

**TWO COLLABORATIVE INSTRUCTIONAL STRATEGIES  
AND LEARNING OUTCOMES IN MULTICULTURAL  
CONCEPTS IN SOCIAL STUDIES AMONG JUNIOR  
SECONDARY SCHOOL STUDENTS IN OYO STATE, NIGERIA**

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## **CERTIFICATION**

This is to attest that Olukunle Ayanwale (Matric no.109274) of the Department of Arts and Social Sciences Education, University of Ibadan conducted the research that culminated in this thesis under our supervision.

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## **DEDICATION**

I dedicate this academic work to God Almighty, the author and finisher of our Faith.

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## ABSTRACT

Multicultural concepts are taught in social studies to promote students' intercultural competence. However, reports have shown that many public secondary school students are deficient in knowledge of, and attitude to multicultural concepts in Oyo State, Nigeria. Previous studies largely focused on teacher and student-related factors influencing students' learning outcomes in multicultural concepts, with little emphasis on interventions through collaborative instructional strategies. This study, therefore, was conducted to determine the effects of Peer Study Circles (PSC) and Project-based Learning Strategy (PBL) on junior secondary school students' learning outcomes (knowledge and attitude) in Multicultural Concepts in Social Studies (MCSS) in Oyo State, Nigeria. The moderating effects of ethnic background and gender were also examined.

The Socio-metric and Social Learning theories were adopted as the framework, while the pretest-posttest control group quasi-experimental design with a 3x2x2 factorial matrix was used. Six Local Government Areas (LGAs) were randomly selected in Oyo State. Six public junior secondary schools (one per LGA), with at least two ethnic groups, were purposively selected. The participants in the schools were randomly assigned to PSC (64), PBL (60) and Control (56) groups. The instruments used were Multicultural Knowledge Test ( $r = 0.81$ ), Multicultural Attitude Scale ( $r = 0.76$ ) and instructional guides. The treatment lasted eight weeks. Data were analysed using descriptive statistics, Analysis of covariance and Bonferroni Post-hoc test at 0.05 level of significance. The participants' age was  $11.40 \pm 2.03$  years, and 60.0% were female. The ethnic distribution of the participants was Yoruba (61.1%), and Non-Yoruba (38.9%). About 55.0% students had low knowledge of MCSS, while 66.7% had poor attitude to MCSS. Treatment had a significant main effect on knowledge of MCSS ( $F_{(2,177)} = 5.82$ ; partial  $\eta^2 = 0.06$ ). The participants in PSC obtained the highest post mean knowledge scores (11.11), followed by those in PBL (11.04) and control (8.023) groups. Treatment had a significant main effect on attitude to MCSS ( $F_{(2, 17)} = 6.47$ ; partial  $\eta^2 = 0.07$ ).

The participants in PSC (10.08) obtained the highest post mean attitude score, followed by those in PBL (8.86) and control (7.13) groups. There was a significant main effect of gender on knowledge of MCSS ( $F_{(1,178)} = 5.43$ ; partial  $\eta^2 = .03$ ) but not on attitude. Male students obtained higher post mean knowledge score in MCSS (10.55) than their female (9.18) counterparts. Ethnic background did not have a significant main effect on knowledge and attitude. Ethnic background and gender had significant interaction effects on knowledge ( $F_{(1,178)} = 8.50$ ; partial  $\eta^2 = .05$ ), in favour of male Yoruba participants in PSC group.

There were no significant interaction effects of treatment and gender, as well as treatment and ethnic background on knowledge and attitude. The three-way interaction effects were not significant on knowledge and attitude. Peer study circles and project-based instructional strategies enhanced junior secondary school students' knowledge of, and attitude to multicultural concepts in social studies in Oyo State, Nigeria. Both strategies should be adopted in teaching multicultural concepts in Social Studies for improved students' learning outcomes, with particular attention to gender.

**Keywords:** Peer-study circles and Project-based instructional strategies, Achievement in and attitude to social studies, Multicultural education, Intercultural competence

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## **CHAPTER ONE**

### **INTRODUCTION**

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

The spate of violence, conflicts and crises pervading the global world in recent times, which culminating in tensions all over the countries of the world cannot be overemphasized, African continent inclusive. As a result, peaceful co-existence, even among neighbouring states, continues to be a mirage. Issues of conflict abound within ethnic tribes, nations and the international community. Akwara, Adams and Ominawo (2013) averred that problem of ethnic violence pervades virtually every country in Africa. It is instructive to state that human existence becomes more worthwhile and meaningful when the environment in which the citizens live is devoid of troubles, disagreements tensions, conflicts and wars. To attain or achieve such peaceful coexistence calls for an indepth understanding of culture.

One important subject that is potentially structured to incorporate various important parts of the humanities and social sciences is social studies. It is essential for every individual to have a fundamental appreciation of the key ideas that relate to the present-day society and these ideas are inculcated in learners by the subject, social studies. The roles of Social studies education in the development of an individual and nation cannot be put aside. The subject is very essential to an individual's all-round development and has contributed immensely towards the attainment of the national objectives of Nigerian education. Social Studies is an indispensable and veritable tool in reaching national development in Nigeria; anyone exposed to its content would be given a positive orientation that might finally prepare them to function effectively in the society. Social Studies is such a broad category of subject which encompasses other subjects in the Humanities and Social Sciences. These subsidiaries of Social Studies include Civic Education, Environmental Education, Peace Education, Population Education, Multicultural Education Entrepreneurial Education among others.

One of the contributions of Social Studies towards solving societal problems is through multicultural education. Holbert (2016) defined multicultural issues as those issues that have or hold the potentials for far-reaching impacts on larger number of

people. Multicultural issues are intercultural in that they are beyond the scope of a single culture. This simply connotes that multicultural problems are universal phenomena that threaten not just a country but most countries of the world.

A problem solving discipline like social studies is capable of addressing challenges of multicultural issues because its content and objectives focus on solving societal problems across the world. This perhaps informs the view that Social Studies as a problem solving discipline must include in its curriculum global and multicultural education in order to cater for day-to-day activities of average human beings that are influenced by burgeoning international connections.

Ajiboye (2010) affirmed that Social studies is a discipline that promotes good living. Complementing the view of Ajiboye, Ajitoni and Salako (2014) further declared that Social Studies is a discipline which if properly programmed and effectively taught should help to solve problems that are facing not only developing countries like Nigeria, but nearly all countries of the world. Social studies is described as a discipline that deals with the problems of survival in an environment and how to find solutions to such problems (Ogundare, 2000). Odia (2014) posited that the primary goals of social studies is to assist individual learners to develop the skills and ability to come up with reasonable decision that would promote good standard of living among human beings who live in a culturally dependent world. Thus, the foregoing indirectly makes social studies an important discipline that is capable of equipping individual to effectively function in both monocultural and multicultural communities in the 21<sup>st</sup> Century.

Cohen and Lotan (2004) describe culture as the totality of human ways of life in the society. Culture is the way of life, collection of ideas and habits of members of a society which are learnt, shared and transmitted from generation to generation. It is also the pattern of behaviour and thinking that people living in social groups learn, create and share. The multicultural and multi-lingual composition of Nigerian population remains a major challenge threatening the national unity and development of the nation. The country is divided into thirty six states and a federal capital territory, a political expediency designed to foster national unity and integration. The two predominant religions in Nigeria are Christianity and Islam, and followers of these two religions are intolerant of opposing views. Nigeria has witnessed many

ethno-religious crises with attendant loss of precious lives and property as a result of intolerance for other people's culture.

Successive governments have made some efforts in promoting cultural understanding, unity in diversity and harmony among the three major ethnic groups. Such programmes and agencies include the establishment of National Orientation Agency (NOA), National Youth Service Corps (NYSC) Federal Character and Quota System, Establishment of Unity schools in the country. Yet, despite the government efforts in promoting unity and harmony in the country, there has been little or no results, because cultural discrimination and ethnic suspicion still reverberate in the corridors of power and in all sectors of the economy. Education as an agent of change had been employed in finding recourse to the issue of unity in Nigeria's cultural diversity. Consequently, a number of teaching-learning strategies have been employed such as demonstration (Ogunbiyi, 2014), Field Trip strategies (Salako, 2014) and multicultural method (Akeusola, 2015). Needless to say, their impact on giving the learners the skill, values and attitude of unity among the diverse ethnic background is yet to be felt. Hence, the need for multicultural education.

Two learning strategies were employed in this study. They are peer study circles and project-based strategies. Peer study circles is the grouping and pairing of students for the purpose of achieving an academic goal, in which students work in circles and exchange roles over a period of time. The cycle is to enable them play certain roles in rounds over a period of time. It is believed that peer study circles will be of immense benefit in uniting together students from various ethnic backgrounds and enhance the spirit of oneness among them thereby serving as a way to combat and eradicate every form of suspicion, doubt, hatred, tribalism and nepotism among the various ethnic groups that make up Nigeria since these students are the Nation's futures. It is therefore very important for these students to learn how to work with people with diverse ethnicities by learning to adapt through peer study circles.

Another learning strategy capable of achieving effective teaching of multicultural concepts is project-based strategy. Project-based learning increases rapport and interpersonal relationship among students from diverse cultural background. The project-based learning is a teacher facilitated and collaborative learning strategy adopted in teaching-learning activities. Notwithstanding, certain extraneous variables have been identified to influence learners academic achievement such as gender, age, school location, ethnic background and parental economic status.

Ethnic background of students has been identified by Gauba (2003), Bennet (2007) and Okorosaye-Orubite (2008) as a variable that impede social interaction in multicultural settings. For instance, Okunade (2004) opines that ethnic clashes in Nigeria have claimed thousands of lives and destruction of multi-million dollar properties and public institutions. Thus, the multi-ethnic dimensions in Nigeria have created racial sentiments and ethnic suspicions among the elders and youths (students inclusive). It is imperative to examine the moderator effect of ethnic background on students' learning outcomes. In like manner, gender issue continues to be a relevant predicting variable in the academic achievement of learners at all levels (Olubela, 2015). Sleeter and Grant (2003), Alapiki (2005) and Makinde (2005) in different studies indicated the effect of gender on academic performance and attitude of learners. Male and female students tend to display different attitudes towards learning experiences and cultural interactions. This attitudinal differences invariably impact on students' academic performance. Whereas Ogundare (2002) and Edwards and Kuhlman (2007) find no significant differences in gender and learners' performances, they submit that eventual achievement by learners is hinged on many interrelated variables and personal effort than gender variable. Therefore, the issues of gender remains inconclusive and will continue to gain the attention of social studies scholars since there is yet to emerge a clear picture of the role of gender in academic performance. The seemingly inconclusive nature of discourse on gender issues on students' learning outcomes therefore made it imperative in this study.

## **1.2 Statement of the Problem**

Nigeria continues to witness an unending circle of violence, conflicts and crises, traced to ethno-religious origins in recent times, at an alarming rate. With over 300 ethnic groups in the country, conflicts still persist resulting into loss of many lives and damage of unquantifiable properties. Successive governments have made several efforts as regards integration policies such as establishing Unity schools across the country and establishment of National Youth Service Corps (NYSC). However, most of these efforts have yielded little or no positive results. The persistent rate of ethno-religious crises might not be unconnected with the failure of previous studies to actively involve the students to discover causes, effects and solutions to conflicts in the society among others. Peer study circles and project based learning strategies have been identified as useful strategies for teaching multicultural concepts. The two

strategies have been used in mathematics, physics and English language and gave good results but it has not been employed in social studies. Both strategies could restructure the prejudiced mind of the students as this will enhance respect for other cultures.

Studies have established that education, being a tool of character and personality moulding, holds a viable solution to the integration problem in the country. Several studies have been carried out on multicultural education. Notable among these studies are the research carried out by Bank (1991) where modification of racial attitude was carried out through the use of future wheel strategies, field trip and cooperative instructional strategies (Salako, 2014), and the effect of multicultural education method (Akewusola, 2015). This study, therefore, determined peer studies circles, project-based instructional strategies and secondary school learning outcomes in multicultural concept in social studies in Oyo State, Nigeria. It further investigated the moderating effects of students ethnic background and gender on students knowledge of and attitude to multicultural concepts in social studies in Oyo state, Nigeria.

The core objectives of the study are:

1. To investigate the main effect of peer study circles (PSC) and Project Based (PB) on students learning outcomes in multicultural concepts in social studies;
2. To investigate the moderating effect of gender and attitude of students to multicultural concept in social studies;
3. To investigate the moderating effect of treatment, gender and ethnic background in multicultural concepts in social studies.

### **1.3 Hypotheses**

Seven null hypotheses were tested at 0.05 level of significance:

- Ho1. No significant main effect of treatment is found on secondary school students'
- i. knowledge of multicultural concepts
  - ii. attitude to multicultural concepts.
- Ho2. Ethnic background has no effect on secondary school students'
- i. knowledge of multicultural concepts
  - ii. attitude to multicultural concepts.
- Ho3. Gender was not significant on secondary school students'
- i. knowledge of multicultural concepts



- ii. attitude to multicultural concepts.
- Ho4. Treatment and ethnic background had no interaction effect on secondary school students'
  - i. knowledge of multicultural concepts
  - ii. attitude to multicultural concepts.
- Ho5. Treatment and gender had no interaction effect on secondary school students'
  - i. knowledge of multicultural concepts
  - ii. attitude to multicultural concepts.
- Ho6. Ethnic background and gender combined were not significant on
  - i. knowledge of multicultural concepts
  - ii. attitude to multicultural concepts.
- Ho7. Interaction of treatment, ethnic background and gender is not significant on secondary school students'
  - i. knowledge of multicultural concepts
  - ii. attitude to multicultural concepts.

#### **1.4 Scope of the Study**

This study determined peer study circles and project based learning instructional strategies and secondary school learning outcomes in multicultural concepts in social studies in Oyo state Nigeria. Sampled junior secondary school students in Ogbomoso North, Saki West, Ibadan North West, Akinyele, Oyo and Ibarapa Central Local Government Areas of Oyo state were involved in the study. Moreover, the study covers issues on the effects of ethnic background of the students and gender among other variables that could affect multicultural education. The concepts that were treated in the study include the national identity, culture and cultural heritage, National Unity and integration, nationalism and patriotism.

#### **1.5 Significance of the Study**

This study would be of help to students, teacher, government and the society as a whole in the sense that, those concepts i.e. concepts of National Identity, culture and cultural heritage, National Unity and integration, nationalism and patriotism that students were exposed to would erase the spirit of ethnicity in their heart, they thereby mix and interact freely among various ethnic groups in the state and Nigeria as a whole.

The findings from this study is expected to offer every student an equitable educational opportunity as well as help students in using the knowledge acquired to critique the society in the interest of social justice. Findings would also help researchers, policy makers and educators to appreciate the significance of multicultural education in reducing the various forms of discrimination among school students' and their immediate or remote community.

## **1.6 Operational Definition of Terms**

**Culture:** The way of life of individual societies such as language, clothing, food customs and traditions.

**Multicultural Education (ME):** A type of education given to different students of age, cultural background, language, religion affiliation, race and the likes under an umbrella i.e. in a learning environment.

**Students' Knowledge of Multicultural Concepts:** The understanding and awareness of the students of some cultural and multicultural concepts and issues in social studies by students.

**Students' attitude to Multicultural concepts:** The opinion, interest and feelings of students to some cultural and multicultural concepts and issues in social studies.

**Students' ethnic background:** This is students' affiliation to different tribes based on their cultural heritage within Nigerian social-cultural milieu.

**Peer study circle instructional strategy:** This involves a continuous grouping and pairing of students for the purpose of achieving an academic goal in classroom.

**Project based instructional strategy:** This is a collaborative approach in which students acquire and apply knowledge and skills to define and solve realistic problem using a process of extended inquiry..

**Multicultural concepts:** These are the concepts to be treated in the study which include national identity, culture and cultural heritage, unity in diversity nationalism and patriotism.

**Race:** This connotes people's tribe especially those who have the same original ancestors, descent and kindred.

**Racial awareness:** This means the differences in cultural beliefs of a group of people or ethnic group in the country.

**Yoruba indigene:** They are students whose father's tribe is Yoruba

**Non Yoruba indigene:** They are students whose father's tribe is not Yoruba i.e.  
Other tribes

## **CHAPTER TWO**

### **LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

This chapter focuses on the review of related literature to the study and theoretical framework. The review covers major issues in multicultural concepts in relation to classroom interaction. The review is presented under the following themes

- 2.1 Theoretical Framework
  - 2.1.1 The Socio-metric Learning Theory
  - 2.1.2 Theory of social learning by Bandura
- 2.2 Review of Concepts
  - 2.2.1 The Subject, Social Studies
  - 2.2.2 The Nature of Social Studies
  - 2.2.3 The Teaching of Social Studies in Secondary Schools in Nigeria
  - 2.2.4 Philosophy and Objectives of Multiculturalism in Nigeria
  - 2.2.5 Pedagogy of Multiculturalism
  - 2.2.6 Issues in Global Multicultural Perspectives
  - 2.2.7 Tolerance and Multicultural Education
  - 2.2.8 Modified Convention Strategy
  - 2.2.9 Peer Study Circles Strategy
  - 2.2.10 Project Based Strategy
- 2.3 Empirical Studies
  - 2.3.1 Studies on the Multicultural Issues Instruction
  - 2.3.2 Peer Study Circles and Students' Multicultural Knowledge and Attitude
  - 2.3.3 Project-Based Learning Strategy and Students' Multicultural Knowledge and Attitude
  - 2.3.4 Students' Knowledge of Multicultural Education Concepts in Social studies
  - 2.3.5 Ethnic Background and Multicultural Education Concepts in Social Studies
- 2.4 Literature Appraised

## **2.1 Theoretical Framework**

### **2.1.1 Socio-metric Learning Theory**

The study is based on the socio cognitive framework. The proponent of socio metric theory is Dr. Jacob Levy Moreno (1889-1974). The sociometric theory of learning tends to measure the intents of human relationships. The theory lays more emphasis on interpersonal relations among the learners thereby creating a kind of forum for good relationship among them (Paterson, 2002). The relevance of this theory to the study is that since the theory strongly believes that learning can take place through observation and imitation of behavior, attitude and emotional reaction of other people, then the study is very relevant to the teaching of multicultural concepts in social studies. Another relevance of the theory to this study is the fact that multicultural education is a reform movement which tries to influence the schools and other educational institutions orientation so that students from diverse social-class, gender, racial language, religion and cultural groups, have an equal opportunity to learn. This is in line with socio-metric theory because the theory intends to bring about a ‘complete’ human being in the society. The sociometric theory is very relevant to the teaching of multicultural education because the end result of multicultural education is cultural integration.

### **2.1.2 Theory of Social Learning by Bandura**

Bandura who was the proponent of social learning theory was born on December 4, 1925 in a small town in Canada located approximately 50 miles from Edmonton. The Bandura social learning theory emphasise the importance of observing and modeling the behaviours attitudes and emotional reaction of others (Bandura, 1977).

Bandura social learning theory is related to the theories of Vygostsky and Lave which laid more emphasis on the central role social learning. The relevance of this theory is that like the socio-metric theory and multicultural concepts which are both firmly rooted in orientation towards interpersonal relations the general idea behind Bandura’s social learning theory is that individuals learn and acquire knowledge through observation and imitation. Another relevance of the theory to this study is that as observational learning is a central factor in the process of human development such ideas challenge people’s intellect and emotions as they learn to work and live together in harmony.

## **2.2. Review of Concepts**

### **2.2.1 The subject, Social Studies**

Social studies basically lay emphasis on man and his environment most especially, man's ability to survive in his environment. This is why Arisi (2015) stated that Social Studies is a broad field discipline which objective centers on an individual's symbiotic bond with his surroundings. According to her, Social Studies equips man with skills, both hard and soft skills that help man to appreciate his milieu, the problems and challenges within his environment, and how he can realistically manage these challenges in his day to day living. This might have informed Philip-Ogoh and Okloho (2013) to state that, "Social Studies education has been adjudged to be one of the most valuable means to achieving a well-seasoned and disciplined citizenry in the society" pg 3.

Social Studies is considered a value laden discipline and as such, the contents of its curriculum must be appropriate and most suitable to the real desires, needs and experiences of the learners where it is implemented. By so doing, the discipline and content of Social Studies should vary from one environment to another and from time to time even in the same environment. Arisi (2015) asserted that, the discipline of Social Studies in Nigeria, in terms of its philosophy and content, lays emphasis on learner's appreciation of their environment both physically and socially, better communal interactions and collaborations, sound social skills and ability to reason thoughtfully and freely. Alluding to the nature of Social Studies curriculum in Nigeria, Kabir (2014) stated that the curriculum of Social Studies places an exceptional value in raising responsible citizens who have the capability to positively transform the society.

In this way, the curriculum of Social Studies is largely perceived as a programme used to inculcate desirable values, skills and attitudes as well as, a special discipline that commits itself to shaping and conveying the social values of a given people. Opoh, Sunday and Ogbaji (2014) believed that a society that is sound in moral standing, free from corruption and integrated society which Nigeria so much desires is far from being achieved without Social Studies. Edinyang and Usang (2012) and Odia (2014) noted that Social studies curriculum, among other reasons, was introduced into Nigeria, just like in many other countries, in order to help produce responsible individuals who will help to eschew some of the vices in the society. Corroborating

this, Adediran and Onifade (2013) recounted that the conception of Social Studies Education and its curriculum in Nigeria was to aid in healing the country's socio-political injuries and contribute in promoting a culture of sound social interaction, integration and corporation among its diversified population.

The introduction of Social Studies into Nigeria's educational system was, by every measure, considered a welcome development (Arisi, 2015). This is as the subject is believed to be capable of addressing the numerous social problems and/or vices facing Nigeria and therefore, was accepted as a school subject in Nigeria. As Kabir (2014) aptly captured it, the subject-matter of Social Studies was incorporated the school curriculum, among other goals, with the hope of restoring Nigeria from virtually every social vice.

The curriculum of Social studies, being value laden, is believed to be capable of doing so many things. For example, it can serve as a means of changing the value system of a people; develop students' understanding of their national social heritage and a need to conserve them (Edinyang and Usang, 2012); prepare responsible citizens by leading positive behavioral changes in the learners, improve the effort at human capital development (Arisi, 2015); foster patriotism (Ossai, 2010); engineer sustainable national development (Enu and Effiom, 2012; Opoh, Sunday and Ogbaji, 2014); facilitate the attainment of national development goals by producing responsible individuals (Edinyang and Ubi, 2013).

Other potential capabilities of Social Studies and its curriculum include, providing value-based education (Ikwumelu, Bassey and Oyibe, 2015); a means of combating social vices and problems among secondary school students and development of socio-civic and personal behaviours (Kabir, 2014); inculcate democratic values (Mezieobi, 2008); vital instrument for achieving global peace (Odia, 2014); crime control (Onwuasoanya, nd); serving as an antidote to corruption (Philip-Ogoh and Okloho, 2013) and a means of meeting the Sustainable Development Goals (SDGs) (Ogunfunmilakin, 2015).

Based on the above listed potentials and opportunities of Social Studies, Mezieobi, Ogaugwu, Ossai and Young (2013) captured it as a functional, transformative and an ideal subject for equipping students with the needed core principles, morals, ideals, behaviours, abilities and expertise that are strong enough for them to survive the challenges of their environment, be it local, national or global environment. Therefore, the overall aims and objectives of education in Nigeria

accepts the curriculum of Social Studies as one designed to teach young people in the school system, socially acceptable standards and morals of their immediate environment for effective and vibrant citizenship (Onuoha and Okam, 2011) with the aim of solving first and foremost, local problems, then national and global problems. Therefore, Arisi (2015) summarily stated that the nature of the curriculum and/or programme of Social Studies in secondary schools in Nigeria is such that it (Social Studies) should be cognizant of societal needs in Nigeria and so, incorporate contemporary issues of local, national and global concerns, such as social vices.

Despite this, the extent to which Social Studies and its curriculum in Nigeria, has achieved its educational mission in Nigeria, going by the expected capability of the subject listed above, could be said to be nothing short of failure. According to Opoh, Sunday and Ogbaji (2014), in view of a Nigerian society faced with moral decadence and woes, the obvious excitement that followed the expectations of those that founded the discipline of Social Studies in Nigeria seems to be waning. According to the findings of their study, Social Studies in Nigeria is failing. The implication of this is that the goals of the subject are unachieved after over fifty years of its teaching and learning in Nigeria.

Kabir (2014) equally alluded to the view that the curriculum of Social Studies has not lived up to expectations in terms of helping students to have a sound appreciation of the requisite social values and skills necessary to combat social problems. According to him, the approach currently being used to teach subjects that relates to good morals are not adequate in handling the huge moral deficits found in young people in Nigeria. Emphasis needs to be placed on all aspects of the curriculum rather than focusing only on the cognitive aspect as it is currently done.

Furthermore, Mezieobi and Brown (2017) identified the non-use of diversified instructional strategies in the execution or implementation of the Social Studies curriculum at the classroom level, as well as and the failure to periodically review the curriculum as key weaknesses of the curriculum. This is as the likelihood to urgently revise and expand the Social Studies curriculum to meet and address social problems in Nigeria is not in sight (Mezieobi, Ogaugwu, Ossai and Young, 2013). Onwuasoanya (ed.) listed the challenges facing Social Studies curriculum to include; inadequate content and poor methodology among others.

Onuoha and Okam (2011) classified the weaknesses of Social Studies curriculum in three areas namely; problem of content areas, problem of teaching and



problem of evaluation procedures. They stated that Social Studies curriculum content is faulty as it is not related to the societal needs of the different societies in Nigeria where it is implemented, not negating the fact that the implementation of the already limited content lays too much emphasis on the attainment of goals in the cognitive domain as the bases of measuring learning. In the area of evaluation, the scholars noted that the subject area of Social Studies has over the years placed high premium on assessing only students' abilities in the knowledge domain (usually measured as the level that a student could retain and recall facts). As a value laden subject, the Social Studies evaluation should focus more on positive behavioural changes and not merely acquisition and regurgitation of knowledge

Another critical weakness of the curriculum of social studies is the exclusion of critical curriculum stakeholders at the local level such as the actual end users of the curriculum (students), those who direct its day-to-day implementation in the classroom (teachers), and other local stakeholders (including past Social Studies students, school leaders, parents and community leaders/leaders of thought), in the process of designing the Curriculum. Some scholars, (Onyeachu, 2008; Kolawole, 2011; Adewuya, 2013; Kolawole, 2015), found that in Nigeria, the critical agents who will interpret and implement the Social Studies curriculum such as the teachers, were not carried along during the design process. The danger in this exclusion is that it could seriously mar the accurate execution and application of the curriculum which could come from of teachers' misconstructions and misrepresentations of the aims, content and procedures of the curriculum. In support of this, Philip-Ogoh and Okloho (2013) found that Social Studies teachers in most cases do not understand their roles and neither are they conversant with the goals of Social Studies. Hence, Kabir (2014) noted that to accurately translate the curriculum of Social Studies into real life experiences and a potent tool to curbing social vices as part objective of the subject, opportunities must be created for most, if not all, relevant stakeholders such as students and teachers to participate in designing and developing the curriculum.

Notwithstanding these weaknesses, there are prospects of Social Studies curriculum. For instance Arisi (2015) believed that if Social Studies curriculum is properly designed and implemented in the Nigerian schools, it can aid the advancement of Nigeria's educational philosophy which focuses on turning out sound and effective citizens (Arisi, 2015). On their part, Opoh, Sunday and Ogbaji (2014) suggested the need for the discipline of Social Studies to be repositioned to effectively

tackle the numerous problems facing Nigeria today, while also proposing teaching methods that are thought-provoking and learner-based.

In view of this, Mezieobi and Brown (2017) suggested constant review of social studies curriculum to incorporate contemporary issues as among the strategies of integrating contemporary issues in Social Studies curriculum. Also, Mezieobi, Ogaugwu, Ossai and Young (2013) suggested that constant review of the curriculum is a viable way of transforming the curriculum of Social Studies into a potent tool to tackle social problems. As Ikwumelu, Bassey and Oyibe (2015) put it, there is need to design a curriculum to inculcate the teaching of local and national values in our schools. To be able to do this however, and in order for Social Studies to be relevant and suitable to the real problems in the society, Osakwe (2012) is of the opinion that the subject should be restructured and reconceptualised. According to Kabir (2014), this requires a shift in the curriculum development paradigm for Social Studies to include all relevant stakeholders.

### **2.2.2 The Nature of social studies**

Social Studies originated from the United States of America. It is a discipline that educate learners on citizenship by providing them with the skills, knowledge, and attitude that will help them to become competent and responsible citizens, thereby enabling them to positively participate in their communities and exhibit moral and civic virtues. Amosun (2015) describes social studies as a discipline that promotes social understanding of man in his environment. It includes the study of the interrelationship among people, as well as the relationship between human beings and their environment. It is a discipline that allows students to develop an understanding of society and the human condition. In addition, Social Studies education creates awareness in students of their diversity and interdependence, helping them to recognize the challenges and benefits of living in a world with multiple cultures and ideologies.

Maria (2013) also described Social Studies education as the one that teaches children how to play meaningful role and responsibilities in relation to social civic affairs. It helps student to develop critical thinking abilities, and prepare them to participate competently and productively as concerned citizens. However, one of the distinct natures of Social Studies when compared to other school subject/disciplines is

that, the entire external world is its laboratory (Ganiyu 2010). This no doubt, accounts for the nature of the subject's contents, philosophy, objectives, and methodology with the view to having a better comprehension of human being, his physical and social environment in order to promote a society free of problems through the production of responsible world citizens. The integrative nature of the discipline also allows for the incorporation of meaningful learning materials, concepts, ideas, principles and theories from various disciplines and scholars outside the structure of social studies curriculum.

The foregoing perhaps inform the submission of Ajiboye (2010) in affirming that Social Studies more than any other school subject, has been used as a career subject, integrating most emerging issues across the globe in its curriculum. It cannot be underestimated with regard to citizenship, environmental factors, world politics and other global issues are to be addressed. Global issues such as poverty, population, women education, world tension, fundamental human rights, climate change, terrorism, water scarcity, drug trafficking, deforestation, communicable diseases, hunger malnutrition, internal migration, refugees, conflict and resolution, unemployment, to mention few, are already embedded in Social Studies curriculum. The Social Studies curriculum for Colleges of Education in Nigeria also reflect the teaching of major global issues with a view to developing in young learners, global competence, knowledge and skills that will promote learning outcomes in the teaching of global issues. It is expected that, social studies educators contribute meaningfully to ways by which global issues will be addressed for the benefit of human beings irrespective of nationality, religion and culture. Without doubt, Social Studies is a unique discipline in the sense that the actualization of the development of globally competent citizens is realizable through it due to the subjects integration of global issues.

Though Social Studies is a universal discipline aiming at proffering solutions to human and societal problems, each country has her peculiarity, based on the culture, and the problem which the subject is designed to address. Its content is limited to realities, events, social-cultural, economic process of each country. Despite the world being considered a global village, where an event in a country affects life and all other human endeavours in other countries, Nigeria Social Studies curriculum may not be totally fit to proffer solutions to global social problems. Global issues

should, therefore, be given prominence in the national curriculum more than it is at present, so that the course will be able to train individuals that will adequately address global problems holistically.

Nevertheless, the basis for the above claim could be traced to the growth in official support for 'global education' as witnessed by Putting the World into World-Class Education (DfES, 2004)), Developing a Global Dimension in the School Curriculum (DfES, 2005) and Education for Sustainable Development and Global Citizenship in Wales (ACCAC, 2002), (Cathie and David, 2007)]. Social Studies education is a platform through which citizens can be trained for global realities, and its curriculum should be reviewed to accommodate more global instructional contents and pedagogies. It is believed that Social Studies will inculcate in students skills and attitudes to respect, value and celebrate other cultures, learn about their issues in a positive way, thereby becoming socially and environmentally responsible. Such feeling of independence equips students to gain a positive outlook on their role in making the world a more peaceful and just place. Social Studies education should adequately prepare students to be global citizens. (Ganiyu, 2013).

The emergence of Social Studies as a school discipline or subject was born out of the need to find solutions to problem of human beings in the context of his/her social and physical environment. The assertion that man is not an island is correct in the sense that, human beings cannot live in isolation of other fellow human beings as well as outside the environment in which they are created to live. The history of Social Studies will not be complete without referring to the United States of America who first adopted Social Studies to solve her societal problems as against science disciplines which had hitherto been the main focus of the country.

### **2.2.3. The Teaching of Social Studies in Secondary Schools in Nigeria**

The rate at which unemployment, over population, robbery, prostitution, divorce, human trafficking, and so on, become rampant in our society calls for the introduction of Social Studies in the global system (world). Therefore, Social Studies was introduced to solve one problem or the other. There is no doubt that human being is the focus of attention in social studies. This means that any discussion in Social Studies must necessarily take human beings into serious consideration. Social Studies is a problem approach discipline which studies and learns about the problem of

survival in his environment. (Olaajo,2016). The subject came into being with a view to giving social and civic education to the young ones. The American educators believe that learners should be exposed to practical experience and that education should be for citizenship and life adjustment. Therefore, two world wars showed that there was lack of understanding among the different peoples of the world which led to these wars. The subject later spread to Britain and became important in other European countries and it was first introduced in Nigerian school in 1963.

Ogunsanya (2002) stressed that the pervading cry of the general public for immediate curriculum reform culminated in various conferences, seminars, and workshops which invariably were forerunners of the anticipated change and innovation in education. Among such conferences on the continental scene was the Mombassa social studies conference of 1968 which was attended by eleven African countries, including Nigeria. The conference emphasized the urgent necessity for education in Africa to relate specifically to the African culture through Social Studies.

It is often easy to point out what civic, history or geography is all about, than that of social studies. This is because these subjects traditionally have clearly defined content 'boundaries'. They are largely restricted to studying and understanding a particular aspect of human existence that is, geography is concerned with the physical environment, history with past events, civic with government, and so on. Therefore, different definitions have been given to Social Studies by different scholars due to their experiences, academic background, exposure to wide reading and to the dynamic nature of the discipline, among others. Fadeyiye (1990), simply defines Social Studies as the study of humans interaction with physical, social, political, economic, psychological, and cultural environment to mention a few. Social Studies equally studies the society and the world at large and the relationship between people and the world in which they live.

Nigeria Education Research Council (1980) commented on schools Social Studies programme by stating the definition of social studies as "those common learning of human interactions. According to Fadeyiye (2005) Social Studies emphasize discovery, dialogue, and experiences. It gives the learners the ample chance of discovering things for themselves by experiment or through dialogue and experience. Social Studies engage students in understanding of their physical and social environment, both immediate and distant environment. Social Studies inculcate healthy social attitudes and values in its learners and thus, they have right attitude to

life. Such vital social attitudes include courage, kindness, patriotism, self-discipline, appreciation, perseverance, open-mindedness, endurance, resourcefulness, obedience, sympathy, industry, and so on (Fadeiye, 2005). These social attitudes are important for healthy development of the society as well as ensuring a successful career in life.

Social Studies (through its objectives, nature, content and scope) is one of the learning experiences through which the objectives of the country can be achieved. The government, therefore, hopes that social studies would help to build a united, strong and egalitarian society. It is further envisioned that the plenitudes of social vices and problems ravaging every aspect of Nigerian national life could be mitigated if the subject is properly and effectively taught. If Social Studies can be used as a channel to achieve educational objectives of the country in particular and the national objectives in general, there is the need to ensure effective teaching-learning of Social Studies at the secondary school level.

Considering the numerous functions performed by Social Studies in the development and growth of man, one can rightly summarize the aims and objectives of teaching Social Studies in Nigerian schools as given by Makinde (1978) as follows:

1. To promote good and effective citizenship, catering for everybody in a democratic society irrespective of race, colour or creed.
2. To make Nigerian pupils understand their environments and their relationships with the physical, social, political, cultural and economic environments and to understand the same for other human beings.
3. To help learners develop a sound knowledge, desirable skills and right attitudes.
4. To promote culture and transmit cultural heritage.
5. To understand the socio-economic problems of the society with a view to finding solutions to them.
6. To create an awareness of the past in relation to the present.
7. To develop a knowledge of the appreciation of civic duties, rights, responsibilities and of the principles governing an ideal and enduring society.
8. To develop the power of evaluating facts and of clear, independent thinking and judgement.

The nature of social studies places emphasis on the objectives to be achieved in the course of teaching. The nature of social studies also engaged the learners in purposeful activities, such as observation, investigation, enquiry and exploration of

their immediate and distant environment particularly physical and social environments. It also aims at developing basic skills, techniques, concepts and attitudes which could guarantee effective and purposeful living (Fadeiye, 2005). Coupled with this, Fadeiye (2005) stressed further the scope of Social Studies which studies human beings in their totality. To achieve this end, social studies takes concepts, skills, knowledge, attitudes and values from all the social sciences, pure sciences and even mathematics. The scope of Social Studies aims at presenting knowledge as a whole rather than departmentalizing it as other social science subjects do. Hence, Social Studies was introduced in our educational system and teachers should bear it in mind that for social studies to deliver on its sacred mandate of producing responsible citizens, teaching strategies employed will play a major role.

#### **2.2.4. Philosophy and Objectives of Multiculturalism in Nigeria**

The term multiculturalism generally refers to a theory promoting retention of various cultural divisions for the sake of diversity that applies to the demographic make up of a specific place, usually at the scale of an organization such as a school, business, neighbourhood, city or nation

.Generally, the introduction of multicultural activities has been motivated by at least four intentions:

- (1) to correct ethnocentrism in the traditional curriculum;
- (2) to build understanding among racial and cultural groups and appreciation of different cultures;
- (3) to defuse inter-group tensions and conflicts; and
- (4) to make the curricula relevant to the experiences, cultural traditions, and historical contributions of the nation's diverse population.

#### **2.2.5 Pedagogy of Multiculturalism**

Pedagogy is the method to be adopted by teacher to teach in multicultural education. Banks (2001) stated that pedagogy of multicultural education is used by the schools in order to conceptualize and develop programmes, courses and projects in multicultural education. The pedagogies are discussed hereunder below:-

### **Equity pedagogy**

At this level, the teacher uses a variety of teaching styles and approaches that are consistent with the range of learning styles within various cultural and ethnic groups. This method also includes using and adoption of co-operative learning techniques in related courses such as in Science and Mathematics to enhance better academic achievement of student of colour and groups.

### **Content Integration**

Content Integration is a method that deals with the extent to which teachers use examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations and theories in their subject area or discipline.

#### **2.2.6. Issues in Global Multicultural Perspectives**

Korea no longer has to decide whether it wants to become a multicultural society. It made that decision years ago – perhaps unconsciously – when it decided to be a full participant in the emerging global economy. It confirmed that decision when it decided to actively recruit foreign migrants to meet the economic and demographic needs of a fast growing society. Korea is faced by a different decision today: what type of multicultural society does it want to be?

#### **2.2.7 Tolerance and Multicultural Education**

Tolerance according to the World Book Dictionary (2001) is seen as a willingness to be patient toward people whose opinion or ways differ from one's own. Amosun (2002) also sees tolerance as a fair, objective and permissive attitude toward those whose opinions, practices race, religion, nationality, differ from one's own, i.e. freedom from bigotry. In essence, we can say that tolerance is a way of life which is indispensable in human existence i.e. we need to tolerate one another in the country no matter the ethnic group one may come from. This is the focus of the researcher by incorporating multicultural Education to fill the gap of Ethnicity, tribalism, pluralism and sectionality among the Nigerian people.

In essence, we need to tolerate one another in order to have a united nation, underlying the adage which says 'united we stand, divided we fall'. Hence, the need for multicultural education to sensitize various ethnic groups in the country to live in harmony.



### **2.2.8. Modified Conventional Strategy**

The conventional lecture strategy is teacher-centered and subject oriented. The type of interactions that ensued in the classroom therefore result in minimal teacher-student, student-student and student-teacher exchanges and all these occur mainly during the concluding stage. Furthermore, Mohanan (2000) opined that using conventional lecture strategy prevents possible mental development by doing for the learner what the learner could have done for himself/herself. In other words, lecture strategy impedes the capacity to learn and think independently. In spite of these deficiencies of lecture strategy, Gagne (1977) observed that the strategy could be of advantages in terms of: Addressing large audience or teaching a large class; Using it to cover a wide ground within a short period; Allowing for little preparation on the part of the teacher, as no elaborate gadgets or lecture materials would be required and, Promoting social facilitation, since many people jointly concern themselves with the same idea; with each of them being stimulated by the awareness that others like them are responding to the lecture at the time. This, Gagne (1977) noted, may encourage discussions on the subject matter outside the classroom. However, it may be difficult to adopt conventional lecture strategy in preference to “novel” teaching strategies like moral dilemma and problem-solving in teaching value-laden and problem-oriented concepts such as multicultural concepts.

### **2.9. Peer Study Circles Strategy**

The Cockroft committee (1982) is of the view that when learners are engaged in meaningful guided discussions and are made to interact with one another, learning will be qualitative and quantitative. Though the Cockroft committee failed to make clear what they meant by discussion. However, Pirie and Schwarzerberger (1998) gave a useful definition of what a discussion in Mathematics should mean. Therefore, from their point of view, discussion is also imperative in an ecological class. Purposeful talk implies a goal of some sort, which may be set by the teachers or learners themselves. A discussion may arise when a teacher sets some task for a small group, it might be to construct a quadrat of 1 sq. metre. Some of the most useful discussions arise from a realization that something has been misunderstood. In some discussion, the teacher is involved but it often happens between parts of learners sitting together,. The importance of discussion and interaction to students as enunciated by Black house et al (2009) include

- Effective explanation of concepts, facts and ideas.
- Meaningful contributions to the identification of problem and proffering actively intelligent solutions to them;
- Developing in learners appropriate social skills;
- Promoting in learners the spirit of working collaboratively with their peers;
- Utilising the knowledge acquired to solve practical life problems.

From the above, it becomes imperative to emphasise and elevate Interaction - Discussion from a mere technique to a major instructional strategy in biology class Eronmusele (2007). As regards the advantages of group discussions and studies noted that through this process, some wrong ideas and answers may be discovered and the correct answers obtained. It is also important that students lay their hands on past questions and in conjunction with other members of study group, try to find answers to the questions. Interaction-discussion strategy is also a constructivist based teaching strategy in science. One of the proponents of the theory considers learning as appropriation. It further aims at translating the knowledge acquired, through extrapolation, into responsible behaviour and desirable skills. Lev Vygotsky emphasizes that the teaching-learning process should be interactive as a means of making learning a social activity(Donwell 1999). Even though Vygotsky emphasised the individual's active role in the social and constructive knowledge building process, such individuals should be made to work in concert with others rather than working alone.

- ❖ The strategy is a collaborative problem-solving strategy.
- ❖ It facilitates learning.
- ❖ Enables active participation.
- ❖ It will have strong relationship with achievement.
- ❖ It will lead to attainment of good teaching- learning process.
- ❖ The strategy focuses on the ability to say what you mean and mean what you say, this will lead to clarification of concepts.

Learners have different ability levels. Intellectually, some are superior to others, and that is one reason why we could have some children with very high intelligence quotient and some others with very poor intelligence level in the same class. Physically, a few are very well built, muscular and powerful while some are skinny, fragile looking and weak. Emotionally, while some children are always cheerful and

can mix easily with their peers, some others are unusually depressed, looking despondent and almost perpetually uneasy in the company of others.

### **How do we group?**

Grouping learners should not be done haphazardly, rather it should reflect certain social principles such as homogeneity or heterogeneity. As teachers would readily accept, some children might be very good at mathematics and the physical sciences while being very poor at languages and the humanities, some might be good in the languages but might be very weak in subjects involving figures and computation. Also, many experienced teachers would recognize some innate intellectual capabilities in some children, yet such children perform poorly in class. Should we classify such among the weak? Or should we group them along with the bright ones, hoping that they would sooner or later get over their emotional problems and shine brightly among their peers? These are tricky problems for teachers who really care.

Besides, there is even the issues of the true reliability of the intelligence test themselves. A number of writers have shown that the conventional intelligence tests may not be showing us how really intelligent a learner is. For instance, where we have a child who performs poorly on the intelligence test mainly because he cannot match shapes, which ought not go together with each other, but then goes on to use the pictures of these shapes to build up a fairly complex building, should we say the child is truly unintelligent? In the African context, the issue has yet another dimension. As several researchers in evaluation and aptitude testing have shown, most intelligence tests presented in the foreign language are measuring the learners' language capability rather than their real intelligence. So, as these researchers argue, we should not conclude that an African child is unintelligent until we have subjected him to an equivalent test in his mother tongue. And indeed, as the doctoral degree project by Joseph Obemeata shows, when the same group of students are subjected to intelligence tests in both their language and in the English language, they performed significantly better in the Yoruba test, whereas the test in the Yoruba language is actually an interpreted version of the test in English.

The implication of the foregoing is that it is not easy for any teacher to stream learners in his class into bright and dull groups merely on the basis of a few tests. However, with very many tests involving many areas of studies, and with close

observations, it is usually possible to stream the learner into high, medium and low performers' groups. In some British and Nigerian schools known to us, learners are streamed into classes, not groups, on the basis of their performances. Thus, we could have Class 3A which is made up of very brilliant science students, Class 3B composed of very bright arts students, class 3C made up of those who are weak in all areas. Whether the class, or the groups within it, is the basis of the streaming, the procedure for dealing with each category of learners is basically the same. How then should the teacher deal with each ability group? When the groups have been identified within the same class, the teacher should ensure that some attention is paid to the weaker ones during the lesson and should progress slowly to carry all learners along and make himself/herself clearer to them. Quite often, this might mean having to repeat points made. The teacher should try to reach the weaker pupils through all the available media of learning oral language, words written on the board, demonstrations, pictures, charts, etc.

Besides, the teacher should carefully indicate the correct answer above the wrong ones. Rather than merely mark an answer wrong, he should prompt the learner a little more with words that might lead to the correct answer. Above all, weaker learners should have more attention, be given more questions, and be more highly praised when they finally provide a correct answer.

Furthermore, a resourceful and hardworking teacher would prepare two sets of sums, the more difficult ones for the brighter learners and the easier ones for the weaker learners. While the weaker learners are given shorter passages and comprehension questions which require recalling of facts, the brilliant ones might have longer passages and comprehension questions requiring recasting and interpretation. However, all these do not mean that the teacher should pamper or indulge the weaker learners. Far from it! Such a stance might score a negative result as that might make brighter learners despise the weaker ones the teacher was trying to help.

### **Group work**

Group work entails making learners carry out assignments or projects in group of fives or less. The members of the group would work together and learn from one another in the process. Streaming learners into group need not always be on the basis of intellectual ability. Interest of learners in one another, irrespective of the abilities

the learners chosen to work together, is one yardstick that the teacher might very effectively use. The teacher might watch the learners for some time, study the pattern of friendship among them, and use this as a criterion for streaming.

On the other hand, the learners themselves might be told to choose whom they would like to work with. This is not always as easy as it sounds. For one thing, while some learners are very popular among their mates, others are so unpopular that they are rejected by all. The former are the favourites, while the latter are the rejects. So, if a teacher calls on learners to choose who they would like to work with, he might discover that as many as ten gather round the popular boy, four may team up in another group, while some boys end up having no group. A teacher could use the learners' preferences only as a guide. He may do the final grouping, although he should try not to impose decisions too rigidly on the learners. Grouping should be across ability ranges. In other words, each group should reflect different ability groups in class. In a class of thirty-six, there could be six groups, each comprising of six learners, although not all groups need be of the same size. The members in each group should in the final analysis be determined as much by willingness of the members to work together as by their levels of ability. So, we might end up having seven groups made up of between four to six members so long as each group has a fairly outstanding scholar backed up by others of lesser abilities.

Grouping across different ability ranges, with each group having at least a brighter than average learner, is ideal for two reasons. First, average and below average learners can have someone to look up to in the group activities. Second, healthy competition is keener when the groups are this balanced than when a group has all the best brains while another group has all the weakest learners. How a group operates forms our next concern.

### **Running the groups**

The conventional classroom arrangement has to be modified to allow the group method be operated smoothly. The arrangement in which all learners face the same direction and the teacher faces all the learners is not ideal. So, to run the groups, the teacher has to commence by modifying the sitting arrangement. Learners should sit in groups. The members of each group sit around three or four tables or desk so that each member can conveniently see the others. The sitting arrangement should be such that members can converse quietly without disturbing the other groups. This sort

of arrangement would make a few learners from different groups to back one another, and some might even back the teacher. However, it is often possible and desirable to have all learners either turning their sides towards, or directly facing the teacher and the blackboard. In each group, a learner should emerge, usually the most brilliant in that group. He/she should sit in the centre with others flanking him/her to the left and right.

Normal lessons can operate, with modifications, under this arrangement. The teacher however does less of dishing out of facts and information, he teaches for a while, and then gives directives to the various groups on what to do. The directives may involve a short quiz requiring a few seconds to solve or a major work demanding a few days to work out. Sometimes, the same problem may be directed at all the groups with the instruction that each group should work out an answer, write it down and wait until the teacher calls for it. This way, answers from the different groups will be compared. At the other times, different sums may be directed at different groups.

In working out a problem, all members of the group should put their heads together. Although only one in the group holds the pen, the opinions of members who are better in that subject would tend to dominate. In any case, both the brighter and the weaker learners have the advantage of following the course of events. Since the group is small, and members are mostly friends, without often feared presence of the teacher, weaker learners have a greater confidence to ask questions if they are lost along the way.

According to Igbokwe (2007), PSS involves a friendly and non-intimidating gathering of peers. Students or a teacher is able to offer instant response or immediately ask questions for better explanations. This can encourage positive attitudes and promote motivation. It also encourages students to experience several range of writing skills and themes. In all cases, conferencing needs an appealing and reassuring environment for transparent, responsive conversation and requires a high level of trust between members. Peer study circles also offers teachers the opportunity to direct and support the students. It can be a setting for students to exhibit their learning through written work such as a selection of works or progress log, and express themselves during the resulting dialogue.

There are several and different modes of PSS – One on one conferencing focuses on the student and encourages him or her to react to what is going on and to become a better writer. Roaming conferencing, is quick and meets an immediate need

and this may involve the whole class (Ojimba, 2013). Small group Project Based strategy requires much time to conduct with each student in the group, mostly with students who have the same needs. Whole group sharing PSS is an open activity revelling on a student's writing on a specific writer and providing a mutual learning experience for the rest of the students. Video PSS is another type. It is the use of devices that allow students from different locations to hold face-to-face conversation without moving to a particular location. This involves teachers employing special guest teachers in the classroom to teach or occupy the students and provide them with another level of understanding into the matter being studied. This study will, however, focus on group project based strategy because of the obvious benefit of encouraging active interaction among students.

## **2.2. 10 Project-Based Strategy**

Project or major assignments are ideal for group. The teacher should carefully work out the various topics or different issues, which form the theme for a topic or part thereof. He then gives a fairly comprehensive, broad introduction and spells out the general framework within which the group should operate. For example, in a teacher's college, to attack the general theme of 'method of teaching' the teacher may assign up to six groups the topics' forming the chapters five to ten of a text book. The teacher may indicate that the groups should operate within the following framework;

- A clear definition of the method
- An elaborate description of how it is operated
- An examination of the various approaches to its operation
- The advantages and finally
- A concluding evaluation

With such a general framework given, the teacher could then recede to the background and let each group decide how best to attack the issue at hand. He would be available only for consultation and guidance. He should constantly ask the groups what progress they are making and what problem they are experiencing. He should direct the groups to where they can obtain information and may even warn them about the authenticity of some out dated sources. Receding to the background should hence not mean total withdrawal from activities. When reports are coming in, a group may have a lesson of itself, if this is possible, copies of the report for the day should be

made available for all the class, otherwise there should be an oral delivery of the report by the leader of that group. For that lesson, the group leader assumes the roles of the teacher; he/she has to explain the findings thoroughly, answer questions from the rest of the class, and describe how the report has been arrived at. With all the groups' report in, learners who have been faithfully following the reports would have got a comprehensive collection covering the general theme.

It should be stressed that the procedure described above works more smoothly with more advanced learners than in a junior class. The teacher who likes to try assigning a major task to primary school pupils might create real problems for them. In the secondary school, teachers' college, or in more advanced institutions, the procedure should be easy to operate.

### **Advantages and disadvantages**

Many of the advantages should be apparent by now. Thus, we can recognize that it encourages cooperation among the members of the class, while also promoting healthy competition among different groups. Learners are taught to make their different talents glitter and they are encouraged to depend on their efforts to seek information and solve problems. Also, learners tend to work at different rates according to their different levels of ability in the same class.

However, below are some of the disadvantages:

- The strategy might be used by a lazy teacher to cover his ineffectiveness;
- Members of any particular group undertaking a particular task would thoroughly understand the concept assigned to them, but might not so much master those of other groups.
- Assessing and scoring members of the same group might not be easy since not all the members of the group worked equally hard, and
- Streaming a learner into a group of dullards (under group teaching only) may destroy his ego and confidence.

However, if a teacher uses this strategy judiciously, a lot would be achieved both in making learners learn better and making teaching more worthwhile.



## **2.3 Empirical Studies**

### **2.3.1. Studies on the Multicultural Issues Instruction**

Notwithstanding the feat of education in achieving multicultural knowledge especially among the youths, adequate attention is yet to be accorded education in this respect. For instance, extant studies on global issue knowledge among learners have revealed limited contributions from education-related activities. Studies such as The Worldwatch Institute (2003 and 2004), MORI Poll (1998), Merry (1995), Holden and Hicks (2007) and Zhai (2004) pointed out that most learners claimed to have come about global issues through such medium as Television, Newspaper, Parents, social media platforms and general information communication technology (ICT). Although some of the learners confirmed that they learnt about global issues in school, it was argued that Mass Media is educative, but this could not be compared with the way the school will present the information to them. Thus, the learning objectives of the school will not be adequately achieved when relying on Television, Newspapers, Mass Media or Parents to be the source through which learners acquire knowledge of global issues.

The Worldwatch Institute (2003 and 2004) affirmed that the school has not been adequately imparting the understanding of global issues needed to develop in learners to prepare for the challenges of future of the environment in which they live. Though a discipline like Social Studies has concepts of global issues in its curriculum at Colleges of Education level, it seems that the objectives for the teaching of those concepts have not been realized due to active involvement of youths in activities that leads to issues such as climate change, active involvement of youths in terrorist acts, inability to adequately combat unemployment and poverty and the host of other trending global issues.

Knowledge of multicultural issues will allow the youth to access real life local experience which will in turn, enable them to develop skills to understand and create lasting changes to global issues. This can be achieved by Social Studies teachers that are well informed of the significance and effects of global issues in human existence. Based on the foregoing, this study is of the view that if the above highlighted ideas are being carried out by social studies teachers and stakeholders in the educational sector, teachers will perfectly and effectively teach global issues with positive learning outcomes on the part of the learners. Teachers will be availed opportunity not

to effectively teach in the class and also play a positive role as an actor in the international system by addressing the challenges of global concerns.

### **2.3.2 Peer Study Circles and students' multicultural knowledge and attitude**

In peer study circle approach, students work in teams on problems and projects under conditions that ensure both positive interdependence and individual accountability. (Smith, 2004). Effective and efficient learning is facilitated when differences among learners are recognized, and attempts are made to teach individual students differently. Learning is facilitated by topics which are taught in depth rather than covered in breadth. Meaningful materials and meaningful tasks are learned more readily. (Akinlaye, 1996).

In the traditional approach to teaching, most class time is spent in teaching while the students watch and listen (sometimes playing or dozing). Students' interpersonal social interaction is discouraged. Such teacher-centered instructional methods have repeatedly been found inferior to instruction that involves active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class. These old teacher-centered methods discourage social interactions among students who ought to work together; most especially in social studies courses that have man's interactions as its core value and principle. There is no gainsaying in the fact that these methods infringe on the social interactions of student, invariably affecting their academic performance. It also inhibits development of social skills in the students.

However, with peer study circle, teaching and learning of Social Studies is influenced considerably by individual needs, aspirations, level of interest, taste, values and motivation in the learning environments. Learning is actively promoted by frequent repetition of response to a class of situation and limitation of events. Peer study circle and social relation develops general mutual concern and interpersonal trust among students and increases students' propensity for pro-social behaviour. This therefore suggests the overwhelming superiority of peer study circle and social relations for promoting students' achievement and productivity. (Slavin 2003).

Students' learning goals may be structured to promote cooperative, competitive, or individualistic efforts. In contrast to cooperative situations, competitive situations are ones in which students work against each other to achieve a goal that only one or a few can attain. In competition there is a negative interdependence among goal

achievements; students perceive that they can obtain their goals if and only if the other students in the class fail to obtain their goals. Norm-referenced evaluation of achievement occurs. The result is that either students work hard to do better than their classmates, or they take it easy because they do not believe they have a chance to win. In individualistic learning situations, students work alone to accomplish goals unrelated to those of classmates and are evaluated on a criterion-referenced basis. Students' goal achievements are independent; students perceive that the achievement of their learning goals is unrelated to what other students do (Comeaux, 1991).

### **2.3.3. Project-Based learning strategy and students' multicultural knowledge and attitude**

Learners' activities are very different. Solving projects is the way by which teachers focus students' learning on issues of problems and topics that are not included in textbooks. Galand, K.M. and Frenay, M.B (2005) reported the procedure for the strategy as follows:

**Step I:** The students are divided into cultural, dramatization, debate and discussion groups.

**Step II:** The various groups are asked to play the roles assigned to them.

**Step III:** The teacher asks the students to mention some ways through which peace could be experienced in Nigeria.

**Step IV:** The teacher encourages the students to itemize some effects of lack of unity in the society.

**Step V:** The students discuss their observations from the activities.

**Step VI:** The teacher evaluates the students by asking questions.

**Step VII:** The teacher further explains by describing specific features in Nigeria's multicultural society.

Project based classroom activities refers to the method of teaching that emphasizes group work with a strong sense of cooperative and collaborative efforts among learners. Project based instruction helps learners to solve common problems that may not be attained by working individually (Johnson, Johnson, and Holubec, 1996). Project based instruction could be in form of cooperative, collaborative or problem-based approach. Cooperative learning is a method of teaching in which learners work together in a small heterogeneous group to solve a problem, project or any other instructional goals while the teacher serves as a guide, or facilitator. In this

type of learning approach, learners positively depend on each other, engages in face to face and online interaction which allow them to be accountable. It equally encourages them to contribute to the mastery of learning goals, at the same time developing appropriate collaborative and interpersonal skills to teach and stimulate the interest to learn, acquire knowledge, for future development (Johnson, Johnson 1999, Kagan, 1994).

Literatures have revealed effectiveness of cooperative learning strategy on the academic achievement of students. Study such as Fragoulis and Mega (2009) investigated the effect of collaborative learning on students' achievement. It was reported that students in the cooperative assisted group instruction showed remarkable differences in their mean score performance over their counterpart who learned the same biology content through individualized instruction. Jean (2007) explained in his own study that, in a cooperative learning class, where group activities exist, students often elaborate on the concepts being taught to achieve what is expected of them. He explained further that explanation provided from one student to another in the group helped to assist other members understanding of the concept. Hence, it brings about win/win situation. Elaboration does not only enhance the understanding of other students who received the explanation, but also deepens the understanding of the students who provide explanation. It was concluded that, consistent elaboration or explanation of a concept would surely bring about comprehensive retention of a concept learnt for a longer period of time. Thomas (2000) reported from his study where he examined the effectiveness of collaborative learning and individualized learning style. He revealed that pre-service teachers taught with individualized instructional strategy were only able to retain 30% of the information and ideas imparted on them after 24 hours, while pre-service teachers in collaborative learning class were able to retain 75% to 90% of the information imparted on them after 24 hours.

#### **2.3.4 Students' knowledge of Multicultural Education Concepts in Social Studies**

The curriculum guides for Social Studies as a subject lay more emphasis on multicultural concepts; this is because there is a link between the two. (Bank, 2000). Gay (2003) posits that multiculturalism is an expanded and elasticity of social, cultural and intellectual history of the country or nation. In view of this, there is

interconnectivity between Social Studies and multicultural concepts in Multicultural Education. Moreover, there are some concepts which are taught in Social Studies such as, culture, tradition, ethnicity, cultural pluralism which are also found and taught in multicultural education. There are some emerging issues, problems and challenges which Social Studies as a subject examined and proffer solutions to (Slavin, 2001). Furthermore, Social Studies as a discipline is synonymous with multicultural education in the sense that Social Studies involves disciplines such as Sociology, Anthropology, Economics, Geography and History. Multicultural education also deals with various concepts and ideas to solve some problems such racism, sexism, ethnicity and religious intolerance (Banks 2004).

In addition, just as Social Studies education is meant for the school children to inculcate in them right values and attitudes, right from the elementary school levels, so also is multicultural education, which involves school reform efforts designed to increase tolerance among educational, ethnic and Economic groups (Sleeter 2003, Grant 2003). Multicultural education also means a curriculum that incorporates the experiences of ethnic groups of colour (Nieto 2003). Moreover, Ogundare (2000) opines that in terms of purpose, the usefulness of the contents of Social Studies is in developing the goal of attaining responsible citizenship. Multicultural education has a similar focus.

### **2.3.5 Ethnic background and Multicultural Education Concepts in Social Studies**

The scarcity of studies and research on ethnic background and multicultural education concepts did not allow for much empirical review in this study. However, the two variables are related, the development of an attitude is always born out of a belief of an ethnic background about concepts, issues, events or phenomenon.

The world book Dictionary (2001) defines unity as the quality or condition of being one, oneness, singleness. While diversity on the other hand, according to the World Book Dictionary (2001) defines diversity as the quality or condition of being diverse, complete difference unlikeness. Clark (2000) opines that competition for ascendancy in world trade, power, or military might is simple empty, meaningless concepts for the future. By encouraging diversity elsewhere, each society ensures a rich source of idea and techniques for its own future. The use of the phrase unity in diversity and similar concepts, is not a new phenomenon.

## **2.4 Literature Appraised**

Research on two collaborative instructional strategies and learning outcomes in multicultural concepts in social studies among junior secondary school students in Oyo State Nigeria were examined in this review. The literature are related to peer study circles, project based instructional strategy conventional teaching strategy, ethno-religious ethnicity and multicultural education. The work is also based on the socio cognitive framework. The socio-metric theory of Jacob Levy Moreno and Bandura's social learning theory were both examined in this study. However, it is remarkable that many scholars have worked on ways to effectively teach multicultural education since multicultural issues arise from time to time due to the complexity of human interaction. Researchers have made useful contribution in its instruction but it is worrisome that indiscipline, social vices, ethno-religious crises is on the increase. More research efforts still need to be carried out by integrating multicultural education concepts into the curriculum of educational system in Nigeria so that the youths would be equipped to make sound and useful decisions.

Ability to handle problems relating to issues on race and racism, religion ethnicity security and gender had been done by successive government and non-governmental agencies in order to achieve peaceful coexistence in our society. Yet, these problems persist due to the ways and method, the subject is being taught in our various schools. The review of literature method to multicultural education pointed out that the field is still divided into branches in terms of conceptualisation and theoretical issues such as race and racism, culture, power, identity, oppression social class. Moreover, in the various multicultural educational studies, there exists a very large gap between theory and practice in the field. Lack of consensus in the definitions and approaches of multicultural education is a major factor in the dearth of literature which exists in multicultural education. Furthermore, it is noted that most of the researches on multicultural education were conducted in developed countries as Great Britain and the United States of America.

## CHAPTER THREE

### METHODOLOGY

This research determined peer study circles, project based learning instructional strategies and secondary school learning outcomes in multicultural concepts in social studies in Oyo State Nigeria. This chapter presents the research design, variables of study, selection of subjects, research instruments, validation of research instruments, research procedure, summary of the application of the treatments and data analysis.

#### 3.1 Research Design

The study adopted the pretest-posttest control group quasi-experimental design. This is schematically presented as follows:

O<sub>1</sub> X<sub>1</sub> O<sub>2</sub> (Experimental group 1- Peer Study Circles Strategy)

O<sub>3</sub> X<sub>2</sub> O<sub>4</sub> (Experimental group 2- Project-Based Strategy)

O<sub>5</sub> ---- O<sub>6</sub> (Control group - Conventional strategy)

O<sub>1</sub>, O<sub>3</sub>, and O<sub>5</sub> represent pretests.

O<sub>2</sub>, O<sub>4</sub> and O<sub>6</sub> represent posttests.

X<sub>1</sub> represent treatment with Peer Study Circles instructional strategy)

X<sub>2</sub> represent treatment with Project-based instructional strategy)

The factorial matrix is represented as follows:

**Factorial Matrix Table**

<b>Instructional strategies</b>	<b>Gender</b>	<b>Ethnic Group</b>	
		Yoruba	Non-Yoruba
Experimental 1 <b>Peer Study Circles</b>	Male		
	Female		
Experimental 2 <b>Project- Based learning strategy</b>	Male		
	Female		
Control <b>Conventional Method</b>	Male		
	Female		



### **3.2 Study Variables**

#### **Independent Variable (Instructional strategy)**

This is the instructional strategy to be manipulated at three levels:

- a. Peer Study Circles
- b. Project- Based Learning
- c. Conventional Method

#### **Moderator Variables**

There are two moderator variables in this study, and these are:

- a. Gender - i. Male ii. Female.
- b. Ethnic Background - Yoruba indigenes and Non-Yoruba indigenes

#### **Dependent Variables**

- a. Students' knowledge of multicultural concepts
- b. Students' attitude to multicultural concepts.

### **3.3 Selection of Participants**

The participants for this study were chosen from Ogbomoso, Saki, Ibadan, Akinyele, Igboora and Oyo town making a total of Six (6) Schools in all. Hence, a total of one hundred and eighty (180) participants participated in the study. Each Local Government Area was randomly assigned to treatment such that two schools in all the local government areas were for the same treatment group. To this end, two (2) schools were assigned for Instructional Guide on Peer Study Circle Strategy (IGPSCS), two (2) for Instructional Guide on Project-Based Learning Strategy (IGPBL), while the remaining two (2) were for control. In each school, an intact class was selected out of JSS 2 classes. One secondary school was purposively selected from each of the six schools, based on the following criteria.

1. The school has been public, co-educational and established for over ten years.
2. The school has many students from diverse ethnic background
3. The JSS II students in the schools have completed JSS I Social Studies curriculum at the time of the study. Each school selected was randomly assigned to treatment such that the two schools were for the same treatment group i.e. two schools were for the treatment and control groups. One intact class of JSS II students were randomly selected from each of the schools.

### **3.4. Instruments**

Six research instruments were used in this study. The instruments are:

- i. Students' Multicultural Knowledge Test (SMKT) - Self constructed (2017)
- ii. Students' Multicultural Attitude Scale (SMAS) - Self constructed (2017)
- iii. Instructional Guide on Peer Study Circle Strategy (IGPSCS)
- iv. Project- Based Learning Strategy Guide (PBLSG)
- v. Conventional Teaching Strategy Guide (CTSG)
- vi. Teachers Performance Scale (TPS)

#### **3.4.1 Students' Multicultural Knowledge Test (SMKT)**

This instrument measured knowledge of multicultural education concepts. It consisted of two sections. Section A: This consists of demographic data of the students such as Age, class, school, sex or gender. Section B: The knowledge test items were to be selected from questions and it consisted of 20 multiple choice test items. Each of the test items has option A-D and each correct option attracts a score of 1 mark to give a maximum of 20 marks.

The table of specification for the construction of (SMKT) is presented in Table 3.2:-

**Table 3.2: Table of Specification for SMKT**

<b>S/N</b>	<b>Content Area</b>	<b>Remembering</b>	<b>Understanding</b>	<b>Thinking</b>	<b>Total</b>
1	National identity	2 (1, 6)	2 (13,14)	1 (9)	<b>5(20%)</b>
2	Culture and cultural heritage	3 (3,4,5)	2 (7,10)	2 (17, 18)	<b>7(30%)</b>
3	National Unity and Integration	2 (2,8)	1 (15)	1 (16)	<b>4 (25%)</b>
4	Nationalism and patriotism	2 (11,12)	1 (19)	1 (20)	<b>4 (25%)</b>
	<b>Total</b>	<b>(40%)</b>	<b>(30%)</b>	<b>(30%)</b>	<b>20 (100%)</b>

### **3.4.2 Students' Multicultural Attitude Scale (SMAS)**

This consists of twenty (20) items which cut across basic knowledge on Multicultural Education, right values and attitude and the need for multicultural education. This instrument comprised two sections. Section A consists of the demographic data of the students such as their school, class and age. In Section B, students are expected to respond to each statement based on four points Likert Scale of strongly (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), Strongly Agree (4), Agree (3) Disagree (2) and Strongly Disagree (1) for positive response vice-versa.

### **3.4.3 Instructional Guide on Peer Study Circle Strategy (IGPSCS)**

This is the experimental material or stimulus instrument for the study. The IGPSCS were the guide for the peer study circle teachers based in Ojo (1991)) formats. Students were taught with peer study circle for 40-minutes session per week for a period of six weeks.

### **3.4.4. Instructional Guide on Project- Based Learning Strategy (IGPBLs)**

This was experimental material or stimulus instrument (Adeyemi, 2002) for the study. The IGPBLs was guide for the project based teachers based on Okebukola's (1984) formats. Students shall be taught with project based learning strategy for 40-minutes.

### **3.4.5 Conventional Teaching Strategy Guide (CTSG)**

The instructional guide on conventional teaching strategy consists of lessons based on normal way of writing lesson note. The main features of the guide are: general information which consists of subject, topic, the procedure, the teacher, general objectives, contents for each week.

## **3.5 Validation of the Instruments/Reliability**

Content validity of the instruments, was drafted and were presented to two doctoral students in the department, the project supervisor as well as one expert in Measurement and Evaluation for review, criticism and advice. The validation of Students' Multicultural Knowledge Test (SMKT) and students' Multicultural Attitude Scale (SMAS) were carried out to authenticate its reliability and effectiveness. The researcher administered the instrument on JSS II in two communities in Ojoo

(Ibadan) and Erelu (Oyo) which are outside the areas where the real study was to take place. The results of this trial study were subjected to further validation using KR-20 to validate Students' Multicultural Knowledge Test (SMKT) and Cronbach Alpha to validate Students' Multicultural Attitude Scale (SMAS). Meanwhile, the three instruction guides were validated. The reliability (Cronbach) yielded an alpha value of 0.76 and average item difficulty index of 0.4-0.6.

### **3.6. Procedure for Data Collection**

#### **3.6.1 Visitation to the schools**

The researcher visited the selected schools with letters of introduction to obtain permission from the school principals as well as the heads of department for the use of the classroom and involvement of students. This was necessary in order to seek the principal and teachers' cooperation and active involvement in the study.

#### **3.6.2 Research Activities**

##### **Training of Research Assistants (Week One-Two)**

The research assistants were trained on how to implement the teaching guides for the three strategies which lasted one week.

##### **Pretest Administration (Week Three)**

The third week was used by researcher/assistants and the trained teachers to administer the pretest on the participating students. The instruments administered are:

- i. Students' Multicultural Knowledge Test (SMKT)
- ii. Students' Multicultural Attitude Scale (SMAS)

##### **Treatment Procedure (Week Four – Nine)**

##### **Procedure for Peer Study Circle (Experimental Group I)**

The research activities were carried out during the period of six weeks.

**Step I:** The teachers / research assistants prepared the class and re-arranged the students to sit with students of other ethnic backgrounds introduction was made as regard the subject of culture and multicultural education.

**Step II:** Students discussed what problems cultural plurality have caused in Nigeria

**Step III:** Students were guided into discussion on the effects of multi-ethnicity and cultural egocentrism in Nigeria

- Step IV:** The teachers utilize local news, stories, real life experiences and national dailies/magazines headline stories to explain the problems and concepts of multi-ethnicity and cultural egocentrism in Nigeria.
- Step V:** Students shared their peculiar experiences on the issue of multi-ethnicity and cultural egocentrism in Nigeria
- Step VI:** Students under the guide of the resource persons express their knowledge and attitude to multicultural issues and unity in diversity.
- Step VII:** Students identified and narrated the effects of gender and ethnic background on multicultural development in Nigeria.
- Step VIII:** Students asked questions on all the issues discussed and answers were provided by participants and resource persons.
- Step IX:** Teacher summarized the lessons and assessed the students on all issues raised in the class.

**Procedure for Project-Based Learning Strategy (Experimental Group II)**

The Instructional Guide on Project-Based Learning Strategy (IGPBLs) prepared by the researcher were used by the trained teachers to teach the students. The instruments contain the step by step method of teaching. The research activities were carried out in the period of six weeks.

- Step I:** The students were divided into cultural, dramatization, debate and discussion groups.
- Step II:** The various groups were asked to play the roles assigned to them.
- Step III:** The teacher asked the students to mention some ways through which peace could be experienced in Nigeria.
- Step IV:** The teacher encouraged the students to itemize some effects of lack of unity in the society.
- Step V:** The students discussed their observations from the activities.
- Step VI:** The teacher evaluated the students by asking questions.
- Step VII:** The teacher further explained by describing specific features in Nigeria's multicultural and pluralistic society.

**Procedure for Control Group: Modified Lecture Method.**

- Step I:** The teacher introduced the lesson by asking questions based on their previous knowledge.
- Step II:** Presentation of instructional materials and discussion of the content of the lesson. **Step III:** Write chalkboard summary in their note books.

**Step IV:** Teacher evaluated the students by asking questions from them.

**Step V:** The teacher gave the students assignment to do at home.

**Post-Test Administration (Week Ten)**

Both instruments were administered to the participants as post-tests.

**3.7 Methods of Data Analysis**

Inferential statistics of the Analysis of Covariance (ANCOVA) were used to test the seven stated hypotheses. Also, estimated marginal means (EMM) was used to determine the magnitude of the post-test scores of the different groups. The Bonferrioni pairwise analysis was used to determine the sources of such significant differences, while graphs were used to describe significant interaction effects. All the hypotheses were tested at  $P < 0.05$  level of significance.

**Table 3.1. Statistical Tools for analysing data**

Hypothesis 1 a, b	Main Effect of treatment on knowledge and attitude	Analysis of Covariance, Estimated Marginal Means and Bonferonni Post hoc at 0.05 level of significance.
Hypothesis 2 a, b	Main Effect of ethnic background on knowledge and attitude	Analysis of Covariance, Estimated Marginal Means and Bonferonni Post hoc at 0.05 level of significance
Hypothesis 3 a, b	Main Effect of ethnic background on knowledge and attitude	Analysis of Covariance, Estimated Marginal Means and Bonferonni Post hoc at 0.05 level of significance
Hypothesis 4 a, b	Interaction effect of treatment and ethnic background on knowledge and attitude.	Analysis of Covariance at 0.05 level of significance
Hypothesis 5 a, b	Interaction effect of treatment and gender on knowledge and attitude.	Analysis of Covariance at 0.05 level of significance
Hypothesis 6 a,b	Interaction effect of ethnic background and gender on knowledge and attitude	Analysis of Covariance at 0.05 level of significance
Hypothesis 7 a, b	Interaction effect of treatment, ethnic background and gender on knowledge and attitude	Analysis of Covariance.



**CHAPTER FOUR**  
**RESULTS AND DISCUSSION**

**4.1. Testing the Null Hypotheses**

H<sub>0</sub>a: Treatment does not affect students' knowledge

**Table 4.1: ANCOVA showing Post-Knowledge by Treatment, Ethnic Background and Gender on Knowledge of Multicultural Concepts**

Source	Sum of Squares	DF	Mean Square	F	Sig.	$\eta^2$
Corrected Model	247.725	10	24.772	4.545	.000	.212
Intercept	749.196	1	749.196	137.447	.000	.449
Pre-knowledge	30.507	1	30.507	5.597	.019	.032
Strategies	63.458	2	31.729	5.821	.004	.064
Ethnic Background x Gender	17.198	1	17.198	3.155	.077	.018
Strategies x Ethnic Back.	29.615	1	29.615	5.433	.021	.031
Strategies x Gender	5.668	1	5.668	1.040	.309	.006
Ethnic Back. x Gender	6.394	2	3.197	.586	.557	.007
Strategies x Ethnic Back. x Gender	46.348	1	46.348	8.503	.004	.048
Error	921.186	169	5.451			
Total	21098.000	180				
Corrected Total	1168.911	179				

Table 4.1 showed that instructional Strategies on Ethnic Background and Gender effects on Knowledge of Multicultural Concepts. Gender and interaction of Ethnic Background and Gender were significant while others were not.

**Table 4.2: Estimated Marginal Means for Post-Knowledge by Treatment and Control group**

Treatment Groups	Mean	Std.Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Peer Study Circles	11.112	.560	10.006	12.217
Project Based	11.042	.345	10.360	11.723
<sup>1</sup> Conventional Method	8.023	.637	6.765	9.280

Table 4.2 shows the Estimated Marginal Mean Scores of Knowledge of Multicultural Concepts by Treatment of with Peer Study Circles having the mean score of 11.112, Project Based having the mean score of 11.042 and Conventional Method having a mean score of 8.023

**Table 4.3: Bonferroni Post-hoc Analysis of Post-Knowledge by Treatment**

Treatment	Treatment Groups	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Peer Study Circles	Project Based	.7000	.4427	.347	-3.701	1.7701
	Conventional Method	2.0333*	.4427	.000	.9633	3.134
Project Based	Peer Study Circles	-.7000	.4427	.347	-1.7701	.3701
	Conventional Method	1.3333*	.4427	.009	.2633	2.4034
Conventional Method	Peer Study Circles	-2.0333*	.4427	.000	-3.1034	-.9633
	Project Based	-1.3333*	.4427	.009	-2.4034	-.2633

\*. The mean difference is significant at the 0.5 level

Table 4.3 above showed that there were significant differences in the post-knowledge scores of Conventional Method and Peer Study Circles and Conventional, Method and Project Based.

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**H01b:** Treatment does not affect students' attitude to multicultural concepts

**Table 4.4: Analysis of Covariance (ANCOVA) of Post-Attitude by Treatment, Ethnic background and gender**

Source	Sum of Squares	DF	Mean Square	F	Sig.	$\eta^2$
Corrected Model	211.62	10	21.162	3.229	.001	.160
Intercept	671.006	1	671.006	102.385	.000	.377
Pre-knowledge	81.76	1	81.706	12.467	.001	.069
Strategies	84.747	2	42.374	6.466	.002	.071
Ethnic Background x Gender	1.930	1	1.930	.294	.588	.002
Strategies x Ethnic Back.	1.228E-02	1	1.228E-02	.002	.966	.001
Strategies x Gender	.761	1	.761	.116	.734	.001
Ethnic Back. x Gender	9.094	2	4.547	.694	.501	.008
Strategies x Ethnic Back. x Gender	7.524E-02	1	7.524E-02	.011	.915	.001
Gender	11.707	1	11.707	1.786	.183	.010
Error	1107.579	169	6.554			
Total	14632.000	180				
Corrected Total	1319.200	179				

Table 4.4 showed instructional strategies, was significant on Knowledge of Multicultural Concepts, but Ethnic Background and Gender were not.



**Table 4.5: Estimated Marginal Means for Post-Attitude by Treatment groups**

<b>Treatment Groups</b>	<b>Mean</b>	<b>Std.Error</b>	<b>95% Confidence Interval</b>	
			<b>Lower Bound</b>	<b>Upper Bound</b>
Peer Study Circles	10.075	.584	8.923	11.227
Project Based	8.864	.351	8.171	9.556
Conventional Method	7.129	.584	5.976	8.282

Table 4.5 indicates that Peer Study Circles performed best having the mean score of 10.08, followed by Project Based with the mean score of 8.9 and Conventional Method with a mean score of 7.3.

**Table 4.6: Post-hoc Analysis of Post-Attitude by Treatment and Control Group**

Treatment	Treatment Groups	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Peer Study Circles	Project Based	1.1000	.4774	.067	-5.3752E-02	2.2538
	Conventional Method	1.9000*	.4774	.000	.7462	3.0538
Project Based	Peer Study Circles	-1.1000	.4774	.067	-2.2538	5.375E-02
	Conventional Method	.8000	.4774	.287	-.3538	1.9538
Conventional Method	Peer Study Circles	-1.9000*	.4774	.000	-3.0538	-.7462
	Project Based	-.8000	.4774	.287	-1.9538	.3538

\*. The mean difference is significant at the 0.5 level

Table 4.6 shows that students taught using the Peer Study Circles performed better than their counterparts taught with the Project-based strategy, and those exposed to the Conventional Learning in their post-attitude to multicultural concepts mean scores. Furthermore, the students exposed to project-based strategy were significantly different from those exposed to the conventional learning in their post-attitude to multicultural concepts mean scores. This indicates that the significant difference as revealed by the ANCOVA was due to the difference between the treatment groups and the control group (conventional learning) .

**H02a:** Ethnic Background has no significant main effect on Knowledge of Multicultural Concepts

From table 4.1, there was no significant main effect of Ethnic Background on Knowledge of Multicultural Concepts ( $F(1,178) = 3.155, p > .05, \eta^2 = .018$ ) Null hypothesis is therefore not rejected.

**Table 4.7: Estimated Marginal Mean Scores of Knowledge of Multicultural Concepts by Ethnic Background**

<b>Ethnic Background</b>	<b>Mean</b>	<b>Std.Error</b>	<b>95% Confidence Interval</b>	
			<b>Lower Bound</b>	<b>Upper Bound</b>
Yoruba	10.493	.186	10.125	10.862
Non-Yoruba	8.915	.706	7.522	10.308

Table 4.7 shows the Estimated Marginal Mean Scores of Knowledge of Multicultural Concepts by Ethnic Background. Yorubas having the mean score of 10.493 and Non-Yorubas having the mean score of 8.915.

**H02b:** Ethnic Background has no significant main effect on Attitude to Multicultural Concepts

From table 4.4, there was no significant main effect of Ethnic Background on Attitude to Multicultural Concepts ( $F(1,178) = .294, p > .05, \eta^2 = .002$ ).

**Table 4.8: Estimated Marginal Means for Post-Knowledge by Ethnic Background**

Ethnic Background	Mean	Std.Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Yoruba	8.544	.204	8.140	8.947
Non-Yoruba	8.820	.767	7.307	10.334



Table 4.8 The Mean Scores of Attitude to Multicultural Concepts by Ethnic Background shows the Yorubas having the mean score of 8.5 and Non-Yorubas having the mean score of 8.8.

**H03a:** Gender does not affect global issues content knowledge Knowledge of Multicultural Concepts Table 4.1 : Gender affected Knowledge of Multicultural Concepts ( $F(1,178) = 5.433, p < .05, \eta^2 = .031$ ) Null hypothesis is therefore rejected.

**Table 4.9: Gender Differences in the Knowledge of Multicultural Concepts**

<b>Gender</b>	<b>Mean</b>	<b>Std.Error</b>	<b>95% Confidence Interval</b>	
			<b>Lower Bound</b>	<b>Upper Bound</b>
Male	10.548	.348	9.860	11.235
Female	9.176	.500	8.189	10.164

Table 4.9 shows the Estimated Marginal Mean scores of Knowledge of Multicultural Concepts by Gender. The male respondents having a mean score of 10.548 while the females had a mean score of 9.1796.

**H03b:** Gender does not affect Attitude to Multicultural Concepts

Table 4.4, indicates that Gender did not have any affect on Attitude to Multicultural Concepts ( $F(1,178) = .002, p > .05, \eta^2 = .001$ ).

**Table 4.10: Gender Differences in Post Attitude Scores**

<b>Gender</b>	<b>Mean</b>	<b>Std.Error</b>	<b>95% Confidence Interval</b>	
			<b>Lower Bound</b>	<b>Upper Bound</b>
Male	8.687	.384	7.930	9.444
Female	8.621	.536	7.564	9.678

Table 4.10 shows that gender did not affect post attitude scores. The male respondents having a mean score of 8.687 while the females had a mean score of 8.621.

**H04a:** Strategies and Ethnic Background did not combine to affect Knowledge of Multicultural Concepts.

Table 4.1: shows that Strategies and Ethnic Background did not combine to affect Knowledge, ( $F(1,178)=1.040$ ,  $p>.05$ ,  $\eta^2=.006$ )



**Table 4.11: Strategies and ethnic background would not affect Knowledge**

<b>Treatment Group</b>	<b>Ethnic Background</b>	<b>Mean</b>	<b>Std.Error</b>	<b>95% Confidence Interval</b>	
				<b>Lower Bound</b>	<b>Upper Bound</b>
Peer Study Circles	Yoruba	12.138	.389	11.371	12.905
	Non-Yoruba	10.085	1.021	8.070	12.100
Project Based	Yoruba	11.042	.345	10.360	11.723
	Non-Yoruba	-	-	-	-
Conventional Method	Yoruba	8.301	.513	7.288	9.314
	Non-Yoruba	7.745	1.030	5.712	9.778

Table 4.11 above showed that Strategies and Ethnic Background combined to affect Knowledge.

**H04b:** Strategies and Ethnic Background would not combine to affect on Attitude

Table 4.4 Strategies and Ethnic Background did not combine to affect on Attitude, (F(1,178)=.116, p>.05,  $\eta^2$ =.001)

**Table 4.12: Attitude to Multicultural Concepts by Treatment and Ethnic Background**

Treatment Group	Ethnic Background	Mean	Std.Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Peer Study Circles	Yoruba	9.720	.356	9.017	10.423
	Non-Yoruba	10.431	1.110	8.240	12.622
Project Based	Yoruba	8.864	.351	8.171	9.556
	Non-Yoruba	-	-	-	-
Conventional Method	Yoruba	7.047	.399	6.260	7.835
	Non-Yoruba	7.210	1.069	5.100	9.320

Table 4.12 above showed the Estimated Marginal Mean scores of Attitude to Multicultural Concepts by Treatment and Ethnic Background.

**H05a:** Strategies and gender would not combine to affect Knowledge

Table 4.1.: showed that Strategies and gender did not combine to affect Knowledge  
( $F(2,177)=.586, p>.05, \eta^2=.007$ ).

**Table 4.13: Scores of Knowledge of Multicultural Concepts by Treatment and Gender**

Treatment Group	Gender	Mean	Std.Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Peer Study Circles	Male	11.710	.676	10.376	13.044
	Female	10.514	.860	8.816	12.211
Project Based	Male	10.677	.524	9.644	11.711
	Female	11.406	.407	10.603	12.209
Conventional Method	Male	9.321	.644	8.050	10.592
	Female	6.724	.956	4.836	8.613

Table 4.13 above showed the Estimated Marginal Mean Scores of Knowledge of Multicultural Concepts by Treatment and Gender

**H05b:** Strategies and gender would not combine to affect attitude

Table 4.4: indicates that strategies and gender did not combine to affect Knowledge  
( $F(2,177)=.694, p>.05, \eta^2=.008$ ).



**Table 4.14: Scores of Attitude to Multicultural Concepts by Treatment Groups and Gender**

Treatment Group	Gender	Mean	Std.Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Peer Study Circles	Male	9.894	.699	8.515	11.274
	Female	10.256	.933	8.414	12.099
Project Based	Male	8.552	.507	7.551	9.552
	Female	9.175	.464	8.260	10.091
Conventional Method	Male	7.548	.633	6.299	8.798
	Female	6.709	.947	4.839	8.579

Table 5b above showed the strategies and gender did not affect Attitude

**H06a:** Ethnic Background and Gender would not affect Knowledge

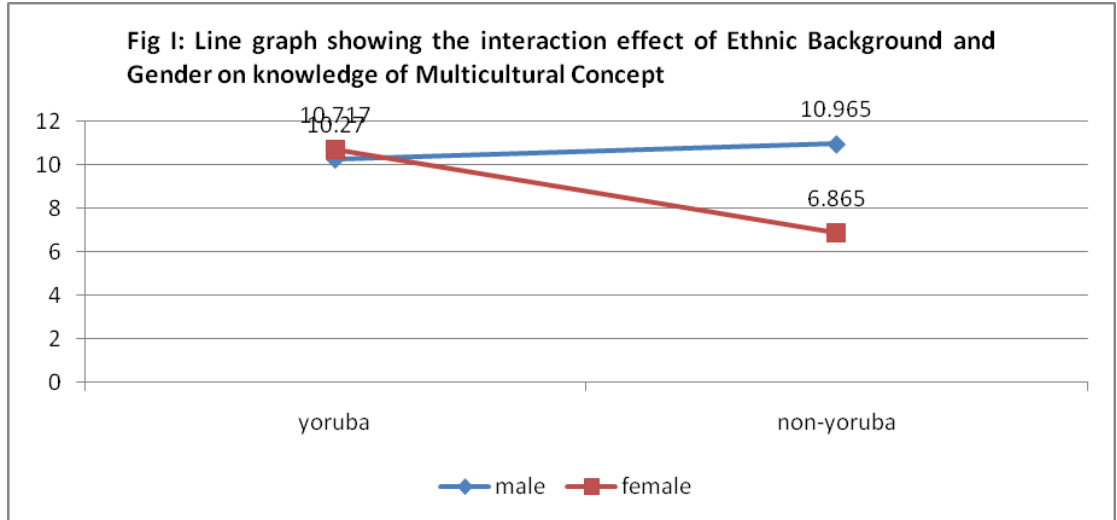
Table 4.1 shows that ethnic background and gender affected Knowledge ( $F(1,178)=8.503, p<.05, \eta^2=.048$ )

**Table 4.15: Scores of Knowledge of Multicultural Concepts by Ethnic Background and Gender**

Ethnic Background	Gender	Mean	Std.Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Yoruba	Male	10.270	.291	9.696	10.844
	Female	10.717	.234	10.256	11.178
Non-Yoruba	Male	10.965	.754	9.476	12.453
	Female	6.865	1.198	4.501	9.230

Table 4.15 above showed the Estimated Marginal Mean Scores of on Knowledge of Multicultural Concepts by Ethnic Background and Gender

Figure 1 above shows that Ethnic Background and Gender combined to affect Knowledge.



**H06b:** Ethnic Background and Gender would not affect Attitude

Table 4.4: Ethnic Background and Gender did not combine to affect o Attitude  
( $F(1,178) = .011, p > .05, \eta^2 = .001$ )

**Table 4.16: Scores of Attitude to Multicultural Concepts by Ethnic Background and Gender**

Ethnic Background	Gender	Mean	Std.Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Yoruba	Male	8.491	.319	7.861	9.120
	Female	8.597	.256	8.091	9.103
Non-Yoruba	Male	8.983	.830	7.345	10.621
	Female	8.658	1.284	6.124	11.192

Table 4.16 above showed the Estimated Marginal Mean Scores of Attitude to Multicultural Concepts by Ethnic Background and Gender

**H07a:** Treatment, Ethnic Background and Gender have no significant interaction effect on Knowledge of Multicultural Concepts.

Table 4.1: Treatment, Ethnic Background and Gender have no significant interaction effect on Knowledge of Multicultural Concepts, ( $F(1,178) = 1.979, p > .05, \eta^2 = .012$ ).

**Table 4.17: Scores on Knowledge of Multicultural Concepts by Treatment, Ethnic Background and Gender**

Treatment Group	Ethnic Background	Gender	Mean	Std.Error	95% Confidence Interval	
					Lower Bound	Upper Bound
Peer Study Circles	Yoruba	Male	12.153	.518	11.132	13.175
		Female	12.123	.504	11.127	13.118
	Non-Yoruba	Male	11.266	1.211	8.875	13.658
		Female	8.904	1.651	5.644	12.164
Project Based	Yoruba	Male	10.677	.524	9.644	11.711
		Female	11.406	.407	10.603	12.209
	Non-Yoruba	Male	-	-	-	-
		Female	-	-	-	-
Conventional Method	Yoruba	Male	7.979	.671	6.654	9.304
		Female	8.622	.554	7.528	9.717
	Non-Yoruba	Male	10.663	.994	8.700	12.626
		Female	4.827	1.724	1.424	8.230



Table 4.17 above showed the Estimated Marginal Mean Scores of Multicultural Concepts by Treatment, Ethnic Background and Gender

**H07b:** Treatment, Ethnic Background and Gender have no significant interaction effect on attitude to Multicultural Concepts.

**Results:** Treatment, Ethnic Background and Gender have no significant interaction effect on attitude to Multicultural Concepts, ( $F(1,178)= 1.786, p>.05, \eta^2=.010$ ).

Null hypothesis is therefore accepted.

**Table 4.18: Scores on Attitude to Multicultural Concepts by Treatment, Ethnic Background and Gender**

Treatment Group	Ethnic Background	Gender	Mean	Std.Error	95% Confidence Interval	
					Lower Bound	Upper Bound
Peer Study Circles	Yoruba	Male	10.033	.549	8.949	11.117
		Female	9.407	.453	8.513	10.300
	Non-Yoruba	Male	9.756	1.282	7.225	12.287
		Female	11.16	1.810	7.532	14.680
Project Based	Yoruba	Male	8.552	.507	7.551	9.552
		Female	9.175	.464	8.260	10.091
	Non-Yoruba	Male	-	-	-	-
		Female	-	-	-	-
Conventional Method	Yoruba	Male	6.887	.624	5.655	8.118
		Female	7.208	.456	6.308	8.109
	Non-Yoruba	Male	8.210	1.069	6.100	10.320
		Female	6.210	1.824	2.609	9.810

Table 4.18 above showed the Estimated Marginal Mean Scores Attitude to Multicultural Concepts by Treatment, Ethnic Background and Gender

## **4.2 Discussion of findings**

### **4.2.1 Main effects of treatment on knowledge of multicultural concepts**

Findings reveal that both treatment and gender have greater influence on students performance. Moreso, students from Yoruba ethnic background were found to perform better than the non-Yoruba ethnic background in multicultural concepts in social studies. These findings might not be unconnected with the fact that the sampled areas where the study was carried out i.e. in Ibadan, Oyo, Ogbomosho, Saki and Igboora were from Yoruba extraction. Thus, students from Yoruba ethnic group dominated the students population in the area which have resulted into the students understanding of some multicultural concepts in social studies in the study.

Also, peer study circles afforded students to collectively brainstorm to define each global issue within the context of the study. This allowed students to effectively examine the causes and consequences of multicultural issues with a view to proffering pragmatic and workable solutions to the environmental challenges. The above statement is in line with the Cockcroft committee. (1982) that when learners are engaged in a meaningful guided discussion and are made to interact with one another, problem solving strategy learning will be qualitative and quantitative. Donwell (1999) also pointed out that the qualities of peer study strategy are defined in the following:

- (i) That the strategy is a collaborative problem solving strategy
- (ii) It facilitates learning
- (iii) It enables active participation
- (iv) It usually has a strong relationship with achievement
- (v) It leads to attainment of good teaching-learning process
- (vi) The strategy also focuses on the ability to clarify concepts

Brainstorming usually creates a learning environment where issues are better examined and understood by students. Project-based strategy on the other hand enables learners to engage in effective collaboration and discussion with resource persons and students in other institutions of learning as well as members of international organizations that are saddled with the responsibility of managing issues that are multicultural in nature. This might have informed Gauba (2003) Bennet (2007) Okorosaye-Orubite (2008) who adduced that ethnic background of students as variable do influence their social interaction and performance. Thus, it could be reinstated that project-based strategy, encourages cooperation among the members of the class. It also promotes healthy competition among different groups such that

learners are taught to make their different talents glitter and encouraged to depend on their efforts to seek information and solve problems. Beside, learners tend to work at different rates according to their different levels of ability in the same class. Furthermore, this study revealed that gender have impact on students performance in knowledge of some multicultural concepts in social studies. These findings is in line with Sleeter and Grant (2003), Alapiki (2005), Makinde (2005), Olubela (2010) who in their different studies, indicated that gender has significant effect on students academic performance. However, findings here were not in consonance with that of Ogundare (2002) Edwards and Kuhlman (2007) who reported no significance in gender and learners performance. This submission indicated that eventual achievement by learners is hinged on many interrelated variables and personal efforts other than that gender variable. The plausible reason for the significance of gender in this study might be as a result of cultural factors where in male and female dichotomy exist in some students' performance. In addition to the above, there are certain skills among the learners which are being determined by gender. For instance, when one is talking about language skills, females are always better in terms of performance unlike their male counterpart. Howbent, in some fields like engineering, mathematics, the males perform better than the females. So, gender at times, determine a lot even in the area of career choice.

#### **4.2.2 Treatments and attitude to multicultural concepts**

Attitude according to Albert (2001) is the way one thinks and feels about somebody or something. In other words, it is the way individuals behave or show reaction towards somebody or something.

As revealed from table 4.6, results from the study indicated that treatment improved attitude to multicultural concepts. The result here shows that students performed better when introduced to peer study circle and project-based strategy than that of the conventional method. Reasons for this may be as a result of the fact that they have been overly familiar with the conventional method. The level of achievement attained by the students in both strategies could be due to the power of collaboration and interaction that gave impetus to the sharing of ideas among students in the group. This result is in line with the multiple intelligence theory which stated that group discussion method, cooperative and collaborative learning environment will create an opportunity where learners assist one another in the areas of deficiency

because learners are not equally endowed as regards intelligent quotient. When students have in-depth grasps of multicultural concepts, creates global awareness of their immediate and distant environment, making them develop positive attitude towards attempting practical and workable solutions to the multicultural problems. The findings here corroborate the view of Albert (2001) who observed that the peer study circles have effect on so many important learning outcomes. The two strategies introduced to the learners i.e. peer study circles and project-based is new to them and are being accompanied or supported with new methods which involve, working together and in a collaborative way in contrast with the conventional method of teaching they have been familiar with.

#### **4.2.3 Main and interaction effect of treatment group, ethnic background and gender on attitude**

Treatment was significant on achievement, but it was not significant on attitude. However, ethnic background and gender were not of significant main and interaction effect on attitude to multicultural concepts in social studies. The reason for the significance of the treatment is as a result of the exposure of participants i.e the learners to both peer study circle (PSC) and project-based strategy (PBS) which has given the students upper hand in their attitudes towards multicultural concepts in social studies. The two strategies were found to be more effective than the conventional method or strategy they are conversant with. The effectiveness of the strategies could be traced to the fact that they allowed the teacher to cater for student's individual differences, among the learners. Also, students with one challenge or the other were also taken care of so as to acquire basic knowledge and ideas expected of them. Moreover, the strategies allowed students to learn at their own pace. Individual-based learning places more emphasis on students activeness in instructional process rather than seeing the teacher as the only active agent in teaching-learning process as it operates in the conventional strategy. It was the contention of Zhary and Han (2012) that teachers should not be the most active partner in the teaching-learning process. Rather, the teacher should present him/herself as a lesson organizer, knowledge developer, manager, motivator of students; activeness. This promoted elements of context, collaboration and discussion which would assist learners to create meaningful and construct knowledge that is expected of them. This is no doubt the real emphasis of constructivist theory that

supports active engagement of learners in the construction of knowledge. They also allowed student to collaborate and discuss with their colleagues, teachers and resource person either face – to- face or through online medium at their convenient time, pace and place. Findings here have been buttressed by studies such as Cooper (2000) and Smith (2004) in their different studies which maintained that learners learn best and better when they are exposed to peer study circles.

#### **4.2.4 Main effect of gender on knowledge of multicultural concepts in social studies**

The result from the study in table 4.1 revealed that gender affected knowledge of multicultural concepts in social studies. It was indicated that male students performed better than their female counterparts in attitude. The finding might be as a result of the fact that gender affected students academic performance when subjected to knowledge of multicultural concepts in social studies. It was gathered here that certain skills are gender inclined or oriented e.g. Females are always found in language, arts while male students are good in some disciplines such as engineering and some courses which are mathematical in nature. So, gender has effect on knowledge of multicultural concepts in social studies. This finding has been buttressed by Sleeter and Grant (2003) Alapiki (2005), Makinde (2005) and Olubela (2010) who maintained that gender have significant effect on students academic performance. The result of this study contradicts that of Ogundare (2002), Edwards and Kuhlman (2007) who were of the view that there is no significant difference in gender and learners performance. They maintained that the eventual achievement by learners hinges on many interrelated variables and personal efforts than gender variable.

#### **4.2.5 Gender influence on attitude to multicultural concepts**

Gender is defined as the sex that an individual belongs to. Attitude, on its part, is defined as the way an individual thinks and feels about somebody or something. In another way, it is considered as one's behavior or reaction displayed towards somebody or something.

Findings from the study indicated that gender has affected attitude to multicultural concepts. As it has been stated earlier, gender serves as a determinant factor of the choice of some skills by learners. It was stated that some learners most

especially female students do make choice of some disciplines such as Arts, Language and communications a while male students are inclined to some disciplines like engineering and mathematic. This finding is in line with the findings of Sleeter and Grant (2003), Alapiki (2005), Makinde (2005) and Olubela (2010), in their different studies. They maintain that gender have significant effect on student performance.

#### **4.2.6 Ethnic background and gender influence on knowledge**

The study revealed that there was a significant effect of ethnic background and gender on knowledge of multicultural concepts in social studies. It was revealed from this study that ethnic background and gender do affect the performance of students positively when exposed to multicultural concepts in social studies. It shows that both ethnic background and gender have greater impact on this study. Moreso, students from Yoruba ethnic background were found to perform better than the non yoruba students in multicultural concepts in social studies. This might be as a result of the fact that the sampled area where the study was carried out i.e. Saki, Igboora, Oyo, Ogbomoso and Ibadan were from the Yoruba extraction. The ethnic background dominated the student population in the area which have resulted into the student understanding of some multicultural concepts in social studies in the study. This finding is in line with that of Gauba (2003), Bennet (2007), Okorosay-Orubite (2008) who maintained that ethnic background of students as a variable does influence their social interaction and performance. On the contrary, Clark (2000) and Abdulrazak (2005) maintained that there is no significant effect of ethnic background on students performance. They are of the view that cultural diffusion may not bring about any difference in the students academic performance.

Furthermore, gender affected knowledge of the selected multicultural concepts in social studies. This may be connected with the fact that gender determines the acquisition and understanding of some skills e.g. female-gender are better in language, communication and arts than their male counterparts. This finding is in line with the findings of Sleeter and Grant (2003), Alapiki (2005), Makinde (2005) and Olubela (2010) in their different studies that gender have significant effect on students performance. However Ogundare (2002) Edwards and Kulhman (2007) reported that there is no significant difference in gender and learners performance. Their submission stated that eventual achievement by learners hinges on many interrelated variables and personal efforts than gender variable.



#### **4.2.7 Strategies, gender and ethnic background on learning outcomes in multicultural concepts**

Strategy is described as a medium injected into the moderator variables so we have gender and ethnic background here that serve as moderator variables in the study. Gender is the classification of learners in terms of their sex, whether male or female. Ethnic background of the learners tells us about the extraction they come from be it Yoruba or non Yoruba, as used in the study. The findings from this study therefore revealed that treatment, ethnic background and gender did not affect knowledge of multicultural issues. This implies that treatment, ethnic background and gender had no effect on students knowledge of multicultural issues. Thus, the treatment is more effective than the two moderator variables in determining students knowledge of multicultural issues. The result of the findings revealed that treatment, ethnic background and gender did not affect attitude to multicultural issues. This implies that treatment, ethnic background and gender have no effects on students; attitude to multicultural issues. However, treatment can be described as being effective in the promotion of participants; attitude towards multicultural issues than the two moderator variables.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusion and recommendations.

#### 5.1 Summary

This study examined the effects of two collaborative instructional strategies and learning outcomes in multicultural concepts in social studies among junior Secondary Schools Students in Oyo State Nigeria. The two strategies are peer study circles and project based instructional strategies. The moderating effects of gender and ethnic background on learning outcomes were also examined. The research design adopted for the study was pretest-posttest control group quasi-experimental design using 3x2x2 factorial matrix. Social learning and sociometry theories provided the framework for the study. The study covered 180 social studies students from six schools in Oyo State, Nigeria. The multicultural and multi-lingual composition of Nigeria population, rather than enriching nation's the unity and national integration remains major challenge threatening the development of the Nigerian nation.

1. Two categories of students prominent in this study were used and they are the Yoruba indigenes from Yoruba ethnic extraction and the non-indigenes.
2. Engaging and using both indigenes and non-Yourba indigenes assisted in the study and helped in determining the extent to which the two strategies employed in the study (PSC and PBS) and the conventional could enhance the teaching of some multicultural concepts in social studies for the promotion of unity and national integration in Nigeria
3. There was significant main effect of treatment on student knowledge of multicultural concepts in social studies. For instance, the students in peer study circle strategy (PSCS) performed best in knowledge of multicultural concepts in social studies than those in the project-based strategy (PBS) group and the conventional (CS) control group respectively.
4. There was significant main effect of treatment on students attitude
5. Ethnic group did not affect knowledge of multicultural concepts

6. Gender affected knowledge of multicultural concepts
7. Gender has no significant effect on students attitude to knowledge of multicultural concepts in social studies.
8. The interaction effect of treatment and ethnic group on students attitude to the knowledge of multicultural concepts in social studies was not significant.
9. Strategies and gender did not affect knowledge of multicultural issues in social studies by the students.
10. There was significant interaction effect of ethnic background and gender on students knowledge of multicultural concepts in social studies
11. Ethnic background and gender did not affect attitude
12. Strategies, ethnic background and gender did not affect knowledge
13. Strategies, ethnic background and gender did not affect attitude.

## **5.2 Implication of the findings**

The results obtained in this study revealed that the peer study circles and project-based instructional strategies employed in the study were of great influence and importance on the teaching of multicultural concepts in social studies. The study also established the superiority of the two strategies i.e. peer study circles and project-based instructional strategies where learners were more active in class participation as against passivity that characterized some previous studies on multicultural education. Concepts like multiculturalism in social studies were well understood by the students. Similarly, this study has shown that there was no significant interaction effect of treatment and ethnic group on students attitude to the knowledge of multicultural concepts in social studies.

Furthermore, findings from the study have also revealed that there was no significant interaction effect of treatment on gender and knowledge of multicultural concepts.

## **5.3 Contribution to the body of knowledge**

The study examined the effects of two collaborative instructional strategies and learning outcomes in multicultural concepts in social studies among junior secondary school students in Oyo State, Nigeria. The two collaborative instructional strategies are peer study circles and project-based. The outcome of this study adds to the body of research on students-related concepts that other researchers can further

work on. Teachers attention in particular is geared towards focus on the concepts within the students which can serve as behavioral modification. The findings from the study serves as an eye opener to social studies teachers in schools as regards promoting unity and national integration in their students despite the various ethnic groups in Nigeria. The study has proven that student learning outcomes in multicultural concepts can be enhanced through team work and collaborative efforts. The study also revealed that empowering some federal government programmes and agencies such as National Youth Service Corps (NYSC), Federal character and quota system, and more also the establishment of more Unity schools will continue to help in promoting cultural understanding and unity among students in the various schools in Nigeria.

#### **5.4 Conclusion**

The study determined effects of two collaborative instructional strategies and learning outcomes in multicultural concepts in social studies among junior secondary school students in Oyo State Nigeria by exploring the moderating effects of gender and ethnic background on learning outcomes in multicultural concepts in social studies. The treatment proved to be significant on students leaning outcomes in multicultural concepts in social studies, showing that a significant difference existed between the two experimental groups and control group after being exposed to the treatment modes. Moreover, disparities existed among the treatment group with the PSCS group having greater impact on students learning outcomes in multicultural concepts in social studies followed by the PBS and control group respectively. However, the effect of the two moderating variables of ethnic background and gender was only significant on knowledge of multicultural concepts. Consequently, the study provided that team work, group work by students and collaborative efforts among them ensure better results. Hence, interventions on multicultural concepts teaching in social studies should involve strategies that can promote teamwork, group work and coming together of students by themselves not minding their ethnic background because peer study circles or and project-based approaches are essential for promoting effective teaching and learning capable of bringing about increased learning outcomes.

Based on the result, the peer study circles id the best strategies, follow by the project based and conventional method. It is therefore concluded that both peer study

circles and project based strategies be used in all the schools to teach multicultural concepts in social studies than the conventional method.

### **5.5 Recommendations**

1. To address the problem of ethnicity nepotism, discrimination, and suspicion of one another in the country, students from various ethnic backgrounds should be actively involved in the teaching and learning of multicultural concepts in social studies.
2. Participatory interventions such as peer study circles and project-based approaches should be adopted on issues relating to multicultural and multilingual matters in the country Nigeria.
3. Encouraging teamwork, group assignments among students in teaching-learning activities will help to combat and resolve multi-cultural and multilingual or racial issues in out of class scenario.
4. It is also recommended that seminar, conferences should be organized for teacher to intimate them with the two strategies the peer study circles (PSC), project based (PB) to be used in the school system than the conventional method.
5. Government, Curriculum planners, Administrators and other relevant stakeholders should ensure that multicultural education is included into the school curriculum right from the elementary to the tertiary institution levels.
6. Public enlightenment through radio, TV and related social media, jingles or other should be at the disposal of the populace through agencies like National Orientation Agency (NOA) in which the two strategies peer study circles and project based be recommended to stakeholder, curriculum planners, government, administrator be used in our school system.
7. Some government agencies/systems such as the National youth service corps, (NYSC), Unity schools, Federal character should be given top priority considering the prevalent security situation in the nation and threat it poses to national unity.
8. Each of the major ethnic group we have in Nigeria i.e the Hausa, Yoruba and Igbo must be made to realize the necessity of working together for the nations; common good.

9. Issues of marginalization of one ethnic group over the other should not be an issue in the corridors of power.

### **5.6 Limitation to the study**

The study was conducted in Ibadan (Akineyele and Ibadan North East), Ogbomoso (Ogbomoso North), Oyo (Offa meta), Saki (Saki West) and Igboora (Ibarapa central) which involved travelling from one place to the other most especially during the period of petrol hike and general economic recession. Despite all the aforementioned inadequacies, the findings from the study would serve as a basic foundation for future research in the field of peer study circles and project-based instructional strategies in Oyo State and Nigeria in particular where there is an urgent need to eradicate the spate of ethnicity, nepotism and discrimination, thereby promoting peaceful co-existence in the country.

### **5.7 Suggestion for further studies**

The fact that no study could have been said to be all-conclusive makes it imperative that further research could still be conducted on learning and teaching of multicultural concepts in social studies. Besides, more moderator variables should be tested and experimented in order to find out other factors which could influence effective knowledge of multicultural concepts in the teaching of social studies in Nigeria. Moreover, teachers could also be used for both experimental and control groups in order to promote effective teaching in the school system.

In addition, more multicultural concepts in social studies should be identified and utilized for subsequent studies.

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**APPENDIX I**  
**STUDENTS' MULTICULTURAL KNOWLEDGE TEST (SMKT)**

**Dear student,**

You are please requested to fill this form as best known to you and as appropriate. The tool is to advance research in the field of education; therefore, all your responses shall remain confidential.

Thanks.

**SECTION A**

Name of school .....

Gender: Male  Female   
Ethnic Group: Yoruba  Non-Yoruba   
Religion: Christianity  Islam  Traditional  None

**SECTION B**

**Instruction: Kindly choose the most appropriate answer to the following questions from options A - D**

1. **National Identity**
  1. Some of the means of identifying citizens of Nigeria include:
    - a. Book , state capital, people
    - b. School, water corporation, NTA
    - c. National identity card, Nigerian Currency, Nigerian passport
    - d. Land, ocean, road
  2. Tribal mark, dialect, physical features are characteristics of:
    - a. Unity of diversity
    - b. Sport
    - c. Occupation
    - d. National identity
  3. One of the ways of promoting unity in diversity is .....
    - (a) Political appointment
    - (b) Promotion

- (c) Free and fair lection
  - (d) Selection.
4. Nationalist efforts led to Nigerian independence in .....
    - (a) 1960
    - (b) 1913
    - (c) 1914
    - (d) 2009
  5. The existence of unity in diversity in Nigeria qualifies her as a .....
    - (a) a nation
    - (b) a cosmopolitan
    - (c) a metropolis
    - (d) an avenue
  6. One of the important memorial cultural days in Nigeria is
    - (a) Eko 1972
    - (b) Moniya 1964
    - (c) Festac 1977
    - (d) Osogbo 2010
  7. Culture of a people involves all except .....
    - (a) Food and traditions
    - (b) Music and Dance
    - (c) Hills and Valleys
    - (d) Marriage and Religion
  8. One of the pratoric progenitors of the Yoruabs is .....
    - (a) Asanke
    - (b) Oranmiyan
    - (c) Omoloba Iredua
    - (d) Oduduwa
  9. .... is a true edged sword of unity in diversity in Nigeria
    - (a) Currency
    - (b) Rainfall
    - (c) Religion
    - (d) Education
  10. .... People are noted for the use of Babarigas

- (a) Yoruba
  - (b) Igbos
  - (c) Hausa
  - (d) Efiks
11. Women who wear double wrappers are commonly found among the .....
- (a) Edos
  - (b) Ijebus
  - (c) Igbos
  - (d) Efiks
12. Shinkafa and masara are common foods among
- (a) Hausas
  - (b) Yorubas
  - (c) Igbos
  - (d) Ibibios
13. .... is known to be used by the Yorubas
- (a) Aso-Oke and Adire
  - (b) Spaghetti
  - (c) Babariga
  - (d) Shawl
14. 'Atilogwu' is a type of dance common among
- (a) Benues
  - (b) Ijebus
  - (c) Eguns
  - (d) Ijeshas
15. The following are some of the cultural festivals in the southwest except
- (a) Osun of Osogbo festival
  - (b) Ojude Oba of Ijebu festival
  - (c) Eyo of Lagos festival of Lagos
  - (d) Kankanfo of Ilorin
16. In terms of occupation the Ijaws are mainly
- (a) Fishers
  - (b) Blacksmiths
  - (c) Drummers
  - (d) Carpenters

17. The Ijebus are usually referred to as
- (a) Omo Ajorosun
  - (b) Omo Alare
  - (c) Omo Ogedengbe Agbogunboro
  - (d) Omo Esho Ikoyi
18. Caliphate system is a practised among the .....
- (a) The Hausas/Fulanis
  - (b) The Yorubas
  - (c) The Igbos
  - (d) The Ibibios
19. Which of these is not a minority ethnic group in Nigeria?
- (a) Tiv
  - (b) Efik
  - (c) Igalas
  - (d) Fulani
20. Which of these statements reflect Nationalism and patriotism in Nigeria?
- (a) Most ethnic groups in Nigeria are suspicious of one another
  - (b) Ethnic groups in Nigeria are not mutually related
  - (c) Cultural differences have been responsible for many crises in Nigeria
  - (d) Nigeria must have one culture and speak same language

**APPENDIX II**  
**UNIVERSITY OF IBADAN**  
**FACULTY OF EDUCATION**  
**STUDENTS' MULTICULTURAL CONCEPTS ATTITUDE SCALE (SMCAS)**

**Dear student,**

The questions below require your honest response; kindly answer them on the basis of your own conviction only.

**SECTION A**

Name of school .....

Gender: Male  Female   
 Ethnic Group: Yoruba  Non-Yoruba   
 Religion: Christianity  Islam  Traditional  None

**SECTION B**

*Instruction: You are requested to choose the most appropriate answer to the following options: SA = Strongly Agreed A = Agreed D = Disagreed SD = Strongly Disagreed*

S/N	STATEMENT	SA	A	D	SD
1	Learners can appreciate and develop intercultural and interpersonal group interactions.				
2.	Some students have interest in knowing and mastering other peoples' culture apart from mine.				
3	Multicultural education needs to be made compulsory and taught at Junior Secondary School.				
4.	Students were not equipped with adequate information about multicultural education.				
5.	Right values and attitude that support ethnic pluralism could be promoted through multicultural education				
6.	Cultural superiority complex could be corrected through multicultural education.				
7.	My classmates are from various cultural backgrounds.				

8.	Multicultural education should be made compulsory and taught at Junior secondary level.				
9.	In multicultural education class, learners have equal opportunity to take part and share experiences from their various ethnic groups.				
10.	Curriculum of multicultural education assists students to have knowledge about ethnicity and cultural diversity in the school system.				
11	Multicultural education assists students to master more languages apart from their mother tongue.				
12	Multicultural education is a way of marginalizing the minority ethnic groups.				
13	Multicultural education lays more emphasis on differences such as gender, class race rather than collectivity.				
14.	Multicultural education should be at all levels of education.				
15	Multicultural education assists in resolving communal dispute and conflicts.				
16	Teaching-learning process could be improved in large class through multicultural education.				
17	My future plan is to be more familiar with topics on multicultural education.				
18	Decision-making abilities could be developed through the knowledge of multicultural education.				
19.	Staff development programme can enhance better teacher through multicultural education.				
20	Having being exposed to multicultural concepts in social studies, I will always consider everybody as one.				



### APPENDIX III

#### TEST INSTRUMENT FOR THE SELECTION OF RESEARCH ASSISTANTS

Dear Sir/Ma,

The following questions require your honest response.

Kindly read through each statement carefully and tick the appropriate column that corresponds to your opinion.

#### DEMOGRAPHIC DATA

##### SECTION A

Name of School: .....

Sex:            Male                       Female

Qualification: .....

Teaching Subject: ..... Area of

Specialization:.....

Year of Experience: .....

##### SECTION B

**Please tick: SA = Strongly Agree    A = Agree    D = Disagree    SD = Strongly Disagree**

S/N	STATEMENT	SA	A	D	SD
1.	To the best of my knowledge, I am an effective teacher				
2.	I have interest in research work.				
3.	I have participated in research work before.				
4.	Have you attended seminar/workshop on teaching strategies before?				
5.	I can spare my fulltime on research activities.				
6.	Do you teach with the traditional method only?				
7.	I prefer using familiar teaching method rather than trying new methods.				
8.	I prefer using peer study circles method to teach.				
9.	The training I have acquired on peer study circles				

	method has equipped me to use the method while teaching.				
10.	I have little or no teaching experience to use the new teaching strategies.				
11.	I have acquired training on project based learning strategies.				
12.	I can make use of Project Based learning strategies to teach my students.				
13.	Students will understand better if Project Based Strategies are adopted.				
14.	Peer study circle method is not recommended to teach.				
15.	I have interest in interacting with all students no matter their ethnic group.				
16.	I strongly believe in personal gains rather than helping people.				
17.	Multicultural education concepts can promote National Unity.				
18.	Multicultural education, if fully adopted will remove ethnicity in the country.				
19.	I freely interact with people.				
20.	The discipline that emphasizes the problem of survival is social studies.				

**APPENDIX IV**  
**JSS TWO**  
**SOME MULTICULTURAL CONCEPTS IN SOCIAL STUDIES CURRICULUM**

<b>THEME 1: NATIONAL IDENTITY</b>						
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>	<b>CONTENTS</b>	<b>ACTIVITIES</b>		<b>TEACHING AND LEARNING RESOURCES</b>	<b>EVALUATION GUIDES</b>
			<b>TEACHER</b>	<b>STUDENTS</b>		
National identity	Students should be able to: 1. Explain the meaning of National Identity 2. List elements of National identity 3. Discuss reasons why Nigerian should be patriotic	1. National identity: - Symbols, actions and behavior - accepting and belonging to a nation by identifying with its expectations 2. Elements of national identity - National anthem - citizenship of nation - payment of taxes - work for the success of the nation - respecting	1. Leads students to explain the meaning of national identity 2. Ask students to list the elements of national identity	1. Explain the meaning of national identity 2. Mention elements of national identity	1. Posters 2. Pictures 3. Video clips 4. Maps 5. National symbols	1. Students to explain the meaning of national identity 2. List elements of national identity

		national symbols etc 3. Reasons for National Identity				
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**JSS TWO**  
**SOME MULTICULTURAL CONCEPTS IN SOCIAL STUDIES CURRICULUM**

<b>THEME 2: CULTURE AND CULTURAL HERITAGE</b>						
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>	<b>CONTENTS</b>	<b>ACTIVITIES</b>		<b>TEACHING AND LEARNING RESOURCES</b>	<b>EVALUATION GUIDES</b>
			<b>TEACHER</b>	<b>STUDENTS</b>		
Meaning of components and features of culture	Students should be able to: 1. Define culture 2. List the component of culture 3. Group the components of culture as material and non material 4. State the characteristics of culture 5. Identify cultural similarities among Nigeria 6. Identify cultural differences among Nigeria	1. Culture-meaning 2. Components of culture - Material and non material/culture 3. Features of culture - Language - food & dressing - Religion - Technology/craft, etc 4. Characteristics of culture 5. Cultural similarities in Nigeria 6. Cultural differences in Nigeria	1. Explains culture with concrete examples 2. Takes students to the museum and places of cultural interest to observe the display of Nigeria culture 3. Guide students to discuss and identify - Components of culture - material and non-material culture Characteristics of culture The uniqueness of Nigerian culture	1. Ask and answer questions on culture 2. Observe and report Nigeria's 3. Cultural heritage 4. Participate in class discussions 5. Collect and display materials from the various Nigeria culture	1. Motion pictures of culture 2. Pictures of cultural display 3. Regalia	Students to: 1. Explain the meaning of culture 2. Identify the component of Nigerian culture 3. State material and non-material aspect of culture 4. Mention the characteristic of culture 5. Justify the uniqueness of the Nigerian culture

**JSS TWO**  
**SOME MULTICULTURAL CONCEPTS IN SOCIAL STUDIES CURRICULUM**  
**THEME 3: NATIONAL UNITY AND INTEGRATION**

TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDES
			TEACHER	STUDENTS		
Meaning need and importance of National unity and integration	Students should be able to: 1. explain the meaning of national unity and integration 2. discuss the need for national unity and integration in Nigeria 3. analyze the importance of national unity	1. Meaning of National unity and integration e.g. living together peacefully 2. Need for National unity and progress and development of national integrity	1. Bring the map of Nigeria to the class 2. Guides students to: explain the meaning of national unity and integration 3. Identifies and describes institutions	1. Ask and answer questions 2. Participate in class discussion 3. Dramatize the play-let United We stand 4. Recite the National Anthem and pledge	1. Map of Nigeria showing its people and their location 2. Costumes 3. Documentaries	Students to: 1. State the meaning of National unity and integration 2. Describe the need for National unity and integration 3. Enumerates the value of National unity and integration to individual and societal

		<ul style="list-style-type: none"> <li>- defence</li> <li>- integration</li> </ul> <p>3. Importance of national unity and integration to nation building e.g economy growth and attraction of foreign investment</p>	<p>that promote national unity and integration e.g. schools, religions, institution, sport, ministry, NYSC etc</p>			<p>development</p> <p>4. Mention institutions that promote national unity and integration</p>
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**JSS TWO**  
**SOME MULTICULTURAL CONCEPTS IN SOCIAL STUDIES CURRICULUM**  
**THEME 4: NATIONALISM AND PATRIOTISM**

TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDES
			TEACHER	STUDENTS		
Nationalism and Patriotism	Students should be able to: 1. explain the meaning of nationalism and patriotism 2. reasons why Nigerians should be patriotic	Nationalism and patriotism – 1. Meaning 2. Give example of past Nigerians that were nationalistic and patriot in nature 3. Reasons for patriotism - to promote unity - to promote development - to ensure full and proper use of resources - to help the nation benefit from our knowledge and skills	1. Leads students to explain the meaning of nationalism and patriotism 2. Give examples of Nigerians that were Nationalistic and patriotic e.g. Obafemi Awolowo, Nnamdi Azikwe and Abubakar Tafawa Balewa 3. Reasons for patriotism - to promote unity	1. Explain the meaning of Nationalism and Patriotism 2. Mention examples of past Nigerians that were Nationalistic and patriotic in nature 3. Participate in discussions on reasons for patriotism	1. Posters 2. Pictures 3. Maps	Students to: 1. explain the meaning of Nationalism and patriotism 2. list those that were Nationalistic and patriotic in nature 3. discuss reasons why Nigerians should be patriotic



			<ul style="list-style-type: none"><li>- to promote development</li><li>- to ensure full and proper use of resources</li><li>- to help the nation benefit from our knowledge and skills</li></ul>			
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**APPENDIX V**  
**PROCEDURE FOR EXPERIMENTAL GROUP I: PEER STUDY CIRCLE**  
**STRATEGY (SOCIAL STUDIES CURRICULUM)**

**Lesson plan**

**Class:** JSS Two

**Time:** 40minutes

**Textbook:** Oladele .O. (2003) The Basic Concepts of Social Studies, Holad Publishers Ibadan

**Topic:** Meaning of National Identity, Symbols and Reasons for National Identity

**Teaching aid:** Pictures of some symbols of identity in Nigeria

**Entry Behaviour:** Students offer Social Studies because it was offered at their previous class i.e. JSS 1

**Behavioural Objectives:** At the end of the lesson, students should be able to

- (1) Describe National Identity in Nigeria
- (2) Describe the symbols and reasons for National Identity

**Content:** Meaning of National Identity:

Identity may be referred to as sharing with a group of people. People who share the same characteristics identify with themselves, People who have the same culture, common traits and peculiar features regard themselves as one people.

**Symbols of National Identity**

This include:

- (1) Nigerian Coat of Arms; National flag; (3) National pledge
- (4) National Anthem (5) National currency (6) National passport (7) National identity card (8) Unity lamp

**Reasons for National Identity**

- (1) To identify a particular country
- (2) To identify people that come from a particular country or Nation
- (3) It serves as symbol of emblem of a county
- (4) It helps an individual to be a good ambassador of his country in other countries of the world

**Presentation:** Step I: The teacher explained the meaning of National Identity

Step II: The teacher explained and listed the symbol of National Identity

Step III: The class was divided into groups and the teacher leads the students in class discussion to give reasons for National Identity

Step IV: Students were guided to identify some of their country's symbols of National Identity with two or three other countries

Step V: The teacher gives the chalkboard summary for the students to write into their note books

- Evaluation:**
- (1) Define what National Identity is
  - (2) Give at least 3 symbols of National Identity
  - (3) Give two reasons for National Identity

### **Lesson plan**

**Class:** JSS Two

**Time:** 40minutes

**Textbook:** Oladele .O. (2003) The Basic Concepts of Social Studies, Holad Publishers Ibadan

**Topic:** Meaning of Culture, components of culture and characteristic of culture

**Teaching aid:** Pictures of cultural display

**Previous knowledge:** Students are familiar with the three major cultural background in their environment

**Behavioural Objectives:** At the end of the lesson, students should be able to

- (1) Define what culture is.
- (2) State the components of culture
- (3) Explain the characteristic of culture

**Content:** Meaning of Culture:

Culture may be referred to as the people ways of life. Culture involves the language, music, literature, dancing, dressing and technology.

It has to do with rules and regulations of a group of people, their beliefs, religion, moral behavior as well as what they are able to produce with their available materials and knowledge

## **Components of Culture**

The components of culture are:

- (1) Material culture which includes things that are made by man himself e.g. cloth, basket, chairs, houses etc
- (2) Non material culture consists of things that we cannot see e.g. language, moral, religion, folklore, literature, manner of dancing, ways of thinking, ways of dressing etc

### **Presentation:**

Step I: Explain the meaning of Culture

Step II: Explain the components of Culture and characteristic of Culture to the students

Step III: The class was divided into groups in which the three major ethnic groups were well represented

Step IV: Students were guided to list the three major ethnic groups and their cultural characteristics

Step V: The teacher gives the chalkboard summary for the students to write into their note books

### **Evaluation:**

- (1) What is Culture?
- (2) Give the components of Culture
- (3) List at least five characteristic of Culture

## **Lesson plan**

**Class:** JSS Two

**Time:** 40minutes

**Textbook:** Oladele .O. (2003) The Basic Concepts of Social Studies, Holad Publishers Ibadan

**Topic:** Meaning of National Unity and Integration, needs for national unity and importance of National Unity

**Teaching aid:** Map of Nigeria showing its people and their locations

**Behavioural Objectives:** At the end of the lesson, students should be able to

- (1) Explain the meaning of National Unity and integration
- (2) State the need for National Unity
- (3) Discuss the importance of National Unity

**Content:** Meaning of National Unity and integration  
National Unity and integration is the way by which the various ethnic groups in the country come together to live together as one entity despite their differences. For instance, there are more than 450 ethnic groups in Nigeria but despite this, they all come together and live as one country.

Listed below are the importance of National Unity and integration:

- (1) For the development and progress of the country
- (2) To develop the National integrity of the country
- (3) To boost economic growth in the country
- (4) For attraction of foreign investment
- (5) To create friendship among various ethnic groups.

**Presentation:** Step I: Explain the meaning of Culture  
Step II: Explain the components of Culture and characteristics of Culture to the students  
Step III: The class was divided into groups in which the three major ethnic groups were well represented  
Step IV: Students were guided to explain the needs for National Unity and integration.  
Step V: The teacher gives the chalkboard summary for the students to write into their note books

**Evaluation:**

- (1) Explain what National Unity and integration is.
- (2) State the needs for National Unity and integration

**Lesson plan**

**Class:** JSS Two

**Time:** 40minutes

**Textbook:** Oladele .O. (2003) The Basic Concepts of Social Studies, Holad Publishers Ibadan

**Topic:** Meaning of National and patriotism, Reasons for patriotism

**Teaching aid:** Pictures of some Nigerians that are patriotic in nature e.g. Chief Obafemi Awolowo, Dr. Nnamdi Azikwe, Abubakar Tafawa Balewa

**Behavioural Objectives:** At the end of the lesson, students should be able to:

- (1) Define what Nationalism and Patriotic is.
- (2) Mentioned the past Nationalist and patriotic people e.g. Chief Obafemi Awolowo, Dr. Nnamdi Azikwe, Abubakar Tafawa Balewa

**Content:** Nationalism could be defined as a group of people that have a great love for and pride in their country. That is feeling that their country is better than any other. Patriotism is the love for one's country and willingness to defend it.

The example of past Nationalist and patriots in Nigeria are Late Chief Obafemi Awolowo, Dr. Nnamdi Azikwe, Abubakar Tafawa Balewa

**Presentation:** Step I: Explain the meaning of Nationalism and patriotism to the students

Step II: Explain and mention the name of past nationalists and patriot leaders in Nigeria such as Late Chief Obafemi Awolowo, Dr. Nnamdi Azikwe, Late Abubakar Tafawa Balewa

Step III: The class was divided into groups in which the three major ethnic groups were well represented

Step IV: Students were guided to list and mention the names of past Nationalisms and patriots.

Step V: The teacher gives the chalkboard summary for the students to write into their note books

**Evaluation:**

- (1) What is Nationalism and Patriotism?
- (2) Mention three (3) Nigeria Nationalists and patriots you know.

**Procedure for experimental group II: Project-based Strategy (Social Studies Curriculum)**

**Lesson plan**

**Class:** JSS Two

**Time:** 40minutes

**Textbook:** Oladele .O. (2003) The Basic Concepts of Social Studies, Holad Publishers Ibadan

**Topic:** Meaning of National Identity, Symbols and Reasons for National Identity

**Teaching aid:** Pictures of some symbols of identity in Nigeria

**Previous knowledge:** Students are familiar with the subject called Social Studies because it was offered at their previous class i.e. JSS 1

**Behavioural Objectives:** At the end of the lesson, students should be able to

- (1) Define National Identity in Nigeria
- (3) Describe the symbols and reasons for National Identity

**Content:** Meaning of National Identity:

Identity may be referred to as sharing with a group of people. People who share the same characteristics identify with themselves, People who have the same culture, common traits and peculiar features regard themselves as one people.

**Symbols of National Identity**

This include:

- (1) Nigerian Coat of Arms; National flag; (3) National pledge
- (4) National Anthem (5) National currency (6) National passport (7) National identity card (8) Unity Lamp

**Reasons for National Identity**

- (1)To identify a particular country
- (2) To identify people that come from a particular country or Nation
- (3) It serves as symbol of emblem of a county
- (4) It helps an individual to be a good ambassador of his country in other countries of the world.

**Presentation:** Step I: Explain the meaning of National Identity  
Step II: Explain and list the symbol of National Identity  
Step III: The class was divided into groups and the teacher leads the students in class discussion to give reasons for National Identity  
Step IV: Students were guided to identify some of their countries symbols of National Identity with two or three other countries.  
Step V: The teacher gives the chalkboard summary for the students to write into their note books.

**Evaluation:**

- (1) Define what National Identity is?
- (2) Give at least 3 symbols of National Identity
- (3) Give two reasons for National Identity

**Lesson plan**

**Class:** JSS Two

**Time:** 40minutes

**Textbook:** Oladele .O. (2003) The Basic Concepts of Social Studies, Holad Publishers Ibadan

**Topic:** Meaning of Culture, components of culture and characteristic of culture

**Teaching aid:** Pictures of cultural display

**Entry Behaviour:** Students know the three major cultural backgrounds in their environment

**Behavioural Objectives:** At the end of the lesson, students should be able to

- (1) Define what culture is.
- (2) State the components of culture
- (3) Explain the characteristic of culture

**Content:** Meaning of Culture:

Culture may be referred to as the peoples' way of life. Culture involves the language, music, literature, dancing, dressing and technology.



It has to do with rules and regulations of a group of people, their beliefs, religion, moral behavior as well as what they are able to produce with their available materials and knowledge.

### **Components of Culture**

The components of culture are:

- (1) Material culture which includes things that are made by man himself e.g. cloth, basket, chairs, houses etc
- (2) Non material culture consists of things that we cannot see e.g. language, moral, religion, folklore, literature, manner of dancing, ways of thinking, ways of dressing etc

### **Presentation:**

Step I: Explain the meaning of Culture to the students

Step II: Explain the components of Culture and list the characteristics of Culture to the students

Step III: The class was divided into groups in which the three major ethnic groups were well represented

Step IV: Students were guided to list the three major ethnic groups and their cultural characteristics

Step V: The teacher gives the chalkboard summary for the students to write into their note books

### **Evaluation:**

- (1) What is Culture?
- (2) Give the components of Culture
- (3) List at least five characteristic of Culture

### **Lesson plan**

**Class:** JSS Two

**Time:** 40minutes

**Textbook:** Oladele .O. (2003) The Basic Concepts of Social Studies, Holad Publishers Ibadan

**Topic:** Meaning of National Unity and Integration, Need for national unity and Importance of National Unity

**Teaching aid:** Map of Nigeria showing its people and their locations

**Entry Behaviour:** Students know the major ethnic groups in Nigeria

**Behavioural Objectives:** At the end of the lesson, students should be able to:

- (1) Explain the meaning of National Unity and integration
- (2) State the need for National Unity
- (3) Discuss the Importance of National Unity

**Content:**

Meaning of National Unity and Integration

National Unity and Integration is the way by which the various ethnic groups in the country come together to live together as one entity despite their differences. For instance, there are more than 450 ethnic groups in Nigeria but despite this, they all come together and live as one country.

Needs for National Unity and Importance of National Unity and integration are as follows:

- (1) For the development and progress of the country
- (2) To develop the National integrity of the country
- (3) To boost economic growth in the country
- (4) For attraction of foreign investment
- (5) To create friendship among various ethnic groups.

**Presentation:**

Step I: Explain the meaning of Culture

Step II: Explain the components of Culture as well as list the characteristics of Culture to the students

Step III: The class was divided into groups in which the three major ethnic groups were well represented

Step IV: Students were guided to explain the needs for National Unity and Integration.

Step V: The teacher gives the chalkboard summary for the students to write into their note books

**Evaluation:**

- (1) Explain what National Unity and Integration is.
- (2) State the need for National Unity and Integration

## Lesson plan

**Class:** JSS Two

**Time:** 40minutes

**Textbook:** Oladele .O. (2003) The Basic Concepts of Social Studies, Holad Publishers Ibadan

**Topic:** Meaning of National and patriotism, Reasons for patriotism

**Teaching aid:** Pictures of some Nigerians that are patriotic in nature e.g. Chief Obafemi Awolowo, Dr. Nnamdi Azikwe, Abubakar Tafawa Balewa

**Behavioural Objectives:** At the end of the lesson, students should be able to:

- (1) Define what Nationalism and Patriotism is.
- (2) Mentioned past Nationalist and patriotic Nigerians e.g. Chief Obafemi Awolowo, Dr. Nnamdi Azikwe, Abubakar Tafawa Balewa

**Content:** Nationalism could be defined as a group of people that have a great love for and pride in their country. That is, they exalt in the feeling that their country is better than any other. Examples of past Nationalists and patriots in Nigeria are Late Chief Obafemi Awolowo, Dr. Nnamdi Azikwe, Abubakar Tafawa Balewa etc

**Presentation:** Step I: Explain the meaning of Nationalism and patriotism to the students

Step II: Explain and mention the name of past nationalists and patriotic leaders in Nigeria such as Late Chief Obafemi Awolowo, Dr. Nnamdi Azikwe, Late Abubakar Tafawa Balewa etc

Step III: The class was divided into groups in which the three major ethnic groups were well represented

Step IV: Students were guided to list and mention the names of past Nationalist and patriotic leaders.

Step V: The teacher gives the chalkboard summary for the students to write into their note books

**Evaluation:**

- (1) What is Nationalism and Patriotism?
- (2) Mention three (3) Nationalists and patriotic Nigerian you know.

**Procedure for Control group II: Project-based Strategy (Social Studies Curriculum)**

**Lesson plan**

**Class:** JSS Two

**Time:** 40minutes

**Textbook:** Oladele .O. (2003) The Basic Concepts of Social Studies, Holad Publishers Ibadan

**Topic:** Meaning of National Identity, Symbols and Reasons for National Identity

**Teaching aid:** Pictures of some symbols of identity in Nigeria

**Entry Behaviour:** Students offer Social Studies because it was offered at their previous class i.e. JSS 1

**Behavioural Objectives:** At the end of the lesson, students should be able to

- (1) Define National Identity in Nigeria
- (2) Describe the symbols and reasons for National Identity

**Content:** Meaning of National Identity:

Identity may be referred to as sharing with a group of people. People who share the same characteristics identify with themselves, People who have the same culture, common traits and peculiar features regard themselves as one people.

**Symbols of National Identity**

This include:

- (1) Nigerian Coat of Arms; (2) National flag; (3) National pledge (4) National Anthem (5) National currency (6) National passport (7) National identity card (8) Unity Lamp

**Reasons for National Identity**

- (1) To identify a particular country
- (2) To identify people that come from a particular country or Nation
- (3) It serves as symbol of emblem of a county

(4) It helps an individual to be a good ambassador of his country in other countries of the world.

**Presentation:**

Step I: Explain the meaning of National Identity to the students

Step II: Explain and list the symbol of National Identity

Step III: The class was divided into groups and the teacher leads the students in class discussion to give reasons for National Identity

Step IV: Students were guided to identify some of their countries symbols of National Identity with two or three other countries.

Step V: The teacher gives the chalkboard summary for the students to write into their note books.

**Evaluation:**

- (1) Define what National Identity is
- (2) Give at least 3 symbols of National Identity
- (3) Give two reasons for National Identity

**Lesson plan**

**Class:** JSS Two

**Time:** 40minutes

**Textbook:** Oladele .O. (2003) The Basic Concepts of Social Studies, Holad Publishers Ibadan

**Topic:** Meaning of Culture, components of culture and characteristic of culture

**Teaching aid:** Pictures of cultural display

**Entry Behaviour:** Students know the major cultural background in their environment

**Behavioural Objectives:** At the end of the lesson, students should be able to

- (1) Define what culture is.
- (2) State the components of culture
- (3) Explain the characteristic of culture

**Content:** Meaning of Culture:

Culture may be referred to as the people ways of life. Culture involves the language, music, literature, dancing, dressing and technology.

It has to do with rules and regulations of a group of people, their beliefs, religion, moral behavior as well as what they are able to produce with their available materials and knowledge.

### **Components of Culture**

The components of culture are:

- (1) Material culture which includes things that are made by man himself e.g. cloth, basket, chairs, houses etc
- (2) Non material culture consists of things that we cannot see e.g. language, moral, religion, folklore, literature, manner of dancing, ways of thinking, ways of dressing etc

### **Presentation:**

Step I: Explain the meaning of Culture

Step II: Explain the components of Culture list the characteristic of Culture to the students

Step III: The class was divided into groups in which the three major ethnic groups were well represented

Step IV: Students were guided to list the three major ethnic group and their cultural characteristics

Step V: The teacher gives the chalkboard summary for the students to write into their note books

### **Evaluation:**

- (1) What is Culture?
- (2) Give the components of Culture
- (3) List at least five characteristic of Culture

### **Lesson plan**

**Class:** JSS Two

**Time:** 40minutes

**Textbook:** Oladele .O. (2003) The Basic Concepts of Social Studies, Holad Publishers Ibadan

**Topic:** Meaning of National Unity and Integration, Need for national unity and Importance of National Unity

**Teaching aid:** Map of Nigeria showing its people and their locations

**Entry Behaviour:** Students know the major ethnic groups in Nigeria

**Behavioural Objectives:** At the end of the lesson, students should be able to

- (1) Explain the meaning of National Unity and integration
- (2) State the need for National Unity
- (3) Discuss the importance of National Unity

**Content:** Meaning of National Unity and integration

National Unity and integration is the way by which the various ethnic group in the country come together to live together as one entity despite their differences. For instance there are more than 450 ethnic groups in Nigeria but despite this, they all come together and live as one country.

Needs for National Unity and importance of National Unity and integration are:

- (1) For the development and progress of the country
- (2) To develop the National integrity of the country
- (3) To boost economic growth in the country
- (4) For attraction of foreign investment
- (5) To create friendship among various ethnic groups.

**Presentation:** Step I: Explain the meaning of Culture to the students

Step II: Explain the components of Culture list the characteristics of Culture

Step III: The class was divided into groups in which the three major ethnic groups were well represented

Step IV: Students were guided to explain the needs for National Unity and integration.

Step V: The teacher gives the chalkboard summary for the students to write into their note books

**Evaluation:**

- (1) Explain what National Unity and integration is.
- (2) State the need for National Unity and integration

### **Lesson plan**

**Class:** JSS Two

**Time:** 40minutes

**Textbook:** Oladele .O. (2003) The Basic Concepts of Social Studies, Holad Publishers Ibadan

**Topic:** Meaning of National and patriotism, Reasons for patriotism

**Teaching aid:** Pictures of some Nigerian that are patriotic in nature e.g. Chief Obafemi Awolowo, Dr. Nnamdi Azikwe, Abubakar Tafawa Balewa

**Entry Behaviour:** Students see the picture of the three Nationalist and patriotic mentioned.

**Behavioural Objectives:** At the end of the lesson, students should be able to:

- (1) Define what Nationalism and Patriotic is.
- (2) Mentioned the past Nationalist and patriotic people e.g. Chief Obafemi Awolowo, Dr. Nnamdi Azikwe, Abubakar Tafawa Balewa

**Content:** Nationalism could be defined as a group of people that have a great love for and pride in their country. That is feeling that their country is better than any other. The example of past Nationalist and patriots in Nigeria are Late Chief Obafemi Awolowo, Dr. Nnamdi Azikwe, Abubakar Tafawa Balewa

**Presentation:** Step I: Explain the meaning of Nationalism and patriotism to the students

Step II: Explain and mention the name of past nationalist and patriot leaders in Nigeria such as Late Chief Obafemi Awolowo, Dr. Nnamdi Azikwe, Late Abubakar Tafawa Balewa

Step III: The teacher revises the topic again to the students

Step IV: Students were guided to list and mention the names of past Nationalism and patriots leaders.

Step V: The teacher gives the chalkboard summary for the students to write into their note books

**Evaluation:**

- (1) What is Nationalism and Patriotism?
- (2) Mention three (3) Nationalist and patriots Nigerian you know.



**Appendix 7**  
**Treatment Series in Photographs**



































































