. Thus, Piaget has made it possible for later theoreticians to prepare frameworks for other theories like constructivism standing on piaget views.

Constructivist instructional strategy fits in with this theory in that it exposes learners' prior knowledge; action is internalized or carried out mentally in the imagination and in this way thinking develops. Through the use of constructivist learning strategy by the teacher, the learners are able to continually interact with the world around them.

### **Contributions of other theorist such as Lev vygotsky and constructivism**

The Lev Vygotsky's (1978) theory of social constructivism states that ðall cognitive function begins as a product of social interactions and that knowledge is not just assimilated but a collaborative processö (Vygotsky, 1978). Social constructivism is essentially a theory about how people socially construct knowledge. Vygotsky theory is unique, because he believed that

learning could not be separated from social context. Since students in a class are expected to interact freely during lesson periods in the class, it is important to use teaching strategies that will sustain such freedom of interaction during Social Studies classes to reduce low participation in the classroom. The teacher should as much as possible avoid terminologies that can cause either of the learners to feel more or less intimidated.

Vygotsky perceives the kind of language used by the teachers as well as their social relationship with the students as tools, used by teachers to mediate their students learning environments. In keeping with the Lev Vygotsky's social constructivist theory, the constructivist learning environment is proposed a viable alternative to non constructivist learning environments that gives both the learner and the teacher the opportunity of moving to more complex material upon mastering of certain key skills. Constructivist learning strategy relies more on Vygotsky theory in order to realize its main goals of meaningful learning through the active involvement of the learner in the teaching and learning process and this will in turn influence the prior knowledge brought by the students to the learning environment and this prior knowledge is what is called the misconceptions and preconceptions.

### **Empirical studies on the use of constructivist strategy, achievement, interest and gender**

Oludipe and Oludipe (2010) researched on Effect of constructivist based teaching strategy on academic performance of students in integrated science at the junior secondary school level. One research question guided the study. Quasi experimental research was used to achieve the purpose of the study. The study was conducted in Ijebu-ode local government area of Ogun State, South-west Nigeria. Participants were 120 Junior Secondary School Students randomly selected from four out of the 25 co-educational Junior Secondary schools. Simple

random sampling was used in the study. Paired t-test and independent group t-test was used to analyze the data collected. Research report indicated that the negative attitude was caused majorly by the teacher's conventional (lecture) method of teaching integrated science. Research report on the effectiveness of the constructivist based strategy revealed that the strategy enhanced student's academic performance. In view of this, this study examines the effectiveness of constructivist based teaching strategy on academic performance of students in integrated science by junior secondary school students in South-West Nigeria. Findings revealed that the constructivist instructed students had higher scores on the post test and the delayed post test, compared to those exposed to conventional (lecture) method of teaching. The researcher concluded that if Integrated Science teachers could incorporate constructivist based strategy into their teaching methods, there would be an improvement in academic performance of junior secondary school students in integrated science. The researcher recommended that integrated Science teachers should incorporate constructivist-based teaching strategy in their methods of teaching. The reviewed study relates to the present study in that one of the variables of this study such as constructivist strategy and academic achievement is been adopted in the study. More so, the study is difference in that the research was carried out in intergrated science while the present study is in Social Studies. These created gaps which the present study seeks to fill. The present study seeks to test the effects of constructivist learning strategy on Social Studies interest.

Ogundola. Abiodun and Jonathan (2010) conducted a study the effect of constructivism instructional approach on teaching practical skills to mechanical related trade students in western Nigeria technical colleges. Three research questions were raised while two hypotheses tested at 0.05 level of significant were used for the study. Pretest, posttest experimental design with non-equivalent control group was adopted for the study. A total of one hundred and six randomly



selected from year two students in mechanical related trades were drawn from four technical colleges spread across the south western Nigeria states. Forty six of these numbers were placed in the experimental group while sixty were placed in the control group. The research instrument developed, validated and used for data collection were the constructivist lesson plan, conventional lesson plan and the general metalwork achievement and interest test (GMWAT and GMWIT). The GMWAT and GMWIT which was a thirty (30) item objective questions with four options was administered on all the groups before the commencement of teaching (pretest). This was later administered as posttest on the students after the experiment. Frequency counts, mean and standard deviation were employed to answer the research questions while t-test and analysis of covariance (ANCOVA) were used to test the hypotheses. Elements of constructivism assessed include concept mapping, cooperative work skills and cognitive apprenticeship. Preliminary results of findings showed a significant different between the students taught with constructivist teaching approach and those in the control group. Significant different does not exist between male and female students exposed to the constructivist approach. Therefore, the study is relates to the present study in that it made use of constructivist learning strategy as the independent variable. It differs from the present study in such a way that it was carried out in vocational technical education and it was carried out in technical colleges in the western Nigeria while the present study will be carried out in Social Studies in the Eastern parts of Nigeria.

Nwagbo and Obiekwe (2010) study investigated the effects of constructivist instructional approach on students' achievements in basic ecological concept in Biology. Two research questions and two null hypotheses guided the study. The study adopted a quasi-experimental design, specifically based on the pretest posttest non-equivalent control group design. The area of the study is Ogidi education Zone of Anambra State. The population of the study consisted of

all the senior secondary school class two (SS2) biology students. The sample size was made up of one hundred and fifty four (154) students. Purposive and random sampling was used for the study. The instrument was 38 items multiple-choice Biology achievement and interest test on ecological concepts (BATEC and BITEC). Mean and standard deviation were used to answer the two research questions while ANCOVA was used to test the two null hypotheses at  $<0.05$ . The result revealed that constructivist instructional approach was more effective in facilitating students' achievements in ecological concepts. There was no significant difference between male and female students taught ecological concepts using constructivist instructional approach. Based on the findings, some recommendations were made which include the full incorporation of the 5Es (Engagement, Exploration, Explanation, Elaboration and Evaluation). The study is related to the present study in such a way that it made use of constructivist learning strategy and also gender as an independent variables in the study. It differs from the present study because it was done in the area of sciences biology to be specified which has created a gap the present study has to fill.

Oh and Yager (2004) in their work -development of constructivist science classrooms and changes in students attitudes towards science learning in Iowa USA. Investigation was on the relationship between the development of constructivist science classrooms and changes in the students' feelings using longitudinal data collected from two research projects. Statistical analyses showed that the degree of positive students' attitude and interest toward science learning increased as their science classrooms becomes more constructivists learning environment; Personal relevancy (PR) was the most significant component for explaining positive changes in the students' attitude. This study identified among other educational models problem-Bases Learning (PBL) and Project-Based Science (PBS) as two instructional

approaches which can be used in science classrooms for promoting the relevancy of instruction. The study relates to the present study in that constructivist strategy as one of the independent variables is also used the study and it is different in that it was used to ascertain the changes in students' attitudes towards science learning in Iowa United State of America (USA). Whereas the present study is in Achievement and interest is Social Studies in Nigeria. This has therefore created a gap for the present study.

Augustinah and Anaun (2014) researched on Effects of Constructivists' Learning Strategies on Senior Secondary School Students Achievement and Retention in Biology in South-West Nigeria. Two research questions and hypothesis guided the study. The study employed pre-test, treatment, post-test and retention quasi experimental factorial design  $2 \times 2 \times 3$ . Intact classes were used where students were randomly distributed into constructivists' and control groups. The area of the study is Ondo state schools which are co-education schools. The population of the study consisted of all Senior Secondary School class two (SS2) biology students in Ondo State which are co-education schools. A total number of one hundred and sixty biology students were selected for the study. The sample consisted of male and female students. Eighty students were assigned to the constructivists' method of instruction in the first school while another eighty students were assigned to the control group. Each school has two intact classes of 40 students each totaling one hundred and sixty students. Purposive sampling was used in the study. The instruments used for the study were Biology Achievement Test, Teacher's instructional guide on constructivist strategies and Teacher's instructional guide on conventional method. Descriptive Analysis was used to analyze the data collected for both experimental and retention tests while Analysis of Covariance (ANCOVA) and Multiple Classification Analysis (MCA) statistics were used to test the hypothesis at 0.05 level of significance. Findings revealed

that female students have higher mean score of 46.54 compared to male subjects with post mean score of 45.33 implying that female students performed better than their male counterparts when taught arthropods using constructivists' strategies. The study is related to the present study in that the independent variables gender being studied the research work form part of the independent variable of this study. Consequently, the findings is in relation to achievements/retention in Biology and not in Social Studies therefore has created a gap on the influence gender will have on Social Studies achievements and interest.

Ogbuanya and Owodunn (2015) carried out a research on Effects of Reflective inquiry Instructional Technique as one of the constructivist strategy on Students' academic achievement and Ability Level in Electronic Work Trade in Technical Colleges. Four research questions and five hypotheses guided the study. The study adopted a pre-test, post-test, non-equivalent control group, quasi experimental research design which involved groups of students in their intact class assigned to experimental group and control group. The area of the study is Lagos state. The population of the study was 105 Tech II students of and Electronic Works trade in Technical Colleges in Lagos State. Simple random sampling was used for the study. The instrument for data collection was Electronic works achievement test (EWAT) and a lesson plan. The Findings revealed that students with high level of interest had a higher mean score than students with low level of interest in the interest test. The finding is in relation to achievement/interest in vocational technical education electronic to be specific and not in Social Studies thus, creating a gap as to their interest on Social Studies. The study is differ from the study in that it is done in the area of Electronic work and it is carried out in technical college in Lagos state were as the present study is in Social Studies and is making use of public co-education junior secondary schools in Enugu state.

Sengül, Serap and Ahmet (2014) conducted a research on Effects of Peer Instruction Method as one of the constructivist strategy on interest of 9th Grade Students towards Physics Course. Five research questions guided the study. A pre/post-test research was adopted. The area of the study is in Ankara province in Turkey. The study was conducted with 46 students registered to 9th grade in a secondary school situated in Ankara province in Turkey in the spring term of 2012-2013 educational years. Physics Attitude Scale (PAS) was used as the data collecting tool of the study. The data obtained from PAS were analyzed with t-test for dependent samples analysis. The result revealed that the gender comparisons through the study yielded statistically significant difference only in two factors favoring the male students. Several studies stated that male students bear more interest towards the physics course than female students. The finding is related to the present study in that one of the dependent variables interest and also gender form part of present study. The findings is differ from the present study in that it was carried out in Turkey on physics students and not Social Studies which has created a gap in the study.

### **Summary of literature review**

The main goals of Social Studies have remained unachieved for the past years and the reasons for these have been labeled on the conventional methods used by the teachers in teaching Social Studies such as the lecture methods etc. Nevertheless, the introduction of innovative teaching techniques would be of help in the achievement of instructional objectives due to its effectiveness as they actively engage the learners in the teaching and learning process which in turn will promote effective and meaningful learning which constructivist-based learning strategies are seen as innovative techniques for teaching and learning of Social Studies.

The research further reviewed Piaget theory under the theoretical framework, to show how constructivist-based learning strategies applies the principle of learning theories. Empirical studies of other related works were reviewed which based mainly on constructivist and students academic achievement, interest and gender related studies.

Finally, not much empirical studies are done on the effects of constructivist-based learning strategies in teaching of Social Studies particularly in Nsukka Education Zone. Most studies were done out of the shore of Social Studies. This gap was what the present study filled investigating the effect constructivist-based learning strategies will have on students' achievement and interest in Social Studies concepts in Junior Secondary Social Studies in Nsukka Education Zone, Enugu State.

## **CHAPTER THREE**

### **RESEARCH METHOD**

This chapter presented the design of the study, the area of study, population, sample and sample technique, instruments for data collection, validity, reliability, methods of data collection and analysis.

#### **Design of the Study**

The study adopted a quasi-experimental research design. Quasi-experiment is an experiment where random assignment of subjects to experimental and control groups is not possible. In this case, intact or pre-existing groups are used. Researcher used two groups/streams of a class as experimental and control groups respectively (Nworgu, 2006). Specifically, a pre-test post-test non equivalent control group design was used. This type is usually used when the researcher cannot randomly sample or assign participants to groups. This design is mostly use in classroom experiment where the participants already exist in specific and identify groups. Quasi-experimental design was good for the study because there was no need randomizing participants where there was an existing intact class. Therefore, the design involves students from intact classes in order to avoid the disruption of normal classes.

### The Design of the Study

	<b>Group</b>	<b>Pre- Achievement Test</b>	<b>Treatment</b>	<b>Post- Achievement Test</b>	<b>Interest Test</b>
Experimental	X1	A1	CS	A2	A3
Control	X2	A2	L	A2	A3

### Where

X1= experimental group

X2= control group

A1= pre test of both experimental and control group

A2= post test of both experimental and control group

A3= interest test of both experimental and control group

CS= treatment of first group with constructivist learning strategy

L = treatment of second group with lecture method

This was 2×2 factorial design which involves independent variables; gender at two levels and learning strategy at two levels.



### **Area of the Study**

The study was conducted in Nsukka Education Zone of Enugu State which consists of three local Governments areas namely; Igbo-Etiti Local Government Area, Nsukka Local Government Area and Uzo-Uwani local Government Area.

The choice of Nsukka Education Zone for the study was due to the persistently poor academic achievement and low interest in social studies in this zone.

### **Population of the Study**

The population of this study consists of four thousand one hundred and eighty two (4182) Junior Secondary School III (JSS) social studies students in fifty two (52) co-education Junior Secondary Schools in Nsukka Education Zone in the 2014/2015 academic session. The choice of JSSIII was based on the fact that the topics chosen for the study was seen as one of the difficult topics in the curriculum. Also, the students have spent at least two years in learning social studies concepts. Therefore, any changes in the cause of the study through the use of constructivist-based strategy will be relevance to the students.

### **Sample and Sampling Technique**

The sample size was two hundred and sixty (260) JSSIII Social Studies students. Thirty eight (38) students from Community secondary school Obimo, one hundred and three (103) students from Community secondary school Aku, sixty nine (69) students from Community high school Ukehe and fifty (50) students from Uvuru secondary school Uvuru.

Purposive sampling technique was used to identify and draw mixed schools that have the following criteria; (i) have many JSSIII students; (ii) that have male and female students and

also; (iii) have qualified social studies teachers. The four schools that satisfied these criteria were used for the study. The intact classes were used in each selected schools. In each school, one class was assigned to the experimental group while the other was assigned to the control group. Their normal class teachers were used in teaching the students.

### **Instrument for Data Collection**

The instrument for data collection includes; Social studies Achievement Test (SSAT), Social Studies Interest Inventory (SSII) and also lesson plans was prepared for the study.

### **Social Studies Achievement Test (SSAT).**

Social studies achievement test (SSAT) was developed by the researcher because the concept of conflict is seen as one of the difficult topic in the curriculum. The (SSAT) covered the topic that was taught to the students (Conflict, conflict resolution and management). It was used for the pre-test and post-test to assess and gather data on the achievement of students on the concept of conflict in junior secondary Social Studies students. The Social Studies Achievement Test (SSAT) was made up of twenty (20) items in an objective test format. The item covers the Knowledge, comprehension and application levels of bloomø taxonomy of education objectives. SSAT score guide was also attached to it in the appendix D. The post test instrument was the same instruments to be used for the pre-test but the questions was re shuffled before it was administered to the students after the experimental treatment to find out whether there is a significant difference in the achievement scores of both the experimental and the control groups thought using different methods.

### **Social Studies Interest Inventory (SSII)**

This is a testing instrument designed for the purpose of measuring and evaluating the level of an individual's interest in, or preference for, a variety of activities; also known as interest test. This covered their level of interest in the subject matter Social Studies and also those constructivist methods used in teaching of Social Studies. The motive of this instrument was to find out their level of interest and if it made the students to achieve better in the cause of the study. It was used for the pre- and post-test. The researcher developed twenty items made up of 4-choice Likert type scale. This helped the researcher to find out how much interest students had in Social Studies and the various methods of teaching which interest the learners most. Strongly agree, agree, disagree and strongly disagree which was ranked 4,3,2 and 1 respectively to ascertain the students' levels of interest in Social Studies.

### **Preparation of Lesson Plan**

Three lesson plans were prepared based on the selected concepts which were prepared by the researcher, one for the experimental group and the other for the control group. The researcher developed a lecture method of lesson plan for the development of conventional lesson plan for the control group. The constructivist method was developed which contained the four Es; engagement; exploration; explanation; elaboration and evaluation for the teaching of the experimental group. The lesson plan contained the class, subject, duration, topic objective instructional materials, entry behavior, presentation, evaluation, summary, conclusion and assignment. It was based on the concept of conflict.

### **Validation of Instrument**

The research instruments were face validated by two experts in the Department of Education Social Science and one from measurement and Evaluation University of Nigeria Nsukka. These experts were requested to validate the Social Studies Achievement test (SSAT) and Social Studies Interest Inventory (SSII), items in terms of; clarity of instruction to the respondents; appropriateness to the subject and the study and proper wording of the items.

The comments and recommendations of these experts served as a guide to modification of items in the instrument. This was done to ensure that the instrument measure what they designed to measure. The instruments were also formatively validated using feedback from twenty (20) JSSIII students in one of the schools outside Nsukka education zone (Government Secondary School, G.R.A. Enugu).

### **Scoring of Instrument**

The instrument (pre-test and post-test) was scored by assigning figures or values to each response. Correct answers to each question in SSAT attracted two marks. The wrong answer attracted zero. Therefore, the total score for SSAT was forty (40) marks for the twenty questions. SSII consists of twenty (20) items. Each item was rated according to the scale. That is, strongly agree, agree, disagree and strongly disagree which was rated 4, 3, 2 and 1 respectively. The addition of the total score for SSII was 80. Each items answered was added together to get the total score for SSII. To get the students' achievement and interest score percentage was used for the computation of the score. That is, where a student score 25 out of 40 in the achievement score. The 25 was divided by 40 and the sum total of the division was multiplied by 100. Example,  $25/40 \times 100 = 62$  and the SSII was  $42/80 \times 100 = 52$  respectively.

### **Reliability of the Instruments**

The reliability of SSAT and SSII were determined using KR-20 reliability method. The researcher administered SSAT and SSII to twenty (20) Social Studies students in one of the co-education public schools outside Nsukka education zone (Government Secondary School, G.R.A. Enugu) which had similar characteristics as the sample schools to ascertain the test reliability and had been taught the lesson on conflict covered by SSAT and SSII. The tests were administered twice after a week interval to determine the reliability of SSAT with the use of Pearson moment correlation.

The internal consistency of SSII were ascertained using Cronbach alpha procedure. The researcher administered the final SSII to twenty (20) Social Studies students in one of the schools outside Nsukka Education Zone (Government Secondary School, G.R.A. Enugu). The student respondents were used to compute the coefficient of internal consistency of the SSII. (See appendix E and F).

### **Experimental Procedure**

On the first day of the experiment, the test instruments-Social Studies Achievement Test (SSAT) and Social Studies Interest Inventory (SSII) was typed in a white paper which was administered as pre-test to all students in the sampled schools. Then, both constructivist learning strategy and non-constructivist learning strategy group was taught Social Studies for a period. The constructivist group was taught using constructivist learning strategy. The regular Social Studies teachers were trained on how to use the constructivist learning strategy in teaching and learning process. After the training, the researcher observed the teachers in a practice session and necessary corrections was made.

The non-constructivist-based group (lecture method) was taught by the same regular Social Studies teachers at their normal lesson periods without the use of constructivist-based teaching and learning principles. The teacher used the lesson notes prepared by the researcher. The teachers also were trained on how to use the lesson plans for uniformity. The post-test was administered after the three weeks treatment and the scores obtained were used to answer the six research questions and also test the six hypotheses.

### **Experimental Condition (Control of Extraneous Variables)**

The following measures were adopted to control some of the extraneous variables in this study:

***Experimenter's Bias:*** The teaching of the experimental and control groups was not done by the researcher. In order to avoid bias in the present study, the regular Social Studies teachers in each of the schools under study was trained and used. The researcher monitored these teachers so as to ensure that they effectively adhere to the instructions.

***Control of Teacher effects:*** The Social Studies teachers that was used for the study was evaluated by the researcher to find out whether they understood and mastered the constructivist-based instructional strategy that they taught. Observation in a micro-teaching exercise was conducted in a class consisting of the researcher and the teachers that was trained so as to assess their mastery of the method. They were evaluated to avoid the effect of their per-existing teaching methods in the experimental exercise.

***Control of inter-group interaction:*** The JSSIII students in the different treatment groups are located in different distance schools with almost the same learning conditions.

***Control of School variables:*** All the sampled schools were drawn from the same neighborhood that is, from Nsukka Education Zone and why the researcher made use of purposive sampled technique was to ensure that the schools were comparable.

***Control of effects of Pre-test on Post-test:*** In order to minimize influences of memory and forgetfulness, the time lag between the pre-test and post-test was three weeks. This period was long enough to disallow the pre-test from affecting the post-test score. The test items were reshuffled before administering the post-test to the respondents.

***Control of initial group differences:*** It is possible to do complete randomization because of the administration set up in the schools. Intact classes were randomly assigned to the treatment conditions and statistical control was adapted to partial out this differences.

***Control of instruction across all groups:*** All the schools that were sampled were taught by their regular Social Studies teachers who were trained by the researcher. The experimental group teacher taught with constructivist-based learning strategy and a typical lesson plans while the control group teacher taught with conventional lesson plans and lesson notes. The constructivist-based learning strategy, lesson plans and notes were prepared by the researcher and the researcher supervised all the regular teachers.

***Statistical control:*** In each of the two groups, the initial group difference among the subjects was controlled by analyses of covariance (ANCOVA). ANCOVA was used to analyze the data generated from the study using pre-test scores as the covariates for post-test scores.

***Control of Hawthorns effects:*** This happens when students' performance are affected because the students are aware that they are used for an experiment. To control this problem, their regular Social Studies teachers were used to teach both the experimental and the control groups.

### **Method of Data Collection**

One week intensive training programme was organized for the teachers that were involved in the study. The conduct of the study took place during the normal school lesson periods and the contents to be taught includes concept of conflict, conflict resolution and conflict management. The research lasted up to three weeks. On the first week SSII and SSAT were administered to the students by the researcher and were collected on the spot. The student scores in the first administration served as the pre-test scores of the study. After this stage the second week, the students was divided into two groups the control and the experimental group. The experimental group was taught using constructivist-based learning strategy while the control group was taught using non-constructivist-based learning strategy (lecture method). Social Studies constructivist based lesson note was used by the researcher in teaching constructivist lesson while Social Studies non-constructivist based lesson note (lecture method) was used to teach the control group. On the third week, items of these instruments was re-arranged and re-administered to the students. The scores obtained from the second administration served as post-test scores in the study.

### **Method of Data Analysis**

The scores obtained from the pre-test and post-test was analyzed using a mean and standard deviation to answer the research questions while analysis of covariance (ANCOVA) was employed to test the hypotheses. ANCOVA was used to test the main and interaction effects



of categorical variables, on a continuous dependent variable, controlling for the effects of selected other continuous variables, which co-vary with the dependent and the marginal difference in mean gain score of the students was used in determining the effect of the teaching methods on students' achievement and interest. The hypotheses were tested at 0.05 level of significance. Statistical package for Social Science (SPSS) was used for the computation and analysis of data. Therefore, the decision rule of hypotheses testing includes; if the probability ( $p$ ) value is less than or equal to alpha value of .05 at which it is been tested you reject the null hypotheses which means that there is a statistical significance but if the probability value is greater than the alpha value of .05 you do not reject the null hypotheses which means that there is no statistical significance.

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF DATA

This chapter presented the result of the data analysis. The data was presented in accordance with the six (6) research questions and six (6) hypotheses which guided this study (see appendix K for the SPSS output of the data).

**Research Question 1:** What are the mean achievement scores of students taught Social Studies using constructivist strategy and those taught using lecture method?

**Table 1:** Mean analysis summary Table of the Difference in Mean Achievement Scores of Students Exposed to constructivist-based Learning Strategies (CLS) and those Taught with Lecture Method.

Groups	No. of Students	Teaching Method	Pre-test		Post-test		Mean Gain Score	Mean Gain Score Difference
			$\bar{X}$	SD	$\bar{X}$	SD		
Experimental	130	CLS	33.98	8.275	71.64	8.099	37.66	25.77
Control	130	Lecture	38.45	8.809	50.34	8.534	11.89	

The data presented in Table 1 shows that the experimental group had a mean achievement score of 33.98 and standard deviation of 8.275 in pre-test and a mean achievement score of 71.64 and standard deviation of 8.099 in post test while the control group had a mean achievement score of 38.45 and standard deviation of 8.809 in pre-test and a mean achievement score of 50.34 and standard deviation of 8.534 in post-test. The experimental group had a post-test mean achievement gain score of 37.66 higher than the post-test mean achievement gain score of 11.89 had by the control group. Also, the experimental group had a post-test achievement gain score

difference of 25.77 above the control group. This implies that the effect of CLS in improving students' achievement in Social Studies is higher than the effect of the conventional method (Lecture method).

**Research Question 2:** What are the achievement scores of male and female students taught Social Studies with constructivist strategy?

**Table 2:** Mean Analysis Summary Table of the Difference between the Mean Achievement Score of Male and Female Students Exposed to CLS.

Groups	No. of Students	Teaching Method	Pre-test $\bar{X}$	SD	Post-test $\bar{X}$	SD	Mean Gain Score	Post-test Mean Difference
Male	65	CLS	32.86	7.386	70.43	7.552	37.57	
Female	65	CLS	35.09	8.996	72.85	8.499	37.76	0.19

The data presented in Table 2 shows that the male students had a mean achievement score of 32.86 and standard deviation of 7.386 in pre-test and a mean achievement score of 70.43 and standard deviation of 7.552 in post-test while the female students had a mean achievement score of 35.09 and standard deviation of 8.996 in pre-test and a mean achievement score of 72.85 and standard deviation of 8.499 in post-test. Female students had a post-test mean achievement gain score of 37.76 higher than the post-test mean achievement gain score of 37.57 had by their male counterparts. Also, the female students had a post mean achievement gain score difference of 0.19 over their male counterparts taught Social Studies using CLS. This implies that there is difference in the mean achievement score of male students and female students but ANCOVA will be applied to determine whether the difference is significant.

**Research Question 3:** What is the interaction effect between the instructional treatment and gender in students' achievement in Social Studies?

**Table 3:** Mean Analysis Summary Table of the Interaction Effect of Instructional Treatment and Gender on Students' Achievement in Social Studies.

<b>Gender</b>	<b>Method</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>
<b>Male</b>	<b>CLS</b>	<b>70.43</b>	<b>7.552</b>	65
	<b>Lecture Method</b>	47.82	8.112	65
	<b>Total</b>	59.12	13.777	130
<b>Female</b>	<b>CLS</b>	<b>72.85</b>	<b>8.499</b>	65
	<b>Lecture Method</b>	52.86	8.250	65
	<b>Total</b>	62.85	13.047	130
<b>Total</b>	<b>CLS</b>	<b>71.64</b>	<b>8.099</b>	130
	<b>Lecture Method</b>	50.34	8.534	130
	<b>Total</b>	60.99	13.521	<b>260</b>

The data presented in Table 3 revealed that male students taught using CLS had a mean achievement score of 70.43 while male students taught using lecture method had a mean achievement score of 47.82. The female counterparts on the other taught using CLS had a mean achievement score of 72.85 while the female students taught using lecture method had a mean achievement score of 52.86. The female students taught with CLS had a higher mean achievement score than their male counterpart. There is therefore no interaction effect of gender and method of teaching on students' achievement in Social Studies.

**Research Question 4:** What are the mean interest scores of students taught social studies using constructivist strategy and those taught using lecture method?

**Table 4:** Mean Analysis Summary Table of the Difference between the Mean Interest Scores of Students Exposed to CLS and those Taught with Lecture Method.

<b>Groups</b>	<b>No. of Students</b>	<b>Teaching Method</b>	<b>Pre-test <math>\bar{X}</math></b>	<b>SD</b>	<b>Post-test <math>\bar{X}</math></b>	<b>SD</b>	<b>Mean Gain Score</b>	<b>Mean Gain Score Difference</b>
<b>Experimental</b>	<b>130</b>	<b>CLS</b>	33.578	8.168	71.55	8.119	<b>37.972</b>	<b>23.962</b>
<b>Control</b>	<b>130</b>	<b>Lecture</b>	40.38	8.299	54.39	7.245	<b>14.01</b>	

The data presented in Table 4 shows that the experimental group had a mean interest score of 33.578 and standard deviation of 8.168 in pre-test and a mean interest score of 71.55 and standard deviation of 8.119 in post-test while the control group had a mean interest score of 40.38 and standard deviation of 8.299 in pre-test and a mean interest score of 54.39 and standard deviation of 7.245 in post-test. The experimental group had a post-test mean interest gain score of 37.972 higher than the post-test mean interest gain score of 14.01 had by the control group. Also, the experimental group had a post-test interest gain score difference of 23.962 above the control group. This implies that the effect of CLS in improving students' interest in Social Studies is higher than the conventional (lecture) method.

**Research Question 5:** What are the interest scores of male and female students taught social studies with constructivist strategy?

**Table 5:** Mean Analysis Summary Table of the Difference between the Mean Interest Score of Male and Female Students Exposed to CLS.

<b>Groups</b>	<b>No. of Students</b>	<b>Teaching Method</b>	<b>Pre-test <math>\bar{X}</math></b>	<b>SD</b>	<b>Post-test <math>\bar{X}</math></b>	<b>SD</b>	<b>Mean Gain Score</b>	<b>Mean Gain Difference</b>
<b>Male</b>	<b>65</b>	<b>CLS</b>	32.86	7.386	70.43	7.552	<b>37.57</b>	
<b>Female</b>	<b>65</b>	<b>CLS</b>	34.28	8.882	72.66	8.563	<b>38.38</b>	<b>0.81</b>

The data presented in Table 5 shows that the male students had a mean interest score of 32.86 and standard deviation of 7.386 in pre-test and a mean interest score of 70.43 and standard deviation of 7.552 in post-test while the female students had a mean interest score of 34.28 and standard deviation of 8.882 in the pre-test and a mean interest score of 72.66 and standard deviation of 8.563 in the post-test. Female students had a post-test mean interest gain score of 38.38 and mean interest gain difference of 0.81 higher than the post-test mean interest gain score of 37.57 had by their male counterparts taught Social Studies using CLS. This implies that there is difference in the mean interest score of male and female students but ANCOVA will be applied to determine whether the difference is significant.

**Research Question 6:** What is the interaction effect between the instructional treatment and gender in students' interest in Social Studies?

**Table 6:** Mean Analysis Summary Table of the Interaction Effect of Instructional Treatment and Gender on student' Interest Scores in Social Studies.

<b>Gender</b>	<b>Method</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>
<b>Male</b>	CLS	<b>70.43</b>	7.552	65
	Lecture Method	54.75	6.297	65
	Total	62.59	10.483	130
<b>Female</b>	CLS	<b>72.66</b>	8.563	65
	Lecture Method	54.03	8.116	65
	Total	63.35	12.510	130
<b>Total</b>	CLS	<b>71.55</b>	8.119	130
	Lecture Method	54.39	7.245	130
	Total	<b>62.97</b>	11.525	<b>260</b>

The data presented in Table 6 revealed that male students taught using CLS had a mean achievement score of 70.43 while male students taught using lecture method had an achievement mean score of 54.75. Whereas the female students taught using CLS had a mean achievement score of 72.66 while female students taught using lecture method had a mean achievement score of 54.03. Female students had higher mean achievement score than their male counterparts in the experimental group. There is therefore no interaction effect of gender and method of teaching on students' achievement in Social Studies.

### **Testing of the Hypotheses**

**H<sub>01</sub>:** There is no significant difference in the mean achievement scores of students taught Social Studies using constructivist strategy and those taught using lecture method.

**Table 7:** Analysis of Covariate (ANCOVA) Summary Table showing if there is no significant difference in the Mean Achievement Scores of Experimental and Control group.

**Tests of Between-Subjects Effects**

Dependent Variable: PosttestSSAT

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	29525.336 <sup>a</sup>	2	14762.668	212.888	.000
Intercept	53294.961	1	53294.961	768.550	.000
PretestSSAT	35.486	1	35.486	.512	.475
Method	27088.801	1	27088.801	390.639	.000
Error	17821.630	257	69.345		
Total	1014441.000	260			
Corrected Total	47346.965	259			

a. R Squared = .624 (Adjusted R Squared = .621)

The data presented in the Table 7 revealed that there was a significant effect of method on level of post-test after controlling for the effect of pre-test,  $F(1, 257) = 390.639$ ,  $P = 0.000$ . The decision rule states that if the probability (p) value is less than or equal to alpha value of .05 at which it is been tested you reject the null hypotheses which means that there is a statistical significance but if the probability value is greater than the alpha value of .05 you do not reject the null hypotheses which means that there is no statistical significance. Therefore, the probability (p) value is less than the alpha value ( $0.000 < 0.05$ ) which means that the hypothesis is therefore rejected and that there is significance difference in the mean achievement scores of students taught Social Studies using constructivist strategy and those taught using lecture method.



**H0<sub>2</sub>:** There is no significant difference in the achievement scores of male and female students taught Social Studies with constructivist strategy.

**Table 8:** ANCOVA Summary Table showing if there is no significant difference in the Mean Achievement Scores of Male and Female students taught Social Studies with Constructivist Strategy.

**Tests of Between-Subjects Effects**

Dependent Variable: CLSPosttestSSAT

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	257.664 <sup>a</sup>	2	128.832	1.994	.140
Intercept	39569.361	1	39569.361	612.518	.000
CLSPretestSSAT	68.056	1	68.056	1.053	.307
CLSGender	217.842	1	217.842	3.372	<b>.069</b>
Error	8204.344	127	64.601		
Total	675631.000	130			
Corrected Total	8462.008	129			

a. R Squared = .030 (Adjusted R Squared = .015)

The data presented in the Table 8 revealed that there was no significant effect of CLSGender on level of CLSPost-test after controlling for the effect of CLSPre-test,  $F(1, 127) = 3.372$ ,  $P = .069$ . The decision rule states that if the probability (p) value is less than or equal to alpha value of .05 at which it is been tested you reject the null hypotheses which means that there is a statistical significance but if the probability value is greater than the alpha value of .05 you do not reject the null hypotheses which means that there is no statistical significance. Therefore, the probability (p) value is greater than the alpha value ( $0.069 > 0.05$ ) which means that the hypothesis is therefore accepted and that there is no significance difference in the achievement scores of male and female students taught Social Studies with constructivist strategy.

**H<sub>03</sub>:** There is no significant difference in the interaction effect between the instructional treatment and gender in students' achievement in Social Studies.

**Table 9:** ANCOVA Summary Table showing if there is no significant difference in the Interaction Effect between the Instructional Treatment and Gender in students' Achievement in Social Studies.

**Tests of Between-Subjects Effects**

Dependent Variable: PosttestSSAT

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	30584.288 <sup>a</sup>	4	7646.072	116.315	.000
Intercept	54012.199	1	54012.199	821.653	.000
PretestSSAT	77.261	1	77.261	1.175	.279
Method	26828.576	1	26828.576	408.126	.000
Gender	949.966	1	949.966	14.451	.000
Method * Gender	107.104	1	107.104	1.629	<b>.203</b>
Error	16762.678	255	65.736		
Total	1014441.000	260			
Corrected Total	47346.965	259			

a. R Squared = .646 (Adjusted R Squared = .640)

The data presented in the Table 9 revealed that there was no significant effect of gender and method on level of post-test after controlling for the effect of pre-test,  $F(1, 255) = 1.629$ ,  $P = 0.203$ . The decision rule states that if the probability (p) value is less than or equal to alpha value of .05 at which it is been tested you reject the null hypotheses which means that there is a statistical significance but if the probability value is greater than the alpha value of .05 you do not reject the null hypotheses which means that there is no statistical significance. Therefore, the probability (p) value is greater than the alpha value ( $0.203 > 0.05$ ) which means that the hypothesis is therefore accepted and that there is no significance in the interaction effect between the instructional treatment and gender in students' achievement in Social Studies.

**H0<sub>4</sub>:** There is no significant difference in the mean interest scores of students taught social studies using constructivist strategy and those taught using lecture method.

**Table 10:** ANCOVA Summary Table showing if there is no significant difference in the Mean Interest Scores of Experimental and Control group.

**Tests of Between-Subjects Effects**

Dependent Variable: PosttestSSII

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	19127.596 <sup>a</sup>	2	9563.798	160.919	.000
Intercept	48786.580	1	48786.580	820.873	.000
PretestSSII	1.058	1	1.058	.018	.894
Method	16210.313	1	16210.313	272.752	.000
Error	15274.157	257	59.433		
Total	1065334.000	260			
Corrected Total	34401.754	259			

a. R Squared = .556 (Adjusted R Squared = .553)

The data presented in the Table 10 revealed that there was a significant effect of method on level of post-test after controlling for the effect of pre-test,  $F(1, 257) = 272.752$ ,  $P = 0.000$ . The decision rule states that if the probability (p) value is less than or equal to alpha value of .05 at which it is been tested you reject the null hypotheses which means that there is a statistical significance but if the probability value is greater than the alpha value of .05 you do not reject the null hypotheses which means that there is no statistical significance. Therefore, the probability (p) value is less than the alpha value ( $0.000 < 0.05$ ) which means that the hypothesis is therefore rejected and that there is significance in the mean interest scores of students taught social studies using constructivist strategy and those taught using lecture method.

**H0<sub>5</sub>:** There is no significant difference in the interest scores of male and female students taught social studies with constructivist strategy.

**Table 11:** ANCOVA Summary Table showing if there is no significant difference in the Mean Interest Scores of Male and Female students taught Social Studies with Constructivist Strategy.

**Tests of Between-Subjects Effects**

Dependent Variable: CLSPostestSSII

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	218.454 <sup>a</sup>	2	109.227	1.674	.192
Intercept	39515.827	1	39515.827	605.678	.000
CLSPretestSSII	56.723	1	56.723	.869	.353
CLSGender	177.535	1	177.535	2.721	.101
Error	8285.769	127	65.242		
Total	67395.000	130			
Corrected Total	8504.223	129			

a. R Squared = .026 (Adjusted R Squared = .010)

The data presented in the Table 11 revealed that there was no significant effect of CLSGender on level of CLSPost-test after controlling for the effect of CLSPre-test,  $F(1, 127) = 2.721$ ,  $P = 0.101$ . The decision rule states that if the probability (p) value is less than or equal to alpha value of .05 at which it is been tested you reject the null hypotheses which means that there is a statistical significance but if the probability value is greater than the alpha value of .05 you do not reject the null hypotheses which means that there is no statistical significance. Therefore, the probability (p) value is greater than the alpha value ( $0.101 > 0.05$ ) which means that the hypothesis is therefore accepted and that there is no significance in the interest scores of male and female students taught social studies with constructivist strategy.

**H<sub>0</sub>6:** There is no significant difference in the interaction effect between the instructional treatment and gender in students' interest in Social Studies.

**Table 12:** ANCOVA Summary Table showing if there is no significant difference in the Interaction Effect between the Instructional Treatment and Gender in students' Interest in Social Studies.

**Tests of Between-Subjects Effects**

Dependent Variable: PosttestSSII

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	19312.599 <sup>a</sup>	4	4828.150	81.594	.000
Intercept	47391.226	1	47391.226	800.891	.000
PretestSSII	7.337	1	7.337	.124	.725
Method	15928.755	1	15928.755	269.189	.000
Gender	33.247	1	33.247	.562	.454
Method * Gender	148.949	1	148.949	2.517	.114
Error	15089.155	255	59.173		
Total	1065334.000	260			
Corrected Total	34401.754	259			

a. R Squared = .561 (Adjusted R Squared = .555)

The data presented in the Table 12 revealed that there was no significant effect of gender and method on level of post-test after controlling for the effect of pre-test,  $F(1, 255) = 2.517$ ,  $P = 0.114$ . The decision rule states that if the probability (p) value is less than or equal to alpha value of .05 at which it is been tested you reject the null hypotheses which means that there is a statistical significance but if the probability value is greater than the alpha value of .05 you do not reject the null hypotheses which means that there is no statistical significance. Therefore, the probability (p) value is greater than the alpha value ( $0.114 > 0.05$ ) which means that the hypothesis is therefore accepted and that there is no significance in the interaction effect between the instructional treatment and gender in students' interest in Social Studies.

## CHAPTER FIVE

### DISCUSSION OF FINDINGS, CONCLUSION, EDUCATIONAL IMPLICATIONS, RECOMMENDATIONS AND SUMMARY

#### Discussion of Findings

The discussion of the findings was based on the following heading;

- Effect of instructional treatment on mean achievement scores of students in experimental and control groups.
- Effect of gender on the mean achievement scores of students taught Social Studies with constructivist strategy.
- Interaction effect of instructional treatment and gender in students' achievement in Social Studies.
- Effect of instructional treatment on mean interest scores of students in experimental and control groups.
- Effect of gender on the mean interest scores of students taught Social Studies with constructivist strategy.
- Interaction effect of instructional treatment and gender in students' interest in Social Studies.

#### **Effect of Instructional Treatment on Mean Achievement Scores of Students in Experimental and Control Groups.**

The data provided in Table 1 answered the research question one and the result revealed that students in experimental group exposed to CLS had higher mean achievement score than the

students in the control group exposed to lecture method and also the effect of CLS in improving students' achievement is higher than that of the lecture method. The difference in their mean achievement score (25.77) is large. This means that method of teaching had a remarkable effect on the mean achievement score of students. The data presented in Table 7 tested the hypothesis one and the result (p. value of  $.000 < .05$  alpha value at which it is being tested) revealed that there is significant difference in the mean achievement score of students in the experimental group and those in the control group. This means that constructivist-based learning strategies are more effective in improving students' achievement in Social Studies than the conventional (lecture) method of teaching. It can also be seen from the study that students' achievement depends largely on the teaching strategy being adopted. This finding agreed with Young and Collin (2003).

### **Effect of Gender on the Mean Achievement Scores of Students taught Social Studies with Constructivist Strategy**

The data provided in Table 2 answered the research question two and the result revealed that female students had higher mean achievement score than the male students. The difference in the mean achievement score (0.19) of female and male students is a little bit high. Furthermore, the analysis in Table 8 tested the hypothesis two and the result (p. value of  $0.069 > 0.05$  alpha value at which it is being tested) revealed that there is no significance in the achievement scores of male and female students taught Social Studies with constructivist strategy. This finding agrees with the finding of Augustinah and Anaun (2014) revealed that female students perform better than their male counterpart. However, this finding disagrees with the finding of Sengaul serap and Ahmet (2004) that discovered that the male performed higher than the female in school subjects.

### **Interaction Effect of Instructional Treatment and Gender in Students' Achievement in Social Studies**

The table provided in 3 answered the research question three and the result revealed that there is no interaction effect of methods and gender on students' achievement in Social Studies. The data provided in Table 9 tested hypothesis three and the result (p. value of  $0.203 > 0.05$  alpha value at which it is being tested) revealed that there is no significant interaction effect of gender and methods of teaching on students' achievement in Social Studies.

### **Effect of Instructional Treatment on Mean Interest Scores of Students in Experimental and Control Groups**

The data provided in Table 4 answered the research question four and the result revealed that students in experimental group exposed to CLS had higher mean interest score than the students in the control group exposed to lecture method and also the effect of CLS in improving students' interest is higher than that of the lecture method. The difference in their mean achievement score (23.962) is large. This means that method of teaching had a remarkable effect on the mean interest score of students. The data presented in Table 10 tested the hypothesis four and the result (p. value of  $.000 < .05$  alpha value at which it is being tested) revealed that there is significant difference in the mean interest score of students in the experimental group and those in the control group. This means that constructivist-based learning strategies are more effective in improving students' interest in Social Studies than the conventional (lecture) method of teaching. It can also be seen from the study that students' interest depends largely on the teaching strategy being adopted. This finding goes in line with Brookover, Thomas & Paterson cited in Nwoke 2004 which sees interest as one personality characteristics that influences students' achievement.



### **Effect of Gender on the Mean Interest Scores of Students taught Social Studies with Constructivist Strategy**

The data provided in Table 5 answered the research question five and the result revealed that male students had higher mean interest score than the female students. The difference in the mean interest score (0.81) of female and male students is a little bit high. Furthermore, the analysis in Table 11 tested the hypothesis five and the result (p. value of  $0.101 > 0.05$  alpha value at which it is being tested) revealed that there is no significance in the interest score of male and female students taught Social Studies with constructivist strategy. This finding disagree with Adegboye cited in Nwago and Obiekwe (2010) which explained that many parents do not have interest in sponsoring their female education.

### **Interaction Effect of Instructional Treatment and Gender in Students' Interest in Social Studies**

The table provided in 6 answered the research question six and the result revealed that there is no interaction effect of methods and gender on students' interest in Social Studies. The data provided in Table 12 tested hypothesis six and the result (p. value of  $0.114 > 0.05$  alpha value at which it is being tested) revealed that there is no significant interaction effect of gender and methods of teaching on students' interest in Social Studies.

### **Conclusion**

Based on the findings of the study, the following conclusions were drawn;

1. The findings showed that students who were exposed to constructivist-based learning strategies in Social Studies class gained positive over those students who were taught using the conventional (lecture) method. These results suggest that such constructivist-based learning strategies may be useful for enhancing learning.

2. Constructivist-based learning strategies may also offer alternative learning opportunities for students who do not fully grasp course material in the traditional lecture format. Constructivist-based learning strategies provide students with the opportunity to apply theory to real-life situations and bring concepts and theories to life, thereby enhancing student learning.
3. It has been noted that both classes (experimental and control) improved in their scores more after the second lesson than after the first lesson. This means that the second lesson had a high impact in the students' learning because the students knew what to expect.

Therefore, bringing constructivism into the classroom is an effective way to add vigor and interest to the class. By blending lectures and having students question and respond to primary source documents, an instructor can address the demands of covering material at the same time he encourages problem solving skills in the students.

### **Educational Implications**

The study provides evidence to the effect that Constructivist-based Learning Strategies (CLS) enhances secondary school students' achievement and interest in Social Studies. Since achievement and interest is important in student learning process, Social Studies teachers should be encouraged to use the method so as to improve achievement and interest in Social Studies not only in internal but also in external Examinations. Moreover, since the method improves Junior Secondary School Three students' Social Studies achievement and interest, it is likely that it can also improve achievement in Social Studies in other National examinations if it is implemented early enough as in primary education. This may enable them to pursue Social Studies as a course in institutions of higher learning. Through proper incorporation of constructivist-based learning

strategies into teaching and learning process by the teacher will help to avert producing half baked students into the society.

### **Recommendations**

The following recommendations were made;

1. From the findings of this study, it is evident that the Constructivist-based learning strategy (CLS) is an effective method for teaching Social Studies. This means that the use of constructivist-based strategy at secondary school level can address the poor achievement in Social Studies. Therefore, it will supplement the government efforts to improve the Social Studies Education in Nigeria secondary schools.
2. Curriculum developers will find the study helpful in designing appropriate instructional strategies which enhance Social Studies teaching and learning process.
3. Teacher educators will also find the study useful in developing programs aimed at producing teachers capable of creating a learning environment that enables learners to actively construct knowledge and understanding for themselves, hence improve their achievement in Social Studies.

### **Limitation of the Study**

The stress of conducting the research on the part of the researcher especially time and cost the research too in getting the final result.

### **Suggestions for Further Research**

The findings of this study had generated some areas for further research such as;

1. Replicating the present study in other Education Zones under Enugu State or using a wider range if possible the whole Enugu State.

2. Replication of the study can be carried out with the Primary school pupils.

### **Summary of the Study**

Despite the effort of the Federal Government in curbing social problems (such as kidnapping, cultism, examination malpractices etc.) in our environment through the introduction of new subjects such as civic education into the school curriculum instead, the problems keep increasing in the society thereby making the Social Studies goals to be unachieved.

It has also been noted that poor academic achievement and lack of interest in Social Studies could be linked to the poor implementation of the subject matter by the Social Studies teachers due to the didactic lecture method used by the teachers in teaching and learning of the subject matter thereby making the students not to be engaged in complex problem-solving activities and makes them not to apply school knowledge and skills to real-life problems because lecture method is mostly teacher-centered which makes the teaching of Social Studies boring, dull and uninteresting.

Six research questions and six hypotheses which were tested at 0.05 level of significant guided the study. The study employed pre-test post-test quasi experimental design. The population of the study consists of four thousand one hundred and eighty two (4182) junior secondary school III Social Studies students in fifty two (52) Co-education Junior Secondary schools in Nsukka Education Zone in the 2014/2015 academic session. The sample size was two hundred and sixty (260) JSSIII Social Studies students which were divided into two intact groups (constructivist-based learning strategy and Lecture method). The instruments SSAT and SSII were developed by the researcher along side with lesson plan. It was face validated and trial tested by the JSSIII students from Government secondary school GRA Enugu. The reliability of

the test was determined using K-R 20. Mean and standard deviation were used to answer the research questions while ANCOVA was used to analyze the hypothesis respectively.

The study indicated that there was a significant difference on the achievement and interest of Social Studies students taught using constructivist-based learning strategies and those taught using lecture method. The research further revealed that there were no significance difference on the achievement and interest scores of male and female Social Studies students taught with constructivist-based learning strategy and also there were no significant interaction effects of gender and method of teaching on students' achievement and interest in Social Studies.

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**APPENDIX A****REQUEST FOR VALIDATION OF INSTRUMENT****Department of Social Science Education****University of Nigeria****Nsukka.****Dear sir/Madam**

I am carrying out a research on Effect of constructivist learning strategy on students' academic achievement and interest of Junior Secondary School Social Studies concepts in Nsukka Education Zone which requires the assessment of achievement and interest inventory in Social Studies of Junior Secondary School III (JSS III) has been developed for the study.

I therefore request that you kindly help with the validation of the test. I enclosed here a copy of the test instrument and test blue print.

Yours faithfully,

Ugwu, Patience N.

PG/M.Ed/13/65047

**APPENDIX B****SOCIAL STUDIES ACHIEVEMENT TEST FOR JUNIOR SECONDARY SCHOOL III  
STUDENTS**

Below are the list of items for determining the degree of students' achievement and interest in Social Studies. You are requested to tick ( ) for the correct answers in the achievement test and also indicate the degree of which you agree or disagree with each item in the interest inventory. Be as sincere as possible in your rating. This is not an examination and has nothing to do with your result. All information will be regarded as highly confidential.

## SECTION A: PERSONAL DATA OF STUDENT

Name of School í

Sex: Male:  Female:

## SECTION B

**Please tick (J) for the correct answers**

1. Conflict means all these except (a) Peace (b) Disagreements (c) Quarrel (d) Breakdown of harmonious relationship.
2. When one tries to satisfy his own interests at the expense of that of the groups occur (a) Leadership (b) Bribery (c) Corruption (d) Conflicts.
3. The Nigerian civil war is a type of conflict called (a) Violent conflict (b) Non-violent conflict (c) peaceful conflict (d) Unexpected conflict.
4. Dialogue is a type of conflict called (a) Violent conflict (b) Non-violent conflict (c) Peaceful conflict (d) Unexpected conflict.
5. Urhobo and Itsekiri war is an example of conflict called (a) Inter-personal conflict (b) Intra-national conflict (c) Inter-ethnic conflict (d) Intra-ethnic conflict.
6. Aguleri and Umuleri war is an example of conflict called (a) Inter-personal conflict (b) Intra-national conflict (c) Inter-ethnic conflict (d) Intra-ethnic conflict.
7. Militancy is an example of conflict called (a) Inter-personal conflict (b) Intra-national conflict (c) Inter-ethnic conflict (d) Intra-ethnic conflict.
8. Ogoni and Andoni war is an example of (a) Inter-personal conflict (b) Intra-national conflict (c) Inter-ethnic conflict (d) Intra-ethnic conflict.

9. Boko haram is an example of (a) Inter-personal conflict (b) Intra-national conflict (c) Inter-ethnic conflict (d) Intra-ethnic conflict.
10. Inequality in resources distribution causes (a) Poverty (b) Weakness (c) Conflict (d) Laziness.
11. Misinformation is a particular issue that can cause (a) Lateness (b) Conflict (c) Weakness (d) Confusion.
12. Rudeness can cause (a) Pain (b) Poverty (c) Peace (d) Conflict.
13. Difference in individual opinions can cause (a) Pains (b) Poverty (c) Peace (d) Conflict.
14. Disunity is caused by (a) Greatness (b) Conflicts (c) Poverty (d) Hard works.
15. Development and progress can be retarded through (a) Peace (b) Honesty (c) Hard work (d) Conflict.
16. Riots and loss of life can be as a result of (a) Peace (b) Honesty (c) hard working (d) Conflict.
17. Division and separation can be as a result of (a) Peace (b) Honesty (c) Hard working (d) Conflict.
18. War and anarchy can be as a result of (a) Peace (b) Honesty (c) Hard working (d) Conflict.
19. Conflict can be managed through (a) confusion (b) sporting activities (c) fighting (d) disunity.
20. All these are not method of managing conflict except (a) inter marriage (b) violent (c) pain (d) laziness.

## APPENDIX C

### SOCIAL STUDIES STUDENTS'INTEREST INVENTORY

#### SECTION A: PERSONAL DATA OF THE STUDENT

Name of School í

Sex: Male:  Female:

#### SECTION: B Response options

##### Keys

SA means strongly agree: 4

A means agree: 3

D means disagree: 2

SD means strongly disagree: 1

Please tick (J) for the correct answer

S/N	Items/statement	SA	A	D	SD
1	Social Studies is one of my best subjects.				
2	I like being taught Social Studies very often.				
3	I like Social Studies because it helps me to understand my environment.				
4	I like Social Studies because the teacher normally asks me to dramatize certain aspects of the lesson.				

5	I like Social Studies because the teacher allows me to participate actively in the Social Studies class.				
6	I like to be taught Social Studies using field-trips.				
7	I like to be taught Social Studies using role-play method.				
8	I like the use of real objects in teaching Social Studies.				
9	I like to be taught Social Studies using what I know before.				
10	I like Social Studies to be related always to real life.				
11	I like to be taught Social Studies using ideas from my class mate.				
12	I like to be taught Social Studies using reward or punishment simulation method.				
13	I like to spend my free times watching films based on social issues.				
14	I like Social Studies because am being exposed to some practical works that helps me in my daily activities.				
15	I also like to continue social Studies after my secondary school education.				
16	I like to be taught Social Studies using dramatization.				

17	I am motivated when ever my teacher uses discussion methods.				
18	I am exposed to more learning whenever my teacher uses computer.				
19	I like Social studies because it deals with man and its environments.				
20	Social Studies make me to look for information to solve assignment.				



**APPENDIX D****ANSWER TO SOCIAL STUDIES ACHIEVEMENT TEST**

1. A
2. D
3. A
4. B
5. C
6. D
7. B
8. C
9. B
10. C
11. B
12. D
13. D
14. B
15. D
16. D
17. D
18. D
19. B
20. A

**APPENDIX E****Department of Social Science Education,****University of Nigeria,****Nsukka.****Dear Principal,****REQUEST FOR PERMISSION TO CARRY OUT MY RESEARCH WORK IN YOUR  
SCHOOL**

I am a postgraduate student in the above named institution, researching on a study titled *Effect of Constructivist-based Learning Strategies on students' achievement and interest in Junior Secondary Social Studies Concepts in Nsukka Education Zone*

I humbly solicit for your permission to carry out my research work in your school for a period of three weeks. I promise that the research exercise will not disrupt your school programs.

I will be glad if my request is granted. Thank you for your cooperation.

Yours faithfully.

Ugwu, patience N.

**(research student)**

## APPENDIX F

### Reliability of SSAT

```

DESCRIPTIVES VARIABLES=item1 item2 item3 item4 item5 item6 item7 item8 item9 item10 it
em11 item12 item13 item14 item15 item16 item17
    item18 item19 item20 totalscore
  /STATISTICS=MEAN STDDEV VARIANCE MIN MAX

  /SORT=MEAN (A) .

```

## Descriptives

[DataSet0]Reliability of SSAT

### Descriptive Statistics

	N	Mean	Std. Deviation	Variance
item1	20	3.50	2.351	5.526
item2	20	3.00	2.513	6.316
item3	20	3.50	2.351	5.526
item4	20	3.75	2.221	4.934
item5	20	3.75	2.221	4.934
item6	20	3.25	2.447	5.987
item7	20	3.00	2.513	6.316
item8	20	3.00	2.513	6.316
item9	20	3.25	2.447	5.987
item10	20	3.00	2.513	6.316
item11	20	4.00	2.052	4.211
item12	20	2.75	2.552	6.513
item13	20	3.25	2.447	5.987
item14	20	3.50	2.351	5.526
item15	20	3.50	2.351	5.526
item16	20	3.25	2.447	5.987
item17	20	3.25	2.447	5.987
item18	20	3.00	2.513	6.316
item19	20	3.25	2.447	5.987
item20	20	3.00	2.513	6.316
Totalscore	20	66.25	10.867	<b>118.092</b>

### Descriptive Statistics

	N	Mean	Std. Deviation	Variance
item1	20	3.50	2.351	5.526
item2	20	3.00	2.513	6.316
item3	20	3.50	2.351	5.526
item4	20	3.75	2.221	4.934
item5	20	3.75	2.221	4.934
item6	20	3.25	2.447	5.987
item7	20	3.00	2.513	6.316
item8	20	3.00	2.513	6.316
item9	20	3.25	2.447	5.987
item10	20	3.00	2.513	6.316
item11	20	4.00	2.052	4.211
item12	20	2.75	2.552	6.513
item13	20	3.25	2.447	5.987
item14	20	3.50	2.351	5.526
item15	20	3.50	2.351	5.526
item16	20	3.25	2.447	5.987
item17	20	3.25	2.447	5.987
item18	20	3.00	2.513	6.316
item19	20	3.25	2.447	5.987
item20	20	3.00	2.513	6.316
Totalscore	20	66.25	10.867	<b>118.092</b>
Valid N (listwise)	20			

No of item	No of students for each item	No of success who answered correctly	No of students who answered wrongly	No of success/no of students(p=correct Ans.)	No of failure/no of students (q= Wrong)	Success(p)× failure (q)

1	20	15	5	0.75	0.25	0.1875
2	20	16	4	0.8	0.2	0.16
3	20	14	6	0.7	0.3	0.21
4	20	17	3	0.85	0.15	0.1275
5	20	3	17	0.15	0.85	0.1275
6	20	16	4	0.8	0.2	0.16
7	20	16	4	0.8	0.2	0.16
8	20	16	4	0.8	0.2	0.16
9	20	17	3	0.85	0.15	0.1275
10	20	19	1	0.95	0.05	0.0475
11	20	17	3	0.85	0.15	0.1275
12	20	17	3	0.85	0.15	0.1275
13	20	17	3	0.85	0.15	0.1275
14	20	17	3	0.85	0.15	0.1275
15	20	18	2	0.9	0.1	0.09
16	20	19	1	0.95	0.05	0.0475

17	20	18	2	0.9	0.1	0.09
18	20	17	3	0.85	0.15	0.1275
19	20	19	1	0.95	0.05	0.0475
20	20	17	3	0.85	0.15	0.1275
						<b><math>\Sigma pq = 2.5075</math></b>

The variance of the scores derived from SPSS computation of the scores is **118.092**

Formula for the computation of K-R 20 is

$$\frac{K}{K-1} (1 - \hat{U}_{pq})$$

$$S^2$$

K = Number of items

P = Proportion of students who scored the item correctly

q = proportion of students who scored the item wrongly

$\hat{U}_{pq}$  = Sum of p and q

$S^2$  = Variance of the test

$$K = 20$$

$$\hat{U}_{pq} = 2.51$$

$$S^2 = 118.092$$

Substitution of the formula;

$$\frac{20}{20 - 2.51}$$

$$\begin{aligned}
 & 19 \quad 118.092 \\
 & = (1.053) (1-0.02125) \\
 & = (1.053) (0.97875) \\
 & = 1.
 \end{aligned}$$

**The reliability coefficient based on K-R 20 is 1.**

## APPENDIX G

### Reliability of SSII

```

RELIABILITY
/VARIABLES=item1 item2 item3 item4 item5 item6 item7 item8 item9 item10 item11 item1
2 item13 item14 item15 item16 item17 item18 item19 item20
/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

```

### Reliability

[DataSet1] C:\Users\Ugwu\Documents\reliability of SSII.sav

### Scale: ALL VARIABLES

#### Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

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

#### Reliability Statistics

Cronbach's Alpha	N of Items
.463	20

## APPENDIX H

### LESSON NOTE USING CONSTRUCTIVIST-BASED METHOD

**CLASS:** Basic 9

**SUBJECT:** Social Studies

**DURATION:** 40 minutes

**TOPIC:** Conflicts

**SPECIFIC OBJECTIVE:** By the end of the lesson the students should be able to:

1. Define conflict
2. Identify two examples of conflicts

**INSTRUCTIONAL MATERIALS:** Pictures, charts, chalkboard.

**ENTRY BEHAVIOR:** the teacher asks the students if they have seen two people quarrelling over possession of a material.

#### PRESENTATION

##### Stage I: Invitation/Engagement

The teacher presents some pictures showing, where people are fighting, quarrelling etc. the students are allowed to take a look at the pictures. They are asked to write down;

- i. What they have observed
- ii. Name different types of places where this can occur



- iii. Their feeling towards these

### **Stage II: Exploration**

The students are divided into manageable groups. Each group is given some picture to discuss on them. They are asked to;

- i. Give a suitable name for such situations.
- ii. Name other situations like that.
- iii. What are the possible causes for such situation?
- iv. Why are they fighting or quarrelling.

The teacher guide and monitors the activities of such group. She helps and encourages them to construct their ideas based on their previous experiences in their groups.

### **Stage III: Explanation**

The students come together and discuss their activities and possible give answers to the questions that had arise in the course of their discussion. The teacher goes further to explain that all those pictures is what is what we see happening along the road, in our homes, schools and in their society. All these have a common name called 'conflict'

The teacher then helps them to define conflict as disagreement, struggle and quarrel between people. Conflict is natural in every human society. It could occur due to differences in views, opinions and ambitions of the individuals with those of the group. All the people in a particular society cannot think or react the same way to a particular issue. Not even people from the same family or class do. People have their individual interests, when they try to satisfy these interests at the expense of that of the group, conflicts occur.

**Examples of conflict are:**

- a. Inter-personal conflict
- b. Intra-national conflict
- c. Inter-ethnic conflict
- d. Intra-ethnic conflict
- e. Inter-religious conflict
- f. Intra-religious conflict

**Stage IV: Evaluation**

The teacher allows the students to ask questions. Give others opportunity to answer the questions and helps them when necessary. The teacher asks the students questions like the following;

- a. Define conflict
- b. Identify two examples of conflict

**Stage V: Elaboration and Taking Action**

The teacher gives them take home assignments in the form of the following questions;

- a. What are the consequences of conflict?
- b. How can we manage or resolve conflict.

## LESSON NOTE USING CONSTRUCTIVIST-BASED METHOD

**CLASS:** Basic 9

**SUBJECT:** Social Studies

**DURATION:** 40 minutes

**TOPIC:** Conflicts

**SPECIFIC OBJECTIVE:** By the end of the lesson the students should be able to:

1. Identify those causes of conflicts.
2. Explain two consequences of conflict.

**INSTRUCTIONAL MATERIALS:** Pictures, charts, chalkboard.

**ENTRY BEHAVIOR:** the students were asked if they have had of militancy in Niger-Delta before and their agitations.

### PRESENTATION

#### Stage I: Invitation/Engagement

The teacher presents some pictures showing, where people are fighting, quarrelling etc. the students are allowed to take a look at the pictures. They are asked to write down;

- i. What they have observed
- ii. What can lead to such situations
- iii. Their feeling towards these

### **Stage II: Exploration**

The students are divided into manageable groups. Each group is given some picture to discuss on them. They are asked to;

- i. Name other situations where this can occur.
- ii. What are the possible causes for such situation?
- iii. Why are they fighting or quarrelling.

The teacher guide and monitors the activities of such group. She helps and encourages them to construct their ideas based on their previous experiences in their groups.

### **Stage III: Explanation**

The students come together and discuss their activities and possible give answers to the questions that had arise in the course of their discussion. The teacher goes further to explain that all those pictures is what is what we see happening along the road, in our homes, schools and in their society. All these have a common name called -conflictø

The teacher then helps them to discuss the causes, consequences of conflict and also the non-violent methods of resolving conflict to the students as;

#### **Causes of conflicts**

1. Inequality in resources distribution
2. Misinformation
3. Misconceptions about issues

4. When people struggle to get something that other people are also interested in.
5. Rudeness/stubbornness
6. Difference in individual opinion.

**Consequences of conflict are as follows;**

1. It can decrease level of productivity in an economy thereby retard development and progress.
2. It can lead to destruction of lives and property
3. It can lead to dis-unity among the various ethnic groups
4. It can lead to war and anarchy
5. It can lead to an unhealthy political rivalry. etc

**Non-violent methods of resolving conflict**

1. Through sporting activities
2. Through inter-tribal marriages
3. Through dialogue etc.

**Stage IV: Evaluation**

The teacher allows the students to ask questions. Give others opportunity to answer the questions and helps them when necessary. The teacher asks the students questions like the following;

1. Identify non-violent method of resolving conflict.
2. Mention two consequences of conflict

**Stage V: Elaboration and Taking Action**

The teacher gives them take home assignments in the form of the following questions;

Mention other non-violent methods of resolving conflict in a country?

### **LESSON NOTE USING CONSTRUCTIVIST-BASED METHOD**

**CLASS:** Basic 9

**SUBJECT:** Social Studies

**DURATION:** 40 minutes

**TOPIC:** conflict

**SPECIFIC OBJECTIVE:** By the end of the lesson the students should be able to:

1. Differentiate between peaceful and violent conflict
2. Mention examples of peaceful and violent conflict

**INSTRUCTIONAL MATERIALS:** Pictures, charts of people living together.

**ENTRY BEHAVIOR:** The teacher asks the students if they have seen the activities of Boko haram on TV where they destroy lives and properties.

### **PRESENTATION**

#### **Stage I: Invitation/Engagement**

The teacher presents some pictures showing, where people living together and the others quarrelling each other etc. the students are allowed to take a look at the pictures. They are asked to write down;

- i. What they have observed
- ii. Their feeling towards these

### **Stage II: Exploration**

The students are divided into manageable groups. Each group is given some picture to discuss on them. They are asked to;

- i. Identify what each of the pictures represents
- ii. What can lead to those situations?
- iii. The consequences of quarrelling.

The teacher guide and monitors the activities of such group. She helps and encourages them to construct their ideas based on their previous experiences in their groups.

### **Stage III: Explanation**

The students come together and discuss their activities and possible give answers to the questions that had arise in the course of their discussion. The teacher goes further to explain that all those pictures is what are what is happening around us. That is people coming together to agitate their interest in a peaceful manner while others agitate their interest in a violent manner.

The teacher then helps them to discuss the peaceful and also the violent types of conflict to the students as;

#### **There are two types of conflicts;**

- i. Peaceful or non-violent conflict: This is a disagreement that does not involve the use of force. For instance when a group hold dialogue to resolve areas of disagreement.

Examples of these types of conflicts are the pressure groups agitating for their right in a country.

- ii. Violent conflict: A conflict is to be violent when it is not settled peacefully and it leads to war. For instance 1967-1970 Nigerian civil wars.

#### **Stage IV: Evaluation**

The teacher allows the students to ask questions. Give others opportunity to answer the questions and helps them when necessary. The teacher asks the students questions like the following;

1. Differentiate between peaceful and violent conflict
2. Mention examples of peaceful and violent conflict

#### **Stage V: Elaboration and Taking Action**

The teacher gives them take home assignments in the form of the following questions;

1. Find out other examples of peaceful violent in Nigeria.



## APPENDIX I

### LESSON NOTE USING NON- CONSTRUCTIVIST-BASED (LECTURE)

#### METHOD

**CLASS:** Basic 9

**SUBJECT:** Social Studies

**DURATION:** 40 minutes

**TOPIC:** conflict

**SPECIFIC OBJECTIVE:** By the end of the lesson the students should be able to:

1. Define conflict
2. Identify two examples of conflicts

**INSTRUCTIONAL MATERIALS:** Pictures, charts, chalkboard.

**ENTRY BEHAVIOR:** The teacher asks the students if they have seen two people quarrelling over possession of a material.

Steps	Content development	Teacher performance activity	Students' performance activity	Teaching strategies/ skills
1.	Introduction; the teacher introduces	The teacher arouses the students' interest with the following question; if they have seen two people quarrelling	The students listen and answer the	Set-induction, questioning and

	the lesson by responding to their answer in the entry behavior.	over possession of a material before?	question	reinforcement
2	Definition of conflict	The teacher introduces the topic to the students by writing it on the chalkboard for them to see. Teacher explains the meaning of conflict to the student as; the breakdown of harmonious relationship as a result of pursuit of diverse interest and goals by different groups. Teacher shows different pictures to the students for them to see.	The studentsØ listens to the teacher and also jot down some vital points.	Explanation, discussion and illustrations.
3	Examples of conflict	Teacher explains further the examples of conflict such as inter-ethnic conflict which involves conflict between two different ethnic groups. e.g Urhobo/Itshekiri conflict. Intra-communal conflicts such as Ife/Modakeke conflict etc.	The studentsØ listen and asks questions where necessary.	Explanatory and discussion method.

4	Evaluation	The teacher asks the following questions (i). Define conflict  (ii). Identify two examples of conflicts.	The students answer the questions.	Questioning and answering.
5	Summary	Teacher summarizes the lesson through repetition and salient points were put down and discussed.	The students ask and jot down point.	Repetition.
6	Closure	Teacher gives assignment to the students. (A). What are the consequences of conflict?  B. How can we manage or resolve conflict.	Writes down the assignment	questioning

### LESSON NOTE USING NON-CONSTRUCTIVIST-BASED (LECTURE) METHOD

**CLASS:** Basic 9

**SUBJECT:** Social Studies

**DURATION:** 40 minutes

**TOPIC:** Conflicts

**SPECIFIC OBJECTIVE:** By the end of the lesson the students should be able to:

1. Identify those causes of conflicts.
2. Explain two consequences of conflict

**INSTRUCTIONAL MATERIALS:** Pictures, charts, chalkboard.

**ENTRY BEHAVIOR:** the students were asks if they have had of militancy in Niger-Delta before and their agitations.

Steps	Content development	Teachers' performance activities	Student' performance	Teaching strategies

			<b>activity</b>	<b>skills.</b>
1	Introduction; teacher introduces the lesson by responding to their answer in the entry behavior	Teacher arouses the students' interest with the following question; if they have had of militancy in Niger-Delta before and their agitations.	The students listens and answer question.	Questioning and reinforcement.
2	Causes and consequences of conflict.	Teacher uses the students' answers to introduce the new topic to them and writes it on the chalk board as the causes and consequences of conflict. Teacher goes further to explain the causes of conflicts to be misinformation, misconception about issues, redness/stubbornness, differences in individuals opinion, inequality in resources distribution etc. teacher explains how it can lead to conflict.	The students listens to the teacher, jot down points and asks questions where necessary.	Illustrations and explanation.

3	Consequences of conflict.	Teacher explains further the consequences of conflicts to the students as; it can lead to loss of lives and property, lead to war, it can disrupt development and progress. Etc.	The students listen and jot down points were necessary and also asks questions.	Explanatory and discussion method.
4	Evaluation	Teacher asks the following questions for the students; (i). Identify those causes of conflicts conflict.  (ii). Explain two consequences of conflict.	The students answers the questions.	Questioning, answering and reinforcement.
5	Summary	The teacher summaries the lesson and give further explanations to major points.	The students asks and answer questions where necessary.	Repetition and explanation.
6	Closure	The teacher writes down the assignment on the chalk board as;	The students writes down	Questioning.

		Mention other non-violent methods of resolving conflict in a country?	the assignment.	
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## LESSON NOTE USING NON-CONSTRUCTIVIST-BASED (LECTURE)

### METHOD

**CLASS:** Basic 9

**SUBJECT:** Social Studies

**DURATION:** 40 minutes

**TOPIC:** conflict

**SPECIFIC OBJECTIVE:** By the end of the lesson the students should be able to:

1. Differentiate between peaceful and violent conflict
2. Mention examples of peaceful and violent conflict

**INSTRUCTIONAL MATERIALS:** Pictures, charts of people living together.

**ENTRY BEHAVIOR:** The teacher asks the students if they have seen the activities of Boko haram on TV where they destroy lives and properties.

<b>Steps</b>	<b>Content development</b>	<b>Teacher performance activities</b>	<b>Students performance activities</b>	<b>Teaching strategies/s kills.</b>
1	Introduction: teacher introducing the lesson by	The teacher arouses the students' interest with following question; if they have seen the activities of Boko haram on TV where they destroy lives and	The students listen to the teacher and answer the	Set-induction and answering



	answering the questions on entry behavior	properties?	question.	of the question.
2	Types of conflict. Peaceful and violent conflict	The teacher guides the students on the answers given by the students and introduces the topic to the students by writing it on the chalk board as; the types of conflict such as Peaceful conflict which is a disagreement that those not involve the use of force and violent conflict which involves conflict that is nit settled peacefully rather make use of force.	The students listens, jot down important points and asks questions.	Explanation, discussion and illustrations.
3	Examples of the types of conflicts	The teacher further gives examples of peaceful violence as different groups such as pressure groups agitating for their rights in the society without the use of force while example of violent conflicts are the boko-haram insurgence	The studentsø listen, jot down points and also asks questions where necessary.	Explanation and discussion method.

		and the Nigeria civil war of 1967-1970.		
4	Evaluation	The teacher asks the following questions; i. Differentiate between peaceful and violent conflict  ii. Mention examples of peaceful and violent conflict.	The students answer the questions.	Questioning and answering.
5	summary	The teacher summarizes the lesson through repetition and explaining the major points to the students.	The students ask and answer questions where necessary.	Explanation and repetition.
6.	closure	The teacher writes down the assignments on the chalkboard.	The students write down the assignment.	Questioning .

**APPENDIX J**  
**NUMBER OF JUNIOR SECONDARY SCHOOL III SOCIAL STUDIES**  
**STUDENTS USED FOR THE STUDY**

<b>Gender</b>	<b>Number</b>
Male	130
Female	130
<b>Total</b>	<b>260</b>

