

PROMOTING STUDENTS' ACADEMIC ACHIEVEMENT IN SOCIAL STUDIES THROUGH THE USE OF COOPERATIVE AND COMPETITIVE INSTRUCTIONAL STRATEGIES

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ABSTRACT

The study assessed promoting students' academic achievement in social studies through the use of cooperative and competitive instructional strategies in Kwara State. The quasi-experimental design was employed for the study. The population is all Upper Basic School Social Studies Students. The researcher used a purposive sampling technique to select three schools in the Lafiagi Education zone of Kwara State. A structured instrument titled Social Studies Achievement Test (SSAT) was employed. Four (4) research questions and Four (4) hypotheses were tested using ANCOVA and ANOVA. The instrument was validated by Social Studies Practitioners and Statisticians for content, construct, and face validity. The findings of the research revealed that gender does not have any significant effect on students' academic performance whether in both experimental and control groups. Differences exist in academic achievement between the experimental and control groups. The researcher recommended that teachers should be encouraged to use cooperative and competitive instructional strategies and to attend seminars and conferences to update their knowledge. There should be well-defined instructional strategies to excel students and teachers in teaching and learning social studies at the Upper Basic School level.

Keywords: Promoting Students, Academic Achievement, Cooperative, Competitive Instructional Strategies

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1.0 INTRODUCTION

Social studies as a school subject studies how the environment influences and being influenced by man. Its inclusion in our education curriculum exposes students to the heterogeneity of our culture and inculcates in them the ability to accept people differences. Hence, Social studies can be used to solve problems that often emanate as result of relationship and interaction between man and his dynamic environment. Also, it increases the possibility of learners to adhere to societal norms and values and produces responsible citizens, (Muhammed, 2018; Adeyemi & Ajibade 2011). The clustering of Social Studies under the religion and national values subjects by the Nigerian Education Research and Development Council (NERDC, 2012) emphasizes its importance in the nation school curriculum.

Despite the importance of Social Studies in our educational sector and the society at large, evidence from recent Basic Education Certificate Examinations (BECE) conducted by the Kwara State Ministry of Education shows a decline in students' academic achievement in the subject. The unsatisfactory students' academic achievement in Social Studies could be attributed to inappropriate use of instructional tools, over reliance on conventional instructional method (chalkboard and text books) by Social Studies teachers, abstract nature of the subject among other (Abdu-Raheem, 2011; Oyibe & Ven, 2014; Muhammed, 2018; Akinleye, 2010). NERDC in the revised version of Junior Secondary Education curriculum recommends learner-centered instructional strategies in teaching Social Studies for effective implementation of the curriculum. However, evidence shows that social studies teachers in study area mostly employ chalkboard and text books method. Studies have shown that the conventional method (chalkboard and text books) does not encourage learner-learner interaction, (Oyibe & Ven, 2014) and hinders the effective implementation of Social Studies curriculum content, which usually lead to students' poor academic performance, (Muhammed, 2018; Chiodo & Byford, 2006; Afolabi, 2009). This brings to fore the need for adoption of learner-centered instructional strategies such as cooperative and competitive in teaching Social Studies.

Co-operative instruction is a student-centred instructional strategy that allows the learners to learn from each other with the attainment of a specific goals in an academic environment. It means a small dedicated group of students learning together, sharing ideas and taking advantage of each other to enhance academic achievement, (Simek, Yilar & Kuchk 2013; Amita, 2010). Co-operative instructional strategy improves students' learning outcome (Ajaja, 2014; Al-Yaseen, 2014; Lonning, 2009; Bukunola & Idowu, 2011; Olatoye, Aderogba & Asmi, 2013) and enhances students' active participation in learning process, motivation, student-student interaction and affective engagement (Prata, Festas, Oliveria, & Veiga, 2019; Fasli & Kopoulus, 2011; Slavin, 2015; Bujunola & Idowu, 2011). In addition, it helps the learner to develop critical thinking, problem-solving skill and enhance students' learning satisfaction (Brown, Mmezicobi & Ehibudu, 2017; Al-Yaseen, 2014; Zhang & Chen, 2020; Tadesse, Gillies & Manathung, 2020). However, findings from some studies revealed that cooperative instructional strategy has no significant impact on students' academic achievement and retention. Also, gender and ability have no influence on students' learning outcome when taught using cooperative instructional strategy (Abu & Flowers, 2010; Ajaja, 2014).

On the other hand, competitive instructional strategy involves motivated contention among students where every learner engages in struggle to outperform other learners. In this approach, emphasis is placed on students' individual efforts, as students are encouraged to work on their own while the teacher role is to guide. In competitive instructional strategy, evaluation of students is based on norm-referenced, (Okoro, 2012). It motivates students to work hard and participate actively in learning process (Lawrence, 2008; Folu, 2007). It also, promotes students' academic performance and interest (Tadesse, Gillies and Manathung, 2020). Evidence shows that the use of competitive approach forced students to neglect the learning process and focus more on outshining other students by all means. This has more negative effects on the overall learning outcome (Lam, Yim, Law and Cheung, 2011; Vockel, 2010). Therefore, the foregoing shows that the debate on whether cooperative and competitive instructional strategies have impacts on students' academic achievement is still on. Similarly, the question on whether students' gender and ability have influence on their academic performance when taught using cooperative and competitive strategies has not been

satisfactorily answered. Hence, there is need for research on the impacts of these instructional strategies on learners' academic achievement and the influence of students' gender and ability. Thus, the intent of this study is to examine the use of cooperative and competitive instructional strategies in promoting students' academic achievement.

One of the main challenges facing Social Studies in Nigeria and particularly Kwara state, is the unimpressive academic achievement of Junior Secondary students. Evidence from the state ministry of education (2020) shows that less than 55% of the students who sat for Basic Education Certificate Examination in the state between 2016- 2019 scored credit in Social Studies. This means that there are problems in teaching and learning of Social Studies at junior secondary level in Kwara state that need urgent solution. Despite NERDC (2012) recommendation, conventional instructional method (chalkboard and text books) dominates teaching of Social Studies at JSS level in Kwara state. This gap between Social Studies curriculum and mode of teaching at junior secondary education level could hinder effective implementation of the curriculum and lead to continuous poor academic achievement of students in standardized examinations. Hence, the questions are: What would be the impact of cooperative and competitive instructional strategies on students' academic achievement? Would gender and ability have effects on students' achievement? The intent of this study is to answer these questions.

1.1 Purpose of the Study

The main purpose of the study is to find out the impact of cooperative and competitive instructional strategies on academic achievement of JSS students in Social Studies, in Kwara State, Nigeria. More specifically, the study seeks to:

- i. Determine the impact of cooperative and competitive instructional strategies on students' academic achievement in Social Studies.
- ii. Examine the effectiveness of cooperative and competitive instructional strategies on Social Studies students based on students' gender.
- iii. Investigate the effect of cooperative and competitive instructional strategies on students' academic achievement in Social Studies on the basis of students' ability.
- iv. Examine the effectiveness of cooperative and competitive instructional strategies on Social Studies students based on school location (rural and urban).

1.2 Research Question

In line with the purpose of the study, the following research questions were asked:

- i. What is the academic achievement of Social Studies using cooperative and competitive instructional strategies and those taught using conventional method?
- ii. What is the effect of cooperative and competitive instructional strategies on students' academic achievement in Social Studies based on gender?
- iii. What is the academic achievement of students taught Social Studies using cooperative and competitive instructional strategies on the basis of students' ability?
- iv. What is the effect of cooperative and competitive instructional strategies on students' academic achievement in Social Studies based on school location (rural and urban)?

1.3 Hypotheses

Based on the above stated research questions, the following hypotheses were formulated for the study.

H01 : There is no significant difference between the mean performance score of students' using cooperative and competitive instructional strategies verses those taught using conventional instructional strategies in Social Studies in Kwara State, Nigeria.

H02: There is no Significant Difference between the mean performance score of male and female Students taught using conventional instructional strategy in Kwara State, Nigeria.

H03: There is no significant difference in the mean performances score of Social Studies Students taught using conventional instructional strategy on the basis of location, in Kwara State, Nigeria

H04: There is no significant difference in the mean performance score of Students' taught using cooperative and competitive instructional strategies in Social Studies versus those taught using conventional instructional strategy on the basis of scoring ability, in Kwara State, Nigeria.

2.0 METHODOLOGY AND MATERIALS

The quasis experimental design was used for the study. The choice of this design was by reason that, the study was sought to find out the impact of students' academic achievement in Social Studies which required having both experimental and control groups with different treatments. The population is all upper basic school Social Studies students' in Kwara State.

However, to adequately take care of absentees and other unforeseen circumstances that might prevent research participants from fully taking part in the study, the researcher sampled One hundred and twenty (120) participants made up of 40 students from Patigi, 40 from Edu and 40 from Moro. Eighty (80) students sampled out in Patigi and Edu (experimental group 1 and 2), only 60 students fully participated and wrote Social Studies Achievement Test. While out of 40 participants of the study from Moro, only 30 students fully participated in the achievement test implying that 90 participants participated in the study. The structured instrument titled Social Studies Achievement Test was used to elicit information on the impact of comparative and competitive instructional strategies on students' academic achievement in Social Studies. The instrument was content and face validated by Social Studies practitioners and statistician while the content was subjected to Cronbach's alpha reliability test of internal consistency. The study made use of fifty (50) multiple Social studies test. The test was employed for pre-test in order to determine the level of academic equivalence of subjects and a post-test in order to measure the potential effects of the intervention examining the difference on the pre-test and post-test results.

3.0 RESULTS

Research Question 1: What is the academic achievement of Social Studies using cooperative and competitive instructional strategies and those taught using conventional method?

Table 1: Descriptive Statistics on the mean academic performance score of students taught using cooperative, competitive and conventional strategies

Group Diff	N	Pre-test		Post-test		Mean
		Mean	SDev	Mean	SDev	
Experimental 1	30	55.500	3.345	88.813	4.200	33.313
Experimental 2	30	54.938	3.385	89.438	4.270	34.50
Control	30	54.750	3.463	56.500	3.543	1.75

The Descriptive statistics show the mean academic performance score of students taught using cooperative, competitive, and conventional instructional strategies in Social Studies Education in Kwara State, Nigeria.

The descriptive mean statistics in Table 1 indicated that among the cooperative experimental, I group the pre-test and post-test scores are 54.938 and 89.438 respectively. Among the conventional lecture control group, the pre-test and post-test scores are 54.750 and 56.500 respectively. All these outcomes showed that differences exist between the pretest and post-test in each of the experimental groups compared with the conventional lecture group.

Research Question 2: What is the effect of cooperative and competitive instructional strategies on students' academic achievement in Social Studies based on gender?

Table 2: Descriptive Statistics on the mean academic performance score in Social Studies Education between those taught using cooperative instructional strategies versus those taught using a conventional instructional strategy based on gender

Group	Gender	N	Mean	Std.Dev	Group Aggregate	Std.DEV
Experimental 1	Male	15	28.7000	7.76504	28.8625	7.69307
	Female	15	29.1333	7.69565		
Experimental 2	Male	15	29.0455	7.76083	28.9625	7.98962
	Female	15	28.8611	8.37054		
Control	Male	15	22.3846	3.48753	22.3500	3.49864

Female	15	22.0000	3.56942
Total	90		
Overall			
Aggrepte		26.6917	7.39025

The above descriptive statistics in Table 2 showed the difference between the mean performance score of male and female students taught using cooperative and competitive instructional strategies in Social Studies Education versus those taught using conventional instructional strategies in Kwara State, Nigeria. The descriptive statistics showed that among the experimental cooperative group male and female mean scores are 28.7000 and 29.1333 respectively. In the same vein among the experimental 2 competitive group male and female mean scores are 29.0455 and 28.8611 respectively. On the other hand among the control: group, male and female mean scores are 22.3846 and 22.0000 respectively. This implies that the difference between male and female scores in either of the experimental groups or the control groups is marginal.

Research Question 3: What is the academic achievement of students taught Social Studies using cooperative and competitive instructional strategies on the basis of students’ ability?

Table 3: Descriptive Statistics on the difference in the mean performance score of students’ taught using cooperative and competitive instructional strategies in Social Studies Education versus those taught using conventional instructional strategy based on scoring ability

	N	Mean	Std.Deviation	Std. Error
Exp1	30	68.0500	8.40009	1.32817
Exp 2	30	68.9000	8.41184	1.33003
Control	30	42.2000	7.08628	1.12044
Total	90	59.7167	14.75126	1.34660

The descriptive statistics in Table 3 confirmed that significant differences exist in the mean performance score of Students’ taught using cooperative and competitive instructional strategies in Social Studies Education versus those taught using a conventional instructional strategy based on scoring ability, in Kwara State, Nigeria. Their descriptive statistics showed that their computed mean performance scores for cooperative experimental 1, competitive experimental 2, and control groups are 88.813, 89.875, and 56.500 respectively. This implies that mean performances of cooperatives experimental 1 and competitive experimental 2 and competitive experimental 2 are significantly higher than of the control group.

Research Question 4: What is the effect of cooperative and competitive instructional strategies on students’ academic achievement in Social Studies based on school location (rural and urban)?

Table 4: Descriptive Statistics on the difference between the mean performance score of Social Studies Education Students taught using cooperative and competitive instructional

strategies versus those taught using conventional instructional strategy on the basis of location

Location	Group	N	Mean	Std.Dev	Group Aggregate	Std.Dev
Urban	Exp I	15	72.156	7.69307	72.281	7.81821
	Exp II	15	72.406	7.98962		
Rural	Exp I	15	72.406	7.98962	66.729	7.39025
	Exp II	15	72.456	7.98962		
Control	Conv	30	55.625		55.115	3.49864
	Method					
	Total	90				
	Overall Aggregate		26.6917	7.39025		

Details in Table 4 show the descriptive mean statistics, on the difference between the mean performances score of Social Studies Education Students taught using cooperative and competitive instructional strategies versus those taught using the conventional instructional strategy based on location, in Kwara State, Nigeria. The descriptive mean statistics table above revealed that among the experimental 1 cooperative groups, the urban and rural scores are 72.156 and 72.456 respectively. Among the experimental 2 competitive control group, the urban and rural scores are 55.115 and 55.625 respectively. This shows that the location of the student’s school does not significantly affect their performance whether taught using cooperative or competitive instructional strategies or taught using conventional instructional strategies.

Hypothesis One: There is no significant difference in the mean performance score of students taught using cooperative, competitive and conventional instructional strategies in Social Studies in Kwara State, Nigeria

Table 1 Analysis of covariance statistics (ANCOVA) difference between the mean performance score of students taught using cooperative, in Kwara State, Nigeria

(I) groups	(J) groups	Mean Difference (I-J)	Std.Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Exp1	Exp2	-2.0125	.58831	1.000	-1.4618	1.4368
	Control	12.6125 *	.58831	.000	5.1632	8.0618
Exp2	Exp1	2.0125	.58831	1.000	-1.4368	1.4618
	Control	12.6250 *	.58831	.000	5.1757	8.0743
Control	Exp1	-12.6125 *	.58831	.000	-8.0618	-5.1632

	Exp2	-12.6250*	.58831	.000	-8.0743	-
<hr/>						
5.1757						

Results of the above analysis of covariance (ANCOVA) statistics in Table 1 showed that significant differences exist between the pre-test and post-test mean performance scores of students taught using cooperative, competitive and conventional instructional strategies in Social Studies Education in Kwara State, Nigeria.

The reason being that in the groups versus tests analysis the calculated p-value of 0.000 is lower than the 0.05 alpha level of significance and its corresponding computed F value of 79.751 higher than the F critical value of 2.60. In the same vein, the analysis among their pretest and post-test calculated p-value of 0.000 is also lower than the 0.05 alpha level of significance.

The descriptive mean statistics in table 1 showed that among the cooperative experimental I group the pretest and posttest scores are 55.500 and 88.813 respectively among the competitive experimental 2 groups, the pretest and post-test scores are 54.938 and 89.438 respectively. All these outcomes showed significant differences between the pre-test and post-test in each of the experimental groups compared with the lecture group. Therefore, the null hypothesis which state that there is no significant difference between the mean performance score of students taught using cooperative, competitive and conventional instructional strategies in Social Studies Education in Kwara State, Nigeria is rejected.

Hypothesis Two: There is no significant difference between the mean performance score of male and female students taught using conventional instructional strategy in Kwara State, Nigeria.

Table 2: Analysis of Variance ANOVA statistics on no difference in the mean performance score of students’ taught using cooperative and competitive instructional strategies in Social Studies Education versus those taught using conventional instructional strategy based on scoring ability, in Kwara State, Nigeria

	Sum of Squares	Df	Mean Square	F computed	F critical
sig.					
Between Groups	18424.467	2	9212.233	144.290	2.60
Within Groups	7469.900	87	63.845		
Total	25894.367	89			

Results of the Analysis of variance ANOVA statistics in Table 2 confirmed that significant Differences exist in the mean performance Score of Students’ taught using cooperative and competitive instructional strategies in Social Studies Education Versus those taught using a conventional instructional strategy based on scoring ability, in Kwara State, Nigeria. The reasons being that the calculated p-value of 0.000 is lower than the 0.05 alpha level of significance and the computed F Value of 144.290 is higher than the 2.60 F critical value. Their descriptive statistics showed that their computed mean performance scores for cooperative

experimental 1, competitive experimental 2 and control groups are 88.813, 89.875, and 56.500 respectively.

To further confirm this, the post-Hoch Scheffe Mean comparison in Table 2 while the mean performance of the control group is put in a significantly lower subset 1. This implies that the mean performances of the cooperative experimental 2 are significantly higher than that of the control group. Therefore the null hypothesis which state that there is no significant difference between the mean performance score of students' taught using cooperative and competitive instructional strategies in Social Studies Education versus those taught using the conventional instructional strategy based on scoring ability, in Kwara State, Nigeria

Table 3: Analysis of Covariance ANCOVA statistics on no difference in the mean performance score of students' taught using cooperative and competitive instructional strategies in Social Studies Education versus those taught using conventional instructional strategy based on scoring ability, in Kwara State, Nigeria

Source	Type III Sum Of Squares	Df	Mean Square	F	Sig.
Corrected Model	9706.137 ^a	2	1941.227	140.220	.000
Intercept	170613.338	1	170613.338	12323.881	.000
Groups	2336.425	1	1168.213	84.383	.000
Pre/Post-tests	5161.538	1	5161.538	372.832	.000
Groups*tests	2208.175	2	1104.088	79.751	.000
Error	3239.525	87	13.844		
Total	183559.000				
Corrected Total	12945.662	90			

a.R Squared=.750 (Adjusted R Squared = .744)

Results of the Analysis of covariance (ANCOVA) Statistics in Table 3 showed that a significant difference exists between the pre-test and post-test in the mean academic performance score of students' taught using Cooperative and Competitive Instructional Strategies in Social Studies Education versus those taught using the conventional instructional strategy on bases of scoring ability, in Kwara State, Nigeria. The reasons being that the calculated p-value of 0.000 is lower than the 0.05 alpha level of significance and its corresponding computed F value of 79.751 higher than the F critical value of 2.60 in the same vein, the analysis among the groups calculated p-value of 0.000 is lower than the 0.05 value of significance and among their pretest and posttest the calculated p-value of 0.000 is also lower than 0.05 alpha level of significance.

There is no significant difference between the mean performances score of Students' taught using Cooperative and Competitive instructional strategies in social Studies Education versus taught using conventional instructional strategy on bases of scoring ability, in Kwara State, Nigeria is rejected.

Hypothesis Four: There is no significant difference between the mean performances score of Social Studies Education Students' taught using the conventional instructional strategy based on location, in Kwara State, Nigeria.

Table 4: Analysis of Covariance (ANCOVA) statistics on no difference in the mean performance score of students' taught using cooperative and competitive instructional strategies in Social Studies Education versus those taught using conventional instructional strategy based on location, in Kwara State, Nigeria

Source	Type III Sum Of Squares	Df	Mean Square	F	Sig.
Corrected Model	2367.808 ^a	2	1183.904	26.259	.000
Intercept	162101.472	1	162101.472	3595.386	.000
Groups	6.774	1	3.387	.074	.000
Location*groups	5.664	2	3.400	4.009	.000
Error	10685.375	87	4.367	0.1074	.928
Total	184040.000	90			
Corrected Total	13053.183	239			

a. R Squared = . 181 (Adjusted R Squared = . 174)

Results of the above Analysis of Covariance (ANCOVA) statistics in table 4 showed that there is no significant difference between the mean performances score of strategies versus those taught using the cooperative and competitive instructional strategies versus those taught using the conventional instructional strategy based on location and its corresponding F value of 0.1074 is lower than the F critical value of 2.604.367 is higher. Looking at the individual analysis, based on location there is no significant difference as the calculated p-value of 0.828 is above the 0.05 alpha level of significance. But among the groups, significant differences exist. The descriptive mean statistics table above revealed that among the experimental 1 cooperative groups the urban group, the urban and rural scores are 72.406 and 72.446 respectively. And among the control group, the urban and rural scores are 55.115 and 55.625 respectively. This shows that the location of the students' School does not significantly affect their performance whether taught using cooperative or competitive instructional strategies or taught using conventional instructional strategy.

This shows that the location of the students' school does not significantly affect their performance whether taught using cooperative or competitive instructional strategies or taught using conventional instructional strategy. Consequently, the null hypothesis which state that there is no difference between the mean performances score of Social Studies Education students taught using cooperative and competitive instructional strategies versus those taught using the conventional instructional strategy based on location, in Kwara State, Nigeria, is hereby retained.

4.0 DISCUSSION OF THE FINDINGS

One of the findings in the study is that the students taught using cooperative instructional strategy had mean gain score significantly different from the those students taught using conventional instructional strategy. The finding revealed that students' performance was better enhanced when students were taught using cooperative instructional strategy. This finding is in line with Johnson and Johnson(1990), Johnson, Johnson and Holubee (1993), Okebukola (1987) Sharan, Ackerman and Hertz-Lazarowitz (1990) and Yusuf, (2004), who all found that students taught using cooperative instructional strategy had enhanced performance which made the students different and to outscore their counterparts in the other groups. The finding of this on the superiority of cooperative instructional strategy is however contrary to the finding of Johnson and Johnson (1992) who reported that competitive instructional strategy was superior to cooperative instructional strategy in Laboratory work.

Another finding of this research revealed that gender does not affect the performance of students in Social Studies Education when taught using either cooperative or conventional instructional strategy. These findings agreed with the findings of Adamson (1997) and Ojo (1997). According to their findings, gender did not have any significant effect on their interaction. The study revealed that there was no statistically significant difference in the performance of students based on scoring ability in the treatment group using COOPIS. This finding is in line with George (1985) who observed that scoring ability influenced students when taught using cooperative instructional strategy.

The result of the study shows that there was significant differences between the pre-test and post-test mean performance score of students taught using cooperative and competitive instructional strategies and performed these taught using conventional method.

This findings is in line with the findings so and so (gear) whose finding also shows significant difference of the students taught using cooperative and competitive instructional versus those taught with conventional method.

The findings of the study the shows that there is significant difference on the performance of male and female students' using cooperative and competitive instructional strategies versus taught using control method. The findings corresponds with the finding of Abu. (2010), whose finding shows a significant difference in the performance of students based on the gender.

The result shows that no significance difference in the mean academic performance of students taught using conventional instructional strategies of versus taught using cooperative and competitive instructional strategies this was in agreement with Ajibade, (2011) , Afolabi, (2009), and Ajaja, (2014). That attributed scoring ability to student's preparedness which create confidence in their ability to perform satisfactorily.

The location of students in hypothesis shows no significant difference between the mean performances of students taught using cooperative and competitive instructional strategies versus those taught using lecture method.

This finding in line with the assertion of Chiodo, (2010), Byford, (2006), and Ellks, (2010). That believed that the performance of students has nothing to do with the location (rural and urban areas) of the students

5.0 CONCLUSION

The following basic conclusions were deduced from the research as follows:

The post-test scores in each of the two experimental groups of cooperative and competitive strategies higher than that of the lecture method, difference exist between the experimental groups (Cooperative and Competitive strategies) versus the group gender does not have any significant influence on students' performance whether in experimental (cooperative and competitive strategies) or control groups. Location does not influence performance in any of the three groups, implying that the two experimental strategies are very effective for both urban and rural school student.

6.0 RECOMMENDATIONS

The following recommendations are put forward in the research:

Teachers should be encouraged to use cooperative and competitive instructional strategies. By so doing it allows the learner to gainfully and promote healthy rivalry under the control of the teacher in the class; Male and Female students should be proper monitoring and supervision of teachers of Social Studies Education by School Inspectors so that they will be effectively guided in the use of cooperative and competitive instructional strategies in teaching Social Studies and there should be well defined motivational strategies to encourage students and teachers in the teaching and learning of Social Studies Education at the Junior secondary school level irrespective of the location.

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