

**EFFECTS OF TWO COOPERATIVE LEARNING STRATEGIES ON SENIOR
SCHOOL STUDENTS' PERFORMANCE IN CIVIC EDUCATION IN OSUN STATE,
NIGERIA**

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CERTIFICATION

This is to certify that this study entitled “Effects of two Cooperative Learning Strategies on Senior School Students’ Performance in Civic Education in Osun State, Nigeria” was carried out by **BABATUNDE, Peter Jimi (13/1680I002)** and had been read and approved as meeting part of the requirements of the Department of Social Sciences Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria for the award of Doctor of Philosophy (Ph.D.) Degree in Social Studies Education.

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DEDICATION

This thesis is dedicated to the Almighty God.

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ABSTRACT

Civic Education Curriculum for senior secondary schools as a new innovation for Citizenship Education in Nigeria emphasizes the need for the teachers to make use of strategies that would enable the students to be actively engaged in the learning situations in the classrooms. Existing literature indicated scanty empirical proof on the effectiveness of students-centered strategies on the students' performance in Civic Education. Therefore, this study investigated the : (i) effects of Student Teams Achievement Divisions (STAD) and Group Investigation (GI)) cooperative learning strategies on senior school students' performance in Civic Education; (ii) effects of STAD and GI cooperative learning strategies on senior school students performance in Civic Education based on gender; and (iii) interaction effects of STAD and GI cooperative learning strategies and gender on senior school students' performance in Civic Education in Osun State, Nigeria.

The research was a pre-test, post-test, quasi-experimental type using 3×2 factorial design, two cooperative learning strategies (STAD and GI) and conventional method were crossed with gender (male and female). STAD and GI were the treatment groups while the conventional method served as the control group. The target population comprised of all the senior school II students in Osun State, Nigeria. One hundred and twenty one SSII Civic Education students from three intact classes constituted the sample for the study. 41 students (17 males and 24 females) were in the experimental group I (STAD); 40 students (17 males and 23 females) were in the experimental group II (GI) and 40 students (27 males and 13 females) were in the control group. Civic Education Performance Test (CEPT) with the reliability coefficients of 0.87 was used to collect data. The treatments lasted for 8 weeks. Data were analyzed using Analysis of Covariance (ANCOVA) for the hypotheses and Scheffe Multiple Range Test to locate where there were differences.

The findings of the study were that:

- i. there was significant effect of STAD and GI cooperative learning strategies on senior school students' performance in Civic Education ($F(3,117) = 30.545$; $p < .05$, $\eta^2 = .343$); Scheffe Multiple Range Test showed that(STAD=27.33> GI=23.81>control=23.33);
- ii. there was no significant effect of STAD and GI cooperative learning strategies on senior school students performance in Civic Education based on gender; and
- iii. there was no significant interaction effect of STAD and GI cooperative learning strategies and gender on senior secondary school students' performance in Civic Education.

The study concluded that cooperative learning strategies (STAD and GI) are more effective in the teaching of Civic Education. It implies that there is need to employed learners-centered strategies to complement the existing teaching strategies in Civic Education and other Citizenship Education related subjects. Therefore, it was recommended that, teachers should be sensitized and encouraged to use learners-centered instructional strategies such as STAD and GI cooperative learning strategies, and that these should be emphasized in faculties of education and colleges of education in Nigeria.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Education is an indispensable means for any nation whether civilized or primitive, developed or developing, industrialized or agrarian to attain national development and growth. Little wonder, education is described by many as not only an important factor in nation building but also a vital mechanism for change and a formidable means for the empowerment of individuals (Nnamani, 2001; UNESCO, 2008). In other words, education is essential for both economic and societal development of any given nation. Acknowledging the significance of education to overall advancement of any nation, Nigeria as an independent nation has also spelt out the national goals to be attained through education which includes: (a) a free and democratic society; (b) a just and egalitarian society; (c) a united, strong, and self-reliant nation; (d) a great and dynamic economy; and (e) a land full of opportunities for all citizens (Federal Government of Nigeria, 2013).

The point to be made is that government's intention is to put in place a democratic, united and successful economy in the comity of nations using the instrumentality of education. The Nigerian government has found out the need to instruct its citizens on how to acquire the essential skills, attitude, and competencies so as to contribute their quota to the development, growth and most importantly the realization of the national goals. There are numerous school subjects in the curriculum to prepare the students to achieve these lofty national objectives out of which is Civic Education. Civic Education is one of the core subjects in the primary and senior secondary school in Nigeria. Civic Education which is also known as Citizenship Education or Democracy Education is a sort of education given within and outside the school settings to

citizens of egalitarian society. The foremost belief is that for any successful democratic dispensation the citizens of a particular country are anticipated to be educated on how best they can contribute enormously to the sustainability of the democracy by being responsible citizens. Civic Education is concerned with three different elements which are; civic knowledge; civic skills and civic disposition. Civic knowledge covers citizens understanding of the working of the political systems and their political, civil rights and their responsibilities to their societies. Civic skills, on the other hand, refer to citizen ability to assess, take and defend a position on public issues and to use knowledge to participate in the civic and political process while civic dispositions are citizens traits needed for democracy (Carpini & Keeter, 2008; Adebayo & Zimba, 2014).

Civic Education can be described as an education which is concerned with the development of values, societal norms, skills and democratic thoughts in citizens (Falade & Adeyemi, 2015). Civic Education introduces learners to the process of democratic ethos and values among citizens (Utulu, 2011). According to Okam and Lawal (2011), Civic Education can be referred to as educative means in an independent state whereby the citizens or individuals become up to date, socially and politically, as well as integrated into the social setting, through the acquisition of social skills and competence, which results in becoming socially responsible for maximum efficiency and development, all in the interest of the state. Therefore, Civic Education can be described as education giving to the citizens of a given democratic country to make them contribute their quota to the sustainability of the democratic culture and overall development of the entity.

It should be noted that Civic Education as a compulsory school subject in Nigerian' primary and secondary schools has passed through different eras such as single subject era;

integrated era, disarticulation era, and merging and harmonization era (Falade & Adeyemi, 2015). The subject era is when the learners were educated as a single subject. This dated to directly after the independence. Civics was introduced to the school curriculum. The integrated era dated to the emergence of Social Studies. The disarticulation era was the time Nigerian Government extracted Civic Education from Social Studies. The merging and harmonization era, the related school subjects at basic education level were merged to form a new subject, such as Islamic Studies, Christian Religious Studies, Social Studies, Civic Education, and Security Education were merged together to form a new subject called Religion and National Value Education (Ogundare, 2011; NERDC, 2007, NERDC, 2012).

Oluniyi (2011), in a country report on citizenship education and curriculum development pointed out some of the problems facing Citizenship Education from the introduction of Social Studies as a school subject in the school curriculum to the newly introduction of Civic Education in the school' curriculum. He was of the opinion that the curriculum of Social Studies addresses issues concerning the learning of citizenship that includes operational definitions of citizenship, mode of acquisition, fundamental rights and duties of citizens, and national symbols. He stressed further that the curriculum content had been observed to lack depth and the teaching methods were conventional, teacher-centered with little or no practical relevance to the school ethos and practices. In addition, the mode of evaluation is pen and paper systems in which, in most cases, students respond to questions after memorizing concepts. According to him the issue of suitability and depth of citizenship education curriculum in Nigeria to aid the learners to internalize the civic competence necessary for them to function as responsible citizens has been effectively taken care of by the newly introduced Civic Education, but one of the challenges

facing the implementation of the new curriculum is the methodology employed by the teachers to teach the subject in the teaching and learning situation.

The problem identified above affected the performance of the students in Social Studies. Despite the importance of Social Studies, the performance of the students in the subject has continued to be poor (Yusuf, 2004; Omabe, 2006). Social Studies experts such as Okam (2000), Mezieobi (2000) and Yusuf (2004) attributed the poor performance of students to the low quality of teachers. It should be noted that the same set of teachers are the only qualified personnel to teach Civic Education at the Senior Secondary Schools as a disarticulated subject from Social Studies though with depth and appropriateness lacking in the subject. Thus, Civic Education, Citizenship Education, Social Studies or Democratic Education, if it is effectively taught either as a separate school subject or an integral part of Social Studies, can encourage the development of the individual into a sound and effective citizens as well as promote a full integration of the individual into the community. Also, it can further enhance the performance of the students in the subject.

Buttressing the point above the Federal Government of Nigeria (2013) in the National Policy on Education emphasizes on the need for teachers to make use of strategies that would make the students to be actively involved in the teaching and learning situations in our classrooms. In other words, that teaching and learning situation should be participatory, exploratory, and experimental and child-centered in nature. The result of Civic Education as disarticulated from Social Studies released by WAEC at Senior Secondary School showed that the trend continues. The general performance levels of candidates in Civic Education in the 2014 May/June examinations conducted by WAEC by states and gender as shown in Tables 1 and two appear not too encouraging.

Table 1: Performance of Students in Civic Education in West African Senior Secondary Examination May/June

State	Percentages of pass at credit level and above	State	Percentages of pass at credit level and above
Abia	82%	Kastina	39%
Adamawa	41%	Kebbi	34%
Akwa Ibom	66%	Kogi	64%
Anambra	88%	Kwara	70%
Bauchi	20%	Lagos	74%
Bayelsa	78%	Niger	39%
Benue	79%	Ogun	81%
Borno	56%	Ondo	63%
Cross River	82%	Osun	43%
Delta	85%	Oyo	83%
Ebonyi	69%	Plateau	71%
Edo	93%	Rivers	81%
Ekiti	78%	Sokoto	31%
Enugu	83%	Taraba	49%
Gombe	21%	Yobe	15%
Imo	75%	Zamfara	74%
Jigawa	34%	Kaduna	55%
Kano	50%	Nassarawa	70%

Note: (*West Africa Examination Council, 2015*)

Table 1 revealed the poor performance of students in Civic Education in the following states: Adamawa (41%), Bauchi (20%), Gombe (21%), Jigawa (34%), Kastina (39%), Kebbi (34%), Niger (39%), Osun (43%), Sokoto (31%), Taraba (49%) and Yobe (15%).

Table 2: Performance of Students in Civic Education in West African Senior School Examination May/June 2014 state by state by gender (Percentages of pass at credit levels and above)

State	Gender		State	Gender	
	male	female		male	female
Abia	81%	83%	Kebbi	30%	43%
Adamawa	41%	42%	Kogi	63%	66%
Akwa Ibom	65%	68%	Kwara	69%	71%
Anambra	88%	89%	Lagos	74%	75%
Bauchi	19%	23%	Nassarawa	69%	71%
Bayelsa	73%	83%	Niger	35%	46%
Benue	79%	78%	Ogun	79%	82%
Borno	54%	58%	Ondo	62%	64%
Cross River	82%	83%	Osun	42%	44%
Delta	84%	85%	Oyo	83%	83%
Ebonyi	70%	68%	Plateau	67%	75%
Edo	92%	94%	Rivers	80%	81%
Ekiti	77%	80%	Sokoto	30%	33%
Enugu	82%	84%	Taraba	49%	49%
Gombe	16%	28%	Yobe	13%	19%
Imo	73%	78%	Zamfara	52%	88%
Jigawa	34%	32%	kastina	36%	46%
Kaduna	52%	59%	Kano	45%	59%

Note: (West Africa Examination Council, 2015)

Table 2 showed gender disparity in the performance of the students in Civic Education. The disparity in performance between the male and female were so profound, Adamawa (male 41%, female 42%), Bauchi (male 19%, female 23%), Gombe (male 16%, female 28%), Jigawa (male 34%, female 32%), Kebbi (male 30%, female 43%), Niger (male 35%, female 46%), Osun (male 42%, female 44%), Sokoto (male 30%,female 33%), Taraba (male 49%, female 49%) and Yobe (male 13%, female 19%).

Many factors may be responsible for poor performance of students in an examination. Yusuf (2004) opined that the poor performance of students is due to congested classrooms and other factors such as an increase in enrolment without a fair increase in the provision of facilities, instructional and supporting personnel. He, therefore, suggested that the instructional strategy should be centered on ways of seeking the truth, which consists of those of problem approaches,

problem detecting, problem-solving, learning by doing and learning by experience. Therefore, importance should be put on the paradigm shift from traditional methodology to styles, approaches, and strategies that can facilitate effective and efficient teaching and learning situation in Civic Education classroom. To achieve this, Civic Education should be taught and learned in a way that is consistent with constructivists' view of learning.

Constructivism is an approach to education that claims that humans are better able to understand the information they have constructed by themselves. According to constructivist theories, learning is a social progression that involves language, real-world situation, and interaction and collaboration among learners. In constructivist perspective, the learners are considered to be central in the learning process. When learners are motivated, the learners make use of their strength of character, determination, and action to gather appropriate information, convert it, put together hypothesis, and test these suppositions through applications, interaction or experiences and to draw a genuine conclusion (Wertsch, 1997). Constructivism transforms today's classrooms into a knowledge construction platform where information is absorbed, and knowledge is built by the learner. In a constructivist classroom, unlike the conventional method, the teacher is a facilitator and a guide, who plans, organizes, guides, and provides directions to the learner, who is accountable for his own learning. The teacher supports the learner by means of suggestions that occur out of ordinary activities, by challenges that inspire originality, and with projects that allow for free thinking and innovative ways of learning information. Students work in groups to approach problems and challenges in true world situations. This, in turn, leads to the creation of practical solutions and a diverse variety of student products (Ozer, 2004).

One technique in providing constructivist rich learning experiences that take into consideration children knowledge and understanding is cooperative learning. Cooperative

learning can be defined as learning approach that enables students to learn from each other creating a small mixed group towards a common purpose in an academic subject (Simek, Yilar, & Kucuk, 2013). In other words, cooperative learning is a students' centered learning approach which gives the students the prospect to learn from each other with the attainment of specific goal in an academic environment. Cooperative learning means a small committed group of students who learn together and take advantages of each other know-how to achieve a common goal (Amita, 2006). In the same vein, Brown (2007) described a cooperative learning class as a learner-based class that is not competitive. It is a class where the student has the chance to share ideas and knowledge while functioning in groups. Thus, through cooperative learning class students share ideas and knowledge, develop and understand new concepts. Cooperative learning is thus based on enhancing students learning through serial techniques that include sharing information among students and motivating them to learn from each other. Cooperative learning can be conceptualized as a teaching and instructional techniques where student are put into groups to work on certain actions in order to promote student interaction (Slavin, 1980; Tuan, 2010).

Cooperative learning is a learning environment that gives room for active contributions of students in the learning process and makes provision for students to have control over their learning (Springer, Stanne & Donovan 1999; Johnson, Johnson & Stane 2000). In other words, cooperative learning makes room for learners to learn at their own pace with consideration for the heterogeneous makeup of the learners. Thus, cooperative learning is a pedagogic strategy use by the teacher in a teaching-learning situation with a view to making the learners construct new ideas, knowledge through working together as teams in the heterogeneous group. In a

cooperative learning class, the learner is the core of the whole activities. They share ideas, cooperate with each other, argue with each other and fruitfully attain stated academic goals.

There are many cooperative learning strategies of each has its distinctiveness as well as applicability to diverse curriculum areas (Johnson & Johnson, 1999). For the purpose of this research, two cooperative learning strategies have been identified by the researcher which is Group Investigation and Student Teams- Achievement Divisions (STAD) cooperative learning strategies. The two cooperative learning strategies are appropriate to Civic Education class due to the fact that they are both aimed at budding the social skills of the students; they impact affective outcomes inherent to Civic Education outcomes which are beyond curriculum mastery (head knowledge); both also focus on citizenship and critical thinking which are some of the bedrock of Civic Education (Slavin, Chamberlain & Hurley, 2003).

In a Student Teams-Achievement Divisions (STAD), students are assigned to four or more member learning teams that are mixed in performance levels, gender, and ethnicity. In this STAD classroom, the teacher presents a lesson, and then students work within their teams to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, at which time they may not help one another (Slavin, 1995).

The teaching phase begins with the presentation of material usually in a lecture-discussion format. The students would be told what it is that they are going to learn and why is it important. During the study, group members work cooperatively with a provided worksheet and answer sheets. Each student individually takes a quiz. Using a scoring system that ranges from 0-30 points and reflects the degree of individual improvement over previous quiz scores, the teacher scores the papers. Each team receives one of three recognition awards, depending on the average number of points earned by the team. For instance, a team that has average 15 to 19

improvement points receives a good team certificate. The team that averages 20 to 24 improvement points receive a great team certificate and the team that average 25 to 30 improvement points receives a super team certificate (Slavin, 1995). Rai (2007) opined that STAD is one of the many strategies in cooperative learning, which help promote teamwork and self-regulating learning skills.

In a group investigation class, the students work in a small cooperative group to examine a specific topic. They decide on how to study the topic and divide the work among themselves. The information collected is then compiled into a whole and presented to the intact class (Sharan & Sharan, 1990). In this kind of classroom, the educator facilitates learners to work together by building the learning process, planning together according to their experiences, capacities, and needs. Learners are, active in deciding the goal they intend to attain. The members who choose the topic they would like to investigate form the group. They present their plan to the educator and then they start reading, searching for information, and interviewing specialist in the field, performing experiments and making observations. The learners within the group prepare a report as a group, including some demonstrations where possible, they also mastered the topic. Afterwards, they teach it to the rest of the class (Hertz-Lazarowitz & Calderon, 1994).

Mitzi, Hillary, Michelle, and Dan (2008) highlighted the stages of implementation of group investigation. They are as follows: class determines sub-topics and organizes into research groups; groups plan their investigation, groups carry out the investigation, groups plan their presentations, groups make their presentations, teachers, and students evaluate their projects. Zingaro (2008) expatiated more on the stages in the group investigation cooperative learning. First, the teacher being a facilitator present a problem which has different segments (it may be a topic which can be broken into sub-topic) into the class and students choose an interest group.

Through the first stage, the group is created through the variety of reaction and interaction among the students. It is expected that the teacher allows the students to make choice of area of interest.

Secondly, after the formation of the groups, the group's plan their investigation. This covers the procedures, tasks, and goals consistent with the chosen sub-topic. Thirdly, the groups carry out the investigation as premeditated in the above procedure. At this stage, the teacher's task is to follow the investigative process, offering help when necessary: suggested resources, and ensuring a variety of skills are being used. Fourthly, groups plan for their presentations, they appraise what they have learned, and blend it into a form that can be understood by the class. Fifth, groups carry out the presentations. Finally, at the sixth stage, the teacher and the students evaluate the inquiry and resulting presentations. Throughout the course of action, group representatives often make reports to the class, helping group members realize that they are part of a larger social unit.

Student Teams Achievement Divisions (STAD) cooperative learning strategy is able to promote face-to-face communication, positive interdependence, individual accountability and interpersonal collaborative skills which are essential in improving the learning of the learners (Njoroge & Githua, 2013). Alebiosu (2001) conducted a study on cooperative learning and students' effective learning outcome in the chemistry classroom. He employed the STAD and Jig-Saw II models of cooperative instruction. The study adopted a pre-test post-test quasi-experimental control group design. The results revealed that STAD had the highest adjusted post-test mean score followed by Jig-saw II while the least was the conventional method. Moryadee (2001) studied the effects of cooperative learning using Student Teams Achievement Divisions (STAD) on self-efficacy and English learning achievement. The results indicated that

the students who studied through STAD have a higher self-efficacy and English learning achievement after the treatment than before the treatment. Students who studied through STAD have higher self-efficacy and English learning achievement than those students who studied through the conventional method.

Research reveals that the effects of group investigation indicate that this strategy yields superior student outcomes compared with those achieved by peers in classes conducted with the traditional whole-class method (Shachar & Fischer, 2004). Though the extent, domains, and uniformity of the outcomes do differ, despite that, there is a generalization that group investigation benefits teaching (Mitchell, Montgomery, & Stuart, 2008).

Studies on gender remain inconclusive. Gender has been identified as one of the factors influencing students' performance at the senior secondary schools. Olson (2002) reported females performed better than males when taught mathematics using cooperative learning. Contrarily, Khairulauar, Nazre, Sairabanu, and Norasikin (2010) found gender differences in favour of male students. On the other hand, Annetta, Mangrum, Holmes, Collazeo, and Chery (2009), Kost, Pallock and Finkelstein (2009), Adeyemi (2008) and Ajaja and Eravwoke (2010) found out that gender did not affect the academic performance of the students in cooperative learning.

Furthermore, Olatoye and Adekoya (2009) found no gender difference in academic achievement of students exposed to different teaching strategies in science. Okebukola (1985) revealed that there was no gender difference in academic achievement in cooperative and competitive learning groups. In contrast, Oyedeji (1991) reported the significant influence of gender on academic achievement with boys having better scores than girls in the study. In the same vein, Olatoye, Aderogba, and Anu (2011) found out that there is no significant effect of

gender on students' achievement in Organic Chemistry. Yusuf (2005) established that gender does not influence students' academic achievement in a cooperative-competitive and individualized learning group.

Evidence from research works in Nigeria indicated that very little efforts had been aimed at cooperative learning regardless of the fact that the Federal Government in the National Policy on Education recommended that the child-centered strategies such as cooperative learning should be used at the senior secondary (Federal Government of Nigeria, 2013; Sanni, 2015). This, therefore, implies that most teachers are not sensitized on the advantages of the use of child-centered strategies such as cooperative learning. It was an attempt to bridge the gap on the knowledge of the effects of cooperative learning on Civic Education students' performance using Osun East, Osun State, Nigeria, that, this study was carried out. Thus, effects of two cooperative learning strategies on senior school students' performance in Civic Education in Osun East, Osun State, Nigeria.

Statement of the Problem

The study investigated the effects of two cooperative learning strategies on senior school students' performance in Civic Education in Osun East, Osun State, Nigeria. Several types of research conducted in Nigeria and in other parts of the world indicate that cooperative learning strategies are more useful in improving the academic success of students compared to traditional teaching methods (Ibrahim, 2003). For example, using Group Investigation as one of the cooperative learning strategies, Shachar and Fischer (2004) found that Group Investigation yields greater students outcomes compared with those achieved by peers in classes conducted with the traditional whole-class method. There is a generalization that group investigation benefits teaching (Mitchell, Montgomery & Stuart, 2008).

Moryadee (2001) studied the effects of cooperative learning using Student Teams Achievement Divisions (STAD) on self-efficacy and English learning achievement. The results indicated that the students who studied through STAD have a higher self-efficacy and English learning achievement after the treatment than before the treatment. Students who studied through STAD have higher self-efficacy and English learning achievement than those students who studied through the conventional method.

In the area of gender, there have been inconsistent research outcomes. Oslon (2002), reported females performed better than males when taught mathematics using cooperative learning. In contrast, Yusuf (2005) established that gender has no influence on students' academic achievement in a cooperative, competitive and individualized learning group in Social Studies among Junior Secondary School students in Ilorin metropolis.

Similarly, Annetta, Mangrum, Holmes, Collazeleo, and Cherry (2009); Ajaja and Eravwoke (2010) found that gender had no effect on academic performance of students in cooperative learning situations. On the other hand, Khairulauar, Nazre, Sairabanu, and Norasikin (2010) found gender differences in favour of male students.

Furthermore, Olatoye and Adekoya (2009) found no gender difference in academic achievement of students exposed to different teaching strategies in science. Okebukola (1985) revealed that there was no gender difference in academic achievement in cooperative and competitive learning groups. In contrast, Oyedeji (1991) reported the significant influence of gender on academic achievement with boys having improved scores than girls in the study. In the same vein, Olatoye, Aderogba, and Anu (2011) found, out that there is no significant effect of gender on students' achievement in Organic Chemistry.

Although the previous studies mentioned were on cooperative teaching and learning strategies, evidence from existing literatures show that STAD and Group Investigation have not been used in Civic Education classrooms in other parts of the world in general and in Nigeria in particular. In the same vein, existing literatures show that STAD and Group Investigation have not been extensively researched into especially in Nigeria in the sense that most of the studies were done outside the shores of the country. Also, to the best of the researcher's knowledge, there seems to be no study which examines the effect of the two cooperative learning strategies (STAD and Group Investigation) on Students' Performance in Civic Education classrooms with a specific focus on Senior School Students in Osun East, Osun State, Nigeria. Therefore, there is need to ascertain or disapprove these findings. Thus, this present study sought to investigate the effect of STAD and Group Investigation cooperative learning strategies on Senior School Students' Performance in Civic Education in Osun East, Osun State, Nigeria.

Purpose of the Study

The main purpose of this study was to find out the effect of two cooperative learning strategies- STAD and Group Investigation on senior school students' performance in Civic Education in Osun East, Osun State, Nigeria.

In specific terms, the study investigated the following:

- a. The effect of the treatments on senior school students' performance in Civic Education.
- b. The effect of gender on senior school students' performance in Civic Education.
- c. The interacting effect of treatments and gender on senior school students' performance in Civic Education.

Research Questions

The study sought answers to the following research questions:

1. What is the effect of the treatments on senior school students' performance in Civic Education?
2. What is the effect of gender on senior school students' performance in Civic Education?
3. What is the interacting effect of treatments and gender on senior school students' performance in Civic Education?

Research Hypotheses

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

- H₀₁:** There is no significant effect of treatments on senior school students' performance in Civic Education.
- H₀₂:** There is no significant effect of gender on senior school students' performance in Civic Education.
- H₀₃:** There is no significant interacting effect of treatments and gender on senior school students' performance in Civic Education.

Scope of the Study

The study investigated the effect of two cooperative learning strategies (STAD and Group Investigation) on senior school students' performance in Civic Education. The target population was all public senior school students' offering Civic Education in Osun East, Osun State, Nigeria. Four-Stage Sampling technique was used to select the three (3) schools needed for the study. The participants were intact class of SS2 students in each of the selected schools. The following instruments and treatment packages were used: Civic Education Performance Test (CEPT); Civic Education Pre-Test (CEP-T), Civic Education Quiz (CEQ), Instructional Guides for Students Teams- Achievement Divisions, Instructional Guides for Group Investigation and Conventional Method Guide (CMG) to conduct the research. Hypotheses were analyzed using

Analysis of Covariance (ANCOVA) and Post-Hoc analysis was used to determine the direction of the difference.

Significance of the Study

The findings of the study would add enormously to the existing knowledge in teaching and learning situation and therefore increase the frontiers of knowledge. In specific terms the findings of this study was of benefit to Civic Education teachers; policymakers; curriculum planners; international bodies; government and researchers.

Teachers, for instance, the outcome of the study will be useful in teaching and learning situation which can translate into improvement in students' performance. Also, teacher trainers like universities and colleges of education would see the need to re-orientate teachers in training on the skills for successful implementation of cooperative learning strategies.

Policymakers would also benefit from the research. The outcome of the study can serve as a policy response to how to improve students' performance in Civic Education as well as other school subjects. It will serve as a guide on how to formulate relevant policies that would aid teaching and learning situation in our classrooms. More emphasis may be laid on the student's centered approach to complement teachers centered approach in teaching and learning situation to facilitate optimum performance of students.

The results of the study would be of significance to the curriculum planners in planning the curriculum in such a way that they would be able to find out problem areas and then made the curriculum child-centered.

In the same vein, it could motivate the government at all levels; the federal, state, and local levels on the need to train and retrain teachers. This could motivate them to organize,

coordinate and sponsor seminar, training, workshops, and guide in the selection of suitable instructional materials and method of teaching in our schools.

International bodies such as UNICEF, World Bank, UNDP, and IMF could also benefit from the findings of the study. The results may form part of the policy response to inculcate citizenship education in African classrooms as well as set in motions a paradigm shift in the teaching of other school subjects.

Finally, researchers could also benefit from the outcome of the study. The result of the study would be a well of knowledge through which they can tap from. There have been several studies within and outside the country on cooperative learning and students' performance in the different field of studies. This research would serve as pioneer or reference point in the field of citizenship education.

Operational Definition of Terms

The following terms were operationally defined as they are used in this study:

Strategy: can be referred to as a careful plan or method to achieve stated educational goals

Cooperative Learning Strategy: a learning strategy where students are divided into a small heterogeneous group using STAD and Group Investigation to aid teaching and learning situation.

STAD: strategy where the teacher presents lessons on themes in Civic Education, and then students work within their teams to make sure that all team members have mastered the lesson. The students take individual quizzes or test on the material, at which time they would not help one another. Finally, the students take the post-test.

Group Investigation: strategy where students work in a group of five to six members to investigate specific topics in Civic Education themes.

Performance: it means the scores of students in Civic Education Performance Test after exposure to STAD and Group Investigation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, related concepts, views and findings were reviewed. This was done under the following sub-headings:

- a. Citizenship Education in Nigeria;
- b. Contents Analysis of Senior Secondary School' Civic Education Curriculum in Nigeria;
- c. Learning Strategies
- d. Cooperative Learning Strategies
- e. Cooperative Learning Strategies and students' Performance
- f. Gender and Students Performance
- g. Civic Education Performance May/June 2014 in the States with Poor Performance
- h. Theoretical Framework
- i. Appraisal of Literature Reviewed.

Citizenship Education in Nigeria

The Concept of Citizenship: The concept of citizenship is ambiguous in that there is no universally accepted definition for it. Citizenship is understood differently depends upon the political tradition in place in any specified community. For a better understanding of citizenship, there is need to examine the different traditions in citizens idea. That is the approaches in discussing the concept. They are liberal, communitarian and civic republican approaches (Jones & Gaventa, 2002). Liberal theories promote the view that citizenship is a status which gives individuals definite set of universal rights granted by the state. The main idea of the liberal notion is the fact that the individual citizen' act sensibly to protect their own interests and the responsibility of the state is to protect the citizens in enjoying their rights (Isin & Wood, 1999; Isin & Bryan, 2003).

Raws as a Unitarian liberal went further by introducing more dynamic conception which states that the aspiration of any good society is the greatest achievement of individual interests for the great numbers of citizens and the role of the political sphere is to protect individuals by leaving them unconstrained in pursuit for their interests (Smith, 1998). This points to the political process in which all citizens have the same rights to take part in and determine the constitutional process creating the laws which govern them. He was of the belief that to achieve a rational accord in political discuss issues of religion and philosophy which may result in lack of agreement should not be included in public debate.

Communitarian school of thought argued that individual sense of identity is formed through relations with others in the community of which he or she is a part. This centers on the notion of socially -embedded citizen and community belonging. In another word, no man is an island. Citizenship can be defined through and is seen to build up particular civic virtues, such as respect for others, and recognition of the significance of public service (Smith, 1998). This school of thought sees citizenship from the community point of view; the bond, forbearance, and acceptance among the people that make up the community.

The civic republican aims to combine together the liberal and communitarian perspectives of citizenship to develop a framework for egalitarian and community belonging (Oldfield, 1990). Central to the civic republican school of thought is the idea that citizenship should be understood as a common civic identity produced by a common public culture. Having stated the three theories on which citizenship can rest on there is need to expatiate more on the concept of citizenship. Citizenship can be described as a relationship of accountability between the state and individuals living within its territories. The following features of citizenship can also help us to understand the above definition better. They are as follows: that the state has a

political and legal order to be accountable to citizens; that the citizens are able to access and make claims on the state for their rights; that the state is answerable to citizens for its dealings; that the citizens can sanction the state if its actions are inadequate (Castillejo, 2007). In other words, citizenship is a kind of mutual accord between the state and citizens. The individuals and groups exercise their rights and duties to the state while the state solely protects their interests and rights.

To be concise citizenship can be summarized as follows: (i) a legal and political status (ii) interest in public life and affairs and (iii) state as the habitat of the status of the citizens. As a legal and political status, the concept citizenship is used to refer to the status of being a member of a political community or state. This implies that due to the status you as a member of a political community you have some rights you enjoyed as well as responsibilities. These rights and responsibilities are enshrined in the constitution of the state such as the right to life, right to religion, responsibilities such as paying tax, defending the territorial integrity of the country.

Involvement in public life and affairs centers on the conduct and actions of citizens. A citizen may be active or passive. An active citizenship is related to broad range of activities from voting in elections and standing for political office to pleasant interest in politics and current affairs. This goes beyond the right and responsibilities laid down in the constitution of a country but also to general forms of behaviour such as social and moral which societies expect of their citizens. This also covers the views and opinions of citizens concerning issues touching their lives. State as the habitat of the status of the citizen points to the reality that the state safeguards the interests and rights of the citizens. The fundamental reason why the state is in operation is to put in place the mechanisms to allow the citizens to exercise their right (Isin & Bryant, 2003).

The Concept of Citizenship Education

The concept of citizenship education is crucial to living in a democratic society. It also takes on meaning in specific context, as well as time and place determined (Manitoba Education and Youth, 2003). Citizenship education is relative to countries all over the world (Ichilor, 1998). The rapid change in the era of globalization couple with the domestic problem facing countries all over the world requires preparing young ones who are leaders of tomorrow to life afterworld. Citizenship education is a universal concept, which varies from society to society depending on the specific desires and problems. The nature and objectives of citizenship education in any given society is characterized by the existing indicators within the social environment (Alutu, 2012). Citizenship education involves preparing young people in the necessary areas of knowledge, skills and values to become up to date, accountable and participative citizens of their own countries (Sears, 1994; Print, 1997; Patrick, 1999; Naval, Print & Velhuis (2002). According to Osuagwu and Ogbonnaya (1997), citizenship education can be described as knowledge, skills, and values given to a child or groups of learners with a view to making them useful and responsible individuals capable of contributing to the socio-economic, political and religious development of the state. They went further by saying that citizenship education is the process of imparting knowledge, virtues, norms, values, attitudes and accepted mode of conduct and behaviour into citizens of a community or a nation aimed at building a strong community or nation. Obayan (2007), positioned that citizenship education is characterized by a variety of goals expressed in a number of forms all geared toward making of an innovative citizen in a given democratic framework. The said forms in some cases stand on the following: preparation for a lifespan learning; preparation for making continuous on the job learning possible and easier and preparation for tertiary education.

Citizenship education from African traditional perspective was seen as a type of education that was used to induct new members of the society through the transmission of their cultural legacy to the young in order to develop a sense of national pride in people (Ashimeng-Boahene, 2000; Mafela & Mgala, 2000). The hub of indigenous citizenship education then was to train the individuals to be useful and acceptable in the society. This kind of education is collective in nature in that the main responsibility rests on the society. There was no written program of study to follow because it was mainly verbal based. The young ones were taught the morals and values of the society through examples, reprimand, imitation, and association. It was communal in nature through the use of proverbs, riddles, stories, songs, myths, and legend. The children were taught admiration for elders, morals and positive attitude, and imbibed with cultural heritage and values of their people (Omatseye & Omatseye, 2000). Citizenship education denotes the training process whereby the citizens are kept abreast of their political roles in the society. It is a kind of educational process, formal and informal through which the citizens acquired the basic requirements of a good citizenship. We can also state that citizenship is a political socialization (Jibrin, Alfa & Abuh, 2014).

According to Kerr (1999), citizenship education has three strands: Education about Citizenship; Education through Citizenship and Education for Citizenship. The first strand focuses on providing the learners with adequate knowledge and understanding of national history and the structure, process of government and political life. Education through citizenship deals with students learning by doing, through lively, participative experience in the school or local community and beyond. This strand reinforces the first component. The education for citizenship encompasses the other two strands and involves equipping students with a set of tools (knowledge and understanding, skills and aptitude, values and dispositions) which allows for

involvement enthusiastically and logically in the roles and tasks they encountered in their grown-up life.

Osler and Starkey (2006) identified six contextual factors that help clarify the substantial growth in citizenship education over the past decade. They are as follows: global injustice and inequality; globalization and migration; concerns about civic and political engagement; youth deficit; the end of the cold war and anti-democratic; and xenophobic movement. Education of the citizen in a democratic society has been on the central stage of the educational programme over the years in all independent countries whether new or old democracy. In recent years, there have been paradigm shifts from an emphasis on teaching or instruction to learning. As result using of the teaching of citizenship is not sufficient but it is better to use learning of citizenship (Dogany, 2012). This change makes citizenship education to encompass not only knowledge, values and skills in real life situation but also learning by doing. Naval, Print, and Veldhuis (2002) positioned that democratic citizenship education aims to widen students' capability for thoughtful and conscientious participation as democratic citizens in political, economic, social and cultural life. In other words, citizenship education connotes educational activities to become responsible and participating citizens.

The kind of knowledge a citizen needs in a democratic society to make reason based judgment can be grouped as follows: (i) political, social, cultural and economic knowledge. The political knowledge are as follows: political and legal system, basic concept, philosophy and institutions of democracy, allocation of power and authority throughout history, concept of democratic citizenship, citizens rights and responsibilities, human right, political decisions making on local, national and international level, contemporary political issues, main event, trends and change agents of national European and world history, media literacy and the role of

media in individual and social life, natural and international security (Audiger, 2000; Johnson & Morris, 2010).

The social facet of knowledge is as follows: social relations, social rights, the function and work of voluntary groups and society, social differences (welfare, social security, health, etc.). The cultural knowledge as follows: history and cultural heritage of own countries, a high proportion of certain dominant roles and values, different cultures in the local, regional, national, and global setting, safeguarding of the environment. The economic knowledge such as economic rights, economic doctrine and consequences of economic development, key financial matters and associated economic literacy and sustainable development locally and internationally. The values expected are as follows: acceptance of rule of law, respect for human dignity, believing in democracy, believing in peace, believing in social justice, equality and equal treatment of citizens, rejection of intolerance, racism and all kind of discrimination, believing in unity, respect for way of thinking, believing in sustainable increase, valuing the free will, and valuing the justice among the people (Johnson & Morris, 2010).

The anticipated attitude goes thus: commitment to truth, open-mindedness, commitment to peace and helpful solutions to problems, feeling convinced to engage politically, trusting in democratic principles, institutions and procedures as well as importance of civic action, feeling responsible for own decisions and actions, commitment to the value of mutual understanding, cooperation, trust, and solidarity, commitment to the principle of sustainable development and sense of belonging. In the area of dispositions, we have the aim to participate in the political community, the intention to be active in the community and the intention to participate in civil society (Johnson & Morris, 2010).

What skills can be divided into two aspects? They are the general skills and the participatory skills. The general skills are; critical thinking, critical assessment of information, distinguishing statements of truth from an opinion, reaching a balanced judgment, decision or point of view based on critical examination of information and reasoning, defending reached position, problem-solving decision making, creative thinking, inquiry skills, communication skills and using media inaccurate way. The participatory skills are as follows: monitoring and influencing policies and decisions including participating in peaceful protesting, resolving conflicts in a nonviolent way, participating willingly in civil organizations, displaying democratic leadership, living in a multicultural environment, handling all kinds of differences including gender, social, cultural, racial, and religion, engagement in protecting the environment, ethical involvement and boycotting unethical protests (Johnson & Morris, 2010).

Citizenship Education and Curriculum Development in Nigeria

Nigeria comprises of different ethnic nationalities with dissimilar values and cultural preference. There are about 350 tribal groups and over 500 native languages in Nigeria (Federal Government, 2013). The merger of the Northern and Southern protectorates in 1914 by the British colonial rulers fused these nationalities together without taking into consideration the diversities that were peculiar to these ethnic nationalities. These historical events had serious effects on the achievement of nationalism and citizenship. For instance, Yoruba man may probably show loyalty to Yoruba cause before the national consideration. The same mindset can also be assumed of all ethnic groups within Nigeria (Oluniyi, 2011).

Another major challenge of nationhood and citizenship in Nigeria is multiculturalism nature of the Country. This is an evaluation of the ethnic multiplicities of Nigeria as a country. It has been said above that Nigeria has about 350 ethnic groups with diverse traditions, religion and

value system. As results of misinterpretation and the wrong idea of religion and belief, there were continual communal and religious crises. The political crises of 1960' for an example, has the ethnic-religious undertone. We have witnessed several political crises due to ethno religious conflict among the people (Awosolu, 1993; Metziebi, Domie, & Osakwe, 1996; Oluniyi, 2011).

Falade (2008) was of the opinion that, the rising level of lawlessness and undemocratic practices constitutes a serious hindrance to attainment and sustainability of democratic ways of life in Nigeria. Many Nigerians demonstrated intolerance and disregard for the rule of law. While some have slight or no concern for civil society (Akinjide, 2006). In our society, there is dominance trend of corruption, indiscipline, and disrespect for both elders and rule of law and unresponsiveness to duty. Events of the past have indicated that Nigeria is facing the threat of losing its much-esteemed sense of nationhood, cultural identity and indeed generous spirit (Adenipekun 2010). In other words, Nigeria is losing out the value inherent in our traditional existence before independence. The value such as tolerance, honesty, hard work, communication, loves, brotherhood, and respect for human dignity.

Nigeria as a nation is now at the crossroad. There is extensive inter-religious crises, as well as inter and intra-ethnic violence in the Country. Some of these crises are kidnapping in the South, religious riot in the North, call for confederacy and secession, suspicion and distrust among the various ethnic groups. There was also insurgency in the North and kidnapping in the South (Yusuf, 2006). To address these abnormalities in our society different government at a different time has put in place educational policy response to educate the citizens. Citizenship education as a process employing the government to educating the citizens has passed through the different period before and after the independence of the country. Falade and Adeyemi (2015) revealed that citizenship education has passed through different era as follows: (i) the

informal or traditional era; (ii) the single subject era; (iii) the integrated era; (iv) the disarticulation era and (v) the merging and harmonization era.

The Informal or Traditional Era: This is dated back to the pre-independence period in Nigeria. The events previous to the colonization of Nigeria, the indigenous inhabitants have their own ways of educating the young ones in relating to the norms, values, and attitudes of their societies. Fafunwa (2004) opined that indigenous African education placed value on personality development and training. The child passed through processes to obtain the skills and values that will make him function well and competently within the society. The young ones through family, peer groups, and the community at large passed through processes of induction and training to acquire the necessary skills, attitude and value to make them responsible citizens within their community. The process is communal in nature (Falade & Adeyemi, 2015). As identified by Adeyemi and Salawudeen (2014), some of the virtues that are emphasized in the traditional Yoruba societies were: justice and fair play; hard work; respect and humility, decency and morality, patience and endurance, honesty and transparency, cooperation and good behaviours.

Single Subject Era: This was the period of colonialism and instantly after independence. During this phase, civics was taught as a single subject in the elementary schools. The subject was taught at the upper primary and lower classes of secondary schools (Ogundare, 2011). The subject lost its status and identity to general knowledge and with the introduction of Social Studies in 1971 the subject became an integral part of Social Studies (Ogunyemi, 2010). Civics teaches the learners how men and women organize, regulate and manage their needs, feelings, work and their lives in such a manner that peace, law, and order exist in the society (Faleye, 2008).

Integrated Era: After the independence, it was discovered that the inherited school process which included the formal teaching of civic in primary and secondary schools, voluntary youth

organizations such as Boys Scout and Boys Brigade were foreign in nature. All these had little or no bearing on the prevailing problems and situations in the country. This led to the introduction of integrated social studies with the aims of developing in the citizens the knowledge, skills, and attitudes needed to be of use to themselves and the society at large (Falade & Adeyemi, 2015).

Disarticulation Era: This period was as soon as Nigerian government started a 9 years Basic Education programme. The 9-years Basic Education programme was introduced to attain the Millennium Development Goals (MDGs) and the local initiatives of National Economic and Empowerment Strategies (NEEDS). The objectives of NEEDS are; value reorientation, poverty eradication, job creation, wealth generation and using education to empower people (Falade & Adeyemi, 2015; Nigerian Educational Research and Development Council- NERDC, 2007). This new development led to review, restructure, and re-align the existing primary and junior secondary school curricular into 9 years Basic Education programme. Exactly in 2005, the Federal government approved a new curriculum structure known as Universal Basic Education (UBE) curriculum. With this new curriculum, Nigeria now has a compulsory nine (9) years basic education as follows: Lower Basic Education (Primaries 1-3; Middle Basic Education (Primaries 4-6 and Upper Basic Education (JSS1-3) (NERDC, 2007). Under this new curriculum, Civic Education was disarticulated from the existing Social Studies to form a new subject at basic education levels and the senior secondary schools. The subject became a separate and compulsory subject. It was established that the subject came to be in order to refocus, bolster and reposition our great country to further realize her full potentials as envisioned by the founding fathers (Jekayinfa, Mofoluwawo & Oladiran, 2011).

Merging and Harmonization Period: Nigeria under the former President Olusegun Obasanjo convened a National Stakeholders meeting to discuss on the state of education in the country.

The conclusion at the summit was to trim down the number of subjects at the Universal Basic Education. Immediately, NERDC was directed to review the 9 years Basic Education Curriculum (BEC) in line with the commendations of the submit (NERDC, 2012). As result of this, the closely related school subjects were combined to form new subjects. In the area of educating the citizens (citizenship education) Islamic Studies, Christian Religious Studies, Social Studies, Civic Education and Security Education were merged to form a new school subject called Religion and Value Education (RVE). With this new development, Religion and Value Education is now the umbrella embracing the formerly autonomous subject of Religious Studies (Christian Religion Studies and Islamic Studies), Civic Education, Social Studies and Security Studies. The singular aim is to stress the inevitability of values across the educational spectrum. This merging makes each of the subject to become a theme under the umbrella subject titled Religion and Value Education (Falade & Adeyemi, 2015; NERDC, 2011).

Social Studies versus Civic Education as an Educational Programme for Citizenship Education in Nigeria

Countries over the world have used different school subjects to engage the learners in citizenship education. For example in Botswana; Social Studies was introduced at the primary and the Junior Secondary Schools for citizenship education (Mautle, 2000). In Singapore, social studies was an unavoidable and examinable subject reflecting the continuous single-minded pursuit of citizenship education (Sim & Print, 2005). In countries like the United States and Australia, Social Studies education is important, if not most important source of citizenship education for students. The same also applies to Canada (Print, 1997; Sears, 1994; Gonzales, Riedel, Avery & Sullivan, 2001).

There have been schools of thought on the subject of how citizens can be educated through educational system, for an example, a school of thought was of the belief that any school subject in the educational system is capable of doing that while another school of thought believes that certain school subjects due to their philosophy, nature, contents, and methodological insight or approaches are better to offer effective citizenship education (Udoh, 2000; Obebe, 2005). Social Studies and Civic Education fit into the second school of thought (the Federal Republic of Nigeria, 2013).

The core objectives of Social Studies education in Nigeria are as follows: (a) man's consciousness of his environment and beyond and his continued existence in them; man utilizing his way of thinking, imagination, decisively and constructively identify and solve his personal, societal problems and add to national development and (c) man acquiring skills, attitudes, values essential for his harmonious and effective co-existence, interdependence and functionality (Meziebe, 1992). The philosophy behind the subject rests on the idea that school should not only train individuals to be just and competent but also to function as contributing and participating members of a free constitutional democratic nation (Farouk, 1995a).

The general goals of Social Studies curricular in Nigeria are as follows: -- to develop ability to adapt to change in their environment; --become responsive and discipline individuals capable and willing to contribute to the development of the societies, ----imbibe the right types of values, ----develop a sense of comprehension towards other people, their culture, history and fundamental things that make them human in different cultures and social contexts, ---develop a sense of cohesion and sharing based on a sense of security in one's own identity (NERDC, 2007).

In summary, Udoh (2000); Ajiboye (2008) positioned respectively that social studies is a school subject which impacts in the students the capacity to be aware of the values connected with being

a good citizen and that the ultimate goal of Social Studies education in Nigeria is citizenship training and civics.

There have been five different versions of National Policy on Education in Nigeria since independence till date as follows: 1977; 1981, 1998, 2004, 2007 and 2013 editions. Social Studies soars higher in the first three editions in which it was made compulsory subjects at the junior secondary school (JSS) and a core- elective at the senior secondary school (SSS) levels. Efforts were made to begin the subject at the senior secondary school but to no avail (Ogunyemi, 2010). In the recent policy document, Social Studies lost its place within the SSS curriculum and replaced by new single-subject disarticulated from Social Studies called Civic Education. In the same vein, Civic Education with other subjects such as Security Education; Christian Religion Studies, and Islamic Religion Knowledge have been merged together to coexist with Social Studies at the basic education levels called Religion and Value Education (RVE). According to this new arrangement, the subjects merged together are to be taught as themes under the new subject (NERDC, 2012).

The re-introduction of Civic Education at the senior secondary school has been credited to several factors and realities facing Nigeria at this crucial point in our history. According to Ogunyemi (2010), it was due to curriculum politics that characterized curriculum development in Nigeria over the years. He was of the opinion that the government seems to bow to the demands from separate subject specialists since Social Studies is an integrated subject. The introduction of Civic Education over the mother subject at the senior secondary school was attributed to certain widespread harmful practices in the society such as official corruption, electoral malpractices, indiscipline, lack of patriotism, violence, and political apathy (Federal Government of Nigeria, 2000).

As positioned by Okam and Lawal (2011), “the problem of negative citizenship values have gravely militated against Nigeria’ march towards effective and sustained socio-economic and political development since independence... the retrogression and dilemma into which country is engulfed seriously demand the need for value re-orientation through a commitment to the ideals rooted in Civic Education” p11. According to Oluniyi (2011), in his citizenship education and curriculum development in Nigeria highlighted some of the problem facing Social Studies in the school curriculum and the emergence of Civic Education as a core subject at the senior secondary school. He opined that it was up to the task in the basic issues such as operational definitions of citizenship, mode of acquisition, fundamental rights and duties of citizens, and national symbols. He pointed to the fact that the curriculum content has been observed to be short of depth and that teaching method was conventional, teacher center with little or no practical relevance to the school ethos and practices. Textbooks also showed the shallowness of the content as most of them are narrow to mere definitions of contents. He went further that the political occurrence and social existence after returning from prolonged military rule call for worry.

The Executive Secretary of National Educational Research and Development Council positioned that the new curriculum was introduced to attain the Millennium Development Goals by 2015, and by expansion, the need to realize the core focus of the National Economic Empowerment and Development Strategies (NEEDS), which are value orientation, poverty eradication, job creation, wealth generation and using education to empower people (NERDC, 2007).

Conclusion: Gap between Policy, Practice, and Reality of Citizenship Education in Nigeria

The failure of any existing curriculum can be attributed to the gap between the policy, practice and the reality which is the expected outcome. The policy (educational policy and goals, curriculum development, consultations with stakeholders: (parents, community leaders, religious leaders, students and teachers); practice (teachers, methodology, teacher education, school settings and ethos, resources- instructional materials, textbooks, research, monitoring and evaluation) and the reality – the expected outcome (goals of citizenship education which can be short or long time; performance of the student, change in the society, failure or success of the entire citizenship education). These will be the focus of this conclusion.

As we all know that curriculum is a continuous process which involves improvement on the existing one. Social Studies which was found to be without depth due to its eclectic nature can be improved upon to include the depth it lacks and in the area of teaching, effort can be geared towards using appropriate methods, strategies in teaching and learning situation. The events before the extraction of Civic Education from Social Studies revealed that there were no wider consultations with the stakeholders (teachers, students, parents, community leaders, religious leaders and the general populace) before the emergence of the subject in the school curriculum. It was even ascertained that the government of the day had already concluded to replace Civic Education with Social Studies without considering the efforts put in on Social Studies projects over the years in the area of resources, training and success recorded so far (Ogunyemi, 2010). There is no way a curriculum will bring out the expected outcome without the input of the stakeholders most especially the classroom teachers who will implement it. The general opinion of the teachers and professional in the field of citizenship education was to

improve on the existing Social Studies curriculum not to extract a new subject from the same. To many, it was like duplication of subjects (Oluniyi, 2011).

In the area of practice, there is no special teacher education given to the teacher of Civic Education. The subjects inherited the problem facing the effective implementation of Social Studies. The most qualified teachers for teaching the subject are Social Studies teachers (NERDC, 2007). Whereas in most of the schools, the greater percentage of Social Studies teachers are graduate of Political Science, Economics, Geography and other Social Sciences subjects. The tendency is there for these teachers to teach the subject as a single subject of Political Science, Economics and Geography (Ogunyemi, 2010). There is no way that a school setting without democratic ethos can impact into the students the same thing, this pointing to the hidden curriculum. The school setting goes a long way to inculcate in the students the right values, attitudes, and knowledge required of a good citizen. The availability of resources such as instructional materials, relevant and comprehensive textbooks also go a long way in the successful implementation of any curriculum.

Critically looking at these mirages of the problem facing successful implementation of citizenship education curriculum in Nigeria, the researcher felt that the government and the stakeholders need to go back to the drawn board and frame out the appropriate curriculum to educating citizens in Nigeria. The issue of the subject whether a single subject or an integrated one should be sorted out with precise directions and goals. The availability of materials such as instructional materials and relevant and comprehensive textbooks should be looked into as well as the training of the teachers. The teacher education given to the teachers should also be paramount in the effort towards implementation of the policy statement. Finally, there should be a method of evaluating the progress made at every given time and most importantly there should

be a national evaluation text apart from WAEC and NECO recognized in Nigeria to measures the outcomes of the citizenship education whether through Civic Education or Social Studies.

Contents Analysis of Senior Secondary School Civic Education Curriculum in Nigeria

Civic Education can be defined as education which helps citizens to become enthusiastically involved in their own governance (Center for Civic Education, 1991). Carter and Elshatain (1997) opined that Civic Education is concerned with promoting understanding of the ideals of democracy and reasoned loyalty to its values and principles in a very pragmatic manner. Civic Education which is also known as citizenship education or democracy education is a kind of rests given in and outside the school settings to citizens of democratic society. The main belief is that for any successful democratic dispensation the citizens of a particular country is expected to be educated on how best they can contribute immensely to the sustainability of the democracy by being responsible citizens. Civic Education is concerned with three different elements which are; civic knowledge; civic skills and civic disposition. Civic knowledge covers citizens understanding of the running of the political systems and of their own political civic rights and their responsibilities to their societies. Civic skills, on the other hand, refer to citizen ability to assess, take and defend a position on public issues and to use knowledge to participate in the civic and political process while civic dispositions are citizens traits necessary for a democracy (Adebayo & Zimba, 2014).

In another word Civic Education covers the three domains of learning which are; cognitive (civic knowledge) affective (civic dispositions) and psychomotor (civic skills). Etetegwung (2006) described Civic Education as the foundation of national co-existence, values and identity in Nigeria. Civic Education is therefore geared towards helping Nigeria as a state to

live in unity and harmony as one undividable, indissoluble, democratic and autonomous nation founded on the doctrine of freedom, equal opportunity and practice (NERDC, 2007).

The researcher made use of four theoretical conceptions of Civic Education developed by Cohen to do the content analysis of the senior secondary school Civic Education curriculum in Nigeria. The four conceptions are embedded in the perception that education may be seen as an aspiration to influence the ways in which individuals behave in the society (Dewey, 1990). So also on the common conformity that civic educational process may be standing on three main strongholds: knowledge; values and behaviour (Parker; 2002; Circle, 2007). Meaning that the entire aim of Civic Education process in any part of the world rest on the transmission of knowledge, values which the end products are the change in behaviour. In the teaching and learning situation, the knowledge is passed to the students as well the values are instilled into the students. It is the kind of knowledge and which perception of values emphasized in an educational process that would influence civic behavioural outcomes. It should be noted that the behavioural outcomes rest on numerous factors such as the training and availability of trained teachers, the instructional materials and methodology used in teaching and learning situation, the school setting and culture, feedback and the evaluation process.

Four Conceptions of Civic Education

The four conceptions are as follows: liberal Civic Education; diversity Civic Education; critical Civic Education and republican Civic Education (Cohen, 2010).

Liberal Civic Education – the assumptions of this notion regarding Civic Education is that society is composed of individuals; therefore, it should prepare the individual to fit properly in the public sphere (Nie, Jun & Stehlik-Barry, 1996). The followers of this conception focus on two questions which are: (i) do the individual possesses the required knowledge regarding his

duties within the society? (ii) is the individual knowledgeable to function effectively in the society? (Cohen, 2010). The inference of this is that an individual is an independent being with the single aim of achieving his own personal goals. The position of the government is to make sure that the individual reaches these personal goals. With this understanding, liberal Civic Education focuses on intellectual and practical tools necessary for life in a democratic society (Lawry, Laurison, & Van Antwerpen, 2006).

Diversity Civic Education- This conception looks at the social constructs and the citizens' life. The focus is on the understanding concerning the social reality and the interplay between the major and minor ethnic groups. The control of major ethnic groups on the minor ethnic groups within the society (Adams, Bells, & Griffin, 2007; Banks, 2004). The conception makes it clear the realities of our society. It creates an awareness of what happened to an individual within the social relations. The classroom situation also teaches how to relate to a society characterized by diversities in order to make possible peace and development. The individual cannot be in isolation, there would be interaction within the society. The individual would have to carry on within this interplay and forces. Therefore, the classroom situation emphasizes the development of a thoughtful, active and effective citizenry that relates to social reality (Marri, 2005).

Critical Civic Education- this is deep-rooted in the supposition that the world may be portrayed as a battleground between social forces where the dominant powers oppress the weaker ones (Cohen, 2010). The group on this line of thought frowns at the idea of generalizations and objectivity of knowledge and place importance on the historical, social context of knowledge and social issues. In this sense, the role of education is to encourage social justice and democracy by empowering and cultivating the students' intellects. The conception of diversity Civic Education emphasizes the communal forces within the society on the other hands this conception stresses

the value of developing personal individualistic skills such as critical thinking so as to better understand and react to the unjust reality of the society (Apple, 1993).

Republic Civic Education- republican conceptions of Civic Education raise the question of why are the individuals willing to give up some elements of their personal freedom as an integral part of the society. The response to this question can be best captioned by Taylor (1996), who positioned that the feeling of belonging to a larger entity is a natural human will. The assumption is that through the general will, it is possible to create a feeling of genuine belonging and unconditional attachment of the individual to the larger society (Cohen, 2010). This conception is more applicable in a democratic society characterized by diversities such as religion, ethnic and language. This will stress the commitment of each individual to societies shared goals (Ben Porath, 2007).

The four conceptions of civic education can, therefore, be compared to see their interrelatedness and interdependence. For instance, critical knowledge is pertinent to both liberal Civic Education and diversity Civic Education in order to be abreast and take an active part in the public sphere. So also, political knowledge is needed towards the understanding of the deeper principles that are set at the base of society and the state which critical Civic Education and republican Civic Education explained. On the other hand, diversity Civic Education and republican Civic Education perceive man as a social being that can maximize its potential when interacting with the larger social entity. The summary of it all, the role of education and the specific goals of Civic Education have been obviously explained by these four theoretical conceptions (Cohen, 2010). The theoretical explanations pointed to the complexities of Civic Education as a field of study which the educators, researchers, policymakers, curriculum

planners must be abreast of in order to be able to function effectively in their respective field.

Table 3 gives us an unambiguous picture and breaking down of the four conceptions.

Table 3: Conception of Civic Education- A Comparison

	Republican	Liberal	Diversity	Critical
Nature of people	a get-together of individual	a gathering of social group	a realism in which power structures uphold oppression	the nation as an entire that is value than the sum of its parts
Perception of attitude	emphasizes the personal values	emphasizes values which join the individual to social group	a reality in which power structures uphold domination	emphasizes values which connect the individual to the larger society
Functions of education	build up individual	develop skills in order to enhance reality of social group and its position in society	promote the emotion of belonging to the larger society	develop critical ability
normative goals of Civic Education	the students will develop the skills essential as participating citizens	the students will grasp the way in which different social groups that make up of the society may receive recognition and taken parts in national affairs	the students will develop individual logical skills considered necessary to better understand the unjust reality of the society that can be manipulated in order to maintain social reality	the students should posses an authentic feelings of belonging to the state

Note: *Adapted from (Cohen, 2010)*

Senior Secondary School Civic Education Curriculum Contents in Nigeria

The senior secondary school Civic Education in Nigeria aims at assessing the students' ability on the following:

- (i) Understand the importance of the citizenship in the society
- (ii) Explain the structure, functions and responsibilities of government to the people
- (iii) Know emerging issues in the society

- (iv) Understand the rights, duties and obligations of citizens to government and society
- (v) Appreciate democratic values and strive to uphold them (WAEC, 2014).

The contents of the curriculum can be divided into three sections as presented in tables 4, 5 and 6 as well as indicating the domain of learning. Table 4: Section A: National Ethics, Discipline, Rights and Obligations

Table 4: Section A: National Ethics, Discipline, Rights and Obligations

Topics	Sub-Topics	Domain of Learning
Values	definition, types, importance of values to the society	the topic and the sub-topics focus on instilling values (affective) as well as knowledge (Cognitive) into the learners
Citizenship and Nationalism	meaning of citizenship education, goals of citizenship education, duties and obligations of citizens, meaning of nationalism, ways of promoting national consciousness, integrity and unity in the society, the nationalistic roles of individual and groups, identification of local and civics problems	Knowledge (cognitive), values and attitude
Human Rights	meaning of human rights; categories of human rights, characteristics of human rights, meaning and historical background of the Universal Declaration of Human Rights(UDHR), meaning and identification of the seven core freedom of (UDHR), importance of UDHR, roles of individual, groups and government in (UDHR),	Knowledge (cognitive), values, attitudes (affective) knowledge (cognitive)
Traffic Regulations	Meaning of traffic regulations; traffic regulations and its importance to the society, the roles of individual and	knowledge (cognitive), values, attitudes (affective) knowledge (cognitive)

	government in maintaining traffic regulations	
Inter-personal	Meaning of inter-personal relationships; types of inter-personal relationships, skills that promotes inter-personal relationships, meaning of communal relationships, importance of communal relationship, meaning of inter-communal conflicts, skills for resolving inter communal conflicts	knowledge (cognitive), skills (psychomotor)
Responsible parenthood	Responsible parenthood meaning of responsible parenthood; roles of responsible parents, importance of responsible parenthood in national development	Knowledge (cognitive),

Note: (NERDC, 2007)

Table 5: Section B: Emerging Issues in the Society

Topics	Sub-Topics	Domain of Learning
Cultism	Meaning and origin of cultism; different cult groups in Nigeria and their symbols, reason for cultism, consequence of cultism, ways of preventing cultism in the society	Knowledge (Cognitive)
Drug and Drug Abuse	Meaning of drug abuse, drug that can be abused, how drugs are abused, symptoms of drug abuse, behaviour of drug addicts, ways of preventing drug abuse, government agencies working to prevent drug abuse and their activities, law against drug abuse	Knowledge(Cognitive)
Human Trafficking	Meaning of human trafficking, causes of human trafficking, effects and consequences of	Knowledge(Cognitive)

HIV/AIDS	human trafficking, effects and consequences of human trafficking, efforts of government and individual in stopping human trafficking Meaning of HIV/AIDS; causes of HIV/AIDS, symptoms and effects of HIV/AIDS, prevention of HIV/AIDS, stigmatization of people living with of HIV/AIDS	Knowledge (Cognitive)
Youth Empowerment	Meaning of youth empowerment; youth empowerment skills, efforts of government towards youth empowerment	Knowledge (Cognitive)
Cultism	Meaning and origin of cultism; different cult groups in Nigeria and their symbols, reason for cultism, consequence of cultism, ways of preventing cultism in the society	Knowledge (Cognitive)

Note: (NERDC, 2007)

Table 6: Section C: Government System and Processes

Topics	Sub-Topics	Domain of Learning
Structure and functions of Government	Meaning of government; structure/tiers of government, functions of government	Knowledge (Cognitive)
Democracy, Rule of Law, and National Development	Meaning, types and features of democracy, importance of democracy, pillars of democracy, meaning of rule of law, features of rule of law, importance of rule of law, problem of rule of law, meaning of national development, how democracy and rule of law promotes national development, good governance, employment creation and poverty alleviation	Knowledge (Cognitive)
Political Apathy	Meaning of political apathy; causes of political apathy, consequences of political apathy, why leaders fails to protect the interest of their followers, how a leaders can protect the interest of their followers, ways of discouraging political apathy	Knowledge (Cognitive)
Civil Society and Popular Participation	Meaning of popular participation; types of popular participation, the need for popular participation in the society, traditional and modern modes of popular participation in politics, meaning of civil society, function and needs for civil society, qualities and characteristics of civil society i.e. accountability, fairness, justice, equity, problem of civil society i.e. bribery and corruption, inadequate funding, over bearing influence of foreign donors	Knowledge (Cognitive)

Public Service in Democracy	Meaning of public service; functions of public service, problems of public service, reasons for shortcomings in the ways of improving the public service	Knowledge (Cognitive)
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Note: (NERDC, 2007)

Critically looking at the contents of the senior secondary Civic Education curriculum in Nigeria, it was shown that section A focuses on the topics and sub- topics that passes out knowledge to the students as well as instilling certain values and attitudes in the learners. Though the skills to be acquired by the learners were not included, the cognitive (knowledge) and the affective (attitudes, values) domains of learning were covered in the topics. On the other hands, section B, section C topics and sub-topics focuses on the knowledge to be acquired by the students. Both sections were silence on the affective and the psychomotor domains. The topics and sub-topics failed to capture the values, attitudes expected of the students and the skills to be acquired. Furthermore, there is need to examine how best the curriculum fit in into the four conceptions of Civic Education. Table 7 presents the four conceptions of Civic Education.

Table 7: Four Conceptions of Civic Education and Nigeria' Senior Secondary School' Civic Education Curriculum Contents

Liberal Civic Education sub topics	Diversity Civic Education Sub topics	Critical Civic Education Sub topics	Republic Civic Education sub topics
The nationalistic roles of individuals; the roles of individuals in UDHR, the roles of individuals in maintaining traffic regulations	The nationalistic roles of group; the roles of group in UDHR, meaning of interpersonal relationship, types of interpersonal relationship, skills that promotes inter communal conflict, skills for resolving inter-communal conflict	Not covered	Importance of values to the society; duties and obligations of citizens, ways of promoting national consciousness, integrity and unity within the society, identification of local and civics problems, traffic regulations and its importance of communal relationship, importance of communal-relationship, meaning of responsible parenthood, role of responsible parenthood, importance of responsible parenthood to national development
Behavior of drug addicts, efforts of individual in stopping human trafficking	Not covered	Not covered	Ways of preventing cultism in the society; ways of preventing drug abuse, effort of government in stigmatization of people living with HIV/AIDS, importance and benefits of youth empowerment skills, efforts of government towards youth empowerment skills
Not covered	Not covered	How democracy rule of law promote national development, good governance, employment creation and poverty	Features of democracy, Political apathy, popular Participation, public service in democracy

From this table, we can deduce that the Civic Education curriculum in Nigeria covers the four conceptions of Civic Education in vague namely; liberal, diversity, critical and republican

Civic Education. The aspect of critical Civic Education is completely neglected. This is not a good omen for Civic Education curriculum. Critical thinking is an integral part of any Civic Education curriculum. The learners need to think critically and arrive at decisions devoid of bias, sentiments and any other forms of diversities. So also, the emphasis needs to be put on the three other conceptions, due to the peculiarity of the country as results of diversities. The topics and sub-topics should lay more emphasis on how to prepare the individual learners to relate in a society characterized by diversities. This will go a long way to bring out the expected behaviour from the learners.

Learning Strategies

Learning strategies can be defined as behaviours and thoughts that a learner engages in during learning which are intended to influence the learner training process (Weinstein & Mayer, 1986). Learning strategies can be active or passive. Active Learning Strategy comprises a broad array of activities that share the common element of involving students in doing things and thinking about the things they engage in doing (Bonwell & Elson, 1991). Active learning strategy is a process wherein students are actively engaged in building understanding of facts, ideas, and skills through the conclusion of instructor directed tasks and activities. It is any type of activity that gets students involved in the learning process (Daniel & Jahna, 2006). An active learning strategy focuses on learning by doing (Gibbs, 1988). According to Paulson and Faust (2010), active learning can be referred to as anything that students do in a classroom other than just passively listening to an instructor. In practice, active learning strategy refers to activities that are introduced into the classroom. The core elements of active learning strategy are students' activity and commitment in the learning process. Active learning strategy is frequently

contrasted to the traditional lecture where students passively receive information from the instructor or the teacher (Prince, 2004).

Some learning strategies can be discussed as follows:

Simulations, Games and Role Play as learning strategies are often referred to in similar context nevertheless each is to a certain extent distinct. Simulation aims to intensify students conceptual understanding by working within and reflecting upon a representation of a real environment. On the other hands, games may be distinguished from another form of simulations by the set of laws that state what it means to win the game and the sense of contest involved. Games tend to have winners and looser. Simulations develop into role plays when the student is exposed to act the real-life situation. Students are given the role to play in teaching-learning situations. The students have the chance to act out the role bounded by the rules of the simulation and the degree to which the simulation is constructed as a game. As games frequently require rigid rules, role plays are likely to give additional scope for the student to exercise their own understanding of the role. Supporters of the use of SGRP as learning strategies are very much found to argue that its utmost virtue is that students are encouraged to reflect on their knowledge and draw together the various dimensions of their course of study (Alden, 1999).

Project Based Learning Strategy is an instructional strategy that trains learners on how to completely make use of acquired knowledge, skills, and attitudes to solve problems and adjust to unforeseen circumstances in real life situations. It is a learning strategy that integrates subject matter goals with an authentic learning environment (Eskrootchi & Oskroch, 2010). Connection to actual world context is the key center of attention of PBL. Features of PBL have been identified, they are as follows:

1. A question and problem connected activities that result in a summary report or product

2. A product, presentation or a performance can be improved and applied for practical purposes.
3. Real life problems that students are interested in are raised so that they can intermingle with real-life circumstances in the course of the project.
4. Students can develop products or works to solve questions or problems raised during learning.
5. Students work together in a team to achieve definite objectives in a specific time.
6. Many disciplines are incorporated, allowing students to make multidisciplinary approaches to solve problems.
7. Students can delineate the problems, thrash out views or forecasts, gather information, appraise such information, make conclusions, create a product and construct requisite knowledge (Blumfeld, Soloway, Marx, Krajcik, Guzdial & Palinscar, 1991).

Mobile Learning Strategy: is a type of learning activity which represents paradigm shifts from restrictions of space in which learning and teaching can take place within the confines of the classrooms. Mobile learning's singular aims should focus on how to improve communication and collaborative dealings, provide extra learning opportunities for geographically dispersed individuals and groups, promote active learning, increase learner feedback, call attention to assigned tasks, and get learning contents efficiently. Mobile learning can also be characterized as personalized learner-centered, placed, collaborative, ubiquitous, and lifetime (Sharple, Taylor, & Vavoula, 2005).

Experiential Learning Strategy: Experiential is a step forward from traditional classroom situations where students may compete with one another or remain detached, unmotivated and where the instruction is extremely structured. Through experiential learning strategy, students are

capable to cooperate and learn from one another in a more semi-structured approach. Instruction is planned to keep students in indirect experiences which are attached to valid world problems and situations that make the facilitators guide rather than directs student activities and progress (Northern Illinois University, 2011).

According to (Association for Experiential Education, 2011), the following are experiential learning principles:

- i. It occurs when cautiously chosen experiences are supported by reflection decisive scrutiny and synthesis;
- ii. It requires the students to take initiative, make decisions and be responsible for the outcome.
- iii. Through this strategy students actively engaged in positive questions, inquiry, experimenting, being inquisitive, solving problems, assuming responsibility, be original and constructing meaning.
- iv. Students are able to engage intellectually, emotionally, socially, soulfully and or physically.
- v. Opportunities are nurtured for students and instructors to investigate and look at their own values.

Cooperative Learning Strategies

Cooperative learning can be defined as learning approach that enables students to learn from each other creating a small mixed group towards a common purpose in an academic subject (Simek, Yilar & Kucuk, 2013). In other words, cooperative learning is a student's centered learning approach which gives the students the opportunity to learn from each other with the attainment of specific goal in an academic environment. Cooperative learning means a small

committed group of students learning together and takes advantages of each other know-how to reach a common objective (Amita, 2006). In the same vein, Brown (2007) described a cooperative learning class as a learner-based class that is not cutthroat. It is a class where the student has the prospect to share ideas and knowledge while working in groups. We can say that through cooperative learning class students share ideas and knowledge, develop and understand new concepts. Cooperative learning is consequently based on enhancing students learning through sequential techniques that include sharing information among students and motivating them to learn from each other, cooperative learning can be conceptualized as a teaching and learning strategy where student are put into groups to work on certain actions in order to promote student dealings (Slavin, 1980; Tuan, 2010), as result of this, optimizing students learning opportunities.

Cooperatives learning can be defined as an approach in which students give helping hands to each other with academic topic as a centre of focus within and outside the classroom, which results in gaining of self-confidence; developing communicative skills, intensification of their problem solving and critical thinking abilities and involvement in teaching-learning course of action actively (Levine, 2001; Prince, 2004; Eilks, 2005; Lin, 2005; Gillies, 2006; Hennessy & Evans, 2006). Cooperative learning is a process in which students can achieve a task set for them by working in groups (Slavin, 1995). Cooperative learning can be described as a mean of preparing students for, when essential, integrating their energies and working jointly for a common intention in various setting both at home and at work (Bowen, 2000; Levine, 2001; Prince 2004; Eilks, 2005; Gillies, 2006 & Hennessy & Evans, 2006).

Cooperative learning involves tasks whose concluding point requires the combined hard work and skills of the individuals' group members (Zingaro, 2005). In other words, a cooperative

learning strategy is a teaching strategy which shifts from the teacher as the all in all in imparting knowledge to students but students occupying the place of searching out and creating concepts, knowledge and new ideas with teachers serving as a guide. Cooperative learning is a learning setting that gives space for active participation of students in the learning process and makes provision for students to have power over their learning (Johnson, Johnson & Stanne 2000; Springer, Stanne & Donovan 1999). Learning environment portraits by cooperative learning strategy assume that students seek for information and understand through an active rational search with each group mirroring the composition of the class in terms of ability, background, and gender (Armstrong, 1999). In other words, cooperative learning strategy has a conducive environment for learners to learn at their own tempo with thoughtfulness for the varied makeup of the learners.

Totten (1991) stressed differentially between the idea of group work and cooperative learning strategy. He was of the opinion that cooperative learning was more than those students put into groups for an activity. On the opposite, he agreed with Allen (2006) that opined that cooperative learning involved direct interaction among students, having heterogeneous groups and a practice of social skills. Johnson and Johnson (1999), introduced the difference between CL and other group work patterns. In their view, there were four types of group work; pseudo-learning group, traditional classroom learning group, cooperative learning group and high-performance cooperative learning group. In the first category, Johnson and Johnson (1999), explain that students are not interested in working together in groups because in nearly all cases, they are conscious that they will be independently evaluated. When students are assigned to work in groups and they agreed that they have to work on the activity together is the second category while the third or fourth categories are when students are aware the profit of

cooperative learning and all members of the group work towards accomplishing common goals. Cooperative learning strategies are classroom activities which students carry out in groups. These kinds of activities require students to share knowledge in order to complete a certain goal while talking together and exchanging information (Tuan, 2010).

Cooperative learning allows the instructor to actively engage students in discovering knowledge through a new learning process. The learning process takes place through the exchange of ideas among the students. This can be achieved through Formulation, questions, deliberations, explanations, debates, writings and brainstorming during class (Institute for Dynamic Educational Advancement (IDEA), 2010). Cooperative learning is a theoretically grounded and well-researched strategy in education that can increase students learning of subject matter and improve their attitude toward both academics in broad-spectrum and the subject matter in particular (Johnson, Johnson & Stannne, 2000). In a cooperative learning situation, the learner interacts with his or her environment and peers. The learners learn through social contexts (Adams & Hamm, 1994). According to Slavin (1995), cooperative learning is a teaching strategy in which students work in small groups to help one another learn academic content, are anticipated to discuss and disagree with each other, in order to assess each other's current knowledge. From the above, we can deduce that cooperative learning is a pedagogic strategy employ by the teacher in a teaching-learning situation with a view to making learner construct new ideas, discover new knowledge through working together as a team in heterogeneous groups. In a cooperative learning class, the learner is the focus of the whole activities. They share ideas, cooperate with each other argue with each other's and successfully attain a stated academic goals.

Several researchers' considers that cooperative learning consists of five fundamental elements. These are as follows: positive interdependence, face-to-face primitive interaction, individual accountability, interpersonal and small group processing (Johnson & Johnson, 1994; Joliffe, 2007). Positive interdependence, the core idea of positive independence is that the learners have a good judgment of "divided we fail, united we succeed". The group member assures that each group members recognise the fact that one cannot be successful unless everyone succeeds (Johnson& Johnson, 1994). The group' achievement depends on positive interdependence (Slavin, 1995). The inference is that in a cooperative learning class, each individual needs another person. There is no standing on the fence. If the group members want to attain the set aim there is a need for them to work together as a team. The word 'we' should be the suitable word, not 'I'. In another word, there is no cooperate learning situation when the students work independently or an individual dominates the group.

Face-to-face interaction can be defined as individuals hearten and facilitate each other's efforts to attain, computer tasks and produce in order to teach the group's goals. (Johnson & Johnson, 1994). Glanz, (2004) was of the opinion that face-to-face interaction is a way which enhances interaction that members become personally steadfast to each other as well as to their shared goals. Positive interdependent results in positive interaction; it is the positive interaction that really has some effects on outcomes. When students engaged in positive interaction it would lead to students advocating the exertion of effort to complete common goal; influencing each other efforts to reach the group's goal; acting in trusting and trustworthy ways, being motivated to go all-out for mutual benefits; and maintaining a reasonable level of stimulation characterized by low nervousness and tension. The effect of face-to-face interaction in a cooperative learning class cannot be easily quantified. The success of any cooperate learning class depends so much

on this element. If there is no positive interaction within the group it would just be as grouping the students together for grouping sake. The effects would not be so felt.

Individual accountability points out to the value of each individual within a group or a team. Individual accountability makes each member of a group a stronger and respected individual in his or her own right. The idea is that after participating in cooperative learning each individual should be better prepared in doing the same tasks they did in a team by themselves. They further stressed the common ways to structure individual accountability. They consist of the following:

- the size of the group should be small
- each individual is given a test
- at random examining students verbally
- observing each group and recording the rate with which member-contributes to the groups work.
- a student within a group is assigned to the role of a checker having students teach what they learned to someone else (Johnson & Johnson, 1994).

Interpersonal and group skills are very imperative to the success of cooperative learning strategies. The students need to get acquainted with each other, communicate accurately and clearly accept and support each other and resolve differences constructively. This cannot be done mechanically since we are not born instinctively knowing how to interact effectively with others. Therefore, students need to be taught the social skills required for a high-quality group effort and be motivated to utilize them if cooperative groups are to be fruitful. The students are taught the social skills in order to be able to function effectively in a cooperative class (Johnson& Johnson, 1994).

The fifth elements of cooperative learning are referred to as group processing. According to Johnson and Johnson (1994), a process is a certain sequence of events taking place over time, and a process goal refers to the sequence of events helpful in achieving outcome goals. When cooperative learning groups are used, the teacher observes the group, analyzes the problems they have and gives feedback to each group on how well they are working together. The successful interaction of the five elements makes cooperative learning to reach the set objectives. There is no cooperative learning situation without these elements. In other words, cooperative learning cannot be effectively carried out without these five elements (Jolliffe, 2009; Johnson, Johnson & Smith, 1998).

There are several issues that are connected to a successful cooperative learning group. They are as follows:

- **Group Size:** Killen (2006) emphasized the need for a suitable group size which can enhance all group members to remain attentive and focus on the learning task. According to him, the group can differ in size from two to ten or more, but the size of four or five is discretionary. Glanze (2004) opined that effective group size might depend on the age of the student and their experience in working cooperatively.
- **Forming Groups:** The use of heterogeneous groups in cooperative learning was advocated for by quite a lot of researchers (Johnson & Johnson 1998) and Felder & Brent (2001). The consideration for the ability of the students along low ability students, medium students and high achieving students is also emphasized (Huss, 2006). In the view Felder and Brent (2006), groups can be created at random and groups can be formed on the basis of some commonality such as quiz grades.

- **Teacher's Roles:** Another key issue in cooperation learning class is the responsibility of the teacher. The teacher plays an important role in helping the groups to function well. It is expected that in a cooperative learning class the teacher should be facilitators. He prepares students for the tasks they will carry out, he assists students with the learning task, and gives few orders, imposing a smaller amount of disciplinary power.
- **Students' Roles:** Within each cooperative group, the members are assigned with a precise and distinct task to perform in helping the group to achieve its goals, such as reader, recorder, monitor, captain, and encourager and spell checker (Glanz, 2004). Learners are both active participators and autonomous members of the groups (Zhang, 2010).
- **Individual and Group Assessment:** Johnson and Johnson (1999) described assessment as follows; "Assessment is used to judge the quality and quantity of learning and award grades". There are many reasons why students can be assessed some of which are; (a) diagnosing students' present level of knowledge and skills (b) monitoring students' progress toward learning goals to help from the instructional programme, and (c) providing data to judge the final level of students' learning. All of these are of concern to any cooperative learning class.

There are varieties of cooperative learning strategies that can be used in the classroom, such as Jigsaw, three (3) steps interview, Student Team Achievement Divisions, learning together, group investigation and several more (Slavin, 1995, Johnson & Johnson, 1994, 1999, 2009, Kagan, 1993). The most widely well-known cooperative learning was developed by three groups of advocates. They are: (a) Slavin and associates (b) the Johnson' and (c) the Sharans and Kagan (Robinson, 1991). The discovery in the Slavin's study reveals that cooperative

learning share one thing in common which is the initiative that students work together to learn and help their teammates to learn. There are many cooperative learning strategies of each has its own characteristics applicability to different curriculum areas (Johnson& Johnson, 1999). These include:

Jigsaw: The Jigsaw cooperative learning was first developed by Aronson and its colleagues in 1978. In the Jigsaw classroom, the daily lesson is divided into several sections and Jigsaw groups (Three to five students each), is assigned to work on the written materials, before reporting on their topic to their Jigsaw groups, students meet up first with other students who have similar topics assigned to them (one from each Jigsaw group) in what is referred to expert group. In togetherness, the experts research their segment, discuss and make clarifications with each other. Afterwards, the experts return to their Jigsaw groups. Each expert now tutors every Jigsaw members what he/she has the know-how on (Martin & Roland 2007).

In this manner, each learner becomes a specialist of a particular topic that he teaches others within a group. According to Northern Province Department of Education (2001), the following are the course of action and order to be followed in a Jigsaw method of cooperative learning

- Task Division

This involves the teacher or the facilitators to divide into component parts the materials to be learn

- Homegroups

The learners are divided into 4 or 6 groups and each person are given a number

- Expert group

Each learner is selected with the same number from each group. This is the expert group. Each expert group receives a separate section of the learning task and studies it within the group until they become expert on the content and how to teach it.

- Homegroups

The experts would now go back to their groups and each expert teaches the rest of the group the component he/she is an expert in.

- Assessment

This is an area where teacher assistant is required. The teacher is saddled with the duty to incessantly assess whether the learning outcomes are being achieved and if not, provides the essential support.

- Group Review

The topics to be learned by the students are divided into four to six sub-units so that every group member receives one sub-topic. The learners who received the same sub-topics become the expert group. After the expert group phase, every learner moves back to his/her Jigsaw group and tutors the rest of the Jig-saw group what he/she has expertise on. At the end of the presentation, the opportunities are given to the learners for question and answer section. The emphasis is laid on the reality that each member masters the sub-units. There have been some jigsaws that can be used in the classroom by the teachers. They are as follows: (a) Aronson and Shelley developed Jigsaw I; (b) Jigsaw II developed by Slavin(Slavin2000); (c) jigsaw III developed by Stahl(Stahl 1994); (d) Jigsaw IV developed by Holiday (Holiday2000); (e) Reverse Jigsaw developed by Hedeem and (f) Subject Jigsaw developed by Doymus (Doymus,2007).

Group Investigation: Group investigation is a successful and widely researched cooperative learning strategy that involves task specialization (Slavin, 1995). In a group investigation class,

the students function in a small cooperative group to examine a specific topic. They decide on how to study the topic and divide the work among themselves. The information collected is then compiled into a whole and offered to the entire class (Sharan & Sharan, 1990). A group investigation classroom is a place where teamwork can take place to deal with problems in a united atmosphere. In this kind of classroom, the educator facilitates learners to work together by building the learning process, planning together according to their experiences, capacities, and needs. Learners are active in deciding the goal they intend to attain. The members who choose the topic they would like to investigate form the group. They make their plan known to the educator and then they start reading, searching for information, interviewing specialist in the field, performing experiments and making observations (Hertz – Lazarowitz & Calderon, 1994). The learners within the group prepare a report as a group, including some demonstrations where possible, they also mastered the topic, afterward, they teach it to the rest of the class (Hertz-Lazarowitz & Calderon, 1994).

According to Northern Province Department of Education (2001), group investigation cooperative learning can be described as a strategy where learner works together in groups which they prefer to join, to produce a group product on a topic which they have selected and which they tutor the class. Each member of the group involvement is exceedingly essential for the success of the task. Furthermore, the procedures that might be followed during group investigation, which is as follows:

- identification of the topic to be investigated and form the group.
- plan the group investigation.
- carry out the investigation and prepare the report and presentation/demonstration;
- present the report

- evaluate the process, product, and learning. In other words, group investigation allows the students to discover new things, concepts, knowledge, through dynamic investigation which is characterized by the investigation, interaction, testing, generalization and assessment (Northern Province Department of Education (2001).

Mitzi, Hillary, Michelle, and Dan (2008) highlighted the stages of implementation of group investigation. They are as follows: class determines sub-topics and organizes into study groups, groups plan their investigation, groups carry out the investigation, groups plan their presentations, groups make their presentations, and teachers and students evaluate their projects. Zingaro (2008) buttressed more on the stages in the group investigation cooperative learning. First, the teacher being a facilitator present a problem which has different segments (it may be a topic which can be broken into sub-topics) to the class and students choose an interest group. Through the first stage, the group is created through the variety of response and interaction among the students. It is anticipated that the teacher allows the students to make choice of area of interest. Subsequent after the creation of the groups, the group's plan their investigation. This covers the procedures, tasks, and goals consistent with the chosen sub-topic. Then, the groups carry out the investigation as planned in the above procedure. At this stage, the teacher's role is to trail the investigative process, offering help when requisite: suggested resources, and ensuring a variety of skills are being used. Fourth, groups prepare for their presentations, they evaluate what they have learned, and synthesize it into a form that can be understood by the class. Fifth, groups carry out the presentations. Lastly at the sixth stage, the teacher and the students evaluate the investigation and resulting presentations. Throughout the process, group representatives often make reports to the class, helping group members appreciate that they are part of a larger social unit.

Student Teams-Achievement Divisions (STAD): In a Student Teams-Achievement Divisions (STAD), students are assigned to four-member learning teams that are mixed in performance levels, gender, and ethnicity. In this STAD classroom, the teacher presents a lesson, and then students work within their teams to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, at which time they may not help one another (Slavin, 1995). Student' quiz scores are compared to their own past averages and points are awarded on the basis of the degree to which students surpass their own previous performance. These points are then summed to form team scores, and teams that perform best may earn certificates or other rewards. According to (Slavin cited in Wyk, 2012), stipulates five major components of STAD, namely: class presentations, teams, quizzes, individual improvements scores, and team recognition. The teaching stage begins with the presentation of material usually in a lecture-discussion format. The students would be told what it is that they are going to learn and why is it imperative. During the study, group members work cooperatively with a provided worksheet and answer sheets. Each student individually takes a quiz. Each team receives one of three recognition awards, depending on the average number of points earned by the team. For instance, a team that has average 15 to 19 improvement points receives a good team certificate. The team that average 20 to 24 improvement points receive a great team certificate and the team that average 25 to 30 improvement points receives a super team certificate (Slavin, 1995). Rai (2007) opined that STAD is one of the many strategies in cooperative learning, which help promote teamwork and self-regulating learning skills.

There are some steps and concepts to follow in STAD classroom. They are as follows:

- class presentations- The teacher presents the material in front of the class in the style that focuses on the concepts of the subject matter to be discussed only.

- the formation of study groups (Teams) - Students is organized into groups whose members are heterogeneous (both academic and base on gender). The main rationale of this grouping is to encourage cooperation in the group studying the material and complete the tasks assigned by the teacher.
- provision of test or quiz- After the group completed the task assigned, the quiz will be held with the sole aim to measure student learning of the materials. This is done individually.
- improved scoring of the individual i.e. individual improvement score. This is done to give the students a goal that can be achieved if they work hard and showed good results put side by side with previous results.
- team recognition- Award is given to the groups in showing appreciation as regarding the hard work made by the teams during the study (Slavin, 1995).

Team Accelerated Instruction (TAI): Team Accelerated Instruction (TAI) is an elementary individualized programme that makes space for direct instruction in a cooperating learning setting, laying importance on concepts, real-life problem, and manipulative skills. This form of cooperative learning is meant for grades 3-6 and older students (Slavin, 1995). He defined Team Accelerated Instruction (TAI) as a form of individualized instruction which as well incorporates the use of cooperative learning groups and has been found to be over and over again increase students' achievement in mathematics. In TAI, students work in four heterogeneous learning teams. Students work within their teams on prepared materials fitting to their own height of preparedness.

Cooperative Integrated Reading and Composition (CIRC): is an all-inclusive programme for teaching reading and writing in the higher elementary grades. In this model, the students work in

four-member cooperative learning teams. They engage in a cycle of activities with one another such as reading to one another, making predictions about how the sequence of events stories will come out, summarizing stories to one another, writing responses to stories, and practicing spelling, decoding vocabulary. They also work together to master key ideas and added comprehension skills (Stevens & Slavin, 1995).

Teams Games Tournament (TGT): is one of the cooperative learning strategies designed by Slavin for review and mastery learning material. The student learns material in class; this can be taught conventionally, in small groups, individually, and using activities. The heterogeneous study teams assess the material, and then students participate in academically homogenous tournament teams. Students bring 2-6 points back from their tournament to their study teams. Points are totaled and normalized (for a group size of 4). It is the study team which is successful. It should be noted that the tournament is based on material often for which there is an unambiguously correct answer.

Learning Together: is a cooperative learning strategy in which students in four-or-five members' heterogeneous groups work together on coursework. It was developed by Johnson and Johnson (1999). The groups hand in a single concluded assignment and get praise and rewards based on the group product. This strategy emphasizes team-building activities before students begin working together and regular discussion within groups about how well they are working together (Johnson & Johnson, 1999).

Academic Controversy exists when a person's thoughts, information, conclusion, theories, and opinions are contrary to those of another, and the parties involved seek to arrive at a consensus. Academic controversy embedded in the instructional use of intellectual conflict to boost higher achievement and add to the quality of problem solving, decision making, critical

thinking, reasoning, interpersonal relationships, and psychological health and wellbeing to achieve this, the students are expected to engage in research and set up a position and refute attacks on their own end of view and arrive at a conclusion that everyone can concur to (Johnson & Johnson, 1999).

Cooperative Learning Strategies and Students' Performance

Cooperative learning is shown to have positive effects on achievement in the learning process and increasingly used in more and more area every day (Siegel, 2005). Cooperative learning strategies help the students to learn many things from each other as well as it encourages them to confer on a topic and make some evaluations on it (Gillies, 2006). Melihan and Sirri (2011) opined that the cooperative learning strategies are more effectual than the traditional teaching methods in the academic success of students. Research proves that cooperative learning is much more effective learning method than competitive and individualistic learning (Johnson & Johnson, 1999). The study also shows that cooperative learning produces higher academic achievement among a broad range of students (Vaughan 2002). According to Fantuzzo, Ginsburg-block, miller, and Rohrbeck (2003), cooperative learning effectively engages students in the teaching and learning situations and brings out academic gains across a variety of student populations, academic subjects, and classroom arrangement.

A two-year study conducted by Stevens and Slavin (1995) compared elementary schools implementing cooperative learning to schools that use standard instructional methods results after two years showed a slight difference between the schools using traditional learning and cooperative learning strategy. After two years, the treatment school showed considerable improvement on all test. The treatment group outperformed the control group in academic and social growth. A study carried out by Calderen, Hertz-Lazarowitz, and Slavin (1998) found that

the effects of a cooperative learning programme, Bilingual Cooperative Integrated Reading, and Composition (BCIRC), considerably enhanced the reading, writing, and language skills of Hispanic students learning English.

Yusuf (2006) in his study on the effect of cooperative instructional strategy on students' performance in social studies, the result of the study revealed that students taught using cooperative instructional strategy (COOPIS) performed better than their counterparts taught via the conventional instructional strategy (CIS). Furthermore, Usulor (2012) carried out a study on effects of cooperative learning instructional strategies on junior secondary school students' achievement in Social Studies. He made use of STAD model of cooperative learning. The result revealed that cooperative learning is more facilitating for teaching Social Studies than the conventional instructional strategy.

Roseth, Johnson, and Johnson (2008) in their meta-analysis of the effects of cooperative learning on the academic achievement of 12-15 year-olds, the study compared the effects of competitive, individualistic, and cooperative goal structures of the 148 studies. The cooperative comparison yielded the mainly significant positive effects on academic achievement and although grade level was taken into consideration while academic subjects were not. Gocer (2010) conducted a comparative pre-and post-test study on Turkish high school students' ability to learn literary genres through jigsaw cooperative strategy and individualistic settings. The students in the jigsaw group showed greater improvement between pre-and post-test scores than the control group. Adeyemi (2008) conducted a pre-and post-test design study comparing the effects of a version of an individual accountability structure of cooperative learning and a traditional whole class method on academic achievement among 150 Nigerian Social Studies students, age 11-15, and found that cooperative learning methods had a better effect on improved

academic achievement than the traditional whole-class setting. Sahin (2010), also conducted a study on the effects of Jigsaw II on Turkish pre-service language teachers' academic achievement and found that academic achievement improved significantly.

Several studies revealed that Jigsaw II improved better performance among students in subjects such as physics (Gambari, 2010) in biology (Altiparmak & Nakiboglu-Tezeq 2009); in geography (Doymuns, 2008, Jansoon, Somsook & Coll, 2008). Jigsaw learning strategy and other ground-breaking forms of teaching and learning have been used effectively to promote learning achievements across a range of curriculum areas including narrative writing in small groups (Zammumer, 1995). Slavin, Hurley, and Chamberlain (2003), found the benefits of cooperative learning to include academic gains across different curriculum domains. As well as encouraging effect of cooperative learning in interpersonal attitudes, behaviors values, and skills (Solomon, Watson & Battistich, 2002).

Students of group investigation classroom have been found to achieve better on the high-level question and those requiring assessment of responses or the use of problem-solving skills. GI has been found to promote open oral interaction and enables students to become resource persons for other students highlighting the individual strengths of students from ethnic groups (Zingaro, 2008). Shachar and Sharan (1994) found that students in group investigation articulated themselves more frequently, and turn-taking among ethnic groups was symmetric. Group investigation is a thriving and extensively researched cooperative learning strategy that involves duty specialization (Slavin, 1995). Students learn more information at higher levels when they learn in cooperative groups somewhat than in competitive, individualistic environments (Leicester, Modgil & Modgil, 2000). Group investigation is a more effective method of teaching than the traditional method of teaching. The interaction and cooperative in a

cooperative learning such as group investigation bring solutions to identified problems (Driscoll, 2005).

Though the extent, domains, and equivalence of the outcomes do differ, regardless of that, there is a generalization that group investigation benefits teaching (Mitchell, Montgomery, Holder & Stuart, 2008). According to Agada (1998), group investigation enables introverted and reserved students to interact more than they would have done in traditional class formats. In the course of group investigation the students are empowered to evaluate others ideas and at times confront them with divergent points of view which can also lead to empathic understanding, critical thinking and cognitive flexibility.

In a study that employed a modified group investigation method on students' earth science achievement in secondary schools, results showed that there were no considerable benefits between the experimental groups and the control groups when overall achievement, knowledge level, and comprehension-level test items were considered (Chang & Mao, 1999). Other studies support the positive effect of group investigation (Mun, Ngoh & Lian, 2004; and Jongeling & Lock, 1995).

Students Teams-Achievement Divisions (STAD) cooperative learning strategy is capable of promoting face-to-face communication, positive interdependence, individual accountability and interpersonal collaborative skills which are indispensable in improving the learning of the learners (Johnson, Johnson & Holubec cited in Njoroge & Githua, 2013). Alebiosu (2001) conducted a study on cooperative learning and student' effective learning outcome in chemistry classroom employed the STAD and Jig-Saw cooperative learning. The study adopted a pre-test post-test quasi-experimental control group design. The results revealed that STAD had the highest adjusted pre-test mean score followed by Jig-saw II while the least was the conventional

method. Moryadee (2001) studied the effects of cooperative learning using Student Teams Achievement Divisions (STAD) on self-efficacy and English learning achievement. The results indicated that the students who studied through STAD have a superior self-efficacy and English learning achievement after the treatment than before the treatment.

Gender and Students Performance

Studies on gender are inconclusive. Gender has been known as one of the factors influencing students' performance. Olson (2002) reported females performed better than males when taught mathematics using cooperative learning. Contrarily, Khairulanuar, Nazre, Sairabanu, and Norasikin (2010), carry out a study on the effects of training method and gender on students learning of two and three-dimensional geometry and revealed that gender difference existed as boys generally achieved superior geometrical understanding compared to girls. On the other hand, Adeyemi (2008); Annetta, Mangrum, Holmes, Collazeo, and Chery (2009); Kost, Pallock, and Finkelstein (2009); Ajaja and Eravwoke (2010) found out that gender had no effect on academic performance of students in a cooperative learning situation.

Olatoye and Adekoya (2009) found no gender difference in academic achievement of students exposed to different teaching strategies in science. Okebukola (1985) revealed that there was no gender difference in academic achievement in cooperative and competitive learning groups. In contrast, Oyedeki (1991) reported the considerable influence of gender on academic achievement with boys having better scores than girls in the study. In the same vein, Olatoye, Aderogba, and Anu (2011) found out that there is no significant effect of gender on student's achievement in Organic Chemistry. Yusuf (2005) established that gender has no influence on students' academic achievement in a cooperative-competitive and individualized learning group. Many researchers have asserted that there are no longer distinguishing differences in the

cognitive, affective and psychomotor skill achievement of students in respect of gender (Sungurs & Tekkaya, 2003; Arigbabu & Mji, 2004). Gender issues both on the part of the teachers and students have been acknowledged to affect achievement generally (Erinosho, 2005).

Table 8: Civic Education Performance May/June 2014 in the States with Poor Performance (%)

State	Entered	Sat	Abs	A1	A2	A3	C4	C5	C6	1-6	7-8	9
Adamawa	12935	12551	384	570	411	1408	423	733	1673	5218	3694	3549
		97.03	2.96	4.54	3.27	11.21	3.27	5.84	13.32	41.57	29.43	28.27
Bauchi	3201	3016	185	41	27	152	61	94	255	630	762	1615
		94.22	5.77	1.35	0.89	5.03	2.02	3.11	8.45	20.88	25.26	3.54
Gombe	114811	10914	567	133	119	548	193	377	957	2327	3015	5526
		95.06	4.93	1.21	1.09	5.02	1.76	3.45	8.76	21.32	27.62	50.63
Jigawa	17203	17076	127	67	148	1074	556	1067	2966	5878	7108	4036
		99.26	0.73	0.39	0.86	6.24	3.25	6.24	17.36	34.42	41.62	23.63
Kastina	40026	39159	867	1503	988	3871	1237	2224	5633	15456	12293	11295
		97.83	2.16	3.83	2.52	9.88	3.15	5.67	14.38	39.46	31.39	28.84
Kebbi	20775	19727	1048	536	555	1696	464	889	2656	6796	5937	6805
		94.95	5.04	2.71	2.81	8.59	2.35	4.50	13.46	34.45	30.09	34.49
Niger	14316	13711	605	732	468	1325	396	689	1852	5462	3602	4372
		95.77	4.22	5.33	3.41	9.66	2.88	5.02	13.50	39.83	26.27	31.88
Osun	42068	41507	561	2750	1374	4691	1353	2441	5575	18184	11741	11263
		98.66	1.33	6.62	3.31	11.30	3.25	5.88	13.43	43.80	28.28	27.13
Sokoto	21157	19374	1783	329	276	1587	507	887	2530	6116	6318	6754
		91.57	8.42	1.69	1.42	8.19	2.61	4.57	13.05	31.56	32.61	34.81
Taraba	9912	9461	451	355	286	1328	427	715	1569	4680	2771	1752
		95.44	4.55	3.75	3.02	14.03	4.51	7.55	16.58	49.46	29.28	18.51
Yobe	8393	7979	414	37	49	215	99	199	619	1218	1924	4226
		95.06	4.93	0.46	0.61	2.69	1.24	2.49	7.51	15.26	31.09	52.9

Note : (WAEC, 2015)

Table 9: Civic Education Performance May/June 2014 in the States with Poor Performance
by Gender (Female) (%)

State	Entered	Sat	Absent	A1	A2	A3	C4	C5	C6	1-6	7-8	9
Adamawa	5704	5536	168	290	192	595	195	321	748	2341	1613	1546
		97.05	2.94	5.30	3.46	10.74	3.52	5.79	13.51	42.28	29.13	27.92
Bauchi	1148	1086	62	18	16	57	25	40	94	250	285	548
		94.59	5.40	1.65	1.47	5.24	2.30	3.68	8.65	23.02	26.24	50.46
Gombe	4483	4301	182	66	66	285	104	220	496	1236	1279	1773
		95.94	4.05	1.53	1.51	6.62	2.41	5.11	11.53	28.73	29.73	41.22
Jigawa	4042	4006	36	20	37	263	115	199	673	1307	1681	1010
		99.10	0.89	0.49	0.92	6.56	2.87	4.96	16.79	32.62	41.96	25.21
Kastina	12251	1190	344	413	310	1301	470	855	2244	5594	3994	2272
		7.97	2.80	3.46	2.60	10.92	3.94	7.18	18.85	46.98	33.54	19.08
Kebbi	5973	5730	243	165	195	545	164	343	1097	2509	1998	1176
		95.93	4.06	2.87	3.40	9.51	2.86	5.98	19.14	43.78	34.86	20.52
Niger	6885	6648	237	388	250	788	244	409	1011	3090	1789	1669
		96.55	3.44	5.83	3.76	11.85	3.67	6.15	15.20	46.48	26.91	25.10
Osun	20502	20253	249	1424	679	2356	665	1225	2748	9097	5755	5297
		98.78	1.21	7.03	3.35	11.63	3.28	6.04	13.56	44.91	28.41	26.15
Sokoto	5869	5399	47	50	67	565	143	268	709	1802	1758	1786
		91.99	8.00	0.92	1.24	10.46	2.64	4.96	13.13	33.37	35.56	33.08
Taraba	4022	3881	141	144	120	522	175	312	658	1931	1101	732
		96.49	3.50	3.71	3.09	13.45	4.50	8.03	16.95	49.75	28.36	18.86
Yobe	2829	2759	70	11	16	94	40	89	283	1533	1059	1156
		97.52	2.46	0.39	0.57	3.40	1.44	3.22	10.25	19.31	38.38	41.89

Note :(WAEC, 2015)

Table 10: Civic Education Performance May/June 2014 in the states with poor Performance by Gender (Male) (%)

State	Entered	Sat	Absent	A1	A2	A3	C4	C5	C6	1-6	7-8	9
Adamawa	7231	7015	216	280	219	813	228	412	925	2877	2081	2003
		97.01	2.98	3.99	3.12	11.58	3.25	5.87	13.18	41.01	29.65	28.55
Bauchi	2053	1930	123	23	11	95	36	54	161	389	477	1067
		94.00	5.99	1.19	0.56	4.96	1.86	2.79	8.34	19.68	24.71	55.28
Gombe	6998	6613	385	67	54	263	89	157	461	1091	1736	3753
		94.49	5.50	1.01	0.81	3.97	1.34	2.37	6.97	16.49	26.24	56.75
Jigawa	13161	13070	91	47	111	811	441	868	2293	4571	5427	3026
		94.49	0.69	0.35	0.84	6.20	3.37	6.64	17.54	34.97	41.51	23.15
Kastina	27775	27252	523	1090	678	2570	767	1369	3388	9862	8299	9023
		98.11	1.88	3.99	2.48	9.43	2.81	5.02	13.16	36.18	30.03	33.10
Kebbi	14802	13997	805	371	360	1151	300	546	1559	4287	3939	5629
		94.56	5.43	2.65	2.57	8.22	2.14	3.90	11.13	30.62	28.14	40.21
Niger	7431	7063	368	344	218	537	152	280	841	2372	1813	2703
		95.04	4.95	4.87	3.08	7.60	2.15	3.96	11.90	33.58	25.66	38.26
Osun	21566	21254	312	1326	695	2335	688	1216	2827	9087	5986	5966
		98.55	1.44	6.23	3.26	10.98	3.23	5.72	13.30	42.75	28.15	28.07
Sokoto	15288	13975	1313	279	209	1022	364	619	1821	4314	4560	4560
		91.41	8.58	1.99	1.49	7.31	2.60	4.42	13.03	30.86	32.61	32.62
Taraba	5890	5580	310	211	166	806	252	403	911	2749	1670	1020
		94.73	5.26	3.78	2.97	14.44	4.51	7.22	16.32	49.25	29.92	18.27
Yobe	5564	5220	344	26	33	121	59	110	336	685	1670	3070
		93.81	6.18	0.49	0.63	2.31	1.13	2.10	6.43	13.12	27.23	58.81

Note : (WAEC, 2015)

Theoretical Framework

Zone of Proximal Development (ZPD)

Zone of proximal development theory was written by Russian Psychologists Vygotsky. According to him children in the first instance grow lower mental functions such as easy perceptions, associative learning, and unintentional concentration. Therefore, through social interactions with higher peers they in due course develop high mental functions such as language, counting, problem-solving skills, voluntary attention and change in recollection. In other words, he revealed what the children can do with or without the assistance of others. This theory is an essential concept that elaborates the dimensions of school learning. Vygotsky

stipulated that what the children can attain with the help of others (social interaction) may be more indicative of their mental development than what they can do without help. It means that the vital characteristics of learning is that it creates the zone of proximal development which connotes that learning awakens a variety of inner development that function only when the young person interacts with people in his environment and in cooperation with his peers(Vygotsky, 1978; Doolittle, 1995; Obukhova & Korepanova, 2009).

The most important idea vital to the theory is the theoretical construct of the Zone of the Proximal Development. According to him, a child instantaneous potential for cognitive growth is circumscribed on the lower end by that which the child can achieve with the help of a more informed other such as peer, tutor, or teacher. He stated that what lies in the Zone of Proximal Development at one stage is realized and moves to the level of actual development at a second stage (Vygotsky, 1978). The interpretation is that what a child is capable to do in teamwork with others today he/she will be able to do alone when the need arises.

In order for us to have a lucid understanding of the theory and its inference for teaching and learning situation in cooperative learning classrooms, there is a need for us to have the understanding of the three aspects of Zone Proximal development which are; the use of entire activities, the need for social interaction and change (Moll, 1990). First, Vygotsky was of the opinion that we must not diminish higher mental functions, such as reading and writing, critical thinking or problem-solving into a study of their component parts; but rather, we need to study, teach and learn higher mental functions in whole activities. The inference is that the learner should be taught what is pertinent to life situation. When students engage in interacting activities with peers and teacher in teaching and learning situations it helps to make learning related to

their day to day life. The real-life situation or whole activity paves way for the environment in which the Zone of Proximal Development is rooted.

Second, Vygotsky opined that children learn as results of their communications with others. Vygotsky was of the opinion that the children at the onset experience knowledge and skills through interactions with other children and adults. It moves to a condition where the children internalized the knowledge and skills experienced during these interactions and sooner or later use the knowledge and skills to guide and direct their own behaviour .In other words, interactions among persons less experience and those more experience are the focal points of the Zone of Proximal Development.

Third, Vygotsky held that the purpose of the Zone of Proximal Development was change and growth in the individual. As we can testify to it that the major purpose of learning is to achieve growth and development of the recipients. The theory focuses on change. As a child learns and develops the Zone of Proximal Development indicating the mastery of some tasks (at the lower and end of the Zone) and the emergence of other tasks can now be accomplished with significant help (at the upper end of the Zone) (Doolittle, 1995). In summary, the suggestion of Zone of Proximal Development is based on the principle that development is defined by the space between what a child can do unaided and do when assisted by an adult or peers.

Cooperative learning as a strategy aims at helping students to learn when interacting and working in small groups with peers. This is also one of the fundamental ideas of Zone of Proximal Development. There is no doubt about it that the students can achieve so much in academic independently and they can attain so much more if they work together with peers. The Zone of Proximal Development serves as a theoretical framework upon which this present study rest on. This emphasizes the gap between the actual development or academic level of the

students which are determined by independent problem solving and the academic/development level under the leadership of facilitator or teacher or in cooperation with peers.

Within this Zone, the likelihood of academic performance change exists. Another implication is the verity that both ZPD and C L promote cooperation and interaction among the students to aid academic performance. Vygotsky assumed that children understandings were enriched and deepened when they were scaffolded by the teacher, parent or peers.

Appraisal of Literature Reviewed

The literature reviewed in this chapter has enabled the researcher to have in-depth knowledge of the study at hand. The work reviewed all centered on the issues relating to cooperative learning and student performance in Civic Education as well as the moderating effect of gender on the identified variables. Through various pieces of literature, it has been established that cooperative learning is a good pedagogical strategy in teaching-learning situations. The identified cooperative learning strategies: Group Investigation and STAD were also found to be appropriate in a teaching-learning situation.

Cooperative learning verified to have positive effects on achievement in the learning process and is being increasingly used in more and more area every day (Webb, Maloof, 2002; Siegel, 2005). Cooperative learning strategy helps the students to learn many things from each other as well as it encourages them to confer on a topic and make some evaluations on it (Gillies, 2006). Melinan and Sirri (2011) opined that the cooperative learning strategy is more effective than the traditional teaching methods in the academic success of students. A two years study conducted by Steven and Slavin (1995) which compare elementary schools implementing cooperative learning to schools that use standard instructional methods. The results after two

years showed that the treatment schools better on all test. The treatment group outperformed the control group in academic and social growth.

Yusuf (2006), in his study on the effect of cooperative instructional strategy on students performance in Social Studies, the result revealed that students taught using cooperative instructional strategy (COOPLS) performed better than their counterpart taught using the conventional instructional strategy (CIS). As relating to one of the cooperative learning instructional strategy STAD, Alebiosu (2001) conducted a study on cooperative learning and student' effective learning outcome in chemistry classroom employed the STAD and Jig-Saw II models of cooperative instruction. The study adopted a pre-test post-test quasi-experimental control group design. The results revealed that STAD had the highest adjusted pre-test mean score followed by Jig-saw II while the least was the conventional method.

As relating to Group Investigation as one of the cooperative learning instructional strategies, Shachar and Fischer (2004) found that Group Investigation yields greater students outcomes compared with those achieved by peers in classes conducted with the traditional whole-class method. Though the scope, domains, and uniformity of the outcome do vary, regardless of that, there is a generalisation that group investigation benefits teaching (Mitchell, Montgomery, Holder & Stuart, 2008).

There have been contradictory research outcomes on gender and student' performance. Oslon (2002) reported females performed better than males when taught mathematics using cooperative learning. Contrarily, Khairulauar, Nazre, Sairabanu, and Norasikin (2010) found gender differences in favour of male students. On the other hands, Annetta, Mangrum, Holmes, Collazeleo, and Cherry (2009); Ajaja and Eravwoke (2010), found out that gender had no effect on academic performance of students in a cooperative learning situation. Yusuf (2005)

established that gender has no influence on student' academic achievement in a cooperative, competitive and individualized learning group.

Evidence from existing pieces of literature shows that STAD and Group Investigation have not been used in Civic Education class. Studies have shown their effectiveness in other subjects but they have not been used in Civic Education Class. This present study intends to fill this gap. In the same vein, existing pieces of literature show that STAD and Group Investigation have not been extensive researching into in Nigeria context, most of the studies were done outside the shore of the country. This gap the present study intends to fill.

Furthermore, there have been conflicting results on the performance of females and males in a cooperative class, some studies reported females performed better than males when taught using cooperative learning. Contrarily, some found gender differences in favour of male students. On the other hands, some studies found out that gender had no effect on academic performance of students in a cooperative learning situation. However, when gender was the moderating variable, the study examined the effects of STAD and Group Investigation cooperative learning strategies on Senior School Students' Performance in Civic Education in Osun –East, Osun State, Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter discusses the general procedures and techniques employed in this study.

These include the following:

- a. Research Design;
- b. Population, Sample and Sampling Techniques;
- c. Instrumentations;
- d. Procedure for Data Collection; and
- e. Data Analysis Techniques.

Research Design

The study adopted non-equivalent pre-test, post-test, the control group, quasi-experimental design. Quasi-experimental design identifies a comparison group that is as similar as possible to the treatment group in terms of baseline characteristics. It is used most frequently when it is not probable to randomize individuals or groups to treatment or control groups (White & Sabarwal, 2014). Balogun (2015) opined that non-equivalent pre-test, post-test, control group; the quasi-experimental design is superior to non-equivalent post-test only design since it focuses on the intact group which controls problem in terms of selection bias.

The pre-test and post-test helped to determine whether the independent variables were responsible for changes in the dependent variables; it also enabled the researcher to measure between-group differences before exposure to the treatment. These to some degree reduced the danger of selection bias by showing whether the groups differed on the dependent variable before treatment (Kaufman & Kaufman, 2005). The factorial design adopted was 3X2, two instructional strategies and conventional method (that is STAD, Group Investigation and Control) that were crossed with gender at two levels (male and female). The STAD, Group

Investigation and conventional method constituted the independent variables while the dependent variable was the Students' Performance and the moderating variable was gender. The design of the pre-test post-test is shown in table 11.

Table 11: Pre-Test, Posttest design

Table 11: Pre-Test, Posttest design

Group	Pretest	Treatment	Post-test
Experimental Group I (STAD)	01	X1	02
Experimental Group II (GI)	03	X2	04
Control Group	05	----	06

Where: 01, 03, 05 = Pre-Test

 02, 04 06 = Post-Test

 x1 = Treatment (STAD)

 x2 = Treatment (Group Investigation)

 - = No Treatment

The factorial matrix is presented in table 12:

Table 12: 3x2 Factorial Matrixes

<u>Experimental Levels (A)</u>	<u>Gender (B)</u>	
	male (B1)	female (B2)
Student team achievement divisions (A1)	male (A1 B1)	female (A1 B2)
Group investigation (A2)	male (A2 B1)	female (A2 B2)
Control group (A3)	male (A3 B1)	female (A3 B2)

The factorial matrixes show that the experimental levels have three (3) groups as follows: Student Teams Achievement Divisions (A1); Group Investigation (A2) and control (A3). The two instructional strategies and control group were crossed with gender at two levels namely (A1 B1, A1 B2, A2 B1, A2 B2, A3 B1, and A3 B2).

Population, Sample and Sample Techniques

The population of the study consisted all senior school II students offering Civic-Education in Osun-East Senatorial District. The district consists of ten (10) Local Government Areas and one Area office as follows: Atakunmosa East, Atakunmosa West, Ife-Central, Ife-east, Ife- North, Ife-South, Ilesa-East, Ilesa-West, Obokun, Oriade, and area office. Four-stage sampling technique was used. First, three (3) Local Government Areas were randomly picked from the existing ten (10) Local Government Areas and the one area office. Second, three (3) secondary schools were randomly picked each from the three (3) Local Government Areas. Third, an intact class each was randomly picked from each school. Giving the total of three (3) classes needed for the study. Finally, the students in the three intact classes willingly agreed to participate in the study. Due to the nature of the study, pre-visit to schools in the study areas revealed that a minimum number of students in a class could be 45. The period of carrying out the research showed 41 students in the experimental group one (STAD), 40 students in the experimental group two (GI) and 40 students in the control group. Hence, the sample size for the study was 121 students. The experiment lasted for eight weeks.

Instrumentation

Four (4) treatment packages and two (2) research instruments were used to instruct and collect data. They were as follows:

1. Civic Education Quiz (CEQ)
2. Instructional Guides for Students Teams- Achievement Divisions
3. Instructional Guides for Group Investigation
4. Conventional Method Package (CMP)
5. Civic Education Performance Test (CEPT)

6. Civic Education Pre-Test (CEP-T)

Civic Education Quiz (CEQ)

Civic Education quiz was a treatment package for STAD. The quiz was administered each week to cover the class activities. The students answered the quiz individually. It was fourteen (14) items fill in the gap quiz designed by the researcher based on the syllabus and the topics covered in the course of the treatments. It has four sections. Section one has four items; section two has four items, section three has three items and section four has two items respectively. To establish the content and face validity of the instrument, copies of the initial draft was given to expert in Educational Measurement and Evaluation, teachers of Civic Education and some lecturers in the Department of Social Sciences Education, University of Ilorin, Ilorin, Nigeria for necessary comments as regards the suitability and coverage of the quiz items. Based on their comments, some modifications were made. The quiz items were found suitable.

Instructional Guides for Students Teams- Achievement Divisions:

The guideline adapted from the Slavin' model for implementing STAD in the classroom. The students were assigned to heterogeneous (gender and performance level) STAD group which consisted of five students. The processes involved include class presentation; grouping of the students into their groups, administering of the quiz, and the performance test. The researcher explained the process involves to the students. Moreover, the students were provided with the textbooks and other learning materials to aid the review of the topics in their respective groups. Afterward, each student took quiz individually without the help of the group members weekly. Finally, the researcher administered the post-test. The time frame for the STAD group was as follows: five (5) minutes– for teacher presentation and students settling down in their group; twenty five (25) minutes for students to work in their respective groups, five (5) minutes- for the

spokespersons of each group to give the summary of what has been done in their respective groups, five (5) minutes for the quiz.

Instructional Guides for Group Investigation:

This was the guide for the group investigation experimental group. The researcher divided the students into groups which were heterogeneous in academic and gender as well as made the material needed available for the students. He guided the groups on the sub-topic to be investigated. The groups planned out their investigations; the groups carried out their investigations, the groups prepared their report for presentations, the group leaders presented their findings and the whole class did the evaluation.

Conventional Method

This guide was designed by the researcher to guide the control group. The conventional learning guide was prepared on each of the topics in the study. The lesson included three main parts; introduction, presentation, and conclusion.

Civic Education Performance Test (CEPT).

CEPT was a performance test adapted from the past questions of West Africa Examination Council (WAEC). This was a 20-item multiple choice objective tests with four options (A-D) based on the syllabus and topics to be taught in the study which are citizenship, democracy and national development, the danger of political apathy, and achieving popular participation in politics. The instrument was subjected to content and face validity. The performance test was content and face validated by giving the draft to an expert in Educational Measurement and Evaluation, teachers of Civic Education and some lecturers in the Department of Social Sciences Education, University of Ilorin, Ilorin, Nigeria for necessary comments as regards the suitability and coverage of the test items. Based on their comments, some modifications were made. Also,

the test and retest method of reliability was used to determine the reliability of the instrument. The instrument was administered on a group of students who shared similar characteristics with the study samples. The reliability coefficient of 0.87 was obtained. As results, the instrument was considered reliable.

Civic Education Pre-Test (CEP-T):

This is a 20-item multiple choice objective test with four options (A-D) designed by the researcher based on the syllabus and the topics covered by the students before the experiment which are values, HIV/AIDS, Human Rights, Citizenship and law, and order. The instrument was subjected to face and content validity. To establish the content and face validity of the instrument, copies of the initial draft of thirty multiple-choice items were given to expert in Educational Measurement and Evaluation, teachers of Civic Education and some lecturers in the Department of Social Sciences Education, University of Ilorin, Ilorin, Nigeria for necessary comments as regards the suitability and coverage of the test items. Based on their comments, some modifications were made. Ten items were expunged reducing the number of items to twenty. Also, the test and retest method of reliability was used to determine the reliability of the instrument. The instrument was administered on a group of students who shared similar characteristics with the study samples. The reliability coefficient of 0.85 was obtained. As results, the instrument was considered reliable.

Procedure for Data collection, Ethical issues and Control of Extraneous Variables

Procedures: This study was carried out through three phases. The three phases were as follows: Pre-Treatment Phase; Treatment Phase and Post Treatment Phase. Pre-Treatment Phase-The researcher collected letter of introduction from the Department of Social Sciences Education to embark on pretreatment visit to the selected schools. The researcher got in contact with the

school principals, Head of Department of Social Sciences and the teachers teaching Civic Education in the selected schools to make the treatment stage possible. Every arrangement was made and details sorted out for the treatment phase. Treatment Phase- The treatment was for eight (8) weeks. The students in the experiment group A1 and A2 received the treatments while the students in control group were taught using conventional method. Post-Treatment Phase- After the treatments, the students were administered with the post-test. The breakdown of the treatment Phase and Post-Treatment Phases were as follows in Table 13:

Table 13: Treatment and Post- Treatment Summary

Table 13: Treatment and Post- Treatment Summary			
SN	Week	Activities	
1	1st week	pre-test was administered	
2.	2 nd -7 th weeks	the treatments took place	
3.	8 th week	post test was administered	

Ethical Issues

On the issue of the participants, the researcher employed the principle of voluntary participation and informed consent. In other words, the students participated in the course of the research base on free will and adequately informed regarding the procedures of the experiment. The researcher followed the due process involved in having access to the students. The confidentiality of the participant' was secured as well as their anonymity. The information gotten from the respondents were kept secret. The names of the respondents were not required so as to facilitate anonymity. The researcher sought the consent of the students involved. No one was forced to take part in the experimental processes.

Control of Extraneous Variables

An extraneous variable can be referred to as all factors, other than the independent variable, that have an effect on the dependent variable. To make a study valid as shown the effect of a treatment there is a need for a researcher to consider the extraneous variable in the planning of the study (Foster & Parker, 1995). Hence, steps should be taken to control the extraneous variables that may have an effect on a given study. Therefore, the researcher tried as much as possible to prevent the effect of the extraneous variable in this study. The researcher employed Randomized Controlled Trials (RCTs). Randomized controlled trials (RCTs) are considered to be the strongest type of primary proof when looking at the question of effectiveness (Greenhough, 2001). This is credited to the fact that they are structured to reduce bias through randomization and the use of control group.

Randomization: the researcher made sure that each individual within the target population has the same chance of being chosen to participate in the study. Random sampling was employed to overcome bias sampling which may not be a true makeup of the overall population. The researcher embarked on randomization to select the three schools used for the experiments. The names of the schools were wrapped in papers and a neutral person was asked to pick the three schools.

Control Group: the participants in the control group received no treatment. This allowed for a comparison between control and treatments groups. Since former did not receive the treatment any differences between the two should relate to the effect of the treatments.

Selection Bias: the researcher engaged neutral people who were not connected with the participants to do the random sampling of the schools in order to avoid tinkering with the selection process.

Performance bias: the researcher failed to make known to the students the importance of the treatment groups as well as the control group to prevent performance bias. So also the researcher employed the blinding by not putting attention or put much personal effort on the treatments to prevent performance bias. In other words, the researcher followed the stated procedures of the experiments was approved by the ethical committee and the contributions of the panel of examiners.

Measurement Bias: the manner in which assessment for each group was carried out was the same, for instance using the same time frame and measurement format.

Attrition bias is a systematic slip-up caused by unequal loss of participants from a randomized controlled trial (RCT). For the purpose of this study, none of the participants were absent throughout the period of the treatments.

Data Analysis Techniques

The data were analyzed using Analysis of Covariance (ANCOVA) to test the hypotheses because it enabled the researcher to compare the means gains of the groups that were investigated while the effect of the intervening variables was reduced. Again, Post-hoc analysis (Scheffe Multiple Range Test) was used to determine the direction of the difference.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

This chapter presents the data analysis and the results obtained based on the research hypotheses and the distribution of the sample for the study. Analysis of covariance was used to analyze hypotheses 1-3 while t-test was used to analyze hypothesis 4. Table 14 shows the distribution of the sample and the variables involved in the study while the analyses and results are presented in tables 14-19.

Table 14: Distribution of Sample for the Study

Groups	<u>Gender</u>		Total
	male	female	
STAD	17	24	41
GI	17	23	40
Control	27	13	40
Total	61	60	121

From table 14, 41 students were exposed to STAD (Experimental Group 1), 40 were students exposed to GI (Experimental Group II) while 40 students were exposed to conventional method (control group). The experimental groups (STAD and GI) have 8 groups each with five members except STAD who has one group that consisted of six members due to the number of the students in the intact class. The students' scores from the Pre-test were used as covariates with the post-test to determine the effect of the treatments. All hypotheses were tested at 0.05 level of significance. The results presented based on the research hypotheses as follows:

To determine if there was significant effect of treatments on senior school students performance in Civic Education, Analysis of Covariance using the pretest as a covariate was done as shown in Table 15

H₀₁: There is no significant effect of treatments on senior school students' performance in Civic Education

Table 15: Analysis of Covariance showing the Significant Effect of Treatments on Students' Performance in Civic Education

Sources of variation	sum of squares	Df	mean squares	f	sig.	partial eta ²
Corrected model	383.910	3	127.97	23.890	.000	.380
Pre-test	1.271	1	1.271	.237	.627	.002
Treatments	327.230	2	163.615	30.545	.000	.343
Residual	626.718	117	5.357			
Total	1010.628	120				

Table 15 showed that an $F(3,117) = 30.545$, $p < .05$, $\eta^2 = .343$ for the effect of (treatment) was significant, therefore, Null hypothesis is rejected. The results revealed that the instructional strategies produced a significant effect on the post-test performance scores of students when covariate effect (pre-test) was controlled. The finding indicated that the treatments (STAD and GI) accounted for the effect in the post-test performance scores of the Students.

Since it was established that there was significant effect of the treatments in the posttest scores of the groups, Scheffe's post-hoc analysis was done to show the significant differences among the treatments and control. The result was shown in the Table 16.

Table 16: Post Hoc Scheffe' for the Effects of Cooperative Learning Strategies on Students Performance in Civic Education in Osun East, Osun State, Nigeria

Group	N	Subset for Alpha=.05		
		1	2	3
STAD	41	27.33		
G I	40		23.81	
Control	40			23.33

Table 16 showed that STAD has the highest mean score of 27.33 in sub-set 1 followed by G I with the mean score of 23.81 in sub-set 2 and control with least mean score of 23.33 in sub-set 3. This means that STAD has the highest significant effect on students' performance in Civic Education than G I and control.

To determine if there was significant effect of gender on the senior school students' performance in Civic Education, Analysis of Covariance using the pre-test as a covariate was done as shown in Table 17.

H₀₂: *There is no significant effect of gender on senior school students' performance in Civic Education.*

Table 17: Analysis of Covariance showing the significant effect of Gender on Senior Students' Performance in Civic Education

sources of variation	sum of squares	Df	means square	F	sig.	partial eta ²
Corrected model	74.202	2	37.101	4.675	.011	.380
Pre-test	50.317	1	50.317	6.341	.013	.051
Gender	17.317	1	17.522	2.208	.140	.018
Residual	936.426	118	7.936			
Total	1010.628	120				

Table 17 showed there was no significant effect of gender on senior secondary school students performance in Civic Education ($F(2,118) = 2.208$, $p > .05$, $\eta^2 = .018$). The null hypothesis is accepted. This implies that male and female students differ not significantly in performance as results of the treatments. In other words, male students' do not differ from their

female counterparts in performance when both were exposed to STAD and GI cooperative learning strategies.

To determine if there was significant interaction effect of treatments and gender on senior school students performance in Civic Education, Analysis of Covariance using the pre-test as a covariate was done as shown in Table 18.

H₀₃: *There is no significant interaction effect of Treatments and Gender on Senior School Students' Performance in Civic Education*

Table 18: Analysis of Covariance showing the significant interaction effect of Treatments and Gender on Senior Students' Performance in Civic Education

Source	sum of squares	df	means square	f	sig.	partial eta ²
Corrected model	388.446	6	64.741	11.862	.000	.384
Pretest	1.428	1	1.428	.262	.610	.002
<u>Main Effect</u>						
Treatment	313.928	2	156.964	28.760	.000	.333
Gender	4.516	1	4.516	.827	.365	.007
<u>2-way interaction</u>						
Treatment X Gender	.021	2	.010	.002	.998	.000
Residual	622.182	114	5.458			
Total	1010.628	120				

Table 18 showed that there was no significant interaction effect of treatments and gender on the Performance of Students in Civic Education ($F(6,114) = .002$, $p > .05$, $\eta^2 = .001$). Null hypothesis is accepted.

Summary of the Major Findings

The main findings of the study as obtained through the analysis of the covariance and Post Hoc Scedge based on the hypotheses can be summarized as follows:

- (1) There was significant effect of treatments (STAD and GI) on students' performance in Civic-Education.

- (2) STAD had the highest significance effect on students' performance in Civic Education.
- (3) There was no significant effect of gender on students' performance in Civic Education.
- (4) There was no significant interaction effect of treatments and gender on students' performance in Civic Education.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

In this chapter, results are discussed; the conclusion drawn and relevant recommendations were made based on the research hypotheses in this study. Suggestions for further studies were also proffered.

Discussion of the Findings

The findings of this study have confirmed the effectiveness of cooperative learning in the teaching and learning situations in Civic Education classrooms at the senior school level of education. The result of the analysis of covariance on the effect of treatments (STAD and GI) and control group on the performance of students in Civic Education indicated treatment effect in favour of the two experimental groups (STAD and GI). This finding agrees with Adesoji and Ibraheem (2009); Gloma-Narzoles (2015); Shokoufeh and Shaban (2015); Egbulefu, Amaele, and Sunday (2015) who also reported that students taught using cooperative learning strategy tend to perform better. Gloma-Narzoles (2015), investigated the effect of STAD on the academic performance of English as Foreign Language (EFL) learners.

The study revealed that Students exposed to STAD performed better as compared to the students in the control group. Shokoufeh and Shaban (2015) examined the effect of STAD cooperative strategy on the idiom learning of Low-Intermediate English as Foreign Language (EFL) students. The result revealed a difference in the post-test of the treatment and Control in favour of the treatment. Adesoji and Ibraheem (2009), Egbulefu, Amaele and Sunday (2015) respectively in mathematics found students exposed to STAD performed better in the subject.

In relating to GI, Ogundiwin, Asaaju, Adegoke and Ojo (2015) in biology and Shachar (1994) in academic achievement of junior high school students found that GI significantly improved students' academic achievement. Nasution and Suryani (2015) in comparison to

students learning achievement on the subject matter of environmental pollution using STAD and GI as treatment groups. The result of the study revealed that the treatments (STAD and GI) improved students' learning. Thus, it can be deduced that STAD and GI produced a more positive effect on students' performance. Therefore, they are both better strategies for teaching Civic Education at the senior school in and outside Nigeria.

The result of Scheffe test on the direction of the effect of the treatments on students' performance revealed that STAD had highest significance effect on students' performance in Civic Education. This finding agrees with Alebiosu (2001) who conducted a study on cooperative learning and students' effective learning outcome in the chemistry classroom. He employed the STAD and Jig-Saw II types of cooperative instruction. The study adopted a pre-test post-test quasi-experimental control group design. The results revealed that STAD had the highest adjusted post-test mean score followed by Jig-saw II while the least was the conventional method.

The result of the analysis of covariance on gender effect on the performance of students in cooperative learning settings indicated that gender had no significant effect. This finding agrees with Nenty (2010) in Mathematics, Amosun (2011) in Geography Awofala, and Nneji (2011) in Mathematics, Dania (2014) in Social Studies, Ogundiwin, Asaaju, Adegoke and Ojo, (2015) in Biology who also reported that there was no significant gender difference in the academic achievement of students exposed to treatments.

The result of the analysis of covariance on interaction effect of treatments and gender on the performance of students in Civic Education was not significant. This finding is not in agreement with Jegede and Inyang (1990); Mordi (1992); Brewton (2001); Gonzuk and Chagok (2001); Olaniyan (2014); Dania (2014). They found out interaction effect of treatments and

gender on students' academic achievement. The findings show that there was no interaction effect of treatments and gender on students' performance.

Conclusion

This study has proven empirically that cooperative learning strategy is more effective than the conventional method in teaching Civic Education. It is hoped that the research outcome would be of tremendous benefits to Citizenship Education in Nigeria either taught as Social Studies or Civic Education at the senior schools and citizenship courses at the tertiary institutions in Nigeria.

Implications of the Findings

The findings of this study have strong implications for teaching and learning of senior school students' Civic Education as well as other school subjects in Nigeria. It is an indication that the performance of students would be greatly increased if they are exposed to STAD and GI cooperative learning strategies. Civic Education is a subject that focuses on the affective domain of the learners. It goes beyond the cognitive and psychomotor domains of learning. The incorporation of STAD and GI cooperative learning strategies into the teaching and learning situation in Civic Education classroom would help the learners to acquire the effective traits necessary to function as active citizens of the country. Thus, students' performance can be enhanced if cooperative learning strategies can become an integral part of the teaching and learning situations either Social Studies or Civic Education for citizenship education.

This study has strong implication in the field of Citizenship Education with the aim to incorporate cooperative learning strategies as instructional guides at the primary, secondary and tertiary institutions for citizenship education. This is a call to a paradigm shift from teachers-centered approach to teaching and learning situations to students -centered approach. This can

cut across all levels of education. The use of STAD and GI cooperative learning strategies captured the attention of the learners as they share ideas in their experimental groups. The notions of working together in small heterogeneous groups boost their self-efficacy and make learning very interesting and exciting. During the experiment, the researcher who supervised both groups found that the students love to express themselves, share ideas, and desire to discover new knowledge in the cooperative groups as against the control group.

Recommendations

The following recommendations have been proffered based on the findings of the study:

- (1) National evaluation text apart from WAEC and NECO should be introduced at the basic and senior secondary school to measure the students on their civic competencies through citizenship education either taught as an integrated subject (Social Studies) or single subject (Civic Education).
- (2) Teachers should be sensitized and encouraged to use practical, child-centered, activity based and problem-solving strategy such as cooperative learning in order to improve students' performance, social interaction skills and foster meta-cognition of the students.
- (3) Parents should encourage their children to pursue their educational dreams irrespective of gender since it has no effect on students' performance.
- (4) Teachers need to undergo pre-service and in-service training and workshop aiming at equipping them with the basic skills of cooperative learning strategy.
- (5) Cooperative learning should be an integral part of teacher education programme in Nigeria.
- (6) Cooperative learning should be the medium of instruction in Nigeria, particularly at the senior schools and generally at all levels of education.

Limitations of the Study

The conclusions made with the respect to this study are however subject to the following limitations.

1. The researcher made use of three intact classes for the experiment and this may affect the generalization of this study to other areas.
2. The curriculum content was limited to four themes out of the entire Civic Education curriculum. Despite these limitations, the findings are significant most importantly in the use of cooperative learning strategies in all strata of education in Nigeria.

Suggestions for Further Studies

Further studies can be done in the following areas:

- (1) the replication of the study in other senior secondary school subjects.
- (2) the replication of the study using other cooperative learning strategies such as cooperative Graffiti, academic controversy, and forced debate.
- (3) the replication of the study focusing on the higher level of education such as Colleges of Education, Polytechnics, and Universities.

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APPENDICES

APPENDIX I

Civic Education Performance Test (CEPT).

Instruction: Each question is followed by four options lettered A to D. Find out the correct option and tick.

1. Citizenship status is acquired through-----
 - a. birth, indigenization, colonization and referendum.
 - b. association, convention, naturalization and incorporation.
 - c. birth, indigenization, honorary and registration.
 - d. registration, inter-relationship, integration and declaration.
2. The National Assembly, Presidency and Court which are inter-related and interdependent in our democracy constitute the -----
 - a. tiers of government.
 - b. types of democracy.
 - c. forms of government.
 - d. arms of government
3. A system of government that listens to public opinion and tolerates opposition is-----
 - a. dictatorial regime.
 - b. capitalist regime.
 - c. democratic regime.
 - d. socialist regime.
4. A situation where most citizens fail to vote in elections could be described as political----
 - a. Socialization.

- b. culture.
 - c. apathy.
 - d. legitimacy.
5. The division of Nigeria into various constituencies with each electing a person to represent it in the National Assembly is a demonstration of-----
- a. checks and balances.
 - b. popular participation.
 - c. political rivalry among the constituents.
 - d. drive towards secession in the country.
6. Interpersonal relationship exists when-----
- a. citizens pay their taxes regularly to inland revenue service.
 - b. citizens are politically conscious and participate in voting.
 - c. there is interaction between persons in a social setting
 - d. groups share social interest and communal aspiration.
7. The nearest government to the people and an important means of promoting grassroots development is the -----
- a. state government.
 - b. unitary government.
 - c. local government
 - d. federal government
8. Democratic governance is usually characterized by-----
- a. free, fair and credible elections.
 - b. buoyant and competitive economy.

- c. accessible employment opportunities.
- d. youth participation.

9. Political apathy often leads to-----

- a. low level of participation.
- b. good governance.
- c. political stability.
- d. low literacy level.

10. The most popular means through which citizens of a country can participate in politics is by -----

- a. being members of political parties.
- b. engaging in constructive criticisms.
- c. engaging in political debates.
- d. Voting in elections.

11. The implications of positive communal relationship is that it

- a. promotes solidarity and love.
- b. ensures obedience to constituted authority.
- c. encourages ethnic diversity.
- d. promotes rural-urban drift.

Use the report below to answer question 12.

The Bawali High Court has ordered the police in Area Z Command to produce Mr.Zeb, who is in police custody for an alleged offence. The court insists that Mr.Zeb cannot be punished until he is found guilty of breach of any law of the land by a court of competent jurisdiction.

12. The position of the court on this matter justifies the essence of the

- a. rule of law.
- b. legislature.
- c. police command.
- d. separation of powers.

13. Leaders can best protect the interests of their followers by

- a. embarking on periodic constitutional review.
- b. creating socio-economic opportunities for foreigners.
- c. creating conducive atmosphere for participation.
- d. rewarding supporters with contracts.

Use the story below to answer questions 14 to 16.

Chief Bilisi was a prominent politician and honourable minister in Kantoga Republic. He had sponsored several candidates to power and made them to swear oath of alliance to him. In return, they awarded contracts and offered financial and material assistance to him at the expense of the public. This had resulted in the non-provision of social amenities. Those were some grievances the community had against him for which a mob gathered in front of his house shouting and hurling abusive words at him. They did not stop at that as they vandalized property and obstructed vehicular movement.

14. When leaders like Chief Bilisi place self interest above public good, the result is that ---

- a. rebellion becomes inevitable.
- b. cooperation of citizens is guaranteed.
- c. international support for the regime is ensured.
- d. society becomes more peaceful and orderly.

15. The condition of disorderly behaviour exhibited by the mob in the story best describes the
- a. ineffectiveness of the police.
 - b. breakdown of law and order.
 - c. importance of ministerial position.
 - d. need for stiffer security measures.
16. A major lesson Nigerians could learn from the story is that
- a. leaders can empower voters by giving them money.
 - b. security officials should use brutal force on citizens.
 - c. the underprivileged should not vie for elective positions.
 - d. greed and related vices can cause serious breach of law.
17. Civil societies are vital for the promotion of popular participation because they are
- a. profit-oriented organizations.
 - b. engaged in developmental programmes.
 - c. involved in political education.
 - d. formidable oppositions to government.
18. One of the major barriers to national development is the
- a. low poverty level.
 - b. existence of multi-party system.
 - c. prevalence of corrupt practices.
 - d. persistent rural-urban migration.

Use the equation below to answer question 19

“Here is your country. Cherish these natural wonders, cherish the natural resources, cherish the history and romance as sacred heritage, for your children and your children’s

children. Do not let selfish men or greedy interests skin your country of its riches...”

19. The quotation above shows that the speaker is concerned about

- a. nationalism.
- b. revolution.
- c. tourism.
- d. welfarism

20. Conflicts are better resolved in the society through

- a. tribunal.
- b. litigation.
- c. dialogue.
- d. the court.

Answer Keys to Civic-Education Performance Test (CEPT)

- 1. C
- 2. D
- 3. C
- 4. C
- 5. B
- 6. C
- 7. C
- 8. A
- 9. A
- 10. D
- 11. A

- 12. A
- 13. C
- 14. A
- 15. B
- 16. D
- 17. C
- 18. C
- 19. A
- 20. C

APPENDIX II

CIVIC EDUCATION PRE-TEST (CEP-T)

1. Values means-----
 - A. the ideas, things or principles cherished by the people in the society.
 - B. the desire to control others.
 - C. Love for the society
 - D. Duties to the government
2. The following are the importance of values to the society except-----
 - A. values helps to control the behaviour of individuals in the society
 - B. values causes instability in the society
 - C. values acts as standards of conduct for the people
 - D. values promotes tolerance and friendship among the people
3. Values that should be upheld in our society are as follows except-----
 - A. justice
 - B. honesty
 - C. selflessness
 - D. gerrymandering
4. Justice and selflessness can be promoted in our societies through-----
 - A. application of the principles of rule of law
 - B. distrust
 - C. protest
 - D. subjectivity

5. HIV means-----
- A. Human Immuno-Deficiency Virus
 - B. acquired Immune-Deficiency
 - C. immune Deficiency Virus
 - D. virus
6. The following are the symptoms for HIV except -----
- A. persistence fever
 - B. prolong diahorea
 - C. loss of weight
 - D. fear
7. HIV can be contacted through the following except-----
- A. touching of someone infected
 - B. sharing of sharp object
 - C. unprotected sex
 - D. blood transfusion
8. HIV/AIDS can result in the following except -----
- A. social discrimination
 - B. loss of productivity
 - C. good parental care
 - D. usage of scarce resources
9. To prevent the spread of HIV/AIDS, people should be encouraged to -----
- A. avoid casual sex
 - B. marry very early

- C. engage in gainful employment
 - D. pursue higher education
10. Universal Declaration of Human Rights can be regarded as-----
- A. marital right
 - B. global proclamation specifying the rights of individuals
 - C. rights adopted by the general assembly of AU in 1948
 - D. supremacy of law
11. Human Rights means-----
- A. basic natural rights and privileges' which people enjoy as human beings
 - B. basic natural rights which people enjoy as a member of political parties
 - C. basic natural rights which people enjoy as international citizens
 - D. basic natural rights which people enjoy as a member of a community
12. The following are the rights of an individual as enshrined in the Universal Declaration of Human Rights of 1948 except-----
- A. the right to life, liberty and security of person
 - B. the right to freedom of thought, conscience and religion
 - C. the right to freedom of opinion and expression
 - D. the right to people' desire.
13. The following are the violations of the human rights except-----
- A. Arbitrary arrest
 - B. Detention without trial
 - C. Killing of the innocent
 - D. State of emergency

14. A legal member of a given country can be regarded as a-----
- A. citizenship
 - B. citizen
 - C. free born
 - D. owner of land and properties
15. The following are the duties of the citizens except-----
- A. obedience to law and order
 - B. payment of taxes and rates
 - C. showing loyalty to one' family
 - D. showing loyalty to the state
16. People living with HIV/AIDS could be assisted by-----
- A. isolating them
 - B. showing them love
 - C. blaming them
 - D. avoiding them
17. One habit which people living with HIV/AIDS (PLWHAs) must avoid to remain healthy and productive is engaging in -----
- A. regular contact with healthy people
 - B. self pity and self medication
 - C. profitable ventures
 - D. campaign against the spread of HIV

18. Universal Declaration of Human Rights (UDHR) was adopted by the General Assembly of the -----
- A. Human Right Watch in 1945
 - B. United Nations Organization in 1948
 - C. Amnesty International in 1920
 - D. League of Nations of 1946
19. One of the conditions which can hinder the citizens' human rights in Nigeria is the
- A. acceptance of foreign aid by the government.
 - B. improvement in literacy levels of the citizens.
 - C. declaration of state of emergency by the government
 - D. periodic review of the constitution by the government
20. One of the reasons most HIV/AIDS patients are reluctant to disclose their status is because of-----
- A. the incurable nature of the ailment
 - B. the fear of social stigmatization
 - C. the lack of sufficient public awareness
 - D. the shortage of health counsellor

Answer key:

- 1. A
- 2. B
- 3. D
- 4. A
- 5. A

6. D

7. A

8. C

9. A

10. B

11. A

12. D

13. D

14. B

15. C

16. B

17. B

18. B

19. C

20. B

APPENDIX III

CIVIC EDUCATION QUIZ (CEQ)

Section One: Citizenship Quiz

Group-----

Number-----

Fill in the blanks as you read through

1. Citizenship education is a process of enlightening or training of citizens on their----- and ---
2. Citizenship education helps the citizens to contribute to the national----- and nation-----
3. One of the duties of a citizen is to pay his or her ----- to the state.
4. Arbitrary arrest and detention without trials are violations of citizens-----

Section Two: Democracy and National Development

1. Democracy can be described as the government of the -----
2. The two types of democracy are ----- and -----
3. National Development means-----
4. Nigeria as a country is practicing ----- type of democracy.

Section Three: Danger of political apathy

1. Political apathy is lack of----- in politics and political activities.
2. Refusal to join political parties and failure to register or vote in an election can be regarded as-----
3. Political apathy can lead to emergence of ----- government.

Section Four: Achieving Popular Participation in Politics

1. Popular participation refers to ----- of citizens in the socio-political activities of a community.
2. Popular participation carries everybody along in the process of-----

Answer key

Section One

1. rights and responsibilities
2. integration and building
3. tax
4. right

Section Two

1. people/majority
2. direct and representative
3. ability of a nation to improve the lives of her citizens.
4. Representative

Section Three

1. interest
2. political apathy
3. arbitrary

Section Four

1. active involvement/participation
2. national development.

APPENDIX IV

COOPERATIVE LEARNING STRATEGY GUIDES FOR EXPERIMENTAL GROUP I - STUDENT TEAMS –ACHIEVEMENT DIVISIONS (STAD)

Lesson I: Citizenship

Period: First Period

Duration: 40 minutes

Class: SSII

Topic: Citizenship

Sub-Topic: Meaning of Citizenship Education

Group Size: 5-6

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Student Teams –Achievement Divisions (STAD) Cooperative Learning Strategy to master the meaning of citizenship education.

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step I: The researcher guides the students into their groups which are heterogeneous and the students select their group leaders and time keepers.

Step II: He explains what is expected from the students and provides the necessary materials needed by them.

Step 1III: He allows the students to work in groups on the assign task.

Conclusion: The researcher asks the spokesperson of each group to give report of what has been done in the groups.

Assignment: The researcher asks the students to read on the goals of citizenship education.

Lesson I: Citizenship Education

Period: Second Period

Duration: 40 minutes

Class: SSSII

Topic: Citizenship

Sub-Topic: Goals of Citizenship Education

Group Size: 5-6

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Student Teams –Achievement Divisions (STAD) Cooperative Learning Strategy to master the goals of citizenship education.

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step I: The students' returns to their groups to master the goals of citizenship education.

Step II: The researcher monitors the activities of the students in their groups.

Conclusion: The researcher asks the spokesperson of each group to give report of what has been

done in the groups.

Assignment: The researcher asks the students to read on duties and obligations of citizens.

Lesson I: Citizenship

Period: Third Period

Duration: 40 minutes

Class: SSSII

Topic: Citizenship

Sub-Topic: Duties and Obligations of Citizens

Group Size: 5-6

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Student Teams –Achievement Divisions (STAD) Cooperative Learning Strategy to master duties and obligation of citizens.

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step I: The students return to their groups to master the duties and obligation of citizens.

Step II: The researcher monitors the activities of the students.

Conclusion: The researcher asks the spokesperson of each group to give report of what has been done in the groups for the whole week and administers the quiz to the students' individually.

Assignment: The researcher asks the students to read on democracy and national development.

Lesson II: Democracy and National Development

Period: First Period

Duration: 40 minutes

Class: SSSII

Topic: Democracy and National Development

Sub-Topic: Meaning and Types of Democracy

Group Size: 5-6

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Student Teams –Achievement Divisions (STAD) Cooperative Learning Strategy to master meaning and types of democracy.

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step I: The researcher explains to the students what is expected of them and provides the necessary materials needed by the students.

Step II: The students' returns to their groups to master the meaning and types of democracy.

Step III: He monitors the activities of the students.

Conclusion: The researcher asks the spokesperson of each group to give report of what has been done in the groups.

Assignment: The students should read on the features of democracy.

Lesson II: Democracy and National Development

Period: Second period

Duration: 40 minutes

Class: SSSII

Topic: Democracy and National Development

Sub Topic: Features of Democracy

Group Size: 5-6

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Student Teams –Achievement Divisions (STAD) Cooperative Learning Strategy to master features of democracy.

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step I: The students' returns to their groups to master the features of democracy.

Step II: The researcher monitors the activities of the students

Conclusion: The researcher asks the spokesperson of each group to give report of what has been done in the groups

Assignment: The students should read on importance of democracy.

Lesson II: Democracy and National Development

Period: Third Period

Duration: 40 minutes

Class: SSSII

Topic: Democracy and National Development

Sub-Topic: Importance of Democracy

Group Size: 5-6

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Student Teams –Achievement Divisions (STAD) Cooperative Learning Strategy to master the importance of democracy.

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step I: The students' returns to their groups to master the importance of democracy.

Step II: The researcher monitors the students' activities.

Conclusion: The researcher asks the spokesperson of each group to give report of what has been done in the groups in the last one week and administers the quiz.

Assignment: The students should read on pillars of democracy

Lesson III: Democracy and National Development

Period: First Period

Duration: 40 minutes

Class: SSSII

Topic: Democracy and National Development

Sub-Topic: Pillars of Democracy

Group Size: 5-6

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Student Teams –Achievement Divisions (STAD) Cooperative Learning Strategy to master pillars of democracy.

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step I: The students' returns to their groups to master the pillars of democracy.

Step II: The researcher monitors the activities of the students'.

Conclusion: The researcher asks the spokesperson of each group to give report of what has been done in the groups.

Assignment: The students should read on meaning of national development

Lesson III: Democracy and National Development

Period: Second period

Duration: 40 minutes

Class: SSSII

Topic: Democracy and National Development

Sub Topic: Meaning of National Development

Group Size: 5 and -6

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Student Teams –Achievement Divisions (STAD) Cooperative Learning Strategy to master the meaning of national development

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step I: The students' returns to their groups to master the meaning of national development.

Step II: The researcher monitors the activities of the students.

Conclusion: The researcher asks the spokesperson of each group to give report of what has been done in the groups.

Assignment: The students' should read on how democracy facilitates national development

Lesson III: Democracy and National Development

Period: Third Period

Duration: 40 minutes

Class: SSSII

Topic: Democracy and National Development

Sub-Topic: How Democracy facilitates National Development?

Group Size: 5-6

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Student Teams –Achievement Divisions (STAD) Cooperative Learning Strategy to master how democracy facilitates national development?

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step I: The students' returns to their groups to master how democracy facilitates national development.

Step II: The researcher monitors the activities of the students

Conclusion: The researcher asks the spokesperson of each group to give report of what has been done in the groups for the whole week and administers the quiz individually to the students.

Assignment: The students should read on danger of political apathy

Lesson IV: Danger of Political Apathy

Period: First Period

Duration: 40 minutes

Class: SSSII

Topic: Danger of Political Apathy

Sub-Topic: Meaning and forms of Political Apathy

Group Size: 5-6

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Student Teams –Achievement Divisions (STAD) Cooperative Learning Strategy to master meaning and forms of political apathy.

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step I: The researcher explains what is expected of the students and provides the needed materials.

Step II: The students' returns to their groups to master the meaning and form of political apathy.

Conclusion: The researcher asks the spokesperson of each group to give report of what has been done in the groups.

Assignment: The students should read on reasons for political apathy

Lesson IV: Danger of Political Apathy

Period: Second period

Duration: 40 minutes

Class: SSSII

Topic: Danger of Political Apathy

Sub Topic: Reasons for Political Apathy

Group Size: 5-6

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Student Teams –Achievement Divisions (STAD) Cooperative Learning Strategy to master reasons for political apathy.

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step I: The students' returns to their groups to master reason for political apathy.

Step II: The researcher monitors the activities of the students.

Conclusion: The researcher asks the spokesperson of each group to give report of what has been done in the groups.

Assignment: The students should read on why leaders fail to protect the interest of their followers?

Lesson IV: Danger of Political Apathy

Period: Third Period

Duration: 40 minutes

Class: SSSII

Topic: Danger of Political Apathy

Sub-Topic: Why leaders fail to protect the interest of their followers

Group Size: 5-6

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Student Teams –Achievement Divisions (STAD) Cooperative Learning Strategy to master why leaders fail to protect the interest of their followers?

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step I: The students' returns to their groups to master why leaders fail to protect the interest of their followers.

Step II: The researcher monitors the activities of the students.

Conclusion: The researcher asks the spokesperson of each group to give report of what has been done in the groups in the last one week and administers the quiz.

Assignment: The students should read on achieving popular participation in politics.

Lesson V: Achieving Popular Participation in Politics

Period: First Period

Duration: 40 minutes

Class: SSSII

Topic: Achieving Popular Participation in Politics

Sub-Topic: Definition and Types of Popular Participation

Group Size: 5-6

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Student Teams –Achievement Divisions (STAD) Cooperative Learning Strategy to master definition and types of popular participation.

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step I: The researcher explains what is expected of the students and provides the needed materials.

Step II: The students' returns to their groups to master the definition and types of popular participation.

Conclusion: The researcher asks the spokesperson of each group to give report of what has been done in the groups.

Assignment: The students should read on reason why people do not participate in politics?

Lesson V: Achieving Popular Participation in Politics

Period: Second period

Duration: 40 minutes

Class: SSSII

Topic: Achieving Popular Participation in Politics

Sub Topic: Reason why people do not participate in politics?

Group Size: 5-6

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Student Teams –Achievement Divisions (STAD) Cooperative Learning Strategy to master reasons why people do not participate in politics.

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step I: The students' returns to their groups to master reason why people do not participate in politics.

Step II: The researcher monitors the activities of the students.

Conclusion: The researcher asks the spokesperson of each group to give report of what has been done in the groups.

Assignment: The students should read on the need for popular participation in politics

Lesson V: Achieving Popular Participation in Politics

Period: Third Period

Duration: 40 minutes

Class: SSSII

Topic: Achieving Popular Participation in Politics

Sub-Topic: The need for popular participation in politics

Group Size: 5-6

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Student Teams –Achievement Divisions (STAD) Cooperative Learning Strategy to master the popular participation in politics.

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step I: The students' returns to their groups to master reason for popular participation in politics.

Step II: The researcher monitors the activities of the students.

Conclusion: The teacher asks the spokesperson of each group to give report of what has been done in the groups in the last one week and administers the quiz.

Assignment: The students should read on Law and Order in the society

Lesson VI: Law and Order in the society

Period: First Period

Duration: 40 minutes

Class: SSSII

Topic: Law and Order in the society

Sub-Topic: Definition of Law and Order

Group Size: 5-6

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Student Teams –Achievement Divisions (STAD) Cooperative Learning Strategy to master definition of law and order.

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step I: The researcher explains what is expected of the students and provides the needed materials.

Step II: The students' returns to their groups to master the definition of law and order.

Conclusion: The researcher asks the spokesperson of each group to give report of what has been done in the groups.

Assignment: The students should read on the features of law and order

Lesson VI: Law and Order in our society

Period: Second period

Duration: 40 minutes

Class: SSSII

Topic: Law and Order in our society

Sub Topic: Features of Law and Order in our society

Group Size: 5-6

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Student Teams –Achievement Divisions (STAD) Cooperative Learning Strategy to master the features of law and order.

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step I: The students' returns to their groups to master the features of law and order.

Step II: The researcher monitors the activities of the students.

Conclusion: The researcher asks the spokesperson of each group to give report of what has been done in the groups.

Assignment: The students should read on importance of law and order in the society

Lesson VI: Law and Order in our society

Period: Third Period

Duration: 40 minutes

Class: SSSII

Topic: Law and Order in our society

Sub-Topic: Importance of Law and Order in the society

Group Size: 5-6

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Student Teams –Achievement Divisions (STAD) Cooperative Learning Strategy to master the importance of law and order in our society.

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step I: The students' returns to their groups to master the importance of law and order in our society.

Step II: The researcher monitors the activities of the students.

Conclusion: The teacher asks the spokesperson of each group to give report of what has been done in the groups in the last one week and administers the quiz.

Assignment: The students should prepare for the post test

APPENDIX V

COOPERATIVE LEARNING STRATEGY GUIDES FOR EXPERIMENTAL GROUP II: (GROUP INVESTIGATION)

Lesson I: Citizenship

Period: First Period

Duration: 40 minutes

Class: SSSII

Topic: Citizenship

Group Size: 5

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Group Investigation (GI) Cooperative Learning Strategy to investigate the following:

- Meaning of citizenship education
- Goals of citizenship education
- Duties and obligations of citizens

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The researcher divides the students into groups of 5 members which are heterogeneous in academic and gender as well as make materials needed available. He guides the group to pick

the sub-topic to be investigated.

Step II: The groups plan out the actions to carry out the investigation

Step III: The researcher guides the students on how to get materials in the library and on the internet to complement the one provided in the class by him.

Step IV: The students start the day's work.

Conclusion: The researcher asks the group's spokesperson to summarize all that have been done in the groups.

Assignment: The students should find out more information on the stated objectives for the week.

Lesson I: Citizenship

Period: Second Period

Duration: 40 minutes

Class: SSSII

Topic: Citizenship

Group Size: 5

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Group Investigation (GI) Cooperative Learning Strategy to investigate the following:

- Meaning of citizenship education
- The goals of citizenship education
- Duties and obligations of citizens

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The groups carry out the investigation with the materials they have gathered

Step 1I: The groups prepare for the presentation of the findings

Conclusion: The researcher asks the group's spokesperson to summarize all that have been done in the groups.

Assignment: The students should work on the outcome of their investigation to be ready for presentation.

Lesson I: Citizenship

Period: Third Period

Duration: 40 minutes

Class: SSSII

Topic: Citizenship

Group Size: 5

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Group Investigation (GI) Cooperative Learning Strategy to investigate the following:

- Meaning of citizenship
- Goals of citizenship education
- Duties and Obligations of citizens

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The groups present their findings

Step 1I: The researcher evaluates by allowing the students to ask question on each presentation

Conclusion: The researcher asks question to summarize all that have been done in the groups.

Assignment: The students should read on democracy and national development

Lesson II: Democracy and National Development

Period: First Period

Duration: 40 minutes

Class: SSSII

Topic: Democracy and National Development

Group Size: 5

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Group Investigation (GI) Cooperative Learning Strategy to investigate the following:

Meaning and types of democracy

Features of democracy

Importance of democracy

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African

Activities:

Step 1: The researcher guides the groups to pick the sub-topic to be investigated.

Step II: The groups plan out the actions to carry out the investigation

Step III: The researcher guides the students on how to get materials in the library and on the internet to complement the one provided in the class by the him.

Conclusion: The researcher asks the group's spokesperson to summarize all that have been done in the groups.

Assignment: The students should find out more information on the stated objectives for the week.

Lesson II: Democracy and National Development

Period: Second Period

Duration: 40 minutes

Class: SSSII

Topic: Democracy and National Development

Group Size: 5

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Group Investigation (GI) Cooperative Learning Strategy to investigate the following:

Meaning and types of democracy

Features of democracy

Importance of democracy

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The groups carry out the investigation with the materials they have gathered

Step 1I: The groups prepare for the presentation of the findings

Conclusion: The researcher asks the group's spokesperson to summarize all that have been done in the groups.

Assignment: The students should work on the outcome of their investigation to be ready for presentation.

Lesson II: Democracy and National Development

Period: Third Period

Duration: 40 minutes

Class: SSSII

Topic: Democracy and National Development

Group Size: 5

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Group Investigation (GI) Cooperative Learning Strategy to investigate the following:

Meaning and types of democracy

Features of democracy

Importance of democracy

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The groups present their findings

Step 1I: The researcher evaluates by allowing the students to ask question on each presentation.

Conclusion: The researcher asks question to summarize all that have been done in the groups.

Assignment: The students should read on pillars of democracy, meaning of national development and how democracy promotes development?

Lesson III: Democracy and National Development

Period: First Period

Duration: 40 minutes

Class: SSSII

Topic: Democracy and National Development

Group Size: 5

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Group Investigation (GI) Cooperative Learning Strategy investigate the following:

Pillars of democracy

Meaning of national development

How democracy promotes national development?

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The researcher guides the group to pick the sub-topic to be investigated.

Step II: The groups plan out the actions to carry out the investigation

Step III: The researcher guides the students on how to get materials in the library and on the internet to complement the one provided in the class by him.

Conclusion: The researcher asks the group's spokesperson to summarize all that have been done in the groups.

Assignment: The students should read on the stated objectives for the week.

Lesson III: Democracy and National Development

Period: Second Period

Duration: 40 minutes

Class: SSSII

Topic: Democracy and National Development

Group Size: 5

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Group Investigation (GI) Cooperative Learning Strategy to investigate the following:

Pillars of democracy

Meaning of national development

How democracy promotes national development?

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The groups carry out the investigation with the materials they have gathered

Step 1I: The groups prepare for the presentation of the findings

Conclusion: The researcher asks the group's spokesperson to summarize all that have been done in the groups.

Assignment: The students should work on the outcome of their investigation to be ready for presentation

Lesson III: Democracy and National Development

Period: Third Period

Duration: 40 minutes

Class: SSSII

Topic: Democracy and National Development

Group Size: 5

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Group Investigation (GI) Cooperative Learning Strategy to investigate the following:

Pillars of democracy

Meaning of national development

How democracy promotes national development?

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The groups present their findings

Step II: The researcher evaluates by allowing the students to ask question on each presentation

Conclusion: The researcher asks question to summarize all that have been done in the groups.

Assignment: The students should read on danger of political apathy

Lesson IV: Danger of Political Apathy

Period: First Period

Duration: 40 minutes

Class: SSSII

Topic: Danger of Political Apathy

Group Size: 5

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Group Investigation (GI) Cooperative Learning Strategy to investigate the following:

Meaning and forms of political apathy

Reasons for political apathy

Why leaders fail to protect the interest of their followers

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The researcher guides the group to pick the sub-topic to be investigated.

Step II: The groups plan out the actions to carry out the investigation

Step III: The researcher guides the students on how to get materials in the library and on the internet to complement the one provided in the class by him.

Conclusion: The researcher asks the group's spokesperson to summarize all that have been done in the groups.

Assignment: The students should work on the outcome of their investigation to be ready for presentation

Lesson IV: Danger of Political Apathy

Period: Second Period

Duration: 40 minutes

Class: SSSII

Topic: Danger of Political Apathy

Group Size: 5

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Group Investigation (GI) Cooperative Learning Strategy to investigate the following:
Meaning and forms of political apathy

Reasons for political apathy

Why leaders fail to protect the interest of their followers

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The groups carry out the investigation with the materials they have gathered

Step 1I: The groups prepare for the presentation of the findings

Conclusion: The researcher asks question to summarize all that have been done in the groups.

Assignment: The students should work on the outcome of their investigation to be ready for presentation

Lesson IV: Danger of Political Apathy

Period: Third Period

Duration: 40 minutes

Class: SSSII

Topic: Danger of Political Apathy

Group Size: 5

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Group Investigation (GI) Cooperative Learning Strategy to investigate the following:

Meaning and forms of political apathy

Reasons for political apathy

Why leaders fail to protect the interest of their followers

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The groups present their findings

Step 1I: The researcher evaluates by allowing the students to ask question on each presentation.

Conclusion: The researcher asks question to summarize all that have been done in the groups.

Assignment: The students should read on achieving popular participation in politics.

Lesson V: Achieving Popular Participation in Politics

Period: First Period

Duration: 40 minutes

Class: SSSII

Topic: Achieving Popular Participation Politics

Group Size: 5

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Group Investigation (GI) Cooperative Learning Strategy to investigate the following:

Definition and types of popular participation

Reason why people do not participate in politics

The need for popular participation in politics

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The researcher guides the group to pick the sub-topic to be investigated.

Step II: The groups plan out the actions to carry out the investigation

Step III: The researcher guides the students on how to get materials in the library and on the internet to complement the one provided in the class by him.

Conclusion: The teacher asks the group's spokesperson to summarize all that have been done in the groups.

Assignment: The students should work on the outcome of their investigation to be ready for presentation.

Lesson V: Achieving Popular Participation in Politics

Period: Second Period

Duration: 40 minutes

Class: SSSII

Topic: Achieving Popular Participation in Politics

Group Size: 5

Instructional Materials: **Instructional Materials:** Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Group Investigation (GI) Cooperative Learning Strategy to investigate the following:
Definition and types of popular participation

Reason why people do not participate in politics

The need for popular participation in politics

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The groups carry out the investigation with the materials they have gathered

Step 1I: The groups prepare for the presentation of the findings

Conclusion: The researcher asks question to summarize all that have been done in the groups.

Assignment: The students should work on the outcome of their investigation to be ready for presentation

Lesson V: Achieving Popular Participation in Politics

Period: Third Period

Duration: 40 minutes

Class: SSSII

Topic: Achieving Popular Participation in Politics

Group Size: 5

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Group Investigation (GI) Cooperative Learning Strategy to investigate the following:

Definition and types of popular participation

Reason why people do not participate in politics

The need for popular participation in politics

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The groups present their findings

Step 1I: The researcher evaluates by allowing the students to ask question on each presentation

Conclusion: The researcher asks question to summarize all that have been done in the groups.

Assignment: The students should read on law and order in our society.

Lesson VI: Law and Order in our society

Period: First Period

Duration: 40 minutes

Class: SSSII

Topic: Law and Order in our society

Group Size: 5

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Group Investigation (GI) Cooperative Learning Strategy to find investigate the following:

- Definition of Law and Order
- Features of Law and Order
- Importance of law and Order in the society

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The researcher guides the group to pick the sub-topic to be investigated.

Step II: The groups plan out the actions to carry out the investigation

Step III: The researcher guides the students on how to get materials in the library and on the internet to complement the one provided in the class by the teacher.

Step IV: The students starts the day' work.

Conclusion: The teacher asks the group's spokesperson to summarize all that have been done in the groups.

Assignment: The students should find more information on the stated objectives for the week.

Lesson VI: Law and Order

Period: Second Period

Duration: 40 minutes

Class: SSSII

Topic: Law and Order

Group Size: 5

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Group Investigation (GI) Cooperative Learning Strategy to investigate the following:

- Definition of Law and Order

- Features of Law and Order
- Importance of Law and Order in the society

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The groups carry out the investigation with the materials they have gathered

Step 1I: The groups prepare for the presentation of the findings

Conclusion: The researcher asks the group's spokesperson to summarize all that have been done in the groups.

Assignment: The students should work on the outcome of their investigation to be ready for presentation

Lesson VI: Law and Order

Period: Third Period

Duration: 40 minutes

Class: SSSII

Topic: Law and Order

Group Size: 5-6

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to use Group Investigation (GI) Cooperative Learning Strategy to investigate the following:

- Definition of Law and Order

- Features of Law and Order
- Importance of Law and Order in the society

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The groups present their findings

Step 1I: The researcher evaluates by allowing the students to ask question on each presentation

Conclusion: The researchers asks question to summarize all that have been done in the groups.

Assignment: The students should prepare for the post test

APPENDIX VI

CONVENTIONAL METHOD PACKAGE (CMP)

Lesson I: Citizenship

Period: 1st

Duration: 40 minutes

Class: SSSII

Topic: Citizenship

Sub-Topic: Meaning of Citizenship Education

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to describe the meaning of citizenship.

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The researcher introduces the topic by writing it on the chalkboard

Step II: He mentions and explains the duties and obligations of citizens.

Evaluation: The students ask questions and the researcher asks questions.

Summary: He goes briefly on the whole lesson.

Conclusion: The teacher concludes the lesson by asking the students to copy the note on the chalk board.

Assignment: The students should read on goals of citizenship education

Lesson I: Citizenship

Period: 2nd

Duration: 40 minutes

Class: SSSII

Topic: Citizenship

Sub-Topic: Goals of citizenship education

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to mention the goals of citizenship education.

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The researcher introduces the topic by writing it on the chalkboard

Step II: He mentions and explains the goals of citizenship education.

Evaluation: The students ask questions and the researcher asks questions.

Summary: He goes briefly on the whole lesson.

Conclusion: The teacher concludes the lesson by asking the students to copy the note on the chalk board.

Assignment: The students should read on duties and obligations of citizens

Lesson I: Citizenship

Period: 3rd

Duration: 40 minutes

Class: SSSII

Topic: Citizenship

Sub-Topic: Duties and Obligation of Citizens

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to mention the duties and obligation of citizens.

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The researcher introduces the topic by writing it on the chalkboard

Step II: He mentions and explains the duties and obligations of citizens.

Evaluation: The students ask questions and the researcher asks questions.

Summary: He goes briefly on the whole lesson.

Conclusion: The teacher concludes the lesson by asking the students to copy the note on the chalk board.

Assignment: The students should read on meaning and types of democracy

Lesson II: Democracy and National Development

Period: 1st

Duration: 40 minutes

Class: SSSII

Topic: Democracy and National Development

Sub-Topic: Meaning and Types of Democracy

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to define the term democracy and mention types of democracy

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The researcher introduces the topic by writing it on the chalkboard

Step II: He defines democracy and mentions types.

Evaluation: The students ask questions and the researcher asks questions.

Summary: He goes briefly on the whole lesson.

Conclusion: The teacher concludes the lesson by asking the students to copy the note on the chalk board.

Assignment: The students should read on features of democracy

Lesson II: Democracy and National Development

Period: 2nd

Duration: 40 minutes

Class: SSSII

Topic: Democracy and National Development

Sub-Topic: Features of Democracy

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to mention the features of democracy

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The researcher introduces the topic by writing it on the chalkboard

Step II: He mentions and explains the features of democracy.

Evaluation: The students ask questions and the researcher asks questions.

Summary: He goes briefly on the whole lesson.

Conclusion: The teacher concludes the lesson by asking the students to copy the note on the chalk board.

Assignment: The students should read on importance of democracy

Lesson II: Democracy and National Development

Period: 3rd

Duration: 40 minutes

Class: SSSII

Topic: Democracy and National Development

Sub-Topic: Importance of Democracy

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to mention the importance of democracy

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The researcher introduces the topic by writing it on the chalkboard

Step II: He mentions and explains the importance of democracy

Evaluation: The students ask questions and the researcher asks questions.

Summary: He goes briefly on the whole lesson.

Conclusion: The teacher concludes the lesson by asking the students to copy the note on the chalk board.

Assignment: The students should read on pillars of democracy

Lesson III: Democracy and National Development

Period: 1st

Duration: 40 minutes

Class: SSSII

Topic: Democracy and National Development

Sub-Topic: Pillars of Democracy

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to mention the pillars of democracy

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The researcher introduces the topic by writing it on the chalkboard

Step II: He mentions and explains the pillars of democracy

Evaluation: The students ask questions and the researcher asks questions.

Summary: He goes briefly on the whole lesson.

Conclusion: The teacher concludes the lesson by asking the students to copy the note on the chalk board.

Assignment: The students should read on meaning of national development

Lesson III: Democracy and National Development

Period: 2nd

Duration: 40 minutes

Class: SSSII

Topic: Democracy and National Development

Sub-Topic: Pillars of Democracy

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to mention the pillars of democracy

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The researcher introduces the topic by writing it on the chalkboard

Step II: He mentions and explains the pillars of democracy

Evaluation: The students ask questions and the researcher asks questions.

Summary: He goes briefly on the whole lesson.

Conclusion: The teacher concludes the lesson by asking the students to copy the note on the chalk board.

Assignment: The students should read on how democracy facilitates national development

Lesson IV: Danger of Political Apathy

Period: 1st

Duration: 40 minutes

Class: SSSII

Topic: Danger of Political Apathy

Sub-Topic: Meaning and forms of Political Apathy

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to discuss the meaning political apathy and mention the forms of political apathy

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The researcher introduces the topic by writing it on the chalkboard

Step II: He discusses the meaning of political apathy and explains forms of political apathy

Evaluation: The students ask questions and the researcher asks questions.

Summary: He goes briefly on the whole lesson.

Conclusion: The teacher concludes the lesson by asking the students to copy the note on the chalk board.

Assignment: The students should read on reasons for political apathy.

Lesson IV: Danger of Political Apathy

Period: 2nd

Duration: 40 minutes

Class: SSSII

Topic: Danger of Political Apathy

Sub-Topic: Reasons for Political Apathy

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to mention reasons for political apathy

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The researcher introduces the topic by writing it on the chalkboard

Step II: He mentions and explains reasons for political apathy

Evaluation: The students ask questions and the researcher asks questions.

Summary: He goes briefly on the whole lesson.

Conclusion: The teacher concludes the lesson by asking the students to copy the note on the chalk board.

Assignment: The students should read on why leaders fail to protect their followers.

Lesson IV: Danger of Political Apathy

Period: 3rd

Duration: 40 minutes

Class: SSSII

Topic: Danger of Political Apathy

Sub-Topic: Why Leaders fail to protect their followers

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to mention why leaders fail to protect the interest of their followers

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The researcher introduces the topic by writing it on the chalkboard

Step II: He mentions and explains why leaders fail to protect the interest of their followers

Evaluation: The students ask questions and the researcher asks questions.

Summary: He goes briefly on the whole lesson.

Conclusion: The teacher concludes the lesson by asking the students to copy the note on the chalk board.

Assignment: The students should read on achieving popular participation

Lesson V: Achieving Popular Participation in Politics

Period: 1st

Duration: 40 minutes

Class: SSSII

Topic: Achieving Popular Participation in Politics

Sub-Topic: Definition and Types of Popular Participation

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to define and mention types of popular participation

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The researcher introduces the topic by writing it on the chalkboard

Step II: He defines and explains types of popular participation

Evaluation: The students ask questions and the researcher asks questions.

Summary: He goes briefly on the whole lesson.

Conclusion: The teacher concludes the lesson by asking the students to copy the note on the chalk board.

Assignment: The students should read on reason why people do not participate in politics

Lesson V: Achieving Popular Participation in Politics

Period: 2nd

Duration: 40 minutes

Class: SSSII

Topic: Achieving Popular Participation in Politics

Sub-Topic: Definition and Types of Popular Participation

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to define and mention types of popular participation

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The researcher introduces the topic by writing it on the chalkboard

Step II: He defines and explains types of popular participation

Evaluation: The students ask questions and the researcher asks questions.

Summary: He goes briefly on the whole lesson.

Conclusion: The teacher concludes the lesson by asking the students to copy the note on the chalk board.

Assignment: The students should read on the need for popular participation in politics

Lesson V: Achieving Popular Participation in Politics

Period: 3rd

Duration: 40 minutes

Class: SSSII

Topic: Achieving Popular Participation in Politics

Sub-Topic: The need for popular participation in politics

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to mention the need for popular participation in politics

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The researcher introduces the topic by writing it on the chalkboard

Step II: He states and explains popular participation in politics

Evaluation: The students ask questions and the researcher asks questions.

Summary: He goes briefly on the whole lesson.

Conclusion: The teacher concludes the lesson by asking the students to copy the note on the chalk board.

Assignment: The students should read on law and order

Lesson VI: Law and Order

Period: 1st

Duration: 40 minutes

Class: SSSII

Topic: Law and Order

Sub-Topic: Definition of Law and Order

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to define law and order.

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The researcher introduces the topic by writing it on the chalkboard

Step II: He defines law and order.

Evaluation: The students ask questions and the researcher asks questions.

Summary: He goes briefly on the whole lesson.

Conclusion: The teacher concludes the lesson by asking the students to copy the note on the chalk board.

Assignment: The students should read on features of law and order

Lesson VI: Law and Order

Period: 2nd

Duration: 40 minutes

Class: SSSII

Topic: Law and Order

Sub-Topic: Features of Law and Order

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to mention the features of law and order.

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The researcher introduces the topic by writing it on the chalkboard

Step II: He mentions and explains the features of law and order.

Evaluation: The students ask questions and the researcher asks questions.

Summary: He goes briefly on the whole lesson.

Conclusion: The teacher concludes the lesson by asking the students to copy the note on the chalk board.

Assignment: The students should read on importance of law and order in the society

Lesson VI: Law and Order

Period: 3rd

Duration: 40 minutes

Class: SSSII

Topic: Law and Order

Sub-Topic: Importance of Law and Order in the society

Instructional Materials: Worksheets, Rasmed Civic-Education Textbook and Marking Guide on Civic Education from WAEC.

Behavioural Objectives: At the end of the lesson the students should be able to mention the importance of law and order in the society.

References: Oyelami, O., Akindele, O.A. and Olatunde, J. (2011). Rasmed Civic Education for Senior Secondary Schools, Ibadan: Rasmed Publications Limited. The West African Examinations Council, May/June 2014 WASSCE Final Marking Scheme Civic Education.

Activities:

Step 1: The researcher introduces the topic by writing it on the chalkboard

Step II: He mentions and explains the importance of law and order in the society.

Evaluation: The students ask questions and the researcher asks questions.

Summary: He goes briefly on the whole lesson.

Conclusion: The teacher concludes the lesson by asking the students to copy the note on the chalk board.

Assignment: The students should prepare for the post test

APPENDIX VII

Senior Secondary School Civic Education Curriculum

Grades	Topics in themes
SS1	our values; emerging issues, citizenship, representative democracy, Pillars of democracy, human rights, cultism, law and order
SS2	Citizenship, democracy and national development, danger of political apathy, achieving popular participation in politics, limitations to human rights, drug and drug abuse, responsible parenthood, traffic regulations, interpersonal relations
SS3	Characteristics of human rights, dangers of political apathy, public service, civil society and popular participation, democracy, human trafficking, constitutional democracy

Note: *(Nigerian Educational and Research Development Council, 2007)*

APPENDIX VIII

Performance of Students in Civic Education in West African Senior Secondary Examination
May/June 2014 State by State

State	Percentages of pass at credit level and above	State	Percentages of pass at credit level and above
Abia	82%	Kastina	39%
Adamawa	41%	Kebbi	34%
Akwa Ibom	66%	Kogi	64%
Anambra	88%	Kwara	70%
Bauchi	20%	Lagos	74%
Bayelsa	78%	Niger	39%
Benue	79%	Ogun	81%
Borno	56%	Ondo	63%
Cross River	82%	Osun	43%
Delta	85%	Oyo	83%
Ebonyi	69%	Plateau	71%
Edo	93%	Rivers	81%
Ekiti	78%	Sokoto	31%
Enugu	83%	Taraba	49%
Gombe	21%	Yobe	15%
Imo	75%	Zamfara	74%
Jigawa	34%	Kaduna	55%
Kano	50%	Nassarawa	70%

Note: (*West Africa Examination Council, 2015*)

APPENDIX IX

Performance of Students in Civic Education in West African Senior School Examination
May/June 2014 state by state by gender (Percentages of pass at credit levels and above)

State	Gender		State	Gender	
	male	female		male	female
Abia	81%	83%	Kebbi	30%	43%
Adamawa	41%	42%	Kogi	63%	66%
Akwa Ibom	65%	68%	Kwara	69%	71%
Anambra	88%	89%	Lagos	74%	75%
Bauchi	19%	23%	Nassarawa	69%	71%
Bayelsa	73%	83%	Niger	35%	46%
Benue	79%	78%	Ogun	79%	82%
Borno	54%	58%	Ondo	62%	64%
Cross River	82%	83%	Osun	42%	44%
Delta	84%	85%	Oyo	83%	83%
Ebonyi	70%	68%	Plateau	67%	75%
Edo	92%	94%	Rivers	80%	81%
Ekiti	77%	80%	Sokoto	30%	33%
Enugu	82%	84%	Taraba	49%	49%
Gombe	16%	28%	Yobe	13%	19%
Imo	73%	78%	Zamfara	52%	88%
Jigawa	34%	32%	kastina	36%	46%
Kaduna	52%	59%	Kano	45%	59%

Note: (*West Africa Examination Council, 2015*)

APPENDIX X

Civic Education Performance May/June 2014 in the states with poor performance (%)

State	Entered	Sat	Abs	A1	A2	A3	C4	C5	C6	1-6	7-8	9
	12935	12551	384	570	411	1408	423	733	1673	5218	3694	3549
Adamawa		97.03	2.96	4.54	3.27	11.21	3.27	5.84	13.32	41.57	29.43	28.27
Bauchi	3201	3016	185	41	27	152	61	94	255	630	762	1615
		94.22	5.77	1.35	0.89	5.03	2.02	3.11	8.45	20.88	25.26	3.54
Gombe	114811	10914	567	133	119	548	193	377	957	2327	3015	5526
		95.06	4.93	1.21	1.09	5.02	1.76	3.45	8.76	21.32	27.62	50.63
Jigawa	17203	17076	127	67	148	1074	556	1067	2966	5878	7108	4036
		99.26	0.73	0.39	0.86	6.24	3.25	6.24	17.36	34.42	41.62	23.63
Kastina	40026	39159	867	1503	988	3871	1237	2224	5633	15456	12293	11295
		97.83	2.16	3.83	2.52	9.88	3.15	5.67	14.38	39.46	31.39	28.84
Kebbi	20775	19727	1048	536	555	1696	464	889	2656	6796	5937	6805
		94.95	5.04	2.71	2.81	8.59	2.35	4.50	13.46	34.45	30.09	34.49
Niger	14316	13711	605	732	468	1325	396	689	1852	5462	3602	4372
		95.77	4.22	5.33	3.41	9.66	2.88	5.02	13.50	39.83	26.27	31.88
Osun	42068	41507	561	2750	1374	4691	1353	2441	5575	18184	11741	11263
		98.66	1.33	6.62	3.31	11.30	3.25	5.88	13.43	43.80	28.28	27.13
Sokoto	21157	19374	1783	329	276	1587	507	887	2530	6116	6318	6754
		91.57	8.42	1.69	1.42	8.19	2.61	4.57	13.05	31.56	32.61	34.81
Taraba	9912	9461	451	355	286	1328	427	715	1569	4680	2771	1752
		95.44	4.55	3.75	3.02	14.03	4.51	7.55	16.58	49.46	29.28	18.51
Yobe	8393	7979	414	37	49	215	99	199	619	1218	1924	4226
		95.06	4.93	0.46	0.61	2.69	1.24	2.49	7.51	15.26	31.09	52.9

Note : (WAEC, 2015)

APPENDIX XI

Civic Education Performance May/June 2014 in the states with poor performance by Gender Female

(%)

State	Entered	Sat	Absent	A1	A2	A3	C4	C5	C6	1-6	7-8	9
Adamawa	5704	5536	168	290	192	595	195	321	748	2341	1613	1546
		97.05	2.94	5.30	3.46	10.74	3.52	5.79	13.51	42.28	29.13	27.92
Bauchi	1148	1086	62	18	16	57	25	40	94	250	285	548
		94.59	5.40	1.65	1.47	5.24	2.30	3.68	8.65	23.02	26.24	50.46
Gombe	4483	4301	182	66	66	285	104	220	496	1236	1279	1773
		95.94	4.05	1.53	1.51	6.62	2.41	5.11	11.53	28.73	29.73	41.22
Jigawa	4042	4006	36	20	37	263	115	199	673	1307	1681	1010
		99.10	0.89	0.49	0.92	6.56	2.87	4.96	16.79	32.62	41.96	25.21
Kastina	12251	1190	344	413	310	1301	470	855	2244	5594	3994	2272
		7.97	2.80	3.46	2.60	10.92	3.94	7.18	18.85	46.98	33.54	19.08
Kebbi	5973	5730	243	165	195	545	164	343	1097	2509	1998	1176
		95.93	4.06	2.87	3.40	9.51	2.86	5.98	19.14	43.78	34.86	20.52
Niger	6885	6648	237	388	250	788	244	409	1011	3090	1789	1669
		96.55	3.44	5.83	3.76	11.85	3.67	6.15	15.20	46.48	26.91	25.10
Osun	20502	20253	249	1424	679	2356	665	1225	2748	9097	5755	5297
		98.78	1.21	7.03	3.35	11.63	3.28	6.04	13.56	44.91	28.41	26.15
Sokoto	5869	5399	47	50	67	565	143	268	709	1802	1758	1786
		91.99	8.00	0.92	1.24	10.46	2.64	4.96	13.13	33.37	35.56	33.08
Taraba	4022	3881	141	144	120	522	175	312	658	1931	1101	732
		96.49	3.50	3.71	3.09	13.45	4.50	8.03	16.95	49.75	28.36	18.86
Yobe	2829	2759	70	11	16	94	40	89	283	1533	1059	1156
		97.52	2.46	0.39	0.57	3.40	1.44	3.22	10.25	19.31	38.38	41.89

Note : (WAEC, 2015)

APPENDIX XII

Civic Education Performance May/June 2014 in the states with poor performance by Gender (Male)

(%)

State	Entered	Sat	Absent	A1	A2	A3	C4	C5	C6	1-6	7-8	9
Adamawa	7231	7015	216	280	219	813	228	412	925	2877	2081	2003
		97.01	2.98	3.99	3.12	11.58	3.25	5.87	13.18	41.01	29.65	28.55
Bauchi	2053	1930	123	23	11	95	36	54	161	389	477	1067
		94.00	5.99	1.19	0.56	4.96	1.86	2.79	8.34	19.68	24.71	55.28
Gombe	6998	6613	385	67	54	263	89	157	461	1091	1736	3753
		94.49	5.50	1.01	0.81	3.97	1.34	2.37	6.97	16.49	26.24	56.75
Jigawa	13161	13070	91	47	111	811	441	868	2293	4571	5427	3026
		94.49	0.69	0.35	0.84	6.20	3.37	6.64	17.54	34.97	41.51	23.15
Kastina	27775	27252	523	1090	678	2570	767	1369	3388	9862	8299	9023
		98.11	1.88	3.99	2.48	9.43	2.81	5.02	13.16	36.18	30.03	33.10
Kebbi	14802	13997	805	371	360	1151	300	546	1559	4287	3939	5629
		94.56	5.43	2.65	2.57	8.22	2.14	3.90	11.13	30.62	28.14	40.21
Niger	7431	7063	368	344	218	537	152	280	841	2372	1813	2703
		95.04	4.95	4.87	3.08	7.60	2.15	3.96	11.90	33.58	25.66	38.26
Osun	21566	21254	312	1326	695	2335	688	1216	2827	9087	5986	5966
		98.55	1.44	6.23	3.26	10.98	3.23	5.72	13.30	42.75	28.15	28.07
Sokoto	15288	13975	1313	279	209	1022	364	619	1821	4314	4560	4560
		91.41	8.58	1.99	1.49	7.31	2.60	4.42	13.03	30.86	32.61	32.62
Taraba	5890	5580	310	211	166	806	252	403	911	2749	1670	1020
		94.73	5.26	3.78	2.97	14.44	4.51	7.22	16.32	49.25	29.92	18.27
Yobe	5564	5220	344	26	33	121	59	110	336	685	1670	3070
		93.81	6.18	0.49	0.63	2.31	1.13	2.10	6.43	13.12	27.23	58.81

Note : (WAEC, 2015)

APPENDIX XIII

Budget

Descriptions	income (N:K)	Expenditures
Salary and personal savings	1,500,000.00	
Laptop Computer		93,000.00
Printer (HPLazerjetP1102)		40,000.00
Toner Papers		30,000.00
Books, Journal and internet		150,000.00
Printing and Binding		80,000.00
Honorarium to 12 assistants		120,000.00
Field work (Accommodation and Transportation)		200,000.00
Courses Fees		440,000.00
Data from Examination Bodies (WAEC)		40,000.00
Contingencies		100,000.00
Total		1,293,000.00