

**EFFECTS OF GROUP INVESTIGATION AND JURISPRUDENTIAL  
INQUIRY MODELS ON STUDENTS' INTEREST AND ACHIEVEMENT  
IN VOTER EDUCATION RELATED CONTENTS OF SENIOR  
SECONDARY SCHOOL GOVERNMENT CURRICULUM**

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**TITLE PAGE****EFFECTS OF GROUP INVESTIGATION AND JURISPRUDENTIAL  
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### **CERTIFICATION**

Ugwonna, Grace Ogechukwu a postgraduate student of the Department of Social Science Education, with registration number PG/Ph.D/14/69390 has satisfactorily completed the requirements for the degree of Doctor of Philosophy (Ph.D) in Political Science Education. The work embodied in this thesis is original and has not been submitted in part or full for any other diploma or degree of this or any other university.

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## **APPROVAL PAGE**

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## **DEDICATION**

This work is dedicated to my dear mother, Mrs. Josephine Chinelo Idu.

## **ACKNOWLEDGEMENTS**

The researcher gives all glory to God Almighty for the special Grace bestowed on her to complete this work. May His Name forever be glorified.

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## ABSTRACT

The study determined the effects of Group Investigation model (GIM) and jurisprudential Inquiry model (JIM) on students' interest and achievement in voter education related contents of senior secondary school Government curriculum. It also determined the influence of gender on students' interest and achievement in senior secondary school voter education related contents of senior secondary school Government curriculum using GIM and JIM. Six research questions and six null hypotheses guided the study. The design adopted for the study was Quasi-experimental non equivalent pre test, post test control group design. Sample for the study consisted of 165 SS II students made up of 48 males and 117 females drawn from four co-educational schools in Nsukka Local Government Area of Enugu state. Multi-stage sampling technique was used to select both the four co-educational schools and one intact class from each of the schools that were assigned to the two experimental groups (GIM and JIM). Two instruments were used for data collection namely Multiple Choice Government Achievement Test (MCGAT) and Government Interest Inventory (GII). The instruments were face and content validated and tested for reliability. The internal consistency of MCGAT was found to be 0.89 using K-R 20 while GII was 0.81 using Cronbachs' Alpha. Data collected were analysed using mean and standard deviation for the research questions and Analysis of Covariance (ANCOVA) was used in testing the null hypotheses at 0.05 level of significance. The results showed among other things that the students taught voter- education related contents using GIM had higher mean interest scores than those exposed to JIM instructional strategy. However, the difference was not statistically significant. The students taught voter education related contents using GIM had significantly higher mean achievement scores than those exposed to JIM instructional strategy. Furthermore, male students had higher mean interest and achievement scores than their female counterparts in voter- education related contents. However the difference was not statistically significant. There was a significant interaction effect of treatment and gender on students' mean interest in voter-education related contents. However, there was no significant interaction effect of treatment and gender on students' mean achievement in voter- education related contents. These findings were exhaustively discussed and it was concluded that GIM is more efficacious than JIM in enhancing students' achievement in voter- education related contents of senior secondary school Government curriculum. The implications of these findings among other things is that the application of GIM in teaching voter education related contents can enhance not only students' interest and achievement in the subject but could also expose learners to see the need for active participation in electoral processes and system in Nigeria. It was recommended, among others things that GIM should be adopted in teaching voter education related contents in senior secondary school Government. In this regard, Government and other relevant agencies should organize conferences, workshops and seminars for teachers of Government on the skills and strategies involved in the use of Group Investigation Model.



## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background of the study**

Voter registration and voting in elections constitute the most important form of political participation in democracies all over the world. This is largely so because the sustainability of democratic structures in the society is highly dependent on the level of political awareness and participation of citizens in the democratic processes. These structures and processes require voter education to enhance effective participation of citizens. According to the United Nations (2007), voter education is a programme which is designed for information and material dissemination to inform voters on the rudiments of the voting processes in an election and the entire political system at large. Voter education therefore, refers to relevant information about voting and the electoral processes in general (Agyiri, 2012). It is concerned with the responsibilities and functions of voters' rights, the synergy between elections and democracy (the conditions necessary for democratic elections), sanctity of the ballot, the importance of each vote and its impact on the general public.

Voter education is a programme of instruction designed by appropriate electoral body and official curriculum agencies to ensure voters' readiness, willingness, and ability to participate actively in the electoral process. It promotes political literacy and imbues confidence in the electoral processes thereby making it possible for governments that will implement beneficial policies to be elected. Accordingly, the Electoral Knowledge Network, (2018), perceived voter education as a type of education which promotes relevant knowledge, attitudes and behaviour required by citizens to actively participate in democratic processes and

also make well informed decisions capable of enhancing peaceful elections, tolerance and fair competition among others in the political system.

Voter education in the context of this study is a form of education that provides citizens with basic information required for the exercise of voting rights and expression of their political will. Thus, the electorate are aware of the gains of active participation in election. This can be achieved through messages on televisions, radio, print media, social media among others. These are ultimately required to engage citizens and ensure their active participation in elections. According to Jega (2014), the benefits of voter education as enumerated by the Independent National Electoral Commission (INEC) include (but not limited to) increase in voter turnout during elections, reduction in the number of invalid votes at elections, and ethical considerations in voting among others. Voter education also eliminates ignorance, stimulates effective and massive participation of voters in elections by reducing to the barest minimum voter apathy. In other words, the synergy between voter education and successful electoral process cannot be underestimated.

However, it has been noted that the electoral process in Nigeria has been marred with voter apathy which is traceable to inadequate voter education, poor political orientation, electoral fraud, political violence among others. (Chukwuemeka, Okoye, Egboh and Ewuim, 2012; Uhunmwuango and Aibieyi, 2012 & Oni, 2014). Available evidence indicates that between 1999 and 2015 there was decline in voter turnout when compared to the number of registered voters during the period. For instance, according to International Institute for Democracy and Electoral Assistance [IDEA], (2018), in 2015, the number of registered voters was 67, 422,005. Out of this number, only 29,432,083 voted. Furthermore analysis has shown that there was an increase in the number of registered voters between 1999 and 2015. In 1999, the number that

registered was about 52.7 million which increased to 91 million in 2015 but unfortunately voter turnout continued to decline. Statistics show that in 2015, voter turnout was 43.65% compared to 53.68% in 2011, 57.49% in 2007, 69.08% in 2003 and 52.26% in 1999 respectively (IDEA, 2018). Regrettably, that of 2015 was the lowest in Nigeria's since 1999. When categorized according to the six geopolitical zones in Nigeria, South-East zone was placed in fifth place in 1999 and 2007, third in 2011 and sixth in 2003 and 2015 in voters' turnout over the period (Abdallah, (2018); Atoyebi, Akinkuotu and Adepegba, 2018). Addressing the issue of voter turnout, the current INEC chairman Yakubu Mahmood lamented on the decline of voter turnouts (Vanguard, 2017). Research carried out on factors determining voter abstention supported incidence of low voter turnout in South-East (Nwankwo, Okafor & Asuoha, 2017). This trend does not augur well for the survival of democracy in Nigeria.

The above trend is an indication that voter education offered by INEC may not be sufficient for promoting participatory democracy (Uhunmwangho & Aibieyi, 2012). This is particularly so, given the fact that political parties in Nigeria rarely give enough political education but spend more time and money on electioneering issues. Buttressing this position, Ibeanu (2014) opined that declining turnout at elections could be widely attributable to inadequate voter education. This means that voter education could be most efficacious when combined with a school programme that places election into proper perspective for voters and explanation of the electoral process. Voter education therefore needs to be complemented with voter education related contents of relevant school subjects such as Government. In this regard, scholars have advocated for effective teaching of voter education related contents in schools. For instance, Lopez, Mark, Emily and Sagoff (2005), Journell (2011, 2014), Niemi and Niemi (2012), reiterated the importance of educating learners on political contents. Furthermore,

Ogujawa and Udoh (2015) observed that Nigeria's pursuit for earnest consolidation of her emergent democratic experience requires effective instructional delivery of voter education related contents. Arising from the results of the study conducted on the factors driving voter abstention in South East (of which Nsukka Local Government Area was part of the study area), Nwankwo, Okafor and Asuoha (2017) stressed that early education of the citizens on the value of voting especially at secondary school could make young people have reorientation on the need to participate in the electoral process.

Voter education related contents could instill voter education values into citizens. These values include right voting behaviour, fair play, tolerance, respect for law and order, and fundamental human rights which are pivotal for development of the Nigerian state. These values hopefully could make them active participants in the electoral processes (Ogujawa & Udoh, 2015). Similarly, Pacho (2014) noted that voter education could broaden students' understanding of what political activities actually entail and enable students to take advantage of various opportunities provided for political participation, as well as help build positive attitude towards politics, enhance active participation and political literacy. In a similar vein, Dag, Sozer and Sel (2015), affirmed that the school among other responsibilities tends to inculcate democratic culture in students and create sense awareness of rights and responsibilities. This position resonates with Kam and Palmer (2008) opinion that the most significant educational factor affecting students' civic and political dispositions is what they learn in schools. In the views of Journell (2011) and Sapiro (2004) through interaction in school, people develop political skills and orientations that shape their political life and practices through interactions at school. Therefore, democracy may not succeed unless citizens are educated to make wise political choices and decisions. In view of the important role of schools in upholding democratic values of

the society especially in Nigeria, voter education related contents were incorporated into school subjects such as Government.

The meaning of the term Government has been categorized into three namely: Government as an institution, Government as a process and Government as an academic field of study. As an institution, Government is the body charged with the responsibility of governmental functions or role of rule making, rule application and adjudication (Obianyo, 2002). Government as an institution is the body or machinery that makes and enforces laws in any given state (Ogedegbe, 2018). The body is either elected or appointed among the citizens of a state to perform the functions of the government on their behalf. It is the machinery put in place by the state to organize its own affairs and carry out its functions and duties within the state. The power of the government can be divided into Legislature, Executive and the Judiciary respectively. However, while the legislature make laws, the Executive and the Judiciary implements and interpret them. As a process, government is seen as the means through which the administration of the state is carried out. This implies that it is referred to as the body with the power and authority to maintain fundamental laws in a given society (Anyaele, 2003). Government as one of the school subjects deals with the study of the structure, principles, concepts and the theories that explain governmental practices of a nation and her relationship with other countries of the world (Federal Ministry of Education, 2007). It is the study of the agencies, political institutions and dynamics of the state. Obianyo (2002) defined Government as the study of individual behaviour, groups and organizations in society, especially as regards their relationship with the state power. This definition captures the important fact that Government is the study of power relations within a state. The subject equally enlightens students on the generation of concepts, formulation of theories and methods of understanding, explaining and predicting political

phenomena. Government as an academic field of study is also concerned with defining and explaining democratic institutions within a state. Operationally, Government as a school subject focuses on the study of institutionalization of the state and power relations within and among states in a bid to maintain social order within the state structure. The focus of this study is on Government as a school subject.

The objectives of senior secondary school Government subject as stated by Federal Ministry of Education (FME,2007: i), are to enable students;

understand the concept, principles, institutions and process of Government; recognize their role as informed citizen and their contribution towards the achievement of national development; become active participants in the democratic process of the nation and their local governments; appreciate the role of Nigeria as a member of the international community; appreciate the challenges and dynamics of past and present government in Nigeria and the world; among others.

The realization of the above objectives is crucial because Government is a subject that studies the essence of a state as a political system that ensures orderliness and peaceful interaction among citizens of a nation which thus brings both human and national development. In view of the objectives stated, several scholars have noted the importance of Government as a school subject. Ogunbiyi and Ojebiyi (2012) noted that Government as a school subject fosters political consciousness and inculcation of a positive attitude and understanding of the Nigerian political system among learners. This is because the emergence of politically conscious youths in Nigeria could assist in wise use of their rights by voting into power leaders that will be politically vibrant. In another opinion, Gilbert (2014) stated that effective study of Government as a school subject could enlighten students on the interdependence of states in the international system, the goal of Nigeria's dealings with other states and the importance of world peace, mutual

cooperation and tolerance for the continuous existence of the entire world. Ogujawa and Udoh (2015) are of the view that proper teaching of concepts in Government increases students' positive attitudes and character into becoming responsible Nigerian citizens.

The actualization of the importance of Government is dependent on the way its contents are delivered to the learners. To this end, different scholars have advocated the need for effective teaching of political contents in Government especially voter education. Dag, Sozer and Sel (2015) opined that effective teaching of political contents in schools could ensure that students have political awareness required for a sustainable democracy. To ensure effective teaching of the relevant contents, the FME (2007) has designed the senior secondary school Government curriculum to accommodate both the contents and the prescribed instructional methods. Political contents of Senior secondary school Government curriculum include the following voter education related contents among others namely; election, suffrage, electoral systems, organization of elections, Electoral Commission (FME, 2007). These contents are expected to intimate learners with voting processes. Thus, the contents could politically socialize learners and prepare them for active political participation in the society through inculcation of civic attitudes and dispositions required by Nigerian students for a free democratic, just and egalitarian state. These values can be inculcated through the use of some prescribed instructional methods for the contents of senior secondary school Government curriculum (FME, 2007).

Sottolare, DeFalco, and Connor (2014), opined that instructional methods are principles, techniques used by the teacher to guide the learner. Prescribed instructional methods for effective teaching of Government include Discussion method, Fieldtrip, Inquiry, Debate etc (FME, 2007). These methods are student-centered instructional methods. On the contrary, evidence shows that out of the recommended instructional strategies, lessons in Government are mainly taught using teacher-centered instructional methods. Similarly, William (2010) found that teachers' are

unable to use various techniques and methods of instruction, stating that teachers tend to have students participate in activities that do not encourage critical thinking. Hackathorn, Solomon, Blankmeyer, Tennial and Garczynski (2011) and Nyamwembe, Ondig & Kiio (2013) are of similar view that some teachers do not apply methods that enhance critical thinking among students instead they engage in methods that encourage rote learning and memorization. In the same vein, Journell, (2011, 2013 & 2014) noted that instructional methods used by teachers often appeared not to enhance political understanding among students. In another related opinion, Gilbert (2014) pointed out that one of the challenges confronting the teaching and learning of senior secondary school Government curriculum is inability of teachers to teach with appropriate method of instruction.

Similarly, Kiio (2012) observed that there is undue dependence on expository oriented methods, which tend to encourage passive learning among students. This situation justifies the need for a paradigm shift from teacher-centered instructional methods that allow teachers to dominate classroom activities (thereby discouraging students' active participation and interaction during classroom instruction) to learner-centered ones which encourage active participation of students in instructional activities and related experiences. Although teacher-centered method may be suitable for large classes and for quick coverage of curriculum contents, it has been found ineffective for students' meaningful learning (Ubulom & Ogwunte, 2017). Therefore, it could also not enhance students' achievement and interest especially in voter education related contents. This perhaps necessitates the teaching of voter education related contents using student-centered instructional models that could ensure meaningful learning of the contents.

An instructional model is a plan or pattern based on a specific learning theory. Joyce and Weil (2000) defined instructional model as pattern or plan that can be used to design face to face

teaching in classrooms or tutorial settings in order to shape instructional materials. Patel (2013) perceived model of instruction as a blueprint designed in advance for providing necessary structure and direction to the teacher for realizing stipulated instructional objectives. It simply can be referred to as instructional designs. Sugiharto, (2015) opined that instructional model covers instructional organization and process of delivery. An instructional model has some characteristics namely; focus, syntax, principles of reaction, social system, supportive system and application context (Gupta, 2014). According to Joyce and Weil (2000), instructional models are categorized into information processing, personal sources, social interaction and behavioural model. The focus of this study is on social interaction model.

Social interaction model is one of the models that could be used for effective instruction. Social interaction model is a model that reflects a view of human nature, which gives priority to social relations and the creation of a better society (Joyce & Weil, 2000; Patel, 2013). It is regarded as student-centered instructional strategy used by teachers in the classroom to facilitate group work. It enables students to interact with each other during instruction within and among groups. Hurst, Wallace and Nixon (2013) opined that social interaction strategy of learning encourages meaningful dialogue among learners, while Vacca, Vacca and Mraz (2011) stated that socially interactive learners are engaged learners. Page (2010) suggests that learning is constructive, interactive, and social. Social interaction model is interactive and encourages collaborative work among learners. Hence, the interactions and experiences within a classroom environment could engender socially useful citizens for future. Knowledge gained through such interaction could as well equip learners with the skills necessary for participating actively in the society. Voter education related contents bother on social issues that require adequate classroom interaction among learners. Thus the model could be amenable to teaching voter education

related contents for effective understanding by learners especially senior secondary school students.

There are sub-sets that make up the social interaction model as outlined by Joyce and Weil (2000). They include group investigation, social inquiry, jurisprudential inquiry, laboratory method, role playing and social stimulation. However, the focus of this study is group investigation and jurisprudential models of social interaction.

Group investigation model (GIM) was developed by Thelen (1960), following John Dewey's educational philosophy on democratic problem-solving. In the model, Thelen focused on experienced based learning situation that could be used to solve life problems. Primarily, the model was designed for the development of skills for democratic participation through interpersonal social (group) skills and academic inquiry (Joyce & Weil, 2000). It is a model that encourages democratic classroom environment (Siddiqui, 2013). Group investigation model involves the participation of the students to use high-level thinking skills (Achmad, Bundu, Suradi & Jufri, 2018).

Group Investigation model constitutes four basic features which include investigation, interaction, interpretation and intrinsic motivation (Lazarowitz, Hertz-lazarowitz, Khalil & Ron, 2013). In group investigation model, students are assigned to groups. A topic is chosen and broken into sub-topics by the teacher and students. the students brainstorm on the generate ideas. This followed by forming learning teams of 3 and 6 members which are formed on the basis of subtopics and interest. The students begin investigation into the subtopics by developing set of questions that will guide their study making use of relevant materials. Information gotten by each team are written as a report and discussed with the entire class. After discussions, the class members assess the presentations, making their comments thereby giving class members the

chance of reflecting on their individual performance and contributions to their learning team. This will equally help them in noting their areas of improvement.

Group investigations provide immense benefits to students. It enables students acquire skills such as critical thinking, decision making, and problem solving. Additionally, by working cooperatively rather than as individuals, students become aware of different points of view through knowledge sharing. These different opinions provide opportunities for discussion, reflection, and enhanced knowledge. Furthermore, GIM enables students acquire social skills. Thus making them respect other's value system and ways of learning (Joyce, 2000).

The role of the teacher is to make the students aware of instructional materials that may be helpful while carrying out the investigation thereby making the teacher stand as a facilitator (Zingaro, 2008 & Joyce & Weil, 2000). Teachers also assist the groups especially in the areas of difficulty. This model was chosen among other social interaction model because GIM is easy for teachers to apply and could be used to enhance students' interest and achievement. In this study, GIM was used to teach voter education related contents of Government to determine its effect on students' achievement and interest in voter education related contents of senior secondary school Government in comparison with another social interaction model, Jurisprudential inquiry model.

Jurisprudential inquiry model (JIM) was a model developed by Oliver and Shaver (1966). Joyce and Weil (2000) opined that this is a model basically designed to imbibe the jurisprudential frame of reference as a way of processing information and resolving social issues. It is one of the social interaction models that focus on how society can be improved upon through the practice of social processes and the intellectualization of social issues and concerns. JIM is a problem solving technique that connects knowledge and society and develops in students' values and attitude by viewing and analyzing issues (Nwafor, 2014). Damanik,

Degeng, Setyosari and Dasna (2016) affirmed that Jurisprudential inquiry emphasizes problem-solving to answer questions through discussions, debates, and arguments over controversial issues. According to Toyosi and Aminat (2018), this model is anchored on societal conception in which people view issues differently and societal values conflict with one another. One of the objectives of the model is to give students tools for analyzing and debating social issues by identifying underlying values in conflict in order to develop citizens capable of sharing in the formation of social policy.

Jurisprudential inquiry model has six stages. These are orientation to the case, identifying the issues, taking positions, exploring the stance (pattern of argumentation), refining and qualifying the positions, and testing factual assumptions (Joyce & Weil, 2000). The first step of this model is that students are introduced to the selected topic. The teacher divides the class into teams of two or three students. Each team will be assigned a side of the issue to represent in their respective group. The aim of the team is to work cooperatively on the assigned topic. The teacher then arranges the teams into groups and shares the topics accordingly. Each team within a group will be assigned one side of the issue to represent and this will be done randomly. Some students could be assigned to a side of an issue that they do not believe in. At the second step of the model, the students will work in their cooperative teams, gathering and analyzing facts about the issue making use of resources. After gathering information, the students will get back together as an intact class. At this point, the teacher will allow all of the teams representing the same side of the issue to get together to share information and prepare for the public discussion. Before the presentation, the teacher will select from the class those who will prepare questions to ask each of the presenters. Questions will also be asked to the selected members of the groups involved in the debate. The next stage is for the students to sit and debate on the issues.

During the debate it is important for the teacher to see that the following guidelines are followed. Ensuring that all views are respected, issues are thoroughly explored, and students clarify their arguments during presentation in support of the side of the issue they represent. While presentation is going on, the teacher remains objective and promotes synthesis of different positions presented in the class (Nwafor, 2014). The aim of these groups is to reach to a consensus on an issue. The students use information from the debate, the research done and other groups to draw conclusion. This strategy will enable students to take what they have learned and apply it to their surroundings. According to Bonnstetter and Pedersen (2009), students can use the knowledge acquired to lead or participate in activities in their communities which could be participation in the electoral process. It can be inferred from the above that JIM is an activity-based learning since it encourages discussion and debate among the students.

Both models (GIM and JIM) have similarities and differences. Their similarities anchor on the fact that both socially engage learners where students work in their groups heterogeneously. The groups work to achieve a common goal and the assessment done at the end of the learning task is to determine the students' level of understanding of the contents. Furthermore, in the two models, the students are assessed to determine the extent to which they mastered the content.

On the other hand, their major differences are that while GIM focuses on all the group members focusing on getting solutions to issues raised as a group, JIM gives the members an opportunity of opting out at anytime his stance does not match the group stance. Again in GIM, every member is expected and is free to respond to questions as anyone can be called upon to respond to questions asked while in JIM, the representatives of the groups are selected to respond to questions.

The reasons for the choice of the two models are that GIM according to the developer, Thelen (1960) primarily enables learners to acquire and develop skills for participating in democratic process while JIM promotes ways of processing information thereby fostering critical thinking and resolving of social issues. On this premise, the researcher felt that the two models are amenable to the teaching of the contents under study which are voter education related contents. Furthermore, other studies have laid credence on the effectiveness of these two models in other disciplines such as Physics, Geography, Nursing, Writing skills, Chemistry (Abdi, 2014; Buabeng, Ossei-Anto & Ampiah, 2014, Sugiharto, 2015). Thus, the researcher applied both models in teaching voter education related contents to determine which of them is more efficacious in enhancing students' achievement and interest in voter education related contents of senior secondary school Government.

Several studies have shown that instructional methods are linked to students' achievement (Ganyaupfu, 2013; Mberekpe, 2013 & Okwara & Upu, 2017). This is because achievement of students is the demonstration of their abilities to attain certain levels of instructional outcome of their classroom instructions and experiences and a way of measure of accomplishment in a specific field of study (Abakpa, 2011). Achievement is also seen as the exhibition of knowledge attained or skills developed by students in a subject as determined by test scores of students, assigned by teachers (Ogundukun & Adeyemo, 2010). Achievement of students in Government cannot be overemphasized, because it is essential for political development of the society. Students' achievement in Government can therefore be regarded as the extent to which students understand the instructional activities or lessons taught.

Regrettably, available evidences have shown that students' academic achievement in Government as a school subject has not been satisfactory (WAEC Chief Examiners' reports, 2010-2017). In 2010, 2011, the West African Examination Council (WAEC) Chief Examiners'

reports on Government indicated that most of the candidates scored low marks because they did not expatiate their points thereby resulting in loss of substantial marks, poor use of English language, misinterpretation of some questions and poor knowledge of the subject matter. Similar report was given by WAEC Chief Examiner in 2012, 2013 and 2014. The report indicated that there was inadequate preparation by the candidates and most answers given by them were not properly explained which suggested that the candidates had no in-depth knowledge of the points explained (WAEC, e-learning, 2012, 2013 & 2014).

Furthermore, in 2015, the WAEC Chief Examiners' reports on Government indicated that many candidates performed below average. The cause of the poor achievement was attributed to misinterpretation of the questions, inadequate preparation and skimpy answers. The report further showed that the inability of the candidates to understand the demands of the question made them score low mark (WAEC e-learning, 2015). The same problem was pointed out in WAEC Chief Examiners' Reports in 2016 and 2017 especially on inadequate preparation by candidates. Specifically, WAEC report on questions bothering on elections (which the current study covers) indicated that candidates who answered such questions performed below average. It was pointed out in the report that the candidates failed to understand the demands of the questions and therefore scored low marks. Among the factors responsible for the poor achievement as pointed by WAEC could be instructional strategies adopted by teachers. In another view, Essien, Akpan and Obot (2015) and Kpolovie, Joe and Okoto (2014) posited that students' achievement could be influenced by interest.

Interest has been viewed differently by scholars. McClnermey, Dowson and Nelson (2005) asserted that genuine interest is the accomplishment of the identification, through action of the self with some object or idea derived by the necessity of that object or idea, for maintenance of a self-initiated activity. In another opinion, interest is a psychological construct, a

personal behavior and also an emotional trait that usually determines students' readiness and willingness to participate in academic activities which increases the strength of ego-involvement of the learner and does not allow learners to be distracted by trivial extraneous events in the perceptual environment (Ngwoke, 2010). This definition anchors on the innate ability or willingness of the learner to participate in academic activities. The innate ability could be reawakened by the kind of learning experiences the learner is exposed to. For Essien, Akpan and Obot, (2015), interest is the focusing of the sense organs on or giving attention to some person, activity, situation or object. This definition focuses on the learner's enthusiasms to participate in the learning process. The idea here is that interest determines the depth of students' participation in classroom activities. In this study, interest is seen as the extent to which learners actively participate in the learning process in order to achieve a worthwhile goal.

Ideally, political instruction ought to expose students to politics and current political events in a manner that arouses students' interests and makes politics appear important to them (Journell, 2011). However, there seems to be a decline in the interest of students in the study of Government. Studies have attributed students' disengagement in politics to lack of interest which makes them not to attach value to active political participation (Campbell 2005; Hibbing & Theiss-Morse, 2002; Lopez, Kirby, & Sagoff 2005). This lack of interest may be attributed to inadequate orientation and unpreparedness of the youths. This suggests that the willingness of the young ones to actively participate in electoral process could be influenced by the method of instruction and proper awareness creation. In line with the above opinion, studies have questioned whether the type of political instruction that students receive in schools is contributing to the decline in political awareness as emphasis is not laid on how students can acquire necessary skills for active participation in the society (Journell, 2011).

Furthermore, studies such as Hess (2002) found that many teachers avoid teaching political contents, probably as a result of fear of indoctrination or beliefs that students have not developed cognitively enough to engage in discussion of controversial issues. Furthermore, Niemi and Niemi (2012) observed from their study that student opinions on political participation were frequently suppressed in formal classroom interactions. This may have resulted to a decline in voting among the students of voting age (Martin & Chiodo, 2005; Torney-Purta, Barber & Wilkenfeld, 2007). To address this lack of interest, there is the need for teachers to use student-centered strategies such as Group Investigation Model and Jurisprudential Inquiry Model. This in no doubt could enhance students' interest in voter education related issues. Other factor aside interest that has proven by studies to influence students is gender (Ogujawa & Udoh (2015).

Academic achievement as pertains to males and females has generated a considerable interest in the area of educational research. The reason being that gender is likely to be a factor in the allocation of cognitive roles in the world of work (Igbudu, 2015). Furthermore, the differences seen in the academic achievement of male and female students have created the notion of gender in education (Nworgu, Ugwuanyi & Nworgu, 2013). Gender according to Uzoegwu (2004) is the varied socially and culturally constructed roles, qualities and behaviour that are ascribed to men and women of different societies while Haig in Oriakhi and Igbudu (2015) viewed gender as the physical, biological, mental and behavioural characteristics that differentiate between being masculine and feminine. In this context, gender refers to the socially assigned roles to individuals by virtue of their being man or woman.

However, studies have shown that there has not been any consensus on the influence of gender on students' achievement and interest (Clifford & Akpochofo, 2015; Cooper, Bailey & Briggs, 2015). Studies have indicated in their findings that gender is a factor in students'

achievement. Amedu (2015), Igbudu (2015), Nnamani and Oyibe (2016) in their respective studies found that gender has significant effect on students' achievement and interest. In contrast, respective studies such as Clifford and Akpochafo (2015), Godpower-Echie and Ihenko (2017) found that gender had no interaction effect on instructional treatment and interest. While Owodunni and Ogundola (2013) found that mean score of boys was higher than that of the girls in their study, Aniodoh and Egbo, (2013), Cooper, Bailey & Briggs, (2015) found that the females performed significantly better than boys. Dania (2014) found that gender had no significant effect on students' achievement but there was significant interaction effect of treatment and gender on students' academic performance. The inconsistency of the results on the influence of gender on students' achievement necessitates the investigation of gender as a variable in this study. Furthermore, it is generally believed that men participate more in politics than women because of aberrations placed in politics. This scenario may make the female students not to have interest in subjects that have political contents such as Government. This trend needs to be checked.

In order to ensure active participation of both men and women alike in electoral processes, there is need for proper voter education using effective teaching strategies. This is owing to the fact that there is a synergy between classroom experiences and the society. Hence the instructional methods adopted in teaching voter education related contents that could enhance interest and academic achievement especially at the secondary school is pertinent. The study therefore determined the difference in the interest and achievement of male and female students exposed to Group investigation model and Jurisprudential inquiry model in learning voter education related contents of senior secondary school Government in Nsukka Local Government Area of Enugu State.

## **Statement of the Problem**

One of the most important aspects of the study of Government as a school subject is that among other things, it fosters political consciousness and inculcates positive attitude and understanding of the political system among learners. This is in addition to the voter education given by Independent National Electoral Commission (INEC) to educate citizens on the electoral processes for effective political participation. However, evidence has shown that between 1999 and 2015, Nigeria's voter turnout has been low despite the seemingly effort made by INEC. This is an indication that the voter education given by INEC may not be sufficient for effective propagation of democracy in Nigeria. The inclusion of voter education related contents by Federal Ministry of Education in the Government curriculum is to ensure that citizens become active participants in the electoral process, taking into cognizance the synergy between classroom activities and the society. Regrettably, evidence has shown that students' academic achievement in Government is below average. Thus, the West African Examination Council Chief Examiners' Reports of 2010- 2016 show that achievement in Government is below average in the West African School Certificate Examination (WASSCE) especially with respect to political or voter education related contents.

The reasons for the poor performance as enumerated by WAEC were inadequate preparation of the students, misinterpretation of questions, scanty explanation of points, and inadequate knowledge of the subject matter. These could be attributed to a number of factors including lack of interest in the subject as well as the instructional strategies adopted by teachers which are traditionally centered in nature. These instructional strategies do not encourage effective interaction between learners and learners and between learners and teachers. By implication, students' active participation in the learning process could be discouraged. These gaps therefore necessitated the use of student-centered instructional strategies such as Group

Investigation and Jurisprudential inquiry of Social Interaction model that could give learners the leverage of interacting in the teaching- learning process. Against this backdrop, the study determined the effects of the two social interaction instructional models on students' interest and achievement in voter education related contents of senior secondary school Government curriculum. Furthermore, the study compared the relative effectiveness of the two instructional models (Group investigation and Jurisprudential inquiry models) in enhancing students' interest and achievement in voter education related contents in senior secondary school Government.

### **Purpose of the Study**

The main purpose of this study was to determine the effects of Group Investigation model and Jurisprudential Inquiry model on students' interest and achievement in voter education related contents of senior secondary school curriculum. Specifically, the study determined;

1. the mean interest scores of students taught voter education related contents of senior secondary school Government using Group investigation and jurisprudential inquiry models.
2. the mean achievement scores of students taught voter education related contents of senior secondary school Government using Group investigation and jurisprudential inquiry models.
3. the influence of gender on students' interest in voter education related contents of senior secondary school Government using Group investigation and jurisprudential inquiry models.
4. the influence of gender on students' academic achievement in voter education related contents of senior secondary school Government using Group investigation and jurisprudential inquiry models.

5. the interaction effect of treatments (Group investigation and jurisprudential inquiry) and gender on students' mean interest scores in voter education related contents of senior secondary school Government.
6. the interaction effect of treatments (Group investigation and jurisprudential inquiry) and gender on students' mean achievement scores in voter education related contents of senior secondary school Government.

### **Significance of the Study**

The findings of this study have both theoretical and practical significance. Theoretically, the findings of the study are anchored on Social Learning Theory by Albert Bandura (1977), Social Development Theory by Vygotsky (1978) and Progressive Education Theory by John Dewey (1938). Social Learning Theory postulates that learning is better done in a group than individually. The theory emphasizes on how behaviour is affected by the presence or influence of other people. The findings of this study have proved that the use of group investigation model and jurisprudential inquiry models can enhance achievement and interest in voter education related contents. In addition, Social Development Theory of Vygotsky (1978) emphasized that social interaction plays a fundamental role in the development of cognition. Thus, the findings of this study have shown in line with this theory that the use of group investigation model and jurisprudential inquiry models can enhance achievement and interest in voter education related contents. Furthermore, the findings of this study support Progressive Education theory by John Dewey (1938) which emphasized that the core process of instruction is the arrangement of environments within which the students can interact and study how to learn. The findings of this study anchored on the social learning theory, social development theory and progressive education theory of Bandura, Vygotsky and Dewey respectively since the use of group

investigation model and jurisprudential inquiry models enhanced achievement and interest in voter education related contents. Therefore, the findings of this study corroborate the tenets of these theories.

Practically, the findings of this study when published would be of benefit to students, teachers, researchers, curriculum planners, Independent National Electoral Commission (INEC) and the society at large. It is hoped that the findings of this study when published would be of benefit to students in terms of boosting their academic achievement and interest in voter education related contents of Government curriculum. Furthermore, if published and made available in school libraries, the study will enable them to develop critical thinking, problem-solving skills, and social relation skills since social interaction model exposes the learner to the skills needed to interact with one another efficiently. To that end, the students will gain mastery over the content they are exposed to, especially because students are exposed to learning experiences that allow them to collect, analyse, discuss, disagree and agree on issues. The experiences the students are exposed to will enlighten them the more. In addition, effective political instruction would expose students to politics and current political events in a manner that grabs students' interests thereby making them value politics. Furthermore, some Government contents are abstract in nature, resulting in students' inability to meaningfully understand them when not taught with effective strategies. A study of this nature will expose students to the rudiments of Government since they will become active in the learning process. By this, the interest level of students will increase. By implication, students' achievement in Government examination can be enhanced.

On the aspect of the teachers, it is hoped that the findings of this study if made available to school libraries and organization of conferences and workshops will sensitize teachers of

Government to make use of effective instructional strategies that encourage classroom interaction between teachers and students and between students and students for students' deep understanding of the contents. The use of the models will enable teachers to cover the content within the stipulated time and as well enhance their pedagogical knowledge. Teachers of other subjects will equally benefit as the study will enlighten them on the need to adopt effective teaching approaches. By this, teachers can better refine their own methods of teaching political contents by integrating strategies that appear to work. The teachers will benefit through the awareness that will be created by publishing this study.

With respect to the curriculum planners, this study will provide useful information to them. The findings of this study will make them see the need to review current instructional approaches and emphasize more on the use of effective and appropriate innovative teaching methods. The findings will make the curriculum planners see the need to streamline the curriculum content to be in tandem with the social issues, thereby making Government curriculum practical oriented. The copies of the findings of this study, if made available to the curriculum planners will help them see the area of need as regards the teaching and learning of Government.

The Independent National Electoral Commission will equally benefit from this study. If published, this study will enlighten them more on the need for efficient awareness/voter enlightenment creation in secondary schools. The study may also lead them to develop programmes in the secondary schools that will give the students the opportunity of being voter friendly without involving in any form of violence. The copies of the findings of this study when made available to INEC will help them to improve on their voter education strategies.

The entire society will equally benefit. The age group that is normally used for the election is the school leavers. If properly oriented through the methods adopted in teaching voter education contents, the society is likely to witness tranquility in the election activities. This they will benefit from the awareness that will be created if this study is published. Equally, when the copies of the findings of this study are made available, both in print and electronic copy, the society will benefit.

On the aspect of the researchers, this study will add to literature. Researchers will find this work relevant especially those interested in carrying out similar studies. The study if published will provide credible materials and empirical data for further research on democratic awareness and participation.

### **Scope of the Study**

The study was carried out in public senior secondary schools in Nsukka Local Government Area of Enugu state. The content scope of the study is voter education related contents of the senior secondary school Government curriculum namely; election-suffrage, franchise, purpose of holding elections, types of electoral systems, characteristics, advantages and disadvantages of electoral systems, organization of elections- features of free and fair elections, stages of election, electoral commission. The choice of these contents is considered appropriate since these contents are voter education related contents as prescribed in the senior secondary school Government curriculum, and are meant to be taught at the senior secondary school level. The choice of these contents was necessitated by the fact that these are voter education related contents which when properly taught will enlighten the learners on the electoral processes and instill voter education values in the students. The population scope of this study was all the senior secondary school two (SS11) students. The choice of this class was

because they were not in examination class and voter education related contents are in SS11 scheme of work.

### **Research Questions**

The following research questions guided the study;

1. What are the mean interest scores of students taught voter education related contents in Government subject using group investigation model and jurisprudential models?
2. What are the mean achievement scores of students taught voter education related contents in senior secondary school Government using group investigation model and those taught the same contents using jurisprudential model?
3. What is the influence of gender on the mean interest scores of students taught voter education related contents in senior secondary school Government using group investigation model and jurisprudential inquiry model?
4. What is the influence of gender on the mean achievement scores of students taught voter education related contents in senior secondary school Government using group investigation model and jurisprudential inquiry model?
5. What is the interaction effect of treatments and gender on students' mean interest scores in voter education related contents of senior secondary school Government?
6. What is the interaction effect of treatments and gender on students' mean achievement scores in voter education related contents of senior secondary school Government?

## Hypotheses

The following null hypotheses were tested at 0.05 level of significance;

- H<sub>01</sub>:** There is no significant difference in the mean interest scores of students taught voter education related contents of Government concepts using group investigation model and jurisprudential model.
- H<sub>02</sub>:** There is no significant difference in the mean achievement scores of students taught voter education related contents of Government using group investigation model and jurisprudential model.
- H<sub>03</sub>:** There is no significant difference in the mean interest scores of male and female students in voter education related contents of Senior Secondary School Government using group investigation model and jurisprudential inquiry model.
- H<sub>04</sub>:** There is no significant difference in the mean achievement scores of male and female students in voter education related contents of Senior Secondary School Government using group investigation model and jurisprudential inquiry model.
- H<sub>05</sub>:** There is no significant interaction effect of treatments and gender on students' mean interest in voter education related contents of Senior Secondary School Government.
- H<sub>06</sub>:** There is no significant interaction effect of treatments and gender on students' mean achievement in voter education related contents of Senior Secondary School Government.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

Review of the related literature were carried out under the following sub-headings. They include;

#### **Conceptual Framework**

Concept of Government

Senior Secondary School Government Curriculum

Voter Education

Instructional Models

Social Interaction Instructional Model

Interest

Achievement

Gender

#### **Theoretical Framework**

Social Learning Theory-Albert Bandura (1977)

Social Development Theory- Levi Vygotsky (1978)

Progressive Theory- John Dewy (1938)

#### **Review of Related Empirical Studies**

Studies on Instructional Models and Students' Interest

Studies on Instructional Models and Students' Achievement

Studies on Instructional Models, Gender and Students' Interest

Studies on Instructional Models, Gender and Students Achievement

Studies on interaction effects of instructional models, Gender and students' interest

Studies on interaction effects of instructional models, Gender and students' Achievement

#### **Summary of Literature Review**

## **Conceptual Framework**

### **Concept of Government**

The term Government has been categorised into three namely Government as an institution, Government as a process and Government as an academic field of study. According to Obianyo (2002), Mba and Odo (2003), there are three basic approaches to the definition of Government. Government as an institution are such governmental bodies that are charged with the responsibility of governmental functions or role of rule making, rule application and rule adjudication, that is the legislature, executive and the judiciary. They equally noted that these arms can be regarded as the government. This is because they are the machineries through which the state carries out its functions and duties.

Government as a process is regarded as the means through which the administration of the state is carried out. Obianyo (2002) opined that Government as a process represents the complex networking of systems for the purposes of rule making, rule implementation and rule adjudication. In the views of Anyaele (2003), Government as a process is a body with the power and authority for maintaining fundamental laws in given society. This implies that when government is referred to as a process, it connotes the activities of the state machineries into making an attempt to better the society. According to Ibezim (2002), there are functions of government as a process. They include; policy initiation, maintenance of law and order, promotion of individual and general welfare, provision of essential services, protection of fundamental human rights of the citizens among others. Government as a process can be referred to as the day to day activities of the state for enhancing the society. However, the focus of this

study is not on government as an institution and as a process. This study focuses on Government as a field of study.

Government as a subject is regarded as an academic field of study. It is concerned with the study of the state and its functions. According to Dibia (2017) Government as an academic field of study is involved with the study of political institutions in the state, ideas, values and doctrines about politics. This implies that the study of government enlightens the learner to be abreast with the activities of the state. In another view, Ogburn (2012), opined that Government as a school subject studies the histories of political systems of nations. This suggests that through the study of Government, students will be familiar with the political systems of other states and the relationships between one country and the other. At the secondary school level, the subject is referred to as Government whereas it is referred to as Political Science at higher institutions. Political Science is therefore seen as the study of the principles governing the organization of government, methods of government decisions on allocation of values or resources, policy formulation, implementation and methods of conflict resolution. To learn contents of Government effectively requires appropriate and effective instructional strategies. Both group investigation and jurisprudential could be effective instructional strategies for teaching Government subjects.

### **Senior Secondary School Government Curriculum**

Curriculum has been severally defined by experts in the field of education. Its conceptualization is based on either the traditionalist school of thought or the progressive view. The traditional view sees the curriculum as teacher-centered approach that is content driven. It is a linear approach to curriculum design in which the teacher talks and the student listens. Thus traditional concept of curriculum is that it is a cumulative tradition of organized knowledge set

out by teachers for students to assimilate (Martin, 2016). Traditionalists are of the view that effective and efficient instruction by the teacher enhances memorization and drill which are required for mastery of skills. This definition gives the teacher the leverage to handle the content as the master of content.

On the other hand, the progressive emphasizes a child-centered approach to curriculum. According to Linda (2018), Progressive curriculum is a practical type of education that is centered on the interests of the learner. Martin (2016) opined that in the progressive classroom, the teacher conducts the instruction in an organized manner such as having large tables, at which students often face each other, as opposed to individual desks facing the teacher. This sitting arrangement encourages student-student meaningful interaction in the classroom. In this case, it is a non-linear approach to curriculum in which the instructor may incorporate group activities.

Tanner and Tanner (1975) defined curriculum as the planned and guided learning experiences and intended learning outcomes which are formulated through systematic reconstruction of knowledge and experiences for learners under the auspices of a school. This definition lays emphasis on sequential arrangement of guided learning experiences for effective learning outcome. In another view, Offorma (2005) views curriculum as learning experiences planned for the education of the learners under the guidance of the teacher. From the modern point of view, this definition lays emphasis on the learner's active involvement in the learning experience, guided by the teacher. In a similar opinion, Nnachi (2009) defined curriculum as a programme of education formulated to guide the teacher and learner with regard to content and learning experiences under the guidance of the school for effective teaching and learning. A slightly different definition of the term curriculum was given by Dorgu (2015) who suggested that curriculum is the totality of the systematically planned

experiences which the school offers to the learners. This definition suggests that curriculum is the sum total of the school's efforts to influence learning whether in the classroom, or outside the classroom. Following the progressive view, curriculum is sequentially organized learning experiences offered to the learner by the school under the guidance of a teacher for a positive change in the learner's behaviour. A well planned curriculum ought to enable the learner acquire skills necessary to be useful in the society thereby acquiring social competence. To achieve this, Curriculum programmes ought to be made on the needs of the society and the interests of the learner. School is the institution for the implementation and experimentation of the curriculum. Different subjects have its designed curriculum, Government inclusive.

The FME (2007), in its report on the focus of Government as a field of study in secondary schools noted that the subject will help students understand the institutions of the state (country) and the process of governance, equip individuals to understand the current trends in Nigeria and the world at large thereby becoming active participants in the political process of their societies among others. The contents of Government are categorized into seven key themes thus:

1. Concepts and principles of Government.
2. Political parties and pressure groups.
3. Public administration.
4. Pre-colonial and colonial administration.
5. Federalism and the development of political parties in Nigeria.
6. Political crises and the military rule.
7. Nigeria and the world.

The learning of these contents is expected to equip the learners with the skills necessary for active participation in a political process. Ogunbiyi & Ojebiyi, (2012) asserted that the study of Government can be a useful vehicle for fostering political consciousness among youths. This implies that Government subject not only informs the learner on the rudiments of political process but also awakens the interest of the learner in the process. To this extent, the implementation processes adopted by the teacher cannot be undermined. Implementation of a curriculum, is known as the vital aspect of the curriculum. Onyeachu (2008), notes that implementation of the curriculum is pivotal no matter how well it is planned, designed and documented. If a curriculum is well designed or planned but not well implemented, the objective of the curriculum may be defeated.

Curriculum is an aid in the process of adjusting the child to the environment in which he will have to organize his activities later. The curriculum, properly planned, will foster in an individual the sense of serving the society and thus enable the society to progress. The teacher has the responsibility of effective curriculum implementation and also ensures among others that there is effective and efficient learning experience through the use of various appropriate instructional models. There are a variety of models of instruction a teacher can pull from for meaningful learning and it is through the use of such models that teachers are able to implement the school curriculum

Different methods and materials have been outlined by FME (2007) for the implementation of Government curriculum. The methods include debate, discussion method, study trips and enquiry method. To further enhance the implementation process of Government subject, FME (2007) listed among others the materials that can enhance teaching and learning

process of Government subject. These include: documentaries, videos, newspaper, magazines, materials from National Museum and Archives.

In view of this, it is expected that the appropriate instructional models such as group investigation and jurisprudential inquiry ought to be utilized in the implementation of senior secondary school Government curriculum for lifelong learning. By this, schools can fulfill their mission of developing future citizens capable of successfully participating in an increasingly pluralistic democratic society (Journell, 2010).

### **Voter Education**

The term voter education has been broadly conceptualized by scholars. Agyiri (2012) defined voter education as the information disseminated to the public on their democratic rights, election procedures, election registrations, and all the issues concerning elections. Mainly, voter education is a programme designed to get voters ready, willing, and able to participate in electoral politics. It involves disseminating information to the citizens on eligibility of voters, voting points, type of election being conducted and the candidates involved.

Cafer –Orman (2010), viewed voter education as a programme designed for information and material dissemination on voting process which involves providing information on eligible voters; where and how to register; how electors can check the voter lists to ensure they have been duly included; what type of elections are being held and who the candidates are. It involves giving information to the voters on how to successfully cast their votes.

Akintyo in Agyiri (2012) sees voter education as education given for successful conduct of elections which increases voters' willingness and ability to actively participate in electoral processes. Voter education involves educating voters on the rudiments of election and enlightening the masses on the effectiveness on the electoral process in selecting their

representative. It equally points out election stakeholders and their functions in the electoral process. Voter education makes information available and accessible to all citizens. Voter education equips prospective voters with the required information to make an informed choice during voting. According to the United Nations (2007), the aim of voter education is to make information available and accessible to all voters. This implies that voter education campaigns ought to cover all the electorate.

Voter education is therefore conceived as a process of disseminating information to citizens as it pertains to their voting rights, electoral offences and other issues relating to election (Okide & Olori, 2015). It enhances active participation and involvement of the citizens in the choice of good governance that would promote peace, social justice and sustainable development. The main purpose of voter education is to create awareness for active participation by all prospective voters in an election. It also enables potential voters to cast their vote with confidence and achieve stipulated objective. Voter education can be regarded as prerequisite for sustaining democracy.

Sewant (2000) notes that voter education is paramount and serves as the requisites of democracy in order to have a well-informed citizenry that will participate actively in the day to day governance of the society. Such education will make the citizens to know their rights and oblige the leaders to be accountable to the citizens. If properly educated, the citizens will know their duties and obligations towards making the right choice in choosing their leaders. Okide and Olori (2015) noted that voter education is circulated through various methods such as lectures, rallies, workshop (seminars, music, dance, drama, role-plays, networking with stakeholders, use of media, films and documentaries, face to face interaction and printed materials. However, these methods of dissemination of voter education are not sufficient for the survival of the democratic society. There is the need to further stress the learning of related voter education

contents in the schools. Since there is a nexus between what happens in the school and the society, what the students learn in the classroom interaction of voter education related contents could enhance democratic processes.

Learning of voter education related contents could address the issue of voter apathy in Nigeria. Available evidences have shown the incidence of voter apathy in Nigeria since the inception of democracy in Nigeria (See appendix M, P. 257). If properly taught, voter education related contents could enable the learners become active participants of electoral process.

### **Instructional Models**

Instruction in the classroom is a systematically organized activity which is presented in a certain form. One of the forms of the teaching activity is instructional model. Over the years, educators and psychologists have designed different types of instructional models that serve as guideline to the teachers for modifying the behaviour of the learners. There are diverse definitions of the term model as conceived from various perspectives. Joyce and Weil (2000) defined instructional model as a plan or pattern that can be used to shape curriculum, to design instructional materials and to guide instruction in the classroom setting. Passi, Singh and Sanaswal (1991) opined that model of teaching consists of guidelines for designing educational activities and environments. They further asserted that model of instruction is a plan that can also be utilized to shape courses of studies to design instructional materials and to guide instruction. According to Zhang (2010), instructional model is the teaching strategies and methods established under certain teaching ideas. Maheshwari and Maheshwari (2013) stated that the instructional model is a teaching procedure carried out by an experienced teacher to ensure that facts are organized, classified and interpreted during instruction. Models of teaching

deal with the processes in which learning environments and instructional experiences can be constructed, sequenced, or delivered.

An instructional model acts as a design which provides the structure and direction of the learning experiences to ensure that the stated objectives are achieved. Teachers ought to select the appropriate model in order to achieve a specified goal. According to Maheshwari & Maheshwari (2013), instructional models are guidelines or sets of strategies which describe the process of teaching and produce particular environmental situations that enable the students to interact in such a way that specific change occurs in their behaviour. Jangira and Singh in Maheshwari and Maheshwari (2013), opined that a model of instruction is a set of inter-related components sequentially arranged to provide guidelines in order to realize specific goal. According to Eggen & Kauchak (2001), instructional models generally include a variety of instructional strategies.

Models of instruction are designed for effective teaching of social values that enables students to engage in cognitive and social tasks. Some models centre on delivery by the instructor while others focus on student-student interaction. According to Joyce and Weil, (2005), each model results in two types of effects which are; instructional and nurturant. The instructional effects are the direct effects of the model which result from the content and skills on which the activities are based while the Nurturant effects are those which are implicit in the learning environment. The indirect effects of the model include; Modeling effect- The learner acquires new kind of response pattern; Inhibitory and disinhibitory effect- The learner increases or decreases the frequent, latency or intensity or previously required responses and eliciting effect- The learner receives from a model merely a cue for realizing a response.

Maheshwari and Maheshwari (2013) outlined the utility of instructional Models as being useful in developing social efficiency, personal abilities, cognitive abilities and behavioural aspects of the students; assisting teachers to develop their capacities to create conducive environment for teaching. According to Joyce and Weil (2005), an instructional model should have focus. By focus, it means that every model has central objective. Models are usually developed with specific objectives. The central objective of social interaction models is on the importance of social interchange and peer support in learning new things. Therefore models differ from the other in terms of their primary objective. Another characteristic is Syntax. Syntax has to do with the structure of the model. It equally points out the steps involved in the organization of the model. The syntax of one model can differ from each model. Others are Principles of Reaction. This informs the teacher how to view the learner and how to respond to the learner activities during the use of the model. It is here that the teacher learns whether the learners have been actively involved in the model's processes and steps. Another characteristics is the Social System. Since every instructional model is different, each model will have its own social system and rules of engagement. Social System is concerned with the interactive roles and relationships between the teacher and the student, expected rules, and the behaviour expected of the students. In some models the roles center on the teacher while other models will concentrate on the teachers.

Other elements of a model as enumerated by Joyce and Weil (2005) include Support system. This is one of the characteristics of an instructional model which is concerned with the supporting conditions required to implement the model successfully. This support could include special books, films, laboratory kits, reference materials, permissions, facilities, etc. Another characteristics is application effect. Application determines how the students can use what the

model teaches. Through application, students can transfer learning to other situations and experiences.

## **Sources of Instructional Model**

Instructional models are derived from four major sources and categorized into families based on their sources. Joyce, Weil and Calhoun (2008) grouped models of instruction into; Information Processing, Personal family, Behaviour Modification family, Social Interaction.

### **Information-Processing Model**

Information-Processing Model is oriented towards the academic disciplines, their structure and modes of inquiry. The model is geared towards ascertaining how individuals respond to stimuli from the environment, organize data, sense problems, generate concepts and solutions to problems and employ verbal and non-verbal symbols (Joyce & Weil 2000). The models in this family are; the Concept Attainment Model, Inquiry Training Model, the Advance Organiser Model, Cognitive Growth Development Model and Biological Science Inquiry Model.

### **Personal Sources Model**

The Personal Sources model emphasizes on the personal development of the individual. The application of the model is to develop individuals into integrated, confident and competent personalities (Joyce & Weil; Maheshwari and Maheshwari (2013). They attempt to help students understand themselves and their goals, and to develop the means for educating themselves. The models in this family are: Non-Directive Teaching Model, Syntetics Teaching Model, Awareness Training Model, Classroom Meeting Model and e-Conceptual System Model. These models have their techniques.

## **Social Interaction Model**

The focus of social interaction models is towards the development of interpersonal relations. These models reflect a view of human nature, which gives priority to social relations and the creation of a better society. The main objective of this model is to help students work cooperatively, identifying and solving both social and academic problems. The models which belong to this family are: Group Investigation Model, Role Playing Model, Jurisprudential Inquiry Model, Laboratory Training Model, Social Simulation Model and Social Inquiry Model. Social interaction model constitutes strategies adopted by individuals to suit their specific environment and social context. The idea of having a teacher-centered classroom contradicts the beliefs that learning is primarily a social activity (Dewey, 1963; Lindeman, 1926) and the idea that the person who is doing the work is the person doing the learning (Hurst, 1998). Wilkinson, Soter, and Murphy (2010) agree that there is need to shift responsibility of classroom discussion from teacher to students. One way for students to be in-charge of learning is for them to be the readers, writers, speakers, listeners, and thinkers in the classroom through active engagement in social interaction with others (Alvermann & Phelps, 2005; Vacca, Vacca, & Mraz, 2011).

## **Behavior Modification Model**

Behavior Modification models were developed in a bid to create efficient education systems for sequentially arrangement of learning activities. The primary goal of this model is to change the observable behaviour of the learner. The models which belong to this family is Operant Conditioning Model.

This study focuses on Group Investigation Model (GIM) and Jurisprudential Inquiry Model (JIM). The reason for choosing these models out of the rest is because the models were

specifically designed to instill in the learners the skills necessary to participate in democratic process. Furthermore, these two models appear to be sharing similar characteristics in the sense that they are under social interaction model yet, they have distinct approaches in execution.

### **Group Investigation Model (GIM)**

The Group Investigation model (GIM) is categorized as one of the social interaction models. Wena in Achmad, Bundu, Suradi and Jufri (2018) noted that Group Investigation (GIM) model is one of the learning models that encourage cooperative learning. Group Investigation (GIM) learning is a type of cooperative learning that comprises of several members within a group that have knowledge of the subject matter and are able to work collaboratively. According to Sharan (1991), it is a model that emphasizes group heterogeneity and cooperation. This model is one of the social interaction models that require students to use high-level thinking skills. The Group Investigation Model (GIM) is student-oriented which aims to prepare students as information experts for effective communication in the classroom. In addition, the Group Investigation (GIM) model fosters spirit of teamwork in groups thereby creating active, effective, creative and fun learning.

The Group Investigation model as described by Hertz-Lazarowitz (2005), views the classroom as a place where teamwork could be instilled in the learners to enable them handle problems in a democratic setting. It enables students to plan together and achieve their goals. The groups work in their teams by reading, searching for information that will enable them respond to questions raised in the topic assigned to them, after which they prepare reports. The next is the presentation of the report to the entire class (HertzLazarowitz, 2005). In this model, the teacher serves as a facilitator and resource person. He visits the groups, and encourages social

interaction, mastery of communication skills, participation and reacts non-judgmentally. According to Mitchell, Montgomery, Holder and Stuart (2008) group investigation learning method has many advantages. These advantages include that; Group investigation allows students to be directly involved in how they obtain knowledge; students are not mere recipients rather it is a democratic approach in a classroom setting. In order to achieve a democratic classroom, educators have produced educational models with a democratic theme. However, Joyce and Weil (2000) noted that not until recently, it has been difficult to implement democratic methods in school settings.

### **Stages of Group Investigation (GIM)**

According to Slavin (1995), there are six stages in applying the Group Investigation (GI) model. These stages are; Grouping, Planning, Investigating, Organizing, Presenting and evaluating. In Grouping, the topic is presented using key questions to define the scope of investigation. Students may clarify the topic by developing a list of questions that the students would like to investigate. The teacher may guide this or have the entire class brainstorm together; classify questions to create sub-topics by forming investigation groups. Students select subtopics of interest and form cooperative groups. In Planning, each group explores its subtopic and formulates questions. At this stage, the teacher presents a multi-faceted problem to the class, and students choose an interest group. The problem posed here is particularly important, because variety of responses from students is important for proper group formation. Gallenstein, (nd) noted that teachers should avoid giving their own ideas or rejecting ideas from students.

Investigating is the third stage of GIM where a plan is prepared by group members to complete an action plan for each investigation. Students gather data from resources; analyze and evaluate data: The teacher's role at this step is to follow the investigative process, offering help

when required: suggesting resources, ensuring a variety of skills is being used, etc. Stage is Organizing where the group selects the method for their presentation, discuss individual roles for the presentation and complete a presentation plan and construct the report. Groups evaluate what they have learned, and synthesize it into a form that can be understood by the class (Sharan & Sharan, 1992). The next stage is the presentation of the reports. During presentation, other members of the class can seek for clarification. In stage 6, evaluation is done for learners to ascertain their performance and point out areas of improvement. Evaluation could be done by the teacher or student.

### **Advantages and Disadvantages Model Group Investigation (GIM)**

The advantages of group investigation model (GIM) according to Sharan (1991), are that teachers and students may participate in groups by preparing small group investigative principles; the knowledge level and discussion skills of the students will be on increase. Others are that students will be able to develop ideas, focus attention to tasks and discuss issues using different perspectives; Social interaction enables students to cultivate and build new knowledge gained by the group in the course of the investigation and it equally allows students to interact with fellow students effectively.

### **Jurisprudential Inquiry Model**

The main proponents of this model are Donald Olive and James P. Shaver (1966). The chief goal of this model is to teach the Jurisprudential frame of reference as a way of thinking about and resolving social issues. These models were created in a bid to assist the students think deeply and systematically on contemporary issues. The process of the model broadens the scope of ideas students have on issues.

Joyce and Weil (2000), opined that this is a model basically designed for teaching of the jurisprudential frame of reference as a way of information processing. It is one of the social interaction models that focus on the improvement of society through the discussion of the social processes in the classroom. JIM is a problem solving technique that links knowledge acquired in the classroom to real life experience (Nwafor, 2014). JIM is an instructional model that enables students develop the skills of resolving controversial issues (Singh, 2010). Voter education related contents are seemingly controversial areas. In these areas, students need to be exposed to learning experiences through appropriate use of effective models of instruction that could enable them get the necessary skills.

Implementation of JIM involves dialogue between the teacher and the learners and between learners and learners, in a debate-like form. In the process of dialogue, the teacher challenges the position of the students with questions. JIM has six stages. They are; orientation to the case, identifying the issues, taking positions, exploring the stance (pattern of argumentation), refining and qualifying the positions, and testing factual assumptions (Joyce & Weil, 2000). In stage one, the teacher gives the students orientation to the case by introducing the materials to them and reviewing the facts. In the second stage, the teacher identifies the issues. In this stage, the teacher asks the students to articulate facts into a public policy issue and select one policy issue for discussion, identify values and value conflicts and recognize underlying factual and definitional questions (Farikah, 2017). The third step is taking the positions. In this stage, the students articulate a position and state the basic position in terms of social value or consequences of the decision. The fourth step is exploring the stance, patterns of argumentation. It is done by establishing the point at which value is violated (factual), proving the desirable or undesirable

consequences of a position (factual), clarifying the value conflict with analogies and setting priorities (Farikah, 2017).

The teacher's role as the students discuss and debate is to encourage the students to commit themselves to one side of the issue, be supportive, and consider others side of the point of view. In doing this, the teacher remains objective and promotes synthesis of different positions presented in the class (Nwafor, 2014). These models lay credence on constructivist and cognitive theory. It can be inferred from the above that JIM is an activity- based learning since it encourages discussion and debate among the students. This model could be an effective model in teaching voter education related contents since the model reflects the debate-like method prescribed in the Government curriculum for teaching Government contents.

### **Assumptions of Jurisprudential Inquiry Model**

The following are some assumptions that are linked to jurisprudential model. According to Nwafor (2014), the first assumption is that learning is fun. It means that learning consists of evaluating new information and storing it in a form that is available for use in new situation. Since jurisprudence model allows students to interact with one another and experience new ideas, teachers ought to use it playfully and not force students to learn. Students have interest to learn because JIM is engaging. The second assumption is that student learn best from one another and from someone they know, that is, teacher who discusses issues and or concept with the students, interacts with them, reasons with them and understand them is most preferred than the other teacher who present himself as the "master of all" in the class. Students will always feel free to ask the teacher question, and show him things he observes from his environment, but will be frightened to communicate with the teacher when the teacher does not give room for discussions and contributions. In such a classroom situation the students are always scared to

learn from one another as they believe the teacher alone is the only embodiment of knowledge. Thirdly, it is easier to learn from peers than from someone in authority: The use of jurisprudential model gives the students the leverage of sharing their views with fellow students through debate (Singh, 2010).

The fourth assumption is that learning is most effective when one person is teaching one other person (One-to-one learning). Jurisprudential is most suited for this because the teacher divides the class into smaller group of three or four and allows them to discuss extensively on the issue while he goes round, listen to each group, and direct the flow of their thinking. In each of the group the teacher can respond to particular individual problems (Nwafor, 2014).

The fifth assumption is that new information can only be evaluated when its relationship to information already assimilated is understood: A teacher using other methods such as conventional method of instruction can either present his lesson so fast or so slow that cannot match with the level of assimilation of the whole class which may make students to be bored. The sixth assumption is that learning is facilitated by the learner communicating his knowledge. When students teach themselves, they tend to learn fast. The seventh assumption is that students who are feeling bad will not be able to give their full attention to learning new information through conventional method in the class. Jurisprudential model takes into cognizance the students feeling and ideas.

These assumptions of jurisprudential inquiry model suggest that it could be an effective teaching strategy for voter education related contents of Government curriculum. SIM and JIM are combined in this study because they seem to have optimal and opposite valence. Hurst, Wallace and Nixon (2003) noted that the goal of education should be to present curriculum in such a way as to teach the necessity of social interaction. The use of this model in teaching

could make learners more aware as political beings and more likely to become active citizens in the society. Furthermore, this model could enable the students appreciate the fact that individuals in the society can disagree with them on certain issues and still have cordial and peaceful relationship with them. Having this kind of behaviour in a society like Nigeria is paramount.

The use of group investigation model and Jurisprudential inquiry model in teaching voter education related contents could enhance students' achievement and interest. This is because the two models are activity based models where students can effectively interact in the learning process. By so doing, the students are actively involved in the learning process which could enhance interest and achievement.

### **Concept of Interest**

Interest as an aspect of affective domain has been generally focused on in different researches in education. This is as a result of the influence it has on the extent of the learners' participation in the learning experiences. Nworgu (2006) views interest as persistent tendency to pay attention and enjoy some activities or contents. Igboanugo (2011), conceptualized interest as a construct that has to do with ones readiness to like or dislike something. For Essien, Akpan & Obot (2015), interest is the focusing of the sense organs on or giving attention to some person, activity, situation or object. Students develop interest to study some specific subjects. In learning, interest is referred to as the zeal or tendency to actively participate in the learning activities by the learner. Long (2003) opined that student's interest in a subject is considered to be a valuable motivational resource for meaningful learning. Abakpa (2011) opined that interest is an energized power of learning, without which meaningful learning cannot take place. The concern of the teacher is to expose learners to learning experiences that will awaken and

maintain their interest using appropriate models and methods of teaching. According to Geoscience (2007) interest could be aroused in individual by activity that tends to satisfy the individuals needs. Students' interest in the study of voter education related contents of Government curriculum is shown in students' feelings, reactions and perceptions about the contents. However, some factors can influence students' interest in a subject of study. Studies have shown that one of the variables that influence students' interest in learning any subject matter is the teaching method.

Teacher's choice of a strategy to adopt depends on the model guiding the teacher. Even though, questions about the effectiveness of instructional strategies on student learning have consistently raised considerable interest in the field of educational research (Hightower, Delgado, Lloyd, Wittenstein, Sellers & Swanson, 2011), considerable number has shown that students interest can be aroused by teacher's method of teaching. Specifically, it has been revealed that innovative methods enhance students interest more than the traditional or conventional method. Long (2013) While Igboanugo (2011), revealed that innovative method such as cooperative and peer – teaching were efficacious in enhancing students' achievement and interest in difficult concepts, Okwara, (2017), revealed that there was significant difference in the mean scores of students taught innovative teaching method than their counterparts taught using demonstration teaching method, Adesoji and Olatunbosun (2008) agrees that instructional method has a significant influence on achievement and interest of students. Akpan and Obot (2015) discovered that students' interest relates to their academic achievement. These findings indicate that instructional process to a large extent determines students' interest in a subject matter. This necessitates this study to determine the effect group investigation model and jurisprudential model have on student's interest.

## **Concept of Achievement**

Students' academic achievement has aroused a genuine concern among researchers over the years. Several meaning has been given by scholars to academic achievement. According to Yuksel and Geban (2014), academic achievement is referred to as the level of attaining aims predicted in a certain educational process. Kumari and Chamundeswari (2013) sees academic achievement as the level of knowledge which are derived from learning by students as a result of knowledge acquired, having been exposed to instructions at school and are organized around a set of core activities in which a teacher assigns tasks to pupils and evaluates and compares the quality of their work. For Nwagbo (2001), achievement in teaching/learning process has to do with attainment of instructional objectives that are set. Therefore, academic achievement has to do with the extent the students are able to respond to questions arising from their learning experiences based on stated objectives.

Achievement test has been explained by scholars to mean the determination of the extent a learner has achieved mastery of specified objectives of lesson which they have been taught as at the time of testing (Onyemerekeya, 2003; Nkwocha, 2004). Achievement in opinion of Ogundukun and Adeyemo (2010), is the exhibition of knowledge attained or skills developed by students in a subject as determined by test scores of students, assigned by teachers. This implies that a teacher can administer achievement test at the end of a programme to ascertain extent of content mastery. A teacher can administer a standardized test which is constructed by an expert or teacher-made test which is constructed by the classroom teacher. Achievement test can be in the form of objective questions where the students are required to choose from the listed options, otherwise referred to as multiple choice or open ended, essay among others.

Mostly, teachers often use multiple choice test items. Onyemerekeya (2003) noted that multiple choice test items consists of a direct question or incomplete statement, which is answered or completed by selecting the answer from a given list of suggested solutions, having one as the correct answers. Although, multiple choice test has its limitations as against other forms of test items, scholars as Umo (2003), Ugwuanyi (2012) have noted the efficacy of multiple choice in measuring students' achievement. The persistent use of multiple-choice test may be as a result of its ability in measuring both simple and complex learning outcome. However, some factors have been attributed to students' poor achievement such as classroom environment (Ezeudu, 2003) and instructional strategies among other factors. Atadoga and Lakpini (2013) reported that the persistent poor achievement of students and their lack of interest in science subjects are attributed to their poor foundation and instructional methods used by the science teachers.

In line with other studies, this study intends to adopt multiple choice test titled, Voter Education Related Contents Achievement Test (VERCAT). VERCAT is designed to determine the extent to which students of Government have been able to understand voter education related contents they have been exposed to. However, the ability of the students to respond correctly to the questions depends on the effectiveness of the instruction. Poor academic performance by students is linked to application of ineffective instructional strategies by teachers (Adunola, 2011). Furthermore, research on the effectiveness of instructional strategies indicates that the quality of instructional delivery is often a reflection of students achievements (Ganyaupfu, 2013, Atadoga & Lakpini, 2013; Muhammad, Muhammad & Maqsood, 2012; Adesoji & Olatunbosun, 2008). This justifies the need to ascertain the effect group investigation model and jurisprudential inquiry model of social interaction model has on students' achievement.

## **Concept of Gender**

Discussion on gender in the field of education has generated a lot of concern especially as regards whether achievement and interest in learning can be determined by whether one is male or female. Different scholars have given varied but similar definition on the concept of gender. Gender refers to the roles and responsibilities of men and women that are created within families, societies and cultures. It also includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men (femininity and masculinity) (UNESCO, 2003). The World Health Organisation (WHO) (2002) defined gender as the socially constructed characteristics of women and men – such as norms, roles and relationships of and between groups of women and men which varies from society to society and can be changed. Uzoegwu (2014) defined gender as the varied socially and culturally constructed roles, qualities and behaviour that are ascribed to men and women of different societies. Eldis, (2012), sees gender as the socially constructed roles of and relations between men and women. By these definitions, gender is seen as roles assigned to individuals on the bases of their being male or female. Reeves and Baden (2000) refers to gender refers as the socially determined ideas and practices of what it is to be female or male. This definition suggests that gender has to do with what the society perceive being male or female to be. In the views of Haig in Oriakhi and Igbudu (2015), gender is the range of physical, biological, mental and behavioural characteristics pertaining to and differentiating between masculinity and femininity. Studies have indicated that these differences could influence the performance of students in academic activities and in the way they perceive things.

In the field of education, scholars have tried to look into the differences in the achievement of male and females in order to ascertain whether the traits of their being male or female influence their achievement. Similarly, Nworgu, Ugwuanyi and Nworgu (2013) opined

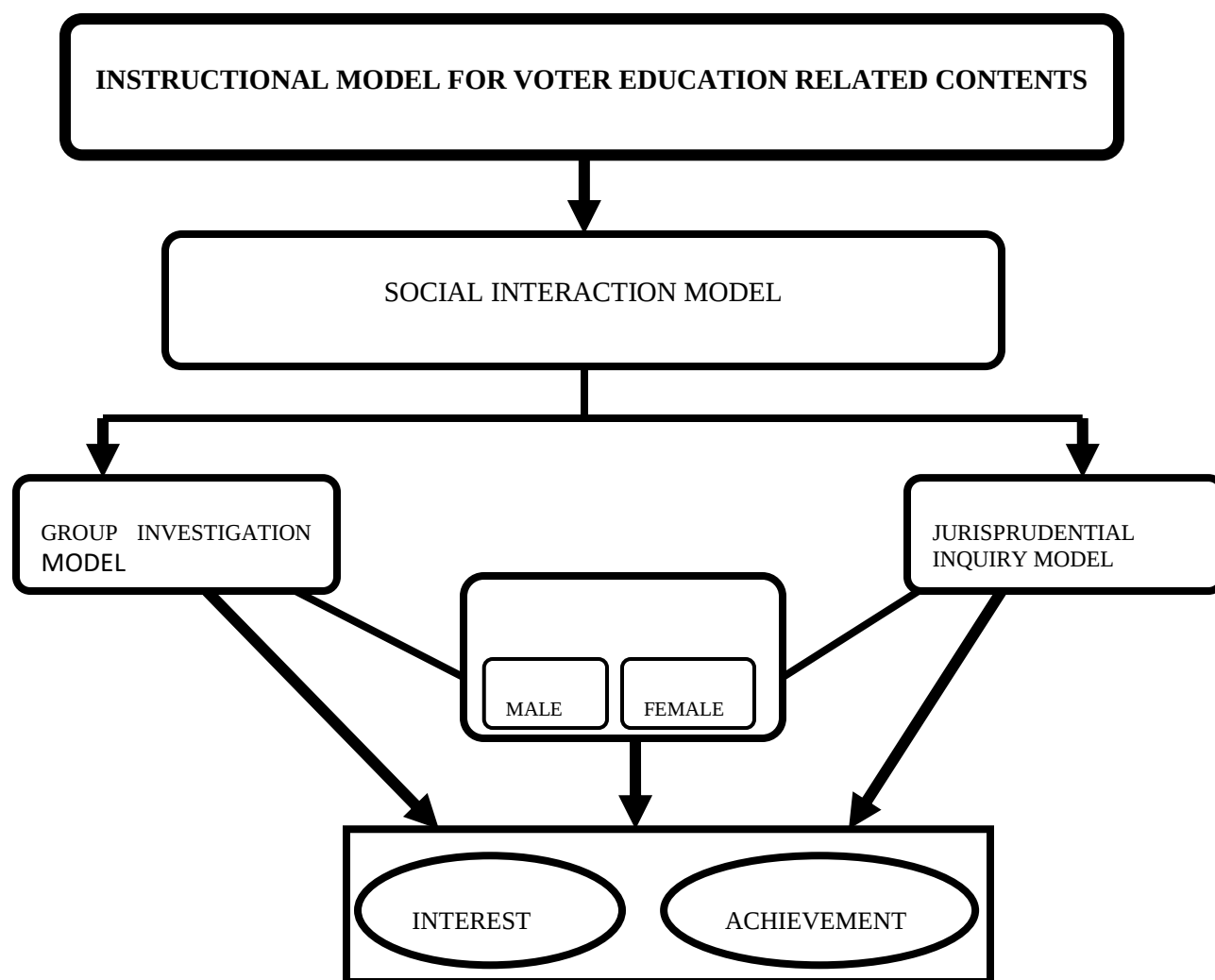
that the differences in the academic achievement of male and female students have created the notion of gender in education. Even though several studies have been carried out regarding the influence of gender in academic achievement and interest, there has not been any consensus on the extent to which gender influences academic achievement and interest (Clifford and Akpachafo, 2015 & Samuel & Peter, 2013). These differences in the academic achievement of male and female students have necessitated the import of this variable in this study especially as the study covers voter education issues. Generally, it is believed that men participate more in politics than women. This belief is anchored on the aberrations placed in politics which are not favorable to the women. As a result of the wrong impression placed on politics, some women tend to disassociate themselves from any participating actively in politics. This also necessitates a study into ascertaining whether female students will show as much interest in voter education related contents as their male counterparts.

Studies have shown that there are differences in the achievement of male and female students in school subjects. Raheem (2017) opined that female students scored higher than their male counterparts in arts subjects, which Government is inclusive. While Nnamani and Oyibe (2016) found that gender has significant effect on students' achievement, other study such as Godpower-echie and Ihenko (2017) found that gender had no interaction effect on instructional treatment and interest. On the other hand, Oriakhi and Igbudu (2015) found that there is gender difference in academic achievement of students in Government. However, the study further proved that in some cases the differences are insignificant. In a similar manner, it is important to ascertain the extent gender influences students' achievement in Government subject. The reason being that Government is a subject through which learners develop the skills of citizenship, acquire knowledge of the electoral process and become acquaintance of the workings of government machinery in the larger society (Oriakhi & Igbudu, 2015). Through this, change

could be brought in the behaviour of the learners. Thus the extent to which this aim is achieved is dependent on the instructional strategies adopted by the teacher. Furthermore, it is necessary to determine the influence of gender on voter education related contents of Government curriculum.

### **Schematic Diagram of the Conceptual Framework**

Figure 1. below shows Schematic Representation showing the relationship between Group investigation model, Jurisprudential inquiry model, achievement, interest, gender and voter education related issues.



**Figure 1: Schematic representation of the Conceptual Framework**

Source: Ugwonna, Grace O. (The researcher)

The above framework describes the instructional models for teaching and learning of voter education related contents of Government curriculum. The instructional models are noted as Group Investigation model and Jurisprudential Inquiry model, both of social interaction model. The two models could enhance students' interest and achievement as seen in the diagram. The schema also shows the interrelationship between the models and gender which could intervene in students' interest and achievement in voter education related contents. Both models, GIM and JIM are independent variables; interest and achievement are dependent variables while gender is an intervening variable. This means that students' interest and achievement are dependent on the effectiveness of instructional models. Furthermore, gender is an independent variable, that is, one being male or female cannot be changed. However, that one is a male or female could influence interest and achievement. Hence in this study, the effects of the independent variables on the dependent variables were determined.

## **Theoretical Framework**

### **Social Learning Theory-Albert Bandura – 1977**

Social Learning Theory originated from Albert Bandura, in the year 1977. Bandura after carrying out a study known as the Bobo doll experiment concluded that children's behaviours are influenced by what they observe. The experiment involved exposing children to two different adult models- an aggressive model and a non-aggressive one. It was found from the study that children tended to imitate the behaviour they were exposed to. The basic premise of Bandura's theory is that learning only takes place through observation or imitation otherwise referred to as modeling. He believed that behaviourism alone cannot explain all that is about learning rather behaviour and the environment affect each other. The changes Bandura observed in a child's behaviour after watching an adult show aggression triggered him to his social learning theory.

By social learning then, humans are seen as social animals that through observations of their social world or the interpretations of such world or the interpretations of such observations collect large amounts of data or information through which complex and skilled performances are learnt. Bandura stated that social learning theory focuses on the behaviour of individual and groups and how behavior is affected by the presence or influence of other people. According to Bandura's theory of social learning, it is possible to explain that learning has occurred by acts performed by the observer, during and after observing the model.

In the society, children are surrounded by individuals that they could imitate. These models provide examples of behavior to observe and imitate. The behaviour students observe and imitate both within and outside the classroom could affect the way they perceive things in the society. Social interaction involves structuring of the environment so that students who are mates are grouped up to practice basic academic skills and equally learn positive social attitude. Since children cannot learn in isolation rather they learn from interaction with one another, this study is anchored on the social learning theory. The application of social learning theory in the classroom is important. If students witness positive consequences from a particular type of behaviour, there is the tendency that they repeat the behaviour. On the other hand, children are not likely to repeat a behaviour with negative consequence. Students are more motivated to participate in the learning activities that encourage meaningful learning. This can be done through group work. Choosing groups can allow for students of different capability to be chosen in a group. This will take into cognizance the individual differences that exist among the students, the slow learners will be encouraged to learn fast through the action of the fast learners. On the other hand, if a student who has interest to learn and a student who does not have interest to learn are in the same group, there is every tendency that the one with less interest will be motivated to learn. It is

likely that the better student will be able to influence the other student. It is the responsibility of the teacher to ensure that all the members of such group participate in the group activities. The importance of group learning necessitated the use of this theory in this study.

### **Social Development Theory- Levi Vygotsky – 1978**

Social development theory was propounded by Levi Vygotsky in the year 1978. The major tenet of this theory is that social interaction plays a vital role in cognitive development. Cognitive processes of the learner develop through social interaction. Vygotsky states that social interactions from guided learning enhance cognitive development within the zone of proximal development as children and their peers co-construct knowledge. This theory is anchored on the idea that social interaction is the essential part in the development of cognition. Vygotsky believed that the community plays an important role in the process of learning, particularly so with the interaction of parents, teachers and tutors. For example, a child models the behavior that a teacher gives him/her via verbal instruction. In other words, the child wants to understand the actions or instructions provided by the teacher and then internalize the information, using it to guide their performance (Vygotsky, 1978).

Vygotsky opined that this collaborative conversation, which happens while the teacher provides the needed assistance to the child is zone of proximal development (ZPD). ZPD is applied mostly in collaborative activities. The definition of ZPD is stated as the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers. Vygotsky believes that while the student is in ZPD for a particular task, he/she has a higher chance to achieve the task successfully (McLeod, 2010). Vygotsky believed that children could learn more effectively in a social situation. Basically, his

theory, zone of proximal development, explains that there is a difference between the level of learning that occurs by studying alone and the level of learning achieved by working with a teacher or a peer. He also opined that the common conception of the zone of proximal development presupposes an interaction on a task between a more competent person and a less competent person, such that the less competent person becomes independently proficient at what was initially a jointly accomplished task. The primary concept of the Vygotsky theory is that the development of learning is based on help and guidance from teachers, peers, parents, tutors and mentors. Moreover, Vygotsky considered his theory as a tool of collaboration and direction for the children to solve their tasks in a professional way.

Vygotsky believed that peer interaction is an important part of the learning process because it gives the children the opportunity to learn effectively. When students are in the zone of proximal development and the teacher gives them some help, this is considered a base for completing their task successfully and effectively. Moreover, Vygotsky focused on the importance of the leadership role for learners. He believed that leadership contributes to enhancing the intellectual and social development of students. Vygotsky also believed that collaborative activities among learners engage the students and teachers during the tasks that are highly important.

Vygotsky also looks at interests as a key to the educational process. However, he expands the concept of interest further by defining it as an expression of the child's organic needs (Vygotsky, 1997). One way of ensuring that learners are given the liberty of collaboration in learning is through the use of social interaction model. It is the responsibility of the teachers to effectively guide the students to provide meaningful learning. Vygotsky suggested that in interacting with peers children are more sensitized on the connectivity between their actions and

the reasons for their actions. Social interaction plays fundamental role in the process of cognitive development. Many teachers have maintained the traditional model in which a teacher transmits information to students. In contrast, Vygotsky's theory promotes learning that enables the students play active role in the process. The teachers' role is to collaborate with the students in order to help facilitate meaningful learning. The use of group investigation and jurisprudential inquiry models encourage collaboration/interaction between teachers and students and between students and students, hence the justification of using this theory in this study. Therefore, this study strengthened this theory.

### **Progressive Education Theory- John Dewey (1938)**

The term progressive education was pioneered by John Dewey in the year 1938. Dewey had earlier in 1896 established his famous 'Laboratory School' to develop and test 'progressive' methods of teaching. Dewey was interested in finding out how education could enhance democracy. The term "progressive education" has been used to describe ideas and practices that aim to make schools more effective agencies of a democratic society. Dewey saw that with the decline of local community life and small scale enterprise, young people were losing valuable opportunities to learn the arts of democratic participation, and he concluded that education would need to make up for such decline. The progressive educators share the conviction that democracy means active participation by all citizens in social, political and economic decisions that will affect their lives. The education of engaged citizens, according to this perspective, involves two essential elements: (1). Respect for diversity, meaning that each individual should be recognized for his or her own abilities, interests, ideas, needs, and cultural identity, and (2). the development of critical, socially engaged intelligence, which enables individuals to understand and participate

effectively in the affairs of their community in a collaborative effort to achieve a common good. These elements of progressive education have been termed child-centered approach.

Dewey (1938) described progressive education as that which is not in line with traditional education in terms of its methodologies. He believed that traditional education was beyond the scope of young learners. Dewey opined that Progressive education should constitute the learning experience that will engage learners socially which are within the developmental stage of the learner. Dewey believes that effective education emerged as a result of social interactions. Thus, the school setting should be considered a social institution (Flinders & Thornton, 2013). He considered education to be a “process of living and not a preparation for future living” (Flinders & Thornton, 2013; Gutek, 2014). In contrast to traditional classrooms, Dewey thought that schools and classrooms should be representative of real life situations, allowing children to participate in learning activities interchangeably and flexibly in a variety of social settings.

Dewey believed that learning was active; he felt that children should come to school to practice with others in a community that gave them the experiences to share with a society. According to Dewey (1916), the core of the teaching process is the arrangement of environments within which the students can interact and study how to learn. For instance, students should be involved in real-life and make a connection between what they experienced and what they learned in school. Moreover, Dewey focused on learning by doing by explaining that schools typically do the same activities that they are doing at home. Dewey was of the view that the child’s social life and school life are connected. To learn by experience one must be aware of the step leading up to actions and the result of the actions. Moreover, Dewey believed that doing things that become experiences gives the learner the opportunity to discover things and make a connection with each other. By this learning would have taken place.

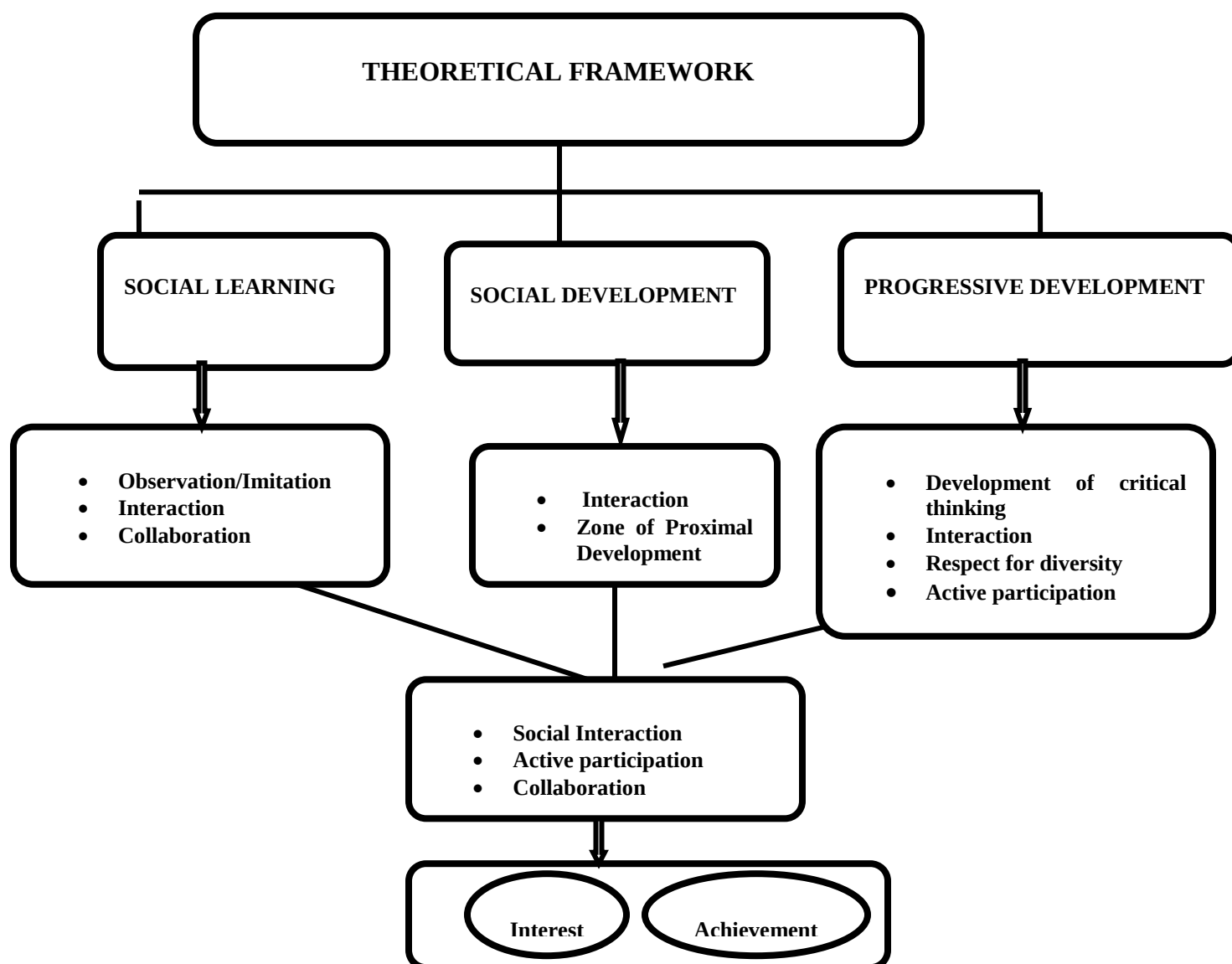
Following Dewey's view, Social interaction model could be said to be an effective model for inculcating in the learners the democratic processes while still in school. This method works particularly well in educational activities because the students are interested in discovering things for themselves (Allazzam, 2015). Instead of rote teaching, Dewey focused more on the interactive approach to problem-solving and creative thinking. He supported the children questioning to discover the ideas on their own which cannot be achieved through memorization. Through this, learners learn by experience and improve their skills, habits and attitudes to solve problems. According to Dewey, teachers ought to be creative in their way of teaching to be able to provide students with more chances to think. When teachers plan for instruction, student interests will be taken into consideration and curricular subjects will be integrated with an emphasis on social interaction. He further believed that education should help people become more efficient members of society by focusing on their values, equality, and societal responsibilities.

Furthermore, interest from Dewey's perspective is not something that can happen only in the classroom context but something that comes from the interaction between the student and situation. Dewey (1920) noted that there must be interest from the student to give an opportunity to recognize the situation and be motivated by doing that particular situation. Classroom interaction is one of the instructional strategies that motivate learners thereby increasing their interest to learn. Dewey's theory and ideas are evident in the social interaction model. This is because social interaction seems a natural setting for the learner which enhances learning. According to Flinders and Thornton (2013), Dewey believed that school should be representative of a social environment and that students learn best when in natural social settings. The use of group investigation and jurisprudential models will expose learners to the natural setting of

electoral process thereby inculcating the culture of participating actively in the electoral process by the learners. This explains the import of this theory in this study which sought to ascertain the effect of group investigation and jurisprudential models on students. Therefore, this study laid credence on this theory.

### Schematic Diagram of the Theoretical Framework

Figure 2 below shows the relationship that exists among the theories of Social Learning, Social Development and Progressive and their relationship to students' achievement and interest which is anchored interactive classroom environment.



**Fig. 2. Schematic Diagram of the Theoretical Framework**

Source: Ugwonna, Grace O. (The researcher)

The schema above is a summary of the relationship that exists between the theories and how they are related to achievement and interest. The social learning theory stresses on learning by observation/imitation, the social development theory anchors on social interaction and learning presentation at the zone of proximal development of the child. On the other hand, progressive development theory focuses development of critical thinking, active participation of the learner in the learning process, respect for diversity and interaction among learners. These theories constitute learner-centered instructional strategy where the learner will be deeply involved in the learning process. This no doubt could improve students' achievement and interest especially in voter education related contents of Government subject.

## **Review of Related Empirical Studies**

### **Instructional Models and Students' Interest**

Many studies have tried to establish the effect of teaching approaches on students' interest in learning a subject. While some of the studies found that teaching approaches have no effect on students' interest, others found that teaching methods adopted by the teacher to a large extent determines whether students will have interest to learn a subject or not.

Journell (2011) sought to describe the instructional methods of four high school Government teachers during their coverage of the 2008 presidential election. By analyzing the ways in which these teachers attempted to generate interest in the election and further their students' conceptualization of politics, the author sought to better understand political instruction at the secondary level. Overall, it was observed that the teachers were successful in capturing student interest in both politics and the election; however, the teachers often missed opportunities to foster this interest into a nuanced understanding of politics. While the author of this study looked at the teachers' ability to maintain students' interest, which was a descriptive study, the present study adopted quasi-experimental design using GIM and JIM.

Ogwu and Ezema (2016) investigated the influence of teaching methods on students' interest in Christian religious studies (CRS) among senior secondary school students in Igbo-Eze South Local Government Area of Enugu state. Three research objectives and one hypothesis guided the study using a descriptive design. A total of 150 senior secondary school two (SSS11) students from five co-educational schools were randomly selected for the study using a questionnaire. Mean analysis were used to answer the research questions while Pearson Correlation Product Moment analysis was used to test the hypothesis at 0.05 level of significance. Findings revealed that students' have low interest in CRS which was attributed to the use of conventional and obsolete teaching method for learning. The sample of the present study is more than the reviewed study which will give room for more generalizations on the extent instructional strategies can influence students' interest in learning a subject. The previous study was a descriptive study but the present study is a quasi-experimental study even though the two studies are similar in seeking to find whether the methods of instruction can affect students' interest in the study of a subject.

Essien, Akpan & Obot, (2015) examined students' interest in social studies and academic achievement in tertiary institutions in Cross River State, Nigeria. To achieve the purpose of this study, one hypothesis was formulated to direct the study. Ex-post facto research design was adopted for the study. A sample of seven hundred and fifty-three (753) students was randomly selected for the study. The instruments for data collection were the Students' Interest in social Studies Questionnaire (SISSQ) and Social Studies Achievement Test (SOSAT) developed by the researchers were subjected to validation by experts in measurement and evaluation. The reliability estimate of the instruments was established through the split-half reliability method and it associate Spearman Brown prophecy formula. Pearson product moment correlation

analysis was adopted to test the hypothesis at 0.05 level of significance. The result of the analysis revealed that students' interest in social studies significantly relate to their academic achievement in the subject. The reviewed study adopted ex-post factor design while the present study adopted quasi-experimental design, although the two studies are same in terms of ascertaining the extent to which instructional strategies could influence students' interest.

Audu (2018) investigated the influence of teaching styles on students' interest in Biology in Secondary schools in Taraba state. The study was guided by two research questions and two hypotheses. The study adopted the survey and quasi experimental designs. A sample of 336 senior secondary two students from ten secondary schools was drawn using stratified sampling technique. The instrument used for data collection was the Biology Achievement Test (BAT) and Biology Interest Inventory developed by the researcher. Biology teachers in the selected schools were observed and their teaching styles were identified either as students centred or teacher centred using teaching style check list. The treatment was carried out in six weeks during which data were also collected at various intervals using the BAT and BII. The data collected were analyzed using mean and standard deviations to answer the two research questions while analysis of covariance (ANCOVA) was used in testing the two hypotheses at 0.05 level of significance. The findings indicated that students who were taught Biology using student centered teaching styles had a higher interest rating than those taught using the teacher centered teaching styles. The reviewed study area differs from the area of the present study. The difference in the areas could influence the results of the two studies although the two studies are same in design and analytical tools used.

### **Studies on Instructional Models and Students' Achievement**

A lot of research has been carried out in the area of instructional strategies and students' academic achievement. Findings from many research works confirm a significant difference in academic achievements of students. However, the findings of the studies are inconsistent.

Girsang, (2014) investigated the effect of applying Group Investigation Method on students' achievement in reading comprehension. It was an experimental research. Grade X, Senior High School Singosari (Sekolah Menengah Atas: SMA), which consisted of 60 students were used for the study. The research was divided into experimental and control groups and the instrument used to collect the data was reading test. Data were analyzed by using t-test formula. The analysis showed that the scores of the students in the experimental group were significantly higher than the scores of the students in the control group.

This study is related to the present study in that the effectiveness of group investigation was determined. However the two studies differ because group investigation was compared with teacher-centered instructional strategy while the present study compared two learner-centered instructional strategies, which are group investigation and jurisprudential inquiry models. Furthermore, the previous study and the present study differ in content. While the previous study was in the area of reading comprehension, the present study is on voter education related contents. Also the sample of the reviewed study and the present study differ which could influence the findings of the study. Hence, the need for the present study

Parchment (2009) examined the effectiveness of jigsaw and group investigation methods in a 9th grade living environment (LE) class. This study was carried out in four different LE classes during the 2008-2009 academic school year. It was a quasi-experimental study. Each of

the classes sequentially participated in a jigsaw and group investigation (GI) activity. The scores from previous traditional delivered instruction were used as control group. Students in the jigsaw group were divided into five home groups (Groups A, B, C, D and E). Each of these home groups consisted of four students (pending on class size). In the jigsaw activity, students examined various symbiotic relationships among species. Each home group was divided into expert groups. Each expert group had to redefine the symbiotic relationship in their own words and explain their definition to their home groups. The GI activity focused on human impact on the environment. Students investigated different environmental topics in heterogeneous groups and created a poster that illustrated causes and effects of the assigned issue. Quizzes were utilized in both instructional strategies to obtain qualitative data. The data identified group investigation as the most effective method of instruction. The study also concluded that the implementation of both CL methods in a classroom does positively impact student performance, while traditional instruction yields unfavorable results.

The reviewed study and the present study are related in that the effectiveness of group investigation and another student-centered instructional strategy was determined. However, they differ in the subject matter, class and the scope. While the reviewed study focused on studying living environment using GIM and Jigsaw, the present study focused on the use of Group Investigation Model and Jurisprudential inquiry model, which is another student-centered instructional model in teaching voter education related contents. The differences in the model applied could influence the result of the study. Hence the need for the present study.

Baki, Yıldız, Aydın and Kogce (2010) determined the views of the teacher and students on a practice carried out by using group investigation method. The study was conducted with 20 students at 8th grade at a public elementary school in Trabzon. Case study research method was

used in this study. Data were collected using informal interviews and observation forms. The data gathered from the interviews were analyzed. Findings from the study show that the students enjoyed working in groups, found the group investigation technique useful, undertook several roles and moved from an individual to a cooperative stance in the group. The study concluded that the students' achievement was improved as a result of the group technique used. This study found group investigation to be engaging and as a result students had interest in the content being disseminated. However, this study equally found out how group investigation encourages students' interest but differs with the previous study in terms of method, population and area of the study. The previous study used descriptive study which would not have been the suitable method to ascertain whether students' achievement can be affected by a method. The present study used quasi-experiment to determine the achievement of students through administration of tests.

Singh (2010) carried an experiment to find out the effectiveness of Jurisprudential Inquiry model (JIM) of teaching on competence in social dialogue of school students. The experiment was conducted on 40 students of class IX. They were divided into four parallel groups on the basis intelligence and socio-economic status (SES) namely - high intelligence and high SES, high intelligence and low SES, low intelligence and high SES and low intelligence and low SES. During the experimentation, the students were tested and assessed three times for social dialogue skill. Hence, three-way factorial design ( $2 \times 2 \times 3$ ) of trend analysis was followed to analyse the data. The findings indicate that socio-economics status effect the improvement in competence in social dialogue as low SES students possessed higher scores than high SES students. Moreover, the trend of improvement with different levels of intelligence and occasions was linear and the direction of trend was upward. Overall, the trend of improvement on different

testing occasions was linear and direction of it was upward. It means that the competence in social dialogue went on increasing with the treatment of JIM. JIM has been found useful in this study using 2x2x3. This present study differs with the previous in terms of the scope and method used. This study uses 2x2 factorial analysis and focuses on voter education related contents and not on social dialogue skills. The present study used 2x2 factorial analysis because of the two models involved and the two dependent variables achievement and interest under study. Furthermore, the efficacy of JIM was not compared with any other students-centered instructional model which is what the present study determined. Also the difference in the area of the study could influence the findings of the study. Furthermore, the time the reviewed study was conducted has been long, therefore the present study intends to update on the previous study.

Hackathorn, Solomon, Blankmeyer, Tennial, and Garczynski (2011) examined the effectiveness of four teaching techniques (lecture, demonstrations, discussions, and in-class activities) in the classroom. Participants were taught using one of the aforementioned techniques. Student's learning was subsequently assessed through six quizzes and four exams, which tested the constructs on three of Bloom's cognitive levels: knowledge, comprehension, and application. The findings indicated that each teaching technique has its own unique benefits and is effective for various levels of learning. Additionally, findings supported the notion that active techniques do aid in increasing learning. In-class activities led to higher overall scores than any other teaching method while lecture methods led to the lowest overall scores of any of the teaching methods. This study found that students' engagement in classroom activities promotes higher scores but also noted that other techniques are useful depending on how the teacher uses them. In similar manner, the present study intends to find out whether GIM and JIM which are activity based learning models will equally increase students' achievement and interest.

Pitoyo, Waluyo and Suwandi (2014), conducted a study on the effect of Group investigation learning model, accelerated learning team and role palying on elementary school students' writing skills viewed for cognitive skill in Kadiri. The study was an experimental study with a 3x2 factorial design. the population of population of the study comprised fifth grade students totaling 368 students. data collected was analysed using two-way analysis of variance. The finding of the study revealed that the writing skills of the students who follow the group investigation is better than the group of students who were taught using accelerated learning team and role playing.

The reviewed study and the present study are related in that GIM was compared with other student-centered instructional model. However, the two studies differ because GIM was compared with another student-centered instructional model, which can make the results of the findings to differ. Furthermore, the population, area and the subject matter studied in the two studies differ.

Oche (2012) carried out a research work to assess the relative effectiveness of three teaching methods on students' achievement in secondary school Mathematics. The design of the study was a quasi-experimental pretest posttest research design using intact classes. A sample of 150 students randomly selected from three secondary schools in Ogbadibo Local Government Area was used in this study. The instrument for data collection was a 25-item achievement test in mathematics (ATM) developed by the researcher for the purpose of measuring students' achievement in mathematics. The reliability coefficient for the instrument using Cronbach coefficient alpha was 0.95. In the study, two research questions were answered and two hypotheses were tested. The results indicated that students taught using activity method performed better than those taught using discussion and lecture methods. The present study

differed with the previous study in terms of the strategies used. While the previous study compared two student-centered methods and a conventional method, the present study compared two student centered instructional models.

Ganyaupfu (2013) sought to investigate the differential effectiveness of teaching methods on students' academic performance. A sample of 109 undergraduate students from the College's Department of Economic and Business Sciences was used for the study. Using the inferential statistics course, students' assessment test scores were derived from the internal class test prepared by the lecturer. The differential effectiveness of the three teaching methods on student academic performance was analysed using the General Linear Model based univariate ANOVA technique. The  $F(2, 106)$  statistic ( $= 10.125$ ;  $p < 0.05$ ) and the Tukey HSD post-hoc results indicate significant differences on the effectiveness of the three teaching methods. The mean scores results demonstrate that student-centered approach was more effective than the teacher-centered approach. The reviewed study used other learner-centered instructional models that are not GIM and JIM. Since GIM and JIM are equally two student-centered instructional strategies, the present study was carried out to determine their efficacy in teaching voter education related contents.

Mehendale (2017) carried out a study that focused on analysis of the opinion of B.Ed. students regarding use of Jurisprudential Inquiry STS Model for teaching of public policy issues reflected in Biology text book of standard XII. Researcher developed a program based on Jurisprudential Inquiry STS Model and implemented the same in a college of Education in the Pune city. A feedback sheet was been used to get opinions of the students. The findings show that the students recorded favourable response regarding use of the Jurisprudential Inquiry STS model. Students found JIM an interesting teaching model in biology class. This present study

equally would want to find out whether students of Government subject will be finding JIM an interesting teaching approach. However, the students' will be examined to determine the extent JIM enhanced the students' achievement which the previous study did not do.

The reviewed study and the present study are related in that the present study tends to determine the effectiveness of Jurisprudential inquiry model on students. However the two studies differ in area, subject matter studies and the design of the study. While the reviewed study adopted descriptive survey, the present study adopted quasi-experimental design.

Adiansyah, Muh, Mansyur and Mu 'nisa (2017) investigated a study aimed at determining the effectiveness of the application of Investigation Group model on the thinking ability of students of class XI MAN 2 Watampone. This research was quasi- experimental design with one group pretest-posttest control design. The population of the study was all students grade XI MAN 2 Watampone Year Study 2014/2015 of 60 people. The research sample was taken 39 students with 19 students into the experimental group and 20 students of control group. Data were analyzed using descriptive statistics and inferential statistical analysis. Results of descriptive statistical analysis illustrates an increase from pretest to posttest for students' critical thinking skills. The average pretest for critical thinking skills posttest control class were 42.42 and 74.26. Meanwhile, the average pretest for critical thinking skills and posttest experiment class were 44.00 and 92.00. Inferential statistical analysis by independent t-test showed significant differences in improvement of students' critical thinking skills between experimental class students use Group Investigation model which was higher than the control class that was taught conventionally.

The reviewed study and the present study are related in terms of comparing GIM with another instructional strategy and design of the study. However, the two studies differ in

population and sample and the subject matter studied. While the reviewed study examined the thinking ability of the learners using GIM and a conventional method, the present study examined the achievement and interest of students using and GIM and JIM.

Farikah (2017) sought to find out the implementation of Jurisprudential Inquiry Learning Model in developing the students' competence in writing analytical exposition texts and the students' motivation in learning writing using exploratory mixed method research. The population of this study is the fifth semester students of English Department of Tidar University in 2016/2017 academic year. This study employed in-depth interviews, and on-site observation in collecting the data of the effectiveness of this model in developing the students' motivation in learning writing. In addition to that, the writer used writing test of analytical exposition text to know the improvement of the students' writing skill. Following Milles and Hubberman's theory (1994: 10-11), the writer analyzed the qualitative data through data reduction, data display, conclusion and verification. For the quantitative data, the writer used descriptive statistics. The triangulation was employed in checking the validity of the data. The results show that the implementation of Jurisprudential Inquiry Learning Model is an effective way to develop the students' motivation in learning writing. Besides, it develops the students' competence in writing analytical exposition text.

The relationship between the two studies lies in the use of jurisprudential model. However, they differ in design, class studies, and the subject matter studied. While the reviewed study adopted descriptive design, the present study adopted quasi-experimental design which could be a reason for the difference in the results. Furthermore, the reviewed study was on writing skills while the present study was on voter education related contents of Government. Secondly, the reviewed study was conducted at the university level while the present study was

at the secondary school level. This reviewed study having found JIM an effective teaching model in writing using interviews and observation, has necessitated the present study to determine through administration of tests and interest inventory whether JIM will equally be found efficacious in voter education related contents.

Yuliana, Sapri and Turdjai (2017) carried out a study to investigate the application of jurisprudential inquiry learning model to increase student's social skills and learning achievement in Pondok Kelapa. The research was a classroom action research combined with quasi experiments. Two classes were used for the study. One class was the experimental group while the other was the control class. The results of this study indicate that the application of learning jurisprudential inquiry model can improve social skills and achievement in social studies learning. The difference in the area of the two studies makes a difference in the two studies. The reviewed study was carried out to examine the effect of jurisprudential model in a social studies class while the present study was carried out using students that study Government.

Achmad, Bundu, Suradi and Jufri (2018) sought to identify the process and results of the implementation of group investigation learning model in improving the critical thinking ability of PGSD FIP UNM students in elementary school. The study was an experimental research design of using pre-test post-test control group design. Findings from the study show that there is significant difference between the results of the experimental class and the control class. The study further indicated that using of Group Investigation model (GIM) has given positive effect to the ability of student's thinking critically. This study found that pre and post test scores differed after the treatment in elementary class.

The reviewed study and the present study are related in that the two studies adopted same design and compared GIM with another instructional strategy. However the studies differ in the subject matter studied. Furthermore, GIM was compared with conventional method in the reviewed study while in the present study, GIM was compared with another student-centered instructional strategy, JIM. The comparison of GIM with a conventional method in the reviewed study is already a weakness on the study conducted as it has always shown that innovative and student-centered instructional models outclass the conventional method.

Mamudu and Alairu (2018) conducted a study on the effects of jurisprudential inquiry model of instruction on performance and retention on Ecological concepts among secondary school students in Bichi education zone. The population of the study was 2078 biology students while the sample was 100 biology students. The design of the study was quasi-experimental control with pretest and post test. The instrument for the study was Ecology Achievement Test (EAT). Three research questions guided the study. Findings from the study revealed that the jurisprudential inquiry model of teaching strategy proved more effective than the conventional lecture method on students' achievement and retention ability in ecological concepts.

The reviewed study and the present study are related because the two studies used JIM in ascertaining the students' achievement. However they differ in the area of retention and interest. Again the two studies differ because while the reviewed study compared JIM with conventional lecture method, which is not student-centered, the present study compared JIM with another students-centered strategy. Comparison of JIM with conventional lecture method could add error to the study because while one method, JIM is activity based, the other, lecture method is not. This could make the students taught with conventional lecture method not to have mastered the content thereby affecting their performance.

### **Gender and Students' Interest**

Kehinde and Alebiosu (2006) studied the processes of the teaching and learning of science with special attention on gender influence in students' interests in learning organic chemistry in Senior Secondary Schools. 480 male students and 320 female students were sampled using a questionnaire constructed on a Likert type scale. Both male and female ratings were high but they differed significantly in their ratings on two topics. Popularization of performance enhancement programmes and activities were suggested for all agents associated with the teaching and learning of science in schools and homes. Therefore the finding indicates gender has no significance influence in the interest of the students. The two studies are the same in the area of looking at gender influence but not in the design of the study and the subject area.

Ajayi (2017) sought to find out the effect of gender on students' interest in standard mixture separation techniques using ethnochemistry teaching approach was investigated. A sample of 198 students from six purposively selected secondary schools out of a population of 3,706 Senior Secondary I students from Ohaozara Local Government Area of Ebonyi State, Nigeria was used for the study. The study adopted non-equivalent quasi-experimental research design. The instrument used for data collection was Separation Techniques Interest Inventory (STII) with the reliability value of 0.84 using Kuder-Richardson (KR-21). Two research questions and two null hypotheses guided the study. The research questions were answered using Mean and Standard Deviation scores while the hypotheses were tested at 0.05 level of significance using Analysis of Covariance. The study revealed that there is no significant difference in the mean interest scores between male and female students taught standard mixture

separation techniques using ethnochemistry approach. It also found no significant interaction effect between methods and gender on the mean interest scores of students in standard mixture separation techniques. While the previous study was a descriptive study, the present is a quasi-experimental.

Godpower-Echie and Ihenko (2017) carried out a study on the influence of gender on interest of integrated Science students in Obio Akpor Local Government area of Rivers State. Two research questions and two hypotheses were raised, the population comprised of all secondary school students in the local government area and a total of 600 students took part in the study. Two instruments were used to collect data: the test scores and a likert scale like interest scale. Mean, standard deviation and t-test were used to analyse the data. The findings showed that gender has a significant influence on the interest of students. The previous study was on integrated science while the present is on Government subject with emphasis on voter education related contents. These studies show that there is no consistency in the results of the findings. This necessitated the import of these variables in this study with a bid to ascertain the results of the study.

### **Gender and Students' Achievement**

Findings on influence of gender on students' achievement have gathered reasonable attention in the field of education. However, the findings of such studies have been inconsistent. While some studies found that gender have significant influence on students' achievement, others found that there is no significant different on the influence of gender on students' achievement.

Oche (2012) carried out a research work to assess the relative effectiveness of three teaching methods on students' achievement in secondary school Mathematics. The design of the study was a quasi-experimental pretest posttest research design using intact classes. A sample of 150 students randomly selected from three secondary schools in Ogbadibo Local Government Area was used in this study. The instrument for data collection was a 25-item achievement test in mathematics (ATM) developed by the researcher for the purpose of measuring students' achievement in mathematics. The reliability coefficient for the instrument using Cronbach coefficient alpha was 0.95. In the study, two research questions were answered and two hypotheses were tested. The findings indicate that there was no significant difference in mean achievement between boys and girls activity method. The study further proved that significant difference exists in mean achievement scores of male and female students when they are taught mathematics using lecture method.

The reviewed study and the present study are same in design but differs in the subject matter studied, area of the study and sample size. Furthermore, the reviewed study compared activity based method with conventional method, which could add error to the study. This present study equally determined the interest of the students in voter education related contents using two activity-based instructional models, GIM and JIM.

Dania (2014) investigated the effect of gender on students' academic achievement in secondary school Social Studies. The study adopted a quasi-experimental design (2x2 non-randomized pre-test, post-test control group) comprising six groups made up of four experimental groups and two control groups. Six schools and one hundred and eighty (180) Upper basic 2 students in Delta and Edo States made up the sample for the study. Six intact classes were randomly selected and assigned to experimental and control groups. The instrument

used in this study is the achievement instrument tagged “Social Studies Achievement Test” (SSAT). The validity and reliability of these instruments were established. The reliability of the instruments was established using Pearson product moment correlation coefficient ( $r$ ). And the reliability coefficients obtained was 0.79. Means, Standard Deviation, Analysis of covariance (ANCOVA) Result revealed that: gender (male/female) had no significant effect on students’ achievement in Social Studies and finally, result showed that there was significant interaction effect of treatment and gender on students’ academic performance in Social Studies. Since social studies and Government subject are similar in terms of having social contents, the present study equally would want to ascertain whether gender will have effect in the study of voter related contents. However, the two studies are similar in design but the population differ.

Joseph, John, Eric, Yusuf and Olubunmi (2015) carried out a study to investigate the relationship between student’s gender and academic performance in computer science in New Bussa, Borgu local government of Niger state. Questionnaire which consist of 30 multiple-choice items drawn from Senior School Certificate Examination past questions as set by the West Africa Examination Council in 2014 multiple choice past question was used as the research instrument consist. The questionnaire was administered to 275 students from both private and public schools in the study area. The students’ responses were marked and scored, afterward analysed using independent t-test. The results of the study showed that even though the male students had slightly better performance compared to the female students, it was not significant. Both the previous and the present study are similar in design but differ in the population, design and the method of teaching used. However the two studies have similar characteristics of finding whether gender has any effect in the academic achievement of the students.

Godpower-Echie and Ihenko (2017) carried out a study on the influence of gender on achievement of integrated Science students in Obio Akpor local government area of Rivers State. Two research questions and two hypotheses were raised, the population comprised of all secondary school students in the local government area and a total of 600 students took part in the study. Two instruments were used to collect data: the test scores and a likert scale like interest scale. Mean, standard deviation and t-test were used to analyse the data. The findings showed that gender does not have a significant influence on achievement of Integrated Science students. This study was a descriptive study but the present study is a quasi-experimental study. The administration of the test instrument will determine whether there is a difference in the achievement of male and female students. Therefore these two studies differ in methods. While the previous study was descriptive study, the present study is a quasi-experimental.

Nnamani and Oyibe (2016) studied effect of gender and academic achievement of secondary school students in Social Studies. Two research questions such as; what is the effect of gender on students' mean achievement, and effect of teachers' gender on the mean achievement of male and female students and null hypotheses were tested at 0.05 level of significance. The population of this study comprised of three thousand four hundred seventy-nine (3,479) Junior Secondary School II (JSS II) students selected from all the secondary schools in Abakaliki urban of Ebonyi State. The instrument used for data collection was Social Studies Achievement Test (SOSAT), data were analyzed using mean and standard deviation for all research questions, and analysis of co-variance (ANCOVA) was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that the mean achievement score of female secondary school students was higher than the mean achievement scores of male students. The findings of the study also revealed that: male and female secondary school students taught Social

Studies by male teachers obtained higher mean scores than male and female students taught Social studies by female teachers and female students taught Social studies by male teacher performed better than masculine students taught Social Studies by male teacher and vice versa. The study also reviewed that there are significant different in the mean achievement of secondary school students in Social Studies based on gender. Even though the area and population of the previous study is different from the present study, the two studies are similar in terms of design and method of data collection

Godpower-echie and Ihenko (2017) carried out a study to look at the influence of gender on achievement of integrated Science students in Obio Akpor local government area of Rivers State. Two research questions and two hypotheses were raised, the population comprised of all secondary school students in the local government area and a total of 600 students took part in the study. Two instruments were used to collect data: the test scores and a likert scale like interest scale. Mean, standard deviation and t-test were used to analyse the data. The findings showed that gender does not have a significant influence on achievement of Integrated Science students. The reviewed study was a descriptive study while the present is quasi-experimental, although the two studies emphasize on gender influence on students.

Attah and Ita (2017) examined the influence of gender on academic achievement in English Language among senior secondary school students in Calabar metropolis, Cross River State. The researchers adopted survey design for the study. The study sample comprise 660 Senior Secondary School two (SSS II) students drawn from 22 public secondary schools, 15 in Calabar Municipality and seven (7) public secondary schools in Calabar South Local Government Area, Cross River State, using Stratified Random and Purposive sampling techniques. Data were generated through ‘English Language Academic Achievement Rating

Scale” (ELAARS). A reliability index of 0.75 was realized using Cronbach’s alpha. The data generated were analysed using Independent t-test at 0.05 level of significance. The result of the analysis showed that gender has no significant influence on academic performance in English Language among senior secondary school students in Calabar metropolis. The two studies are similar in looking at the effect of gender but differ significantly in the areas of design, area, method, population and the method of data analysis.

Ugwu (nd) investigated the relationship between gender and achievement of SS III students in Physics. Correlation research design was used and stratified proportionate random sampling technique was employed. 494 subjects used for the study were randomly selected from 25 secondary schools across the six education zones of Enugu State. Intact classes were used. One intact was selected by simple balloting for schools that have more than one stream studying Physics. Test of Understanding of Physics Concepts (TOUPC) was the instrument in the study while the school certificate physics examination was the achievement test for the SSCE. Results showed from the simple correlation and regression analysis a weak negative relationship between gender and TOUPC and no relationship between gender and SSCE results. Gender was significantly related to senior secondary school Physics students’ understanding of physics concepts. The relationship between these two studies is that both are the same design, same area but differ in content and the method of teaching adopted.

Mamudu and Alairu (2018) conducted a study on the effects of jurisprudential inquiry model of instruction on performance and retention on Ecological concepts among secondary school students in Bichi education zone. The population of the study was 2078 biology students while the sample was 100 biology students. The design of the study was quasi-experimental control with pretest and post test. The instrument for the study was Ecology Achievement Test

(EAT). Three research questions guided the study. Findings from the study revealed that the jurisprudential inquiry model of teaching strategy was found to be gender friendly.

The reviewed study and the present study differ in terms of area and the subject matter studied but are the same in design. While JIM was compared with conventional lecture method and was found to be gender friendly, probably, if compared with another learner-centered instructional strategy could give a different result. On the basis of that, the present study sought to determine the influence of gender on students' achievement when exposed to two student-centered instructional models, GIM and JIM.

### **Interaction effects of Instructional models, Gender and students' interest**

Ajayi, Agamber and Angura (2017) examined the effect of Gender on Students' Interest in Standard Mixture Separation Techniques Using Ethnochemistry Teaching Approach. A sample of 198 students from six purposively selected secondary schools out of a population of 3,706 Senior Secondary I students from Ohaozara Local Government Area of Ebonyi State, Nigeria was used for the study. The study adopted non-equivalent quasi-experimental research design. The instrument used for data collection was Separation Techniques Interest Inventory (STII) with the reliability value of 0.84 using Kuder-Richardson (KR-21). Two research questions and two null hypotheses guided the study. The research questions were answered using Mean and Standard Deviation scores while the hypotheses were tested at 0.05 level of significance using Analysis of Covariance. The study revealed that there is no significant difference in the mean interest scores between male and female students taught standard mixture separation techniques using ethnochemistry approach; [ $F(1,97) = 6.300, P > 0.050$ ]. It also found no significant interaction effect between methods and gender on the mean interest scores of students in standard mixture separation techniques; [ $F(1,197) = 0.318, P > 0.050$ ]. The previous

study and the present are not the same in terms of the method, area of the study and the population, hence the relevance of the present study.

Ajayi (2017) sought to find out the effect of gender on students' interest in standard mixture separation techniques using ethnochemistry teaching approach. A sample of 198 students from six purposively selected secondary schools out of a population of 3,706 Senior Secondary I students from Ohaozara Local Government Area of Ebonyi State, Nigeria was used for the study. The study adopted non-equivalent quasi-experimental research design. The instrument used for data collection was Separation Techniques Interest Inventory (STII) with the reliability value of 0.84 using Kuder-Richardson (KR-21). Two research questions and two null hypotheses guided the study. The research questions were answered using Mean and Standard Deviation scores while the hypotheses were tested at 0.05 level of significance using Analysis of Covariance. The study revealed that there is no significant interaction effect between methods and gender on the mean interest scores of students in standard mixture separation techniques. While the reviewed study was a descriptive study, the present is a quasi-experimental and both the area, population of the two studies differ.

Okorie and Agah (2016) sought to determine Interaction Influence of Gender and Method on Students' Interest in Chemical Bonding. Two research questions and three hypotheses guided the study, with a population of 5,966 senior secondary class one (SS1) chemistry students in 57 senior secondary schools in Enugu State, Nigeria. Adopting purposive sampling technique, nine schools were selected and 311 students drawn in intact classes. Validated instrument: Students' Interest Scale on Chemical Bonding (SISCB), with reliability coefficient of 0.68 was used. Regular chemistry teachers of the selected schools taught the students using instructional software package method of teaching (ISPMT) for experimental group; traditional lecture

method (TLM) for the control group. Research questions were answered, using descriptive statistics; and the hypotheses tested, using analysis of covariance (ANCOVA) at  $P < 0.05$  level of significance. Result of the study showed that the interaction of gender and method on students' interest in chemical bonding is statistically significant; performance of both male and female students on chemical bonding interest rating scale is similar, although the males had mean interest gain of 0.84 higher than that of the female students. The study concludes that there is interaction effect of gender with method in students' interest in chemical bonding. While the reviewed study focused on chemistry subject which is science, the present study is on Government subject which is art. This probably may affect the interest of the students in the study of the subjects. Furthermore, the population of the two studies differs.

### **Interaction effects of instructional models, Gender and students' achievement**

Filgona and Sababa (2017) carried out a study to determine the effect of gender on senior secondary school students' academic achievement in geography in Ganye educational zone Nigeria. The quasi-experimental non-randomized pre-test, post test control group design was used. The study also employed the multi-stage random sampling technique at four levels to select 207 (120 Male and 87 Female) senior secondary school two (SS II) students offering Geography from six intact classes in six co-educational secondary schools in Ganye Educational Zone in Nigeria. A 40-item Geography Achievement Test (GAT) constructed by the researcher and validated by experts in Geography education was used to obtain data. After pilot testing the instrument using 89 students from two intact classes, the data obtained were analyzed using Pearson product moment correlation coefficient statistic. A reliability index of 0.78 was obtained. Data collected were analyzed using descriptive statistics of Mean, independent t-Test and Analysis of Covariance (ANCOVA). The study revealed that Female students exposed to

learning Geography through Mastery Learning Strategy performed better than their Male. Furthermore, it was revealed from the study that a significant interaction effect of treatment and gender on students' achievement in Geography was also observed. The previous and the present study differ in terms of the method of instruction and in content. Hence the need for the recent study

Ajayi and Ogbeba (2017) carried out a study to examine the effect of gender on students' achievement in stoichiometry using hands-on activities. A sample of 292 students from eight purposively selected secondary schools out of a population of 8,381 SS II students from zone C of Benue State, Nigeria was used for the study. The study adopted a quasi-experimental research design. Stoichiometry Achievement Test (SAT) was used for data collection. Reliability coefficient of 0.92 was established using Pearson correlation moment coefficient. Two research questions and two hypotheses guided the study. The research questions were answered using mean and standard deviation while the hypotheses were tested at 0.05 level of significance using Analysis of covariance (ANCOVA). The study revealed that there is no significant difference in the mean achievement scores between male and female students taught stoichiometry using hands-on activities; ( $F(1, 145) = 4.160, p > 0.05$ ). It also found no significant interaction effect between methods and gender on the mean achievement scores of students in stoichiometry; ( $F(1, 291) = 0.11, p > 0.05$ ). The previous and the present study differ in terms of the area of the study and the subject content.

Bakke and Itankan (2016) carried out a study to investigate the gender factor on the effects of guided inquiry teaching method on student's achievement in logic. One research question was posed and answered; and two hypotheses were formulated and tested at ( $p \leq 0.05$ ) level of significance. Logic Achievement Test (LAT) was used as an instrument for the data

collection, it consist of 25-items (20 objectives and 5 essay) covering the algebra of logic in the four types of logic statement administered on a sample size of 197 students before and after teaching. These students were randomly drawn from senior secondary schools in Jalingo Educational Zone of Taraba State, Nigeria. Mean, standard deviation and analysis of covariance (ANCOVA) were used for data analysis. The study revealed that there is no significant difference between the mean achievement scores of male and female students who were taught logic using the guided inquiry teaching approach as measured by mean logic achievement test. Furthermore, there is no significant interaction between the guided inquiry teaching approach and gender on students' achievement in logic. The reviewed study and the present study differ in the area of the study and the population of the study.

Chua and Karpudewan (2015) carried out a study to determine the interaction effects of Gender and Grade Level on Secondary School Students' Attitude towards Learning Chemistry. For this purpose, the Attitude towards Chemistry Lessons Scale (ATCLS) was administered to 446 secondary school students between 16-19 years old. The ATCLS consists of four different sub scales: liking for chemistry theory lessons, liking for chemistry laboratory work, evaluative beliefs about school chemistry and behavioral tendencies to learn chemistry. Data obtained from the ATCLS survey was analyzed using two-way MANOVA to identify the effects of gender and grade level on students' attitude towards learning chemistry. The findings show that gender and grade level have a significant effect on attitude towards learning chemistry. Gender and grade level also have a significant interaction effect. The difference in the previous and the present study lie in the subject of study. Furthermore, the previous study anchored on attitude while the present study focuses on achievement and interest.

Adewale, and Effiong (2015) investigated the effects of guided inquiry and expository lecture methods on students' achievement in junior secondary school Basic science in Yakurr, Cross River State. The study adopted a pretest-posttest non-randomized control groups design using one experimental group and one control group with a 2x2x2 factorial matrix. Four schools were randomly selected from Yakurr LGA. Junior secondary school students in year II(Jss2) in intact classes in each school were used. Two instruments, Basic science Achievement test (BSAT) and study habit inventory were used. Four hypotheses were tested at 0.05 significant level. Data were analyzed using analysis of covariance (ANCOVA). There is a significant effect of treatment on student's achievement in basic science. Students in the guided inquiry method had a higher mean score than those exposed to expository lecture method. Gender and study habit did not have significant main effect on student's achievement in basic science. The three-way interaction effects of treatment, gender and study habit did not have significant effect on student's achievement in Basic science.

Dania (2014) sought to determine the Effect of Gender on Students Academic Achievement in secondary school social studies in delta state. The design for the study was quasi experimental of 2 x 2 non-randomized pre-test and post-test control group. The population of the study consisted of 180 upper basic 2 students. Instrument for the study was social studies achievement test. Data obtained was analysed using mean, standard deviation and ANCOVA. The findings of the study show that gender has no effect on students' achievement but there was a significant interaction effect of treatment and gender on students' achievement in social studies. Both the previous and the present study are same in terms of design, but differ in terms of the population and the area of the study.

Agboghoromai (2009), carried out a study to examine the interaction effects of instructional mode and on students' knowledge of integrated science. The sample consisted of 360 JS III students drawn from six secondary schools located in urban and rural school settings. The study design was a quasi-experimental 2 x 2 nonrandomized pretest-posttest control group. The test of knowledge in integrated science (TKIS) was used as the instrument and was designed by the researcher. Analysis of covariance (ANCOVA) was used to analyze the data. The null hypotheses formulated were tested at the 0.05 level of significance. Multiple classifications Analysis (MCA) was performed where the main effects were significant. The study revealed that there are significant interaction effects in terms of instrumental mode on students' knowledge of integrated science. Eventhough the two studies are same in terms of design, they differ in terms of the instructional modes, population and the subject examined. Even though the two studies are same in design, they differ in terms of the area of the study, subject and equally population. These differences could influence the findings of the studies.

### **Summary of Literature Review**

The review of related literature contained the conceptual frame work, theoretical frame work and review of related empirical studies. Necessary concepts and theories were reviewed. Concepts such as Government and Government curriculum, instructional models, gender and interest were reviewed. The review shows that there were voter education related contents in the Government curriculum. Effective implementation of Government contents requires student-centered approach that enhances social interaction among students. Emphasis laid on the use of students-centered approach especially group investigation and jurisprudential models of social interaction model for effective delivery of voter education related contents is necessitated by the fact that these are social issues, especially electoral processes, that need to be properly taught in

the classroom with appropriate method of instruction. The method adopted in teaching these contents is pertinent to ensure that students internalize contents for transfer of knowledge gained especially in this knowledge driven 21<sup>st</sup> century era. The use of teacher-centered approach cannot be effectively used to deliver the contents. Perhaps inadequate teaching method may have necessitated the poor performance of students in voter education related contents. This prompted the need for alternative methods of teaching. Equally concept of gender and interest were reviewed. It was revealed that gender has been given significant attention in the field of education. The review also revealed that interest is indispensable for learning and no real learning can be achieved without interest.

From the empirical studies reviewed, it was found that most of the studies compared GIM and JIM with conventional lecture method respectively while some conducted studies using only one method. Yet other studies tried to compare GIM either with another learner-centered instructional method that is not JIM. It was also found from the review that some studies used descriptive design, had fewer sample and used interviews and observations for data collection. Furthermore, the studies were carried out in the area different from the area of the present study and the timing of some of the studies requires an update of the results of those studies. Based on the above noted discrepancies in the studies reviewed, the present study was necessitated to determine the effectiveness of group investigation model and jurisprudential model on students' achievement and interest in voter education related contents of Government curriculum.

### CHAPTER THREE

#### RESEARCH METHOD

This chapter discusses the procedure that will be used for the study. It describes the design of the study, area of the study, population, sample and sampling technique, experimental procedure, instrument for data collection, validation of the instrument, reliability of the instrument, and method of data analysis.

#### Design of the Study

The study adopted non-equivalent control group quasi-experimental research design. According to Nworgu (2015), non-equivalent control group quasi-experimental research design is a design in which subjects are not randomly assigned to groups rather intact classes are used. The intact classes can be assigned randomly to treatment conditions. The design was considered appropriate for the study because intact classes from four sampled schools were used. The reason for the use of the intact classes was to ensure that the learning environment was not disrupted.

The design is symbolically shown as follows:

| Pre-test                                    | Treatment      | Post-test      |     |
|---------------------------------------------|----------------|----------------|-----|
| O <sub>1</sub>                              | X <sub>1</sub> | O <sub>3</sub> | GIM |
| <hr style="border-top: 1px dashed black;"/> |                |                |     |
| O <sub>2</sub>                              | X <sub>2</sub> | O <sub>4</sub> | JIM |

Where O<sub>1</sub>— Pretest (GIM);

O<sub>2</sub>— Pretest (JIM);

X<sub>1</sub>— Treatment (GIM);

X<sub>3</sub>— Treatment (JIM);

O<sub>3</sub>— Posttest (GIM);

O<sub>4</sub>— Posttest (JIM);

---- = Non-equivalence

### **Area of the Study**

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The study was conducted in Nsukka Local Government of Enugu state. Nsukka Local Government is made up of people with different occupational backgrounds such as farming, trading, artisans, civil services. The site of the University of Nigeria may have given the youths in the area an opportunity of engaging in academic activities. There are 30 public secondary schools in the area, most of which are co-educational schools. The area was chosen for the study due to some reasons. First, Nsukka Local Government is in South-East where low voter-turnout has persistently been recorded. Also study conducted on the factors driving voter abstention in South-East equally indicated that respondents from Nsukka LGA were among those that showed low interest in participating in election activities. Therefore considering the fact that voter education is imperative in giving reorientation to the citizens on the importance of active participation in electoral process, it is expected that a study of this nature is paramount in the area. Secondary, acquisition of knowledge into voter education related contents is important in order to enhance students' achievement and interest since students from this area take Government in external examinations such as WAEC and NECO.

### **Population of the Study**

The population of this study consisted of two thousand, seven hundred and twelve (2,712) SSII students from 30 public secondary schools in Nsukka LGA of Enugu State who are offering Government subject. Out of this number, 1,291 are males while 1,421 are females in the 2017/2018 academic session (PPSMB, 2017) (See Appendix I, P.204). Twenty three (23) schools out of the thirty (30) schools are co-educational schools.

The senior secondary school two (SSII) students were considered appropriate for use in this study because voter education related contents form part of SS11 scheme of work of senior Government curriculum. Furthermore, SS11 class is not preparing for any external examinations unlike their counterparts in SSIII class. They were therefore expected to have time for the research process.

### **Sample and Sampling Technique**

The sample size for this study consisted of 165 SS11 students in four intact classes which were drawn from four (4) schools in Nsukka LGA out of which 48 are males while 117 are females. Multi-stage sampling technique was used for the sampling. The following were the stages of the sampling. Firstly; stratified random sampling was used to select co-educational schools from 30 public secondary schools in Nsukka LGA. Four co-educational secondary schools were drawn from the 23 co-educational public secondary schools through simple random sampling. The reason for selecting only the co-educational schools was because gender is a variable in the study and the researcher intended to see them operate naturally, that is, as they may behave in the society. Secondly, purposive sampling technique was used to select SS11 students. Purposive sampling technique was used because voter education related contents are in SS11 scheme of work. Thirdly, one intact class each from the four co-educational public secondary schools from 23 co-educational public secondary schools in Nsukka LGA was drawn randomly, making a total of four intact classes. Two intact classes drawn from two schools received GIM treatment and the other 2 intact classes received JIM treatment. The intact classes were assigned to experimental groups randomly. Thus, 87 students were assigned to Group Investigation while 78 students were assigned to Jurisprudential Inquiry group. There were 27

male and 60 female students in Group Investigation model group while 21 males and 57 females were assigned to Jurisprudential Inquiry group.

### **Instrument for Data Collection**

Two instruments were used for data collection. They were titled Multiple Choice Government Achievement Test (MCGAT) and Government Interest Inventory (GII). MCGAT is a structured 50 multiple choice items instrument with four options A-D. The MCGAT items were adapted from the standardized West African Secondary School Certificate Examination (WASSE May/June, 2010-2017) questions based on voter education related contents found in the senior secondary school Government curriculum. Specifically, MCGAT items were drawn from topics such as election suffrage, Electoral system, features of free and fair election and electoral commission. MCGAT is specifically designed to measure students' understanding and academic achievement in Voter education related contents of senior secondary school Government at all levels of the cognitive domain of Bloom's Taxonomy. Thus MCGAT was meant to measure students' cognitive levels which are remembering, understanding, applying, analyzing, evaluation and creating levels (Anderson & Krathwohl, 2001).

The second instrument was a structured interest inventory developed by the researcher. The title of the instrument is Government Interest Inventory (GII). The instrument (GII) items were developed by the researcher based on information gathered from the review of relevant literature. GII is divided into two main sections namely section A and B. Section A was used to elicit information on students demographic data while section B contains the structured items meant to elicit information on students' level of interest in learning Government. The items are

modeled on a four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) with weighting scale of 4, 3, 2, and 1 respectively. See Appendix A, P.140 for MCGAT, Appendix C, P.148 for scoring guide for MCGAT and appendix B, P.146 for GII.

### **Validation of the Instruments**

In order to establish the validity of the research instruments, MCGAT and GII were subjected to face and content validation by three experts. Specifically, one in Measurement and Evaluation from Department of Science Education, one from Department of Social Science Education and one from Political Science Department, all from University of Nigeria Nsukka. Each expert was given a copy of both the achievement test and interest inventory for scrutiny and vetting. The experts were provided with guidelines on what they were expected to do, in a letter attached to the instruments. For the face validation, the experts were requested to vet the appropriateness of items of MCGAT and GII in terms of clarity of terms, simplicity and relevance of items to the study. The experts were also requested to vet the marking scheme, Hypotheses, Research Questions and Lesson Plans.

For the content validation of MCGAT, the experts were requested to examine the test items generated in relation to the Test Blue Print or Table of Specification. An extracted copy of senior secondary school curriculum was given to the validators. The aim of this was to enable the validators ascertain whether the test instrument covers the voter education related domain as stated in the curriculum. A test blue print otherwise known as table of specification (see Appendix D, P. 149) was developed by the researcher to ensure appropriate distribution of questions according to the cognitive levels. Consequently, the items of the instruments were modified along with the comments of the experts. After the face and content validation, the following were the summary of the comments and recommendations of the experts. On MCGAT, the experts confirmed that the instrument was well constructed and that the questions

generated were at the level of the learners under study. On GII, some items were added and some removed. After the validation, 50 items of MCGAT survived and 37 items of GII equally survived.

GII was further subjected to construct validity. The construct validity of GII was ensured through factor analysis. The essence was to ensure that the items are measuring particular constructs. According to Nworgu (2015), any item that loads up to 0.30 in one factor has survived. After the analysis, 20 items out of 27 were found to be factorially pure and so survived while 7 items were found to be factorially complex. This means that those items were found to have loaded in more than one factor. Hence they did not survive. Items 1, 2, 9, 12, 14, loaded in factor 2 whereas items 3, 4, 7, 8, 10, 11, 13, 15, 18, 19, 20, 21, 22, 24, 26 loaded in factor 1. Items 5, 14, 16, 17, 23, 25 and 27 are factorially complex, hence did not survive the factor analysis.

On the lesson plan, one of the experts suggested that the strategies used at each stage of the lesson plan should be specified. The modifications were reflected in the lesson plan. On the specific purposes, some were reconstructed and reflected in the research questions and hypotheses as suggested by the experts. The researcher considered all the corrections given by the experts for the instruments, lesson plans, specific purposes, Research Questions and Hypotheses. The survived MCGAT and GII were used for data collection for this study.

### **Reliability of the Instruments**

In order to determine the internal consistency of the instruments, MCGAT and GII were administered to students in a school that was not used for the study but within the same local Government. This was to allow for similar characteristics among schools used for the study. Data obtained through the administration of achievement test were analysed using Kuder-Richardson

formular (KR -20) test statistics. The reason for the use of KR-20 was because items of MCGAT were dichotomously scored and were not at the same level of difficulty. Reliability index of 0.79 was established. To determine the temporal stability of the instrument, a test retest was used by re-administering the MCGAT instrument to the same group of students after a period of two weeks of the first administration. The two sets of scores obtained in the two occasions were correlated using Pearson Product Moment and a correlation coefficient of 0.89 was established which shows a high correlation of the two scores.

The reliability index for GII was calculated using Cronbach Alpha. A reliability coefficient of 0.81 was established. Cronbach Alpha was used in calculating the reliability for GII because every item attracts a score and within a scale. The MCGAT and GII had coefficient of 0.89 and 0.81 respectively. This shows that the two instruments were reliable for the pre test and post test. See appendix G, P.200 for reliability of MCGAT and appendix H, P. 203 for GII

## **Experimental Procedures**

The following procedures were undertaken in carrying out the quasi-experiment. Before the commencement of the experiment, the researcher sought the approval of the principals of the schools involved to enable her make use of the schools. Considering the fact that the experiment was to be carried out at the period voter education related contents were being taught in schools, the principals of those schools granted approval to the researcher. Hence the experiment did not disrupt the school programme. The researcher through the assistance of the principals got in contact with the SS11 teachers of Government in the various schools. The researcher took time to acquaint herself with the teachers and informed them the aim of the study. The researcher discussed with the teachers the skills needed for effective use of Group Investigation Model and Jurisprudential Inquiry Model. The teachers were trained by the researcher on how to perform

the experiment. The training session was conducted in each of the sampled schools within the time convenient for the teacher. The training session lasted for four days; each day was devoted to training of the teachers in each of the four schools sampled for the study since it was difficult to bring all of them together.

During the training session, the four Government teachers who were the research assistants were given the lesson plans already prepared for the study (See Appendix E, P. 150 for GIM and appendix F, P. 173 for JIM). The lesson plan was given to them according to the technique they were to use as earlier grouped. They were instructed on how to administer them to the students during the experiments. The teachers were also instructed on the timing such that at the beginning of the experiment, they would briefly explain the topic in 10 minutes and then allow the students to work out the rest. The assistants were also instructed to follow the procedures in the lesson plan strictly.

After the training, the research assistants administered the Multiple Choice Government Achievement test (MCGAT) and Government Interest Inventory (GII) as pre-test to the students. The pre-test instruments were retrieved, marked, scored and recorded by the research assistants (teachers) after which they handed the instruments back to the researcher. After the pretest, the experiment commenced. The first experimental groups were taught using GIM strategy, while the second experimental groups were taught using JIM strategy within four weeks period. The voter education related contents that were covered within the four weeks were the same but the strategies used were different.

To avoid experimental bias, the experiment was carried out by the regular Government teachers of the participating schools in both groups. The reason for using regular teachers is also to eliminate the errors that might arise from newness/hawthorn effect.

Furthermore, in order to control other extraneous variables that may be threats to the validity of the experiment if not properly handled, the researcher controlled the following:

- i. **Prêt-test and post-test effect:** To avoid the pretest having any effect on posttest, the researcher ensured that all the items of the instruments were retrieved and pretest scores concealed. After the pre-test, all the instruments were collected to make sure that the students did not become familiar with the instruments. Students were not informed that there will be another test on the same contents again. However, the four weeks period was enough for students to become unfamiliar with the content of the test.
- ii. **Interaction effect:** This is a situation where the research subjects (Group investigation and Jurisprudential groups) interact with each other and share information. As a result one group may tap information from the other about the treatment, thereby creating threats that may invalidate the findings. In order to control this, the researcher used four intact classes from different co-educational public secondary schools. The research subjects were not informed of their involvement in the research process as the same lesson content were taught to both groups.
- iii. **Compensational equalization:** Inequality exists in an experimental instructional situation where only one group receives treatment. Therefore, to control this study, the researcher ensured that both groups (GIM and JIM) were taught the same content of voter education related contents/topics from Government curriculum. The lesson plans that were used for the experiment were the same in terms of content coverage but differed in terms of the strategies that were used.
- iv. **Hawthorn effect:** It has been established that knowledge of participation or involvement in an experiment affects performance (Ali, 2006). If this happens, then the validity of such exercise is in question. Hence to avoid this, the researcher ensured that regular

teachers of Government were used to teach the voter education related contents using the models. The researcher was not directly involved in administering the treatments and tests. By this, novelty effect would have been minimized.

### **Method of Data Analysis**

Data for this study were analyzed using the Statistical Package for Social Sciences (SPSS) version 20 software. Mean and Standard deviation were used in answering the research questions while the formulated null hypotheses were tested at 0.05 level of significance using Analysis of covariance (ANCOVA). This is to ascertain the difference between the achievements of the two experimental groups and thereafter test if the differences were significant. Use of mean and standard deviation is to enable the researcher determine the level of dispersion of each group's mean from the other. On the other hand, the use of ANCOVA for testing hypotheses was to enable the researcher control the initial group differences. A hypothesis was not rejected if the probability value is greater than 0.05 level of significance and vice versa.

## CHAPTER FOUR

### RESULTS

This chapter presents the results of the study. The presentation is done in tables based on the research questions and hypotheses that guided the study. Thereafter the summary of the results is presented.

**Research Question One:** What are the mean interest scores of students taught voter education related contents in Government subject using group investigation model and jurisprudential models?

**Table 1:** Mean and Standard Deviation of interest scores of students taught voter education related contents in Government subject using Group Investigation Model and Jurisprudential Inquiry model

| Treatment | N  | Pretest |       | Posttest |      | Mean Gain |
|-----------|----|---------|-------|----------|------|-----------|
|           |    | Mean    | SD    | Mean     | SD   |           |
| GIM       | 87 | 83.71   | 12.30 | 90.86    | 8.08 | 7.15      |
| JIM       | 78 | 80.71   | 16.16 | 80.55    | 8.22 | -0.16     |

**Table 1** reveals that students who were taught voter education related contents using Group Investigation Model had pre-test mean interest score of 83.71 with a standard deviation of 12.30 and posttest mean interest score of 90.86 with a standard deviation of 8.08. On the other hand, students who were taught voter education related contents using Jurisprudential Inquiry model had pre-test mean interest scores of 80.71 with a standard deviation of 16.16 and post test mean interest score of 80.55 and a standard deviation of 8.22. However, mean gain scores of 7.15 and -0.16 for the students exposed to Group Investigation Model and Jurisprudential Inquiry model respectively imply that the students exposed to Group Investigation Model had higher interest score than those exposed to Jurisprudential Inquiry model.

**H0<sub>1</sub>:** There is no significant difference in the mean interest scores of students taught voter education related contents in Government subject using group investigation model and jurisprudential model

**Table 2:** ANCOVA of the difference in mean interest scores of students taught voter education related contents in Government subject using group investigation model and jurisprudential Inquiry model

| Source          | Type III Sum of Squares | df  | Mean Square | F       | Sig. | Partial Eta Squared |
|-----------------|-------------------------|-----|-------------|---------|------|---------------------|
| Corrected Model | 303.431 <sup>a</sup>    | 2   | 151.715     | 2.287   | .105 | .027                |
| Intercept       | 34861.819               | 1   | 34861.819   | 525.466 | .000 | .764                |
| Preinterest     | 83.822                  | 1   | 83.822      | 1.263   | .263 | .008                |
| Treatment       | 189.802                 | 1   | 189.802     | 2.861   | .093 | .017                |
| Error           | 10747.818               | 162 | 66.345      |         |      |                     |
| Total           | 1340720.000             | 165 |             |         |      |                     |
| Corrected Total | 11051.248               | 164 |             |         |      |                     |

Table 2 shows that the calculated value of F (2.861) for the effect of Group Investigation Model and Jurisprudential Inquiry Model on students' interest in voter education related contents had an associated probability value of .093. Since the probability value is higher than 0.05 level of significance, the null hypothesis was not rejected but retained meaning that there is no significant difference in the mean interest scores of students taught voter education related contents using Group Investigation Model and Jurisprudential Inquiry Model.

**Research Question Two:** What are the mean achievement scores of students taught voter education related contents in senior secondary school Government using group investigation model and those taught the same contents using jurisprudential Inquiry model?

**Table 3:** Mean and Standard Deviation of achievement scores of students taught voter education related contents using Group Investigation and Jurisprudential Inquiry models.

| Treatment | n  | Pretest |      | Posttest |      | Mean Gain |
|-----------|----|---------|------|----------|------|-----------|
|           |    | Mean    | SD   | Mean     | SD   |           |
| GIM       | 87 | 16.42   | 4.52 | 36.54    | 5.46 | 20.12     |
| JIM       | 78 | 15.84   | 3.54 | 31.76    | 4.58 | 15.92     |

Table 3 show that the students who were taught voter education related contents using group investigation model had pre-test mean achievement score of 16.42 with a standard deviation of 4.52 and posttest mean achievement score of 36.54 with a standard deviation of 5.46. Similarly, the students who were taught voter education related contents using jurisprudential Inquiry model had pre-test mean achievement score of 15.84 with a standard deviation of 3.54 and mean achievement score of 31.76 with standard deviation of 4.58 at the post-test. Mean gain scores of 20.12 and 15.92 for the students exposed to group investigation model and jurisprudential Inquiry model respectively shows that students exposed to group investigation model had higher post-test mean than those exposed to jurisprudential Inquiry model.

**H<sub>02</sub>:** There is no significant difference in the mean achievement scores of students taught voter education related contents of Government using Group Investigation Model and Jurisprudential Inquiry model.

**Table 4:** ANCOVA of the difference in the mean achievement scores of students taught using group investigation model and those taught the same content using Jurisprudential Inquiry model.

| Source          | Type III Sum of Squares | df  | Mean Square | F       | Sig. | Partial Eta Squared |
|-----------------|-------------------------|-----|-------------|---------|------|---------------------|
| Corrected Model | 3035.953 <sup>a</sup>   | 2   | 1517.977    | 117.568 | .000 | .592                |
| Intercept       | 3933.318                | 1   | 3933.318    | 304.637 | .000 | .653                |
| Pretest         | 2099.796                | 1   | 2099.796    | 162.630 | .000 | .501                |
| Treatment       | 743.532                 | 1   | 743.532     | 57.587  | .000 | .262                |
| Error           | 2091.659                | 162 | 12.911      |         |      |                     |
| Total           | 199077.000              | 165 |             |         |      |                     |
| Corrected Total | 5127.612                | 164 |             |         |      |                     |

Table 4 shows that the calculated value of F (57.587) for the effect of Group Investigation Model and Jurisprudential Inquiry model on students' achievement in voter education related contents had an associated probability value of 0.000. Since the probability value of 0.000 is less than the

0.05 level of significance, the null hypothesis was rejected meaning that there is a significant difference in the mean achievement scores of students taught voter education related contents using Group Investigation Model and Jurisprudential Inquiry model in favour of students exposed to Group Investigation Model.

**Research Question Three:** What is the influence of gender on mean interest scores of students taught voter education related contents?

**Table 5:** Mean interest scores of male and female students in voter education related contents in Government subject

| Treatment | n   | Pretest |       | Posttest |      | Mean Gain |
|-----------|-----|---------|-------|----------|------|-----------|
|           |     | Mean    | SD    | Mean     | SD   |           |
| Male      | 48  | 82.08   | 13.84 | 91.16    | 8.90 | 9.08      |
| Female    | 117 | 82.38   | 14.53 | 89.19    | 7.87 | 6.21      |

The results in table 5 shows that the male students taught voter education related contents had the pre-test and post test mean interest scores of 82.08 and 91.16 with standard deviation of 13.84 and 8.90 respectively. Meanwhile, the female students taught the same content had the pre-test and post test mean interest scores of 82.38 and 89.19 with standard deviation of 14.53 and 7.87 respectively. However, mean gain scores of 9.08 for male students and 6.21 for female students imply that male students showed greater interest than their female counterparts in voter education related contents. To test for the significant influence of gender on students' interest in voter education related contents, the corresponding null hypothesis was tested.

**H<sub>03</sub>:** There is no significant difference in the mean interest scores of male and female students in voter education related contents of Government subject.

**Table 6:** ANCOVA for the difference in the mean interest scores of male and female students in voter education related contents of Government subject.

| Source          | Type III Sum of Squares | df  | Mean Square | F       | Sig. | Partial Eta Squared |
|-----------------|-------------------------|-----|-------------|---------|------|---------------------|
| Corrected Model | 248.107 <sup>a</sup>    | 2   | 124.054     | 1.860   | .159 | .022                |
| Intercept       | 34819.485               | 1   | 34819.485   | 522.140 | .000 | .763                |
| Preinterest     | 116.004                 | 1   | 116.004     | 1.740   | .189 | .011                |
| Gender          | 134.479                 | 1   | 134.479     | 2.017   | .158 | .012                |
| Error           | 10803.141               | 162 | 66.686      |         |      |                     |
| Total           | 1340720.000             | 165 |             |         |      |                     |
| Corrected Total | 11051.248               | 164 |             |         |      |                     |

The result in Table 6 shows an F-ratio of 2.017 and a probability value of 0.158 for the difference in the mean interest scores of male and female students in voter education related contents. Since the probability value is higher than 0.05 level of significance, the null hypothesis was not rejected but retained meaning that there is no significant difference in the mean interest scores of male and female students in voter education related contents.

**Research Question Four:** What is the influence of gender on the mean achievement scores of students in voter education related contents?

**Table 7:** Mean and Standard Deviation of achievement scores of male and female students in voter education related contents.

| Treatment | n   | Pretest |      | Posttest |      | Mean Gain |
|-----------|-----|---------|------|----------|------|-----------|
|           |     | Mean    | SD   | Mean     | SD   |           |
| Male      | 48  | 15.83   | 5.87 | 34.83    | 4.00 | 19.00     |
| Female    | 117 | 16.28   | 5.48 | 34.05    | 4.12 | 17.77     |

Table 7 indicates the mean achievement scores of male and female students in voter education related contents. The analysis shows that the male students had post test mean achievement score of 34.83 with a standard deviation of 4.00 while their female counterparts had post test mean achievement score of 34.05 with a standard deviation of 4.12. However, mean gain scores of

19.00 and 17.77 for the male and female students respectively may have indicated that male students had slightly higher mean achievement score than their female counterparts.

**H04:** There is no significant difference in the mean achievement scores of male and female students in voter education related contents of Government subject.

**Table 8:** ANCOVA of the difference in mean achievement scores of male and female students in voter education related contents of Government subject.

| Source          | Type III Sum of Squares | df  | Mean Square | F       | Sig. | Partial Eta Squared |
|-----------------|-------------------------|-----|-------------|---------|------|---------------------|
| Corrected Model | 2340.255 <sup>a</sup>   | 2   | 1170.128    | 68.007  | .000 | .456                |
| Intercept       | 3796.338                | 1   | 3796.338    | 220.642 | .000 | .577                |
| Pretest         | 2319.891                | 1   | 2319.891    | 134.831 | .000 | .454                |
| Gender          | 47.834                  | 1   | 47.834      | 2.780   | .097 | .017                |
| Error           | 2787.357                | 162 | 17.206      |         |      |                     |
| Total           | 199077.000              | 165 |             |         |      |                     |
| Corrected Total | 5127.612                | 164 |             |         |      |                     |

Table 8 reveals that the calculated value of F (2.780) for the influence of gender on students' achievement in voter education related contents had an associated probability value of 0.097. Since the probability value of 0.097 is greater than the 0.05 level of significance, the null hypothesis was not rejected but retained meaning that there is no significant difference in the mean achievement score of male and female students in voter education related contents. Hence, it appears that the two models are gender sensitive and not bias. This implies that the two models are suitable for teaching both male and female students.

**Research Question Five:** What is the interaction effect of instructional strategy and gender on students' mean interest scores in voter education related contents of senior secondary school Government?

**Table 9:** Mean and Standard deviation of interaction effect between the instructional treatment and gender on students' interest in voter education related contents of senior secondary school Government.

| Treatment | Gender | n  | Pretest Mean | SD    | Posttest Mean | SD   | Mean Gain |
|-----------|--------|----|--------------|-------|---------------|------|-----------|
| GIM       | Male   | 27 | 85.55        | 8.21  | 94.03         | 7.68 | 8.48      |
|           | Female | 60 | 82.88        | 13.73 | 89.43         | 7.90 | 6.55      |

|     |        |    |       |      |       |      |      |
|-----|--------|----|-------|------|-------|------|------|
| JIM | Male   | 21 | 77.61 | 9.16 | 87.47 | 9.16 | 9.86 |
|     | Female | 57 | 81.85 | 7.90 | 88.94 | 7.90 | 7.09 |

Table 9 shows that male students who were taught voter education related contents using group investigation model instructional strategy had post test interest mean score of 94.03 with a standard deviation of 7.68 while the male students who were taught using jurisprudential inquiry had interest score of 87.47 with a standard deviation of 9.16. Female students who were taught voter education using group investigation had post test interest mean score of 89.43 with a standard deviation of 7.90 while the female students who were taught using jurisprudential inquiry instructional model had post test interest mean score of 88.94 with a standard deviation of 7.09. This shows that male and female students who were taught using group investigation had higher interest mean scores than the male and female students taught using jurisprudential inquiry instructional model.

**H0<sub>5</sub>:** There is no significant interaction effect of instructional strategy and gender on students' mean interest scores in voter education related contents

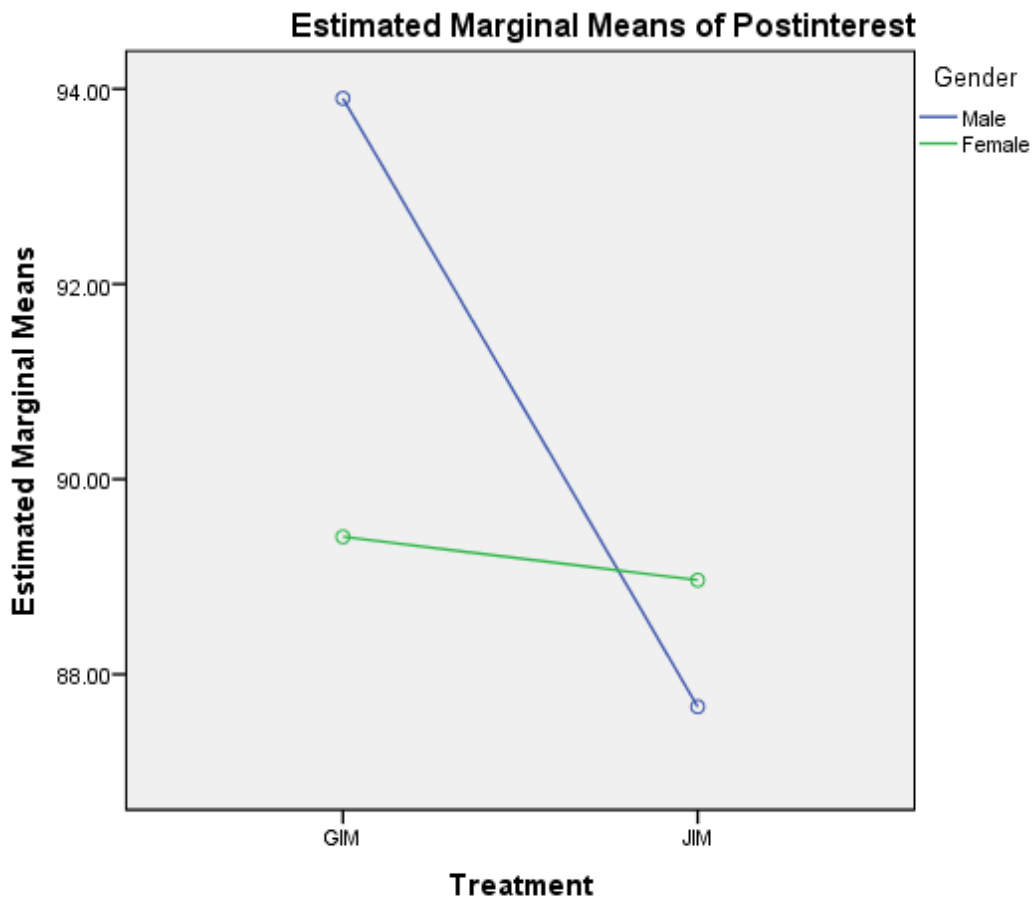
**Table 10:** ANCOVA for the interaction effect of instructional strategy and gender on students' interest in voter education related contents in Government subject.

| Source             | Type III Sum of Squares | df  | Mean Square | F       | Sig. | Partial Eta Squared |
|--------------------|-------------------------|-----|-------------|---------|------|---------------------|
| Corrected Model    | 702.485 <sup>a</sup>    | 4   | 175.621     | 2.715   | .032 | .064                |
| Intercept          | 35259.123               | 1   | 35259.123   | 545.134 | .000 | .773                |
| Preinterest        | 55.013                  | 1   | 55.013      | .851    | .358 | .005                |
| Treatment          | 367.750                 | 1   | 367.750     | 5.686   | .018 | .034                |
| Gender             | 85.922                  | 1   | 85.922      | 1.328   | .251 | .008                |
| Treatment * Gender | 278.751                 | 1   | 278.751     | 4.310   | .039 | .026                |
| Error              | 10348.764               | 160 | 64.680      |         |      |                     |

Table 10 reveals that the calculated value of F (4.310) for the interaction effect of instructional strategy and gender on students' achievement in voter education related contents had an associated probability value of 0.039. Since the probability value of 0.039 is less than the 0.05

level of significance, the null hypothesis was not accepted meaning that there is significant interaction effect of instructional strategy and gender on students' interest in voter education related contents. In respect to that, figure 3 showed that there was significant interaction effect between treatment and gender on students' interest. This is apparent when gender (male and female) lines drawn against the treatment intercept at a point as shown in the graph below. Figure 4 below shows the interaction effect of instructional treatment and gender on students' interest.

Figure 3



Covariates appearing in the model are evaluated at the following values: Preinterest = 82.2970

Figure 3: Plot of the interaction of treatment and gender on students' interest in voter education related contents in Government subject.

**Research Question Six:** What is the interaction effect of instructional strategy and gender on students' mean achievement scores in voter education related contents of senior secondary school Government?

**Table 11:** Mean and Standard Deviation of interaction effect between the instructional treatment and gender on students' academic achievement in voter education related contents of senior secondary school Government

| Treatment | Gender | n  | Pretest |      | Posttest |      | Mean Gain |
|-----------|--------|----|---------|------|----------|------|-----------|
|           |        |    | Mean    | SD   | Mean     | SD   |           |
| GIM       | Male   | 27 | 16.00   | 4.19 | 36.85    | 5.74 | 20.85     |
|           | Female | 60 | 16.61   | 4.68 | 36.40    | 5.38 | 19.79     |
| JIM       | Male   | 21 | 15.61   | 3.84 | 32.23    | 5.04 | 16.62     |
|           | Female | 57 | 15.92   | 3.45 | 31.59    | 4.43 | 15.92     |

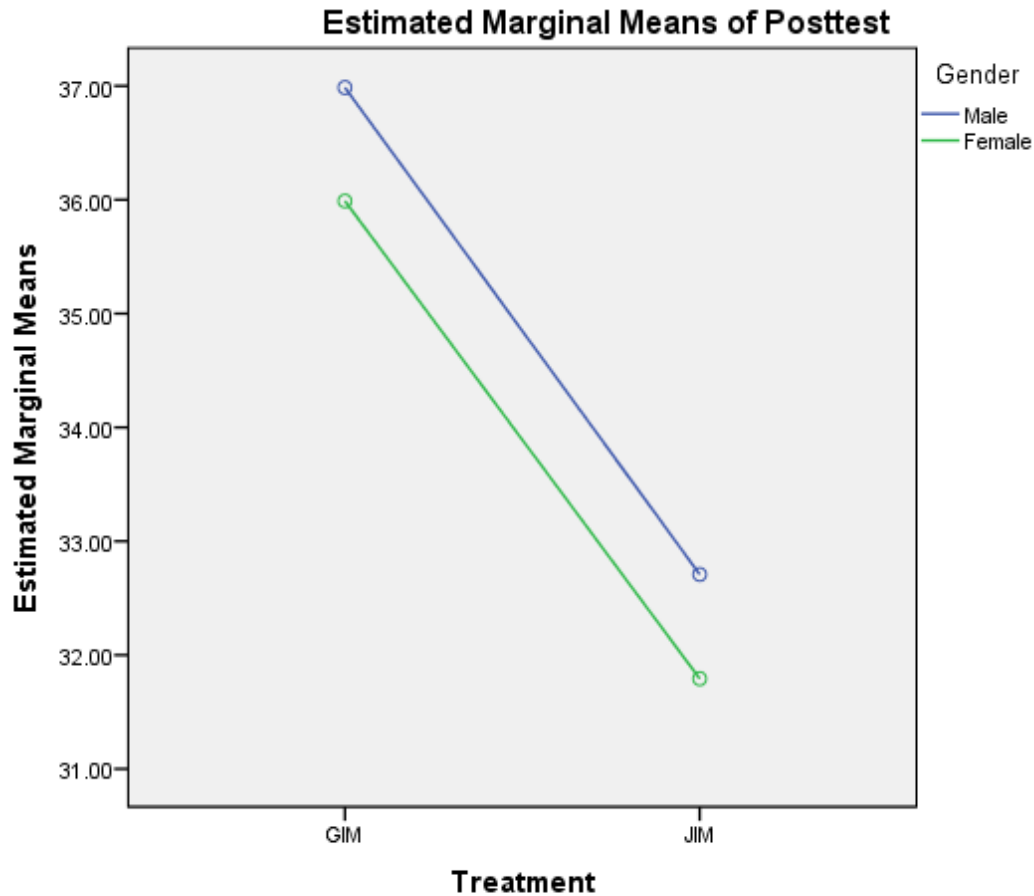
Table 11 shows the interaction effect of instructional strategy and gender on students' achievement in voter education related contents. It shows that male students who were taught voter education related contents using group investigation model had a post-test achievement mean score of 36.85 with a standard deviation of 5.74. Female students who were taught using group investigation model had a post test achievement mean score of 36.40 with a standard deviation of 5.38. Male students who were taught voter education related contents using jurisprudential inquiry model had a post-test achievement mean score of 32.23 with a standard deviation of 5.04 while the female students who were taught using jurisprudential inquiry model had a post- test achievement mean score of 31.59 with a standard deviation of 4.43. This by implication shows that the male and female students who were taught using group investigation model instructional strategy had higher post test achievement mean score than the male and female students taught using Jim instructional strategy.

**H0<sub>6</sub>:** There is no significant interaction effect of instructional strategy and gender on students' mean achievement scores in voter education related contents.

**Table 12:** ANCOVA for the interaction effect of instructional strategy and gender on students' achievement in voter education related contents in Government subject

| Source             | Type III<br>Sum of<br>Squares | Df  | Mean Square | F       | Sig. | Partial Eta<br>Squared |
|--------------------|-------------------------------|-----|-------------|---------|------|------------------------|
| Corrected Model    | 3067.241 <sup>a</sup>         | 4   | 766.810     | 59.547  | .000 | .598                   |
| Intercept          | 3954.583                      | 1   | 3954.583    | 307.097 | .000 | .657                   |
| Pretest            | 2120.965                      | 1   | 2120.965    | 164.706 | .000 | .507                   |
| Treatment          | 601.959                       | 1   | 601.959     | 46.746  | .000 | .226                   |
| Gender             | 30.702                        | 1   | 30.702      | 2.384   | .125 | .015                   |
| Treatment * Gender | .055                          | 1   | .055        | .004    | .948 | .000                   |
| Error              | 2060.371                      | 160 | 12.877      |         |      |                        |

Table 12 reveals that the calculated value of F (0.004) for the interaction effect of instructional strategy and gender on students' achievement in voter education related contents had an associated probability value of 0.948. Since the probability value of 0.948 is greater than the 0.05 level of significance, the null hypothesis was not rejected but retained meaning that there is no significant interaction effect of instructional strategy and gender on students' achievement in voter education related contents. It appears therefore that both Group Investigation model and Jurisprudential Inquiry model show gender sensitive. This is evident when the gender (male and female) lines drawn against the treatment do not intercept at a point. The graph is shown below in figure 4;



Covariates appearing in the model are evaluated at the following values: Pretest = 16.1515

Figure 4: Plot of the interaction of treatment and gender on students' achievement in voter education related contents in Government subject

### Summary of the Findings

The following are the findings of the study:

1. Students who were taught voter education related contents of Government using GIM had higher interest mean score than those exposed to jurisprudential inquiry model. Further analysis showed that there is no significant difference in the interest mean scores of students taught voter education related contents using Group investigation model and

those taught using jurisprudential inquiry model in voter education related contents in favour of students exposed to Group investigation model.

2. Students who were taught voter education related contents of Government using GIM achieved higher than their counterparts taught using JIM. It was further found that there is a significant difference in the mean achievement scores of students taught voter education related contents using GIM over those taught using JIM.
3. Male students had higher mean interest score than their female counterpart. However further analysis showed that there is no significant difference in the mean interest scores of male and female students in voter education related contents.
4. Male students seem to have had higher mean achievement score than their female counterparts. It was however further revealed that that there is no significant difference in the mean achievement scores of male and female students in voter education related contents.
5. Male and female students who were taught using group investigation model had higher post-test interest mean scores than the male and female students taught using jurisprudential inquiry model. Further analysis revealed that there is significant interaction effect of instructional strategy and gender on students' interest in voter education related contents.
6. Male and female students who were taught using group investigation model had higher post-test achievement mean scores than the male and female students taught using jurisprudential inquiry model. However, further analysis showed that there is no significant interaction effect of treatment and gender on students' achievement in voter education related contents.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSION, RECOMMENDATIONS AND SUMMARY**

In this chapter, the findings of the study based on the six research questions and six null hypotheses that guided the study are discussed. The conclusion, educational implications, recommendations, limitations of the study, suggestions for further research and summary of the study are also presented.

#### **Discussions of the Findings**

The findings of the study are discussed in line with the research questions and hypotheses that guided the study. Specifically, the findings are discussed under the following sub-headings:

- Effect of Group investigation model and jurisprudential inquiry model on students' interest in voter education related contents in Government subject
- Effect of Group investigation model and jurisprudential inquiry model on students' achievement in voter education related contents of Senior Secondary School Government.
- Influence of gender on students' interest in voter education related contents of senior secondary school Government.
- Influence of gender on students' academic achievement in voter education related contents of senior secondary school Government.
- Interaction effect of treatments and gender on students' mean interest scores in voter education related contents of senior secondary school Government.
- Interaction effect of treatments and gender on students' mean achievement scores in voter education related contents of senior secondary school Government.

### **Effect of Group investigation model and jurisprudential inquiry model on students' interest in voter education related contents in Government subject**

The finding of the study showed that students taught using group investigation model had higher mean interest scores than their counterparts taught using jurisprudential inquiry model. It equally shows that there is significance difference in the mean interest scores of students taught with Group investigation model and those taught with jurisprudential inquiry model in favour of Group investigation model. This finding could be attributed to instructional activities inherent in the Group investigation model which allows students to collaborate and interact more and find facts as a group. Group investigation model is a model that focuses on group effort/discussion in solving problems which makes it more students-centered. This could have given the students taught with group investigation model an edge over their counterparts taught with jurisprudential inquiry model. Since the students are exposed to those activities that enable them discover knowledge themselves, it means that they could develop interest to participate in the teaching/learning activities.

This finding is in line with the findings of Essien, Akpan & Obot, (2015); Ogwu and Ezema (2016); Audu (2018) which found that students' mean interest score increased when taught with student-centered approach. The findings of this study also corroborated with the social learning theory of Bandura (1977) which states that learning takes place through observation or imitation and students are more motivated to pay attention if they see other around them participating actively.

GIM is an instructional model that encourages learners to work as a group thereby encouraging individual efforts in the group despite the individual differences. By this, the students are motivated to learn. Through this learning strategy, the interest of the students can be

enhanced. The result of this study confirms that the interest of the students can be enhanced when appropriate instructional strategies are used by the teachers, especially student-centered instructional strategy such as GIM. The reason for that is that the students are actively involved in the learning process thereby giving them sense of belonging in the learning process.

**Effect of Group investigation model and jurisprudential inquiry model on students' achievement in voter education related contents of senior secondary school Government.**

The results presented in Table 1 revealed that for each of the groups (GIM and JIM), the post test achievement scores of students were greater than the pre-test mean achievement scores. This is an indication that the instructional treatment had a significant effect on the students. The findings further revealed that Group investigation model seems to have more effect on students' academic achievement in voter education related contents than jurisprudential inquiry model. These differences in academic achievement of the students might have been as a result of the type of instructional strategies presented to the students. Furthermore, the differences in the scores of the students using group investigation model and the jurisprudential model may be as a result of the structure of the models. While group investigation model encourages more interaction among group members, and also deals more on the collaborative efforts of the group members in finding solutions to problems, jurisprudential inquiry model, even though encourages interaction among members, seems more argumentative in structure. Hence, group investigation model may have given the students the opportunities of more interaction and collaboration than jurisprudential inquiry model. Group investigation model activities allowed students to interact and understand more the voter education related contents as they were provided the opportunities for the opinions among themselves and with the teachers as the facilitators. In other words, the students who learned through Group investigation model may

have had the opportunity of constructing knowledge more than those that learnt using jurisprudential inquiry model.

The finding of this study is in line with the finding of Pitoyo, Waluyo and Suwandi (2014) which found that GIM improved the writing skills of students than accelerated learning team and role playing, even though all the methods are students-centered instructional models. The study is also in line with the finding of Parchment (2009) which found that group investigation model was found more effective than Jigsaw method, even though the two are innovative methods. The study also agreed with the observation of other studies such as Tan, Ganyaupfu (2013); Adiansyah, Muh, Mansyur and Mu 'nisa (2017); Achmad, Bundu, Suradi and Jufri (2018) who found group investigation model efficacious. In this study, group investigation model seems more efficacious in voter education related contents than jurisprudential model. This does not suggest that jurisprudential model is not an effective model. Other studies such as Mamudu and Alairu (2018); Mehendale (2016); Farikah (2017); Yuliana, Sapri and Turdjai (2017) found jurisprudential model efficacious instructional model.

The findings of this study only indicate that when compared with jurisprudential inquiry model in voter education related contents, group investigation model seems more efficacious. This view is in line with the view of Hackathorn, Solomon, Blankmeyer, Tennial and Garczynski (2011) which indicated that each teaching technique has its own unique benefits and is effective for various levels of learning, noting that other techniques are useful depending on how the teacher uses them. The finding equally revealed that there is significant difference in the mean achievement scores of students taught voter education related contents using group investigation model and those taught using jurisprudential inquiry model.

The findings of the study also coincides with the social development theory of Vygostky (1978) which postulated that social interaction plays a fundamental role in the development of the learners' cognition. Furthermore, the results of the study also confirms Dewey's theory of progressive education which states that learning takes place more when there is interaction among learners. Increase in students' achievement in voter education related contents indicate that GIM is a strategy that encourages learning among students. This study also shows that when appropriate instructional strategies are adopted, the students' achievement can be enhanced. This is evident in the differences between the pretest and posttest scores of the students. This finding confirms the WAEC Chief Examiners' recommendation that students should be properly prepared before taking examinations. The findings also suggest that the poor performance recorded by the students could have been as a result of the inadequate instructional strategies adopted by the teachers. Thus GIM is an instructional strategy that can be used to enhance achievement of students.

#### **Influence of gender on students' interest in voter education related contents of senior secondary school Government.**

The findings of this study revealed that male students showed greater interest in voter education related contents than their female counterparts. However, further analysis revealed that there is no significant difference in the mean interest scores of male and female students taught using group investigation model and those taught using jurisprudential inquiry model. The differences in the mean interest scores may have been induced by the fact that women seem not to show interest in politics as much as the men as a result of some associated factors ranging from cultural belief, intimidation among others. These and more factors may have affected the impression of the female students towards voter education related contents which made them not

to have much interest in voter education related contents as their male counterparts. However, the no significant interest in the mean interest scores of male and female students could be as a result of the nature of instruction presented to the students. Since both male and female students were exposed to group investigation model and jurisprudential inquiry model which are activity based, the strategies involved may have captivated the interest of both male and female students alike in voter education related contents. This implies that if properly taught, both men and women could have same interest in participating in politics. This therefore shows that both group investigation model and jurisprudential inquiry model are effective instructional models that enhance students' interest in voter education related contents.

This finding is in line with the findings of Godpower-Echie and Ihenko (2017) whose finding revealed that gender is a determinant of students' interest. However the finding is in contrast with the findings of Ajayi (2017), Kehinde and Alebiosu (2006) which found that gender has no significant influence of students' interest. The implication of this finding is that there is no consensus on the influence of gender on students' interest.

### **Influence of gender on students' achievement in voter education related contents of senior secondary school Government.**

The findings of the study indicate that male students scored higher than the female students in voter education related contents when taught using group investigation model and jurisprudential inquiry model. Even though the male students scored higher than their female counterparts, the results further revealed that there is no significant difference in the mean achievement scores of male and female students taught using group investigation model and jurisprudential inquiry model. The differences in the scores may be as a result of the nature of instruction presented to students. The type of instruction presented exposed students to political

issues specifically voter education related issues which female students may likely not have much interest in as much as their male counterparts. Furthermore, the no significance difference in their scores could be because both male and female students were exposed to student-centered that enhanced collaboration and interaction among students than the teacher-centered activities that they were previously exposed to.

These findings are in line with the findings of Oche (2012) which found that there was no significant difference in mean achievement between boys and girls when taught using activity method. However, other studies such as Godpower-Echie and Ihenko (2017); Ihenko (2017); Attah and Ita (2017) found that male students scored higher than their female counterparts. However, the finding is not in line with the findings of Nnamani and Oyibe (2016) which found that mean achievement score of female secondary school students was higher than the mean achievement scores of male students.

#### **Interaction effects of social interaction model with gender on students' mean interest scores in voter education related contents**

The finding on the test of interaction effect of instructional strategies and gender on students' interest showed that there was significant interaction effect of instructional models and gender on students' interest in voter education related contents. The mean interest score show that the male students scored higher interest than their female counterparts. It could be that the male students were more active during instructional activities. Male students' active participation in the instructional process may be because voter education related contents refer to real life activities that engage all eligible citizens. The male students may have been induced by the reason that men seem to participate more in politics than women, hence giving them more reason to participate more actively than their female counterparts during instruction. Furthermore, the

method applied in instruction gave the students a clearer view on the rudiments of voting in elections thereby stimulating their interest. This finding of this study is in contrast with the findings of Ajayi, Agamber and Angura (2017) who found that there is no interaction effect between methods and gender on the mean interest scores of students.

### **Interaction effect of instructional strategies and gender on students' achievement in voter education related contents**

The findings of this study showed that there was no significant interaction effect of instructional strategies and gender on students' mean achievement scores in voter education related contents. However, the academic achievement of male students was slightly higher than that of their female counterparts, even though it was not statistically significant. Hence both instructional strategies proved to be effective, giving room for both male and female students to participate actively in instruction. This showed that GIM and JIM instructional models are not gender biased. The slight difference in the achievement of male students and their female counterparts could be as a result of the nature of instruction delivered to the students. Probably, the male students could have participated more actively which made them to perform better than the female students.

This finding is in line with the findings of Ajayi and Ogbaba (2017), Bakke and Itankan (2016) and Ugwu (2014), which found that there was no significant interaction effect between methods and gender on the mean achievement scores of students. Other similar findings are Gbenga and Effiong (2015) and Ogbianigene (2014). The findings of these studies indicate that there was no significant interaction effect of instructional treatment and gender on students' academic achievement. However, Contrary to the finding of this study, Baser (2006) reports a significant interaction effect between gender and instructional treatment.

## Conclusions

Prior to this study, available evidence show that teachers do not make use of student-centered instructional strategies but rather focus on teacher-centered instructional strategy. Perhaps this may have led to students' poor performance in Government subject. The present study was necessitated to determine the effects of two student-centered instructional strategies, group investigation model and jurisprudential inquiry model on students' interest and achievement in voter education related contents of Government curriculum. Based on the findings of the study, the following conclusions are drawn.

GIM instructional strategy had significant effect on senior secondary school students' interest and achievement in voter education related contents of Government curriculum. This means that GIM prove more efficacious than JIM in enhancing students' interest and achievement in voter education related contents. However, while that of interest was not significant, the difference in achievement was significant. Gender had no significant influence on students' interest and achievement in voter education related contents of secondary school Government. Male and female students' exposed to GIM had a significant higher interest and achievement scores in voter education related contents of Government than those exposed to JIM.

The study reveals that there is a significant interaction effect of instructional treatment and gender on students' interest in voter education related contents. The finding of the study also reveals that there is no significant interaction effect of instructional treatment and gender on students' academic achievement in voter education related contents. This means that the treatment applied enhanced students' interest and achievement in voter education related contents of senior secondary school Government. Thus, group investigation model and

jurisprudential inquiry model could serve as good instructional models in senior secondary schools especially in voter education related contents of government curriculum when properly implemented.

### **Educational Implications of the Study**

The findings of the study have several implications. These are as follows:

1. The finding of the study also showed that students' interest increased with the use of group investigation model and jurisprudential inquiry model. This also means that if properly implemented, students' interest in learning will be on the increase in voter education related contents.
2. The finding of the study reveal that group investigation model is more effective compared to jurisprudential inquiry model in voter education related contents. These results imply that the current instructional strategies used in teaching voter education related contents cannot effectively enhance students' interest and achievement. The implication of this finding is that if group investigation and jurisprudential inquiry model are properly implemented, students' poor achievement in voter education related contents would be reduced to a barest minimum.
3. The findings of the study will equally reduce gender bias in the society especially as regards voter issues since both group investigation model and jurisprudential inquiry models are gender sensitive.
4. The finding of the study will equally reduce gender stereotype among students since both group investigation model and jurisprudential model have shown that both male and female students' academic achievement in voter education related contents increased.

5. The findings of this study also have implications for students in that when properly exposed to activity based learning, students are bound to acquire more meaningful learning thereby enabling the students perform their civic rights.
6. On the part of the teachers, the findings of the study will enhance teacher quality and effectiveness towards better students' achievement in voter education related contents. The findings have shown that teachers of Government do not use effective student-centered instructional strategies that could engage learners in active learning. Teachers of Government ought to be using student-centered methods such as group investigation model and jurisprudential inquiry model in order to enhance meaningful understanding among the students.

## **Recommendations**

Based on the findings of the study, the following recommendations are made:

- (i) The results of the study have revealed that Group Investigation Model proved more efficacious in enhancing students' interest and achievement in voter education related contents. Teachers should therefore adopt the instructional strategy which is an alternative to teacher-centered instructional strategy.
- (ii) Stakeholders in Education should organize workshops, conferences and seminars through Universities, Colleges of Education and Ministries of Education on the skills required to apply GIM in Government.
- (iii) Curriculum designers such as Nigerian Educational Research and Development Council (NERDC) should lay emphasis on teachers' use of GIM instructional activities by incorporating it in the curriculum.

- (iv) Teachers of Government should prepare learning activities based on student-centered instructional strategies such as group investigation model and jurisprudential inquiry model. This is to enable students have variety of instructional activities that could captivate both male and female students interest thereby enhancing meaningful understanding of the contents.
- (v) Teachers especially teachers of Government should be trained and retrained by the Government through periodic workshops and seminars on the appropriate use of the student-centered instructional strategies that will ensure active participation of both male and female students in teaching and learning process.
- (vi) Students' gender should be put in perspective during instruction. This is to ensure that teachers properly guide instruction in the way that will benefit both the male and female students alike.
- (vii) Independent National Electoral Commission (INEC) should from time to time carry out voter education in secondary schools to intimate the students on the need for active participation in electoral processes. In addition, INEC should mobilize civil society organizations to support in providing voter education in the country.
- (viii) Voter Education clubs should be encouraged in schools. This is to ensure that students who do not take part in Government subject are intimated on the rudiments of electoral processes.

### **Limitations of the Study**

The generalizations made with respect to this study are however subject to the following limitations:

1. There was the problem of absenteeism among the students. The fact that some students skipped classes as a result of non-payment of school fees during the experiment may have influenced their achievement and interest.
2. The findings of this study cannot be used to draw generalization in all the contents of Government since Government subject has other contents other than the voter education related contents.

### **Suggestions for further Study**

The following are suggested for further investigations;

1. Since the models have been found efficacious, similar studies could be done to ascertain the effects of the models on students' academic achievement and retention in Government at other levels such as SS1
2. Teachers' perception on the difficulties encountered in the use of social interaction instructional models such as GIM and JIM.
3. Similar studies could be further undertaken to ascertain the effect of group investigation and social inquiry model on students' academic achievement, interest and retention in citizenship education concepts of Government curriculum.

### **Summary of the Study**

The study investigated the effects of two social interaction models (group investigation and jurisprudential inquiry) on students' interest achievement in voter education related contents of senior secondary school Government. Group investigation model is a model that emphasizes group heterogeneity and cooperation. It is one of the social interaction models that require students to use high-level thinking skills. The Model is student-oriented which aims to prepare

students as information experts who are able to communicate their knowledge effectively. In addition, the Group Investigation (GIM) model fosters spirit of teamwork in groups thereby creating active, effective, creative and fun learning. On the other hand, Jurisprudential inquiry model is one of the social interaction models that focus on improvement of society through the practice of social processes in the classroom. JIM is a problem solving technique that establishes synergy between knowledge acquired and society and equally enables students develop the skills of solving controversial issues. To guide the study, six purposes were set. In line with that, six research questions were posed and six hypotheses were formulated and tested at 0.05 probability level. The literature review in this study was organized under conceptual framework, theoretical framework, review of related empirical studies and summary of literature review. Quasi-experimental design was adopted for the study. Specifically the non-equivalent control group design. The study was carried out in Nsukka Local Government Area Enugu state. A sample size of one hundred and sixty (165) SS11 Government students from four co-educational schools were used for the study. The sample size was drawn using purposive sampling technique. Two groups of students were used for the study, they are group investigation model group and jurisprudential inquiry model. The groups were taught using group investigation model lesson plan and jurisprudential inquiry model lesson plan respectively on voter education related contents. The treatment lasted for four weeks. Two instruments were used for data collection in this study namely: Multiple Choice Government Achievement Test (MCGAT) and Government Interest Inventory (GII). The same test Multiple Choice Government Achievement Test (MCGAT) and Government Interest Inventory (GII) were used as pretest and posttest.

Quantitative method of data analysis was employed in this study. Mean and Standard deviation were used in answering the research questions while the null hypotheses were tested at

0.05 level of significance using Analysis of Covariance (ANCOVA). Results revealed that group investigation model and jurisprudential inquiry model enhanced students' academic interest and achievement in voter education related contents of Government subject with those taught using group investigation model obtaining higher mean achievement and interest than those of their counterparts taught the same contents using jurisprudential inquiry model. Results also showed that male students had slightly higher mean interest scores and achievement scores than their male counterparts when exposed to voter education related contents using group investigation model and jurisprudential inquiry model but the difference was not statistically difference. Further findings showed that there was a significant interaction effect of instructional strategies and gender on students' interest in voter education related contents, specifically in favour of the male students but that there was no interaction effect of instructional strategies and gender on students' achievement. Based on the findings, inference drawn is that group investigation model and jurisprudential inquiry model were effective in enhancing students' interest and achievement with those taught using group investigation model obtaining higher mean interest and achievement in voter education related contents of Government subject.

Consequently, the educational implications of the findings of the study were highlighted. The limitations of the study were pointed out and suggestions for further studies were made. Recommendations were equally made among others that teachers of Government should adopt student-centered instructional strategies such as group investigation model and jurisprudential model to promote effective teaching and learning in order to enhance students' academic interest and achievement in Government subject, specifically voter education related contents.

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## Appendix A

### INSTRUMENT

#### MULTIPLE CHOICE GOVERNMENT ACHIEVEMENT TEST (MCGAT) FOR SENIOR SECONDARY SCHOOL II

##### PERSONAL DATA

You are requested to give appropriate response to the questions. Every information given will be treated confidentially.

Sex:                Male [    ]                Female [    ]

Age: \_\_\_\_\_

Class: \_\_\_\_\_

School: \_\_\_\_\_

##### INSTRUCTION:

Time: 50mins

Circle the correct answers by choosing any of the options A, B, C, and D as considered most appropriate by you. The questions are in four sections.

1. Elections are conducted to (A) provide permanent employment for the people  
(B) make the people choose their leaders (C) know the number of a people in a country  
(D) know the social amenities in the community
2. Suffrage is also known as (A) Franchise (B) Plebiscite (C) public opinion  
(D) Electoral college
3. For an election to be fair and free, the federal commission Must be (A) ready to  
manipulate result (B) ready to reject criticisms (C) headed by a minister in the executive  
(D) independent of other institutions of government
4. Which of the following categories of people can vote in periodic elections? (A) minor  
(B) Aliens (C) lunatics (D) citizens

5. A 'Yes' or 'No' vote on a specific political issue in a country is called (A) referendum (B) public opinion (C) gerrymandering (D) suffrage
6. The electoral system in which the winner should have more than all the votes of all other contestants put together is (A) simple majority system (B) second ballot system (C) referendum (D) absolute majority system.
7. The following are the aims of election Except that (A) a group sticks on to power (B) There is accountability of the leaders (C) there is a smooth change of government (D) The people determine who rules
8. Franchise means the right of all qualified citizens to (A) manipulate election results (B) Conduct election (C) enforce electoral laws (D) vote and be voted for
9. In limited franchise, restriction on voting can be based on (A) height (B) property (C) Strength (D) exposure
10. Which of the following is a limitation to universal adult suffrage? (A) wealth (B) Tribe (C) sex (D) none of the above
11. Which of the following is an example of a general election? (A) By-election (B) Presidential election (C) local election (D) student union election
12. The purpose of election is to; (A) allow people to participate in choosing their leaders (B) Provide social amenities for the electorates (C) give political education to the rich (D) Allow the counting of votes in public
13. Universal adult suffrage is popular because it (A) allows for equal political representation (B) allow for greater political participation (C) encourages a multi-party system (D) Ensures equal performance of all political system
14. Which of the following is not a factor that promotes democratic electoral system? (A) Political consciousness (B) periodic election (C) up-to-date electoral register

(D) Popularity of the governor

15. A factor that could make elections to be free and fair is the (A) existence of dependent electoral commission (B) adoption of a flexible constitution (C) opportunity for people to vote twice (D) registration of eligible voters
16. The body responsible for conducting and supervising elections in West African countries is called (A) ombudsman (B) electoral commission (C) election observers (D) constituent assembly
17. Which of the following is not a problem of an electoral commission in West Africa?  
(A) Electoral malpractices (B) inadequate personnel (C) inadequate funds (D) All of the above
18. Which of the following is an obligation of a citizen? (A) Arresting offenders (B) voting at elections (C) prosecuting offenders (D) adjudicating cases.
19. Countries adopt Universal Adult suffrage for the following reasons Except (A) It is democratic  
(B) Interest of the people is protected (C) masses participate (D) It encourages rigging
20. The geographical units into which a country is divided for the purpose of election are called (A) states (B) constituencies (C) following areas (D) country councils.
21. Which of the following functions is performed by the electoral commission?  
(A) Distribution of party membership cards (B) presenting parties manifestoes  
(C) creation of polling units (D) conducting oath of office for elected president.
22. These are the electoral officers found in a pooling booth Except (A) Presiding officer  
(B) Orderly (C) Flag bearer (D) Pooling Clerk

23. A major advantage of secret ballot system of voting is that (A) it is faster than other system (B) it ensures the anonymity of the voter (C) it extends the franchise to all colts (D) nobody can be prevented from voting
24. The 'first-past-the-post system of voting is also called (A) second ballot system (B) proportional representation (C) second majority system (D) alternative vote system
25. Which of the following is not a form of proportional representation? (A) Alternative vote (B) Second Ballot (C) List system (D) Plurality system
26. The process by which voters may remove a public officer before the end of his term of office is called (A) gerrymandering (B) recall (C) by election (D) referendum
27. The term winner-takes-all can be associated with (A) second ballot system (B) Representative government (C) first-past-the-post system (D) proportional representation
28. The process of depriving persons of the right of voting is called (A) enfranchisement (B) disqualification dismissal (C) prohibition (D) disenfranchisement
29. Where no absolute majority is obtained in the first round of elections, the most viable option is the (A) second ballot withdrawal (B) bye-election (C) second ballot (D) proportional representation
30. Which of this is not a method of election? (A) simple majority (B) proportional representation (C) absolute majority (D) plurality system
31. A popular form of proportional representation is (A) Single transferable vote (B) Communal Representation (C) The alternative (D) Electoral college
32. Any type of restricted franchise is a violation of the principle of (A) Constitutionalism (B) Sovereignty (C) Political equality (D) Popular election
33. The process by which people vote to elect their representatives is called (A) Disenfranchisement (B) Electoral system (C) franchise (D) Electoral college

(E) Plebiscite

34. The electoral officer charged with the responsibility of an announcing election results is the (A) political officer (B) resident electoral commission (C) supervisory residing officer (D) Returning officer
35. To make elections free and fair, the electoral commission must be (A) able to punish electoral offenders (B) given a spacious office accommodation (C) ready to help the government (D) independent of the executive.
36. One of these is not a feature of free and fair election (A) Registration of voters (B) Issuance of voters card (C) Lobbying of voters (D) Display of voters register
37. The body responsible for the conduct of election in a country is called (A) Electoral committee (B) Electoral ward (C) electoral party (D) electoral Commission
38. An election held when none of the candidates wins the election by absolute majority in a general election is known as A Run-off Election B Second Election C Plebiscite D Election rigging
39. A system in which a candidate with the highest number of votes is declared winner in an election is called (A) Absolute system (B) Proportional representation (C) Second ballot (D) Simple majority
40. All these are not the meaning of free and fair election Except (A) rigging of election (B) Elections conducted following election rules (C) Snatching of ballot box (D) Burning of election materials
41. These stages are involved in organizing free and fair election Except (A) Delimitation of constituencies (B) Registration of voters (C) Registration of underage voters (D) revision of voters card

42. Forms of electoral malpractice include all but (A) stealing of election materials (B) rigging of election (C) mutilation of election results (D) announcing the election results
43. The consequences of electoral malpractice include (A) Loss of lives (B) Apathy (C) Corrupt leadership (D) All of the above
44. Which one of these countries practices second ballot system ? (A) Ghana (B) Liberia (C) France (D) All of the above
45. The purpose of free and fair election is to (A) allow people to participate in choosing their leaders (B) Provide basic amenities for the electorate (B) declare election results (C) Peaceful conduct of elections (D) Buy the electorates' vote
46. Free and Fair election can be achieved through (A.) Secret balloting (B). Rigging (C.) Plebiscite (D) Violence
47. The demerits of an electoral college is that (A) Wrong candidate may be chosen (B) People's right of choice are denied (C) it encourages bribery and corruption (D) All of the above
48. Primary election is an election held by (A) President (B) Governor (C) Political Parties (D) INEC
49. The process where the electorates vote for the representatives who in turn vote on their behalf is called (A) a rigged election (B) an unfair election (C) an indirect election (D) An unpopular election (E) a disputed election
50. Election where all the electorates appoint their representative is known as (A) Free and fair Election (B) Direct election (C) By-election (D) Indirect Election

## Appendix B

### GOVERNMENT INTERST INVENTORY (GII)

#### Section A: Personal data of student

Sex:            Male [    ]            Female [    ]

Age: \_\_\_\_\_

Class: \_\_\_\_\_

School: \_\_\_\_\_

#### Section B: GII Items

##### Instruction:

This inventory is designed to help you indicate voter education related contents that interest you and which you would like to actively participate in. It will also help you to indicate the various aspects of voter education related contents which you prefer to others. Indicate the extent you would want to participate in them by ticking (✓) against the options:

SA – If you would very much like to engage in the activity or take interest in the aspect

A – If you would very like to engage in the activity or take interest in the aspect

D- If you would dislike to engage in the activity or take interest in the activity or take interest in the aspect.

SD – If you would very much dislike to engage in the activity or take interest in the aspect.

Please complete the following:

| S/N | Item Statement                                             | SA | A | D | SD |
|-----|------------------------------------------------------------|----|---|---|----|
| 1.  | I am willing to read Government textbooks at my free time. |    |   |   |    |
| 2.  | I prefer to buy Government textbooks with my extra money.  |    |   |   |    |
| 3.  | I participate actively in Government classes.              |    |   |   |    |

|     |                                                                                      |  |  |  |  |
|-----|--------------------------------------------------------------------------------------|--|--|--|--|
| 4.  | I love to learn Government as a subject.                                             |  |  |  |  |
| 5.  | I do not like to miss Government class.                                              |  |  |  |  |
| 6   | I enjoy discussing topics in Government with my fellow students.                     |  |  |  |  |
| 7.  | I am willing to study Government beyond school certificate level.                    |  |  |  |  |
| 8.  | I would encourage my mates and friends to take interest in Government subject.       |  |  |  |  |
| 9.  | Any money spent on Government books is not a waste.                                  |  |  |  |  |
| 10. | Government subject brings progress in the nation.                                    |  |  |  |  |
| 11. | I do not like going to class when Government lesson is going on.                     |  |  |  |  |
| 12. | I am proud to be identified as a student of Government subject.                      |  |  |  |  |
| 13. | I like to move out of the class when the teacher is teaching Government.             |  |  |  |  |
| 14  | I do not like attempting questions asked in Government.                              |  |  |  |  |
| 15. | I would readily pay for extra lessons on Government.                                 |  |  |  |  |
| 16. | I do not accept take home assignments in Government.                                 |  |  |  |  |
| 17. | I hate to help produce materials for teaching Government.                            |  |  |  |  |
| 18. | I feel happy in Government class.                                                    |  |  |  |  |
| 19. | I am not willing to contribute books for learning Government.                        |  |  |  |  |
| 20. | I enjoy using my knowledge of Government to solve problems at home.                  |  |  |  |  |
| 21  | I am familiar with the word election                                                 |  |  |  |  |
| 22  | I am aware that the voting age in Nigeria is from 18 years                           |  |  |  |  |
| 23  | I am taught that properly conducted election brings peace                            |  |  |  |  |
| 24  | I learnt that improperly conducted election leads to political violence              |  |  |  |  |
| 25  | I am excited learning about political issues in the class                            |  |  |  |  |
| 26  | I learnt that voting by all qualified citizens helps in choosing acceptable leaders. |  |  |  |  |
| 27  | I do not have interest when electoral issues are discussed                           |  |  |  |  |
| 28  | I learnt that voter apathy do not promote democracy                                  |  |  |  |  |
| 29  | I am willing to vote when I am 18 years                                              |  |  |  |  |
| 30  | I would encourage my friends to take interest in voting process                      |  |  |  |  |

**Appendix C****SCORING GUIDE**

|       |       |       |       |
|-------|-------|-------|-------|
| 1. B  | 16. B | 31. D | 46. A |
| 2. A  | 17. D | 32. C | 47. D |
| 3. D  | 18. B | 33. B | 48. C |
| 4. D  | 19. D | 34. D | 49. C |
| 5. A  | 20. B | 35. D | 50. B |
| 6. D  | 21. C | 36. C |       |
| 7. A  | 22. C | 37. D |       |
| 8. D  | 23. B | 38. A |       |
| 9. B  | 24. A | 39. A |       |
| 10. C | 25. D | 40. B |       |
| 11. B | 26. B | 41. C |       |
| 12. A | 27. B | 42. D |       |
| 13. B | 28. D | 43. D |       |
| 14. D | 29. C | 44. C |       |
| 15. D | 30. D | 45. A |       |



### Appendix D

#### TABLE OF SPECIFICATION

| Topic | Content                                   | Cognitive Domain of Educational Objectives |              |                  |                   |            |             | Total |
|-------|-------------------------------------------|--------------------------------------------|--------------|------------------|-------------------|------------|-------------|-------|
|       |                                           | 15%<br>REM                                 | 15%<br>Und   | 25%<br>App       | 30%<br>Analy      | 10%<br>Eva | 5%<br>Creat |       |
| 1     | Election – 18%                            | 1(1,)                                      | 2(4, 50)     | 2<br>(11,12)     | 3 (5,7,18)        | 0          | 0           | 8     |
| 2     | Suffrage – 12%                            | 1(2)                                       | 1 (9)        | 2 (13,8)         | 1(19)             | 1(31)      | 1(10)       | 7     |
| 3     | Types of Electoral<br>Sys 3 – 18%         | 1(6)                                       | 1(14)        | 2 (6, 29)        | 3(,32, 33,<br>39) | 1 (49)     | 0           | 8     |
| 4     | Proportionate and<br>Second Ballot – 17%  | 1(27)                                      | 1(23)        | 2(47,<br>24)     | 3(25, 28,<br>38)  | 1(44)      | 0           | 8     |
| 5     | Features of Free and<br>Fair Election-23% | 2(46,<br>45)                               | 2(40,<br>26) | 3 (15,27,<br>36) | 3 (21,41,<br>42 ) | 1(43)      | 0           | 11    |
| 6     | Electoral<br>Commission – 12%             | 1(3)                                       | 2(22,34)     | 2 (35,<br>37)    | 2 (16, 20)        | 1(17)      | 0           | 8     |
|       | Total                                     | 8                                          | 8            | 13               | 15                | 5          | 1           | 50    |

## Appendix E Lesson Plan

### GIM

#### LESSON PLAN ON ELECTORAL PROCESS USING GROUP INVESTIGATION MODEL

#### LESSON I

|                  |                 |
|------------------|-----------------|
| <b>Subject:</b>  | Government      |
| <b>Unit:</b>     | Election        |
| <b>Topic:</b>    | Election        |
| <b>Class:</b>    | SS2             |
| <b>Duration:</b> | 45 minutes      |
| <b>Age:</b>      | 14+             |
| <b>Sex:</b>      | Male and Female |

#### **Instructional Objectives:**

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

1. Define the term Election
2. Explain the two types of election
3. State 5 purposes of the election
4. Outline 3 advantages and disadvantages of the direct and indirect election.
5. List reasons why voting should be compulsory or not
6. Enumerate 5 types of voting
7. Give reasons why the electorate should elect their leaders

**Instructional techniques:** Explanation, Discussion, Stimulus variation

**Instructional materials:** Poster bearing the logo of different political parties, textbook

**Entering Behaviour:** The students have learned suffrage and are expected to be familiar with the word election.

### Presentation and Procedure

| Step | Content development | Teacher's Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Students' activity                                                                                                                                                                                                                                                                                                                                        | Strategy                                         |
|------|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| 1    | Introduction        | The teacher asks the students to explain how they select or choose their class prefect. The teacher introduces the day's lesson after responses from the students and generates key questions together with the students to explain the topic.                                                                                                                                                                                                                                | Students listen to the teacher and answer the questions posed by the teacher.                                                                                                                                                                                                                                                                             | Set Induction                                    |
| 2    | Election            | The teacher asks, what is election?<br>What are the types of election?<br>State the advantages and disadvantages of direct/indirect election<br>What purposes does election serve?                                                                                                                                                                                                                                                                                            | The students along with the teacher generate questions on the topic of the day.                                                                                                                                                                                                                                                                           | Questioning, Stimulus Variation                  |
| 3    | Grouping            | The teacher tells the students, I am going to divide you into study groups. Make use of the materials assigned to the study group to answer the questions.<br><br>The teacher reminds the students the patterns of behaviour expected of them to be able to work in their groups and complete the task given to them.<br><br>The teacher equally reminds them of the rules guiding instruction; keeping to the time and sharing answers to the questions among group members. | The students listen to the teacher's explanation and take note of their study groups, and the instruction given by the teacher.<br><br>The students mention some of the patterns of behavior expected of them and moves to their respective groups.                                                                                                       | Stimulus Variation                               |
| 4    | Investigating       | The teacher monitors the students in their respective groups.                                                                                                                                                                                                                                                                                                                                                                                                                 | The students in their respective groups carry out the task. They organize data, report their findings within the group and analyze their findings. They equally plan on their presentation by helping each other to identify the main points of their findings. Members discuss individual roles for the presentation and complete the presentation plan. | Explanation use of examples, stimulus variation. |
| 5    | Presentation        | The teacher writes the responses of the individual                                                                                                                                                                                                                                                                                                                                                                                                                            | The students respond to the questions posed by the teacher thus;                                                                                                                                                                                                                                                                                          | Questioning, Stimulus                            |

|   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                              |
|---|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
|   |            | <p>groups.<br/>The teacher asks, Group 1, what did you find out about the meaning of election?</p> <p>Group 2, what are the types of election?</p> <p>Study Group 3, state 5 purposes of the election</p> <p>Study Group 4, what are the advantages and disadvantages of direct and indirect election</p> <p>Group 5, what are the types of voting that you know?</p> <p>Group 1, tell us your view on whether voting should be made compulsory or not.</p> <p>Group 2, tell us your view<br/>Group 3 Why should people elect their leaders?</p> <p>The teacher calls out the group leaders of 1,2,3 &amp; 4 to conduct the mock class election; while the teacher monitors.</p> | <p>Election is the means through which the electorates choose their representatives into government positions.</p> <p>The students answer the question as a direct and indirect election.</p> <p>Students also explain the meaning of direct and indirect election. Direct election is an election in which the electorates directly appoint their representatives through voting. Indirect election is the type of election where the electorates first elect a body of people who form the college, who choose the final representatives that will form the government.</p> <p>Students respond to the teacher's question thus; elections serve as a means of recruiting political leaders; it is a means of ensuring a smooth change of office.</p> <p>Students respond to the teacher's questions. They discuss the advantages and disadvantages thus; the direct election is democratic, it reflects the true wishes of the majority of the electorates. Indirect election is expensive and difficult to conduct.</p> <p>Students respond to this question by answering open voting, secret voting, voting by proxy.</p> <p>Students respond by giving their reasons thus; voting is a civic responsibility and it helps to overcome apathy.<br/>Voting should not be made compulsory because it denies the citizens their liberty of free will.</p> <p>Students respond by answering that people elect their leaders to be part of the government and decision makers. The students carry out the mock class election.</p> | Variation,<br>Explanation,<br>Use of example |
| 6 | Evaluation | <p>The teacher evaluates the students as follows;</p> <ul style="list-style-type: none"> <li>• What is an election?</li> <li>• Discuss the two types of election</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Students respond to the teacher's questions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Questioning,<br>Explanation                  |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                              |  |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|--|
|  |  | <ul style="list-style-type: none"> <li>• What are the 5 purposes of the election?</li> <li>• What the 3 advantages and disadvantages of the direct and indirect election.</li> <li>• List 3 types of voting</li> <li>• Give 3 reasons why voting should be made compulsory or not.</li> <li>• Mention at least 3 reasons why people should elect their leaders.</li> </ul> <p>The teacher summarises the lesson.</p> | The students listen to the teacher's summary |  |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|--|

## LESSON PLAN ON ELECTORAL PROCESS USING GROUP INVESTIGATION MODEL

### LESSON 11

|                  |                    |
|------------------|--------------------|
| <b>Subject:</b>  | Government         |
| <b>Unit:</b>     | Election           |
| <b>Topic:</b>    | Suffrage/Franchise |
| <b>Duration:</b> | 45 minutes         |
| <b>Age:</b>      | 16+                |
| <b>Sex:</b>      | Male and Female    |

#### **Instructional Objectives:**

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

1. Define the term suffrage
2. Trace briefly the history of suffrage in Nigeria
3. Explain the two types of suffrage
4. Explain conditions for voting under universal suffrage
5. Give reasons why countries adopt limited or universal suffrage

**Instructional techniques:** Discussion, explanation, and questioning

**Instructional materials:** Poster of people being accredited for voting

**Entering Behaviour:** The students must have been familiar with the word right to participate in an activity. The teacher will test their familiarity by asking them to explain what they understand by having the right to participate in an activity.

### Presentation and Procedure

| Step | Content development | Teacher's Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Students' activity                                                                                                                                                                                                                                                                                                                     | Strategy                        |
|------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| 1    | Introduction        | The teacher asks the students whether they have the right to be in their class and what makes them have the right. The teacher introduces the topic of the day and generates key questions alongside the students to explain the topic. The teacher writes the students questions on the board.                                                                                                                                                                                                                                                                                                                                                                                                                                                         | The students listen to the teacher's explanation and respond to the teacher's questions. The students develop a list of questions by brainstorming on the topic of the day.<br>-                                                                                                                                                       | Set Induction                   |
| 2    | Suffrage            | The teacher asks, what questions do you have on the topic to be taught? I will write it on the board. The teacher brainstorms with the students to raise questions. The teacher writes the questions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | The students ask questions like:<br>- What is suffrage?<br>- Are there different types of suffrage?<br>- What type of suffrage does Nigeria practice?                                                                                                                                                                                  | Questioning, Stimulus Variation |
| 3    | Grouping            | <p>The teacher tells the students, I am going to divide you into study groups. Look for your name on the study group list. Each group will use the materials assigned to the study group to answer the questions.</p> <p>The teacher tells the students the patterns of behavior expected of them to be able to work in their groups to complete the tasks thus; review the questions, respect each others' time and effort share the materials, Write down answers to the questions.</p> <p>The teacher takes the students response and gives them instruction to follow the rules; check the clock, have a timekeeper in your group, it is 10:00, at 10:30, we will share the answers to the questions.</p> <p>When you need help what do you do?</p> | <p>The students listen to the teacher's explanation and take note of their grouping and instructions given by the teacher.</p> <p>The students respond to the teacher's question on the pattern of behavior expected. They respond thus</p> <p>The students respond by saying; if we need help, we ask each other and share ideas.</p> | Stimulus Variation              |
| 4    | Investigating       | The teacher monitors the students as they carry out the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | The students in their respective groups carry out the task. They organize data,                                                                                                                                                                                                                                                        | Explanation use of              |

|   |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                              |
|---|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
|   |              | task in their respective groups. The teacher monitors to ensure active participation of the group members.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | report their findings within the group and analyze their findings. They equally plan on their presentation by helping each other to identify the main points of their findings. Members discuss individual roles for the presentation and complete the presentation plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | examples, stimulus variation.                                |
| 5 | Presentation | <p>The teacher writes the responses of the individual groups.</p> <p>The teacher asks; Group 1, what did you find out about the meaning of suffrage?</p> <p>Group 1 also tell us the brief history of suffrage in Nigeria</p> <p>The teacher asks, are there different types of suffrage?</p> <p>Study Group 2, how many types of suffrage are there?</p> <p>Study Group 3, What do you understand by restricted suffrage?</p> <p>Conditions like what?</p> <p>Study group 4, are there reasons given for the practice of restricted franchise?</p> <p>Study Group 1, why has some people critiqued restricted franchise</p> <p>What other suffrage do we have?</p> <p>Study Group 2, what do you understand by universal suffrage</p> | <p>The students respond to the questions posed by the teacher thus;</p> <ul style="list-style-type: none"> <li>• Suffrage is the right to vote and be voted for in an election.</li> <li>• franchise</li> </ul> <p>students respond by tracing the history of suffrage in Nigeria</p> <p>Yes</p> <p>Limited/ Restricted suffrage and unlimited/ universal franchise.</p> <p>It means that everyone does not have the right to vote. Right to vote is only given to those who may have fulfilled special conditions expected of every eligible voter under the law of the state.</p> <p>Property, income, Education, age</p> <p>Yes. It is believed that when one is wealthy or educated, he will lead his country better.</p> <p>It is believed that voting is a fundamental right and should not be denied, anyone. Besides, education alone does not give common sense and if only the rich leads, it is possible that the country will be run for the benefit of the rich.</p> <p>Universal suffrage.</p> <p>It is the right of the vote given to all citizens who have attained a certain minimum age irrespective of sex or other qualification.</p> | Questioning, Stimulus Variation, Explanation, Use of example |

|   |            |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                           |                          |
|---|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
|   |            | <p>Does it mean that apart from age, everyone can vote?</p> <p>What are those restrictions?</p> <p>Study Group 3, why have some countries chosen to practice universal suffrage?</p> <p>Study Group 4, what type of suffrage does Nigeria practice? The teacher guides the responses of the study groups, corrects wrong expressions and makes his own contribution(s).</p>                                                   | <p>No there are other restrictions.</p> <p>One with a criminal record or a lunatic is not allowed to contest or vote.</p> <p>It is believed that universal suffrage is democratic, makes the government to be run for the interest of all.</p> <p>Universal suffrage.</p> |                          |
| 6 | Evaluation | <p>The teacher evaluates the students thus;</p> <ul style="list-style-type: none"> <li>• What is suffrage?</li> <li>• Briefly trace the history of suffrage</li> <li>• What are the two types of suffrage?</li> <li>• Give reasons for adopting limited or universal suffrage.</li> <li>• What are the conditions for voting under universal suffrage?</li> </ul> <p>The teacher summarizes the key points of the lesson.</p> | <p>The students respond to the teachers' questions.</p> <p>The students listen to the teacher's summary.</p>                                                                                                                                                              | Questioning, Explanation |

## LESSON PLAN ON ELECTORAL PROCESS USING GROUP INVESTIGATION MODEL

### LESSON III

|                  |                            |
|------------------|----------------------------|
| <b>Subject:</b>  | Government                 |
| <b>Unit:</b>     | Electoral systems          |
| <b>Topic:</b>    | Types of Electoral systems |
| <b>Class:</b>    | SS2                        |
| <b>Duration:</b> | 45 minutes                 |
| <b>Age:</b>      | 16+                        |
| <b>Sex:</b>      | Male/Female                |

#### **Instructional Objectives:**

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

1. Define the electoral system
2. Outline 3 characteristics of the electoral system
3. List 3 types of electoral system and briefly explain them
4. Discuss 3 advantages and disadvantages of a simple majority
5. Discuss 3 disadvantages and disadvantages of a simple majority
6. Differentiate between simple and absolute majority system
7. Organize a class mock election to showcase the types of electoral system.

**Instructional techniques:** Explanation, Illustration, questioning, stimulus variation

**Instructional materials:** Pictures showing people voting in an election.

**Entering Behaviour:** Students have been hearing of elections and voting.

### Presentation and Procedure

| Step | Content development              | Teacher's Activity                                                                                                                                                                                                                                                                                                                                                                                                                    | Students' activity                                                                                                                                                                                                                                                                                                                                                                                      | Strategy                                         |
|------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| 1    | Introduction                     | <p>The teacher tests the entry behavior of the students by posing the following questions to them:</p> <ul style="list-style-type: none"> <li>• How do you select your class prefects?</li> <li>• Does everyone participate in the selection?</li> <li>• What made you to elect the person you did?</li> <li>• Have you witnessed this kind of exercise in your community?</li> </ul> <p>The teacher then links the day's lesson.</p> | <p>The students respond to the teacher's questions by telling the teacher how they select their prefect. The students take note of the lesson for the day.</p>                                                                                                                                                                                                                                          | Set Induction                                    |
| 2    | Types of electoral system        | <p>The teacher calls the attention of students to their respective groups. The teacher says students; you know you were assigned to groups in the last class. You were asked to find out facts on some issues. What are those things you were asked to find out? Having responded well to the question, now you can sit in your groups for discussions. Remember the rules of the discussion.</p>                                     | <p>The students respond to the teacher's questions. We were asked to find out the following;</p> <ul style="list-style-type: none"> <li>• Definition of electoral system</li> <li>• Types of electoral system</li> <li>• characteristics of the electoral system</li> <li>• Difference between absolute and simple majority.</li> </ul> <p>Students move to their respective groups for discussion.</p> | Questioning, Stimulus Variation                  |
| 3    | Investigating/ Group Discussions | <p>The teacher monitors the students' participation in their respective groups and corrects the wrong behaviour.</p>                                                                                                                                                                                                                                                                                                                  | <p>Students in their respective groups discuss their findings and map out the presentation format of their findings.</p>                                                                                                                                                                                                                                                                                | Stimulus Variation                               |
| 4    | Presentation                     | <p>The teacher writes out the responses of the individual groups. The teacher asks; Group 4, what is the meaning of electoral systems.</p> <p>Group 2, what are the types of electoral systems?</p>                                                                                                                                                                                                                                   | <p>Group 4 answers that electoral systems are methods or arrangements through which persons are elected into different political offices or positions in government.</p> <p>Students give types of electoral systems as simple majority system, an absolute majority, secret (second ballot) ballot, proportional</p>                                                                                   | Explanation use of examples, stimulus variation. |

|   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                          |
|---|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
|   |            | <p>The teacher guides the responses and corrects erroneous expressions.</p> <p>Group 3, what is simple and absolute majority system? The teacher moderates their explanations and corrects wrong answers.</p> <p>Study group 4, explain to us the characteristics of electoral systems. The teacher corrects erroneous impressions</p> <p>Study group 1, what are the advantages and disadvantages of the simple majority?</p> <p>Group 2, explain to us the advantages and disadvantages of an absolute majority</p> <p>Group 4, what is the difference between simple and absolute majority?</p> <p>The teacher moderates their responses and corrects wrong answers. The teacher also takes note to ensure that there is active participation of all the group members.</p> | <p>representative.</p> <p>Study group 3, explains Simple majority system as “first past the vote system” where a candidate who secures the greatest or highest number of votes is declared winner. While the absolute majority is a system where the winner must secure 50% plus 1 of the total votes cast. Students respond to the question, thus; a simple majority system discourages the formation of several political parties. Students respond to the teacher’s question thus; in absolute majority, the winner must secure half of the votes cast while a simple majority requires having the highest vote.</p> <p>Group 1 answer thus; advantages of the simple majority are that it is economical and voting is simple while its disadvantage includes that it encourages rigging and does not produce results that represent the wishes of the people.</p> <p>Its advantages are that; there is a reflection of the wishes of the people, it produces credible candidates while its disadvantages are that; it is expensive and time consuming.</p> <p>While simple majority gives room for the highest candidate with the highest number of the vote to win, the absolute majority emphasizes on getting the greater number of the percentage of the total vote cast.</p> |                          |
| 5 | Evaluation | <p>The teacher evaluates the entire class by asking the following questions;</p> <ol style="list-style-type: none"> <li>1. Explain the term electoral systems.</li> <li>2. What are the 3 characteristics of simple and absolute majority systems?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Students respond to the teacher’s questions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Questioning, Explanation |

|  |  |                                                                                                                                                                                                                                                                                                                                                                               |                                                     |  |
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|  |  | <ol style="list-style-type: none"> <li>3. List the 3 types of electoral systems?</li> <li>4. Discuss 3 advantages and disadvantages of simple majority</li> <li>5. Discuss 3 advantages and disadvantages of absolute majority</li> <li>6. Differentiate between simple and absolute majority systems.</li> </ol> <p>The teacher summarizes the key points of the lesson.</p> | <p>Students take note of the teacher's summary.</p> |  |
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## LESSON PLAN ON ELECTORAL PROCESS USING GROUP INVESTIGATION MODEL

### LESSON IV

|                  |                                           |
|------------------|-------------------------------------------|
| <b>Subject:</b>  | Government                                |
| <b>Unit:</b>     | Types of Electoral systems                |
| <b>Topic:</b>    | Proportional Representation/Second Ballot |
| <b>Class:</b>    | SS2                                       |
| <b>Duration:</b> | 45 minutes                                |
| <b>Age:</b>      | 16+                                       |
| <b>Sex:</b>      | Male/Female                               |

**Instructional Objectives:** By the end of the lesson, students should be able to:

1. Define Proportional representation
2. Outline 3 merits and 3 demerits of proportional
3. Explain second ballot system
4. Outline 2 merits and 2 demerits of second ballot system
5. Give examples of countries that practice second ballot system
6. Define Electoral college
7. Outline 2 merits and 2 demerits of electoral college

**Instructional techniques:** Discussion, Explanation, questioning

**Instructional materials:** Poster of people voting in an election

**Entering Behaviour:** The students have heard about other types of electoral systems and have acquired background knowledge

### Presentation and Procedure

| Step | Content development                           | Teacher's Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Students' activity                                                                                                                                                                                                                                                                                                                                                                                                                             | Strategy                                         |
|------|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| 1    | Introduction                                  | The teacher tests the entry behaviour of the students by asking them the two types of electoral system that they learnt in the last class.<br>The teacher introduces the day's lesson.                                                                                                                                                                                                                                                                                         | The students respond to the teacher's questions. They take note of the day's lesson.                                                                                                                                                                                                                                                                                                                                                           | Set Induction                                    |
| 2    | Proportional Representation and second ballot | The teacher informs the class that they will remain in their groups they were in the last presentation and find facts about <ul style="list-style-type: none"> <li>• Meaning of proportional representation</li> <li>• Types of proportional representation</li> <li>• Merits and demerits of proportional representation</li> <li>• Meaning of the second ballot</li> <li>• Its advantages and disadvantages.</li> <li>• Countries that practice the second ballot</li> </ul> | The students take note of the questions and move to their respective groups.                                                                                                                                                                                                                                                                                                                                                                   | Questioning, Stimulus Variation                  |
| 3    | Investigating Group Discussions               | The teacher monitors the students' participation and corrects the wrong behaviour.                                                                                                                                                                                                                                                                                                                                                                                             | Students in their respective groups discuss and find facts on the questions.                                                                                                                                                                                                                                                                                                                                                                   | Stimulus Variation                               |
| 4    | Presentation                                  | The teacher writes out the responses of the individual groups. The teacher asks;<br><br>Group 3, define proportional representative.<br><br><br><br><br><br><br><br><br><br>Study group 2, what are the types of proportional representation you found out from your investigation?<br>Group 1, what is a single non-                                                                                                                                                          | Study group 3 responds to the teacher's question.<br>Proportional representation is the method of awarding seats to parties in the same proportion as the population votes they secure.<br><br><br><br><br><br><br><br><br><br>Students respond to the teacher's question. The types are; single non-transferable vote system and single transferable vote system.<br>In the single non-transferable vote system, the voter is only allowed to | Explanation use of examples, stimulus variation. |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
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|  |  | <p>transferable vote?</p> <p>Group 4, explain the advantages of the single transferable vote system</p> <p>Group 1, mention merits and demerits of proportional representative</p> <p>Group 4, tell us what you understand by the second ballot.</p> <p>Group 2, what are the likely advantages and disadvantages of the second ballot system?<br/>The teacher corrects erroneous impressions.</p> <p>Study group 3, tell us what you understand by the electoral college.</p> <p>Study 1, what are the advantages of the electoral college?</p> <p>Study Group 2, tell us the disadvantages of an electoral college system of voting</p> | <p>make one vote on his ballot paper. The ballot papers are sorted out, an electoral quota, known as drop quota is waned out and any candidate who secured a number of votes equal to or exceeding the drop quota is declared elected.</p> <p>In single transferable vote system, voting takes place in multi-member constituencies but each election has only one vote.</p> <p>The students respond by saying that its merits are; considered democratic; it gives equal value to all votes. Demerits are; it is expensive, it produces a coalition government which is unstable in nature.</p> <p>Study group 4 responds by stating that the electoral college system of voting is the system whereby a body of persons elected or chosen by the whole electorate has final authority to choose the leaders for the people.</p> <p>Students respond by saying that the advantage of the electoral college is; it is not expensive, to conduct, the electorate is educated or literate, among others.</p> <p>The students respond by stating that the second ballot is a system that involves two ballots. In the first place, the successful candidate will obtain an absolute majority of the votes cast. If there is no candidate with a such number of votes, a second ballot will be conducted and those with low votes will be eliminated, after which the winning candidate will be required to obtain a simple majority.</p> <p>It gives way for majority opinion however, it is expensive to run and it takes more time to be conducted.</p> <p>Electoral college system of voting is the system whereby a body of persons elected or chosen by the whole electorate who have final authority to</p> |  |
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|   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>choose the leaders for the people.</p> <p>Students respond by saying that the advantage of the electoral college is; it is not expensive, to conduct, the electorate is educated or literate, among others.</p> <p>The students respond by stating that; it easily succumbs to bribery and corruption, it does not give the electorate the opportunity of being part of those that select the representatives among others.</p> |                           |
| 5 | Evaluation | <p>The teacher evaluates the students by asking them the following questions. The teacher at this point will not focus on the groups:</p> <ul style="list-style-type: none"> <li>• What is a proportional representative?</li> <li>• What are the 3 merits and 3 demerits of proportional representatives?</li> <li>• What are the 3 advantages and disadvantages of the second ballot?</li> </ul> <p>The teacher summarises the lesson and tells the students to get ready for the next class on the organization of election.</p> <p>The teacher gives the students areas they will investigate on, be presented in the next class.</p> | <p>Students respond to the teacher's questions.</p> <p>They take note of the teacher's summary and also take note of the next topic that will be presented in the next class.</p>                                                                                                                                                                                                                                                  | Questioning, Explanantion |

## LESSON PLAN ON ELECTORAL PROCESS USING GROUP INVESTIGATION MODEL

### LESSON V

|                  |                                    |
|------------------|------------------------------------|
| <b>Subject:</b>  | Government                         |
| <b>Unit:</b>     | Organization of Election           |
| <b>Topic:</b>    | Features of free and fair election |
| <b>Class:</b>    | SS2                                |
| <b>Duration:</b> | 45 minutes                         |
| <b>Age:</b>      | 16+                                |
| <b>Sex:</b>      | Male/Female                        |

**Instructional Objectives:** By the end of the lesson, students should be able to:

1. Explain the meaning of free and fair election.
2. Explain types of voting
3. Explain at least 5 terms associated with the election
4. Describe five features of the free and fair election.
5. Explain five stages of organizing an election.
6. Outline the advantages of the free and fair election.
7. State at least 5 forms of electoral malpractice
8. State 5 causes of electoral malpractice
9. List 3 Consequences of electoral malpractice

Organize mock election and conduct free and fair election

**Instructional techniques:** Explanation, illustration, stimulus variation

**Instructional materials:** Posters showing people voting in an election and those showing mark of violence at the polling booth.

**Entering Behaviour:** Students have been hearing of election and as well have been organizing their class elections towards electing their prefect.

### Presentation and Procedure

| Step | Content development | Teacher's Activity                                                                                                                                                                                                                                                                                                                                                                                                                                   | Students' activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Strategy                                                            |
|------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| 1    | Introduction        | <p>The teacher tests the entry behaviour of the students by asking them the following questions;</p> <ul style="list-style-type: none"> <li>• The day you elected your prefect, was it manipulated?</li> <li>• What were the steps you took in electing your prefect?</li> <li>• Were the votes counted well?</li> </ul> <p>The teacher introduces the topic of the lesson as features of the free and fair election and writes it on the board.</p> | Students respond to the teacher's questions and take note of the day's lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Set Induction                                                       |
| 2    | Grouping            | The teacher informs the students that they will retain the groups they were in the last class for discussions and presentations.                                                                                                                                                                                                                                                                                                                     | The students get into their groups for discussions on the outlined points given in the last class.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Explanation                                                         |
| 3    | Investigating       | The teacher monitors the students as they discuss and interact in their groups. The teacher ensures active participation of the members.                                                                                                                                                                                                                                                                                                             | Study groups organize and record data gotten, report findings to the group, discuss and analyse the findings and integrate their findings. They plan their presentation format. They read textbooks and make use of facts they got in the course of investigating on points. They share their views and reach a consensus on the answers to the questions.                                                                                                                                                                                                                                                                                                                               | Stimulus Variation                                                  |
| 4    | Presentation        | <p>The teacher calls the attention of the students and asks them to get ready for presentations.</p> <p>Group 1, what did you find out to be the meaning of free and fair election?</p> <p>Study Group 2 mention 3 terms associated with the election.</p> <p>Group 3 mention 2 other</p>                                                                                                                                                            | <p>Students get ready for presentations.</p> <p>Study group 1 responds by saying that free and fair elections are elections that are conducted following the election rules without any form of conflict, violence or manipulation.</p> <p>Study group 2 responds by saying;<br/>By-Election: This is an election that takes place to fill a vacant elective post as a result of disqualification, resignation or death.<br/>Run-Off Election: This is when none of the candidates wins the election by an absolute majority. This is also referred to as the second ballot.</p> <p>Plebiscite: This is a 'Yes or no' vote of the people especially on issues of national importance</p> | Questioning, Stimulus Variation, use of Example, Planned Repetition |

|   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                          |
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|   |            | <p>terms that are associated with the election</p> <p>Group 3, what are the features of the free and fair election?</p> <p>The teacher modifies their answers and makes his own contribution.</p> <p>Group 3, tell us the stages of organizing an election<br/>The teacher corrects erroneous answers and makes his own contribution.</p> <p>Study Group 4, explain the advantages of the free and fair election.<br/>The teacher corrects erroneous statements and contributes to the question.</p> <p>Group 1, what are the forms of electoral malpractice</p> <p>Group 2 explain the causes of electoral malpractice</p> <p>Group 3 tell us the consequences of electoral malpractice</p> | <p>Primary Election: This involves the political parties presenting candidates for any election in a country.<br/>Referendum: This is a 'yes' or 'no' vote of the people particularly on the law in a given political system.</p> <p>Students' respond that features of free and fair elections are the absence of intimidation of voters, registration of voters, having many candidates to choose from, observing "one man one vote", votes must be counted in the public, among others.</p> <p>Study group 3 through their members state the stages of organizing free and fair elections thus; delimitation of constituencies; registration of voters; revision of voter's register, registration of political parties and so on.</p> <p>Study group 4 responds that election should be free and fair because of the following reasons; free and fair election emphasizes the responsibility of the government to the people, free and fair election makes people feel they are the part of the government among others.</p> <p>The students mention stealing of electoral materials, rigging of election among others and explain them.</p> <p>The students mention over-ambition of some politicians, poverty etc and explain them.</p> <p>The students mention apathy, corrupt leadership, loss of lives and property.</p> |                          |
| 5 | Evaluation | <p>The teacher evaluates the students by asking them the following questions;</p> <ul style="list-style-type: none"> <li>• What does free and fair election mean?</li> <li>• What are the five features of the free and fair election?</li> <li>• Explain five stages of organizing an election.</li> <li>• Outline the advantages of the free and fair election.</li> </ul>                                                                                                                                                                                                                                                                                                                 | <p>Students respond to the teacher's questions and take note of the teacher's summary.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Questioning, Explanation |

## LESSON PLAN ON ELECTORAL PROCESS USING GROUP INVESTIGATION MODEL

### LESSON VI

**Subject:** Government

**Unit:** Electoral Commission

**Topic:** Electoral Commission

**Class:** SS2

**Duration:** 45 minutes

**Age:** 16+

**Sex:** Male/Female

**Instructional Objectives:** By the end of the lesson, students should be able to:

1. Define electoral commission
2. Explain the organization of electoral commission
3. Outline the 5 duties of electoral commissions.
4. List four electoral officers and their functions
5. Put in practice the processes of a fair election by organizing mini-election in the class.

**Instructional techniques:** Explanation, illustration, Questioning

**Instructional materials:** Posters showing INEC officials conducting elections.

**Entering Behaviour:** Students have been witnessing elections.

### Presentation and Procedure

| Step | Content development | Teacher's Activity                                                                            | Students' activity                                                                | Strategy        |
|------|---------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------|
| 1    | Introduction        | The teacher tests the entry behaviour of the students by asking them the following questions; | Student's responds to the teacher's questions and takes note of the day's lesson. | Entry behaviour |

|   |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                              |
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|   |               | <ul style="list-style-type: none"> <li>• Who organizes your class election?</li> <li>• Which board/office is in charge of selecting your school functionaries?</li> </ul> <p>From the students' response, the teacher introduces the topic of the day as the electoral commission.</p>                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                              |
| 2 | Grouping      | <p>The teacher informs the class that the topic for the day is an electoral commission. He asks the students to ask questions concerning the topic.</p> <p>The teacher having brainstormed with the students to raise the relevant questions, groups the students. He informs them to make use of the materials already available to them.</p>                                                                                                                                                           | <p>Students take note of the day's lesson and brainstorm with the teacher to raise relevant questions. They ask this;</p> <ul style="list-style-type: none"> <li>• What is an electoral commission?</li> <li>• What are the functions of electoral commission?</li> <li>• What is the work of their officers?</li> </ul>                                                                                                                                                                                                             | Questioning                                                  |
| 3 | Investigating | <p>The teacher monitors the student's participation in the groups.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Respective study groups organize, record data and report their findings in their groups. Students interact in their groups on the questions given to them in order to find answers to them. They read books and make use of other sourced materials.</p>                                                                                                                                                                                                                                                                          | Stimulus Variation                                           |
| 4 | Presentation  | <p>The teacher decides to twist the pattern of presentation to ascertain the extent of the acquisition of knowledge. He calls any group to present without following the groups eventually.</p> <p>The teacher corrects erroneous sentences as students make their presentation.</p> <p>Group 3, what is an electoral commission?</p> <p>Give us example of the electoral commission in Nigeria and what they are called at the state level.</p> <p>Group 1, how are electoral commission organized?</p> | <p>Group 3, responds by saying that electoral commission is the body constitutionally charged with the responsibility of organizing an election in a country.</p> <p>An example of the electoral commission in Nigeria is INEC – Independent National Electoral Commission.</p> <p>Group 1 responds by answering that the electoral commission is headed by a chairman who is appointed by the government. The chairman oversees the work of the commission and the activities of the members. The chairman also disciplines the</p> | Questioning, Explanation, Stimulus Variation, Use of example |

|   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                          |
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|   |            | <p>Group 4, what are the duties of electoral commission?</p> <p>The teacher says, students, having listened to the duties of the commission, we want to know the specific duties of the electoral officers.</p> <p>Now group 1, tell us four electoral officers and their functions.</p> <p>The teacher guides the explanations given by the students and corrects their mistakes.</p> <p>The teacher says, having known the duty of electoral commission and want to see you demonstrate how a free and fair election can be carried out in Nigeria. you will use only 10 mins of that. Now the group leaders should organize it.</p> <p>The teacher corrects the areas students make mistakes and also encourage their good performance.</p> <p>The teacher will look out for students performance in terms of; appointment of key electoral officers, voting system, counting of votes, the interest shown by students in voting.</p> <p>As the presentation is on, the teacher guides and monitors their activity.</p> | <p>disobedient staff. Next to the chairman is the secretary who is in charge of all the correspondences of the commission.</p> <p>Group 4 responds by answering that the following are the duties of electoral commission; conduct elections, registration of voters, the appointment of presiding or returning officers among others.</p> <p>Group 1, responds by saying that the electoral officers are; supervisors, polling clerk, presiding officer, returning officer among others. The students then mention their functions.</p> <p>The students organize a mini-election where they are expected to demonstrate the process of free and fair election.</p> <p>The students will show their ability to carry out the task within the limited time given.</p> |                          |
| 5 | Evaluation | <p>The teacher evaluates the students by asking them the following questions;</p> <ul style="list-style-type: none"> <li>• What is an electoral commission?</li> <li>• How is the electoral commission organized?</li> <li>• What are the 5 duties of an electoral commission?</li> <li>• List four (4) electoral officers and their functions.</li> <li>• What are the major processes of organizing a free and fair election?</li> </ul> <p>The teacher summarizes the lesson by mentioning the key</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>The students respond to the teacher's questions and pay attention to the teacher's corrections.</p> <p>They take note of the summary of the lesson.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Questioning, Explanation |

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|  |  | ideas in the lesson. |  |  |
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## Appendix F

### Lesson Plan

#### JIM

#### LESSON PLAN ON ELECTORAL PROCESS USING JURISPRUDENTIAL INQUIRY MODEL

##### LESSON I

|                  |                 |
|------------------|-----------------|
| <b>Subject:</b>  | Government      |
| <b>Unit:</b>     | Election        |
| <b>Topic:</b>    | Election        |
| <b>Class:</b>    | SS2             |
| <b>Duration:</b> | 45 minutes      |
| <b>Age:</b>      | 14+             |
| <b>Sex:</b>      | Male and Female |

##### **Instructional Objectives:**

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

1. Define the term Election
2. Explain the two types of election
3. State 5 purposes of the election
4. Outline 3 advantages and disadvantages of the direct and indirect election.
5. List reasons why voting should be compulsory or not
6. Enumerate 5 types of voting
7. Give reasons why the electorate should elect their leaders

**Instructional techniques:** Explanation, Discussion, Stimulus variation

**Instructional materials:** Poster bearing the logo of different political parties, textbook

**Entering Behaviour:** The students have learned suffrage and are expected to be familiar with the word election.

### Presentation and Procedure

| Step | Content development       | Teacher's Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Students' activity                                                                                                         | Strategy                    |
|------|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 1    | Introduction              | The teacher asks the students the following questions;<br>Do you choose or elect your prefect?<br>From the students' response, the teacher introduces the day's lesson as an election. The teacher tells the class about an organization that has been faced with the challenge of whether to elect or appoint their leader. Some members believe that why the organization has not been able to record any significant achievement is as a result of bad leadership of those appointed in the past. Whereas some are of the opinion that it is better to elect while others are bent on appointing the leaders.                                                                                                                                                                                                                                                    | Students listen to the teacher and answer the questions posed by the teacher.                                              | Set Induction               |
| 2    | Identifying the issues    | The teacher asks, Now class, if you are to advise the organization, what will be your advise considering the meaning of election, its purposes, advantages and disadvantages?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | The students take note of the issue raised by the teacher.                                                                 | Questioning                 |
| 3    | Grouping / Taking stances | The teacher moderates the students by calling the class members to take their stand on the issue raised.<br>Position 1: Everyone should be allowed to vote since they are citizens of the country<br>Position 2: Only the eligible ones should be allowed to vote.<br>The teacher encourages the students to brainstorm in their groups to generate points to support their stance.<br>The teacher explains the rules of the debate as; listen to the other side in order to understand their point of view, take good notes, no shouting, no degrading remarks and no insults.<br>After reading the rules to the students, the teacher asks the students to make use of the materials available to them for clarification and to strengthen their evidence.<br>The teacher then gives each group 10-15 minutes to choose top three reasons to support their stand. | Students pay attention to the teachers explanations                                                                        | Explanation, Use of example |
| 4    | Investigating             | The teacher monitors the students in their respective groups.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | The students in their respective groups carry out the task. They organize data, report their findings within the group and | Stimulus Variation.         |

|   |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                           |
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|   |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | analyse their findings. They equally plan on their presentation by helping each other to identify the main points of their findings. Members discuss individual roles for the presentation and complete the presentation plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                           |
| 5 | Presentation | <p>The teacher writes the responses of the individual groups.</p> <p>The teacher asks, Group 1, what did you find out about the meaning of election?</p> <p>Group 2, what are the types of the election?</p> <p>Study Group 1, state 5 purposes of the election</p> <p>Study Group 2, what are the advantages and disadvantages of direct and indirect election</p> <p>Group 1, what are the types of voting that you know?</p> <p>Group 1, tell us your view on whether voting should be made compulsory or not.</p> <p>Group 2, tell us your view</p> <p>Group 3 Why should people elect their leaders?</p> <p>The teacher calls out the group leaders of 1 and 2 to conduct the mock class election; while the teacher monitors.</p> | <p>The students respond to the questions posed by the teacher thus;</p> <p>Election is the process or means through which the electorates choose their representatives into government positions.</p> <p>The students answer the question as a direct and indirect election. Students also explain the meaning of direct and indirect election. Direct election is an election in which the electorates directly appoint their representatives through voting. Indirect election is the type of election where the electorates first elect a body of people who form the college, who choose the final representatives that will form the government.</p> <p>Students respond to the teacher's question thus; elections serve as a means of recruiting political leaders; it is a means of ensuring a smooth change of office.</p> <p>Students respond to the teacher's questions. They discuss the advantages and disadvantages thus; the direct election is democratic, it reflects the true wishes of the majority of the electorates. Indirect election is expensive and difficult to conduct.</p> <p>Students respond to this question by answering open voting, secret voting, voting by proxy.</p> <p>Students respond by giving their reasons thus; voting is a civic responsibility and it helps to</p> | <p>Explanation</p> <p>Use of examples, repetition, Stimulus Variation</p> |

|   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                              |                          |
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|   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>overcome apathy.</p> <p>Voting should not be made compulsory because it denies the citizens their liberty of free will.</p> <p>Students respond by answering that people elect their leaders to be part of the government and decision makers.</p> <p>The students carry out the mock class election.</p> |                          |
| 6 | Evaluation | <p>The teacher evaluates the students as follows;</p> <ul style="list-style-type: none"> <li>• What is an election?</li> <li>• Discuss the two types of election</li> <li>• What are the 5 purposes of the election?</li> <li>• What the 3 advantages and disadvantages of the direct and indirect election.</li> <li>• List 3 types of voting</li> <li>• Give 3 reasons why voting should be made compulsory or not.</li> <li>• Mention at least 3 reasons why people should elect their leaders.</li> </ul> <p>The teacher summarises the lesson.</p> | <p>Students respond to the teacher's questions.</p> <p>The students listen to the teacher's summary.</p>                                                                                                                                                                                                     | Questioning, Explanation |

## LESSON PLAN ON ELECTORAL PROCESS USING JURISPRUDENTIAL INQUIRY MODEL

### LESSON 11

|                  |                    |
|------------------|--------------------|
| <b>Subject:</b>  | Government         |
| <b>Unit:</b>     | Election           |
| <b>Topic:</b>    | Suffrage/Franchise |
| <b>Duration:</b> | 45 minutes         |
| <b>Age:</b>      | 16+                |
| <b>Sex:</b>      | Male and Female    |

#### **Instructional Objectives:**

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

1. Define the term suffrage
2. Trace briefly the history of suffrage in Nigeria
3. Explain the two types of suffrage
4. Explain conditions for voting under universal suffrage
5. Give reasons why countries adopt limited or universal suffrage

**Instructional techniques:** Discussion, explanation, and questioning

**Instructional materials:** Poster of people being accredited for voting

**Entering Behaviour:** The students must have been familiar with the word right to participate in an activity. The teacher will test their familiarity by asking them to explain what they understand by having the right to participate in an activity.

### Presentation and Procedure

| Step | Content development                    | Teacher's Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Students' activity                                                                                                                                                                                                                                           | Strategy                 |
|------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 1    | Introduction (Orientation of the case) | <p>The teacher tests the entry behaviour the students by asking them;</p> <ul style="list-style-type: none"> <li>Who selects or chooses your class prefect?</li> <li>Do all the members of the class participate in the selection of your prefect?</li> </ul> <p>From the students' response, the teacher introduces the topic of the lesson as suffrage. The teacher goes further to read an article to the students;</p> <p>'A boy from Nigeria worked into INEC office and asked to be registered for voters' card. The official in charge asked him how old he was. The boy said 'I am 17 years'. Then the official told him, boy, we cannot register you because you are not eligible'. The teacher also tells the class another story of a lunatic who worked into a polling booth and demanded to be allowed to vote.</p> | <p>The students listen to the teacher's explanation and respond to the teacher's questions. .</p> <p>The students also listen attentively to the teacher's short story and brainstorm to link it to the day's lesson.</p>                                    | Set induction            |
| 2    | Identifying the issues                 | The teacher asks the students 'what could be the obvious reasons for the electoral officers' refusal to allow the boy to register and the lunatic to vote?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>The students pay attention to the teacher's questions.</p> <p>-</p>                                                                                                                                                                                       | Questioning              |
| 3    | Grouping / Taking stances              | <p>The teacher asks, should the boy and the lunatic be allowed to register and vote, considering the fact that voting is their one of their civic responsibilities as citizens of Nigeria to exercise their franchise?</p> <p>The teacher moderates the students by calling the class members to take their stand on the issue raised.</p> <p>Position 1: Everyone should be allowed to vote since they are citizens of the country</p> <p>Position 2: Only the eligible ones should be allowed to vote.</p> <p>The teacher encourages the students to</p>                                                                                                                                                                                                                                                                       | <p>Students take note of the issues raised by the teacher and take their positions on the issue. One or two students take their stand and other follow suit.</p> <p>The students equally brainstorm in their groups to get facts to support their stand.</p> | Questioning, Explanation |

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|   |                                  | <p>brainstorm in their groups to generate points to support their stance.</p> <p>The teacher explains the rules of the debate as; listen to the other side in order to understand their point of view, take good notes, no shouting, no degrading remarks and no insults.</p> <p>After reading the rules to the students, the teacher asks the students to make use of the materials available to them for clarification and to strengthen their evidence. The teacher then gives each group 10-15 minutes to choose the top three reasons to support their stand.</p>                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                     |
| 4 | Exploring the Stance             | The teacher monitors the students as they carry out the task in their respective groups. The teacher monitors to ensure active participation of the group members.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | The students in their respective groups carry out the task. They organize data, report their findings within the group and analyze their findings. They equally plan on their presentation by helping each other to identify the main points of their findings.                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Explanation<br>use of examples, stimulus variation. |
| 5 | Refining and qualifying position | <p>The teacher writes the responses of the individual groups. The teacher asks; Group 1, what did you find out about the meaning of suffrage?</p> <p>Group 1 also tell us the brief history of suffrage in Nigeria</p> <p>Are there different types of suffrage?</p> <p>Group 2, how many types of suffrage are there?</p> <p>Group 2, What do you understand by restricted suffrage?</p> <p>The teacher asks the students to mention the conditions?</p> <p>Study group 1, are there reasons given for the practice of restricted franchise?</p> <p>Study Group 2, give a reason why the restricted franchise is not adopted by some countries</p> | <p>The students respond to the questions posed by the teacher thus;</p> <ul style="list-style-type: none"> <li>• Suffrage is the right to vote and be voted for in an election.</li> <li>• franchise</li> </ul> <p>students respond by tracing the history of suffrage in Nigeria</p> <p>Yes</p> <p>Limited/ Restricted suffrage and unlimited/ universal franchise.</p> <p>It means that everyone does not have the right to vote. Right to vote is only given to those who may have fulfilled special conditions expected of every eligible voter under the law of the state.</p> <p>Property, income, Education, age</p> <p>Yes. It is believed that when one is wealthy or educated, he will lead his country better.</p> | Questioning,<br>Use of example,<br>Explanation      |

|    |                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
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|    |                             | <p>What another type of suffrage do we have?</p> <p>Group 2, what do you understand by universal suffrage?</p> <p>What are those restrictions?</p> <p>The teacher asks the two groups, now why do you think that people should be restricted to vote on the basis of age, mental state etc.</p> <p>The teacher moderates the response given by the students.</p> <p>Study Group 1, why have some countries chosen to practice universal suffrage?</p> <p>Group 2, what type of suffrage does Nigeria practice?</p> | <p>Students respond by saying, it is believed that voting is a fundamental right and should not be denied, anyone. Besides, education alone does not give common sense and if only the rich leads, it is possible that the country will be run for the benefit of the rich.</p> <p>Universal suffrage.<br/>Group 2 responds thus; It is the right of the vote given to all citizens who have attained a certain minimum age irrespective of sex or other qualification.</p> <p>No there are other restrictions.</p> <p>One with a criminal record or a lunatic is not allowed to contest or vote.</p> <p>The two groups now defend their stances.</p> <p>Group 1 responds, even though we found that 18 years is the eligible vote, everyone should be allowed to vote because they are also citizens. Nothing should restrict people from voting or register for voting</p> <p>Group2 responds by saying, 18 years is the eligible age because it is believed that from this age, one should be able to think rationally. The same thing is applicable to a lunatic because he cannot reason well, therefore he cannot choose wisely.</p> <p>It is believed that universal suffrage is democratic, makes the government to be run for the interest of all.</p> <p>Universal suffrage</p> |  |
| 6. | Testing factual assumptions | The teacher says, do you now see why the boy and the lunatics were not allowed                                                                                                                                                                                                                                                                                                                                                                                                                                     | The students respond to the teachers' questions by                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |

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| 7 | behind<br>positions<br><br>Evaluation | to participate in the registration and the voting process.<br>The teacher guides the responses of the groups, corrects wrong expressions and makes his own contribution(s).<br>The teacher evaluates the students thus; <ul style="list-style-type: none"> <li>• What is suffrage?</li> <li>• Briefly trace the history of suffrage</li> <li>• What are the two types of suffrage?</li> <li>• Give reasons for adopting limited or universal suffrage.</li> <li>• What are the conditions for voting under universal suffrage?</li> </ul> The teacher summarizes the key points of the lesson. | saying that, both the boy and the lunatic cannot reason rationally.<br><br><br><br><br><br><br><br><br><br>The students listen to the teacher's summary. |  |
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## LESSON PLAN ON ELECTORAL PROCESS USING JURISPRUDENTIAL INQUIRY MODEL

### LESSON III

|                  |                            |
|------------------|----------------------------|
| <b>Subject:</b>  | Government                 |
| <b>Unit:</b>     | Electoral systems          |
| <b>Topic:</b>    | Types of Electoral systems |
| <b>Class:</b>    | SS2                        |
| <b>Duration:</b> | 45 minutes                 |
| <b>Age:</b>      | 16+                        |
| <b>Sex:</b>      | Male/Female                |

#### **Instructional Objectives:**

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

1. Define the electoral system
2. Outline 3 characteristics of the electoral system
3. List 3 types of electoral system and briefly explain them
4. Discuss 3 advantages and disadvantages of a simple majority
5. Discuss 3 disadvantages and disadvantages of a simple majority
6. Differentiate between simple and absolute majority system
7. Organize a class mock election to showcase the types of electoral system.

**Instructional techniques:** Explanation, Illustration, questioning, stimulus variation

**Instructional materials:** Pictures showing people voting in an election.

**Entering Behaviour:** Student has been hearing of elections and voting.

### Presentation and Procedure

| Step | Content development         | Teacher's Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Students' activity                                                                                                                                                                                                                                           | Strategy        |
|------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 1    | Introduction                | <p>The teacher tests the entry behavior of the students by posing the following questions to them:</p> <ul style="list-style-type: none"> <li>• How do you select your class prefects?</li> <li>• Does everyone participate in the selection?</li> <li>• What made you to elect the person you did?</li> <li>• Have you witnessed this kind of exercise in your community?</li> </ul> <p>The teacher then asks the students, what type of electoral system do you think is better to be adopted when choosing your prefect, simple or absolute majority?</p>   | The students respond to the teacher's questions by telling the teacher how they select their prefect. The students take note of the lesson for the day.                                                                                                      | Entry behaviour |
| 2    | Identifying the issues      | The teacher asks the students, is it the system where a candidate is declared a winner as long as he has more than half of the vote or a system where half of the votes is not enough to make one a winner?                                                                                                                                                                                                                                                                                                                                                    | The students pay attention to the teacher's response                                                                                                                                                                                                         | Explanation     |
| 3    | Grouping/<br>Taking stances | <p>The teacher asks the students to take their stand and divides the class into two. The teacher also tells the students to use 10-15 minutes to find facts to defend their stand</p> <p>The teacher encourages the students to brainstorm in their groups to generate points to support their stance.</p> <p>The teacher explains the rules of the debate as; listen to the other side in order to understand their point of view, take good notes, no shouting, no degrading remarks and no insults.</p> <p>After reading the rules to the students, the</p> | <p>Students take note of the issues raised by the teacher and take their positions on the issue. One or two students take their stand and other follow suit.</p> <p>The students equally brainstorm in their groups to get facts to support their stand.</p> | Explanation     |

|   |                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                  |
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|   |                         | teacher asks the students to make use of the materials available to them for clarification and to strengthen their evidence. The teacher then gives each group 10-15 minutes to choose the top three reasons to support their stand, wrong behavior.                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                  |
| 4 | Exploring stance        | The teacher monitors the students as they carry out the task in their respective groups. The teacher monitors to ensure active participation of the group members.                                                                                                                                                                                                                                                                                                                                                                                                                                                 | The students in their respective groups carry out the task. They organize data, report their findings within the group and analyze their findings. They equally plan on their presentation by helping each other to identify the main points of their findings.                                                                                                                                                                                                                                                                                                                                                                                                         | Explanation use of examples, stimulus variation. |
| 5 | Refining and qualifying | <p>The teacher moderates their explanations and corrects wrong answers. The teacher writes the responses of the individual groups. The teacher asks;</p> <p>Group 1, what is the meaning of electoral systems.</p> <p>Group 2, what are the types of electoral systems?</p> <p>Group 1, you said you support simple majority system, what does it mean?</p> <p>Group 2, justify your stand by telling us what you understand the absolute majority to be?</p> <p>The teacher guides the responses and corrects erroneous expressions.</p> <p>Group 1, explain to us the characteristics of the simple majority</p> | <p>Electoral systems are methods or arrangements through which persons are elected into different political offices or positions in government.</p> <p>Students give types of electoral systems as simple majority system, an absolute majority, secret (second ballot) ballot, proportional representative.</p> <p>Students respond by saying, simple majority system is “first past the vote system” where a candidate who secures the greatest or highest number of votes is declared a winner.</p> <p>An absolute majority is a system where the winner must secure 50% plus 1 of the total votes cast.</p> <p>Students respond to the question, thus; a simple</p> | Use of Example, Questioning, stimulus variation  |

|   |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |             |
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|   |                                              | <p>Group 2, what are the characteristics of the absolute majority?</p> <p>The teacher corrects erroneous impressions.</p> <p>Group 1, what are the advantages and disadvantages of the simple majority?</p> <p>Group 2, are the likely disadvantages of the absolute majority?</p> <p>What is the major difference between simple and absolute majority?</p> <p>The teacher moderates their responses and corrects wrong answers.<br/>The teacher asks the class to organize a mock election to show the two processes.</p> | <p>majority system discourages the formation of several political parties.</p> <p>Students respond to the teacher's question thus; in absolute majority, the winner must secure half of the votes cast while a simple majority requires having the highest vote.</p> <p>Group 1 answer thus; advantages of the simple majority are that it is economical and voting is simple while its disadvantage includes that it encourages rigging and does not produce results that represent the wishes of the people.</p> <p>Its advantages are that; there is a reflection of the wishes of the people, it produces credible candidates while its disadvantages are that; it is expensive and time-consuming.</p> <p>While simple majority gives room for the highest candidate with the highest number of the vote to win, the absolute majority emphasizes on getting the greater number of the percentage of the total vote cast.</p> |             |
| 6 | Testing factual assumptions behind Positions | <p>The teacher asks the students to give reasons why they prefer the system they chose</p> <p>The teacher tells the students, having seen the characteristics of the simple and absolute majority, the adoption of either of them depends on the one the one a</p>                                                                                                                                                                                                                                                          | <p>Students respond to the teacher's questions</p> <p>The students pay attention to the teacher's explanations.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Questioning |

|   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                             |                          |
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|   |            | country agrees to adopt as enshrined in the constitution of the land.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                             |                          |
| 7 | Evaluation | <p>The teacher evaluates the entire class by asking the following questions;</p> <ol style="list-style-type: none"> <li>7. Explain the term electoral systems.</li> <li>8. What are the 3 characteristics of simple and absolute majority systems?</li> <li>9. List the 3 types of electoral systems?</li> <li>10. Discuss 3 advantages and disadvantages of simple majority</li> <li>11. Discuss 3 advantages and disadvantages of absolute majority</li> <li>12. Differentiate between simple and absolute majority systems.</li> </ol> <p>The teacher summarizes the key points of the lesson.</p> | Students take note of the teacher's summary | Questioning, Explanation |

## LESSON PLAN ON ELECTORAL PROCESS USING GROUP INVESTIGATION MODEL

### LESSON IV

|                  |                                           |
|------------------|-------------------------------------------|
| <b>Subject:</b>  | Government                                |
| <b>Unit:</b>     | Types of Electoral systems                |
| <b>Topic:</b>    | Proportional Representation/Second Ballot |
| <b>Class:</b>    | SS2                                       |
| <b>Duration:</b> | 45 minutes                                |
| <b>Age:</b>      | 16+                                       |
| <b>Sex:</b>      | Male/Female                               |

**Instructional Objectives:** By the end of the lesson, students should be able to:

1. Define Proportional representation
2. Outline 3 merits and 3 demerits of proportional
3. Explain second ballot system
4. Outline two merits and demerits of the second ballot system
5. Give examples of countries that practice second ballot system
6. Define Electoral college
7. Outline 2 merits and 2 demerits of the electoral college

**Instructional techniques:** Discussion, Explanation, questioning

**Instructional materials:** Poster of people voting in an election

**Entering Behaviour:** The students have heard about other types of electoral systems and have acquired background knowledge

### Presentation and Procedure

| Step | Content development         | Teacher's Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Students' activity                                                                   | Strategy           |
|------|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------|
| 1    | Introduction                | The teacher tests the entry behavior of the students by asking them the two types of electoral system that they learned in the last class. The teacher asks the student, apart from your stand in the previous class on the type of electoral system you prefer, they are other political systems?                                                                                                                                                                                                                                                                                             | The students respond to the teacher's questions. They take note of the day's lesson. | Entry behaviour    |
| 2    | Identifying the issues      | The teacher informs the class that they will remain in their groups they were in the last presentation and find facts about <ul style="list-style-type: none"> <li>• Meaning of proportional representation</li> <li>• Types of proportional representation</li> <li>• Merits and demerits of proportional representation</li> <li>• Meaning of the second ballot</li> <li>• Its advantages and disadvantages.</li> <li>• Countries that practice the second ballot</li> </ul>                                                                                                                 | The students take note of the questions and move to their respective groups.         | Questioning        |
| 3    | Grouping/<br>Taking stances | The teacher encourages the students to brainstorm in their groups to generate points to support their stance.<br>The teacher explains the rules of the debate as; listen to the other side in order to understand their point of view, take good notes, no shouting, no degrading remarks and no insults.<br>After reading the rules to the students, the teacher asks the students to make use of the materials available to them for clarification and to strengthen their evidence. The teacher then gives each group 10-15 minutes to choose the top three reasons to support their stand. | Students in their respective groups discuss and find facts on the questions.         | Explanation        |
| 4    | Exploring the stance        | The teacher monitors the students as they carry out the task in their                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | The students in their respective groups carry out the task. They                     | Explanation use of |

|   |                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                 |
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|   |                         | respective groups. The teacher monitors to ensure active participation of the group members                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | organize data, report their findings within the group and analyze their findings. They equally plan on their presentation by helping each other to identify the main points of their findings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | examples, stimulus variation.                   |
| 5 | Refining and qualifying | <p>The teacher writes out the responses of the individual groups. The teacher asks;<br/>Group 1, define a proportional representative.</p> <p>What are the types of proportional representation you found out?<br/>Group 2, what is a single non-transferable vote?</p> <p>Group 1, explain the advantages of the single transferable vote system</p> <p>Group 2, mention merits and demerits of proportional representative</p> <p>Group 1, tell us what you understand by the second ballot.</p> <p>Group 2, what are the likely advantages and disadvantages of the second ballot system?</p> <p>Group 1, tell us what you understand by the electoral college.</p> <p>Group 2 what are the advantages of</p> | <p>Study group 1 responds to the teacher's question.<br/>Proportional representation is the method of awarding seats to parties in the same proportion as the population votes they secure. Students respond to the teacher's question. The types are; single non-transferable vote system and single transferable vote system.<br/>In the single non-transferable vote system, the voter is only allowed to make one vote on his ballot paper. The ballot papers are sorted out, an electoral quota, known as drop quota is wanned out and any candidate who secured a number of votes equal to or exceeding the drop quota is declared elected.<br/>In single transferable vote system, voting takes place in multi-member constituencies but each election has only one vote.</p> <p>The students respond by saying that its merits are; considered democratic; it gives equal value to all votes. Demerits are; it is expensive, it produces a coalition government which is unstable in nature.</p> <p>The students respond by stating that the second ballot is a system that involves two ballots. In the first place, the successful candidate will obtain an absolute majority of the votes cast. If there is no candidate with such number of votes, a second ballot will be conducted and those with low votes will be eliminated, after which the winning candidate will be required to obtain a simple majority.</p> <p>It gives way for the majority opinion, however, it is expensive to run and it takes more time to be conducted.</p> | Explanation use of examples, stimulus variation |

|   |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                          |
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|   |                                              | <p>the electoral college?</p> <p>Group 1, tell us the disadvantages of an electoral college system of voting</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Group 1 responds by saying that the Electoral college system of voting is the system whereby a body of persons elected or chosen by the whole electorate who have final authority to choose the leaders for the people.</p> <p>Students respond by saying that the advantage of the electoral college is; it is not expensive, to conduct, the electorate is educated or literate, among others. The students respond by stating that; it easily succumbs to bribery and corruption, it does not give the electorate the opportunity of being part of those that select the representatives among others.</p> |                          |
| 6 | Testing factual assumptions behind positions | <p>The teacher asks the students to give reasons why they prefer the system they chose.</p> <p>The teacher asks the students, having seen the characteristics of proportional representation and second ballot, the adoption of either of them depends on the one a country agrees to adopt as enshrined in the constitution of the land.</p> <p>The teacher asks the students to give examples of the countries that practice second ballot system</p>                                                                                                                                                                                                                                                                    | <p>Students respond to the teacher's questions</p> <p>The students pay attention to the teacher's explanations.</p> <p>The students answer that one of the countries that practice the second ballot is France</p>                                                                                                                                                                                                                                                                                                                                                                                               |                          |
| 7 | Evaluation                                   | <p>The teacher evaluates the students by asking them the following questions. The teacher at this point will not focus on the groups:</p> <ul style="list-style-type: none"> <li>• What is a proportional representative?</li> <li>• What are the 3 merits of proportional representatives?</li> <li>• What are the 3 demerits of proportional representatives?</li> <li>• What are the 3 advantages of 3 disadvantages of the second ballot?</li> <li>• Which country practices the second ballot</li> </ul> <p>The teacher summarises the lesson and tells the students to get ready for the next class on organization of election.</p> <p>The teacher gives the students the topic that will be taught in the next</p> | <p>Students respond to the teacher's questions.</p> <p>The students take note of the teacher's summary and also take note of the next topic that will be presented in the next class.</p>                                                                                                                                                                                                                                                                                                                                                                                                                        | Questioning, Explanation |

|  |  |        |  |  |
|--|--|--------|--|--|
|  |  | class. |  |  |
|--|--|--------|--|--|

## LESSON PLAN ON ELECTORAL PROCESS USING JURISPRUDENTIAL MODEL

### LESSON V

**Subject:** Government

**Unit:** Organization of Election

**Topic:** Features of free and fair election

**Class:** SS2

**Duration:** 45 minutes

**Age:** 16+

**Sex:** Male/Female

**Instructional Objectives:** By the end of the lesson, students should be able to:

1. Explain the meaning of free and fair election.
2. Explain types of voting
3. Explain at least 5 terms associated with the election
4. Describe five features of the free and fair election.
5. Explain five stages of organizing an election.
6. Outline the advantages of the free and fair election.
7. State at least 5 forms of electoral malpractice.
8. State 5 causes of electoral malpractice
9. Consequences of electoral malpractice

**Instructional techniques:** Explanation, illustration, stimulus variation

**Instructional materials:** Posters showing people voting in an election and those showing the mark of violence at the polling booth.

**Entering Behaviour:** Students have been hearing of election and as well have been organizing their class elections towards electing their prefect.

### Presentation and Procedure

| Step | Content Development         | Teacher's Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Students' activity                                                                                                                                        | Strategy                              |
|------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| 1    | Introduction                | <p>The teacher tests the entry behavior of the students by asking them the following questions;</p> <ul style="list-style-type: none"> <li>• The day you elected your prefect, was the result of the election forged or was it a true representation of the class opinion?</li> <li>• What were the steps you took in electing your prefect?</li> <li>• Were the votes counted well?</li> </ul> <p>The teacher tells the students the short story of a community that has in war because they said that the election conducted for the election of their traditional ruler was rigged and finally a wrong candidate was declared the winner.</p> | Students respond to the teacher's questions and take note of the day's lesson and pay attention to the short story of the teacher.                        | Entry behaviour,<br><br>Set induction |
| 2    | Identifying the issues      | The teacher asks the class to establish whether the one that has been selected should be allowed to rule or should the community conduct another election to ensure that popular opinion is retained.                                                                                                                                                                                                                                                                                                                                                                                                                                            | The students pay attention to the teacher's explanation                                                                                                   | Explanation                           |
| 3    | Grouping/<br>Taking Stances | <p>The teacher moderates the students by calling the class members to take their stand on the issue raised.</p> <p>Position 1: The community should conduct another election</p> <p>Position 2: Since someone has been declared a winner, the community should allow that person to rule.</p> <p>The teacher encourages the students to brainstorm in their groups to generate points to</p>                                                                                                                                                                                                                                                     | Students take note of the issues raised by the teacher and take their positions on the issue. One or two students take their stand and other follow suit. | Explanation                           |

|   |                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                 |
|---|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
|   |                         | <p>support their stance.</p> <p>The teacher explains the rules of the debate as; listen to the other side in order to understand their point of view, take good notes, no shouting, no degrading remarks and no insults.</p> <p>After reading the rules to the students, the teacher asks the students to make use of the materials available to them for clarification and to strengthen their evidence. The teacher then gives each group 10-15 minutes to choose the top three reasons to support their stand.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                 |
| 4 | Exploring the stance    | <p>The teacher monitors the students as they carry out the task in their respective groups. The teacher monitors to ensure active participation of the group members</p>                                                                                                                                                                                                                                                                                                                                              | <p>The students in their respective groups carry out the task. They organize data, report their findings within the group and analyse their findings. They equally plan on their presentation by helping each other to identify the main points of their findings.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Stimulus Variation                              |
| 5 | Refining and qualifying | <p>The teacher writes the responses of the individual groups. The teacher asks;</p> <p>Group 1 what is a free and fair election</p> <p>Group 2 mention 2 types of voting?</p> <p>Group 1, mention 3 terms associated with the election.</p> <p>Group 2, mention 2 other terms that are associated with the election</p>                                                                                                                                                                                               | <p>The students respond to the questions posed by the teacher thus;</p> <p>Group 1 responds by saying that free and fair elections are elections that are conducted following the election rules without any form of conflict, violence or manipulation.</p> <p>Secret balloting: This is the type of voting where the voters cast their votes secretly.</p> <p>Open ballot: This is where the voters stand at the back of the candidate they want.</p> <p>By-Election: This is an election that takes place to fill a vacant elective post as a result of disqualification, resignation or death.</p> <p>Run-Off Election: This is when none of the candidates wins the election by an absolute majority. This is also referred to as the second ballot.</p> <p>Plebiscite: This is a 'Yes or no'</p> | Questioning, Use of example, stimulus Variation |

|   |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
|---|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|   |                                                  | <p>Group 2, what are the features of the free and fair election?</p> <p>The teacher modifies their answers and makes his own contribution.</p> <p>Group 1, what are the stages of conducting an election</p> <p>The teacher corrects erroneous answers and makes his own contribution.</p> <p>Study Group 2, explain the advantages of the free and fair election.</p> <p>Group 1, what are the forms of electoral malpractice</p> <p>Group 2 explain the causes of electoral malpractice</p> <p>Group 1 tell us the consequences of electoral malpractice</p> | <p>vote of the people especially on issues of national importance<br/>Primary Election: This involves the political parties presenting candidates for any election in a country.<br/>Referendum: This is a 'yes' or 'no' vote of the people particularly on the law in a given political system.</p> <p>Study group 2 responds that features of free and fair elections are the absence of intimidation of voters, registration of voters, having many candidates to choose from, observing "one man one vote", votes must be counted in the public, among others.</p> <p>Group 1 through their members state the stages of organizing free and fair elections thus; delimitation of constituencies; registration of voters; revision of voter's register, registration of political parties and so on.</p> <p>The students respond that election should be free and fair because of the following reasons; free and fair election emphasizes the responsibility of the government to the people, makes people feel they are the part of the government among others.</p> <p>The students mention stealing of electoral materials, rigging of election among others and explain them.</p> <p>The students mention over-ambition of some politicians, poverty etc and explain them.</p> <p>The students mention apathy, corrupt leadership, loss of lives and property.</p> |  |
| 6 | Testing factual assumptions behind the positions | The teacher tells the students, having learned about the free and fair election, justify your stand.                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Group 1: any leader that emerges through an illegitimate way should not be allowed to lead. Leadership is all about discipline, a show of example etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |

|   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                 |                          |
|---|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
|   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Group 2: having realized the consequences of electoral malpractice, any offender should not be allowed to lead. Secondly, the person should be brought to book. |                          |
| 7 | Evaluation | <p>The teacher evaluates the students by asking them the following questions;</p> <ul style="list-style-type: none"> <li>• What does free and fair election mean?</li> <li>• Mention 2 types of voting</li> <li>• State 3 terms associated with the an election</li> <li>• What are the five features of the free and fair election?</li> <li>• Explain five stages of organizing an election.</li> <li>• What are the 3 advantages of free and fair election</li> <li>• Mention 3 forms of electoral malpractice</li> <li>• What are the 3 cause of electoral malpractice</li> <li>• What are the 3 consequences of electoral malpractice?</li> </ul> <p>The teacher summarises the day's lesson..</p> | <p>Students respond to the teacher's questions and take note of the teacher's summary</p>                                                                       | Questioning, Explanation |

## LESSON PLAN ON ELECTORAL PROCESS USING JURISPRUDENTIAL INQUIRY MODEL

### LESSON VI

**Subject:** Government

**Unit:** Organization of election

**Topic:** Electoral Commission

**Class:** SS2

**Duration:** 45 minutes

**Age:** 16+

**Sex:** Male/Female

**Instructional Objectives:** By the end of the lesson, students should be able to:

1. Define electoral commission
2. Explain the organization of electoral commission
3. Outline the 5 duties of electoral commissions.
4. List four electoral officers and their functions
5. Put in practice the processes of fair election by organizing mini-election in the class.

**Instructional techniques:** Explanation, illustration, Questioning

**Instructional materials:** Posters showing people INEC officials conducting elections.

**Entering Behaviour:** Students have been witnessing elections.

### Presentation and Procedure

| Step | Content development | Teacher's Activity                                                                                                                                                                | Students' activity                                                                | Strategy                       |
|------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------|
| 1    | Introduction        | The teacher tests the entry behavior of the students by asking them the following questions; <ul style="list-style-type: none"> <li>Who organizes your class election?</li> </ul> | Student's responds to the teacher's questions and takes note of the day's lesson. | Entry behaviour, set induction |

|   |                        |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                    |                                                         |
|---|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
|   |                        | <ul style="list-style-type: none"> <li>Which board/office is in charge of selecting your school functionaries?</li> </ul> <p>From the students' response, the teacher introduces the topic of the day as the electoral commission.</p>                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                    |                                                         |
| 2 | Identifying the issues | <p>The teacher informs the class that the topic for the day is an electoral commission. She asks the students whether they fill it is important to have a body in charge of the election.</p> <p>The teacher asks the students, using Nigerian situation, do you think INEC is relevant?</p> <p>The teacher notes, there has been agitation in the country whether the commission should be scrapped or retained</p> | <p>Students take note of the day's lesson and brainstorm with the teacher to raise relevant questions. They ask thus;</p> <ul style="list-style-type: none"> <li>What is an electoral commission?</li> <li>What are the functions of electoral commission?</li> <li>What is the work of their officers?</li> </ul> |                                                         |
| 3 | Investigating          | <p>The teacher monitors the student's participation in the groups.</p>                                                                                                                                                                                                                                                                                                                                               | <p>Respective study groups organize, record data and report their findings in their groups. Students interact in their groups on the questions given to them in order to find answers to them. They read books and make use of other sourced materials.</p>                                                        |                                                         |
| 4 | Presentation           | <p>The teacher decides to twist the pattern of presentation to ascertain the extent of the acquisition of knowledge. He calls any group to present without following the groups eventually.</p> <p>The teacher corrects erroneous sentences as students make their presentation.</p> <p>Group 3, what is an electoral commission?</p>                                                                                | <p>Group 3, responds by saying that electoral commission is the body constitutionally charged with the responsibility of organizing an election in a country.</p>                                                                                                                                                  | <p>Explanation,<br/>Use of example,<br/>Questioning</p> |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  | <p>Give us an example of the electoral commission in Nigeria and what they are called at the state level.</p> <p>Group 1, how are electoral commission organized?</p> <p>Group 4, what are the duties of electoral commission?</p> <p>The teacher says, students, having listened to the duties of the commission, we want to know the specific duties of the electoral officers.</p> <p>Now group 1, tell us four electoral officers and their functions.</p> <p>The teacher guides the explanations given by the students and corrects their mistakes.</p> <p>The teacher says, having known the duty of electoral commission and want to see you demonstrate how a free and fair election can be carried out in Nigeria. you will use only 10 mins of that. Now the group leaders should organize it.</p> <p>The teacher corrects the areas students make mistakes and also encourage their good performance.</p> <p>The teacher will look out for students performance in terms of; appointment of key electoral officers, voting system, counting of votes, interest shown by students in</p> | <p>It is called INEC, that is, Independent National Electoral Commission. At the state level, it is called State Electoral Commission</p> <p>The chairman oversees the work of the commission and the activities of the members. The chairman also disciplines the disobedient staff. Next to the chairman is the secretary who is in charge of all the correspondences of the commission.</p> <p>Group 4 responds by answering that the following are the duties of electoral commission; conduct elections, registration of voters, the appointment of presiding or returning officers among others.</p> <p>Group 1, responds by saying that the electoral officers are; supervisors, polling clerk, presiding officer, returning officer among others. The students then mention their functions.</p> <p>The students organize a mini-election where they are expected to demonstrate the process of free and fair election. The students will show their ability to carry out the task within the limited time given.</p> |  |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                            |                          |
|---|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
|   |            | <p>voting.</p> <p>As the presentation is on, the teacher guides and monitors their activity.</p>                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                            |                          |
| 5 | Evaluation | <p>The teacher evaluates the students by asking them the following questions;</p> <ul style="list-style-type: none"> <li>• What is an electoral commission?</li> <li>• How is the electoral commission organized?</li> <li>• What are the 5 duties of an electoral commission?</li> <li>• List four (4) electoral officers and their functions.</li> <li>• What are the major processes of organizing a free and fair election?</li> </ul> <p>The teacher summarizes the lesson by mentioning the key ideas in the lesson.</p> | <p>The students respond to the teacher's questions and pay attention to the teacher's corrections.</p> <p>They take note of the summary of the lesson.</p> | Questioning, Explanation |

## Appendix G

### Reliability of the Instrument

#### MCGAT

#### COMPUTATION OF K-R20 RELIABILITY CO-EFFICIENT FOR SS2 MULTIPLE CHOICE GOVERNMENT ACHIEVEMENT TEST (MCGAT)

| Items | No. passing | No. failing | Proportion passing(p) | Proportion failing (q) | Pq     |
|-------|-------------|-------------|-----------------------|------------------------|--------|
| 1     | 12          | 13          | 0.48                  | 0.52                   | 0.2496 |
| 2     | 17          | 8           | 0.68                  | 0.32                   | 0.2176 |
| 3     | 14          | 11          | 0.56                  | 0.44                   | 0.2464 |
| 4     | 17          | 8           | 0.68                  | 0.32                   | 0.2176 |
| 5     | 16          | 9           | 0.64                  | 0.36                   | 0.2304 |
| 6     | 18          | 7           | 0.72                  | 0.28                   | 0.2016 |
| 7     | 15          | 10          | 0.6                   | 0.4                    | 0.24   |
| 8     | 15          | 10          | 0.6                   | 0.4                    | 0.24   |
| 9     | 18          | 7           | 0.72                  | 0.28                   | 0.2016 |
| 10    | 13          | 12          | 0.52                  | 0.48                   | 0.2496 |
| 11    | 16          | 9           | 0.64                  | 0.36                   | 0.2304 |
| 12    | 18          | 7           | 0.72                  | 0.28                   | 0.2016 |
| 13    | 17          | 8           | 0.68                  | 0.32                   | 0.2117 |
| 14    | 14          | 11          | 0.56                  | 0.44                   | 0.2464 |
| 15    | 15          | 10          | 0.6                   | 0.4                    | 0.24   |
| 16    | 17          | 8           | 0.68                  | 0.32                   | 0.2176 |
| 17    | 13          | 12          | 0.52                  | 0.48                   | 0.2496 |
| 18    | 15          | 10          | 0.6                   | 0.4                    | 0.24   |
| 19    | 15          | 10          | 0.6                   | 0.4                    | 0.24   |

|    |    |    |      |      |        |
|----|----|----|------|------|--------|
| 20 | 15 | 10 | 0.6  | 0.4  | 0.24   |
| 21 | 16 | 9  | 0.64 | 0.36 | 0.2304 |
| 22 | 13 | 12 | 0.52 | 0.48 | 0.2496 |
| 23 | 18 | 7  | 0.72 | 0.28 | 0.2016 |
| 24 | 14 | 11 | 0.56 | 0.44 | 0.2464 |
| 25 | 14 | 11 | 0.56 | 0.44 | 0.2464 |
| 26 | 13 | 12 | 0.52 | 0.48 | 0.2496 |
| 27 | 18 | 7  | 0.72 | 0.28 | 0.2016 |
| 28 | 14 | 11 | 0.56 | 0.44 | 0.2464 |
| 29 | 15 | 10 | 0.6  | 0.4  | 0.24   |
| 30 | 13 | 12 | 0.52 | 0.48 | 0.2496 |
| 31 | 18 | 7  | 0.72 | 0.28 | 0.2016 |
| 32 | 15 | 10 | 0.6  | 0.4  | 0.24   |
| 33 | 16 | 9  | 0.64 | 0.36 | 0.2304 |
| 34 | 14 | 11 | 0.56 | 0.44 | 0.2464 |
| 35 | 14 | 11 | 0.56 | 0.44 | 0.2464 |
| 36 | 15 | 10 | 0.6  | 0.4  | 0.24   |
| 37 | 14 | 11 | 0.56 | 0.44 | 0.2464 |
| 38 | 14 | 11 | 0.56 | 0.44 | 0.2464 |
| 39 | 14 | 11 | 0.56 | 0.44 | 0.2464 |
| 40 | 16 | 9  | 0.64 | 0.36 | 0.2304 |
| 41 | 14 | 11 | 0.56 | 0.44 | 0.2464 |
| 42 | 17 | 8  | 0.68 | 0.32 | 0.2176 |
| 43 | 14 | 11 | 0.56 | 0.44 | 0.2464 |
| 44 | 16 | 9  | 0.64 | 0.36 | 0.2304 |
| 45 | 16 | 9  | 0.64 | 0.36 | 0.2304 |
| 46 | 16 | 9  | 0.64 | 0.36 | 0.2304 |

|       |    |    |      |      |         |
|-------|----|----|------|------|---------|
| 47    | 15 | 10 | 0.6  | 0.4  | 0.24    |
| 48    | 15 | 10 | 0.6  | 0.4  | 0.24    |
| 49    | 16 | 9  | 0.64 | 0.36 | 0.2304  |
| 50    | 17 | 8  | 0.68 | 0.32 | 0.2176  |
| Total |    |    |      |      | 11.6773 |

$$\text{Mean} = \frac{\sum X}{N}$$

$$= \frac{764}{25} = 30.56$$

$$S^2 = \frac{\sum X^2 - (\sum X)^2 / n}{n} = \frac{25646 - (764)^2 / 25}{25} = \frac{25646 - 23347.84}{25}$$

$$\frac{2298.16}{25} = 91.9264$$

$$KR20 = \frac{K}{K-1} \left( 1 - \frac{\sum pq}{S^2} \right)$$

$$KR20 = \frac{50}{50-1} \left( 1 - \frac{11.6773}{91.9264} \right) = \frac{50}{49} \left( 1 - \frac{11.6773}{91.9264} \right)$$

$$= 1.020408163 \times (1 - 0.127028797)$$

$$KR20 = 1.020408163 \times 0.872971203$$

$$KR20 = 0.890786941$$

$$KR20 = 0.89$$

## Appendix H

### Reliability for GII

#### 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 |
| .810             | 20         |

### Appendix I

#### LIST OF SCHOOLS IN NSUKKA LOCAL GOVERNMENT AREA FOR 2017/2018 ACADEMIC SESSION

##### SS2

| S/N | NUMBER OF SCHOOLS IN NSUKKA LOCAL GOVERNMENT AREA | M  | F   | TOTAL |
|-----|---------------------------------------------------|----|-----|-------|
| 1   | Agu-Umabor Community Secondary School, Agu-Umabor | 25 | 17  | 42    |
| 2   | Community High School, Ajuona Obimo               | 1  | 15  | 16    |
| 3   | Community High School, Umabor                     | 30 | 36  | 66    |
| 4   | Community Secondary School Edem                   | 27 | 20  | 47    |
| 5   | Community Secondary School Ibagwa Ani             | 38 | 50  | 88    |
| 6   | Community Secondary School Isienu                 | 78 | 120 | 198   |
| 7   | Community Secondary School, Akpotoro Obimo        | 4  | 11  | 15    |
| 8   | Community Secondary School, Alor –Uno             | 20 | 23  | 43    |
| 9   | Community Secondary School, Breme Eha-Ndiagu      | 5  | 14  | 19    |
| 10  | Community Secondary School, Edeoballa             | 68 | 109 | 177   |
| 11  | Community Secondary School, Ehandiagu             | 27 | 20  | 47    |
| 12  | Community Secondary School, Ezebunagu             | 12 | 14  | 26    |
| 13  | Community Secondary School, Lejja                 | 12 | 20  | 32    |
| 14  | Community Secondary School, Nru                   | 60 | 62  | 122   |
| 15  | Community Secondary School, Obimo                 | 22 | 25  | 47    |

|    |                                                     |     |     |     |
|----|-----------------------------------------------------|-----|-----|-----|
| 16 | Community Secondary School, Obukpa                  | 75  | 78  | 153 |
| 17 | Comp. Secondary School Opi                          | 13  | 26  | 39  |
| 18 | Community Secondary School, Okpuje                  | 13  | 13  | 26  |
| 19 | Community Secondary School, Opi-Agu                 | 5   | 5   | 10  |
| 20 | Girls' Secondary School, Ede-Enu Edeoballa          | -   | -   | -   |
| 21 | Lejja High School, Lejja                            | 20  | 22  | 42  |
| 22 | Model Secondary School, Nsukka                      | 60  | 89  | 149 |
| 23 | Nsukka High School, Nsukka                          | 262 | -   | 262 |
| 24 | Okutu Secondary School Okutu                        | 8   | 9   | 17  |
| 25 | Opi High School, Opi                                | 40  | 60  | 100 |
| 26 | Queen Of The Rosary Secondary School, (QRSS) Nsukka | -   | 194 | 194 |
| 27 | St. Cyprian Girls' Secondary School, Nsukka         | -   | 111 | 111 |
| 28 | St. Theresa's College (Stc) Nsukka                  | 282 | -   | 282 |
| 29 | Urban Boys Secondary School, Nsukka                 | 84  | -   | 84  |
| 30 | Urban Girls' Secondary School, Nsukka               | -   | 258 | 258 |

Sou

Source: Post Primary Schools Management Board (PPSMB) Nsukka 2017/2018 academic session.

## Appendix J

### Pretest and Posttest Data output

UNIANOVA Posttest BY Treatment WITH Pretest

/METHOD=SSTYPE(3)

/INTERCEPT=INCLUDE

/PRINT=ETASQ HOMOGENEITY DESCRIPTIVE

/CRITERIA=ALPHA(.05)

/DESIGN=Pretest Treatment.

### Univariate Analysis of Variance

#### Notes

|                        |                                |                                                                                   |
|------------------------|--------------------------------|-----------------------------------------------------------------------------------|
| Output Created         |                                | 20-MAR-2019 06:23:35                                                              |
| Comments               |                                |                                                                                   |
| Input                  | Data                           | D:\dr. chris\Documents\Ugwonna Ogechukwu's main work.sav                          |
|                        | Active Dataset                 | DataSet9                                                                          |
|                        | Filter                         | <none>                                                                            |
|                        | Weight                         | <none>                                                                            |
|                        | Split File                     | <none>                                                                            |
|                        | N of Rows in Working Data File | 165                                                                               |
| Missing Value Handling | Definition of Missing          | User-defined missing values are treated as missing.                               |
|                        | Cases Used                     | Statistics are based on all cases with valid data for all variables in the model. |

|           |                                                   |  |             |
|-----------|---------------------------------------------------|--|-------------|
| Syntax    | UNIANOVA Posttest BY Treatment WITH<br>Pretest    |  |             |
|           | /METHOD=SSTYPE(3)                                 |  |             |
|           | /INTERCEPT=INCLUDE                                |  |             |
|           | /PRINT=ETASQ           HOMOGENEITY<br>DESCRIPTIVE |  |             |
|           | /CRITERIA=ALPHA(.05)                              |  |             |
|           | /DESIGN=Pretest Treatment.                        |  |             |
| Resources | Processor Time                                    |  | 00:00:00.00 |
|           | Elapsed Time                                      |  | 00:00:00.00 |

#### Between-Subjects Factors

|                   | Value Label | N  |
|-------------------|-------------|----|
| Treatment    1.00 | GIM         | 87 |
| 2.00              | JIM         | 78 |

#### Descriptive Statistics

Dependent Variable: Posttest

| Treatment | Mean    | Std. Deviation | N   |
|-----------|---------|----------------|-----|
| GIM       | 36.5402 | 5.46831        | 87  |
| JIM       | 31.7692 | 4.58661        | 78  |
| Total     | 34.2848 | 5.59159        | 165 |

**Levene's Test of Equality of Error Variances<sup>a</sup>**

Dependent Variable: Posttest

| F    | df1 | df2 | Sig. |
|------|-----|-----|------|
| .008 | 1   | 163 | .931 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Pretest + Treatment

**Tests of Between-Subjects Effects**

Dependent Variable: Posttest

| Source          | Type III Sum of Squares | Df  | Mean Square | F       | Sig. | Partial Eta Squared |
|-----------------|-------------------------|-----|-------------|---------|------|---------------------|
| Corrected Model | 3035.953 <sup>a</sup>   | 2   | 1517.977    | 117.568 | .000 | .592                |
| Intercept       | 3933.318                | 1   | 3933.318    | 304.637 | .000 | .653                |
| Pretest         | 2099.796                | 1   | 2099.796    | 162.630 | .000 | .501                |
| Treatment       | 743.532                 | 1   | 743.532     | 57.587  | .000 | .262                |
| Error           | 2091.659                | 162 | 12.911      |         |      |                     |
| Total           | 199077.000              | 165 |             |         |      |                     |
| Corrected Total | 5127.612                | 164 |             |         |      |                     |

a. R Squared = .592 (Adjusted R Squared = .587)

UNIANOVA Pretest BY Treatment WITH Posttest

/METHOD=SSTYPE(3)

/INTERCEPT=INCLUDE

/PRINT=ETASQ HOMOGENEITY DESCRIPTIVE

/CRITERIA=ALPHA(.05)

/DESIGN=Posttest Treatment.

## Univariate Analysis of Variance

| Notes                  |                                |                                                                                                                                                                                                           |
|------------------------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Output Created         |                                | 20-MAR-2019 06:23:53                                                                                                                                                                                      |
| Comments               |                                |                                                                                                                                                                                                           |
| Input                  | Data                           | D:\dr. chris\Documents\Ugwonna Ogechukwu's main work.sav                                                                                                                                                  |
|                        | Active Dataset                 | DataSet9                                                                                                                                                                                                  |
|                        | Filter                         | <none>                                                                                                                                                                                                    |
|                        | Weight                         | <none>                                                                                                                                                                                                    |
|                        | Split File                     | <none>                                                                                                                                                                                                    |
|                        | N of Rows in Working Data File | 165                                                                                                                                                                                                       |
| Missing Value Handling | Definition of Missing          | User-defined missing values are treated as missing.                                                                                                                                                       |
|                        | Cases Used                     | Statistics are based on all cases with valid data for all variables in the model.                                                                                                                         |
| Syntax                 |                                | UNIANOVA Pretest BY Treatment WITH Posttest<br><br>/METHOD=SSTYPE(3)<br><br>/INTERCEPT=INCLUDE<br><br>/PRINT=ETASQ HOMOGENEITY DESCRIPTIVE<br><br>/CRITERIA=ALPHA(.05)<br><br>/DESIGN=Posttest Treatment. |
| Resources              | Processor Time                 | 00:00:00.02                                                                                                                                                                                               |
|                        | Elapsed Time                   | 00:00:00.03                                                                                                                                                                                               |

**Between-Subjects Factors**

|           |      | Value Label | N  |
|-----------|------|-------------|----|
| Treatment | 1.00 | GIM         | 87 |
|           | 2.00 | JIM         | 78 |

**Descriptive Statistics**

Dependent Variable: Pretest

| Treatment | Mean    | Std. Deviation | N   |
|-----------|---------|----------------|-----|
| GIM       | 16.4253 | 4.52289        | 87  |
| JIM       | 15.8462 | 3.54224        | 78  |
| Total     | 16.1515 | 4.08687        | 165 |

**Levene's Test of Equality of Error Variances<sup>a</sup>**

Dependent Variable: Pretest

| F    | df1 | df2 | Sig. |
|------|-----|-----|------|
| .067 | 1   | 163 | .797 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Posttest + Treatment

### Tests of Between-Subjects Effects

Dependent Variable: Pretest

| Source          | Type III Sum of Squares | Df  | Mean Square | F       | Sig. | Partial Eta Squared |
|-----------------|-------------------------|-----|-------------|---------|------|---------------------|
| Corrected Model | 1379.149 <sup>a</sup>   | 2   | 689.574     | 82.137  | .000 | .503                |
| Intercept       | 39.646                  | 1   | 39.646      | 4.722   | .031 | .028                |
| Posttest        | 1365.355                | 1   | 1365.355    | 162.630 | .000 | .501                |
| Treatment       | 154.518                 | 1   | 154.518     | 18.405  | .000 | .102                |
| Error           | 1360.064                | 162 | 8.395       |         |      |                     |
| Total           | 45783.000               | 165 |             |         |      |                     |
| Corrected Total | 2739.212                | 164 |             |         |      |                     |

a. R Squared = .503 (Adjusted R Squared = .497)

DATASET ACTIVATE DataSet9.

SAVE OUTFILE="D:\dr. chris\Documents\Ugwonna Ogechukwu's main work.sav"

/COMPRESSED.

UNIANOVA Postinterest BY Treatment WITH Preinterest

/METHOD=SSTYPE(3)

/INTERCEPT=INCLUDE

/PRINT=ETASQ HOMOGENEITY DESCRIPTIVE

/CRITERIA=ALPHA(.05)

/DESIGN=Preinterest Treatment.

## Univariate Analysis of Variance

### Notes

|                        |                                                                                                                                                                                                                            |                                                                                   |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Output Created         | 20-MAR-2019 06:26:33                                                                                                                                                                                                       |                                                                                   |
| Comments               |                                                                                                                                                                                                                            |                                                                                   |
| Input                  | Data                                                                                                                                                                                                                       | D:\dr. chris\Documents\Ugwonna Ogechukwu's main work.sav                          |
|                        | Active Dataset                                                                                                                                                                                                             | DataSet9                                                                          |
|                        | Filter                                                                                                                                                                                                                     | <none>                                                                            |
|                        | Weight                                                                                                                                                                                                                     | <none>                                                                            |
|                        | Split File                                                                                                                                                                                                                 | <none>                                                                            |
|                        | N of Rows in Working Data File                                                                                                                                                                                             | 165                                                                               |
| Missing Value Handling | Definition of Missing                                                                                                                                                                                                      | User-defined missing values are treated as missing.                               |
|                        | Cases Used                                                                                                                                                                                                                 | Statistics are based on all cases with valid data for all variables in the model. |
| Syntax                 | UNIANOVA Postinterest BY Treatment<br>WITH Preinterest<br><br>/METHOD=SSTYPE(3)<br><br>/INTERCEPT=INCLUDE<br><br>/PRINT=ETASQ HOMOGENEITY<br>DESCRIPTIVE<br><br>/CRITERIA=ALPHA(.05)<br><br>/DESIGN=Preinterest Treatment. |                                                                                   |
| Resources              | Processor Time                                                                                                                                                                                                             | 00:00:00.02                                                                       |

|              |             |
|--------------|-------------|
| Elapsed Time | 00:00:00.06 |
|--------------|-------------|

#### Between-Subjects Factors

|           |      | Value Label | N  |
|-----------|------|-------------|----|
| Treatment | 1.00 | GIM         | 87 |
|           | 2.00 | JIM         | 78 |

#### Descriptive Statistics

Dependent Variable: Postinterest

| Treatment | Mean    | Std. Deviation | N   |
|-----------|---------|----------------|-----|
| GIM       | 90.8621 | 8.08411        | 87  |
| JIM       | 88.5513 | 8.22673        | 78  |
| Total     | 89.7697 | 8.20888        | 165 |

#### Levene's Test of Equality of Error Variances<sup>a</sup>

Dependent Variable: Postinterest

| F    | df1 | df2 | Sig. |
|------|-----|-----|------|
| .027 | 1   | 163 | .869 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Preinterest + Treatment

### Tests of Between-Subjects Effects

Dependent Variable: Postinterest

| Source          | Type III Sum of Squares | Df  | Mean Square | F       | Sig. | Partial Eta Squared |
|-----------------|-------------------------|-----|-------------|---------|------|---------------------|
| Corrected Model | 303.431 <sup>a</sup>    | 2   | 151.715     | 2.287   | .105 | .027                |
| Intercept       | 34861.819               | 1   | 34861.819   | 525.466 | .000 | .764                |
| Preinterest     | 83.822                  | 1   | 83.822      | 1.263   | .263 | .008                |
| Treatment       | 189.802                 | 1   | 189.802     | 2.861   | .093 | .017                |
| Error           | 10747.818               | 162 | 66.345      |         |      |                     |
| Total           | 1340720.000             | 165 |             |         |      |                     |
| Corrected Total | 11051.248               | 164 |             |         |      |                     |

a. R Squared = .027 (Adjusted R Squared = .015)

UNIANOVA Preinterest BY Treatment WITH Postinterest

/METHOD=SSTYPE(3)

/INTERCEPT=INCLUDE

/PRINT=ETASQ HOMOGENEITY DESCRIPTIVE

/CRITERIA=ALPHA(.05)

/DESIGN=Postinterest Treatment.

## Univariate Analysis of Variance

| Notes                  |                                |                                                                                                                                                                                                                       |
|------------------------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Output Created         |                                | 20-MAR-2019 06:27:04                                                                                                                                                                                                  |
| Comments               |                                |                                                                                                                                                                                                                       |
| Input                  | Data                           | D:\dr. chris\Documents\Ugwonna Ogechukwu's main work.sav                                                                                                                                                              |
|                        | Active Dataset                 | DataSet9                                                                                                                                                                                                              |
|                        | Filter                         | <none>                                                                                                                                                                                                                |
|                        | Weight                         | <none>                                                                                                                                                                                                                |
|                        | Split File                     | <none>                                                                                                                                                                                                                |
|                        | N of Rows in Working Data File | 165                                                                                                                                                                                                                   |
| Missing Value Handling | Definition of Missing          | User-defined missing values are treated as missing.                                                                                                                                                                   |
|                        | Cases Used                     | Statistics are based on all cases with valid data for all variables in the model.                                                                                                                                     |
| Syntax                 |                                | UNIANOVA Preinterest BY Treatment WITH Postinterest<br><br>/METHOD=SSTYPE(3)<br><br>/INTERCEPT=INCLUDE<br><br>/PRINT=ETASQ HOMOGENEITY DESCRIPTIVE<br><br>/CRITERIA=ALPHA(.05)<br><br>/DESIGN=Postinterest Treatment. |
| Resources              | Processor Time                 | 00:00:00.02                                                                                                                                                                                                           |

|              |             |
|--------------|-------------|
| Elapsed Time | 00:00:00.03 |
|--------------|-------------|

#### Between-Subjects Factors

|           |      | Value Label | N  |
|-----------|------|-------------|----|
| Treatment | 1.00 | GIM         | 87 |
|           | 2.00 | JIM         | 78 |

#### Descriptive Statistics

Dependent Variable: Preinterest

| Treatment | Mean    | Std. Deviation | N   |
|-----------|---------|----------------|-----|
| GIM       | 83.7126 | 12.30136       | 87  |
| JIM       | 80.7179 | 16.16706       | 78  |
| Total     | 82.2970 | 14.29405       | 165 |

#### Levene's Test of Equality of Error Variances<sup>a</sup>

Dependent Variable: Preinterest

| F     | df1 | df2 | Sig. |
|-------|-----|-----|------|
| 4.136 | 1   | 163 | .044 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Postinterest + Treatment

### Tests of Between-Subjects Effects

Dependent Variable: Preinterest

| Source          | Type III Sum of Squares | Df  | Mean Square | F      | Sig. | Partial Eta Squared |
|-----------------|-------------------------|-----|-------------|--------|------|---------------------|
| Corrected Model | 625.292 <sup>a</sup>    | 2   | 312.646     | 1.540  | .217 | .019                |
| Intercept       | 6248.422                | 1   | 6248.422    | 30.783 | .000 | .160                |
| Postinterest    | 256.454                 | 1   | 256.454     | 1.263  | .263 | .008                |
| Treatment       | 280.760                 | 1   | 280.760     | 1.383  | .241 | .008                |
| Error           | 32883.157               | 162 | 202.982     |        |      |                     |
| Total           | 1151019.000             | 165 |             |        |      |                     |
| Corrected Total | 33508.448               | 164 |             |        |      |                     |

a. R Squared = .019 (Adjusted R Squared = .007)

UNIANOVA Posttest BY Gender WITH Pretest

/METHOD=SSTYPE(3)

/INTERCEPT=INCLUDE

/PRINT=ETASQ HOMOGENEITY DESCRIPTIVE

/CRITERIA=ALPHA(.05)

/DESIGN=Pretest Gender.

## Univariate Analysis of Variance

### Notes

|                        |                                                                                                                                                                                                    |                                                                                   |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Output Created         | 20-MAR-2019 06:27:49                                                                                                                                                                               |                                                                                   |
| Comments               |                                                                                                                                                                                                    |                                                                                   |
| Input                  | Data                                                                                                                                                                                               | D:\dr. chris\Documents\Ugwonna Ogechukwu's main work.sav                          |
|                        | Active Dataset                                                                                                                                                                                     | DataSet9                                                                          |
|                        | Filter                                                                                                                                                                                             | <none>                                                                            |
|                        | Weight                                                                                                                                                                                             | <none>                                                                            |
|                        | Split File                                                                                                                                                                                         | <none>                                                                            |
|                        | N of Rows in Working Data File                                                                                                                                                                     | 165                                                                               |
| Missing Value Handling | Definition of Missing                                                                                                                                                                              | User-defined missing values are treated as missing.                               |
|                        | Cases Used                                                                                                                                                                                         | Statistics are based on all cases with valid data for all variables in the model. |
| Syntax                 | UNIANOVA Posttest BY Gender WITH Pretest<br><br>/METHOD=SSTYPE(3)<br><br>/INTERCEPT=INCLUDE<br><br>/PRINT=ETASQ HOMOGENEITY DESCRIPTIVE<br><br>/CRITERIA=ALPHA(.05)<br><br>/DESIGN=Pretest Gender. |                                                                                   |
| Resources              | Processor Time                                                                                                                                                                                     | 00:00:00.02                                                                       |
|                        | Elapsed Time                                                                                                                                                                                       | 00:00:00.03                                                                       |

**Between-Subjects Factors**

|        |      | Value Label | N   |
|--------|------|-------------|-----|
| Gender | 1.00 | Male        | 48  |
|        | 2.00 | Female      | 117 |

**Descriptive Statistics**

Dependent Variable: Posttest

| Gender | Mean    | Std. Deviation | N   |
|--------|---------|----------------|-----|
| Male   | 34.8333 | 5.87216        | 48  |
| Female | 34.0598 | 5.48240        | 117 |
| Total  | 34.2848 | 5.59159        | 165 |

**Levene's Test of Equality of Error Variances<sup>a</sup>**

Dependent Variable: Posttest

| F     | df1 | df2 | Sig. |
|-------|-----|-----|------|
| 5.994 | 1   | 163 | .015 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Pretest + Gender

### Tests of Between-Subjects Effects

Dependent Variable: Posttest

| Source          | Type III Sum of Squares | Df  | Mean Square | F       | Sig. | Partial Eta Squared |
|-----------------|-------------------------|-----|-------------|---------|------|---------------------|
| Corrected Model | 2340.255 <sup>a</sup>   | 2   | 1170.128    | 68.007  | .000 | .456                |
| Intercept       | 3796.338                | 1   | 3796.338    | 220.642 | .000 | .577                |
| Pretest         | 2319.891                | 1   | 2319.891    | 134.831 | .000 | .454                |
| Gender          | 47.834                  | 1   | 47.834      | 2.780   | .097 | .017                |
| Error           | 2787.357                | 162 | 17.206      |         |      |                     |
| Total           | 199077.000              | 165 |             |         |      |                     |
| Corrected Total | 5127.612                | 164 |             |         |      |                     |

a. R Squared = .456 (Adjusted R Squared = .450)

UNIANOVA Pretest BY Gender WITH Posttest

/METHOD=SSTYPE(3)

/INTERCEPT=INCLUDE

/PRINT=ETASQ HOMOGENEITY DESCRIPTIVE

/CRITERIA=ALPHA(.05)

/DESIGN=Posttest Gender.

## Univariate Analysis of Variance

### Notes

|                        |                                                                                                                                                                                                     |                                                                                   |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Output Created         | 20-MAR-2019 06:28:07                                                                                                                                                                                |                                                                                   |
| Comments               |                                                                                                                                                                                                     |                                                                                   |
| Input                  | Data                                                                                                                                                                                                | D:\dr. chris\Documents\Ugwonna Ogechukwu's main work.sav                          |
|                        | Active Dataset                                                                                                                                                                                      | DataSet9                                                                          |
|                        | Filter                                                                                                                                                                                              | <none>                                                                            |
|                        | Weight                                                                                                                                                                                              | <none>                                                                            |
|                        | Split File                                                                                                                                                                                          | <none>                                                                            |
|                        | N of Rows in Working Data File                                                                                                                                                                      | 165                                                                               |
| Missing Value Handling | Definition of Missing                                                                                                                                                                               | User-defined missing values are treated as missing.                               |
|                        | Cases Used                                                                                                                                                                                          | Statistics are based on all cases with valid data for all variables in the model. |
| Syntax                 | UNIANOVA Pretest BY Gender WITH Posttest<br><br>/METHOD=SSTYPE(3)<br><br>/INTERCEPT=INCLUDE<br><br>/PRINT=ETASQ HOMOGENEITY DESCRIPTIVE<br><br>/CRITERIA=ALPHA(.05)<br><br>/DESIGN=Posttest Gender. |                                                                                   |
| Resources              | Processor Time                                                                                                                                                                                      | 00:00:00.00                                                                       |
|                        | Elapsed Time                                                                                                                                                                                        | 00:00:00.02                                                                       |

**Between-Subjects Factors**

|        |      | Value Label | N   |
|--------|------|-------------|-----|
| Gender | 1.00 | Male        | 48  |
|        | 2.00 | Female      | 117 |

**Descriptive Statistics**

Dependent Variable: Pretest

| Gender | Mean    | Std. Deviation | N   |
|--------|---------|----------------|-----|
| Male   | 15.8333 | 4.00709        | 48  |
| Female | 16.2821 | 4.12905        | 117 |
| Total  | 16.1515 | 4.08687        | 165 |

**Levene's Test of Equality of Error Variances<sup>a</sup>**

Dependent Variable: Pretest

| F     | df1 | df2 | Sig. |
|-------|-----|-----|------|
| 2.063 | 1   | 163 | .153 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Posttest + Gender

### Tests of Between-Subjects Effects

Dependent Variable: Pretest

| Source          | Type III Sum of Squares | Df  | Mean Square | F       | Sig. | Partial Eta Squared |
|-----------------|-------------------------|-----|-------------|---------|------|---------------------|
| Corrected Model | 1247.986 <sup>a</sup>   | 2   | 623.993     | 67.788  | .000 | .456                |
| Intercept       | 3.556                   | 1   | 3.556       | .386    | .535 | .002                |
| Posttest        | 1241.133                | 1   | 1241.133    | 134.831 | .000 | .454                |
| Gender          | 23.356                  | 1   | 23.356      | 2.537   | .113 | .015                |
| Error           | 1491.226                | 162 | 9.205       |         |      |                     |
| Total           | 45783.000               | 165 |             |         |      |                     |
| Corrected Total | 2739.212                | 164 |             |         |      |                     |

a. R Squared = .456 (Adjusted R Squared = .449)

UNIANOVA Postinterest BY Gender WITH Preinterest

/METHOD=SSTYPE(3)

/INTERCEPT=INCLUDE

/PRINT=ETASQ HOMOGENEITY DESCRIPTIVE

/CRITERIA=ALPHA(.05)

/DESIGN=Preinterest Gender.

## Univariate Analysis of Variance

### Notes

|                        |                                                                                                                                                                                                                |                                                                                   |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Output Created         | 20-MAR-2019 06:28:24                                                                                                                                                                                           |                                                                                   |
| Comments               |                                                                                                                                                                                                                |                                                                                   |
| Input                  | Data                                                                                                                                                                                                           | D:\dr. chris\Documents\Ugwonna Ogechukwu's main work.sav                          |
|                        | Active Dataset                                                                                                                                                                                                 | DataSet9                                                                          |
|                        | Filter                                                                                                                                                                                                         | <none>                                                                            |
|                        | Weight                                                                                                                                                                                                         | <none>                                                                            |
|                        | Split File                                                                                                                                                                                                     | <none>                                                                            |
|                        | N of Rows in Working Data File                                                                                                                                                                                 | 165                                                                               |
| Missing Value Handling | Definition of Missing                                                                                                                                                                                          | User-defined missing values are treated as missing.                               |
|                        | Cases Used                                                                                                                                                                                                     | Statistics are based on all cases with valid data for all variables in the model. |
| Syntax                 | UNIANOVA Postinterest BY Gender WITH Preinterest<br><br>/METHOD=SSTYPE(3)<br><br>/INTERCEPT=INCLUDE<br><br>/PRINT=ETASQ HOMOGENEITY DESCRIPTIVE<br><br>/CRITERIA=ALPHA(.05)<br><br>/DESIGN=Preinterest Gender. |                                                                                   |
| Resources              | Processor Time                                                                                                                                                                                                 | 00:00:00.02                                                                       |
|                        | Elapsed Time                                                                                                                                                                                                   | 00:00:00.04                                                                       |

**Between-Subjects Factors**

|        |      | Value Label | N   |
|--------|------|-------------|-----|
| Gender | 1.00 | Male        | 48  |
|        | 2.00 | Female      | 117 |

**Descriptive Statistics**

Dependent Variable: Postinterest

| Gender | Mean    | Std. Deviation | N   |
|--------|---------|----------------|-----|
| Male   | 91.1667 | 8.90454        | 48  |
| Female | 89.1966 | 7.87427        | 117 |
| Total  | 89.7697 | 8.20888        | 165 |

**Levene's Test of Equality of Error Variances<sup>a</sup>**

Dependent Variable: Postinterest

| F    | df1 | df2 | Sig. |
|------|-----|-----|------|
| .347 | 1   | 163 | .556 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Preinterest + Gender

### Tests of Between-Subjects Effects

Dependent Variable: Postinterest

| Source          | Type III Sum of Squares | Df  | Mean Square | F       | Sig. | Partial Eta Squared |
|-----------------|-------------------------|-----|-------------|---------|------|---------------------|
| Corrected Model | 248.107 <sup>a</sup>    | 2   | 124.054     | 1.860   | .159 | .022                |
| Intercept       | 34819.485               | 1   | 34819.485   | 522.140 | .000 | .763                |
| Preinterest     | 116.004                 | 1   | 116.004     | 1.740   | .189 | .011                |
| Gender          | 134.479                 | 1   | 134.479     | 2.017   | .158 | .012                |
| Error           | 10803.141               | 162 | 66.686      |         |      |                     |
| Total           | 1340720.000             | 165 |             |         |      |                     |
| Corrected Total | 11051.248               | 164 |             |         |      |                     |

a. R Squared = .022 (Adjusted R Squared = .010)

UNIANOVA Preinterest BY Gender WITH Postinterest

/METHOD=SSTYPE(3)

/INTERCEPT=INCLUDE

/PRINT=ETASQ HOMOGENEITY DESCRIPTIVE

/CRITERIA=ALPHA(.05)

/DESIGN=Postinterest Gender.

## Univariate Analysis of Variance

| Notes                  |                                |                                                                                                                                                                                                                 |
|------------------------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Output Created         |                                | 20-MAR-2019 06:28:39                                                                                                                                                                                            |
| Comments               |                                |                                                                                                                                                                                                                 |
| Input                  | Data                           | D:\dr. chris\Documents\Ugwonna Ogechukwu's main work.sav                                                                                                                                                        |
|                        | Active Dataset                 | DataSet9                                                                                                                                                                                                        |
|                        | Filter                         | <none>                                                                                                                                                                                                          |
|                        | Weight                         | <none>                                                                                                                                                                                                          |
|                        | Split File                     | <none>                                                                                                                                                                                                          |
|                        | N of Rows in Working Data File | 165                                                                                                                                                                                                             |
| Missing Value Handling | Definition of Missing          | User-defined missing values are treated as missing.                                                                                                                                                             |
|                        | Cases Used                     | Statistics are based on all cases with valid data for all variables in the model.                                                                                                                               |
| Syntax                 |                                | UNIANOVA Preinterest BY Gender WITH Postinterest<br><br>/METHOD=SSTYPE(3)<br><br>/INTERCEPT=INCLUDE<br><br>/PRINT=ETASQ HOMOGENEITY DESCRIPTIVE<br><br>/CRITERIA=ALPHA(.05)<br><br>/DESIGN=Postinterest Gender. |
| Resources              | Processor Time                 | 00:00:00.02                                                                                                                                                                                                     |
|                        | Elapsed Time                   | 00:00:00.03                                                                                                                                                                                                     |

**Between-Subjects Factors**

|        |      | Value Label | N   |
|--------|------|-------------|-----|
| Gender | 1.00 | Male        | 48  |
|        | 2.00 | Female      | 117 |

**Descriptive Statistics**

Dependent Variable: Preinterest

| Gender | Mean    | Std. Deviation | N   |
|--------|---------|----------------|-----|
| Male   | 82.0833 | 13.84693       | 48  |
| Female | 82.3846 | 14.53109       | 117 |
| Total  | 82.2970 | 14.29405       | 165 |

**Levene's Test of Equality of Error Variances<sup>a</sup>**

Dependent Variable: Preinterest

| F    | df1 | df2 | Sig. |
|------|-----|-----|------|
| .383 | 1   | 163 | .537 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Postinterest + Gender

### Tests of Between-Subjects Effects

Dependent Variable: Preinterest

| Source          | Type III Sum of Squares | Df  | Mean Square | F      | Sig. | Partial Eta Squared |
|-----------------|-------------------------|-----|-------------|--------|------|---------------------|
| Corrected Model | 359.048 <sup>a</sup>    | 2   | 179.524     | .877   | .418 | .011                |
| Intercept       | 5782.805                | 1   | 5782.805    | 28.260 | .000 | .149                |
| Postinterest    | 355.958                 | 1   | 355.958     | 1.740  | .189 | .011                |
| Gender          | 14.516                  | 1   | 14.516      | .071   | .790 | .000                |
| Error           | 33149.401               | 162 | 204.626     |        |      |                     |
| Total           | 1151019.000             | 165 |             |        |      |                     |
| Corrected Total | 33508.448               | 164 |             |        |      |                     |

a. R Squared = .011 (Adjusted R Squared = -.001)

UNIANOVA Posttest BY Treatment Gender WITH Pretest

/METHOD=SSTYPE(3)

/INTERCEPT=INCLUDE

/PLOT=PROFILE(Treatment\*Gender)

/PRINT=ETASQ HOMOGENEITY DESCRIPTIVE

/CRITERIA=ALPHA(.05)

/DESIGN=Pretest Treatment Gender Treatment\*Gender.

### Univariate Analysis of Variance

## Notes

|                        |                                                                                                                                                                                                                                                                                         |                                                                                   |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Output Created         | 20-MAR-2019 06:29:41                                                                                                                                                                                                                                                                    |                                                                                   |
| Comments               |                                                                                                                                                                                                                                                                                         |                                                                                   |
| Input                  | Data                                                                                                                                                                                                                                                                                    | D:\dr. chris\Documents\Ugwonna Ogechukwu's main work.sav                          |
|                        | Active Dataset                                                                                                                                                                                                                                                                          | DataSet9                                                                          |
|                        | Filter                                                                                                                                                                                                                                                                                  | <none>                                                                            |
|                        | Weight                                                                                                                                                                                                                                                                                  | <none>                                                                            |
|                        | Split File                                                                                                                                                                                                                                                                              | <none>                                                                            |
|                        | N of Rows in Working Data File                                                                                                                                                                                                                                                          | 165                                                                               |
| Missing Value Handling | Definition of Missing                                                                                                                                                                                                                                                                   | User-defined missing values are treated as missing.                               |
|                        | Cases Used                                                                                                                                                                                                                                                                              | Statistics are based on all cases with valid data for all variables in the model. |
| Syntax                 | UNIANOVA Posttest BY Treatment Gender<br>WITH Pretest<br><br>/METHOD=SSTYPE(3)<br><br>/INTERCEPT=INCLUDE<br><br>/PLOT=PROFILE(Treatment*Gender)<br><br>/PRINT=ETASQ HOMOGENEITY<br>DESCRIPTIVE<br><br>/CRITERIA=ALPHA(.05)<br><br>/DESIGN=Pretest Treatment Gender<br>Treatment*Gender. |                                                                                   |
| Resources              | Processor Time                                                                                                                                                                                                                                                                          | 00:00:02.47                                                                       |
|                        | Elapsed Time                                                                                                                                                                                                                                                                            | 00:00:08.53                                                                       |

**Between-Subjects Factors**

|           |      | Value Label | N   |
|-----------|------|-------------|-----|
| Treatment | 1.00 | GIM         | 87  |
|           | 2.00 | JIM         | 78  |
| Gender    | 1.00 | Male        | 48  |
|           | 2.00 | Female      | 117 |

**Descriptive Statistics**

Dependent Variable: Posttest

| Treatment | Gender | Mean    | Std. Deviation | N   |
|-----------|--------|---------|----------------|-----|
| GIM       | Male   | 36.8519 | 5.74927        | 27  |
|           | Female | 36.4000 | 5.38107        | 60  |
|           | Total  | 36.5402 | 5.46831        | 87  |
| JIM       | Male   | 32.2381 | 5.04881        | 21  |
|           | Female | 31.5965 | 4.43951        | 57  |
|           | Total  | 31.7692 | 4.58661        | 78  |
| Total     | Male   | 34.8333 | 5.87216        | 48  |
|           | Female | 34.0598 | 5.48240        | 117 |
|           | Total  | 34.2848 | 5.59159        | 165 |

**Levene's Test of Equality of Error Variances<sup>a</sup>**

Dependent Variable: Posttest

| F     | df1 | df2 | Sig. |
|-------|-----|-----|------|
| 3.131 | 3   | 161 | .027 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Pretest + Treatment + Gender + Treatment \* Gender

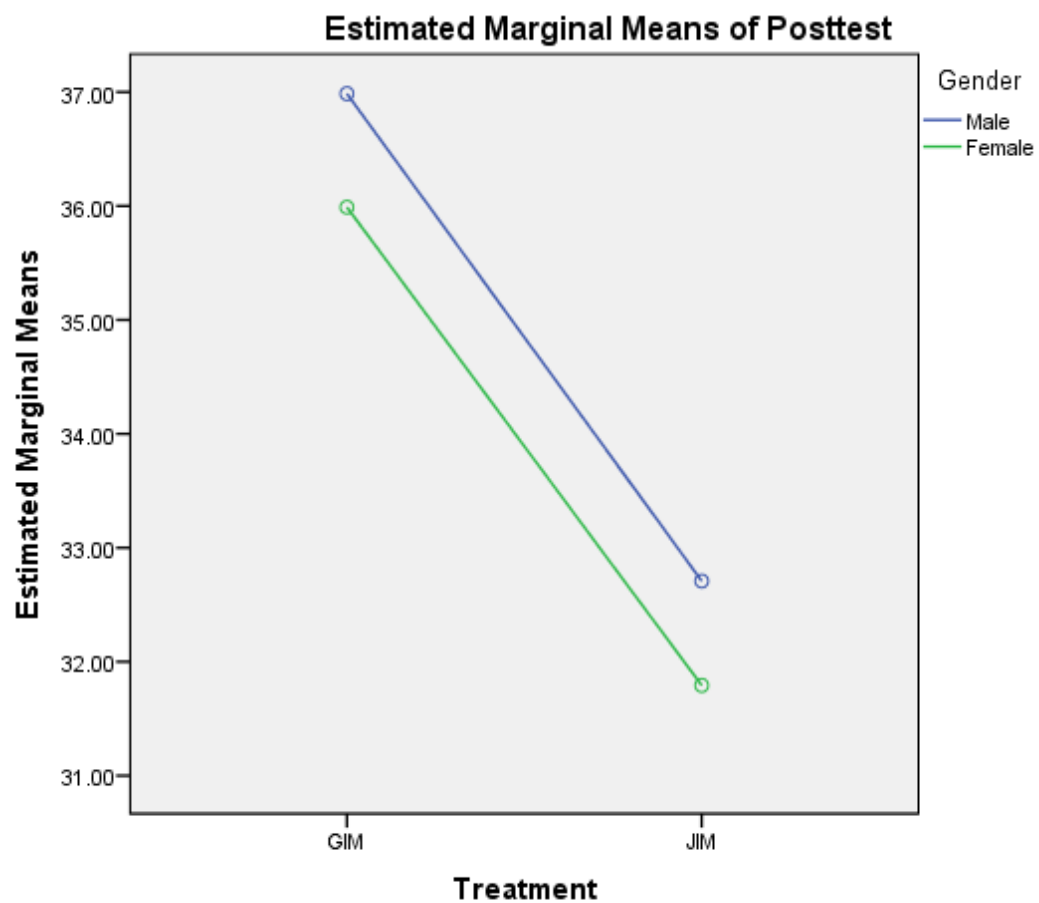
**Tests of Between-Subjects Effects**

Dependent Variable: Posttest

| Source             | Type III Sum of Squares | df  | Mean Square | F       | Sig. | Partial Eta Squared |
|--------------------|-------------------------|-----|-------------|---------|------|---------------------|
| Corrected Model    | 3067.241 <sup>a</sup>   | 4   | 766.810     | 59.547  | .000 | .598                |
| Intercept          | 3954.583                | 1   | 3954.583    | 307.097 | .000 | .657                |
| Pretest            | 2120.965                | 1   | 2120.965    | 164.706 | .000 | .507                |
| Treatment          | 601.959                 | 1   | 601.959     | 46.746  | .000 | .226                |
| Gender             | 30.702                  | 1   | 30.702      | 2.384   | .125 | .015                |
| Treatment * Gender | .055                    | 1   | .055        | .004    | .948 | .000                |
| Error              | 2060.371                | 160 | 12.877      |         |      |                     |
| Total              | 199077.000              | 165 |             |         |      |                     |
| Corrected Total    | 5127.612                | 164 |             |         |      |                     |

a. R Squared = .598 (Adjusted R Squared = .588)

## Profile Plots



Covariates appearing in the model are evaluated at the following values: Pretest = 16.1515

```
UNIANOVA Pretest BY Treatment Gender WITH Posttest  
/METHOD=SSTYPE(3)  
/INTERCEPT=INCLUDE
```

```
/PRINT=ETASQ HOMOGENEITY DESCRIPTIVE
```

```
/CRITERIA=ALPHA(.05)
```

```
/DESIGN=Posttest Treatment Gender Treatment*Gender.
```

## Univariate Analysis of Variance

| Notes                  |                                |                                                                                                                                                                                                                                          |
|------------------------|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Output Created         |                                | 20-MAR-2019 06:30:11                                                                                                                                                                                                                     |
| Comments               |                                |                                                                                                                                                                                                                                          |
| Input                  | Data                           | D:\dr. chris\Documents\Ugwonna Ogechukwu's main work.sav                                                                                                                                                                                 |
|                        | Active Dataset                 | DataSet9                                                                                                                                                                                                                                 |
|                        | Filter                         | <none>                                                                                                                                                                                                                                   |
|                        | Weight                         | <none>                                                                                                                                                                                                                                   |
|                        | Split File                     | <none>                                                                                                                                                                                                                                   |
|                        | N of Rows in Working Data File | 165                                                                                                                                                                                                                                      |
| Missing Value Handling | Definition of Missing          | User-defined missing values are treated as missing.                                                                                                                                                                                      |
|                        | Cases Used                     | Statistics are based on all cases with valid data for all variables in the model.                                                                                                                                                        |
| Syntax                 |                                | UNIANOVA Pretest BY Treatment Gender WITH Posttest<br><br>/METHOD=SSTYPE(3)<br><br>/INTERCEPT=INCLUDE<br><br>/PRINT=ETASQ HOMOGENEITY DESCRIPTIVE<br><br>/CRITERIA=ALPHA(.05)<br><br>/DESIGN=Posttest Treatment Gender Treatment*Gender. |
| Resources              | Processor Time                 | 00:00:00.02                                                                                                                                                                                                                              |

|              |             |
|--------------|-------------|
| Elapsed Time | 00:00:00.11 |
|--------------|-------------|

**Between-Subjects Factors**

|           |      | Value Label | N   |
|-----------|------|-------------|-----|
| Treatment | 1.00 | GIM         | 87  |
|           | 2.00 | JIM         | 78  |
| Gender    | 1.00 | Male        | 48  |
|           | 2.00 | Female      | 117 |

**Descriptive Statistics**

Dependent Variable: Pretest

| Treatment | Gender | Mean    | Std. Deviation | N   |
|-----------|--------|---------|----------------|-----|
| GIM       | Male   | 16.0000 | 4.19707        | 27  |
|           | Female | 16.6167 | 4.68351        | 60  |
|           | Total  | 16.4253 | 4.52289        | 87  |
| JIM       | Male   | 15.6190 | 3.84026        | 21  |
|           | Female | 15.9298 | 3.45822        | 57  |
|           | Total  | 15.8462 | 3.54224        | 78  |
| Total     | Male   | 15.8333 | 4.00709        | 48  |
|           | Female | 16.2821 | 4.12905        | 117 |
|           | Total  | 16.1515 | 4.08687        | 165 |

**Levene's Test of Equality of Error Variances<sup>a</sup>**

Dependent Variable: Pretest

| F     | df1 | df2 | Sig. |
|-------|-----|-----|------|
| 2.242 | 3   | 161 | .085 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Posttest + Treatment + Gender + Treatment \* Gender

**Tests of Between-Subjects Effects**

Dependent Variable: Pretest

| Source             | Type III Sum of Squares | df  | Mean Square | F       | Sig. | Partial Eta Squared |
|--------------------|-------------------------|-----|-------------|---------|------|---------------------|
| Corrected Model    | 1400.471 <sup>a</sup>   | 4   | 350.118     | 41.844  | .000 | .511                |
| Intercept          | 45.797                  | 1   | 45.797      | 5.473   | .021 | .033                |
| Posttest           | 1378.113                | 1   | 1378.113    | 164.706 | .000 | .507                |
| Treatment          | 134.382                 | 1   | 134.382     | 16.061  | .000 | .091                |
| Gender             | 20.299                  | 1   | 20.299      | 2.426   | .121 | .015                |
| Treatment * Gender | .326                    | 1   | .326        | .039    | .844 | .000                |
| Error              | 1338.742                | 160 | 8.367       |         |      |                     |
| Total              | 45783.000               | 165 |             |         |      |                     |
| Corrected Total    | 2739.212                | 164 |             |         |      |                     |

a. R Squared = .511 (Adjusted R Squared = .499)

UNIANOVA Postinterest BY Treatment Gender WITH Preinterest

/METHOD=SSTYPE(3)

```
/INTERCEPT=INCLUDE
```

```
/PRINT=ETASQ HOMOGENEITY DESCRIPTIVE
```

```
/CRITERIA=ALPHA(.05)
```

```
/DESIGN=Preinterest Treatment Gender Treatment*Gender.
```

### Notes

|                        |                                                                                                                                                                                                                                                     |                                                                                   |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Output Created         | 20-MAR-2019 06:30:34                                                                                                                                                                                                                                |                                                                                   |
| Comments               |                                                                                                                                                                                                                                                     |                                                                                   |
| Input                  | Data                                                                                                                                                                                                                                                | D:\dr. chris\Documents\Ugwonna Ogechukwu's main work.sav                          |
|                        | Active Dataset                                                                                                                                                                                                                                      | DataSet9                                                                          |
|                        | Filter                                                                                                                                                                                                                                              | <none>                                                                            |
|                        | Weight                                                                                                                                                                                                                                              | <none>                                                                            |
|                        | Split File                                                                                                                                                                                                                                          | <none>                                                                            |
|                        | N of Rows in Working Data File                                                                                                                                                                                                                      | 165                                                                               |
| Missing Value Handling | Definition of Missing                                                                                                                                                                                                                               | User-defined missing values are treated as missing.                               |
|                        | Cases Used                                                                                                                                                                                                                                          | Statistics are based on all cases with valid data for all variables in the model. |
| Syntax                 | UNIANOVA Postinterest BY Treatment Gender WITH Preinterest<br><br>/METHOD=SSTYPE(3)<br><br>/INTERCEPT=INCLUDE<br><br>/PRINT=ETASQ HOMOGENEITY DESCRIPTIVE<br><br>/CRITERIA=ALPHA(.05)<br><br>/DESIGN=Preinterest Treatment Gender Treatment*Gender. |                                                                                   |

|           |                |             |
|-----------|----------------|-------------|
| Resources | Processor Time | 00:00:00.02 |
|           | Elapsed Time   | 00:00:00.03 |

UNIANOVA Postinterest BY Treatment Gender WITH Preinterest

/METHOD=SSTYPE(3)

/INTERCEPT=INCLUDE

/PLOT=PROFILE(Treatment\*Gender)

/PRINT=ETASQ HOMOGENEITY DESCRIPTIVE

/CRITERIA=ALPHA(.05)

/DESIGN=Preinterest Treatment Gender Treatment\*Gender.

## Univariate Analysis of Variance

| Notes                  |                                |                                                                                   |
|------------------------|--------------------------------|-----------------------------------------------------------------------------------|
| Output Created         |                                | 20-MAR-2019 06:31:22                                                              |
| Comments               |                                |                                                                                   |
| Input                  | Data                           | D:\dr. chris\Documents\Ugwonna Ogechukwu's main work.sav                          |
|                        | Active Dataset                 | DataSet9                                                                          |
|                        | Filter                         | <none>                                                                            |
|                        | Weight                         | <none>                                                                            |
|                        | Split File                     | <none>                                                                            |
|                        | N of Rows in Working Data File | 165                                                                               |
| Missing Value Handling | Definition of Missing          | User-defined missing values are treated as missing.                               |
|                        | Cases Used                     | Statistics are based on all cases with valid data for all variables in the model. |

|           |                                                                                                                                                                                                                                                                                                     |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Syntax    | UNIANOVA Postinterest BY Treatment<br>Gender WITH Preinterest<br><br>/METHOD=SSTYPE(3)<br><br>/INTERCEPT=INCLUDE<br><br>/PLOT=PROFILE(Treatment*Gender)<br><br>/PRINT=ETASQ HOMOGENEITY<br>DESCRIPTIVE<br><br>/CRITERIA=ALPHA(.05)<br><br>/DESIGN=Preinterest Treatment Gender<br>Treatment*Gender. |
| Resources | Processor Time 00:00:00.37<br>Elapsed Time 00:00:00.31                                                                                                                                                                                                                                              |

#### Between-Subjects Factors

|           |      | Value Label | N   |
|-----------|------|-------------|-----|
| Treatment | 1.00 | GIM         | 87  |
|           | 2.00 | JIM         | 78  |
| Gender    | 1.00 | Male        | 48  |
|           | 2.00 | Female      | 117 |

### Descriptive Statistics

Dependent Variable: Postinterest

| Treatment | Gender | Mean    | Std. Deviation | N   |
|-----------|--------|---------|----------------|-----|
| GIM       | Male   | 94.0370 | 7.68856        | 27  |
|           | Female | 89.4333 | 7.90702        | 60  |
|           | Total  | 90.8621 | 8.08411        | 87  |
| JIM       | Male   | 87.4762 | 9.16853        | 21  |
|           | Female | 88.9474 | 7.90213        | 57  |
|           | Total  | 88.5513 | 8.22673        | 78  |
| Total     | Male   | 91.1667 | 8.90454        | 48  |
|           | Female | 89.1966 | 7.87427        | 117 |
|           | Total  | 89.7697 | 8.20888        | 165 |

### Levene's Test of Equality of Error Variances<sup>a</sup>

Dependent Variable: Postinterest

| F    | df1 | df2 | Sig. |
|------|-----|-----|------|
| .347 | 3   | 161 | .792 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Preinterest + Treatment + Gender + Treatment \* Gender

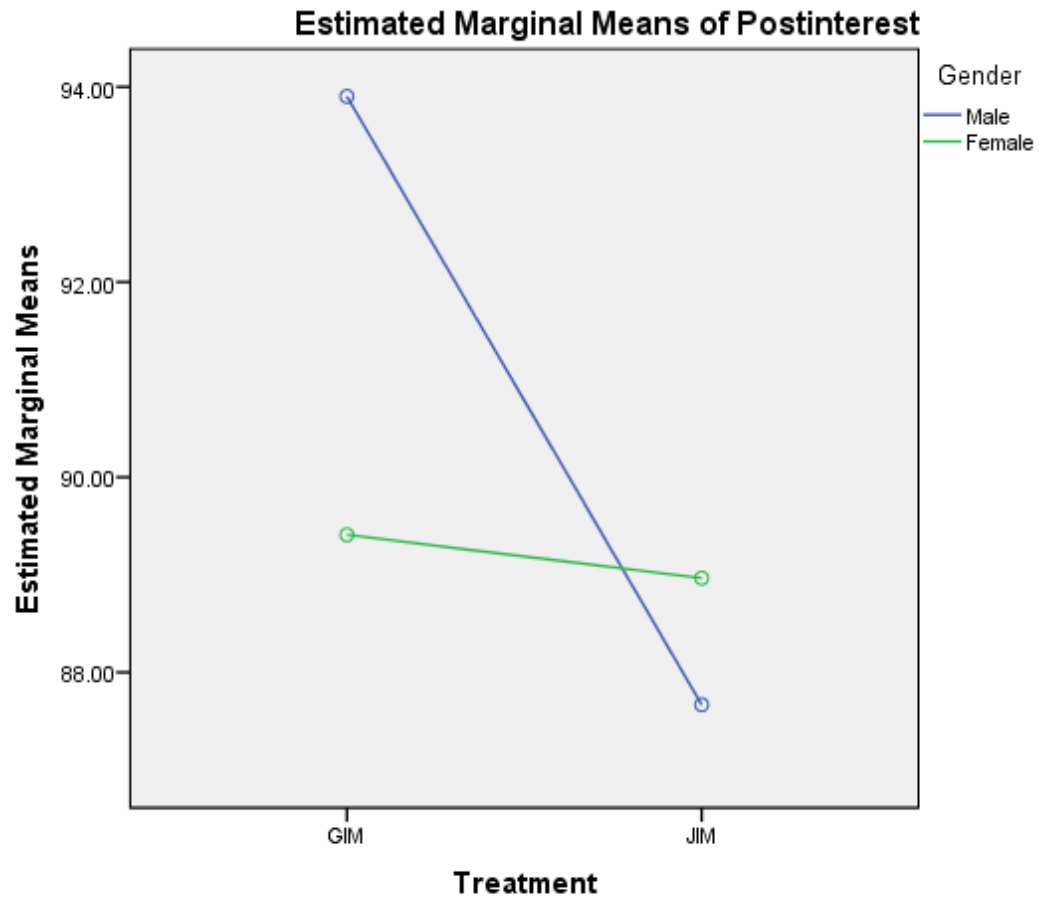
### Tests of Between-Subjects Effects

Dependent Variable: Postinterest

| Source             | Type III Sum of Squares | df  | Mean Square | F       | Sig. | Partial Eta Squared |
|--------------------|-------------------------|-----|-------------|---------|------|---------------------|
| Corrected Model    | 702.485 <sup>a</sup>    | 4   | 175.621     | 2.715   | .032 | .064                |
| Intercept          | 35259.123               | 1   | 35259.123   | 545.134 | .000 | .773                |
| Preinterest        | 55.013                  | 1   | 55.013      | .851    | .358 | .005                |
| Treatment          | 367.750                 | 1   | 367.750     | 5.686   | .018 | .034                |
| Gender             | 85.922                  | 1   | 85.922      | 1.328   | .251 | .008                |
| Treatment * Gender | 278.751                 | 1   | 278.751     | 4.310   | .039 | .026                |
| Error              | 10348.764               | 160 | 64.680      |         |      |                     |
| Total              | 1340720.000             | 165 |             |         |      |                     |
| Corrected Total    | 11051.248               | 164 |             |         |      |                     |

a. R Squared = .064 (Adjusted R Squared = .040)

### Profile Plots



Covariates appearing in the model are evaluated at the following values: Preinterest = 82.2970

```

UNIANOVA Preinterest BY Treatment Gender WITH Postinterest
  /METHOD=SSTYPE(3)
  /INTERCEPT=INCLUDE
  /PRINT=ETASQ HOMOGENEITY DESCRIPTIVE
  /CRITERIA=ALPHA(.05)
  /DESIGN=Postinterest Treatment Gender Treatment*Gender.

```

## Univariate Analysis of Variance

| Notes                  |                                |                                                                                                                                                                                                                                                               |
|------------------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Output Created         |                                | 20-MAR-2019 06:31:50                                                                                                                                                                                                                                          |
| Comments               |                                |                                                                                                                                                                                                                                                               |
| Input                  | Data                           | D:\dr. chris\Documents\Ugwonna Ogechukwu's main work.sav                                                                                                                                                                                                      |
|                        | Active Dataset                 | DataSet9                                                                                                                                                                                                                                                      |
|                        | Filter                         | <none>                                                                                                                                                                                                                                                        |
|                        | Weight                         | <none>                                                                                                                                                                                                                                                        |
|                        | Split File                     | <none>                                                                                                                                                                                                                                                        |
|                        | N of Rows in Working Data File | 165                                                                                                                                                                                                                                                           |
| Missing Value Handling | Definition of Missing          | User-defined missing values are treated as missing.                                                                                                                                                                                                           |
|                        | Cases Used                     | Statistics are based on all cases with valid data for all variables in the model.                                                                                                                                                                             |
| Syntax                 |                                | UNIANOVA Preinterest BY Treatment<br>Gender WITH Postinterest<br><br>/METHOD=SSTYPE(3)<br><br>/INTERCEPT=INCLUDE<br><br>/PRINT=ETASQ HOMOGENEITY<br>DESCRIPTIVE<br><br>/CRITERIA=ALPHA(.05)<br><br>/DESIGN=Postinterest Treatment Gender<br>Treatment*Gender. |
| Resources              | Processor Time                 | 00:00:00.03                                                                                                                                                                                                                                                   |
|                        | Elapsed Time                   | 00:00:00.06                                                                                                                                                                                                                                                   |

**Between-Subjects Factors**

|           |      | Value Label | N   |
|-----------|------|-------------|-----|
| Treatment | 1.00 | GIM         | 87  |
|           | 2.00 | JIM         | 78  |
| Gender    | 1.00 | Male        | 48  |
|           | 2.00 | Female      | 117 |

**Descriptive Statistics**

Dependent Variable: Preinterest

| Treatment | Gender | Mean    | Std. Deviation | N   |
|-----------|--------|---------|----------------|-----|
| GIM       | Male   | 85.5556 | 8.21974        | 27  |
|           | Female | 82.8833 | 13.73119       | 60  |
|           | Total  | 83.7126 | 12.30136       | 87  |
| JIM       | Male   | 77.6190 | 18.04294       | 21  |
|           | Female | 81.8596 | 15.43354       | 57  |
|           | Total  | 80.7179 | 16.16706       | 78  |
| Total     | Male   | 82.0833 | 13.84693       | 48  |
|           | Female | 82.3846 | 14.53109       | 117 |
|           | Total  | 82.2970 | 14.29405       | 165 |

**Levene's Test of Equality of Error Variances<sup>a</sup>**

Dependent Variable: Preinterest

| F     | df1 | df2 | Sig. |
|-------|-----|-----|------|
| 3.065 | 3   | 161 | .030 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Postinterest + Treatment + Gender + Treatment \* Gender

**Tests of Between-Subjects Effects**

Dependent Variable: Preinterest

| Source             | Type III Sum of Squares | Df  | Mean Square | F      | Sig. | Partial Eta Squared |
|--------------------|-------------------------|-----|-------------|--------|------|---------------------|
| Corrected Model    | 950.841 <sup>a</sup>    | 4   | 237.710     | 1.168  | .327 | .028                |
| Intercept          | 6304.760                | 1   | 6304.760    | 30.984 | .000 | .162                |
| Postinterest       | 173.072                 | 1   | 173.072     | .851   | .358 | .005                |
| Treatment          | 524.294                 | 1   | 524.294     | 2.577  | .110 | .016                |
| Gender             | 32.471                  | 1   | 32.471      | .160   | .690 | .001                |
| Treatment * Gender | 306.895                 | 1   | 306.895     | 1.508  | .221 | .009                |
| Error              | 32557.607               | 160 | 203.485     |        |      |                     |
| Total              | 1151019.000             | 165 |             |        |      |                     |
| Corrected Total    | 33508.448               | 164 |             |        |      |                     |

a. R Squared = .028 (Adjusted R Squared = .004)