

**EFFECTS OF SELF- DIRECTED LEARNING AND
COLLABORATIVE TASK METHODS ON JUNIOR SECONDARY
SCHOOL STUDENTS' LEARNING OUTCOMES IN SOCIAL
STUDIES IN OYO STATE.**

BY

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ABSTRACT

Social Studies teachers often use expository teaching and learning methods to teach the subject at Junior Secondary School level without recourse to innovative and interactive methods which are supposed to be used, in order to improve learning outcomes. There is dearth of quasi-experimental studies on self-directed learning and collaborative task methods which could enhance interactive learning in Nigeria. Available studies show that self-directed learning improved adult learning using non-experimental methods but not at the JSS level. Therefore, this study investigated the effects of self-directed learning and collaborative task methods on students' learning outcomes (achievement in Social Studies and critical thinking) in Oyo State, Nigeria. It also examined the moderating effects of gender and achievement motivation.

The study adopted a quasi experimental design with a 4 X 2 X 2 factorial matrix in a non-randomised pre-test, post- test, control group setting. Pre-test was given initially, post-test at the end of the treatment. A multistage sampling procedure was used to select 360 JSS 2 students (223 males and 137 females) from twelve public co-educational secondary schools in four Local Government Areas(LGA) in Oyo state, but 359 (223 males and 136 females) students eventually completed the study. Social Studies Achievement Test ($KR_{20}=0.80$), Achievement Motivation Inventory ($r=0.83$) (30-60 low, 61-120 high), Students' Critical Thinking Inventory ($r=0.87$) (22-43 low, 44-88 high), were used. Descriptive statistics and Multivariate Analysis of Covariance (MANCOVA) were used for data analysis. Graphs were used to show the differences in the interaction effects.

Treatment had significant main effect only on the dependent variable of achievement in Social studies. [Wilks' $\Lambda = 0.90$, $F_{(6, 680)} = 6.41$, ($p<0.05$)]. The descending order of achievement among the participants was: Self-directed learning ($\bar{x} = 19.90$), Self-directed learning and collaborative task method ($\bar{x} = 19.44$), collaborative task method ($= 19.13$). Gender had significant main effect on the combined dependent variables of achievement in Social studies and critical thinking [Wilks' $\Lambda = 0.97$, ($F_{(2,340)} = 4.46$, ($p<0.05$)]. Females had higher mean score in critical thinking ($\bar{x} = 59.37$) than the males ($\bar{x} = 57.72$) and in Social Studies achievement (Females = $\bar{x} = 19.39$; Males = $\bar{x} = 18.43$). Gender and achievement motivation had significant interaction effect on the combined dependent variables of achievement in Social studies and critical thinking, [Wilks' $\Lambda = 0.95$, $F_{(2,340)} = 9.78$, ($p<0.05$)]. However, critical thinking was affected more by the interaction of gender and achievement motivation after adjusting for covariance. [$F_{(1,341)} = 19.35$, ($p<0.05$)], the associated univariate test of between-subject effects showed that treatment, [$F_{(3,341)} = 13.13$, $p<0.05$], gender, [$F_{(1,341)} = 7.75$, ($p<0.05$)], and achievement motivation, [$F_{(1,341)} = 10.09$, ($p<0.05$)] affected significantly only achievement in Social studies.

Self-directed learning and a combination of the methods as treatments in this study improved students' achievement in Social studies and critical thinking among sampled public JSS in Oyo State. Their use individually or collectively should be encouraged for the effective teaching and learning of Social studies. Male students should be motivated to achieve academically and be given the same opportunity irrespective of gender differences.

Keywords: Self-directed learning, Collaborative task method, Critical thinking, Social Studies achievement, Achievement motivation.

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DEDICATION

This work is dedicated to

The Glory of Almighty God, for the grace provided to accomplish this academic pursuit.

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CERTIFICATION

I certify that this research was carried out by Abosede Olubukola Oyediji (110373) in the International Centre for Educational Evaluation (ICEE), Institute of Education, University of Ibadan, Nigeria.

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LIST OF ABBREVIATIONS

NERDC	-	Nigerian Educational Research and Development Council.
FRN	-	Federal Republic of Nigeria.
CESAC	-	Comparative Education Study and Adaptation Centre.
CTDI	-	Critical Thinking Disposition Inventory
CTM	-	Collaborative Task Method
SDL	-	Self -Directed Learning
ANCOVA	-	Analysis of Covariance
MANCOVA	-	Multivariate Analysis of Covariance
SSIRP	-	Social Studies Integrated Resource Package
N P E	-	National Policy on Education

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

The proper teaching and learning of Social studies as a school subject has been a major source of concern to educators since it was introduced into the school curriculum in 1980. As a result of this, many Social studies educators have been clamoring for linking teaching and learning to the world of students. For this to happen, students need to participate in different kinds of activities to gain a broad knowledge base, develop thinking skills and take responsibility for their own learning (Wiggins, 2003). This is important because there are many skills which students are supposed to acquire in the learning of the subject such as reading skills, study skills, essential thinking skills, reference and information search skills. Also, it is in Social studies that students learn how to assess the validity of evidence, evaluate conflicting points of view and supply facts to making decisions and these are skills of the real world. Okunloye (2000) asserts that Social studies teaching and learning over time depended on the outdated method described as proactive and not reactive, concentrating on bookish and sedentary curriculum that is wholly irrelevant to the life and needs of the modern society. Ogundare (2000) and Adeyemi (2008) affirmed that, the situation has not changed over the years in spite of the introduction of new concepts and innovations into the teaching and learning of Social studies curriculum.

Teachers still prefer to use the old, sedentary methods described by Abdullahi (2006) as creating compartmentalised knowledge and artificial subject area restrictions that inhibit learners from understanding their environment better. The outdated method mentioned earlier give an undue prominence to mere acquisition of factual information for passing examinations in the short-term. Guglielmino (2008) affirms that a major problem with traditional regurgitative learning method is that learner requires a perfect memory but with increase in age and stress level, this tends to result in poor memory retention. Meanwhile, with the trend towards lifelong learning, to cope with our rapidly changing society and technology, it is better for students to learn how to learn.

Further, conventional methods of teaching and learning Social studies have also been criticised for emphasising teacher-centred teaching and learning thereby relegating learner to a passive role player in the process (Patrick, 2000). This

scenario has made a continuous and enormous gap to exist between the intended behavioural changes and the actual classroom practices in Social studies teaching and learning (Adeyemi, 2008).

Social studies as a value laden subject should be taught using interactive methods that promote learning. Students' participation in teaching and learning of the subject is imperative because students do not learn much being passive listeners, memorising prepackaged assignments and giving out answers. Rather, they should be able to express on their own ideas about what they have learnt, write reflectively on it, relate it to the past experiences, and apply it to their daily living. All these will make learning become part of them.

Ojo (2003) establish the fact that teaching and learning patterns coupled with negative learning behaviours can be inhibitors to effective and adequate learning patterns, a study in this regard tend to put forward the benefits to be derived when innovative patterns of teaching and learning are properly used.

Social studies is a compulsory subject which students must offer at the junior secondary school (JSS) and make a credit pass. It is a requirement for admission at the senior secondary school (SSS) level into the social sciences class in line with the National Policy on Education (FRN, 2004). Social studies teaching and learning provide learners with opportunities to reflect critically upon events and issues in a bid to examine the present, make connection with the past, and are able to consider the future. It also assists learners to understand their roots, comprehend their context, recognise the commonality of people, appreciate the delicate balance of rights and responsibilities in an open society and at the same time develop the habit of thoughtful analysis as well as reflective thinking (Social Studies Integrated Resource Package, 2005).

Social studies by its nature can be very effective in promoting critical thinking, simply because its content is within the immediate experience of the students. Since the aim of teaching Social studies is not to feed the students with facts, the ability of the teacher to frame specific and adequate questions which should not only help the student to give and discuss answers, rather, it should help them think beyond the specifics. Luku (2001) observes that the contents of Social studies are designed to provide the most vital knowledge all Nigerian students should necessarily learn and acquire pertinent values as good Nigerians. The development of students' intellectual skills and ability to think appropriately,

rationally, logically, critically and reflectively are central to each of the standards for Social studies. Giving students a sound knowledge base goes hand in hand with expanding their intellectual skills and ability to engage in analytical thinking. Learning instruction based on these standards should assist Social studies students at all levels to use a variety of intellectual skills to master content, probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude towards arguments, acquire and organise information, draw conclusions and view human conditions from a variety of perspectives.

Teaching and learning methods in Social studies have been the focus of professional discourse among educators in this field of study, most especially since the introduction of the subject into the Nigerian school curriculum (NERDC, 1980). While it is perceived that some teaching methods can efficiently promote learning of the key concepts, facts, generalisations and skills in Social studies better than others, there is no consensus that all of them can facilitate effective and efficient critical and reflective thinking that may lead directly to intelligent and rational decision-making on social issues and problems of the environment (Ogundare, 2000). It is therefore the obligation of a professional teacher to provide an effective method which can promote learners participation in learning activities, to develop their intellectual capabilities within and outside the classroom environment. The goal of every teacher is to develop their students' understanding of the content taught in class, as well as assisting them in learning process to become independent and thoughtful problem solvers (Bransford, Brown, and Cocking, 2000).

If one weighs the vital role Social studies education plays in the society against the backdrop of the method used for imparting knowledge, room will be given for effective participation of learners in the teaching and learning process (Adeyemi, 2003). It becomes important as pointed out by Abdullahi (2006) that further steps need to be taken to address the situation in which learners are given the opportunity to experience learning through participation in the teaching and learning process.

Social studies, if well-taught, will produce a balanced person who will appreciate the value of good living in the society, the morality that binds the society, which has implication for effective and efficient selection as well as use of appropriate teaching and learning strategy. Rather than teach the subject as a value oriented discipline, so that students would be able to apply the knowledge gained to

actual life situations, most teachers still teach the subject as purely intellectual and expository discipline. This does not help promote the behavioural changes which the learning of the subject should inculcate in learners.

Numerous factors in literature have been adduced to influence students' academic achievement not only in Social studies teaching and learning but also in other school subjects. These factors include school quality (Obemeata, 2003), teacher quality (Labo-Popoola, 2003), school environment (Okwilagwe, 1999), provision of resources (Farombi, 1998), use of textbook (Keeve, 1995), teaching methodology (Adeyemi, 2002; Adu, 2002, Akinbode, 2006, Adetayo and Okwilagwe, 2011) and teacher attitude to teaching (Falaye and Okwilagwe, 2008). The most recurring factor in all these studies is the teaching and learning methods used by the teacher which cannot inculcate a lifelong learning in learners. This necessitates further research and the need to search for more innovative and proactive learning strategies likely to improve learning outcomes, bringing out the embedded behavioural changes inherent in Social studies concepts.

Traditional instructional methods, according to Abimbola (2004), include methods of instruction that involve verbal exposition by the teacher such as the lecture, recitation and tutorial methods. Fajemidagba (2001) contends that teachers should see themselves as problem solvers who needed to use some teaching methods like Socratic, project, discovery and problem-solving which can assist learners learn effectively. Omosowo (2004) asserts that effective teaching and learning can only be achieved by putting in place appropriate learning materials as well as incorporating appropriate learning method. Salman (2001) explains that play-way; role playing and storytelling methods of instruction are part of the methods which teachers can use to assist students in acquiring knowledge in the classroom. Teaching and learning are without doubt effective for transmitting information, developing thinking skills, problem-solving abilities, and lifelong learning skills. To achieve this, more student-centred methods should be employed.

In a bid to find solution to the inherent problems in the teaching and learning of social studies, teachers have been sourcing for innovative ways of imparting the skills embedded in the subject content. According to Abdullahi (2006) students will benefit more from Social studies teaching and learning if they were given opportunities to learn through dialogue and experience by themselves, the embedded affective changes inherent in the structure of the subject. Identifying the best means

to accomplish the goal of inculcating affective changes in students has been the desire of Social studies researchers for years. It is against this backdrop that, it is imperative for teachers to introduce proactive learning method instead of reactive approach. The extent to which teaching and learning take place is the direct measure of effectiveness of the method used. In a bid to achieve this objective, this study investigated the use of self- directed learning and collaborative task methods in achieving effective delivery of Social studies contents.

Self-directed learning is a method where control gradually shifts from the teacher-directed to learner-directed learning (Wiley, 2002). It increases knowledge, skill or performance pursued by an individual through self- effort, setting achievable goals. Methods that encourage the development of cognitive and affective components in learners are not many, notably self-directed learning and collaborative task methods seem to rise above the defects of conventional method of learning. In addition, Self- directed learning as a method has been used with success among adult learners but has not been tried on young adolescents. This served as a rationale for its choice in this study.

Self-directed learning is a purposive mental process, usually accompanied and supported by behavioural activities which involve identification and searching for information (Wiley, 2002; Long, 2004). They affirm that learners consciously accept the responsibility to make decision about goals and efforts, thereby becoming their own learning agent. Self-directed learning also promotes critical thinking, thereby giving learning responsibilities to learners (Garrison, 2003). It is also a learning strategy that creates new challenging requirements for learning technologies but its domain oriented design environments address these challenges by allowing learners engage in their own problems, providing contextualised support and exploiting breakdowns as opportunities for learning (Reder and Strawn,2001). The learners exercise a great deal of independence in setting learning goals as well as how to approach learning task within a given framework (Hiemstra, 2002). It recognises the significant role of motivation in initiating and maintaining learners' effort. Motivation drives the decision to participate, and volition sustains the will to see a task through to the end so that goals are achieved (Elliot and Thrash, 2001).

The advantage of self-directed learning, a paradigm shift from teacher to learner-centredness removes the passive role played by students thereby, giving room for effective participation of learners during classroom teaching and learning.

Learners are more dependent when it comes to teacher directed learning. For instance, if a student is given an assignment to work on; he or she is expected to explore extensive resources to gather information on the subject. Students in a self-directed learning scenario tend to exhibit curiosities which often motivated them when they are given the opportunity to work independently (Gibbons, 2010).

Connor (2004) asserts that, there should be a shift of responsibility of learning from the teacher to the learner, not that learning takes place in isolation, rather it allows students to exercise control over learning elements such as efforts invested, note taking and time on task. Self-directed learning can be enhanced in learners if teachers endeavour to provide opportunities for students to monitor and revise their work, contemplate their thinking and learning methods. Further, Rossi (2007) affirms that self-directed learning is not a panacea for adult learners only, rather it provides an appropriate response to changes in societal and educational demands. Smith (2002) argues that andragogy (student-centred learning) encourages a proactive approach to learning in which inquiry and autonomy are predominant features. Self-directed learning is more in tune with our natural process of psychological development (an essential aspect of maturing) which is, developing the ability to take increase responsibility of learning. As such, self-directed learning could, therefore, replace the persistent traditional classroom rote-learning, memorisation, recall and teacher-centred method to improve learning activities.

Schoening and Pepper (2003) affirm that if children grow up to be adults without the skills of independence to self-direct their learning, they would be at a great disadvantage. This is because teaching students to be self-directed is necessary in today's society. Students who have experienced self-directed learning are better equipped to succeed at the College level, distance education and /or the work place (Glanville, 2002 and O'shea, 2003). They further observed that, there are many potential benefits if learners experience self-learning, these include: increase in confidence, autonomy, motivation and preparation for lifelong learning, as self-directed learning shifts the power and responsibility of learning to students and empower them with the following skills:

- (1) Plan and participate in their learning activities, not just take classes, but rather experience them.

- (2) Identify requirements for problem solving and attaining the learning objective.
- (3) Develop self discipline and management skills.
- (4) Seek critical evaluation of performance.
- (5) Communicate with peers for information exchange (Glanville 2002; O'shea, 2003).

Collaborative task method is an umbrella term for variety of educational methods involving joint intellectual effort of learners, learners and teacher forming small group project. It occurs when small groups of students called collaborative groups, work together to complete an academic task. For collaborative learning to be successful, learners must collaborate productively and work together on a task, sharing ideas and learning from one another (Chin, 2006). There seems to be an increasing consensus among researchers in collaborative learning that there is the need to shift from the traditional teacher-directed learning to a more student-directed learning method. Students should actively be involved in the learning process, because collaborative task method is a learning approach, a paradigm shift, aimed at achieving high learning outcomes, involving synergy of many minds. Collaborative task method is a learning method which could enhance the learning outcomes of learners in Social studies as a subject, if properly employed. Learning is enhanced when it is more of teamwork than a solo race. Good learning, like a good work is collaborative and social, not competitive and isolated. Sharing ideas during learning process and responding to others improve thinking and deepen understanding. It is a method which involves students working as a team to accomplish a common goal, with potentials of cultivating and grooming in students the ability to help team mates achieve collective goal (Barron, 2003)

Collaborative learning can take place any time students' work together when they help each other with homework. Collaboration happens in small and large groups, leaving the assigned responsibility to the learner, in contrast to passive learning process in which learners are to sit quietly without actively participating in class, collaborative learning has been shown to enhance students' active participation in the teaching and learning, thereby stimulating strong interest in the subject matter and promoting collaborative learning skills (Curtis and Lawson, 2001).

Cooperative and collaborative learning methods are best viewed as being at different ends of a continuum, though cooperative learning tends to be more structured in approach to small group instructions than collaborative learning. In cooperative learning method, students receive training in small group social skills, activities are structured with each student having a specific role, the teacher observes, listens, and intervenes in a group when necessary, students submit work at the end of class for evaluation and students assess individual and group performance. In collaborative learning method, there is the belief that students already have the necessary social skills, with which they will build on their existing skills to reach their goals, organise and negotiate efforts themselves, the activity is not monitored by the teacher nor instructor. When questions are directed to the teacher, the teacher guides the students to the information needed, students retain this information to complete further work and students assess individual and group performance (Beebee and Masterson 2003).

Beckman (2000) explains that in collaborative learning, groups are involved in practice skills such as active and tolerant listening, helping each other in mastering the content, giving and receiving constructive criticism, and managing disagreements. It also has a range of generic skill benefits which include the development of general communication abilities, empathy and social skills. These are enduring skills, gained when learners learn as a team. Students perceive that, each member is responsible to and dependent on each other and that one member cannot succeed unless all members in the group succeed. The conclusion of scholars as stated by Gillies and Adrian (2003); Chiu (2004), Murdoch (2005) and Adeyemi (2008) seems to suggest that, students learn best when actively involved in the process of learning regardless of the subject matter.

The proponents of collaborative learning claim that the active exchange of ideas within a small group not only increases interest among participants, the shared learning also gives students an opportunity to engage in discussion, take responsibility for their own learning and thus, become critical thinkers. (Riesta and Lafferriere, 2007). Hosseini (2009), corroborating, asserts that active exchange of ideas within small groups not only increases potential for collaborative task method coupled with the motive for participating but also promotes critical thinking. Critical thinking in this study is an essential learner outcome students need to possess in the learning of Social studies. It is essential for effective functioning in the modern

world and a tool of inquiry with which a learner improves the quality of his or her thinking and imposing intellectual standards. It is also a sort of thinking that is guided by logic and method. Hardyn (2005) affirms that critical thinking can provide learners with a more insightful understanding of each other. It offers an opportunity to be objective, less emotional and more open-minded as one appreciates the views and opinions of others, by thinking ahead, confidence is gained to present fresh perspectives and gaining new insights into burdensome concerns.

Current move in education is viewing learning as the ability of students to reproduce information, the ability of students to critically evaluate and synthesise knowledge within contextual and relevant learning environment (Gagnon and Collay, 2001). It should be noted that, there is unprecedented shift in attention to critical thinking. Teacher's correct perception of teaching methods has a key role in students' disposition to critical thinking. The critical thinking characteristics are especially valued by academics and it is the sort of thinking that is guided by logic and method (Harder, 2005).

By nature, Social studies as a subject has the potential at promoting and enhancing critical thinking because its contents are within the immediate experience of the learners. Critical thinking, whether conceived broadly or narrowly, implies curiosity, skepticism, reflection and rationality. Strategies and skills in critical thinking are keys to independent judgment and learning which can be transferred to subjects and objects of inquiry within and outside school (VanGelder 2005). Critical thinking was measured as a learner outcome in this work. Learners reaction to learning when they are being taught most of the time, determines the extent to which they will achieve in a learning task. Broussard and Garrison (2004), Skaalvic and Skaalvic (2004), Skaalvik and Skaalvik (2006), Sandra (2002) affirm that there is a significant relationship between academic performance and motivation.

Achievement motivation refers to the inner drive which encourages a person to engage on a task or to pursue a goal in the school setting; this is the reason for which a student works persistently to achieve a desirable academic goal (Wolters and Rosenthal, 2000). An achievement motive drives the need for achievement and the fear of failure. It can be seen as a direct predictor of achievement related circumstances. Thus, achievement motives have an indirect or distal influence on achievement goals, considered to have a direct or proximal influence on achievement-relevant outcomes (Elliot and McGregor, 2000). According to Scott

(2005); and Tella (2007), achievement motivation is one of the personal and psychological variables that have attracted the attention of researchers in recent times. It is believed that to achieve satisfactorily in school learning, achievement motivation has a pivot role to play, as it is an essential ingredient for learning. Educational and psychological research highlights the role of affective variables and specifically motivation to learning, in pursuing academic goals (Boekaerts, 2001).

Motivation of students in education and its impact on learning outcomes are considered as integral parts of effective learning. Literature indicates that achievement motivation, one of the moderator variables of interest in this study, is defined as the need for success or the attainment of excellence, an important factor which influences academic achievement; it is also identified as an important aspect of effective learning activity which drives the decision to participate in a task and the will to see a task through to the end so that goals are achieved (Garrison, 2000). Achievement motivation can also be defined as the need for success or attainment of excellence. Achievement motivation could then be seen as self-determination to achieve in whatever one is involved with whether academic, professional or any other activity. Each learner acts on the level of motivation differently, but some learners are predisposed to having little desire to accomplish certain tasks. Motivation holds the key to the understanding of human behaviour in terms of leaning outcomes (Scott, 2005).

Motivation is also referred to as academic engagement, which connotes “cognitive, emotional, and behavioural indicators of students’ investment in and attachment to education” (Tucker, Zayco, and Herman, 2002). Students with a task goal orientation are motivated to increase their knowledge on a subject or by enjoyment from learning the material. Studies have shown that those with a task goal orientation are more likely to engage in challenging tasks, seek help as needed, adopt useful cognitive strategies, and most importantly, possibly tend to be happier with both school and themselves as learners (Ames, 1992; Anderman and Midgley, 2002). On the contrary, students who are not motivated to succeed will not work hard. Some studies have suggested that motivation has direct effects on academic achievement, whereas, other factors affect achievement indirectly through motivation (Tucker, Zayco, and Herman, 2002). Meanwhile, it is not easy to understand what motivates students.

In summary, achievement motivation is characterised as a non-conscious concern for achieving excellence through individual efforts, where such an individual set challenging goals for self, assume personal responsibility for goal accomplishment and is highly persistent in the pursuit of these goals, take calculated risks to achieve them and actively collect as well as use information for purposes of feedback.

Gender served as a moderator variable in this study. A number of studies have been carried out which explain the influence of gender on the learning outcomes of students (Onabanjo, 2002; Adegoke, 2003; Falola-Anoemuah, 2003; Adeagbo, 2004; and Akinbode, 2006). It should be noted that no consensus was reached by these studies on the effect of gender on students' performance in schools, and as such, it is worthy of further studying to provide better insight on how gender influences learning outcomes especially in an experimental study of this nature. Facione (2010) examined the influence of gender on critical thinking and affirms that gender was a significant predictor of critical thinking skills in addition to personality and he finds females more open minded and mature at influencing their thinking, while males were more analytical.

Rutland and Brewer (2001) argue that learning outcomes should not only demonstrate what students know, but should also capture the changes that occur in their cognitive and affective development as a result of learning experiences that has taken place. In view of the potentials of self-directed learning, collaborative task learning method, achievement motivation, critical thinking and gender in individual's learning outcome, as well as the very few empirical research studies on these teaching and learning methods in Nigeria, gave the impetus to investigate the variables in this study to further expand the frontiers of knowledge and learning in the area by making available empirical information on the efficacy of these learning strategies in the teaching and learning of school subjects, like Social studies.

1.2 Statement of the Problem

Social studies is a field where students learn about the problem of survival and how to integrate themselves within the society. The level of students' poor performance in this subject has been a source of concern to some scholars and stakeholders. The application of appropriate instructional and learning methods is a prerequisite to effective dissemination of sound knowledge and corresponding

behavioural changes in learners especially when teachers impact the content of the subject to students. Notably, a number of studies have affirmed the inadequacies of the conventional method of teaching and learning of the subject in producing the desired learning outcome in students. The behavioural changes meant to reflect what the objectives of Social studies stipulate, in relation with learners' performance, have not been achieved over time in Social studies due to non-interactive teaching and learning methods adopted by teachers. Available previous studies have indicated that current methods of teaching the subject have not helped in improving learning outcomes in Social studies. As such, the search for more learner-directed methods of learning the subject is still on.

The assumption borne out of this study is that self-directed learning is a panacea for adult learning only. Non-experimental studies conducted by foreign researchers among adult learners, found self-directed learning method to have improved adult learning. The workability of self-directed learning on students at the junior secondary class in Nigeria has not been empirically ascertained. The possibility that students at the Junior Secondary School (JSS) level may benefit from the embedded lifelong learning skills which self-directed learning inculcates needs to be investigated.

The study, therefore, investigated the effects of self-directed learning and collaborative task method on JSS students' combined learning outcomes of achievement in Social studies and critical thinking. It also examined the moderating effects of achievement motivation and gender.

1.3 Hypotheses

The following hypotheses were formulated as guide to this study.

1. There is no significant main effect of treatment on the combined dependent variables of students' critical thinking and achievement in Social studies.
2. There is no significant main effect of gender on the combined dependent variables of students' critical thinking and achievement in Social studies.
3. There is no significant main effect of achievement motivation on the combined dependent variables of students' critical thinking and achievement in Social studies.

4. There is no significant interaction effect of treatment and gender on the combined dependent variables of students' critical thinking and achievement in Social studies.
5. There is no significant interaction effect of treatment and achievement motivation on the combined dependent variables of students' critical thinking and achievement in Social studies.
6. There is no significant interaction effect of gender and achievement motivation on the combined dependent variables of students' critical thinking and achievement in Social studies.
7. There is no significant interaction effect of treatment, gender and achievement motivation on the combined dependent variables of students' critical thinking and achievement in Social studies.

1.4 Scope of the Study

This study determined the effects of self-directed learning and collaborative task method on learning outcomes in Social studies among JSS students in Oyo State. The participants were restricted to JSS class two students and teachers from four selected educational zones of Oyo state.

1.5 Significance of the Study

The findings of the study may be considered significant because they provide empirical evidences which could be beneficial in class if the methods are used in the teaching and learning of Social studies. The selected variables investigated could be used by researchers, in providing additional empirical bases of understanding some of the variables that accounted for different levels of learning outcomes in Social studies. It would also be beneficial to the field of research on critical thinking, achievement motivation and gender in Social studies learning outcomes. The teachers as well as the students would be motivated to embark on meaningful, active and result-oriented teaching and learning process in Social studies, students would benefit more from this study, as the skills needed for lifelong learning would be developed and should greatly be enhanced where they already exist.

1.6 Operational Definition of Terms

To avoid ambiguity, the following terms are defined in the context in which they are used in this study, in other words they are operationally defined as presented in what follows.

Self-directed learning: This is the treatment package used in the study which enables students study individually or independently towards achieving stated academic goal within a specified period. Here, the teacher plays a passive role, only assessed the report brought back by the learners on Social studies task assigned.

Collaborative task method: This is the treatment package used in the study in which students work together in small groups, with their selected leader while the teacher plays a passive role during the course of treatment, but graded the students' effective participation in their presentation on daily basis from the Social studies assigned task

Critical Thinking: This refers to a thinking process involving active interpretation of observations, information and evaluation of Social studies concepts measured in the study by CTDI.

Conventional Method: This refers to the usual teaching and learning method that involves the teacher explaining and clarifying topics, and concepts in class. Focus of the approach includes areas of weakness for remediation and writing of the lesson summary on the chalkboard for the students to copy. This was done using the teachers references and Social studies textbook.

Treatment Packages: This refers to the content of the different enhancement packages used by the experimental groups in the study. The treatment packages elicited spontaneous performance of students in each group and consisted of SDLP, CTMLP, SDLP and CTMLP combined

Learning outcomes: Learning outcomes in this study measured two domains of educational objectives; these are: Students achievement in Social studies and, Critical thinking disposition..

Achievement scores: These are the scores earned by students in pretest and posttest derived from the test of knowledge of Social studies content administered to them during the course of the study. This is measured by SSAT and scores ranging from 13 (pass mark) to 25

Achievement in Social Studies: This refers to the students' performance in the Social studies achievement test and measured by SSAT.

CHAPTER TWO

LITERATURE REVIEW

Literature related to the study in terms of their theoretical and empirical studies were reviewed under the following headings:

- 2.1 Theoretical background of the study.
- 2.2 The nature, scope and importance of Social studies in junior secondary schools (JSS).
- 2.3 Research trends in the teaching and learning of Social studies.
- 2.4 Self-directed learning strategy and learning outcomes.
- 2.5 Collaborative task methods and learning outcomes.
- 2.6 Critical thinking and achievement in Social Studies.
- 2.7 Influence of collaborative learning on critical thinking.
- 2.8 Theory of achievement motivation.
- 2.9 Achievement motivation and learning outcomes.
- 2.10 Gender influence on Achievement motivation.
- 2.11 Gender influence on students' academic performance and critical thinking.
- 2.12 Appraisal of literature.

2.1 Theoretical Background of the Study

The theoretical background of this study is based on the theory of constructivism. It is a theory of knowledge that argues that human being generate knowledge and meaning from their experiences. This theory is attributed to Vygotsky (1869-1934), Jean Piaget (1896-1980), and Brunner (1966), they articulated mechanism by which knowledge is internalised by learners, which also describes how learning happens, regardless of whether learners are using their experiences to understand a lecture or follow instruction.

Constructivist theory as viewed by Brunner (1986) is that, learning is an active process in which learners construct new ideas or concept based upon their current/past knowledge. The learner selects and transforms information; construct hypothesis and makes decisions, relying on a cognitive structure to do so. Cognitive structure (that is schema, mental models) provides meaning and organisation to

experiences and allows the individual to “go beyond the information given.” He further states that as far as instruction is concerned, the instructor should try and encourage students to discover principles by themselves. The instructor and the student should engage in an active dialogue (i.e Socratic learning). The task of the instructor is to translate information to be learned into a format appropriate to the learner’s current state of understanding. Curriculum should be organised in a spiral manner so that the student continually builds upon what they have already learned.

Constructivism theory of learning, views the learner as an active participant in the knowledge acquisition process, therefore, instruction should be designed to fully engage the student. Kim (2005) further argues that the responsibility of learning should reside increasingly with the student. This view detracts markedly from previously held belief that the teacher is the sole custodian of knowledge. Research evidence, has lend credence to the importance of constructivism as an important theory in teaching and learning. Hmelo-Silver, Duncan and Chinn (2007) affirm the success of the constructivist theory in their work on problem - based and inquiry learning methods. Guthrie (2004) finds that, constructivist strategies of instruction, in which the learner is at the centre of learning activity, produced a better student performance.

The underlying theory of this study, is social constructivism, which emphasises that, human capability for learning is when learners are at the centre of all teaching and learning process, which will give room for redesigning the instructional approach from a structured didactic-constructivist approach sufficiently incorporating real life problems, cases, and projects, which will encourage learners to recognise, compare and construct their own learning through sharing and collaboration with other learners, especially in Social studies, the subject for consideration in this study. It is based on experiential learning through real life experience. It is problem based, adaptive learning and challenges faulty schema.

It integrates new knowledge with prior or existing one. It allows for originality, creativity, innovation and self-directed learning, where the teacher mentors only. It is goal oriented.

2.1.1 Vygotsky's Theory of Social Constructivism

Social constructivism theory was developed by Vygotsky (1869-1934). He rejected the assumption made by Piaget (1896-1980), that, it was possible to separate learning from its social context. The assumption is about how children learn, but he placed more emphasis on the social context of learning which has more room for an active, involved teacher.

In Vygotsky's theory of constructivism learning, instruction and development are the only positive forms of instruction. These three (learning, instruction and development) had the cognitive development in which teachers must use resources, worksheets, lesson plans and rubrics, all in a combined attempt to aid the student's progress and measure progress as the students continues to grow in their abilities to solve problems independently. Learning that is situated within the current developmental levels is not desirable. "More Knowledgeable Other" (MKO) goes hand in hand with "Zone of Proximal Development" (ZPD) although in a remedial sense. ZPD is defined as the rupture between a person's actual competence on which level a student is able to independently solve problems at their individual prospective development level (on which level the student could solve the problems assuming they were given guidance from the teacher).

2.1.2 The Assumptions of Social Constructivism

Social constructivism is based on specific assumptions about reality, knowledge and learning. To understand and apply models of instruction that are rooted in the perspectives of social constructivist, it is important to know the premises that underlie them. These are:

- (1) **Reality:** Social constructivists believe that reality is constructed through human activity. Members of a society together invent the properties of the world (Kukla, 2000). For the social constructivist, reality cannot be discovered because it does not exist prior to its social invention.
- (2) **Knowledge:** To social constructivist, knowledge is also a human product, socially and culturally constructed. Individuals create meaning through their interactions with each other and with the environment they live in.
- (3) **Learning:** They view learning as a social process. It does not take place only within an individual, nor is it a passive development of behaviours shaped by external forces (McMahon, 1997). Meaningful learning occurs when

individuals are engaged in social activities. Social constructivists see as crucial the context in which learning occurs and social context that learners bring to their learning environment as crucial

The relevance between this theory and the present study can be identified from how, it emphasises the importance of the nature of the learners' interaction with knowledgeable members within the group. This is an important aspect of collaborative learning, and without the social interaction with other more knowledgeable people, it will be impossible for a learner to acquire social meaning of important symbol systems and learn how to utilise them especially in the collaborative way of teaching and learning Social studies, which also enhances learners' critical thinking skill. Similarly, Rovai (2004) corroborates this assertion, describing it as a balance between structure and flexibility in instructional designing, learner autonomy and tutor-control in learner support strategies based upon individual psychic type, developmental stage and learning style which would help learners achieve learning goals in their own ways and this is exemplified in self-directed learning.

2.1.3 Implications of Vygotsky's Social Constructivism

In Vygotsky's view, children develop in a social group setting, the use of technology to connect rather than separate students from one another would be of appropriate use. A constructivist teacher creates a context for learning in which learners can become engaged in interesting activities that encourages and facilitates learning. The teacher does not simply stand by, he watches learners explore and discover and may often guide learners as they approach problems. He/she encourages them to work in groups to think about issues and questions and support them with encouragement and advice as they tackle problems, adventures and challenges rooted in real life situations. Such problems, adventures and challenges should both be interesting to the students and satisfying in terms of the result of their work. Teachers should facilitate cognitive growth and learning as do peers and other members of the child's community.

All classrooms in which instructional strategies compatible with Vygotsky's social constructivist approach are used do not necessarily look alike. The activities and the format can vary considerably. Notably, four principles are applied in any Vygotskian classroom.

- (1) Learning and development is a social and collaborative activity.
- (2) The ZPD can serve as guide to curricular and lesson plan.
- (3) School learning should occur in a meaningful context and not separated from learning and knowledge children develop in the “real world”.
- (4) Out- of- school experiences should be related to the child’s school experience.

3.1.4 Guiding Principles of Constructivist thinking and how they influence Education - John Dewey (1859-1952).

According to Dewey (1859-1952), nine principles guide the application of the constructivist thinking. These are:

- (1) Learning is an active process in which the learner uses sensory input and constructs meaning out of it. The traditional formulation of this idea involves the terminology of the active learner stressing that the learner needs to do something, that learning is not the passive acceptance of knowledge which exists “out there” but that learning involves the learners engaging with the world.
- (2) People learn to learn as they learn.
Learning consists of constructing meaning and constructing systems of meaning that is if we learn the chronology of dates of a series of historical events, we are simultaneously learning the meaning of a chronology. Each meaning we construct makes us better, being able to give meaning to other sensations which can fit a similar pattern.
- (3) The crucial action of constructing meaning is mental.
According to this theory, this principle happens in the mind. Physical actions, hands –on experience may be necessary for learning, especially for children but when it is not sufficient; we need to provide activities which engage the mind as well as the hands. Dewey (1859-1952) called this “Reflective thinking”.
- (4) Learning involves language. According to this theory, language of learning is an important tool. The language of instruction would determine the extent to which learning can effectively take place.

(5) Learning is a social activity:

Learning is intimately associated with our connection with other human beings, the teachers, peers, family as well as casual acquaintances including the people before us or next to us. Much of traditional education as pointed out by Dewey(1859-1952), is directed towards isolating the learner from all social interactions, and tends towards seeing education as one-on-one relationship between the learner, the objective and materials to be learned. In contrast, progressive education recognizes the social aspect of learning, which uses conversation, interaction with others, and the application of knowledge as an integral aspect of learning.

(6) Learning is contextual:

We do not learn isolated facts and theories in some abstract ethereal land of the mind separate from the rest of our lives; we learn in relationship to what else we know, what we believe, and that learning is active and social.

(7) One needs knowledge to learn:

It is not possible to assimilate new knowledge without having some structure developed from previous knowledge to build on. The more we know, the more we learn. Therefore, any effort to teach must be connected to, the state of the learner must provide a path into the subject for the learner, based on that learner's previous knowledge.

(8) It takes time to learn.

Learning is not instantaneous. For a significant learning, ideas must be revisited, this cannot happen in five- ten minutes. If reflection is done on anything that is learned, it is realised that it is the product of repeated exposure and thought.

(9) Motivation is a key component in learning

Not only that motivation helps learning, is it also essential for learning. The idea of motivation as described here is broadly conceived to include an understanding of ways in which the knowledge can be used. And unless reasons for learning are known, we may not be very involved in using the knowledge that may be instilled even by the most severe and direct teaching.

In summary, social constructivism therefore, emphasises the importance of the student being actively involved in the learning process unlike the traditional educational viewpoints where the responsibility rests on the teacher to teach and

where the student plays a passive receptive role (Kim, 2005). In addition to the above, the educational philosophy of constructivism is distinguished from objectivism in which the student is regarded as a passive recipient of information (Rovai, 2004). As perceived in the objectivism philosophy and theory of constructivism, the teacher in the self-directed learning situation is available as an assistant and facilitator for learning, not as a unilateral knowledge source and messenger (Lee and Lee, 2008).



2.2 Concept of Social Studies, Objectives and Importance in Junior Secondary School

Social studies involves how people live, how they form structures and societies, how they govern themselves and provide for their needs psychologically and externally, relating with other fellows and how they maximise the use of all the resources nature bestowed to them.

The objectives of teaching Social studies as stated in the Social studies curriculum (Mansarray, 1991) are to:

- (i) Create awareness and an understanding of our evolving social and physical environment as a whole, in its natural, man-made, cultural, and spiritual resources together with the rational use and conservation of these resources for national development.
- (ii) Develop in the child a capacity to learn and acquire certain basic skills such as listening, speaking, reading and writing, calculation, skills of hand and head, skills of observation, analysis as well as inference, essential to the forming of sound social, economic and political judgment.
- (iii) Ensure the acquisition of that relevant body of knowledge and information, an essential prerequisite for personal development as well as personal contribution to the betterment of mankind.
- (iv) Develop a sympathetic appreciation of the diversity and interdependence of all members of the local community and the wider national and international communities.
- (v) Develop in students, positive attitudes of togetherness, comradeship and cooperation towards a healthy nation; the inculcation of appropriate values of honesty, integrity, hard work, fairness and play as ones contribution to the development of the national goal.

Mansaray (1991) views Social studies as the study of interactions between man and his physical and social environments, problems and issues posed by these interactions and ways man seeks solution and clarification of them. This is in line with the view of Comparative Education Study and Adaptation Centre (CESAC), in their opinion about Social studies, viewed it as a study concerned with the way man lives and interacts with his social and physical environment. Further, it entails how science and technology help men live well in a particular environment. Okunloye (2001) affirms that, if any curriculum has been successfully piloted, adopted and implemented within a relatively long intervening period it must have come of age. National Council for Social Studies (2004) explains that, the primary purpose of Social studies is to help young people develop the ability to make informed reasons, and decision – making for the public good as citizens of culturally diverse democratic society. This assertion made Jack (2007) opine that the desired need of Social studies teaching and learning is to produce individuals who can solve personal problems and contribute meaningfully to addressing social problems in all ramifications.

The objectives of Social studies also emphasise the affective domain, which focuses on learners' emotions towards learning experiences and it also emphasises feelings and emotions coupled with the behavioural aspects of life and living. A learners' attitude, attention, awareness and values are demonstrated by affective behaviours (Martins, 2006). In spite of the fact that, the importance of knowledge acquisition cannot be overemphasised, the major aspect should be on developing desirable attitudes, values, skills and competences in learners.

Abe and Ajiboye (2003) conceptualise Social studies as a study of how man influences and is in turn influenced by his physical, social, political, religious, economic, psychological, cultural, scientific and technological environments. Its affective nature has always been emphasised by researchers on the subject as a field which deals with the sensitive field of human behaviour which also plays an important role in influencing the belief and attitude of young generations. The teaching of Social studies at various levels of learning the subject is to promote good social behaviour among learners. It is strongly believed that all the anti-social behaviours exhibited by individuals and especially young learners such as stealing, poor attitude to work could be positively corrected by providing affective learning through Social studies. A well-structured and carefully taught Social studies lessons

or programmes of instruction would possibly influence the attitudes, values, interest and other personality traits in learners (Abe and Ajiboye, 2003).

Affective outcomes of Social studies are those more long lasting outcomes of reflection, critical thinking, desirable values and attitudes. These are the hallmark of Social studies and they can be used to achieve the National objectives of Nigeria as enunciated in the FRN (2004). Otite and Omo-Ojugo, (2009) define Social studies as a subject that encourages the development of socio-civic and personal behaviour, its focus is on the affective domain of learning. Social studies in essence should be taught in schools at various levels in a manner in which the affective outcomes of learning are adequately achieved. Social studies, by its nature is not static but it is changing from time to time as a result of the dynamic nature of the society to meet societal specific needs, Social studies curriculum has to be modified to meet these changes. The end product of Social studies is to educate the child firmly in the basics of his culture and by so doing establish the role of education as societal change agent. Social studies is seen as an integration of social sciences and humanities. Social studies, therefore, make use of the content of the social sciences and other disciplines to achieve the objectives (Odanye, 2008).

The importance of Social studies within the Nigerian societies and the world at large cannot be underestimated. Social studies contents expand learners world in which students learn about, discuss and analyse society. Society in this case includes the international, national and local communities. Social studies is an interdisciplinary subject, incorporating geography, literacy, history, government and current affairs among other disciplines. It is a crucial part of education in that it teaches students how to be well-informed, critical thinking minded citizens of their world.

Social studies give room for interdisciplinary collaboration, because, it combines many different disciplines into one single subject. Lessons in social studies provide ample opportunities for reading aloud, shared reading and independent reading. The most important lessons Social studies teaches are understanding, compassion and tolerance for people across the world. Social studies classes and assignments often focus on learning about people within and outside their locality. It also focuses on difference between similarities in people, helping students learn to get along within their immediate community. Because Social studies focus primarily on human interactions, they teach learners how to act

responsibly and compassionately within the society (NCSS: National Curriculum Standards for Social Studies, 2004).

2.3 Trends in Social Studies Teaching and Learning

In Social studies, the use of appropriate instructional method is a prerequisite to effective teaching. It is the professional obligation of the teacher to employ effective and productive approaches of stimulating, motivating, and managing the learning and development of learners in a classroom setting. The extent to which teachers do this is the direct measure of the effectiveness of the methods employed. While the three elements – the teacher, the curriculum, and the learners – are directly important in Social studies teaching and learning, the emphasis has always been on the teacher as the prime mover, the guide and the integrator.

Besides, there are discussions on whether a teacher is ‘good’, ‘effective’ or ‘efficient’ based on the proficiency in the knowledge of curriculum content, or in the mastery of the practice of pedagogy. The studies of Okwilagwe, 2002, Onabanjo (2002), Adegoke (2003), Falola-Anoemuah (2003), Adeagbo (2004) and Akinbode (2006) have underscored the preeminence of teaching and learning methods which can best facilitate learning in many secondary school subjects, Social studies inclusive. According to Ogundare (2000) the selection of the appropriate and most innovative methods is very important to the success of a lesson. Nigerian Social studies educators affirm that the changes in the aims and objectives of Social studies curriculum have not been accompanied by corresponding changes in the teachers’ professional practices (Adeyemi, 2008). It can, therefore, be stated that increased productivity of teachers at the classroom level depends primarily upon the acceptance and adoption of innovative and modern instructional methods.

Further studies show that the teaching and learning strategies employed by teachers during Social studies lessons are mainly the traditional, passive, emotional-flat-toned types. One inference from these findings is that efforts at promoting effective and relevant instructional methods among teachers and encouraging them to abandon the longstanding traditional practices of teacher-centred methods have not yielded enough fruits. It seems, therefore, that adoption of inquiry, discussion, problem-solving, and other innovative classroom methods must have been hindered by teachers’ inability to make use of new learning methods which can best promote effective and long lasting learning abilities in students. Their unfounded doubts

about the efficacy of these methods have resulted ultimately in their continuous teaching in the classrooms the way their master-tutors taught them at the Colleges of Education (Ogundare, 2000).

Traditional instructional methods according to (Abimbola, 2004) include verbal exposition by the teacher, such as lecture, discussion, recitation and tutorial. Apara (2005) affirms that it has become apparent that the traditional teaching method which is currently the predominant instructional approach in Nigeria secondary schools, is inappropriate and ineffective for achieving the high objectives of Social studies programme, As such, there is therefore, need to look for more effective strategies which are suitable and efficient for promoting the level of secondary school Social studies achievement beyond the contemporary limits and to the satisfaction of the current social studies curriculum requirements. Salawu (2000) and Omosehin (2004) contend that the method of teaching could be regarded as the vehicle through which a message is delivered. Salman (2001) explains that play-way, role playing and storytelling methods of instruction are part of the approaches that teachers can use to assist students to acquire knowledge in the classroom.

2.4 Self-Directed Learning Strategy and Learning Outcomes

It is observed that the individual is the centerpiece of many learning theories. According to Frye (2008) students' learning outcomes encompasses a wide range of students' attributes and abilities, of cognitive and affective, assumed to be a measure of how learning experiences have supported their development as individuals. The attitude, motivation and needs of the individual learner have been found to vary. Teachers have therefore been called upon to tailor instructions to suit the needs of each child. Proper questioning and guidance from the teacher will help direct the students to making correct conclusions but restrict the teacher from simply handing out answers.

If students are allowed to arrive at making conclusions, and having ownership in the task given, this would awaken a desire in form of asking questions to learn more about the topic. Students, if allowed to discover information on their own, it will make them feel more passionate about the materials and boost their self-confidence (Gaudet, 2008). Self-directed learning method may have probably been developed as a response to and confirmation of this position. Research shows that self-directed learning is an important method simply because it shows people how to

learn. Many other teaching methods simply give facts, figures or other answers without explanation of how to arrive at the given answer (Long; Guglielmino and Roger, 2004).

They further opine that, learners fall into the mindset that an answer must be correct because the teacher, textbook or some other authority directly said it was true. As such learners do not develop the skills needed to learn information on their own and to be able to form their own judgments on the findings. Self-directed learning within a classroom shows learners how to locate answers, verify information and build their knowledge base by making the newly acquired information relevant to their learning, thereby allowing learners discover information on their own, which will be more rewarding than spoon feeding them.

As noted earlier, in self-directed learning situation, students' goal achievements are independent. In self directed learning, teachers not only challenge students to excel, they challenge students to challenge themselves to go as far as possible beyond the easy and familiar. Self-directed learning ends not only in exercises but in action, and this action as often as possible should be in the world beyond the classroom. Teachers do not direct them so much rather they teach them to direct themselves, allowing them to work independently, as such empowering them (Gibbons, 2010).

The concept of self-directed learning has long fascinated researchers in the field of learning. Becoming a self-directed learner is found to be most important functions of education. However, research has shown that there is need for readiness, for self-directed learning that comes with maturity. Some of the researches in the area states that self-directedness increases as we mature (Knowles 1980; Merriam, Shelly and Baumgartner, 2007). Gabr and Mohammed, (2011) carried out a study on effect of problem based learning and self- directed learning on critical thinking abilities and the result of the study indicated that problem based learning improved critical thinking. They also found out that 96.15% of the students (125 students) agreed that problem based promoted critical thinking and 53.30% (68 students) has improved their self directed learning. Omid and Seyed, (2012), in their study, found out the crucial role of self-directed learning in L2 learning which has been widely organized. However, finding an effective method to inculcate self-directed learning has been a matter of debate among teachers and practitioners. Their study investigated the effect of self-directed learning on critical thinking. The

package included materials about self-directed learning which was presented to the experimental groups. The result revealed statistically that, self-directed learning led to the enhancement of participants learning capabilities.

In the fast moving world that we live in, everything changes so rapidly that it is therefore essential that learners become self-directed in charge of their own learning, and how that learning will be planned and implemented. This assertion can be explained when one considers self-directed learning as a process in which the learner, with or without the help of others identifies learning needs, defines learning goals, develops and implements a learning plan and evaluates the learning gained (Guglielmino and Guglielmino, 2003). These scholars further claim that, teacher will best facilitate teaching and learning by inculcating the followings:

- (1) negotiating and developing a learning contract with students for goals and strategies, evaluation criteria, brooding and deepening students learning.
- (2) challenge students to reach a new level of thinking, scaffold self-directed learning processes to shift responsibility for learning from teacher to students, i.e. facilitate the followings: self- management of learning through analysis, inquiry, expression of differing and conflicting views and decision making in an emotionally safe learning environment, self monitor and reflect on their own thinking and learning process.

Further, the learners on their own part will:

- (a) articulate learning gaps, set learning goals and identify learning tasks to achieve the goals, apply learning the new context, learn beyond the curriculum;
- (b) explore alternatives and make sound decisions, formulate questions and generate their own inquires, plan and manage workload, time effectively and efficiently;
- (c) reflect on their learning and use feedback to improve their school work.

There is a clear need for education to be rapidly delivered and better suited to meet the needs of today's learners and be less expensive for schools. In addition, there is also the need for instruction that can be delivered at any place at any time without time constraints or barriers, thereby making learning environment interactive, individualistic and immersive (Gustafson, 2003). Self-directed learning has been linked to having individuals reach their potentials, fostering transformational learning; promote emancipatory learning and social change

(Baumgartner, 2003; Kerka, 2005). Long (2004) affirm that proper questioning and guidance from the teacher will help direct the students to the correct conclusion but restricts the teacher from simply handing out answers. By letting the learners arrive at the conclusion they now have ownership in the task given and it would awaken a desire in form of questions to learn more about the topic. Students can find a path way to progress and receive recognition for it and as students learn to learn, or how to teach them, they often work individually and in dependently. This enables the teacher to meet with individual and small groups regularly for the special attention and guidance that are so important to this process of teaching and learning (Long, 2004)

The goal achievement of one student is not related to that of others. It is such a situation in which the students seek outcomes that are personally beneficial, ignoring goal achievement of other classmates (Johnson and Johnson, 1999). In self-directed learning, the individual student is conscious of achieving personal goal at the expense of others. In other words, whether or not an individual accomplishes his goal, has no bearing on others attainment of their goals (Ojo, 2003). Goal accomplishment is the driving force behind individualistic behaviour. The learners work individually, as much as possible, there is no interaction among individual learners. Individuals work at their pace. In order to facilitate learning through this strategy, the sitting arrangement is structured so as to minimise student's interaction.

Self-directed learning does not mean that students take 100% charge of their learning. The teacher is still there to guide the students, monitor their progress and make necessary adjustments to safeguard positive result. Research has shown that this learning strategy intend to show the students how to obtain knowledge on their own by developing their critical thinking skills. Teachers that employ this method will help their students become successful learners well into adulthood and will hopefully inspire lifelong learners (Gaudet, 2008).

Self-directed learning can also be easily implemented in daily activities, students are motivated by internal/external motivation, it is a reflective and action oriented process. Learning can also be linked; it can also be enhanced with facilitation particularly through providing resources. Motivation is the key to successful self-directed learning experience. In that, new skills and knowledge are gained, learners gained a sense of control and direction over their own learning, and be able to make informed decisions (Colan, Grabowski and Smith, 2003).

2.5 Collaborative Task Learning Method and Learning Outcomes

The concept of collaborative learning, grouping and pairing of students for the purpose of achieving an academic goal has been widely researched and advocated for in literature. The term collaborative learning refers to an instructional method in which learners at various performance levels work together in small groups towards achieving a common goal. Olivares (2005) submits that, the goal of collaborative learning embodies free thinking and even dissent. Its end and goal is to create new knowledge. In essence, it is unstructured; the process is to have group members think about and solve problems, problems that may have no specific answers or multiple solutions. Collaborative learning is fundamentally, an intellectual process which encourages social interaction framework, in which the students are responsible for one another's learning as well their own; as such the success of one student is dependent on the success of others as opined by Anuradha, (1995). Collaborative task method refers to an instructional method in which the students at various levels work together in small group towards the attainment of a common goal (Michael and Richard, 2007; Ormrod, 2008). It incorporates sharing knowledge between teachers and students and among heterogeneous groups of students.

The method has been found to be effective at increasing motivation for learning, self-esteem, redirecting attribution for success and failure, fostering of positive feelings towards classmates and increasing performance. Student- centred instruction involve teacher organising students into learning groups, providing them with the necessary resources and materials, and expect the students to teach each other key concepts. In this case, when clarification is needed students would consult each other before going to the teacher.

Shared learning gives students the opportunity to engage in discussion, take responsibility for their own learning thereby becoming critical thinkers (Totten, Sills, Digby and Russ, 1991). These scholars opine that the following catalogue of principles though inexhaustible serves as helpful guide towards the successful adoption of the learning strategy, which students should follow in the collaborative learning environment:

- (a) negotiate and set common goals, interactively contribute own ideas clearly and consider other points of view objectively and maturely;

- (b) ask questions to clarify and offer constructive feedback, reach a consensus, take on different roles and take responsibility within the group and individual learning processes; and
- (c) work towards completing individuals assigned tasks as well as help group members to achieve group goals and also rely on each other for success.

Teachers in collaborative learning setting, will create multiple and appropriate platforms and network so as to generate and promote collaboration among students, develop students' communication and interpersonal skills and also provide conflict management strategies on resolving diverse or conflicting views that may arise during the course of teaching and learning. Ojo, (2003) finds the importance of cooperative learning method in promoting learning especially academic achievement in Social studies. Only few studies have applied collaborative task method at enhancing performance and they are in the area of sciences, languages, and non-technical disciplines (Lee, and Smagorinsky, 2000; Nagata and Ronkowski 1998; Johnson and Johnson, 1999; Chickering and Gamson 1991 and Beckman, 2000). The small group interactions are usually problem based and are intended to encourage critical thinking (McCloskey, 2000).

Research has shown that, group-based collaborative learning does not only enhance the achievement of learning outcomes but also helps student develop some of the attributes and skills highly valued for employment in the future. Employers seek out graduates who have acquired teamwork skills (Merriam, 2001). In a group learning context, students are facilitated to develop key skills such as communication and teamwork. Students can only be proficient in a skill by practicing it and in a group learning context the students have to learn how to work within a group, listen and negotiate with others in order to resolve dilemmas or conflicts, and these are important skills for students (Colan; Grabowski and Smith 2003).

Often times, one finds the term collaborative learning and co-operative learning used synonymously, although each of the methods inherently supports discovery based approach to learning. The two methods assign various group roles although; collaborative task method of learning can have fewer roles assigned. In both situations, student members are required to possess group skills though cooperative learning may include this as instructional goal. Each plan comes with a

framework upon which the groups' activity resides, but cooperative learning is usually more structurally defined than collaborative learning (Copper & Robinson 1998; Rockwood, 1995, Smith and MacGregor, 1992;). Previous literatures (Smith and MacGregor, 1992; Rockwood, 1995a) relating to these two methods of learning (that is cooperative and collaborative learning strategies), point out that they are different. Rockwood (1995) for instance, affirm that the difference between these methods is one of knowledge and power. Cooperative learning is the methods of choice for foundational knowledge (i.e. traditional knowledge) while collaborative learning is connected to the social constructionists view that, knowledge is a social construct. In cooperative learning the instructor is at the centre of authority in the class with group tasks usually more close ended and often have specific answers whilst in collaborative learning the instructor abdicates his or her authority and empowers the small groups who are often given more open-ended, complex task.

Students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats and students who work in collaborative groups appear more satisfied with their classes. Encouraging students to engage in collaborative learning tasks knowing that peers rely on each other, is a powerful motivator for group work, which becomes necessary as a preparation for future life and living (Neale, Carrol and Rosson, 2004; Bower and Richards, 2005).

Hence, collaboration should be inculcated at the junior school level in order to create lifelong learning in young adolescents. The teacher at best facilitates effective learning by creating and promoting conducive learning environment where inter-student interaction and student content interaction are maximised with a suitable lesson and classroom structure. This process makes autonomy of thought and variability in lesson outcomes more fundamental. Collaborative learning allows students to progress beyond what they would have been able to learn alone by sharing mental models and observing the thought processes of others.

As opposed to direct instruction, collaboration allows students active participation in problem solving processes by communicating about the conceptual representations relating to the task at hand and its approaches gives room for tightly-coupled interactions required for rapid and complex concept formation. Collaborative task method of learning has been found to enhance critical thinking. Evidences from literature have it that, collaborative learning fosters the development

of critical thinking through discussion, clarification of ideas and evaluation of others ideas (Sanders, 2008). He further stresses that there is a persuasive evidence that collaborative team achieve at higher levels of thought and retain information longer than students who work quietly as individuals. In view of the above distinction and the benefit of the collaborative task method, it was imperative to encourage it as a way of students' preparation for the future lifelong learning, inculcating its skills right from the junior school.

2.6 Critical Thinking as a Learning Outcome in Education

Critical thinking is viewed to be important in any academic field, because it enables one to have the capability to analyse, evaluate and restructure ones thinking, thereby, decreasing the risk of adopting, acting on or thinking with false belief (Roderick, 2001). Various definitions of critical thinking have been offered by researchers that critical thinking is a reasoned, purposive, and introspective approach to solving problems or addressing questions with incomplete evidence and information, and for which an incontrovertible solution is unlikely (Ricketts, 2003; Rudd, Baker and Hoover, 2000; Torres and Cano, 1995). Paul (1995) cited in Myers and Dyers (2006) suggested that critical thinking is the essential foundation for all education. They opine that this foundation is crucial for individuals to be able to adapt to the demands of life. Lundy, Irani, Ricketts, Eubanks, Rudd and Gallo-Meagher (2002), asserts that critical thinking dispositions can increase over a period of time provided the class is designed to enhance critical thinking skills. Researchers have identified several teaching methods that can be implemented in the classroom to encourage the development of critical thinking skills. McCormick and Whittington (2000) report that the use of problem sets, individual and group written reports, group presentations, and laboratory tests are shown to emphasise higher cognitive levels, which in turn lead to better critical thinking skills in students.

Preparing students to be able to think critically is a tool of many researchers, the extent to which it can be appraised is fundamental and this is because students critical thinking has not being properly harnessed at the junior secondary school level so as to enable learners at this level to improve and make use of it in the pursuit of higher education. Investigation in Western Europe and United States of America indicates that the level of critical thinking skills among students in higher education is low (Guest, 2000; VanGelder, 2005). (Nussbaum, (2002); Scriven and

Paul, (2004) suggesting the lack of critical thinking skills occurring in classroom and its absence is essentially challenging because the ability to think critically is an essential ingredient for the development of learners' minds and critical thinking according to them, allows student to achieve a deeper understanding of existing social conditions. Stressing the result of not imbibing the process of inculcating critical thinking into the students from their junior classes, Imoka, (2010) affirms that in Nigeria educational programme at all levels, a critical thinking is not prevalent among the students as a result most of them do not have good grades in tests that measures the ability to identify assumptions, evaluate arguments and make inferences. Students' ability to think critically has become a major concern among educators and psychologist as they try to study the factors influencing the acquisition of thinking skills, as critical thinking increases with education level (Mines, King, and Wood, 1990; Onwuegbuzie, 2001)

Some educators (Scriven and Paul, 2004; Pithers and Soden, 2000) believed that schools should focus on teaching their students critical thinking skills thereby cultivating individual traits. Garrison (1992) affirms that, it is an essential attribute that can free learners from ignorance, confusion and unjustified claims about societal ideals and reality. Findings have proven that critical thinking is significantly and positively correlated with academic achievement (Facione, Giancarlo and Facione, 2001; Collins and Onwuegbuzie, 2001). They further contend that critical thinking is often seen as a universal goal of higher education but is seldom confirmed as an outcome, but when it is inculcated into teaching and learning at the earliest time there is tendency for it to become an important learning outcome. Students leave the classroom not only capable of synthesizing and evaluating but also with a desire to apply their critical thinking skills to solving problems.

Researchers on critical thinking argue that critical thinking includes skills that can be developed in individuals (particularly learners) by education to produce people of greater intellect. Applying critical thinking in the classroom can be encouraged when students are required to solve problems (Ennis, 2006; Facione and Facione, 2001). Critical thinking skills enable learners recognise that a problem exists and should look for evidence to solve it, assessing this evidence in a logical way, in order to, determine new knowledge and direction (Roderick, 2001). It is a means of correct thinking in the pursuit of relevant and reliable knowledge about the world which enables one to be a responsible citizen who contributes to the society

and not merely a consumer of society's distractions (Schaferman, 1991). It is a logical and a reflective way of deciding what to believe or not to believe, it is a means of making reasoned judgments and a criterion to judge the quality of an idea, and a disciplined manner of thought that a person uses to assess the validity of such idea.

The ideal critical thinker is habitually inquisitive, well-informed, fair-minded in evaluation, honest in facing personal biases, diligent in seeking relevant information, persistent in seeking precise results (Whittington, 2000). These attributes are essential in Social studies, hence in this study, educating good critical thinkers, means working towards ideals of critical thinking which combines the development of critical thinking skills, nurturing those dispositions in learners which consistently yield useful insights and a basis of a rational thinking personality. Critical thinking according to VanGelder (2005) cannot be regarded as natural tendency but rather it should be learned, because they are learned skills.

Elder and Paul (2004), Zoller, Ben-Chaim and Ron (2000) affirm that, critical thinking is the ability of thinkers to take charge of their thinking and this requires that they develop sound criteria and standards for analysing and assessing their thinking and routinely use those criteria and standards to improve its quality. They added that students' disposition to think critically is a necessary precondition for critical thinking and it greatly affects critical thinking capability. Moore and Parker (2010), define it more naturally as the careful, deliberate determination of whether one should accept, reject or suspend judgment about a claim and the degree of confidence to which one accepts or rejects it (ideas) critical thinking evaluates quality of thinking. Imoka (2010) contends that, emphasis is placed on the importance of boosting the education of Nigerian child but not with a torch of critical thinking. This is because, the nation's education does not give room for the Nigerian learner to ask questions on why things are conventional and not otherwise, which has denied many students of knowing more about what they are learning. He further stressed that the educational environment in Nigeria, and most African countries, do not encourage critical thinking and that, Nigeria's education system is not doing justice to this.

Critical thinking is about being able to evaluate ones thinking during and after teaching and learning has taken place. Its focus is in developing the habitual

intention to be truth-seeking, open-minded, systematic, inquisitive, confident in reasoning and prudent in making judgments.

Evidence from research suggests a direct relationship between teaching and learning approaches with critical thinking skills and teachers who impart information only, do not teach thinking well (Kember,2000), differences in teaching and learning methodology in student-centred classes according to researchers promote higher level of retention and thinking. Teaching approaches also have significant relationship with students learning approaches as opined by Gibbs and Coffey (2004), affirming that, teachers who increased their conceptual change and student focused approach to teaching have students using less surface approach to learning. It is evident that there is a general consensus that the idea of student-centred approach is enriching, supporting teaching approach which is more likely to lead students' intellectual growth (Trigwell, 2002).

Fisher and Scriven (1997), state that, critical thinking is a skill which involves the active interpretation and evaluation of observations, communications, information and argumentation. It employs not only logic but broad intellectual criteria such as clarity, credibility, accuracy, precision, relevance, depth, breadth and significance. It also involves careful acquisition and interpretation of information and the use of it to reach a well justified conclusion. The ability to think critically is an essential attribute that can free students from the fetters of ignorance, confusion and unjustified claims about ideals and reality (Garrison, 1992). Critical thinking is a pervasive and self-rectifying human phenomenon. Methods and skills in critical thinking are keys to independent judgments and learning which can be used in Social studies. Learners gain enduring intellectual abilities which can be used long after particular facts have been forgotten in Social studies classes.

It is imperative to establish the relationship between teachers teaching approaches and students' leaning approaches in relation to the development of critical thinking. Student who adopts deep approaches to learning were often associated with higher quality learning outcomes, academic performance and increased knowledge (Murphy and Alexander, 2002). Therefore, critical thinking focuses on the approach to learning in which the students use less surface approach to learning which is considered as an important variable and process of students' learning, its importance is worthy to be researched into, hence its consideration in this study.

2.7 Influence of Collaborative Task Methods on Critical Thinking

Sound critical thinking is the vehicle of collaboration. Active collaboration is not enough without a corresponding discipline and careful application of the intellectual standards that keep the best thinking on track. It must target and check the crucial structures in thinking. Most students and people in general, are drawn to use standards for assessing thinking which are both egocentric and sociocentric. People agree with only that which agrees with what they believe (egocentric) and that which agrees with those around them believe (sociocentric) (Elder, 2009).

Collaborative learning is a proven method that actively engages students, enhances critical thinking, promotes deep learning as opposed to superficial learning and at the same time shifts the focus from the instructor to students (Facione and Facione, 2000). Working in group, students are able to identify what they already know, how and where to access new information that may lead to resolution of the task or problem assigned to them (Gibbons, 2008). If collaborative education is to go beyond mere activity, and if it is to involve activity that produces high quality thinking and desirable learning, it must embody a clear cut standards and a self assessing process whereby students raise their learning to a self-critical level. In other words, students must learn how to probe and evaluate their own thinking as intrinsic to their collaborative work, seeking, finding and eliminating mistakes that impede excellence in thought. This means that, critical thinking standards must infuse the ground rules of collaborative learning and this includes the enduring but typically ignored intellectual standards of clarity, accuracy, precision, depth, breadth, fair-mindedness and logicity. Active collaborative learning ensures sound critical thinking and it is the vehicle which students should be able to assess in their collaborative by-products rigorously, effectively and critically (Walker, 2003).

Small group discussions have also been shown to improve critical thinking in students. There is an increasing acknowledgement that critical thinking involves the ability to participate in ongoing conversations about important issues (Nussbaum, 2002). The research focuses on how to enable students to participate in oral discussion about academic and social content, both as a means of deepening understanding of content and as a tool for developing critical thinking. Scalan, (2006); Carroll and Salazar, 2004) show that teaching critical thinking to students has had a positive impact on the learning process and class compositions. Group critical thinking also has direct impact on critical thinking development and makes

learning effective as well (Kayes, 2006). Hess (2001) affirm the benefits of discussing contemporary issues which includes better understanding of issues, enhanced critical thinking skills, and improved interpersonal skills. Students participating in discussion must personally understand the issue in order to contribute ideas, a critical thinking skill enables learners to agree or disagree with support or reason.

2.8 Theory of Achievement Motivation

Achievement motivation theory was developed by McClelland (1917-1998). He is most noted for describing three motivational needs, which he identified as follows:

- (a) Achievement motivation (n-ach)
- (b) Authority/ power motivation (n-pow)
- (c) Affiliation motivation (n-affli).

In this study the n- ach is considered in which persons or personalities who possess this type seek achievement, attainment of realistic but challenging goals and advancement in job. There is also a strong need for feedback as to achievement and progress and a need for a sense of accomplishment. McClelland (1998) asserts that, while most people do not possess a strong achievement- based motivation, those who do, display consistent behaviour in setting goals. He contrasted achievement – motivated people with gamblers and dispelled a common pre-conception that n-ach i.e. achievement motivated people are big risk takers. On the contrary, typically achievement motivated individuals set goals which they can influence with their effort and ability, and as such the goal is considered to be achievable.

McClelland (1998) suggests other characteristics and attitudes of achievement motivated people. These are:

- (i) Achievement is more important than material or financial reward.
- (ii) Achieving the aim of the task gives greater personal satisfaction than receiving praise or recognition.
- (iii) Financial reward is regarded as measurement of success, not an end in itself.
- (iv) Security is not prime motivator, nor is status.
- (v) Feedback is essential, because it enables measurement of success, not for reasons of praise or recognition (the implication here is that feedback must be reliable and factual).

Achievement-motivated people constantly seek improvements and ways of doing things better. Achievement-motivated people will logically favour jobs and responsibilities that naturally satisfy their needs, offer flexibility and opportunity to set and achieve goals. McClelland (1998) firmly believed that achievement-motivated people are generally the ones who make things happen and get results, and that this extends to getting results through the organisation of other people and resources. They habitually spend time thinking about doing things better and whatever people start to think in achievement terms, things start to happen. Achievement motivation refers to the tendency to set and work hard to meet personal standards and to attain goals within one's social environment (Ziegler, Schmukle, Egloff and Buhner, 2010).

Achievement motivation theory is one of a number of psychological theories that concerns with what makes people do what they want to do. Knowledge of this theory is useful to help learners improve on their learning capabilities. Adherents to achievement motivation theory believe that people have innate need to succeed or to reach a high level of attainment. Achievement motivation theory pertains to individuals desire to perform well in a specified area and attain success and different factors motivate individuals to desire to achieve success. Psychologists who subscribe to achievement motivation theory consider it as the need to succeed as a foundation for all human motivation, that is, people who experience great level of success are motivated to strive more for success. Bernard (1990) postulates that people who achieve high level of excellence tend to regard those who do not, as not having tried enough, while those who are not high achievers tend to see those who are as being lucky.

There are many facets of achievement motivation that different researchers have developed i.e. Goal theory, achievement behaviour theory and approach/avoidance motivation theory. These theories have all tried to answer questions, such as "What motivates people to achieve, to seek success, to do well? Gender differences in motivation can be examined using contemporary theories of achievement motivation (David McClelland, 1998) which includes:

- (a) Attribution theory: explains how achievement and motivation in gender related issues is determined or achieved through perceptions of effort and ability. This theory relates gender differences in achievement motivation on how individuals attribute their achievements.

- (b) Expectancy-value theory: have been widely used to examine gender differences in motivation and achievement behavior. Achievement motivation theorists have attempted to explain peoples' choice of achievement tasks vigor in carrying them out, and performance on them (Eccless, Wigfield and Schefe, 1998; Pintrink, 2003). These are a variety of constructs posited by motivation theorist to explain how motivation influences choice, persistence and performance. Theorist in this tradition argue that individuals choice, persistence, and performance can be explained by their beliefs about how well they will do on an activity and the extent to which they value the activity (Atkinson, 1957 cited in Wigfield,1994).
- (c) Self-efficacy theory: self-efficacy is the belief in ones effectiveness in performing specific tasks 'people who regard themselves as highly efficacious, act, think and feel differently from those who perceive themselves as inefficacious. They produce their own future, rather than simply fortell it" (Bandura, 2001). Self efficacy theory is an important component of Bandura, (2001)'s social cognitive theory, which suggests high inter-relation between an individual's behaviour, environment while the cognitive theory postulates that perceived self-efficacy affects an individual in all aspects of life, including educational experiences.

Beliefs about one's competence to successfully perform a task can affect motivation, interest and achievement. The higher the perceived efficacy, the higher the goal aspirations people adopt and firmer are their commitment to achieving those goals. Educational activities should foster self efficacy through the use of social interaction. By doing this, learning environment is structured to de-emphasise competition and highlight self-comparison of progress to build a sense of self-efficacy and promote academic achievement (Peer and McClendon, 2002). Across all theories, findings indicate that females and males motivation-related beliefs and behaviours continue to follow gender role stereotypes Meece, (2006). Achievement and motivation are concepts that are regarded to be closely related. Motivation is the driving force within a person to desire achieving certain set goals and level of excellence. The investigation of this started with research into child development and what factors influenced a child's ability to complete, achieve and succeed at different tasks (McClelland, 1965). One widely accepted theory is Goal Theory. It postulates that there are two main types of motivation for achieving in school. Students with an

ability or performance goal orientation are concerned with proving their competence by getting good grades or performing well compared to other students (Anderman and Midgley, 2002, Maehr and Midgley, 1991).

Evidence from literature also suggested that task and performance goals are not mutually exclusive. While many experimental studies forced research participants to select one goal orientation or the other, correlation research has found that individuals' endorsement of a task goal orientation is often weakly correlated or uncorrelated with endorsement of a performance goal orientation (Kaplan and Maehr, 2002). This definition is similar to that of need for achievement (nAch) which is described as an almost animal like drive in a sense that it energises and selects behaviour and argued that these implicit motives are considered to be a major predictor of achievement behaviour. However for implicit motives to be considered a predictor there need to be an incentive or event that triggers a reaction in a certain way (Brunstein and Maier, 2005).

Pang and Schultheiss, (2005) describe this as motive incentives, these are the situations, such as work situations, school situations (i.e. examinations, assignments) or other situations that require individuals to act in certain ways, such as achieving to receive a reward or behaving to social expectations. These motive incentives play an important role in achievement motivation; Spangler (1992) proposes that if there are no achievement incentives, there is no reason to believe that people who are achievement oriented will not behave differently than those with low achievement levels. This leads to the suggestion that achievement motivation and behaviour is not only influenced by implicit motives, but also is effected by different situations, or incentives individuals are presented with that it is the interaction between these implicit motives and incentives that activate an individual's behaviour in an given situation. Implicit motives were the original major construct in need for achievement motive, it can be defined as a fantasy function, such as the non- conscious needs that orientate, select and organise behaviour (Pang and Schultheiss, 2005).

These incentives and implicit motives as McClelland (1985) indicates are developed by individuals and are considered important, and that implicit motives develop early in life as a result of early experiences to various incentives and are related to physiological processes such as norepinephrine and dopamine which support the proposition of implicit motives being a non-conscious process that directs behaviour (Spangler, 1992). As incentives are strongly related to achievement motives,

Brunstein and Maier, (2005) further defined them as a distinction between social and activity incentives. Activity incentives are the characteristics of the task, such as difficulty and work context which can determine whether and how an individual performs the tasks, regardless of the reward. Whereas social incentives, while not the activity itself, are the social expectations and/or rewards expected if the task is performed. These incentives are important as Spangler (1992) submits; achievement behaviour is an interactive effect of implicit motives and achievement incentives, meaning that without the incentive there might not be a behavioural reaction.

2.9 Achievement Motivation and Learning Outcomes

Pintrich, Schunk and Meece (2008), Skaalvik and Skaalvik (2006); and Sandra (2002), revealed that motivation have important relationship with academic achievement. Tavani and Losh (2003) states that levels of students' internal characteristics such as motivation and self- confidence strongly assists at influencing students' academic achievement in the school. They find, high school students' motivation are significantly linked to a drive to achieve and that when learners' levels of confidence and motivation are high, their expectations of academic outcomes will also be high.

Motivation can be defined as the driving force behind all the actions of an individual, motivation is based on ones emotions and achievement-related goal (Cassidy, 2000). Academic motivation could also be seen as self-determination to succeed in any academic work (Gesinde, 2000).

It is generally believed that motivation has positive impact on learning because it stimulates, sustains, and possibly gives direction to any activity learners are involved with. Highly motivated learners most of the time requires little guidance from the teacher and are always capable of doing many complicated work independently. It is obvious that learners who are motivated to succeed will work hard. Researchers have suggested that only motivation directly affects learners' outcomes while all other factors affect achievement only through their effect on motivation Tucker, Zayco and Herman, (2002). In spite the fact that, it is not an easy task to understand what really motivates students, however, a number of studies have been carried out which has culminated into the development of several theories of motivation. As a result of this, motivation researches are diverse and to a varying

degrees and often times appear fragmented (Murphy and Alexander, 2002; Pintrich, 2003).

Achievement motivation is one type of motivation that helps to determine how and why an individual has behaved in a certain way. It investigates what gives some people “drive” and some don’t. This has led to research and to the development of achievement motivation theory. The need for achievement has led many researchers to investigate why and what makes people do and achieve different things. Many wanted to explain the factors involved in high and low achieving personalities. What emerged was not one theory or condition or behaviour, but that achievement motivation is best represented as a multidimensional construct (Ziegler, Schmukle, Egloff and Buhner, 2010).

Further, scientists have observed that people with high level of achievement motivation exhibit certain characteristics. Achievement motivation is the tendency to endeavour for success and to choose goal-oriented success or failure activities (Linnenbrink and Pintrich, 2002). Motivation, therefore, holds the key to the understanding of human behaviour. It explains why an individual will dodge participating in an activity and another participates effectively and satisfactorily enough to achieve optimally (Broussard and Garrison, 2004; and Sandra, 2002).

Siddiqui, (2004), opine that real environmental condition can motivate students and other motivational factors include parental pressure, classroom environment, teacher and peer approval. Motivation is of particular interest to psychologists due to the pivot role it plays in students learning. In education motivation can have several effects on how learners learn and how they respond to subject matter. Such effects are learners having direct behavior towards particular goal leading to increased effort and energy, increase initiation of, and persistence in activities which would eventually lead to enhance cognitive processing, thereby determining what consequences are being reinforced and eventual improvement of performance. Students are mostly not internally motivated; they sometimes need situated motivation which could be identified in the environment where learning is taking place.

There are different types of motivation, intrinsic and extrinsic, each affecting academic achievement in a different way. Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure (Sandra, 2002). Intrinsic

motivation is easy to produce and can increase achievement quickly. The implication of this assertion is that, students who are not intrinsically motivated do not engage in learning and often perform poorly in school. Students, who become intrinsically motivated during their elementary school years, have a higher chance of success in the future learning.

Intrinsic motivation is based on taking pleasure in an activity rather than working towards an external reward. Intrinsic motivation has been studied by social and educational psychologists, and found out that, if a person is simply not interested in a particular learning activity, he/she will not be intrinsically motivated to participate in such learning activity (Deci and Ryan, 2000). In addition, they noted that, if a person perceives his/her environment as informational, if he/she feels competent and autonomous, intrinsic motivation can be sustained.

The outcome of a reward on intrinsic motivation depends on which message is more salient to the recipient. If a person feels pressured, incompetent or as though she/he is engaging in a behaviour not for her own reasons but for something external (i.e a tangible rewards, parental/teacher expectations) her intrinsic motivation for that activity will decrease.

Students who are intrinsically motivated are more likely to engage in the task willingly as well as work to improve their skills, which will increase their capabilities. Students are likely to be intrinsically motivated if they:

- attribute their educational results to factors under their own control, also known as autonomy,

believe they have the skill that will allow them to be effective agents in reaching desired goals (i.e. the results are not determined by luck), are interested in mastering a topic, rather than just rote-learning to achieve good grades. Across theories, findings indicate that females and males motivation-related beliefs and behaviours continue to follow gender role stereotypes (Meece, 2006). Achievement and motivation are concepts that are regarded to be closely related. Motivation is the driving force within a person to desire achieving certain set goals and level of excellence.

Extrinsic motivation is initiated by outside stimulus. It comes from the environment which includes parental expectations, grades and tangible rewards while intrinsic comes from within the students. Group competition, reward from teacher, the opportunity for participation in planning and decision making which

seems to have very beneficial effect upon learning are other examples. Students readily become interested in things new or exciting, and in things for which they perceive are of practical value (Kumar, 2006).

Extrinsic motivation refers to the performance of an activity in order to attain an outcome, which then contradicts intrinsic motivation. It is widely believed that motivation performs two functions. The first is often referred to as the energetic activation component of the motivation construct. The second is directed at a specific behaviour and makes reference to the orientation directional component.

Motives can be divided into two types: external and internal. Internal motives are considered as the needs that every human being experience, while external indicate the presence of specific situations where these needs arise. Social psychological research has indicated that extrinsic rewards can lead to over justification and a subsequent reduction in intrinsic motivation. In one study demonstrating this effect, children who expected to be (and were) rewarded with a ribbon and a gold star for drawing pictures spent less time playing with the drawing materials in subsequent observations than children who were assigned to an unexpected reward condition. For those children who received no extrinsic reward, self-determination theory proposes that extrinsic motivation can be internalised by these individuals if the task fits with their values and beliefs and, therefore, helps to fulfill their basic psychological needs. Sustaining motivation to learn is strongly dependent on the learners' confidence in his or her potential for learning, a crucial assumption regarding the nature of the learner concerns and source of motivation for learning (Ryan and Deci, 2002).

2.10 Gender influence on Achievement Motivation

The role of gender in shaping achievement motivation has a long history in psychological and educational research.

Researches into gender differences in motivation and achievement between males and females have been a prominent study between researchers and psychologists. Differences in gender gap occur in different spheres of life for example school, work and in extracurricular activities (Taiwo, 2011). Male and female students, tend to perform differently in various subject areas of learning. Gender gap in specific subjects such as mathematics and reading has prompted academics to examine possible influences that gender has on students' motivation

and there are several general tendencies that continually surface regarding gender and motivation.

Evidence in research shows that in areas such as mathematics, science, technology and/ or sports, males attribute their achievements to their ability while females oftentimes attribute their success in these areas to their effort. Unlike females, males are able to show a higher level of motivation through attributing their achievement to their ability because they believe that their talents in these areas are natural attributes. As a result of these differences between attribution of success, males achieve more in Mathematics, Sciences and Sports and, therefore, show high motivation in these areas. Females attribute their success in these areas to efforts and failures to inability which eventually tend to reduce their motivation to achieve in such areas as Mathematics, Sciences and or Sports (Pintrich, 2003).

In some countries such as the USA, the United kingdom (UK) and Australia, educators have worked to close the gap between male and female although they have made vast improvements to help both gender to succeed but the reverse is the case as the gap continues to exist (University of Michigan, 2010). Reasons for the continued gender gaps as could be exemplified from the research of this university stem from the fact that, parents, peers and society all influence achievement motivation of male and female students differently. They also found out that, many teachers inadvertently tend to call on male more often than female students to answer questions and given more complex problems to them to solve, which creates a competitive learning environment where males tends to excel more than the females. Educators usually expect female students to be more cooperative and expressive thus motivating them to gravitate towards less competitive and more creative learning environments, that is reading and the arts (Gok and Silay, 2010). It is worthy to note that, males report stronger ability and interest in mathematics and science, whereas females have more confidence and interest in language arts and writing. Gender effects are moderated by ability, ethnicity, socio-economic status and classroom context. In view of this finding, this study built in the moderating effects of gender to further obtain its current status.

Reviewing the existing evidence of motivation impact on learning and gender, Onuka and Durowoju (2011) observe that, motivation is positively related with students' cognitive achievement. They argue that satisfactory school learning is likely to take place in the presence of sufficient motivation to learn. They further

stress that, students' motivation has to do with stimulating someone with the aim of making him participate in a particular course of action and that the issue of motivation of students in education and the impact on academic performance are considered as an important aspect of effective learning, that students who possess high intrinsic and extrinsic motivation tend to attain higher cognitive achievement than those with low intrinsic and extrinsic motivation in their course of study. The result of their study indicates that motivation has significant relationship with student' cognitive achievement in economics and other school subjects at any level irrespective of gender as a result of the prominent role motivation plays in learning.

2.11 Gender Influence on Students Academic Performance and Critical Thinking

For some times now, the effect of gender on the academic achievement of students has been attracting attention from researchers and psychologists within and outside the country (Afonja 2002; Adeosun 2002, Sotonode, 2004, Ofodu 2010, Abdu-Raheem 2010). Gender is a socio-psychological concept. It is the difference between cultural and social roles which societies around the world ascribe to male and female to depict the differences between them (Adebileje, 2001). Gender as a predictor and correlate of critical thinking skills or dispositions has been a variable that has been examined by a number of critical thinking studies. Wilson (1999) affirms that gender was a significant predictor of critical thinking skills. Facione (2010) examined gender influence on critical thinking and notes that, females were more open minded and mature in their thinking, while males were more analytical. Some studies have shown gender is not to be related to critical thinking skills (Claytor, 1997); while other studies have found a significant relationship between gender and critical thinking skills (Rudd and Baker 2000). It has also been discovered in research studies that there are gender differences in learning outcomes.

There are several studies conducted on various subjects and the researchers came up with different findings. Female were favoured in some findings, while other findings favoured male and in some cases no difference was found in the performance of male and female (Akinbode, 2006). It should be noted that no consensus was reached by scholars on the effect of gender on students' performance in schools. In view of this, gender was further investigated in this study to determine its effects on the dependent variables.

2.12 Appraisal of Literature

The reviewed literature indicates that though studies have been carried out on Social studies, the greatest proportion of the work have been on identifying and employing appropriate approach that is captivating , stimulating and interesting at achieving a corresponding behavioural changes contained in the subject. As reviewed in this study, none of the previous studies reviewed attempted to determine the effects of self-directed learning and collaborative task methods at improving learning. Meanwhile, studies in Nigeria have shown the importance of cooperative learning method, only few studies have applied collaborative task method and self-directed leaning at enhancing performance in the areas of science, languages and non-technical disciplines, there is therefore the need for the present study to bridge the existing gap.

From all the literature reviewed, it is observed that a study on self-directed learning is needed based on the assumption that it is only for adult learning. Non-experimental studies carried out by foreign researchers are among adult learners, and they found that it improved adult learning. The practicability of it on students at the Junior Secondary Schools (JSS) in Nigeria has not been empirically confirmed. Research in this regard will enable us identify its possibility at this level, from which they may be able to derive the embedded lifelong learning skills it inculcates, thereby ensuring that learners are given the opportunity to explore and discover by themselves the behavioural tendencies inherent in the content of the subject and giving learners the chance to be at the centre of any learning process.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter presents the procedures employed in carrying out this study. This includes the research design, population, sampling technique and sample, instruments, data collection and analysis procedures.

3.1 Design

This study employed a non-randomised pre-test, post-test and control group in a quasi-experimental design. The schematised layout design is as follows:

Experimental Group I	O_1	X_1	O_2
Experimental Group II	O_1	X_2	O_2
Experimental Group III	O_1	X_3	O_2
Control	O_1	X_4	O_2

- O_1 - represents pre-test scores for experimental group 1, 2 and 3
- O_2 - represents post-test scores for experimental group 1, 2 and 3
- X_1 - represents experimental group one that received self directed learning package.
- X_2 - represents experimental group two that received collaborative task method package .
- X_3 - represents experimental group three that received self-directed learning and collaborative task method package.
- X_4 - Control group (representing the group that used the conventional method.

The design employed a 4x2x2 factorial matrix which allowed for the determination of effect of each independent variable and also provided an opportunity to investigate the combined influence of independent and moderating variables on the dependent variables.

Table 3.1: 4 x 2 x 2 Factorial Matrix of Independent and Moderating Variables

Treatment		Achievement Motivation		Gender
1	Self-directed learning	High	Low	Male
		High	Low	Female
2	Collaborative task method	High	Low	Male
		High	Low	Female
3	Self-directed and Collaborative task method	High	Low	Male
		High	Low	Female
4	Conventional method	High	Low	Male
		High	Low	Female

3.2 Variables of the study

The following variables are considered in the study. These are:

Independent variables –Treatment operated at four levels:

- (i) Self-directed learning
- (ii) Collaborative task method
- (iii) Self-directed learning and Collaborative task method
- (iv) Conventional method of teaching (control Group).

Moderator Variables: These are the variables controlled in the study.

- (i) Gender – Male/Female
- (ii) Achievement Motivation – High/Low

Dependent Variables: These are the learning outcomes in the study:

- (i) Student's critical thinking disposition.
- (ii) Student's achievement in Social studies.

3.3 Target Population

The target population for the study comprised students in junior secondary schools (JSS) 2 class of public junior secondary schools in Oyo State. The reason for this choice was to allow for homogeneity of the samples in terms of public school type and class.

3.4 Sampling Procedure and Sample

Multistage sampling procedure was adopted for the study. From the eight educational zones existing in Oyo State, four were selected using simple random sample. From each of the selected zones, three JSS were randomly selected; this gave a total of 12 schools. From each of the selected schools, simple random sampling technique was used to select an intact class of 30 students. The study was conducted when the class size in Oyo State public secondary schools was limited to 30 students. In all, 359 participants (students) were involved in the study, 223 males and (136) females. 12 Social studies teachers also participated.

Table 3.2: Distribution of Public Junior Secondary Schools across Zones and Local Government Areas of Oyo State

Zones	No of Local Government Areas	No. of Public JSS
Ibarapa	3	29
Ibadan less City	6	164
Ibadan City	5	211
Irepo	3	17
Kajola	4	30
Ogbomoso	5	86
Oyo	5	74
Saki	3	39
Total	8	650

Table 3.3: Sampling Distribution

S/N	Selected Educational Zones	Selected Local Government Area	No of Public Junior Secondary Schools	No of Selected Schools	No of Selected Students
1	Ibadan less City	Ibadan North	60	3	90
2	Ibadan City	Akinyele	34	3	90
3	Kajola	Iseyin	30	3	90
4	Oyo	Afijio	16	3	90
Total	4	4	140	12	360

3.5 Instrumentation

Three instruments were developed, validated and used by the researcher.

These are:

- (a) Critical Thinking Disposition Inventory (CTDI).
- (b) Social Studies Achievement Test (SSAT).
- (c) Academic Achievement Motivation Inventory (AAMI) (See Appendix I)

Three treatment packages were also developed and used for the study; namely

- (a) Self-directed Learning Package (SDLP).
- (b) Collaborative Task Method Package (CTMP).
- (c) Self-directed Learning Package and Collaborative Task Method Package (SDLP and CTMP).

3.6 Critical Thinking Disposition Inventory (CTDI)

This instrument was adapted from Watson-Glaser (2010), My Thinking Styles Inventory. It was modified to suit the content of the study under consideration. The instrument focused on the critical thinking disposition of students. It is made up of two sections. Section A: consisted of the respondents' personal profile such as name of the school, class, sex and age of the respondents. Section B: consists of 22 items on students' critical thinking disposition. The instrument was validated using JSS 2 students from public secondary schools at Ijebu Igbo, Ogun State. Six JSS were used with a sample of 300 students. Cronbach Alpha was used to establish the reliability coefficient of the instrument. The reliability co-efficient of 0.87 obtained ensured that the internal consistency of the instrument was ascertained. The students responded to a 4 - point Likert-type scale with the response format of:

- 1 Strongly like me (4)
2. Like me (3)
3. Not like me (2)
4. Strongly not like me (1).

(See Appendix II)

3.7 Academic Achievement Motivation Inventory (AAMI)

This instrument was adapted by the researcher from Ibadan Multi-Dynamic Inventories of Achievement Motivation (Aremu and Hammed, 2002). The instrument focuses on the academic achievement motivation of students. The section is divided into two. Section A. consists of the respondents' personal profile, the name of the school, class, sex and age. Section B is made up of the academic achievement motivation inventory with 30 items.

The participants responded to a 4 point Likert-type scale with the following format:

1. Very much unlike me (1)
2. Unlike me (2)
3. Like me (3)
4. Very much like me (4).

This instrument was re-validated to ascertain its psychometric properties when the initial validation result cannot be provided by the original developers of the instrument. Three hundred JSS 2 students from six public junior secondary schools at Ijebu Igbo, Ogun state participated in this exercise. Factor analysis was used to establish the construct validity of the instrument. Cronbach alpha was used to establish the reliability coefficient of the instrument which yielded a coefficient of 0.83, thus the internal consistency of the instrument was ascertained. Factor analysis was used to establish construct validity of the instrument. The instrument was then used to collect data during the study. The score on the instrument was used to categorise the participants into those with high and low achievement motivation. (See Appendix1).

3.8 Social Studies Achievement Test (SSAT).

The instrument consisted of two sections A and B. Section A was on the bio-data of the students which consisted of the students' age and sex. Section B consisted of 50 items constructed from five topics in JSS 2 Social studies syllabus and the scheme of work for the term to be covered and derived from five themes in Social studies. Initially, 150 items were constructed with a table of specification given to Social studies experts of the Institute of Education, University of Ibadan, to assess its adequacy, structure and relevance to the content covered. Suggested corrections were effected, thus the content validity was ensured. The items were trial tested on 300 JSS students from nine JSS in Ibadan North and Ibadan South East

Local government area (LGA) of Oyo State to determine the discrimination and difficulty indices of the items. To be able to arrive at the final instrument, items too difficult or too easy (with difficulty index ranging from 0.1 to 0.3 and 0.75 to 1.0 respectively) were rejected.

The 50 items within the selected criteria were chosen and was again trial tested on 500 students from ten junior secondary schools in Ijebu north local Government, Ijebu-Igbo, Ogun State. Kuder Richardson formula 20 was used to establish a reliability coefficient value of 0.80 for the instrument. The student participants were given 40 minutes to respond to the instrument.

The test blueprint on 50 items was constructed based on the first three levels of Blooms taxonomy of educational objectives and trial tested. The difficulty indices and discriminating indices of the items were found. The items with difficulty indices of between 0.41 and 0.75 and discriminating indices of between 0.31 and 0.46 were finally selected. However, 25 items were finally selected and used for the study because of time constraints owing to the second term examination approaching. Table 3.4 shows the final test blueprint for the selected items (Appendix III). The numbers in the bracket are the total question numbers set on each content areas. Kuder Richardson formula 20 (KR-20) presented below was used to establish the reliability coefficient. The reliability coefficient was 0.80;

$$R = \frac{N}{N-1} \frac{\delta x^2 - \sum pq}{\delta x^2}$$

Where:

δx^2 = variance of testees' scores

P = proportion of testees that answered each item correctly.

q = proportion of testees that answered each item wrongly.

3.4. Table of Specification of JSS 2 Social Studies content.

Content Areas	Knowledge 32%	Comprehension 40%	Application 28%	Total 100%
Social Groups 20%	10,35 (2)	42, 46 (2)	37 (1)	(05)
Group Behaviour 24%	2, 19 (2)	23,50 (2)	17, 22 (2)	(15) 30%
Family & Marriage 20%	7, 9 (2)	3, 5 (2)	18 (1)	(11) 22%
Physical Environment 24%	11, 12, (2)	45, 47 (2)	31, 15 (2)	(13) 26%
Culture and Identity 12%	36 (1)	38 (1)	4 (1)	(3) 6%
Total 100%	(9)	(9)	(7)	(25) 100%

3.9 Scoring of Instrument

The researcher manually scored the three instruments. The SSAT: Each correct item response attracted a score of 1, while wrong response attracted zero score. The instruments minimum and maximum obtainable scores ranged between 0 and 25. The AAMI: A score range of 1 to 4 was assigned to very much unlike me to very much like me, respectively. This type of scoring is applied to positive responses. It is reversed in the case of negative item responses. See Tables 3.5 and 3.6 overleaf:

Table 3.5 - Scoring Procedure for the Academic Achievement Motivation Inventory

	Very much unlike me	Unlike me	Like me	Very much like me
Positive Item	1	2	3	4
Negative Item	4	3	2	1

Student that scored between 30-60 are regarded as having low achievement motivation and those who scored between 61- 120 are students with high achievement motivation.

Table 3.6 – Scoring Procedure for Critical Thinking Disposition Inventory

	Strongly like me	Like me	Not like me	Strongly not like me
Positive Item	4	3	2	1
Negative Item	1	2	3	4

Any score under critical thinking disposition inventory 22 to 43 is low, while a score between 44 and 88 is high.

3.10 Pre-treatment Activities

3.10.1 Seeking of Permission to use the selected Schools (Teachers and Students)

Pre-treatment activities began with the seeking of permission to use the schools selected from the principals of the schools, discussed the reasons for the study, the dimension as well as the use of their schools for the period the study will last the permission was granted.

3.10.2 Training of Research Assistants

Twelve graduate teachers (research assistants) teaching Social studies in the schools selected were co-opted for the study; they were intimated on the nature, objectives, and the purposes of the experiment and why they were selected as research assistants. They were also trained on the administration and usage of the instruments (Critical Thinking Disposition Inventory (CTDI) – For pre and post test. Social Studies Achievement Test (SSAT) – For pre-and post tests. Academic Achievement Motivation Inventory (AAMI – For pre- and post- tests). Training was given on the use of the treatment packages: (Self-Directed Learning Package (SDLP); Collaborative Task Method Package (CTMP); and Self-directed Learning Package and Collaborative Task Method Package (SDLP and CTMP).

3.10.3 Pre-Test for the Students

The pre-test was conducted by the research assistants. In each of the experimental groups SDL, CTM and SDL + CTM the Social studies Achievement Test (SSAT), Academic Achievement Motivation Inventory (AAMI), and the Critical Thinking Disposition Inventory (CTDI) were applied on the students.

3.10.4 Treatment Plan

The treatment was carried out in the following order based on the days and periods allowed by the principals of the schools. This treatment plan was patterned along SDL researchers view that, there should be a balance between structure and flexibility in instructional designing in a learner support learning method and this would enable students to achieve learning goals in their own way, hence SDL process may differ in different learning contexts because it is for adult learning (Merriam, 2001; Rovai, 2004). This study therefore, attempts to determine the workability of this learning method at the junior class.

The self-directed learning treatment group had Mondays, Wednesdays, and Thursdays, for two weeks, using between 40 minutes (single period) less expansive topics and 80 minutes (double period) where the topics are broad, for four topics, single period was used while double period was employed for the broad topics. Collaborative task method treatment group had the following days for treatment, Mondays, Tuesdays, and Thursdays lasting for two weeks, using between 40 minutes (single period), less expansive topics and 80 minutes (double period) where the topics are broad. Self-directed learning and collaborative task method (combined group) were arranged for Tuesdays, Wednesdays and Fridays for two weeks using 80 minutes (double period) for) less expansive topics and 160 minutes where the topic is broad. The control group was also attended to for two weeks using between 40 minutes (single period), and 80 minutes (double period) where the topic is broad that is for four topics single period was used while double period were used for the broad topic. After the exposure of the students to treatments, the post-test on SSAT, AAMI, and the CTDI were administered on the students. The instruments were administered and retrieved on the same day in each of the schools that participated in the study; this study lasted for eight weeks.

3.11 Treatment Procedure

Three experimental and one control group were involved in the study and they received treatments using Social studies curriculum as a guide. The treatment consisted of interaction activities of the students in a learner- centred situation with less of teachers participation but focused on improving learning outcomes in Social studies, inculcating lifelong learning skills in the learners as established in literature. The selected topics in Social studies were used for each of the four groups, during the period (8weeks) the treatment lasted, in their various schools. These are:

Self - Directed Learning Package (SDL) (Experimental Group 1)

The SDL experimental group, using the self-directed learning package learnt the five basic concepts independently. These are: (i) Social groups (ii) Group Behaviour (iii) Family and Marriage relationships (iv) Drug Abuse (v) Culture and Identity. The procedure for using SDL package was: The teacher specified the instructional objectives, explained the task to be executed to the students, and explained the need for self-directed learning. The teacher gave the students a topic for the day. The teacher arranged the classroom to minimise interaction and a conducive environment was ensured for the class and asked them to study and master the topic given to them in class using seven (7) minutes. Individual student participated by working on the topic given for fifteen (15) minutes. The teacher monitored and ensured that students did not interfere with each other's work. Each of the students who responded was given between one and two minutes to present his/her work within eighteen (18) minutes. Each student was accountable for his/her own learning; and they submitted their work to the teacher. During this time, the class and the teacher gave attention to the presentation of each responding participant and where questions are raised, the student concerned responded to them, and the salient points from each response were written on the chalkboard. These were properly synchronised to make a complete whole by the teacher while students put these down in their notes. The teacher scored and recorded the score of each student (Appendix 1V).

Collaborative Task Method Package (CTMP) (Experimental Group 2)

The collaborative task method also studied the five topics as the other groups. The group worked towards the achievement of a common goal and the success of the group depended on the individual learner's contribution within the group. The basic features of this group are: teacher assigned students into groups of

six members, allows the group to select a leader and a recorder; presented instructional format (each containing one of the five topics) to be learnt to the entire class through the group leaders on a daily basis); supplied relevant references to the students, explained the steps and the need for collaborative task method; collects the students' submissions on each of the assigned topics on daily basis; instructional format given to the group and the assigned task were investigated by each group member using the teacher's references during the class activity using about seven (7) minutes; the group members work together on each topic by discussing, critiquing their submissions and reaching consensus on each of the topics; the recorder, recorded the consensus reached on each aspect of the topic by the group within fifteen (15) minutes, the group leader presented the consensus reached by the group to the entire class during the joint class activities; each group leader six of them, spent three (3) minutes for presentation, the teacher and the class listened and where questions are raised the group concerned reacted to the questions; salient points from each report were written on the chalkboard by the teacher while students wrote them in their notes; issues that occurred during the presentation were resolved by the teacher; and the teacher scored the presentation of each group immediately after presentation. (Appendix IV).

Self-directed Learning and Collaborative Task Method (Experimental Group3)

The SDL and CTM group adopted the procedures highlighted in the experimental groups I and II. In essence, the participants in this group received double treatments. The group used double periods all through because of the combination of treatments. Each session of double periods lasted 80 minutes. The teacher explained each learning package to the students, to enable them understand the procedure in the two packages. The following is a summary of what took place in the experimental group 3

During the self-directed learning, the teacher gave the students the topics to be learnt and asked them to read and master them. Each student participated by submitting his/her write-up on the topics to the teacher for grading. Students worked towards achieving a goal but each student is accountable for his/her own learning and achievement. Immediately after the completion of the self-directed learning package as explained earlier on under Group 1, the same students were arranged for collaborative task activity by the teacher. In the collaborative task

method phase, the students were arranged into groups of six members each so that the collaborative task method treatment package could be implemented immediately after they had completed the task in the self-directed learning package. The transition was brief. Further steps were taken as explained in learning package for group 2 described earlier.

Conventional Method

The use of conventional method of instruction consisted of four major procedural steps: preamble, exposition, remediation and summary. At preamble stage the teacher stated the topic of the lesson and instructional objectives as well as linked the new lesson with the previous ones. At exposition stage the teacher explained the topic and clarified some concepts, which the students find difficult. At remediation stage the teacher focused on identifying learners' areas of weakness for possible remediation. At summary stage the teacher provided a summary of the lesson orally as well as on the chalk board. Post-test for students on CTDI and AAMI were given to the students at the end of treatments, which lasted for eight weeks, the post-test on the SSAT was also given to the students to determine the effect of the treatments on the performance of the students.

3.12 Data Analysis

Multivariate analysis of covariance was conducted to determine the effect of treatments, gender and achievement motivation on students' cognitive achievement and critical thinking in Social Studies. Covariates were students' pre-test scores (pre-test) in Social studies, CTDI and AAMI. MANCOVA was performed by using SPSS Version 10. The decision to use MANCOVA was justifiably based on the fact that, this method allows for the use of more than one criterion measure. Tabachnik, Linda and Fidell (2001), explains that, the use of several criterion measures allows the researcher to obtain a more holistic picture and subsequently, a more detailed description of the phenomenon under investigation. Further, it is extremely difficult to obtain a good measure of a trait from only one variable. Further analysis such as multivariate eta squared, analysis of variance and the use of ordinal graph to show differences in the interaction of variables were used in the study.

3.13 Methodological Challenges

Timetable arrangement in schools posed a challenge to the study. This was because the period of carrying out the study coincided with the period when the students were preparing for the third term examination. There were no double periods that could be used for the study especially where the two learning strategies were combined (Self-directed Learning and Collaborative Task Method). In that situation, the principals of the schools in which the combined treatment group was (experimental Group 3) assisted in alleviating the challenge because they were interested in the work. As a result of their intervention, the last two periods of each school day were allowed to be used for that aspect of the study. By implication, double periods of 80 minutes were used.

Problem of teachers not wanting to cooperate envisaged initially was surmounted by motivating the participating teachers; the researcher also used her experience as a counsellor to solicit and encourage the students to participate effectively in the study. The researcher faced the problem of making sure that the participants got the idea of the test in concrete terms, hence all the research assistants were motivated in terms of incentives to enable them carry out the experimental study the way it was supposed to be done and to achieve exactly what the intent of the research. In spite of their initial refusal, they eventually appreciated the essence of participating in the study.

In addition, 25 items were eventually used in the study because of time constraints owing to the time available for the researcher and the participants because the third term examinations were on in most of the schools used for the study. The test blue print used for constructing the test items ensured adequate representation of all the units of the content. In terms of data collection, there was a case of a student who attended the pre-test class but was not available for the post-test due to change of school as such her score was discarded.

CHAPTER FOUR
RESULTS AND DISCUSSION

This chapter presents the results of the analysed data and the discussions based on the research questions already stated in chapter one of this study.

Table 4.1: Descriptive Statistics of Adjusted Means for Social Studies Achievement and Critical Thinking

Independent Variable	Social Studies Achievement			Critical Thinking	
	N	M	SD	M	SD
(i) Collaborative task method	89	19.13	4.02	58.18	11.14
(ii) Self-directed learning	90	19.90	3.48	59.12	9.97
(iii) Collaborative task method & Self directed learning	90	19.44	3.41	59.17	9.72
(iv) Conventional	90	17.19	3.11	57.71	12.75
Gender					
Male	223	18.43	3.70	57.72	11.37
Female	136	19.39	3.40	59.37	10.15
Achievement Motivation					
Low	183	19.46	3.30	58.03	3.60
High	176	18.37	3.82	59.08	4.26

Table 4.1 shows that students in self-directed learning treatment group, had the highest mean score performance in the Social Studies achievement test (M = 19.90; SD = 3.48), while students who were in the conventional group had the least mean score in Social studies (M = 17.19; SD = 3.11). In the same vein, Table 4.1 shows that the mean score in the critical thinking of students who were in SDL + CTM group had the highest mean performance (M = 59.17; SD = 9.72), while the students in the conventional method group had the least mean score in critical

thinking ($M = 57.71$; $SD = 12.75$). By implication, this class of students was better in critical thinking than students in any other group.

Table 4.1 shows that females had the higher mean score ($M = 19.46$; $SD = 3.40$) in the Social studies achievement test than males ($M = 18.43$; $SD = 3.70$). Similarly, Table 4.1 shows that females had higher mean score in critical thinking ($M = 59.40$; than the males (58.20).

Table 4.1 shows that students who were classified as low in achievement motivation had higher mean score ($M = 19.46$; $SD = 3.30$) in the Social studies achievement test than students who were classified as high in achievement motivation ($M = 18.40$; $SD = 3.82$). Table 4.1 shows that students who were classified as high in achievement motivation had higher mean score in critical thinking ($M = 59.08$); than students who were classified as low ($M = 58.03$; $SD = 3.60$). The inference that could be drawn from this unusual result is that the low achievement motivated students seemed to have exhibited higher drive to succeed than those classified as high. Perhaps also, this group of students could have found Social studies contents taught more interesting than their counterparts, making them perform better or the time lag between classification and post-test, they might have come to a realisation that they need to show more interest in their studies than they hitherto did. This change of attitude/motivation could also have been engendered by the pep-talk given by the teacher while explaining the rationale behind self-directed learning and the advantages that the method can bring to those who utilised it well.

Hypothesis 1

Ho 1: There is no significant main effect of treatment on the combined dependent variables of students' critical thinking and achievement in Social studies.

Table 4.2: Multivariate Test

Effect	Wilk's Λ	F	Hypothesis df	Error df	Sig.	η^2
Intercept	0.689	76.749	2	340	0.000	0.311
Pre-Achievement	0.760	53.662	2	340	0.000	0.240
Pre-Critical Thinking	0.993	1.227	2	000	0.295	0.007
Treatment	0.896	6.410	6	680	0.000*	0.054
Post-Achievement Motivation	0.966	5.905	2	340	0.003*	0.034
Gender	0.974	4.461	2	340	0.012*	0.026
Treatment & Post -Ach. Motivation	0.979	1.217	6	680	0.296	0.011
Treatment & Gender	0.992	.462	6	680	0.837	0.004
Post -Ach. Motivation & Gender	0.946	9.783	2	340	0.000*	0.054
Treatment, Post Ach. Motivation & Gender	.995	.260	6	680	.955	0.002

From Table 4.2, the multivariate test (MANCOVA) shows that treatment had statistically significant effect on the combined dependent variables (DV) of achievement in Social studies and critical thinking, Wilks' $\Lambda = 0.896$, $F_{(6, 680)} = 6.41$, $p < 0.05$, Multivariate $\eta^2 = 0.54$. To determine which of the two DV of achievement in Social studies or critical thinking is more affected by the treatment,

univariate ANCOVA was conducted. Also, to counteract the potential effect of inflated error due to multiple ANCOVA, Bonferroni – type of adjustment was made (Tabachnic, Linda & Fidell, 2001). Consequently, the alpha level was adjusted to 0.025 since there are two dependent variables to test for each DV. Table 4.3 which shows the univariate ANCOVA of between subject effects, indicates that only the achievement in Social studies was affected by the treatment after adjusting for the covariates, $F_{(3,341)} = 13.126$, $p < 0.05$, $\eta^2 = 0.104$. From Table 4.1, results show that treatment of self-directed learning method, followed by SDL and CTM in that order had significant effects on achievement motivation in Social studies than the conventional method. The effect size is 10.4%, which indicates that 10.4% in Social studies achievement is accounted for by the treatment. Critical thinking was not significantly affected by the treatment conditions, $F_{(3,341)} = 0.376$, $p > 0.05$, $\eta^2 = .003$. The effect size is negligible.

Table 4.3: Univariate ANCOVA Summary of Between – Subjects Effects

Source	Dependant Variable	Sum of squares	Df	Mean square	F	Sign.	η^2
Corrected Model	Achievement	1644.348	17	96.726	10.771	0.000	0.349
	Critical thinking	4089.905	17	240.583	2.113	0.006	0.095
Intercept	Achievement	446.680	1	446.680	49.742	0.000	0.127
	Critical thinking	13914.436	1	13914.436	122.221	0.000	0.264
Pre. Achievement	Achievement	965.290	1	965.290	107.494	0.000*	0.240
	Critical thinking	113.943	1	113.943	1.001	0.318	0.003
Pre. Critical thinking	Achievement	1.312	1	1.312	.146	0.703	0.000
	Critical thinking	276.568	1	276.568	2.429	0.120	0.007
Treatment	Achievement	353.613	3	117.871	13.126	0.000*	0.104
	Critical thinking	128.271	3	42.757	.376	0.771	0.003
Ach. Motivation	Achievement	90.641	1	90.641	10.094	0.002*	0.029
	Critical thinking	89.997	1	89.997	.791	0.375	0.002
Gender	Achievement	71.395	1	71.395	7.751	0.005*	0.023
	Critical thinking	212.182	1	212.182	1.864	0.173	0.005
Treat & Ach. Motivation	Achievement	1.079	3	.360	.040	0.989	0.000
	Critical thinking	788.563	3	262.854	2.309	0.076	0.020
Treat & Gender	Achievement	11.933	3	3.978	.443	0.722	0.004
	Critical thinking	204.024	3	68.008	.597	0.617	0.005
Ach. Mot. & Gender	Achievement	10.874	1	10.874	1.211	0.272	0.004
	Critical thinking	2203.233	1	2203.233	19.353	0.000*	0.054
Treat & Ach. Motivation & Gender	Achievement	3.135	3	1.045	.116	0.950	0.001
	Critical thinking	126.029	3	42.010	.369	0.775	0.003
Error	Achievement	3062.148	341	8.980			
	Critical thinking	38821.543	341	113.846			
Total	Achievement	131772.000	359				
	Critical thinking	1262565.000	359				
Corrected Total	Achievement	4706.496	358				
	Critical thinking	42911.448	358				

Hypothesis 2

Ho 2: There is no significant main effect of gender on the combined dependent variables of students' critical thinking and achievement in Social studies.

The multivariate test (MANCOVA) in Table 4.2, shows that gender had statistically significant effect on the combined dependent variables of achievement in Social studies and critical thinking, Wilks' $\Lambda = 0.974$, $F_{(2, 340)} = 4.46$, $p < 0.05$, Multivariate $\eta^2 = 0.026$. To determine which of the two DV (achievement in Social studies or critical thinking) is affected by students' gender, univariate ANCOVA was conducted. Also, to counteract the potential effect of inflated error due to multiple ANCOVA's, Bonferroni – type of adjustment was made. (Tabachnic, Linda and Fidell, 2001). Consequently, the alpha level was adjusted to 0.025 (since there are two dependent variables) for each dependent variable. Table 4.3 shows the univariate ANCOVA of between subject effects. It indicates that only the achievement in Social studies was affected by the students gender after adjusting for the covariates, $F_{(1,341)} = 7.751$, $p < 0.05$, Multivariate $\eta^2 = 0.023$. The effect size is 2.3%, which means 2.3% of the variance in the combined dependent variable is accounted for by gender. The dependent variable of critical thinking was not significantly affected by the gender of the students, $F_{(1,341)} = 1.86$, $p > 0.05$, Multivariate $\eta^2 = 0.005$, which indicates that just a negligible percentage of 0.5% of the variance in the combined dependent variable is accounted for by gender of the students.

Hypothesis 3

Ho 3: There is no significant main effect of achievement motivation on the combined dependent variables of students' critical thinking and achievement in Social studies.

Table 4.2, the multivariate test of MANCOVA shows that achievement motivation had statistically significant effect on the combined dependent variable (achievement in Social studies and critical thinking), Wilks' $\Lambda = 0.979$, $F_{(2, 340)} = 1.217$, $p < 0.05$, Multivariate $\eta^2 = 0.034$. To determine which of the two dependent variables of achievement in Social studies or critical thinking is affected by achievement motivation, univariate ANCOVA was conducted. Also, to counteract the potential effect of inflated error due to multiple ANCOVA's, Bonferroni – type of adjustment was made. Consequently, the alpha level was adjusted to 0.025 (since

there are two dependent variables) for the test of each dependent variable. Table 4.3 shows the univariate ANCOVA of between subject effects. It indicates that only the achievement in Social studies was affected by the achievement motivation after adjusting for the covariates, $F_{(1,341)} = 10.094$, $p < 0.05$, Multivariate $\eta^2 = 0.029$. The effect size is 2.9%. The dependent variable of critical thinking was not significantly affected by the level of achievement motivation of the students, $F_{(1, 341)} = 0.0791$, $p > 0.05$, Multivariate $\eta^2 = 0.002$. The effect size is negligible. The adjusted means in Table 4.1 shows that the low achievement motivated group was affected in achievement in Social studies significantly.

Hypothesis 4

Ho 4: There is no significant interaction effect of treatment and gender on the combined dependent variables of students' critical thinking and achievement in Social studies.

Table 4.2 on multivariate test of MANCOVA shows that interaction of treatment and gender had no statistically significant effect on the combined dependent variables of achievement in Social studies and critical thinking, Wilks' $\Lambda = 0.992$, $F_{(6, 680)} = 0.462$, $p > 0.05$, Multivariate $\eta^2 = 0.004$ (Table 4.2)

Hypothesis 5

Ho 5: There is no significant interaction effect of treatment and achievement motivation on the combined dependent variables of students' critical thinking and achievement in Social studies.

Table 4.2 the multivariate test of MANCOVA shows that interaction of treatment and achievement motivation had no statistically significant effect on the combined dependent variable of achievement in Social studies and critical thinking, Wilks' $\Lambda = 0.979$, $F_{(6, 680)} = 1.217$, $p > 0.05$, Multivariate $\eta^2 = 0.004$ (Table 4.2).

Hypothesis 6

Ho 6: There is no significant interaction effect of gender and achievement motivation on the combined dependent variables of students' critical thinking and achievement in Social studies.

Table 4.2 on multivariate test of MANCOVA shows that interaction of gender and achievement motivation had statistically significant effect on the

combined dependent variable of achievement and critical thinking in Social studies. Wilks' $\Lambda = 0.946$, $F_{(2, 340)} = 9.783$, $p < 0.05$, Multivariate $\eta^2 = 0.054$.

Table 4.3 shows the univariate ANCOVA of between subject effects, which indicates that only critical thinking was affected by the interaction of gender and achievement motivation after adjusting for the covariates, $F_{(1,341)} = 19.353$, $p < 0.05$, Multivariate $\eta^2 = 0.054$. The effect size is 5.4%. The DV of achievement in Social studies was not significantly affected by the interaction of gender and achievement motivation of the students, $F_{(1, 341)} = 1.211$, $p > 0.05$, Multivariate $\eta^2 = 0.004$.

To determine which of the level of achievement motivation interacted with that of gender, a plot of the students' scores in critical thinking was made. Table 4.4 and Figure 4.1 show the ordinal graph. It shows that females in high achievement motivation group had highest post mean score in critical thinking than the males.

Hypothesis 7

Ho 7: There is no significant interaction effect of treatment, gender, and achievement motivation on the combined dependent variables of achievement and critical thinking in Social studies.

Table 4.2 on multivariate test of MANCOVA shows that interaction of treatment, gender and achievement motivation had no statistically significant effect on the combined dependent variable of achievement in Social studies and critical thinking), Wilks' $\Lambda = 0.995$, $F_{(6, 680)} = 0.260$, $p > 0.05$, Multivariate $\eta^2 = 0.002$.

To determine which of the two dependent variables of achievement in Social studies or critical thinking is affected by the interaction of gender and achievement motivation, univariate ANCOVA was conducted. Also, to counteract the potential effect of inflated error due to multiple ANCOVA's Bonferroni – type of adjustment was made (Tabachnic, Linda and Fiddell, 2001). Consequently, the alpha level was adjusted to 0.025 (since there are two dependent variables) to test for each dependent variable.

Table 4.4: Interaction of gender and achievement motivation

Achievement Motivation	Gender	M	SD	95% Confidence Interval	
				Lower Boundary	Upper Boundary
Low	Male	59.81	8.07	57.75	61.88
	Female	56.19	0.58	53.74	58.64
High	Male	55.62	13.57	53.61	57.63
	Female	62.55	8.34	59.68	65.41

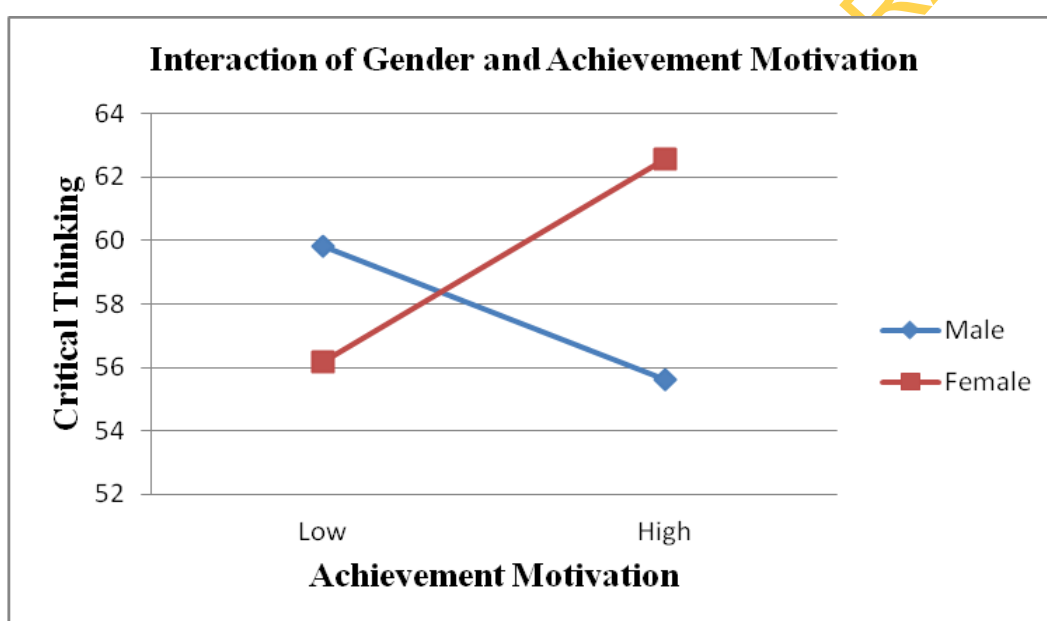


Figure 4.1: Interaction of Gender and Achievement Motivation

4.2 Discussion

4.2.1 Main Effect of Treatment on the Combined Dependent Variable (Achievement in Social Studies and Critical Thinking)

The findings of this study indicated that the students in the SDL treatment group improved in their performance in Social studies achievement than the students in the other treatment groups applied in the study. The treatment in this study also had significant effect which resulted in learners exhibiting high performance in Social studies achievement. This signifies that not only the performance ability of the learners was affected but it has also indicated that the students had better understanding of the concepts of Social studies.

Students in self-directed learning group had improved on their performance in this study, because the learning strategy gave room for the learner to study independently rather than being spoon-fed by the teacher helping them to show curiosities and they were, therefore, motivated to achieve. For instance, Omid and Seyed (2012) on the effect of self-directed learning on critical thinking, using the learning package which included materials about self-directed learning, find that self-directed learning led to the enhancement of students' performance. Self-directed learning is important methods that can help students accept responsibility of their own learning, make decisions about goals and trying hard to pursue it with added efforts thereby becoming their own learning agent and the process may differ in different learning context (Merriam, 2001). Through SDL, learners were able to make correct conclusions on their own, thereby restricting the teachers from handing out answers to them (students) without allowing them (students) go through the learning process themselves. The study allowed the learners to be at the centre of learning by showing them how to learn.

The findings also corroborated Gaudet (2008), Long, Guglielmino and Roger (2004) that learners learn at their best independently, and they concluded that SDL helps learners develop lifelong learning skill. Findings clearly indicate that SDL (treatment) removes the passive role often played by students thereby giving them the opportunity to participate effectively during teaching and learning process. It gives opportunity to students to have control over learning elements and the efforts they put into such learning process. It also encourages the learner to learn something new and to expand their current knowledge base. It gives learners the ability to become more active during the lesson, enabling learners to be curious and willing to try new things, view problems as a challenge, desire change and enjoy learning. Merriam (2001), indicates that self-directed learning allows learners become effective and social; it also promotes a cohesive learning environment.

The students in self-directed learning and collaborative task method combined treatment condition also exhibited improved performance in Social studies achievement based on the comparison between this treatment group and the conventional method group. This is with the assumption that, if students are giving the opportunity to experience learning using the combination of the treatment, learning can also take place. This finding supports Dabbagh and Bannan-Ritland

(2005), which affirms that learners achieve enduring skills of learning how to be individually and collectively accountable for being active individually or collectively when engaged in group activity, doing fair share of work; and helping other group members demonstrate competence and learning achievement individually and collectively in a learning environment.

The results in this study, from self-directed learning and collaborative task method as well as combined treatment, if properly handled by the teachers of Social studies could enhance leaning outcomes, Temple and Rodero (1995) Guthrie, Alao and Rinehart (1997); and Gibbons (2008) said that, when learners are given the opportunity to explore and be at the centre of learning the tendency to achieve more is inevitable. The result of this study corroborates the findings of Guglielmino, (2008); Gillies (2004) and Merriam (2001) that, if learners in self-directed and collaborative learning can be supported to plan, organise, execute, and evaluate their learning collaboratively and individually, this could lead to a balance between structure and flexibility in instructional designing. Although indications from the result show that, only achievement in Social studies was affected positively by the various treatment conditions after adjusting for covariates, critical thinking was not significantly affected by the treatment. The fact that critical thinking was not significantly affected in this study can be explained because it is used as a dependent variable rather than as an independent variable or moderator variable which could have possible interaction on one another. Also, it is a psycho-productive variable that require the development of special skills of thinking unlike achievement, in the cognitive domain. In view of this, Connor, (2004) observes that if there is learner autonomy and less tutor-control in a learner support strategy, in which learning is based on individual psychic type, developmental stage and learning style, allowing learners to achieve learning goals their own way, this will go a long way to improve learning outcomes.

4.2.2 Main Effect of Gender on the Combined Dependent Variables (Achievement in Social studies and Critical Thinking)

The finding that gender had statistically significant main effect on students' achievement in Social studies corroborates Colley and Comber (2003), Chanlin (2001) that there are gender differentials in academic achievement. Facione and Facione (2000), find females were more open-minded and mature in thinking while

males were more analytical. Their study is supported the present study which shows that females had a higher mean score, in critical thinking than the males, when the dependent variables of students' critical thinking and Social studies achievement were combined. Mitra (2010) indicates gender is a significant factor, females have higher rate of critical thinking skills than the males, although, the number of males is more. In the present study the number of males (223) was more than the females (136), yet they had higher mean score in critical thinking disposition than their male counterparts. The findings that students learning outcomes in Social studies was affected by gender in this study affirm that the role of gender differentials in learning has not been conclusive. The studies of Rudd, Baker and Hoover (2000); Walsh (1996) and Wilson (1999) identify significant relationship between gender and critical thinking skills. Although, some studies like that of Claytor (1997), Rodriquez, (2000); Rudd, Baker and Hoover (2000) suggested that gender is not to be related to critical thinking skills, further analysis carried out in this study indicates that achievement in Social studies was affected by gender after adjusting for covariates, which supported the earlier studies of Burtler (2000), Chanlin (2001), Colley and Comber (2003); and Klein (2004) that there are gender differences in learning outcomes.

The findings in the present study negates earlier studies of Rudd, Baker and Hoover (2000), which showed that no critical thinking skill differences existed between male and female. The present study also negates the study of Chen (1996) who observed the relationship between gender and critical thinking, and notes that, males performed better than the females. Students' critical thinking may vary because of individual differences, social and educational opportunities.

4.2.3 Main Effects of Achievement Motivation on the Combined Dependent Variables (Achievement in Social Studies and Critical Thinking)

The main effects of achievement motivation on the combined dependent variables of achievement in Social studies and critical thinking were statistically significant. Further univariate analysis indicates that only achievement in Social studies was affected. This result corroborates the earlier studies of Sandra (2002), Broussard and Garrison (2004), Skaalvik and Skaalvik (2006) which revealed a significant effect of motivation on students' academic performance. The result of the present study also supports Tella (2007), that motivation has impact on academic

achievement and gender. However, the result of this study though corroborated previous studies, students who are classified as low in achievement motivation performed better than those classified as high in achievement motivation. The possibility of this occurring could be that when such students find learning materials that provoke their interest, such students become highly motivated and are more likely to perform better academically than the students who are classified as high in achievement motivation. Similarly, the students who were classified as high in achievement motivation had higher performance in the critical thinking. From these findings, it is obvious that students who were not motivated to succeed by the learning materials may not work hard academically but could improve in their critical thinking skills. Perhaps such finding may have led Tucker, Zayco and Herman, (2002) to have contended that only motivation has direct effect on learning outcomes; other factors which includes critical thinking influences learning outcomes through their effect on motivation.

4.2.4 Interaction Effects of Treatment and Gender on the Combined Dependent Variables (Achievement in Social Studies and Critical Thinking)

Findings in the study indicate that there is no significant interaction effect of treatment and gender. It also had no statistically significant effect on the combined dependent variables (achievement in Social studies and students critical thinking). The interaction effect reveals that whether the individual is a male or female in addition to the effects of treatment approaches are not significantly relevant at improving the students' achievement in Social studies and their critical thinking. Although the general belief is that gender can influence performance of students; the result here is contrary to this. It is, however, pertinent to note that the various studies that have been carried out on junior high school students indicate that the value adolescents place on a school subjects is dependent on their choice of subjects and activities (Eccless, Wigfield, Harold and Blumenfield 1993 cited in Taiwo, 2011). The findings of this study further reveal that males and females in the study, responded to the cognitive task administered to them irrespective of their gender differences, and have placed high premium on the treatments used in this study.

4.2.5 Interaction Effects of Treatment and Achievement Motivation on the Combined Dependent Variables (Achievement in Social studies and Critical Thinking)

The findings from this study indicate that interaction effects of treatment and achievement motivation had no statistically significant effect on the combined dependent variables. This implies that (self-directed learning, collaborative task method, and a combination of self-directed learning and collaborative task methods as treatments do not interact with achievement motivation on the combined dependent variables.

4.2.6 Interaction Effect of Gender and Achievement Motivation on the Combined Dependent Variables (Achievement in Social Studies and Critical Thinking)

The result from this study shows that interaction of gender and achievement motivation had statistically significant effect on the combined dependent variables (achievement in Social studies and critical thinking), though univariate result indicated that the variable of achievement in Social studies was not affected but only critical thinking was significantly affected. The effect of interaction of gender and achievement motivation indicate that females in high achievement motivation group had the highest mean score in critical thinking, while males in the group had the least score in critical thinking. It would seem that the females here were highly motivated, thereby, achieving better in critical thinking disposition. This corroborates Husband (2006) and Roderick (2001) that critical thinking is an essential prerequisite for a student to be successful in career.

Perhaps, the teaching and learning methods applied in this study could have been a motivating factor for the students' high performance, and with the influence of gender sensitivity, which could have made it possible for gender to interact with achievement motivation and have positive effect on students' critical thinking and not Social studies achievement. It is suggested that with such treatments there is an increased focus on the affective factors that influence the students' performance in school subjects. Also, achievement motivation is a force behind all the actions of an individual to achieve. An individual's need and desire both have strong impact on the direction of the behavior they exhibit when there is the need for success or attainment of excellence and learners are motivated implicitly and explicitly (Hardyn 2005; Oakley 2002, Brunstein and Maier, 2005).

Further, Ma (1999), Norwich (1999) have concluded that the achievement of students can be influenced by their perceptions of how enjoyable and difficult subjects were, how important the subject is and interjected motivations such as parents pressure as factors that influences learning. In view of this, the findings in this study corroborate Gillies (2002) and Gallagher and Kaufman (2005); Sandra (2002), Skaalvik and Skaalvik (2004) that there is a consistent evidence that motivation has important relationship with academic achievement as well as Gesinde (2000), that motivation is a driving force behind all the actions of an individual and that motivation is based on ones emotion and achievement-related goals. In addition, the findings in this study support the idea that students are motivated when an activity or learning is interesting, meaningful and impactful. It could then be right to aver that the learning involvement of the students that participated in the study was in the right direction.

4.2.7 Interaction Effect of Treatment, Gender and Achievement Motivation on the Combined Dependent Variables (Achievement in Social Studies and Critical Thinking)

The findings from this study reveal that the interaction of treatment, gender and achievement motivation had no statistically significant effect on the combined dependent variables of achievement in Social studies and students' critical thinking. In view of the fact that the treatment employed in this study is independent of gender and achievement motivation, it could rightly be stated that self-directed learning and collaborative task methods can be regarded as a teaching and learning method that could influence students' academic achievement positively. Self-directed learning is veritable tools with potentials of helping individuals reach their goals, fostering transformational learning, promoting emancipator learning and social change (Baumgartner, 2003; Kerka, 2005). Gibbons (2010), posited that, self-directed learning and collaborative task methods are tools which teachers can use to challenge students to excel and even perform beyond easy and familiar level. It is a general view or perception that every learning process must involve teachers actively participating and not giving learners' opportunity to explore learning process themselves.

Meanwhile, it is observed in this study that, teachers do not need to participate actively during the teaching and learning process or direct learning but

they rather serve as facilitators, in view of the fact that when students employ self-directed learning and collaborative task methods, they possess the ability to self-direct, work independently and collaboratively, as this could be identified when students used in the study were told of the importance and need to self-direct their learning and taught how they could become one at the onset of using the self-directed learning and collaborative task methods treatment packages.

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CHAPTER FIVE

SUMMARY OF FINDINGS, IMPLICATIONS AND RECOMMENDATIONS

This chapter presents the summary of the findings, educational implications of the study and recommendations. Also presented are the limitations of the study and suggestion for further studies.

5.1 Summary of findings

The study examined the effect of self-directed learning and collaborative task method on junior secondary schools (JSS) students' learning outcomes in Social studies. The rationale for the study was to determine the effects of the two learning methods on students learning outcomes, Social studies achievement and critical thinking as well as examine which of the treatments would be more effective.

A total number of 360 selected male and female JSS students from four Local Government Areas (LGAs) in Oyo State were to participate, but 359 eventually formed the sample of the study, one of the participants did not complete the study. The study examined the theoretical and empirical literature on the variables of the study and it was observed that from the reviewed literature social studies educators have made clarion call for the teaching and learning of the subject to be linked to the world of learners. Researchers should, therefore, continue to source for innovative methods for teaching Social studies, to bring out the skills embedded in the concepts of the subject.

The study adopted a pre-test, post-test randomised control group design in a quasi experimental setting. Using three experimental groups, namely self-directed learning package, collaborative task method package, and a combination of self – directed learning package and collaborative task method and a control group. The 4x2x2 factorial design was crossed by gender and achievement motivation. Three validated research instruments, namely Social Studies Achievement Test (SSAT); Critical Thinking Disposition Inventory (CTDI); and Academic Achievement Motivation Inventory (AAMI) - for pre- and post- test, were used for data collection and analysed using Multivariate Analysis of Covariance (MANCOVA), seven hypotheses were tested at 0.05 level of significance. The research results were presented and discussed in chapter four, they are summarised as follows: Four hypotheses were tested and accepted and three were rejected.

- (a) There was statistically significant main effect of treatment on the combined dependent variables of achievement in Social studies and students' critical thinking). Further analysis indicate that, only the achievement in Social studies was affected by the treatment after adjusting for the covariates ($F_{(3,341)} = 13.126, p < 0.05, \text{Eta squared } \eta^2 = 0.104$) (Table 4.3).
- (b) There was statistically significant main effect of gender on the combined dependent variable of achievement in Social studies and students' critical thinking but further analysis indicate that only achievement in Social studies was affected by gender after adjusting for the covariates ($F_{(1,341)} = 7.951, p < 0.05, \text{Eta Squared } \eta^2 = 0.023$) (Table 4.3).
- (c) There was statistically significant main effect of achievement motivation on the combined dependent variables of achievement in Social studies and students' critical thinking further analyses show that only the achievement in Social studies was affected by the achievement motivation after adjusting for the covariates ($F_{(1,341)} = 10.094, p < 0.05, \text{Eta Squared } \eta^2 = 0.029$) (Table 4.3).
- (d) There was statistically significant interaction effect of gender and achievement motivation on the combined dependent variables of achievement in Social studies and students' critical thinking. Further analyses indicate that only critical thinking was affected by the interaction of gender and achievement motivation after adjusting for the covariates.
- (e) There was no significant interaction effect of treatment on the combined dependent variable of achievement in Social studies and students' critical thinking.
- (f) There was no significant interaction effect of treatment and achievement motivation on the combined dependent variables of achievement in Social studies and students' critical thinking.
- (g) There was statistically significant interaction effect of gender and achievement motivation on the combined dependent variables of achievement in Social studies and students' critical thinking. Further analysis indicates that only critical thinking was affected by the interaction of gender and achievement motivation after adjusting for the covariates.

- (h) There was no statistically significant interaction effect of treatment, gender and achievement motivation on the combined dependent variables of achievement in Social studies and students' critical thinking.

5.2 Educational Implications

The findings from this study have tremendous and meaningful implication for teachers of Social studies, school administrators, counsellors and education policymakers. Self-directed learning and collaborative task method have statistically significant main effect on students' academic achievement in Social studies. The findings have created an opportunity for improving teaching and learning of Social studies through the use of self- directed learning and collaborative task method to impart knowledge to the learners. Teachers of Social studies should come to terms with introducing student-centred learning rather than teacher- centred learning in learning the concepts of Social studies. From this study, it can be inferred that self-directed learning and collaborative task method foster the development of critical thinking, intended to stimulate healthy intellectual climate for people to interact effectively among themselves with minimal friction.

Critical thinking is not only an important aim of education, it is also important for the development of creativity and social transformation. Besides, critical thinking is a liberating force on the social dynamics of a society. Also, through discussion among the learners in the collaborative group, clarification of ideas and having the chance of evaluating each other's idea, their critical thinking disposition improved. Seeing the need to improve critical thinking, educators should work diligently to ensure that the skills of critical thinking are inculcated in young learners.

The application of reasoning by an individual in the successful solution of personal problems has its own intrinsic reward. The low level of critical thinking among students is the product of social restraints if the teacher can identify the importance and what it is to be able to think critically and its implication for learning, the learners and teacher would benefit tremendously. However, both methods of teaching and learning were found to be equally effective at obtaining factual knowledge. Therefore, if the purpose of instruction is to enhance critical thinking skills in students, both methods are beneficial to students and if learning is to be effective, teachers must view teaching as a process of developing and enhancing students' ability to learn with less supervision.

The teachers' role in both methods is not to transmit information but to serve as facilitators for learning, which includes creation and managing meaningful and impactful learning experiences, thereby, stimulating students' thinking through appreciating a better way of solving real world challenges. In the study, findings indicate that achievement motivation had statistically significant effect on the combined dependent variables of achievement in social studies and students' critical thinking. These findings support numerous studies carried out on achievement motivation. Since social studies is a value laden subject, learners must be motivated to learn the important concepts of the subject. Consequently, if learners are motivated adequately during classroom interaction, intrinsically and extrinsically, the tendency for improved critical thinking skills of learners is improved thereby enhancing learner outcome.

Research revolved around the belief that in order to enhance students' performance, students must be motivated to develop interest in learning and confidence in their own intellectual abilities. Motivation helps learners in the cognitive, it is the emotional and behavioural indicator of students' investment and attachment to education. It is very obvious that students who are not motivated to succeed will not work hard. In fact several researchers have suggested that motivation directly affects academic achievement, thus, concerted efforts must be made to motivate students on the benefits of learning Social studies.

The teaching of Social studies is far becoming more of a theoretically oriented learning rather than allowing students to learn effectively through acquiring necessary skills for self- directed and collaborative learning. As this will equip them to have a balance between structure and flexibility, learner autonomy and tutor control in a learner support strategies based on individual learners' capabilities which will in effect facilitate the adoption of self-direction and collaboration in learning. It is, therefore, imperative for teachers of Social studies to assume the stage of using teaching and learning approaches that will facilitate effective and stimulating learning environment.

5.3 Conclusion

The findings of the study when viewed from the significant effects of treatments on students exposed to self-directed learning, collaborative task method and a combination of the two methods compared to the conventional method in enhancing learning outcomes in Social studies, provide empirical evidence in support of the need to use of these methods of teaching and learning of Social studies in our schools. In self-directed and collaborative task method, the teacher actually plays a critical role in providing the structure and opportunities for learners to develop their skills in the learning and teaching in the method. Thus, it is imperative for teachers to begin to think of how they can, in everyday lesson, provide the structure and opportunities for learners to adopt self-directed and collaborative task in teaching and learning of the subject.

The findings of this research should not only be an additional data to the understanding of the theories in teaching and learning of Social studies, it should rather be a way at ensuring better response to life changes in the real world, outside the classroom environment.

If these teaching and learning methods are employed in schools and students are appropriately encouraged and motivated in Social studies class, there is the tendency for the teaching and learning of this subject (Social studies) in secondary schools to inculcate into learners the lifelong learning skills.

5.4 Recommendations

On the basis of the findings of this study, the following recommendations are made:

1. Self-directed learning, collaborative task method and a combination of the methods as treatments in this study improved students' achievement in Social studies and critical thinking, thus, the two methods and/or a combination of the two, where time and the conditions allow, should be encouraged in schools for effective teaching and learning of Social studies most importantly at the JSS.
2. Teachers of Social studies should be ready to incorporate these teaching and learning strategies because from first hand field experience they are teaching and learning made easy approaches.

3. Teachers should be encouraged to apply these methods in the learning of Social studies in schools especially at the junior level to inculcate lifelong learning skills.
4. Learners, especially males, should be motivated to achieve academically and be given the same opportunity irrespective of their gender.
5. Facilities and suitable learning environment should be provided, to allow effective teaching and learning in a learner- centred situations.
6. This research has the potential of increasing the understanding of the way Nigerian schools can move towards improving learning capabilities and effectiveness by providing quality learning environment and opportunities to learners at all levels.

5.5 Limitations of the Study

A major limitation of this study is the period the research was carried out which almost coincided with the time students were preparing for the second term examination. This caused the participating schools' timetable to be adjusted so as to accommodate the study design. Nonetheless, this extension of schools time table did not in any way affect the experimental procedures and data collection. In addition, some of the schools used for this study did not have convenient classrooms to accommodate this type of study, therefore; non-participating students had to vacate their classrooms for the students who were involved in the study. Premised on this, teachers and students who are to use the method will need enough space or less class size.

5.6 Suggestions for Further Studies

This study determined the effects of self-directed learning and collaborative task method of instruction on students' learning outcomes in Social studies achievement and critical thinking. In view of the limitations in the study, it is being suggested here that, the study could be replicated in JSS (especially self-directed and collaborative task method) and the combination of the two methods should be used where the classroom environment is conducive and examination is not approaching to minimise disruption of school timetable to enable the achievement of the set goals.

The participants in the study were mainly drawn from the public JSS in Oyo State. A study like this could be carried out using participants from private schools considering the fact that these teaching and learning methods are meant to enhance learning, with a view to promoting affective learning or behavioural changes embedded in the learning of Social studies concepts.

Further studies should also be replicated in other states of the federation, to allow for comparison of the findings. Self-directed learning and collaborative task methods could be adopted using e-learning. Little researches focus on training of adolescents for self-directed learning, the usage should be encouraged among students at all levels of education to inculcate skills for lifelong learning. Efforts should be geared at improving critical thinking disposition of learners and this should start from the primary school. Similar research should be carried out to identify another teaching and learning strategy using critical thinking factors. It can thus be stated that, consideration should be giving to critical thinking.

5.7 Contribution to Knowledge

Though there were studies carried out on the effect of self- directed and collaborative learning, most of them to the best of the researchers' knowledge, concentrated on adults who engaged in distance learning at higher institutions and in the area of technology but not at the junior secondary school level.

This study, in its peculiarity, moved out of the university scope and examined junior secondary schools and the result from this study showed that self-directed learning and collaborative task method could be employed at improving the teaching and learning of Social studies in a student-centred classroom environment, thus moving out from pedagogy (teacher-centred) to andragogy (learner-centred) for the purpose of enhancing learning outcomes. It has added to the available teaching and learning literature methods which have been found to make learners to be proactive rather than being reactive in the class.

This study aimed at making teaching and learning to be made easy for both the teachers and the learners. This was evident during the course of the study, where it gave another insight to the Social studies teachers involved in the study in which students were allowed to freely express their findings and opinions, making the teaching and learning of Social studies to be more interesting and moving away from

the conventional type of teaching and learning they have hitherto been used to. The study was an eye opener to practicing teachers including the principals. Class activity was practical, interactive, making handsome learning to have taken place and making learning to be permanent. It allowed the learner to collaborate which is Social studies major goal. It also gave learners the opportunity to imbibe lifelong learning and also gave their peers to know their areas of weakness in order to render possible assistance where necessary.

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APPENDIX I

INTERNATIONAL CENTRE FOR EDUCATIONAL EVALUATION INSTITUTION OF EDUCATION UNIVERSITY OF IBADAN

ACADEMIC ACHIEVEMENT MOTIVATION INVENTORY

Name of School.....Sex.....

Age:.....Class:.....

Carefully read through the items and respond accordingly using these formats:

- | | | |
|---------------------|---|---|
| Very much unlike me | = | 1 |
| Like me | = | 2 |
| Like me | = | 3 |
| Very much like me | = | 4 |

S/N	Items	1	2	3	4
1	I look forward to going to school every day of the week.				
2	I go to school early to enable me settle-down before the classes starts.				
3	I always stay in my class during break period to revise my lessons.				
4	I make good use of the library to assists me in my studies.				
5	I have a great urge to succeed in life.				
6	I find learning in school interesting.				
7	Nothing amuses me than my studies.				
8	Making it in life is not necessarily through education.				
9	My parents are insensitive to my educational feelings.				
10	I am still in school because my parent wants it.				
11	Scoring high, in my subject makes me work harder.				
12	I feel unhappy when I get to school late.				
13	I attach importance to my studies, which will enable me have a good future.				
14	I prefer tasks that are less difficult.				
15	I focus on my own abilities in attaining success.				
16	I am always encouraged by my teachers feedback of my performance in my studies.				
17	My present examination scores are discouraging.				
18	No matter how hard I try, what will be will be.				
19	My performance in examination or test is due to chance or luck rather than my efforts.				
20	I feel comfortable even when I am not doing well in my studies rather than trying to move ahead.				
21	I am happy when other mates perform better than me in class.				

22	I plan ahead for my studies so as to get good grades				
23	I prefer to work with students that I perform better than in class.				
24	I have always work hard, to be the best in my class.				
25	I always look for ways of doing things to avoid being obsolete.				
26	I search for variety of information in order to get ahead in my studies.				
27	I am an ambitions person.				
28	I allow days to go by, without attending to my studies especially what I might have learnt in class.				
29	I take life as it comes without much planning				
30	I hardly remember my studies during the holidays				

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APPENDIX II
INTERNATIONAL CENTRE FOR EDUCATIONAL EVALUATION
INSTITUTION OF EDUCATION
UNIVERSITY OF IBADAN

CRITICAL THINKING DISPOSITION INVENTORY

Name of
 School:.....Sex:.....

Age:.....Class:.....

Carefully read through the items and respond accordingly using these formats:

- Strongly like me (SLM) = 4
 Like me (LM) = 3
 Not like me (NLM) = 2
 Strongly not like me (SNLM) = 1

S/N	Items	SLM	LM	NLM	SNLM
1	I am curious about why things work the way they do.				
2	I have interest in developing and maintaining sound knowledge.				
3	I like to sort out facts and analyse information.				
4	I thoughtfully weigh multiple sides before deciding.				
5	I take time to reflect before taking any action.				
6	I am always ready to entertain new ideas.				
7	I always give consideration to alternative opinions.				
8	I always understand the opinion of others.				
9	I like to probe deeply into any information on my studies.				
10	It is not difficult for me to state question, opinions, and thoughts in an understanding way.				
11	I think clearly and thoroughly through any idea information or thoughts at all times				
12	I am good at pointing out inconsistencies in someone in other people's ideas.				
13	I am precise when discussing issues.				
14	I prefer to deal with the difficult question asked in my subjects.				
15	I consider other persons' viewpoint and not my own.				
16	I find myself accepting information without finding out if it is true or not.				
17	Most of the time my assumptions on issues are not right.				
18	I am always fair minded or when I consider issues.				
19	I am only concerned about my personal opinions.				
20	I consider my argument to be sensible always.				
21	I argue out of point most of the time.				
22	My thinking is not always easy to understand.				

APPENDIX III
INTERNATIONAL CENTRE FOR EDUCATIONAL EVALUATION
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SOCIAL STUDIES ACHIEVEMENT TEST

Name of School.....**Sex:**.....

Age:.....**Class:**.....

Instruction: Carefully read through and choose the right options from the options A - D provided.

- (1) The division of members of a society according to their age is called:
(a) Fellowship (b) Family (c) Kinship (d) age group
- (2) The family that produces children that are half brothers is known as _____
(a) Conjugal (b) Nuclear (c) Polygamous (d) extended
- (3) In most Nigerian culture, a person's initial identify is expected to be with his or her _____
(a) friends, colleague and associate (b) Local Government Area
(c) State of origin (d) family
- (4) Extended family consists of _____
(a) father mother and their children alone (b) father and his wives (c) mother and her husband
(d) father, mother, children and relatives
- (5) Which if the following is NOT a function of a family?
(a) Ensure the continuity of the community (b) procreation of new members
(c) training of the young ones (d) provision of war
- (6) Which of these is NOT the purpose for marriage?
(a) to prevent loneliness in marriage (b) to become a socially acceptable person in the society (c) to raise children and protect them (d) to raise the level of manpower for industries.
- (7) The process by which work is broken into smaller units whereby each unit is undertaking by different individual is called _____
(a) Splitting of job (b) Job allocation (c) Division of labour (d) Job oriented.
- (8) Man made environment includes one of the following _____
(a) mountain (b) valley (c) lake (d) house
- (9) A large piece of land surrounded by water is called _____
(a) Island (b) Highland (c) Lake (d) Valley

- (10) The following conditions are to be considered necessary while planning a settlement EXCEPT one.
 (a) Defense (b) Safe (c) Soil fertility (d) Music
- (11) When members of a community perform their duties diligently, there is likely to be a _____
 (a) Conflict (b) Riots and protest (c) Strength and orderliness (d) Lack of cooperation
- (12) Marriage is a recognized institution because _____
 (a) the husband and wife need to be trained in colleges
 (b) it involves certain pattern based on culture , law and practice of the people involved
 (c) man and woman lives together in marriage
 (d) the couple takes care of each other
- (13) The nuclear family is made up of _____
 (a) Father, mother and children (b) Father, wives and children
 (b) Maternal and paternal grandparents (d) Nephew, niece and uncle
- (14) The way in which a society is formed , kept together, organized and controlled to achieve unity is called _____
 (a) Social group (b) Primary group (c) Secondary group (d) Social organization
- (15) The biological aspect of family is as a result of _____ link
 (a) Social (b) community (c) blood (d) cultural
- (16) The total number of people living an area is called _____
 (a) Population (b) Statistic (c) attendance (d) counting
- (17) The people total ways of life is called _____
 (a) Custom (b) culture (c) ethic (d) migration
- (18) Social environment comprises of _____
 (a) Industries, vehicle and vegetation (b) Table, rivers and houses
 (c) Flies, goat and flowers (d) Religion, language and dress
- (19) An example of Nigeria's national symbol is _____
 (a) National uniform (b) National uniform (c) National government
 (d) National dress
- (20) A social organization is _____
 (a) the way man and animal organized (b) the way a society is formed and kept together
 (c) the people with black color (d) the way classroom is arranged

- (21) The following are the three aspects of social studies except_____
- (a) Social environment (b) science and technology (c) sociology
(d) Physical environment
- (22) One of the following is an element of weather and climate
- (a) Time (b)Temperature (c) Man's activities (d) Ocean
- (23) The physical environment is divided into_____ types
- (a) 2 (b) 4 (c) 8 (d) 0
- (24) The following are the three aspects of Social studies EXCEPT_____
- (a) Social environment (b) Science and technology (c) Sociology
(d) Physical environment
- (25) An agreement to work together as a group of people to achieve set goal is referred to as _____
- (a) Conflict (b) corporation (c) co-operation (d) confederation

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KEY FOR PRE AND POST TEST OF SOCIAL STUDIES ACHIEVEMENT

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

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APPENDIX IV
TREATMENT PACKAGES FOR THE STUDY
TEACHERS MANUAL ON SELF-DIRECTED LEARNING,
COLLABORATIVE TASK METHOD AND THE THEIR COMBINATION

SELF-DIRECTED LEARNING PACKAGE (SDLP)
(Experimental Group I)

The self directed learning package is the treatment to show the various steps to be followed by the participants in the experimental group 1: SDLP explains what will take place in this experimental group.

Operational Guide on Self-Directed Learning

The teacher will give the students the topics and ask them to read and master the topics.

Each student will participate by sharing his/her own views on the topics with the teacher and the members of the class.

Goal: Individual student will work towards achieving a learning goal

Individual Accountability: Each student is accountable for his/her own learning.

Role of the teacher:

- (i) Specifying the instructional objective.
- (ii) Arranging the classroom to minimize interaction.
- (iii) Explaining the class work to the students.
- (iv) Giving instructional formats to the individual members of the class by the teacher.
- (v) Observing the students to ensure individuality.
- (vi) Intervening whenever students encounter problems arising from the learning process.
- (vii) Supplying relevant references to the students.
- (viii) Explains the steps in self- directed learning
- (ix) Explaining the need for self directed learning
- (x) Collecting the students' findings on each of the assigned five topics accordingly on weekly basis.

Role of the students:

- (i) The assigned unit will be considered by each member using the teacher's references during their free periods and after school in

preparation for the next class.

- (ii) The lesson starts with the members using the teachers' references and other information gathered to attend to the class activity.
- (iii) Submitting the findings of their class activity to the teacher.
- (iv) The teacher will record the outcome of the student's answers from class activity given to the class and make corrections where necessary.

Joint Activities (Teacher and the students)

- (i) Conducive environment will be arranged for entire class.
- (ii) Three minutes will be given to each member for presentation
- (iii) The class and the teacher listen to each participant and where questions are raised the participant responds to it.
- (iv) The salient points from report will be written on the chalkboard by the teacher while students copy it in their notes.
- (v) Salient issues that occur during the presentation will be resolved by the teacher, the teacher scores individual participants.

COLLABORATIVE TASK METHOD PACKAGE (CTMP)

(Experimental Group II)

This is the treatment package to show the various steps to be followed by the participants in this experimental group. CTMP explains what will take place in this experimental group.

Operational Guide on Collaborative Task Method

Individual learners in collaborative task method have a common goal and they attain their goals and reward through interdependence and team-work.

Group Goal: Students in groups work towards the achievement of a common goal.

Individual Accountability: The success of the group depends on the individual learner's contribution within the collaborative group. The following are the roles of the teachers in the collaborative task learning instructional procedure.

- (i) Specifying the instructional objective.
- (ii) Arranging the classroom to maximize interaction
- (iii) Explaining the task
- (iv) Observing the students – student interactions
- (v) Intervening whenever students encounter problems arising from the learning process and social relationships within the groups.
- (vi) Evaluating the outcome of the instructional process.

Teacher's Activities

- (i) Assigns students into groups of six members. Allow the group to select a leader and recorder
- (ii) Presents instructional format (which contains each of the five topics to the entire class through the group leaders).
- (iii) Supplies relevant references to the students
- (iv) Explains the steps in and the need for collaborative task method.
- (v) Collects the students' finding on each of the assigned five topics accordingly on weekly basis.

Students Activities

- (i) Group members appoint leader, recorder and time keeper.
- (ii) Instructional formats will be given to the group members by the leaders.

Group Goal: Students in group work towards the achievement of a common goal.

Individual Accountability: The success of the group depends on the individual learner's contribution within the collaborative group.

The following are the roles of the teachers in the collaborative task learning instructional procedure.

- (i) Specifying the instructional objective.
- (ii) Arranging the classroom to maximize interaction
- (iii) Explaining the task
- (iv) Observing the students – student interactions.
- (v) Intervening whenever issues arises from their learning process and social relationship within the groups.
- (vi) Evaluating the outcome of the instructional process.

Teacher's Activities

- (i) Assigns students into groups of six members. Allows the group to select a leader and a recorder.
- (ii) Presents instructional format (which contains each of the five topics to the entire class through the group leaders).
- (iii) Supplies relevant references to the students.
- (iv) Explains the steps in and the need for collaborative task method.
- (v) Collects the students' finding on each of the assigned five topics accordingly on weekly basis.

Students Activities

- (i) Group members appoint leader, recorder and time keeper.
- (ii) Instructional formats will be given to the group members by the leaders.

SELF-DIRECTED LEARNING AND COLLABORATIVE TASK METHOD

(Experimental Group III)

This group adopts the SDLP and CMTD used in the experimental group I and II. The participants in this group will receive double treatments. This group will carry out all the procedures in both self directed learning package and collaborative task method package, the following explaining what will take place in the experimental group.

Operational Guide on Both Self Directed Learning and Collaborative Task Methods Learning Packages.

The instructors will explain each learning package to the students, to enable them understand the procedure in the two packages.

The teacher will give the students the topics and task them to read and master the topic, each student will participate by sharing his/her views on the topics with the teacher and class members during the class. Students will work towards achieving a goal and each student is accountable for their own learning.

Role of the teacher:

- (i) Specifying the instructional objective.
- (ii) Arranging the classroom to minimize interaction.
- (iii) Explaining the task to the students.
- (iv) Observing the students to ensure individuality.
- (v) Intervening whenever students encounter problems arising from the learning process.
- (vi) Supplying relevant references to the students.
- (vii) Explaining the steps in self directed learning
- (viii) Explaining the need for self directed learning
- (ix) Collecting the students' findings on each of the assigned five topics accordingly on weekly basis.

Role of the students:

- (i) The assigned unit will be considered by each member using the teacher's references during their free periods and after school in preparation for the next class.
- (ii) The lesson starts with the members using the teachers' references and other information gathered to attend to the class activity.
- (iii) Submitting the findings of their class activity to the teacher.

- (iv) The teacher will score the outcome of the student's answers from class activity given to the class and make corrections where necessary.

Joint Activities (Teacher and the students)

- (i) Conducive environment will be arranged for entire class.
- (ii) Three minutes will be given to each student for presentation.
- (iii) The class and the teacher listen to each participant and where questions are raised the participant responds to it.
- (iv) The salient points from report will be written on the chalkboard by the teacher while students copy them in their notes.
- (v) Issues that occur during the presentation will be resolved by the teacher.
- (vi) The teacher scores individual participants.

This same group will carry out the activities in the collaborative task method, after the completion of the procedure in self directed learning package.

Group Goal: Students in groups work towards the achievement of a common goal.

Individual Accountability: The success of the group depends on the individual learner's contribution within the collaborative group.

The following are the roles of the teachers in the collaborative task learning instructional procedure.

- (i) Specifying the instructional objective.
- (ii) Arranging the classroom to maximize interaction
- (iii) Explain the task
- (iv) Observing the students – student interactions
- (v) Intervening whenever students encounter problems arising from the learning process and social relationships within the groups.
- (vi) Evaluating the outcome of the instructional process.

Teacher's Activities

- (i) Assigns students into groups of six members.
- (ii) Allow the group to select a leader and a recorder.
- (iii) Presents copies of instructional format (which contains each of the five topics to the entire class through the group leaders).
- (iv) Supplies relevant references to the students.

- (v) Explains the steps in and the need for collaborative task method.
- (vi) Collects the students' finding on each of the assigned five topics accordingly on weekly basis.

Students Activities

- (i) Group members appoint leader, recorder and time keeper.
- (ii) Instructional formats will be given to the group members by the leaders.
- (iii) The assigned task will be investigated by each group member using the teacher's references during the class. It must be noted that at the end of the week the topic and the references for the following week will be given to the group.
- (iv) The group members will submit the findings of their investigation to the leader of the group.
- (v) The group members will work together on their submissions by discussing, critiquing their submissions and reaching consensus on each of the topics.
- (vi) The recorder will record the consensus reached on each aspect of the topic by the group.
- (vii) The group leader will present the consensus reached by the group to the entire class during the joint activities.

Joint Activities (Teacher and the students)

- (i) Conducive environment will be arranged for entire class for presentation.
- (ii) The groups will be invited to occupy seats already prepared for presentation.
- (iii) Five minutes will be given to each group leader for presentation.
- (iv) The class and the teacher listen and where questions are raised the group concerned will answer the questions.
- (v) The salient points from each report will be written on the chalkboard by the teacher while students write these down.
- (vi) Conflict that occurs during the presentation will be resolved by the teacher.

- (vii) The teacher will score the presentation by each group immediately after each group's.

The performance of students in both groups will be added together after the teacher must have scored the participants individually and collaboratively the result will then be recorded as one group score.

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APPENDIX V

ACTIVITIES OF THE TEACHER AND THE STUDENTS FOR THE LEARNING PACKAGE

TOPIC	CONTENTS	TEACHER	STUDENTS	GUIDED TASK
SOCIAL GROUPS	<ol style="list-style-type: none"> 1. Meaning of Social Groups. 2. Types of social group e.g. family. 3. Characteristics of social groups and secondary social groups. 	Guides the discussion as meaning of social groups, types of social groups characteristics of social groups	<ol style="list-style-type: none"> 1. Participate in class discussion in small groups/ individually. 2. Listen, ask and answer questions within the small groups/ Individually 	<ol style="list-style-type: none"> 1. Define social groups. 2. List the types of social groups. 3. Enumerate the characteristics of each groups.
GROUP BEHAVIOUR	Types of group behavior. <ol style="list-style-type: none"> 1. Mass action Communal labour characteristics of the different types of group behavior destructive and constructive 	Same as above based on the topic treated	Participate in class discussion in small groups/ individually same as above.	<ol style="list-style-type: none"> 1. Describe types of collective behavior 2. State the distinguishing characteristics of different types of group behaviours. 3. Enumerate the benefits of group behaviour
FAMILY AND MARRIAGE RELATIONSHIPS	<ul style="list-style-type: none"> - Meaning of Marriage - Types of Marriage - Purpose of Marriage - Conditions for marriage <ol style="list-style-type: none"> (a) Physiological fitness (b) Psychological readiness (c) Social stability (d) Financial readiness 			<ol style="list-style-type: none"> 1. Give simple meaning of marriage 2. List the various types of marriage practiced in Nigeria. 3. State three purposes of marriage. 4. Describe the conditions for successful marriage. 5. List the problem that can arise with not being ready for marriage 6. What are the advantages of living together in the family.
DRUG ABUSE	<ol style="list-style-type: none"> 1. Meaning of drug/substance abuse. 2. Forms of drug abuse Consequences of drug abuse on. <ol style="list-style-type: none"> a) Individual b) Community c) Nation 	Participate.	<ol style="list-style-type: none"> 1. Participates in class discussion in small groups. 2. Listen, ask and answer questions within the small groups/individually. 	<ol style="list-style-type: none"> 1. Give simple meaning of drug abuse. 2. List the ways through which drug is abused by people. 3. State the consequences of drug abuse on individuals, the

	<p>d) International community</p> <p>e) What are the ways to discourage drug abuse</p>			<p>society and the international community.</p> <p>4. Mention the body that control the use of food and drugs in Nigeria, NAFDAC, NDLEA find out the meaning</p>
<p>CULTURE AND IDENTITY</p>	<p>Nigerian foods – Yam, Eba, Amala, Tuwo, Plantain, Rice Pounded Yam, Porridge.</p> <ul style="list-style-type: none"> - Common dresses won by Nigeria men/women and dresses for different occasions in Nigeria. - Office dresses - School uniform 		<p>Participate in groups by naming the different foods they eat. Find out the dresses worn by the different localities in Nigeria</p>	<ul style="list-style-type: none"> - Students to enumerate the types of Nigerian food they know. - Students to mention dresses worn by men and women at different occasions in Nigeria.

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APPENDIX VI

INTRODUCTION TO SOCIAL STUDIES OPERATIONAL MANUAL

SELF- DIRECTED LEARNING (SDL)

This manual is prepared to assist both the research assistants and the students the stepwise guide as to how to make use of the self-directed learning. The research assistant explains the principles behind self-directed learning which obviously can be used as follows:

Learning social studies individually, independently on specific topics selected from the curriculum for instance, the meaning of social groups, types of social groups available within the society, characteristics of social and secondary social groups.

Findings to these were done by the students individually, independently during their free period and after school hours. They came to class to present the information they were able to gather, after being arranged in the class, to minimize interaction. Students would have studied at home the topics assigned to them with the relevant reference given to them by the teacher, and the information they were able to gather at home, during their personal study time.

The student present to the entire class their findings, the teacher and the students listen conflicts that arose during the presentation were resolved by the teacher and individual participant were scored. Each student submits their findings to the teacher/research assistant for assessment on a weekly basis for the period the study lasted.

TEACHER'S MANUAL UNIT 1

LEARNING STRATEGY:

SELF- DIRECTED LEARNING

TOPIC:

SOCIAL GROUP

SUB-TOPIC:

MEANING, TYPES, CHARACTERISTICS OF SOCIAL GROUPS AND SECONDARY GROUPS.

DURATION:

DOUBLE PERIOD

Objective: At the end of the lesson the student should be able to do the followings:

- Give the meaning of the social group and social environment
- Mention the different types to social group.
- List the characteristics of social groups.
- Differentiate between age groups, primary and secondary social groups.

- Types of group behavior.
- Characteristics of group behavior.
- Benefits of group behavior.

Procedure

Step 1:

- (1) The teacher arranges the classroom to minimize interaction.
- (2) Introduces the new learning strategy.
 - (a) We are exploring the new way of learning social studies in order to access the enduring skills embedded in the subject. It has been noted that, though students are taught, but the students have not learn how to learn independently, individually in order to prepare them for future life-long learning skills.
 - (b) Learning social studies without relating it to the world around them inhibits their ability to learn how to deed with real life challenges.
 - (c) Learning individually with less teacher's involvement enables them to source for information themselves.
 - (d) The new learning method enhances their ability to broaden their horizon rather than relying only on teachers information and notes given in the class.

Step 2:

- The teacher gives instructional format and observes the students to ensure individuality.
- The lesson progresses with the students given five minutes to present their individual findings.
- The teachers and the class listens and where questions are raised the participant responds to it.

CONCLUSION:

Salient points from each of the reports are written on the chalkboard by the teacher for students to copy in their notebooks.

- The teacher scores the individual participants.
- The teacher asks them to mention the topic for the next lesson and encourage the students to do it the same way they approached the first lesson.
- Administration of other instruments for post test was given for the group.

UNIT 2

LEARNING STRATEGY: SELF-DIRECTED LEARNING

TOPIC: GROUP BEHAVIOUR

Sub Topic: (1) Mass Action (2) Communal Labor (3) Characteristic of group behavior

Objective: At the end of the unit procedure the students should be able to explain;

- (1) What group behavior is
- (2) State the distinguishing characteristics
- (3) Enumerate the benefits of group behavior

Procedure:

Step 1

- (1) The teacher arranges the classroom to minimize interaction
- (2) Introduces the learning strategy as explained initially before the first unit work was done.
 - (a) Teacher intimates the learners with the fact that the view approach for learning social studies will enable them to search for information by themselves in addition to the teacher references given them, and give also them the chance of doing it themselves thereby preparing them for the future learning behaviors’.
 - (b) The students can learn social studies individually without much of teachers’ involvement enabling them to search for information in addition with what the teacher has given them as references.
 - (c) The teacher gives the students opportunity to go through the teacher references with the information they have been able to gather.
 - (d) The lesson progresses with the students, being given five minutes to present their information on the units’ topic.
 - (e) The teacher and the entire class listens, where questions are raised, the participants responded to such and also given corrections where necessary.

Conclusion: Important answers arrived at were written the chalkboard by the teacher and the students were asked to copy them.

The teacher asked them if they still remember the topic for the next lesson answers were given and they were admonished to follow the same pattern they used for the

previously for the new unit they are being asked to attend to. Teacher records the score of each administration participants.

UNIT 3

Topic: Family and Marriage Relationships

Sub Topic: (1) Meaning of Marriage (2) Types of Marriage (3) Purpose of Marriage (4) Condition of Marriage

OBJECTIVE: At the end of the unit procedure the student should be able to:

- (1) Give the meaning of marriage
- (2) Identify and list the different types of marriages practiced in Nigeria.
- (3) State the purpose of marriage
- (4) Describe the conditions for successful marriage
- (5) List the problems that can arise when people are not ready for the marriage, and they are in it.

Procedure:

Step 1

- (a) Teacher arranges the classroom to minimize interaction.
- (b) Teacher reminds the participant on the need to participate actively in the activity.
- (c) The students go through the information's they have been able to gather coupled with the teacher references and give answers to the questions raised in the expected outcome.
- (d) The lesson progression with the students presenting to the whole class the results of the information's they have gathered in the stated activity of the unit activity.
- (e) The teacher and the class members listen to the presentation of the participants and responded to corrections where necessary.

Conclusion: salient points that were important in the unit topic were written on the chalkboard by the teacher and the students were asked to put them in their subject notes.

The teacher then gave them the topic in the next unit that the students were expected to find answers to. They were then informed to ensure that they follow the same procedure used for the previous topic treated to attend to unit four class activities.

UNIT 4

Topic: Drug Abuse

- Sub. Topic:**
- (1) What drugs abuse means
 - (2) Forms of drug abuse
 - (3) Consequences of drug abuse
 - (4) Effective of drug abuse in the community
 - (5) Ways to discourage drug abuse.

Objective: At the end of the activities in this unit, the participants should be able to:

- (1) Explain what drug abuse means
- (2) Enumerate and explain the forms of drug abuse
- (3) Consequences of drug abuse on the individuals, community, Nation and the interaction community.

Procedure:

- (a) Teacher arranged the classroom as usual to minimize interaction as expected in treatment package.
- (b) The teacher introduces the learning strategy as explain previously and the need for the treatment and the b3enefits to be derived from participation which has been spoken about before the commencement of the treatment in unit one.
- (c) The teacher allow the student to go through the teacher references with the information they have, and the lesson progresses with teach participants given five minutes to present their information's they have found out about the topic in the unit.
- (d) The entire class with the teacher listens and gives corrections where necessary.

Conclusion: The teacher writes the salient points on the chalkboard and asked the students to write it down. The teacher asks the participants to attempt the activity on the lesson topic. The teacher records their score.

UNIT 5

Topic: Culture and identity

Sub. Topic: (1) What is culture (2) Features of culture (3) Characteristics of culture
(4) Culture similarities and differences in Nigeria.

Procedure:

Step 1

- The teacher arranges the classroom to minimize interaction as it is expected of participants in the learning package.
- The teacher reiterates the importance of using the treatment in the learning of the topics in the unit.
- The teacher gives instructional format and observes the students to ensure individuality.
- The lesson progresses with the students given five minutes to present their individual findings.
- The teacher and the entire class listen to each candidate presenting their findings and give their responses to salient questions raised.

Conclusion:

Points raised during the presentation were written on the chalkboard for the students to copy.

The administration of other instruments for post-test was given to the group.

APPENDIX VII

INTRODUCTION TO SOCIAL STUDIES OPERATIONAL MANUAL COLLABORATIVE TASK METHOD (CTM)

This learning manual is prepared to assist the students and the teachers, the step by step method of implementing the collaborative task method learning package. The role of the teacher is highlighted thus.

The teacher explains the principles behind collaborative task method package which is mainly:

- (i) Learning collaborative by the concepts of social studies, students working in teams to accomplish a common goal.
- (ii) Participate actively in their learning, of which individual learners' contribution within the group determines the groups success.

Procedure: The treatment was introduced during the first lesson and was carried out by all the participating students. The teacher assigns students into groups of six (6), present the instructional format each containing five topics to the class through the group leaders. The treatment is repeated throughout the weeks the study lasted to allow the students to be familiar and get use to the technique.

COLLABORATIVE TASK METHOD LEARNING PACKAGE

Teachers Manual

Unit 1

Method: Collaborative Task Method

Topic: Social Groups

Sub-Topic: Meaning, Types, Characteristics of social groups and secondary groups.

Duration: Double Period.

Objectives:

At the end of the lesson (treatment usage) students should be able to do the followings:

- Define social groups, give the meaning and also describe how social environment should be.
- Enumerate the different types of social groups.
- Give the differences between age groups, primary and secondary social groups.
- Types of group behaviour
- Characteristics of group behavior.
- Benefits of group behavior.

Procedure:

Step 1: The teacher (Research assistant) arranges the classroom into groups of six members each to maximize the interaction.

Step 2: The group within themselves appoints the group leader, the time keeper and recorder.

Step 3: The teacher explains the task, observed the student-student interactions. Present the instructional format and explain the need for the new learning strategy being used such as.

- (a) To give students the opportunity to work together as a learning team and that the success of the member depends on how the group can work together.
- (b) Including the behavioural disposition of being a team-player to foster group success.
- (c) Helping each other to succeed together.

- (d) And to prepare them for the embedded lifelong learning skills which could be useful to them in later life.

Step 4: Teacher give the students the opportunity to engage themselves in the task

Step 5: The teacher give room for the group leader to present the findings of the group members, for five minutes, the teacher awards marks based on their performance ability to make presentation and positive response in the task. The recorded marks the awarded by the teacher for the group, each of the lesson score were added by the teacher, which makes up for the member group score.

Step 6: Conflicts that occur during the presentation is resolved by the teacher

Step 7: Teacher writes the comments on the chalk-board for class member to copy.

UNIT 2

Method: Collaborative Task Method

Topic: Group Behaviour

Sub Topic: (1) Mass Action (2) Communal Labour
(3) Characteristic of group behavior

Objective: At the end of the unit activity students should be able to give explanation to;

- (1) The meaning of group behavior
- (2) Mention its distinguishing characteristics.
- (3) Enumerate the benefits to be derived from group behaviours.

Procedure:

Step I: The teacher (research assistant) arranges the classroom into group of six members each to maximize interaction.

Step II: The group within themselves appoints a group leader, the time keeper and the recorder

Step III: The teacher explains the task, and observe student – students interactions. Present the instructional format and reminded the learners about the benefits to be derived in participating actively and in interactively during the procedure.

Step IV: Teacher gives the students, the teachers' references and was also given the opportunity to engage them in the task that is in the class activity, discussing between them, the information's in the teachers' references and write down their findings.

- Step V: The teacher gives opportunity to the group leaders to present the findings of the group members for five minutes, awards marks based on their performance and ability to make presentation, give adequate response and points concerned in the objective stated. The recorder, records the marks of awarded by the teacher for the groups each of the marks awarded makes up the group score.
- Step VI: Conflicts that occur during the presentation is resolved by the teacher.
- Step VII: Teacher writes the comments on the chalkboard for class member to copy.

Lesson 3

Topic: Family and Marriage Relationships

Sub Topic: (1) Meaning of Marriage (2) Types of Marriage (3) Purpose of marriage (4) Conditions for marriage.

Objective: at the end of the unit procedure the student should be able to:

- (1) Give the meaning of marriage
- (2) Identify and list the different types of marriages practiced in Nigeria.
- (3) State the purpose of marriage
- (4) Describe the conditions for successful marriage
- (5) List the problems that can arise when people are not ready for the marriage, and they are in it.

Procedure:

Step I: The teacher (research assistant) arranges the classroom into groups of six members each to maximize interaction.

Step II: The group within themselves appoints a group leader, the time keeper and the recorder

Step III: The teacher (research assistant) explains the task and observes student-student interactions. Presents the instructional format and reminded the learners on the benefits to be derived in participating actively and interactively during the procedure.

Step IV: Teacher (research assistant) gives the students the teachers references and were also given the opportunity to engaged themselves, in

discussing the information's in the teachers references and write down their findings, giving answers to the state objectives.

Step V: The (research assistant) gives opportunity to the group leader to present their findings for five minutes award marks based on their performance and ability to make presentation, give adequate response and points concerned in the objective stated. The group recorder, record the marks awarded by the teacher for the group. Each of the marks awarded makes up the group score.

Step VI: Conflicts that occurs during the presentation is resolved by the teacher.

Step VII: Teacher (research assistant) write the comments on the chalkboard for class members to copy.

UNIT 4

Method: Collaborative Task Method

Topic: Drug Abuse

Sub Topic: (1) What is drug abuse?
(2) Why do people abuse drug?
(3) Consequences of drug use
(4) Effects of drug use on the community
(5) Ways to discourage drug abuse.

Objectives: At the end of the unit procedure the participants should be able to:

- (a) Explain what drug abuse means
- (b) Forms of drug abuse
- (c) Reasons people engage in drug abuse
- (d) Enumerate and discuss the effects of drug use on the community, individuals etc.
- (e) Discuss on the ways to discourage drug abuse.

Procedure:

Step I: The teacher (research assistant) arranges the classroom into group of six members each to maximize interaction.

Step II: The group, among themselves appoints a group leader, the time keeper and the recorder.

Step III: The teacher (researcher assistant) explains and observes student-student interactions. Presents the instructional format and reminded the

learners on the benefits inherent in participating actively and interactively during the learning procedure.

Step IV: Teacher (research assistant) gives the students, the teachers' references and they were also given the opportunity to engage themselves in discussing the information's in the teachers' reference and write down their findings by giving answers to the objectives raised in the unit.

Step V: The teacher (research assistant) gives opportunity to the group leader, gives five minutes to the group leader to presents their findings and responses, awards marks based on their performance and ability to make presentation gives adequate response and points concerned in the objectives stated. The group recorder, the marks awarded by the teacher (research assistant) for the group. Each of the marks awarded makes up the group score.

Step VI: Conflicts that occurs during the presentation is resolved by the teacher.

Step VII: The teacher (research assistant) writes the comments on the chalkboard for class members to copy.

UNIT 5

Method: Collaborative Task Method

Topic: Culture and Identity

Sub Topic: (1) What is culture? (2) What is identity? (3) Feature of culture (4) Characteristics of cultures (5) Cultural similarities and differences in Nigeria.

Objectives: At the end of the unit procedure the participants should be able to:

(a) Explain and define culture and identity

(b) Explain the features of culture

(c) Mention the characteristics of culture

(d) Explain cultural similarities and differences in Nigeria.

Procedure

Step I: The teacher (research assistant) arranges the classroom into groups of six members each to maximize interaction.

Step II: The group among themselves appoints the leader of the group, the time keeper and the recorder.

Step III: The teacher (research assistant) explains the task and observes students- students' interactions, presents the instructional format and

reminded the participants of the advantages of participating actively and interactively during the procedure.

Step IV: the teacher (research assistant), gives the students the teachers references and were also given the opportunity to discuss among themselves, issues on the units topic in the teachers' reference and write down their findings and answers in relation to the stated objective.

Step V: The teacher (research assistant) gives opportunity to the group leaders to present the group's findings, for five minutes, awards marks based on the performance and ability to make presentation, give adequate answers to the points raised in the stated objectives. The group recorder records the marks awarded by the research assistant for the group. Each of marks awarded makes up the group score.

Step VI: Conflicts that occurs during the presentation is resolved by the teacher.

Step VII: Teacher (research assistants) writes the comments on the chalkboard for class members to copy.

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APPENDIX VIII

INTRODUCTION TO SOCIAL STUDIES OPERATIONAL MANUAL (SDL & CTM PACKAGE)

This manual is prepared to give the students and teachers the procedure on how to implement the self-directed learning and collaborative task method as a single approach learning of social studies. It is a combination of the two learning packages. This is done to identify if careful combination of the two learning packages will give better results than using it separately. The principles of this learning strategy is, highlighting the learning independently, individually with less involvement of the teacher and acquisition of more knowledge when students learn in groups or collaboratively.

The packages were used in turns. Immediately the self directed learning package is completed the students were arranged for the collaborative task method package. The scores from each of the treatment package made up for the individual and of course the group score.

APPENDIX IX

TEACHER'S MANUAL

UNIT 1

METHOD: Conventional method of Teaching and Learning (Control Group)

TOPIC: Social Groups

SUB-TOPIC: Meaning, Types, Characteristics of Social Groups and Secondary Groups.

DURATION: Double Period

Instructional Objective:

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

- (a) Give the meaning of the social group
- (b) Mention the types to social group.
- (c) Characteristics of primary social group.
- (d) Characteristics of secondary social group.
- (e) Characteristics of group behavior.
- (f) Benefits of group behavior.

Previous knowledge:

The students have learnt about National Unity and Integration.

Procedure

Step 1: The teacher gives a summary of the last topic taught as a recap

Step 2: Teacher states the topic of the lesson and linked the previous lesson with the present lesson introduces the topic for the period as social group.

Step 3: Exposition Stage: Teacher explained the topic i.e. the content of the lesson by classifying some concepts which the students may find difficult.

- (a) Give the meaning of the social group
- (b) Mention the various types of the social group:
 - (1) Primary social groups.
 - (2) Secondary social groups.
- (c) Gives the characteristics of primary groups.
 - Primary groups are small in number e.g. family, playmates or classmates relationship in primary groups which are personal and ultimate. They are organized ad cohesive.
 - Secondary groups are larger and they may not necessarily know each other

e.g.. Trade Union or Political Parties. Relationships are interpersonal and more difficult to organize.

The type of group behaviour which is mass action and community services.

Group behaviours could be destructive if there are conflicting interest e.g. selfishness and can also be constructive if there are common interest to achieve group goals.

- Give benefits of group goals.

Remediation stage:

Teachers focused on identifying learners areas of weakness for possible remediation.

Summary stage:

Teachers give a summary of the lesson orally as well as giving chalkboard summary.

Other procedures in other groups were carried out as research the administration of other instruments for post test for the group.

It is pertinent to note here that other lessons followed the same pattern, lesson one was carried out in all the treatment packages.

UNIT 2

Method: Conventional method of Teaching and Learning (Control Group)

Topic: Group Behaviour

Sub Topic: (1) Mass Action (2) Communal Labour (3) Characteristics of group behavior.

Instructional Objective:

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

- (a) Give the meaning of group behavior
- (b) State the distinguishing characteristic of group behavior.
- (c) Enumerate the benefits of group behavior
- (d) Mention the types of group behavior
- (e) Explain the characteristic of different types of group behavior

Previous knowledge:

The students have learnt about social groups

Procedure:

Step 1: The teacher give a summary of the last topic taught in class and ask questions from the students on the last topic taught e.g (a) what is the meaning of a social group (b) mention the types of social group you know, (c) what are the characteristics of primary and secondary social groups; (d) what are the characteristics of group behavior and the benefits derived from such.

Step 2: Teacher states the topic of the new lesson and linked the previous knowledge with the new lesson, introduces the topic for the period which is group behavior.

Step 3: Exposition state: Teacher explained the topic in details the content of the topic stating i.e. what group behavior is, the distinguish characteristics, the benefits of group behavior and also stating the types of group behavior (a) Mass Action, (b) Community services and the characteristics of different types of group behavior.

Remediation Stage: The teacher focuses on identifying learners areas of weakness for possible assistance and remediation.

Summary stage: Teacher gives a summary of the lesson as well as give chalkboard summary to the students.

Assignment: Students were asked to read family and marriage relationships.

UNIT 3

Topic: Family and Marriage Relationships

Sub Topic: (1) Meaning of Marriage (2) Types of Marriage (3) Purpose of Marriage (4) Condition of Marriage

OBJECTIVE: At the end of the unit procedure the student should be able to:

- (6) Give the meaning of marriage
- (7) Identify and list the different types of marriages practiced in Nigeria.
- (8) State the purpose of marriage
- (9) Describe the conditions for successful marriage

- (10) List the problems that can arise when people are not ready for the marriage, and they are in it.

Procedure:

Step 1

- (f) Teacher arranges the classroom to minimize interaction.
- (g) Teacher reminds the participant on the need to participate actively in the activity.
- (h) The students go through the information's they have been able to gather coupled with the teacher references and give answers to the questions raised in the expected outcome.
- (i) The lesson progression with the students presenting to the whole class the results of the information's they have gathered in the stated activity of the unit activity.
- (j) The teacher and the class members listen to the presentation of the participants and responded to corrections where necessary.

Conclusion: salient points that were important in the unit topic were written on the chalkboard by the teacher and the students were asked to put them in their subject notes.

The teacher then gave them the topic in the next unit that the students were expected to find answers to. They were then informed to ensure that they follow the same procedure used for the previous topic treated to attend to unit four class activities.

UNIT 4

Topic: Drug Abuse

- Bus Topic:**
- (1) What drugs abuse means
 - (2) Forms of drug abuse
 - (3) Consequences of drug abuse
 - (4) Effective of drug abuse in the community
 - (5) Ways to discourage drug abuse.

Objective: At the end of the activities in this unit, the participants should be able to:

- (5) Explain what drug abuse means
- (6) Enumerate and explain the forms of drug abuse
- (7) Consequences of drug abuse on the individuals, community, Nation and the interaction community.

Procedure:

- (e) Teacher arranged the classroom as usual to minimize interaction as expected in treatment package.
- (f) The teacher introduces the learning strategy as explain previously and the need for the treatment and the b3enefits to be derived from participation which has been spoken about before the commencement of the treatment in unit one.
- (g) The teacher allow the student to go through the teacher references with the information they have, and the lesson progresses with teach participants given five minutes to present their information's they have found out about the topic in the unit.
- (h) The entire class with the teacher listens and gives corrections where necessary.

Conclusion: The teacher writes the salient points on the chalkboard and asked the students to write it down. The teacher asks the participants to attempt the activity on the lesson topic. The teacher records their score.

UNIT 5

Topic: Culture and identity

Sub Topic: (1) What is culture (2) features of culture (3) Characteristics of culture

(8) Culture similarities and differences in Nigeria.

Procedure:

Step 1

- The teacher arranges the classroom to minimize interaction as it is expected of participants in the learning package.
- The teacher reiterates the importance of using the treatment in the learning of the topics in the unit.
- The teacher gives instructional format and observes the students to ensure individuality.
- The lesson progresses with the students given five minutes to present their individual findings.
- The teacher and the entire class listen to each candidate presenting their findings and give their responses to salient questions raised.

Conclusion:

Points raised during the presentation were written on the chalkboard for the students to copy.

The administration of other instruments for post-test was given to the group.

APPENDIX X

TEACHERS REFERENCE FOR SOCIAL STUDIES JSS 11

This module is intended to teach the students the contents selected for the packages used in the study.

UNIT ONE

SOCIAL GROUPS AND TYPES OF SOCIAL ENVIROMENT

This unit provides the ways of understanding the meaning of social groups, the types of social groups e.g family and the characteristics of social groups and secondary social groups. The Unit contains insights which can assist students to have detailed discussion on these topics.

The concept of social environment and groups' social environment refers to the sum total of all that surrounds human beings which are capable of influencing him and which he can also influence. Man is regarded as social animal and cannot afford to live alone hence, they have to interact with other human beings, live together with each other and obey all the rules and regulations guiding the community and the people living there.

Types of Social Environment

The social environment consists of social organization and this is referred to as the way the society is formed and kept together. It is also a stable relationship between people or between part of the society and the other. The social organization ensures common interest of the people living within the environment and also maintains it.

Types

There are two types of social organization. These are Primary group and Secondary group. These groups and their members are bound together by some form of social relationship.

Primary Groups

These are the groups in which the people know each other closely and very well, they relate intimately with each other, they are always in constant relationship.

Examples of such are family, Age group Age mates and Playmates.

Age Group

Age group system is common and practiced in all African traditional societies and most often, ceremonies are done to initiate people into this group. It is also know as peer or age grade, it includes people from the environment who are in the same age

range. This group meets in school, church and other recreational centers, it also serves as secondary social groups where they often get socialised. They meet at various levels to plan how they can assist at improving the welfare of the society.

Secondary Social Group

This group usually has large members and sometimes they do not know each other very well. Such groups are Red Cross Society, Clubs. They are not bloodily related. This can also be found in educational institutions with large number of students in different classes and departments.

They have their aims and objectives which they want to achieve and for such group to come together there must be willingness to do so. They must share common interest; the membership of secondary group may cut across membership of other kind of groups.

Secondary Groups

This is a complex organization with roles and responsibilities which are to be distributed among its members who are officers. The groups also have its aims and objectives which they want to achieve. For this group to be regarded as secondary, it involves large members who are willing to come together and the members must share common interest and there is also organizational arrangement whereby members occupy different positions within the group and also play different roles e.g President, Secretary, e.t.c.

This group helps to bring many people together from different families, state, religions occupation, membership of this group cut across membership of other kinds of group.

UNIT TWO

GROUP BEHAVIOUR

At the end of this unit students should be able to explain

- (1) What group behavior is?
- (2) State the distinguishing characteristic
- (3) Enumerate the benefits of group behavior

This unit is concentrating on group behavior and these include:

- (1) Types of group behaviour
 - (a) Mass Action
 - (b) Community Services
- (2) Characteristics of different types of group behavior

Group behavior shows the actions and activities of the two groups discussed earlier these are primary and the secondary social groups. Group behavior can be grouped into two (1) Mass action and (2) Community Services.

Mass Action

This is regarded as an essential part of the way secondary groups behaves. Mass action often takes place when people come together in large numbers to show displeasure to support or to be against any issue or any policy of the authorities such as the Local Government, the State or Federal and also the community. People voluntarily joins the secondary group to protest what they think cannot benefit the society at large.

The first of such mass action was their Aba Women North in 1929 when tax payment was impost of women by the Colonial Administration. Nigeria had not gained independence by this time.

The second mass action was in 1960 shortly after Nigeria got her independence in 1960. This was because the first session at the newly constituted Nigerian house of Representative and senate of newly independent Nigeria passed into Law an Angho – Nigerian Defence Pact which provided military bases for the departing Colonial power in Kano. It was late Chief Obafemi Awolowo who was the then premier of Western Region who first raised an objection against the pact. The Nigerian students soon after rose in mass rallies against the same pact and in 1961 it was abrogated.

People have overtime organized rallies in Nigeria against fuel price hike, poor

condition of service of workers, teachers etc.

Other Mass Actions includes: (1) Political Mass Action

(2) Religions Mass Action

Characteristics of Group Behaviour

1. It could be destructive if there are conflicting interests of people that are selfish
2. It could be constructive if there are common interests aimed at achieving positive group goals.

Recently, people tend to develop their communities through group efforts such as raising funds for different community development projects or programmes.

The benefits of group behavior are that mass action enables the authorities to be on their toes and also helps policies to be changed to the benefit of the citizens, and this could enhance positive development within the community. In the same vein, negative actions teach people to make use of constructive reactions rather than violence.

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UNIT THREE

FAMILY AND MARRIAGE RELATIONSHIPS

At the end of this unit and follow up guided task students should be able to

1. Give the meaning of marriage
2. Identify and list the different types of marriages practiced in Nigeria.
3. Stat the purpose of marriage
4. Describe the conditions for successful marriage.
5. List the problems that can arise when people are not ready for the marriage and they are in it.

Meaning of Marriage

Marriage is the joining together of a man and woman to become husband and wife. Marriage is regarded as being old as man's history on the earth. Marriage is between two closely related adults of opposite sex when a man and a woman are joined together as husband and wife. To start a new family, both of them are regarded as being married and the start the institution which brings two families together i.e. the family of the man, and that of the woman when a man or woman marries outside his or her group, the marriage is regarded as exogamous, rather if the man or woman marries within his or her group, the marriage is described as endogamous marriage.

Marriage between brother and sister that are related is not allowed in most societies and re-association for this is to disallow the offspring of such marriage from inheriting bad characters or diseases from both parents but along the Fulani such marriages are not uncommon. Marriage gives rights and duties to wife and husband, and it also have some important functions which contribute to the maintenance of the society.

Types of Marriages

These are religious, ordinance and customary marriage.

Religious Marriage

The ceremony of these types of marriage takes place in the Church or Mosque. The Christian marriage take place in the church, the bride usually put on white dress with a veil over her head and she is given away by her parents. The marriage starts with writing in, introduction and payment of bride price and this precedes the ceremony in

the church. The ceremony is conducted by a clergyman, the couple exchange marital vows and exchange of rings in the presence of the clergyman, their family relation and invited guest.

Islamic marriage on the other hand, starts with the bridegroom being accompanied by few friends to a place they have agreed on and they are renewed by the guardian, agent and some friends of the bride. Two witnesses that are reliable and trustworthy are present to recite the wedding Fatiah and the bridegroom gives the dowry, a Faqih pronounce the Khutba or sermon from the Holy Qur'an and the bride and the groom makes some vows before the persons assembled.

These four important conditions must be met before the marriage can be approved.

- (1) The woman must have a guardian who will arrange the marriage on her behalf.
- (2) The bride price must be paid by the groom.
- (3) There must be people to witness the marriage agreement or contract.
- (4) The bride and the groom must be a matured person.

Islamic marriage allow a man to marry more than one wife at least four, provided the man can treat them equally and ready to show love to them equally.

Ordinance Marriage

This type of marriage takes place at the registry or court whether Christian or Muslim. In most cases such marriages usually involve exchange of vows, wedding rings between the bride and the bridegroom. They sign the marriage register in the presence of their witnesses who may be their parents, relations or friends, which makes the marriage legal according to the laws of the land. This type of marriage does not allow a man to marry more than one wife. When a man who is in this type of marriage marries another one without divorcing the former one he can be said to have committed "bigamy" and can be punished by the Law of the land.

Customary Marriage

This is often called traditional marriage Elder in both families conducts such marriages under the customary laws and practices. It involves introduction by the third party called go between with the payment of dowry and some other item which may be demanded by the bride's family. This type of marriage allows a man to marry another wife as the case may be.

Purpose of Marriage

It is the belief of human beings that God, the society at large and human nature have set out the purpose of marriage. In the Holy Scriptures it is said that God said “it is not good that a man should live alone, I will make for him a good helper. Marriage is ordained for the following reasons;

- (1) For mutual benefit of society so as to get help and comfort from each other.
- (2) To avoid fornication and adultery.
- (3) For the procreation of children that would continue and sustain human existence.

Conditions for Marriage

- (1) Physiological fitness in physiological fitness, both male and female must show the signs that they are fit for marriage. Parts of the body will show these in the male and female, more especially in female and that is called age of puberty.
- (2) **Psychological readiness:** Both of them male and female must be psychologically prepared for married life.
- (3) **Social Stability:** The individuals must be socially stable. They must not be dependent when taken decision on issues
- (4) **Financial Readiness:** Prospective husband and wife must be financially ready before going into marriage. They must be ready to sustain themselves financially.

UNIT FOUR

DRUG ABUSE

At the end of the activities in this unit, the students should be able to:

- (1) Explain what drug abuse means.
- (2) Forms of drug abuse.
- (3) Consequences of drug abuse on the following.
 - (a) Individuals.
 - (b) Community.
 - (c) Nation.
 - (d) International Community.
- (4) What are the ways to discourage drug abuse?

Drug is any substance that causes physical and or mental changes in the body. It is the non-medical use of drugs. Drugs that can be produced, sold and used legally are called licit drugs e.g paracetamol, alcohol and tobacco. Those that are not permitted by the law are illicit drugs e.g. cocaine heroin Indian hemp etc.

When the licit drugs are taken in excess without prescription from medical personnel it is being abused. Substances that are used to alter state of consciousness are the illicit drugs. When we abuse drug usage it means:

- (1) When we taken drugs that are not prescribed by doctor of pharmacist
- (2) When the drugs have expired.
- (3) When drugs that are taken, for what is not actually wrong with our health.
- (4) When drugs are taken more or less than what is recommended by medical personnel

Why do people abuse drug?

- (1) People want to imitate their peers.
- (2) When people believe that drug would make them bolder than he/she really is by nature, or have much courage to compete better in most physical activities.
- (3) Results of being neglected by parents for one reason or the other.
- (4) As a form of relaxation.
- (5) When people want to show maturity in doing things.
- (6) As form of escape from frustration or emotional distress.

Consequences of drug abuse

It is one of the greatest damage one can do to oneself.

- (1) One will not be balanced mentally sloppy appearance is often displayed.

- (2) They make one to perform poorly in academic pursuit or schooling.
- (3) Such people lie, cheat and steal so as to be able to get money to buy more drugs.
- (4) It makes family and friend to distance themselves from such persons who is involved in drugs abuse.
- (5) Drugs damage the body.
- (6) Students are expelled from school as a result of poor performance and bad behavior.

Effect of drug abuse on the Community

- (1) It causes violence to be on the increase within the community.
- (2) Health problems would generally be on the increase.
- (3) Crimes, imprisonment of member and misconduct will be on the increase.
- (4) Drop out of school among the youths will be common and prevalent.
- (5) Birth defects and miscarriages also will increase.

Ways of discouraging drug abuse

- (1) People should be enlightened on drug use and abuse especially among the youths on the dangers in such habit.
- (2) People should avoid using drugs not prescribed by medical personnel.
- (3) Youths should avoid peer pressure into getting involved in drug abuse.
- (4) Parents should monitor the kind of friends their children keep.
- (5) Government should ban the use and sale of illicit drugs and punish offenders.
- (6) Victims of drug abuse must be rehabilitated and taught how to be live a useful life.

UNIT FIVE

CULTURE AND IDENTITY

Culture can be defined as the total way of life of a people. It also includes the types of food the people eat, their mode of dressing, the conduct of various interactions.

The different ethnic groups in Nigeria have cultural identities which are unique to them, also the way their cultural difference are, gives a distinction among the various groups, and there are also similarities.

Components of culture involve the culture of a particular group and this includes both material and non-material things. Most common components of culture are language, food, dress, crafts and religion. The material culture are things that are made by man e.g. cloth basket chairs, houses, while the non- material things that we cannot see are language, moral, folklore literature, dancing, dressing etc.

The material aspect of culture are those things which are concrete and visible material e.g. cultural technology pots, cloths, weapons, plates, food etc.

Arts and crafts are also prominent among Nigerian. It is a common thing to see various tribes in Nigeria expressing their culture through works of art eg. metal work, dyeing painting, sculpture, carving and leather works.

Language, music and culture are also non-material aspect. It is used to transmit cultural values from generation to generation. The various ethnic groups in Nigeria are Edo, Yoruba, Ibibio, Efik, Ijaw, Urhobo Nupe, Idoma.

Features of Culture

- (a) Each culture has such features as norms, values and beliefs.
- (b) Culture differs from place to place
- (c) Culture is also continuous and does not die with people
- (d) Culture is not restricted to a particular group of people. It is universal to all mankind.
- (e) Culture is not stagnant; it changes from time to time.
- (f) Finally, culture is be taught and shared with people.

These features of culture include:

- Language
- Food and dressing
- Religion.
- Technology/craft, etc.

Characteristics of Culture

- (a) It is continuous.
- (b) It is cumulative
- (c) It is a learned way of behaviour;
- (d) It allows for changes.

Cultural similarities and differences in Nigeria

Nigeria is a heterogeneous cultural group. There are over 250 ethnic groups in Nigeria with different cultural practices and manifestations. Some of these cultural groups include: Hausa, Yoruba, Igbo, Fulani, Ijaw, Kanuri, Nupe, Igala, Igbira to mention but a few. These groups have certain areas of cultural similarities (Cultural Convergence). This relates to elements of cultural life that cut across human societies and for which there are general agreements.

Cultural Similarities in Nigeria

- (i) All tribes in Nigeria engage in farming i.e. farming is the primary occupation in Nigeria for all tribes.
- (ii) Naming Ceremonies
- (iii) Burial rites
- (iv) Male circumcision.
- (v) All tribes in Nigeria agreed that cannibalism (eating of human flesh) is unacceptable among humanity.
- (vi) Similarly, practices like killing of twins on the assumption of their evilness and sacrificing human beings to appease the gods are rapidly becoming a thing of the past in many parts of Nigeria.

Cultural differences in Nigeria

The differences which exist between the social cultural group (cultural divergence) could be noticed in the compliments of their ways of life. These include differences in language, dressing, music and religion.

- (i) The individual ethnic groups have their peculiar arts and crafts. For instance, the Edo of Benin, the Yoruba of Ife and the Igbo of Igbo-Ukwu have been famous for bronze casting. The Nupe of Bida still makes intricate glass while the Gwari of Abuja continues to make beautiful pots and brass casting.
- (ii) Different ethnic groups have different drums, songs and dances. The Yoruba uses talking drum such as “gangan, dundun, Iya-Ilu”. The Igbo

beat drums and clap bells to give desired musical sound when they dance.

The Hausa beat kanago drums.

- (iii) The pattern of housing is also varied. The Hausas live in the round thatched houses but the Yorubas and Igbos live in rectangular houses.
- (iv) The Hausas and Yorubas are living in large urban centres, towns and cities but the Igbo live mostly in villages.
- (v) In styles of dressing, there is a great diversity among the people but the “Babariga” or “Agbada” is increasingly becoming popular among most of the ethnic groups in Nigeria today.

Nonetheless, these differences do not constitute an obstacle that cannot be surmounted in the country’s march towards complete national unity.

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