

**EFFECTS OF STORYTELLING AND DRAMA INSTRUCTIONAL STRATEGIES
ON PRIMARY SCHOOL PUPILS' LEARNING OUTCOMES IN SOCIAL STUDIES
IN IBADAN, NIGERIA**

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ABSTRACT

Social studies is taught in primary schools to equip pupils with knowledge of and attitude to social values and moral conducts. Evidence has shown that pupils exhibit deficiencies in these outcomes in Ibadan. Previous studies focused largely on predicting factors influencing pupils' learning outcomes in social studies using survey design with little consideration for intervention studies using literature-based child-centred instructional strategies (storytelling and drama). This study, therefore, was carried out to determine the effects of Storytelling Instructional Strategy (SIS) and Drama Instructional Strategy (DIS) on primary school pupils' learning outcomes (achievement, attitude and social skills) in Ibadan, Nigeria. The moderating effects of learning styles (visual, audio and kinaesthetic) and school location (rural and urban) were also examined.

Experiential Learning and Vygostyky's Socio-cultural theories provided the framework, while the pretest-posttest control group quasi-experimental design with a 4x2x3 factorial matrix was adopted. Four out of the existing 11 Local Government Areas (LGAs) in Ibadan were randomly selected. Two public primary schools each from urban and rural areas were randomly selected from each LGA, and randomly assigned to SIS (49), DIS (80), SIS + DIS (46) and conventional (87) strategies. An intact primary IV class was used from each school. Treatment lasted 12 weeks. Instruments used were Achievement Test in Social Studies ($r=0.72$), Pupil's Attitude to Social Studies Scale ($r=0.77$), Pupils' Social Skills Observational Schedule ($r=0.84$). Gardner 1993-based Pupils' Learning Style Questionnaire ($r=0.74$) and instructional guides. Data were analysed using Analysis of covariance and Bonferroni post-hoc test at 0.05 level of significance.

The participants were from rural (52.3%) and urban (47.7%) areas. Treatment had a significant main effect on pupils' achievement ($F_{(3,237)} = 15.36$; partial $\eta^2 = 0.16$) but not on attitude and social skills. Pupils in SIS had the highest achievement mean score (17.64), followed by pupils in DIS (17.35), SIS + DIS (16.88) and control (14.71) groups. School location had a significant main effect on pupils' achievement ($F_{(1,237)} = 9.44$; partial $\eta^2 = 0.04$) but not on attitude and social skills. Pupils in rural schools had the higher post achievement mean score (19.09) than their counterparts in the urban (16.22); while learning styles had no significant main effect. The two-way interaction effect of treatment and school location was significant on pupils' achievement ($F_{(3,237)} = 3.59$; partial $\eta^2 = 0.04$) and attitude ($F_{(3,237)} = 7.29$; partial $\eta^2 = 0.09$) in favour of pupils in rural schools from SIS group but not on social skills. The two way interaction effect of treatment and learning styles as well as learning styles and school location were not significant. The three-way interaction effect of treatment, school location and learning style on learning outcomes was not significant.

Storytelling and drama instructional strategies enhanced pupils' achievement in social studies in Ibadan, Nigeria. Therefore, combination of the two strategies should be adopted as modes of instruction particularly in teaching pupils from urban area.

Keywords: Literature-based strategies, Achievement and attitude to Social studies, Social skills, Primary schools in Ibadan

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DEDICATION

This study is dedicated to the Almighty God. The giver of all beautiful things whom with; there is no variableness.

CERTIFICATION

I certify that Dorcas Oluwakemi Jimoh carried out this study for the award of the degree of Doctor of philosophy in Early childhood education in the Department of Early childhood and Educational foundations, Faculty of Education, University of Ibadan, Ibadan, Nigeria, under my supervision.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Primary education is a basic human right that is both transformative and empowering. It is also important to be able to enjoy other human rights; it is a means for accessing other social, economic, political and cultural benefits. National Policy on Education refers to it as the formal education which children receive from the age of 6 years to 12 years (FRN, 2013). Primary education is a powerful tool for the realization of all the eight Millennium Development Goals (MDGs) and seventeen Sustainable Development Goals (SDGs) intended at eliminating excessive poverty and enhancing the people's welfare by the end of 2030 and for sustainable development more broadly (United Nations, 2015, 2017). According to Demographic and Health Survey(2008), in a USAID document,62% of children ages 6-11 attend primary school, 49% of youth ages 12-17 attend secondary school while only 10% of the population aged 15 years old and above have post-secondary education.

Primary education expands in the child, the ability to learn, to read and use mathematics, it helps children get hold of information and to think critically regarding the information (Bruns, Alain and Rakotomala, 2003). Primary education in Nigeria is very vital for subsequent education of the child, that is; the essential and individual power to reflect, make better choices, seek a voice in the society and enjoy a better life. Education, particularly primary education, also promotes achievement of all other Millennium Development Goals (World Bank,2003).A sound primary education is a necessity and a pre-requisite not only to a sound secondary, tertiary and continuing education, but also equips the learners with appropriate and relevant skills and values that may be applied in order to contribute one's quota to national development.

Primary education is therefore, the gateway to whatever individuals can achieve through education (Maduewesi, 2005).Primary education has a role in reducing poverty and income inequality. Amartya Sen (Nobel laureate)in 1999 callsthe education people are provided with as "human capabilities". Primary education has the highest number of learners in Nigeria education structure and it is at this level that children acquire the learning and living skills.

Apart from home as the initial agent of socialisation, primary school is the place where children get introduced to early literacy. In other words, it is a basis upon which all other levels of education are built upon. Primary education could simply be referred to as the earliest and most formal original education received by any individual. Primary education according to the National Policy on Education FRN (2013) is likened to the key which opens to success or failure of the whole educational system.

A child is exposed to various disciplines at the primary school level of education. These disciplines are expected to prepare the child for future life and development – educationally, socially, economically, politically and professionally. Nwafor (2012) states that the process of development requires active involvement of all concerned with it. Optimal participation of those that will benefit from any developmental programme starts with equipping participants with requisite social-related skills such as communicative, collaborative, decision making, leadership and information-gathering skills. All of such skills are inculcated through the teaching and learning of Social Studies in schools.

National Policy on Education provides the blue-print for the incorporation and eventual adoption of Social Studies as a core curriculum subject in primary and junior secondary schools in Nigeria. This is in recognition of its importance at improving the ability of a child as a citizen. The idea behind this policy is hinged on the dire requisite to make Nigerian education appropriate to the wishes and desires of the people. The national objectives include to inspire national awareness and harmony; “the inculcation of the right type of values and attitudes, to implant the correct form of morals and attitude; to train the mind to appreciate other humans and the environment; and to attain relevant personal cerebral and physical dexterity, capability and aptitude to live in and play active roles in the advancement of his or her society (FRN, 2013).

Social Studies is concerned with the study of people, in relation to one another and to their world. It is the process of using knowledge as well as skills to study human as social being as they have existed, interact with each other, their social and cultural environments. Social Studies has been said to be an inclusive study of the social sciences and humanities which integrates several academic areas basically for the sake of problem solving and decision making which aids the development of citizenship skills on social issues (Mhlauli, 2010; Edozie and Ezeoba, 2010). Social Studies is designed for the promotion of civic competence and its primary aim is to help young ones develop the ability to make informed and reasoned

decisions for the good of the public as citizens of democratic society and a culturally diverse society in an interdependent world (Mezieobi, Fubara and Mezieobi, 2008). Social Studies would enable learners create awareness and consciousness of their immediate environments, and their civic responsibilities (Onipe, 2008).

Social Studies education is very vital for national integration, socio-economic development, and the development of the right attitudes and values that are needed for peace. As a subject, it accepts all forms of knowledge in its scope and content as long as it will prepare the learners to function as effective citizens and it is the melting point for all forms of knowledge aimed at solving the problems of man in a dynamic society (Mhlauli, 2010). Social Studies regulates and modifies the behaviours and perceptions of learners towards morals and manners that are socially acceptable by studying man and his environment; providing clarifications on the numerous challenges that confront the existence of mankind, equipping humans with the essential survival kits like morals, attitudes, aptitudes and information (Edozie and Ezeoba, 2010).

Across the globe, studying Social Studies is often initiated as a response to the people's unambiguous needs. For instance, Social Studies was incorporated into the English school's curriculum shortly after the first world war in response to an obvious social problem. Similarly, the subject was adopted and integrated into the Nigerian educational system as a veritable instrument for the development of the nation, enhancement of people's perception of their cultural identity and political culture after the colonial experience, and the inculcation of patriotism and harmony among citizens with diverse cultures and languages (Edinyang and Ubi, 2013). Some of the aims of studying Social Studies are to build citizens with sound and unprejudiced minds that will be intelligent, dependable and self-motivated to contribute to the development of their societies (Garb, Singh, Yusuf and Saad, 2012).

Following the National Policy on Education FRN (2013), the 4th and 5th national educational goals of Nigeria stated that national consciousness, values, basic skills and abilities for the survival of the individual for useful living and the Nigeria society". Jekayinfa (2011) and Ariya (2012) succinctly stated Social Studies to be a useful subject that promotes moral and intellectual development of the citizens, as well as the acquisition of the necessary skills for building the nation and social reorientation of citizens in achieving some of the national goals. Osakwe (2012), Akinlaye, Mansaray and Ajiboye (1996) submit that Social Studies in

Nigeria, should begin to focus on how to restructure and reconceptualise to make it more relevant to the present challenges, events and developments.

Nigeria, just like many other countries of the world, is a country bedevilled with vices and indiscipline which seems to be an infection that has affected every aspect of the society. This is signalled according to Omosehin (2010) by immorality, unbearable religion-related crises, violence, simulated woes, destruction, dishonesty, call for confederacy, ethnicity wars and insurgency such as that of Boko Haram, Fulani herdsmen crisis. Similarly, in the catalogue of these despair is a vicious cycle of bomb explosions, looting and hate speeches among the elites (Alutu and Ifedili, 2012; Ajiboye, 2009).

The existence of these vices and more bring doubt into the people's mind and one begins to be in awe if school subjects such as Social Studies and Civic education that are fundamentally supposed to generate children with 'decent' minds and well behaved populace exist in Nigerian school (Adesina, 2013). Whereas, Social Studies ought to have effectively tackled all of the above (Opoh, Edinyang and Ogbaji, 2014) because the subject has been recognized as effectual in the realization of national goals and the production of citizens that will contribute maximally to societal growth (Edinyang and Ubi, 2013). All sectors of the society have been permeated with all of the social ills that the essential problems were constituted with which Nigerians have to contend with till date (Olibie and Akudolu, 2013). The inference that can be drawn from the foregoing is that the aims of studying Social Studies has not been fully actualised (Odogbor, 2011).

Primary school children between (6 and 12yrs); are fond of playing, moving, acting and learning at the same time. Children grow very quickly so they experience rapid physical growth and development of their motor skills. Their cognitive and social development also progresses greatly throughout this time. It is at this period that they exhibit these characteristics; learning how to control their bodies, with a lot of energy, enjoying manipulation of objects. So also primary school children enjoy to move and be active, they enjoy to do sports, to dance and do physically intense games, they love to play until they are exhausted, they are very imaginative, and finally; children are curious and they enjoy learning new things {International Centre for Human Rights Education (ICHRE), 2008}.

The goal of Social Studies can however be achieved in the primary school at this level with the level and characteristics of the children by improving on the performance of the pupils,

inculcating good values into them and translating what has been learnt into good and appropriate behaviours, values and social skills, attitude and inter- personal relationship which could adversely affect them in adulthood.

Studies of Okobiah (2012), Russell (2010), Eze (2009) and Ezegbe (2008), attest to the poor performance of pupils' in Social Studies and have shown that on the average, Nigerian pupils' achievement in the subject in their individual school-based examinations and the Basic School Certificate Examination has not been one hundred percent. This poor achievement applies to high and low ability pupils in urban and rural schools in Nigeria (Edinyang and Ubi, 2012). Reports of Ali (2012) also indicated that Social Studies inefficiency invariably leads to poor academic performance and the inability to transform what has been learnt into practice.

Several reasons have been found to be accountable for pupils' not too encouraging academic performance in Social Studies by different researchers. Okobiah (2012) and Ayodeji (2009) indicate poor teaching methods and techniques adopted by teachers especially, the main use of text and lecture strategy which does not stimulate pupils' interest and innovation. Other factors include lack of interest and poor concentration by the pupils that offer Social Studies in the Nigerian school. Chukwu (2009) and Okwilagwe (2002) attributed it to poor teachers' qualification and content presentation; Odinko (2002), learners' variables such as gender and home background among other factors; wrong selection and poor use of instructional methods and materials. Jekayinfa (2011) and Ariya (2012), also observe overcrowded classroom. Poor instructional methods have been associated with poor performance in school subjects (Kang'ahi, 2012; Muraya and Kimano, 2011). This implies that the pupils' ability to understand social concepts and phenomenon may largely determine their learning outcomes in Social Studies depending on the method of instructional delivery.

There is a serious concern about factors that undermine pupils' learning outcomes of the subject such as academic ability, school location and instructional methods, attitude and their instructional enhancement strategies. Methods that are inappropriate are likely to constrain knowledge retention and application (Chang, 2010) and this in turn may be the causes of pupils' poor performance in Social Studies more especially in primary school, and the eventual bad attitudinal behaviour of pupils' in adulthood.

The teaching approaches and strategies employed by teachers during Social Studies lessons are majorly traditional or passive types; they are the commonly used approaches in schools to convey instruction (Adediran, 2014). Therefore it was suggested that pupils' should be given the opportunity to engage in learning experiences more suited to the live-action, self-regulated, participatory drama favoured by the curious "YouTube" generation and induced by their learning styles (Pogrow, 2010). Scholars have suggested modern and child-centred strategies of teaching Social Studies, but most of these suggestions have not been implemented for one reason or the other such as lack of resources, time limitation, poor funding, poor remunerations of teachers, changes in government policies and so on (Osakwe and Itedjere, 2005).

The poor level of adult citizenship also may be due to poor foundations in Subject at primary level and with this, achieving "quality education for all" goal is far from being realized in most Africa countries (World Bank, 2004). As a result, researchers and policy makers are increasingly concerned with low education quality in the era of increased spending on education. It has been realized that poor education outcomes can have detrimental effects on the economic and social development of a country as well as the individual level. Learning outcome that is low not only limits one's progression further in school, it also affects an individual's future income and productivity negatively (Hanushek and Pace, 1995).

Nonetheless, the problem of poor learning outcomes has not translated into the development of more effective actions to improve the quality of education and pupils attitudinal behaviour. This suggests that either some learners' attitude towards learning the subject or the teaching strategies adopted in teaching Social Studies needs to be looked into (Chang, 2010). However, quality education requires that teachers have sound subject knowledge and the ability to teach properly, in other word; they must possess good teaching skills.

As part of the efforts of the Federal Government to improve and upgrade the knowledge and the teaching skills of its teachers in the primary schools in light of changes in the curriculum and the wider society; training and re-training workshops were organised under the Millennium Development Goals Projects to re-train Nigeriateachers in the primary school [National Teachers Institute (NTI), 2009]. The re-training workshop focus was on modernteaching techniques of the four core subjects in which Social Studies was among.

Since the proper operation of any curriculum largely relies on the quality of the teachers, the Federal Government considered the need to update the knowledge of the primary school teachers who are responsible for the Social Studies curriculum implementation at that level very imperative. The new Social Studies curriculum demands the adoption of more progressive and innovative strategies that tend towards inquiry, the guided discovery, concept mapping, games and simulation, storytelling, discussion, role play and the lecture method (NTI, 2009). However, all these methods of instruction are very good but not all have a 100 percent improvement on the teaching and learning of the subject.

Studies abound on the use of different strategies that can be employed at improving the quality of instruction in Social Studies especially in the lower basic level of education such as the two puzzle-based instructional strategy which had a significant effects on primary school pupils learning outcomes in Social Studies in Ondo State, Nigeria (Adedoja, Abidoje and Afolabi, 2013). Adedoja et al submit that active participation and learner-centred approach should be highly encouraged by Social Studies teachers. However; the study was limited to Ondo State.

The effects of two instructional sequencing modes on academic achievement of primary school pupils in Social Studies in Delta state (Dania and Eboh, 2013), cooperative learning and problem solving in secondary schools (Esan, 2015; Adeyemi, 2008), computer assisted instructional package (Fagbemi, Gambari, Oyedum, and Gbodi, 2013) and Lecture and demonstration methods (Rakum, 2014; Braimoh, Owolabi and Braimoh, 2012). According to Rakum, (2014) and Braimoh, et al, (2012) who in their respective studies discovered that teachers use lecture and demonstration method more often than other methods and blamed this on teachers' inability to vary their methods of teaching which can be attributed to several factors, such as class size, inadequate instructional materials or poor lesson preparation.

The deficiencies of the teaching and learning situation that have been observed in our schools, have therefore called for more alternating approaches. All the Strategies mentioned are not without their demerits, it thus become imperative that further studies be carried out to experiment and incorporate other instructional strategies to accomplish the purpose of teaching Social Studies in the primary school. This is because for learning to be enjoyable, instructors must use appealing strategies for teaching (DiPerna, 2008).

There is therefore need for more proven strategy that will increase the pupils' interest and improve their attitude towards Social Studies and social skills such strategies should be able to empower them, enhance their active participation in the subject and also improve their learning outcomes. A search therefore arises for a combination of teaching strategies that can likely improve Social Studies outcomes in primary school. This is why this study examined such strategies which include storytelling and drama instructional strategies.

Story-telling strategy encourages learners to be active in asking and answering questions arising from the story. It is a capable instrument to encourage a perceptive of self and others. If well organized, it makes learning interesting as it capitalizes on the pupils' participation and it is suitable for an audience with limited attention span (NTI, 2009). For Africans, and other indigenous cultures, storytelling serves as a natural method of learning at home, it is integrated into everyday life and it plays a major role in shaping people's lives. Storytelling facilitates the acquisition of good morals and ability to choose wisely in young learners. It does not only entertain, it helps to build confidence and self-esteem into them and it develops their imagination. In fact, children are never tired of listening to stories. The use of storytelling methods has been argued to be very effective for motivating pupils' desire to learn and in teaching (Diaw, 2009).

Storytelling is an essential component for children in their early lives and aside introducing them to the preliminary stages of communication and literacy; it also aids the sharing of opinions and knowledge in an entertaining and engaging manner (Huffaker, 2004). It provides pupils with a channel to think through their previous and current realities. Research advocates that storytelling as a method aids pupils to make sense out of an unstructured and complicated world of knowledge and figure out values and beliefs (Chung, 2007).

Storytelling is often is pleasurable, visual, pragmatic, and psychologically inducing. Pupils are more likely to keep hold of the content taught in story format (Denning, 2004; Kaye and Jacobson, 1999). Storytelling also helps in instructing morals such as tolerance, kindness, sense of worth, forbearance, friendliness, teamwork and others in children (Yazdani, 2006). As essential as storytelling is to children's education, it has not enjoyed much awareness in schools (Mello, 2001). Also, most children tend to spend more time on the internet and with the television or radio than they do with stories because of the changes in the lifestyles of most parents which have ruled out the possibility of reading or telling stories to children at

bedtime (Trutalk group, 2011) rather, most children relax by seeing a movie online or on the television and by playing games (Paton, 2012). However, storytelling strategy has been used and found effective in mathematics and in listening skills; there is still need to explore storytelling strategy in Social Studies to measure the achievement and attitude of primary four pupils with such variables as learning styles and school location.

Drama, although not a new concept; has been in existence since the ancient times. Olaniyan (2015), describes drama as an art-form, in which a series of events, usually a written play is acted out by performers who impersonate characters. Drama connected the brain and physical body in reasonable simulation exercises which is said to be a potent teaching tool because of the pupils' biological and psychological differences. Similarly, drama introduces fun activities during the course of the lesson because it promotes personal expression and classroom interaction which aids cerebral and emotional development. It encourages the use of learners' envisioned knowledge and inculcates boldness, collaboration and team work in them.

Drama is an important and effectual instructional strategy with an exceptional ability to actively engage learners and enhance oral skills development. Also, drama is without doubt learner-centred and it functions through collaboration or team work (Maley, 2005; Fleming, 2006). The effectiveness of drama has also been revealed to play a vital role in learning. Drama is capable of engaging several learning styles and this offers extra motivation for learners for they are capable to learn in different manners and at different paces. Drama has been given the credit for the ability to empower pupils and give them some control over their own learning (Wilburn, 1992). Dramatic acts give the pupils opportunities to be actively involved. The activities involve the pupils' whole personality and not only his mental process.

It was verified through research that children learn self control, social and emotional skills not only from directly watching parents, teachers, and their peers, but by observing characters in books/ stories and other media, as well as developing their potential for creativity and imagination (Murphy, 2013). Children are helped through drama also to make sense of their own behaviour and others. Aspects of emotional intelligence, such as empathy are developed. Drama embeds and inculcates on a child certain positive attributes; it enables children to be sensitive and more alive to his/her environment. Through drama, a child does not only

discover self, but he is more conscious of other classmates and circumstances that surround him thereby developing sympathy towards such. Drama is both powerful and advantageous as strategy for teaching and it can be exploited in several ways in modern classroom practices to actively engage learners in experiential learning.

Studies of Fuentes (2010), Phillips (2003) and Zyoud (2012), reported the positive effects of using drama on language learning, most of which focused on affective factors. In other words, they claimed learners' motivation, interests, and confidence in learning English are raised as a result of English drama class, and that it will ultimately affect their learning positively. Drama according to Ewa, Olayi, Ashi, and Agba (2015), enhances intellectual development and in the same vein, Desiatova (2009), report its positive benefits when he state that using drama has a logical advantage for learning language; as it encourages pupils to speak; it gives children the chance to communicate, even with limited language, using a non verbal communication, such as body movements and facial expressions.

Phillips (2003) suggests that dramatic activities promote interesting ways of motivating language learners. With drama children can play, move, act and learn at the same time because at this stage, the concrete operational stage of development is prominent. Children grow very quickly; they experience rapid physical growth and motor skills development. There is an enormous progress in their cognitive and social development also throughout this time.

It is at this period that they exhibit high levels of adrenaline, the knack to discover their physiology; and a delight to manipulate objects. Children derive pleasure in hands-on activities, they enjoy sports, they love dancing and intense physical games, they play until they are exhausted, they learn best by doing, they are very imaginative, and finally; they love being curious and enjoy learning new things. Children learn best when involved in a concrete project (ICHRE, 2008). Drama aids child's development physically, cognitively and emotionally.

To consider the fact that drama includes visual, auditory, kinaesthetic and all kinds of stimuli, it also encourages pupils to develop all the intelligences of problem-solving and active exploration of reality. Use of drama in education can be regarded as tremendously beneficial. Erdogan (2011), states that, there is not enough information on how to use drama as a

teaching method cum with that in most of the works cited however, drama strategy was used mostly in the language classrooms, and the studies were mostly not carried out in Nigeria. Therefore, there is still need to explore the use of drama in a subject like primary school Social Studies in Nigeria. Bearing in mind that, this set of primary school pupils in primary 4 (ages between 7 years old and 11 years old) are at concrete operational stage of development, and the pupils' are active learners who participate actively.

Storytelling and drama strategies can be combined and integrated in numerous ways to give a vigorous and supple lesson to aid learning in children especially in initial stages. It aptly offers support for learners in the areas of self-belief, language development and knowledge acquisition in stimulating atmosphere. Stories and drama share certain similarities (Read, 2007) which make them natural to merge in the process of learning. Stories and drama also help children to understand themselves and others, and develop aspects of feelings such as sympathy. Social skills such as self-responsiveness, teamwork, forbearance, partnership, involvement, listening, turn-taking and making friends, can be imbibed through the use of storytelling and drama in the process of instruction. The acquisition of such social skills helps learners to build better relations with other members of the class and the larger society.

Also, the influence of attitude on learning outcomes will be investigated in this study. Attitude is the manner in which someone acts or reacts to something; it can influence learning outcomes as it occupies an important role in the life of an individual. Cullen and Greene (2011), state that attitudes are the prime indicators of the intentions of a person to show a reaction. Attitude with its cognitive, sentimental and behavioural dimensions is the determinant of most of the behaviours. Attitude is defined by (Adediwura and Bada 2007) as an inclination to respond in a specific way often, be it in optimism or disapprovingly towards whichever situation.

It is considered likely that the attitude of a pupil towards a subject will determine their success in that subject. Okugu (2014), submits that pupils' disposition with regards to some school subjects are determined based on their academic performance. Pupils that their performances are at low level, are deficient in positive attitude to such subjects and does not demonstrate interest in it. Likewise, attitudes that are favourable result to achievements that is good in a subject and forms one of the major variables which potentially influence the learners learning outcomes (Salman, Ayinla, Adeniyi, Ogundele and Ameen, 2012). A pupil

constant failure in a particular school subject can make him/her to believe that he can never do well in the subject thus accept defeat as stated by Mabekoje-Oyesanya, (2015). On the other hand, positive attitude towards learning the subject can develop through successful experience.

This might suggest that if the achievement of pupils could be improved through effective teaching strategies, then the attitude towards the subject might be enhanced considerably. The development of good and favourable attitude towards Social Studies by the primary school pupils according to Abidoeye (2014) is necessary for desirable learning outcomes; as such learning outcomes are capable of producing learners that are more likely to engage in future learning behaviour. Positive attitude would relate most likely with high competence while negative attitude with marginal competence. Analysing the contributory factors to pupils' unresponsive attitude to Social Studies, Makinde (2006), affirms that teachers' method of teaching the subject are complex thus making the comprehension difficult.

This study, therefore, incorporates attitude as one of the variables to be determined so as to see what the learners' attitude will be like after they had been taught with storytelling and drama instructional strategies. Learners' attitude will be measured as part of the learning outcomes in Social Studies with regards to the relationship between attitude and achievement.

Social skills are another variable in this study. Man is seen as a social being who influences the conduct of others and is also influenced by their behaviour to improve values. In primary schools however, social problems like hooliganism, fighting and even cultism still persist. The level of achievement that had been achieved is not commensurate with the social skills of pupils whereas, education has been seen as the most prominent means to socialization. Social relationships are dependent upon the adjustment mutually between such behaviours and each society has its norms and standards regarding development socially. Meanwhile, the development of social skills has been linked with lack of development of positive social skills. A sociable child is a child who obeys and accepts the traditions, customs and agrees with the social norms. Namka (1997) observes that the ability of a child to relate positively with people in the society in an appropriate manner to his or her age is referred to as sociable.

A set of skills that allow us to relate, communicate, and socialize with others are thought of as social skills. A number of children appear to be skilled from birth socially, while others

manage to cope with different social acceptance challenges. a few make friends easily; others are loners. a number of children have quick tempers and others have self-control, Some are withdrawn, while others are natural leaders. Social skills according to Fox (2003), is designed to teach children social competence, the ones with social challenges are often labelled as having a social skills problem, these are children that are regarded as aggressive or timid. Children should have some of the skills, if not all dealt with in this work.

Studies such as Christopher (2002) reveal that timid children can become extrovert while violent kids can also learn restraint and those who tend to be inaccessible become friendlier. The acquisition of social skills gives children an edge over others because they enjoy the gains of association through improvement in their academic grades, personality and resilience in the face of troubles. According to Shapiro (2011), people are socially incompetent without the acquisition of social skills. In this study, three skills will be treated namely; Tolerance, Friendship and Sharing will be considered. Everyone has some preferences which are special to them, when everyone's favourite is explored, some would find out they have the same interests. Awareness of these similarities can enable the pupils talk to others and can even lead to friendship with one another.

Parents have the sole responsibility of teaching social skills followed by the school and Community. Parents play an important role to ensure that healthy social skills are developed in their children. But the family structure has almost collapsed presently, therefore, social skills are not properly taught to the children. The community has another competent way of bequeathing social skills to young children at community level but, the mass transfer of population, technology and media has weakened this community function. The duty to teach social skills therefore, is largely on the school shoulders. Children have to learn the development of social skills even more at school; they would have to learn interacting with other children as well as other adults. This study therefore, incorporates social skills as one of the variables to be determined in order to know how learners' social skills would become after they had been taught with storytelling and drama instructional strategies. Learners' social skills namely (tolerance, friendship and sharing) will be measured as part of the learning outcomes in Social Studies. The study will also find out the relationship between social skills and pupils' attitude and achievement. Storytelling and Drama instructional strategies is believed to be able to aid these social skills in learners and this will in turn enable

the pupils to become better and patriotic citizens with good behaviour and values thus actualizing the objectives of Social Studies.

Learning styles is another area of interest; learning is defined as an internal process which occurs when a permanent change that is observable or measurable takes place. Learning style is described as the way people absorb or retain information. Since pupils gain knowledge in different ways: by sight and hearing; reflect and acting; reasoning logically and intuitively; memorizing and visualizing. It refers to the varying ways in one's capability to get and process information. Principally, your learning style is the best means that allows you to get and make use of understanding in a specific manner; it is a way of learning that an individual preferred. Theorists define learning styles by focusing on different dimensions. Jensen (1998) and Shuell (1986) explain that learning style is a way of thinking, understanding and processing information. To Kolb (1984), learning style is a personal choice to receive and process information. In this sense, learning style is both sensory and, mental. Learning style is not really concerned about what a learner learns but rather how the learner prefers to learn. It will help us learn more effectively; if we know and understand our particular learning style.

Gardner (1993) recommended the Visual-Auditory-Kinaesthetic Learning Style (VAK) model which is useful for teaching young ones. According to him, V represents vision or sight and reading, A stands for auditory (listen/speech) and K represents kinaesthetic (touch/do). Therefore, there are three identifiable styles of learning which are visual, auditory, and kinaesthetic. Wagaman (2008) states that people learn in diverse ways: some by sight, some by listening and others by performing actions. Thus, he corroborated Gardner with the classification of learners according to types such as audio learners, visual learners and kinaesthetic learners and he concluded that a blend of the three styles of learning is the best.

Visual learning pupils learn through seeing, visual learners prefer visual aids like pictures, figures and tables, illustration also and videos are all very helpful tools of learning for visual learners. Auditory learning pupils learn through hearing, they tend to prefer verbal and written materials and understand a lot with lectures, they are very fast at remembering anything they are told (Mills, 2010). While kinaesthetic/ tactile learning pupils learn as they perform. Hands-on experience is important to kinaesthetic learners. Learning styles are not

stable; pupils might adopt different styles depending on their subject and their learning environment (Alharbi, 2011). Some individuals possess a lone style or a blend of different learning styles (Brown, 2009), learning styles are said to be internally based (Reid, 1995).

Some learners prefer visual presentations; others prefer spoken language while some may prefer hands on activities since pupils learn in different ways. For example, some pupils might have one or two of the styles of learning like visual, auditory and kinaesthetic while others might have all of them. In most cases, the character of a learner can be detected at a tender age. Study has shown enhanced attitudes, behaviour, and score when the environment of instruction matches the pupils learning style preference (Dunn, 1989; Marshall, 1991). When teaching styles complements the pupils' learning styles then each learner will have the same opportunity in the classroom. Olagbaju (2014) suggested that teachers should give the learners a variety of learning tasks so as to be attractive to the different learners in the classroom to attain goals of learning.

Most of the differences confronted in pupils' learning and utilization of knowledge acquired could be portrayed in terms of different manners in which pupils perceive and ascertain a given problem and how to solve the problem. Having such understanding may encourage the teacher to make an effort to broaden their teaching style so that they may reach a greater number of their pupils. In essence, most educators would incorporate all these modalities into their teaching. An understanding of the learning styles of pupils would help those who are facing some challenges with their studies to determine ways they process information and turn this into study strategies. Learning style was chosen for this study because it involves a measurement scale that has to do with problem solving skills and it is more related to the strategies to be used in this investigation.

Most of the studies found on learning style are on Language, Biology and Chemistry and they were all carried out on students that are either secondary or tertiary schools. None has treated primary school Social Studies within Nigeria or among primary school pupils. This study therefore examined the influence of learning style as a variable on primary school pupils learning outcome in Social Studies. The study will also measure the significant interaction effect of learning style on treatment if there is any.

Equally, school locations have generally been identified as a factor influencing academic performance and achievement levels of pupils. Several studies have suggested the importance of school location as the social environment of learning. Owoeye (2010), examines location planning and achievement of student's in various states of the country. According to Asikhia (2010), the location of a school to a very large extent determines the patronage such a school will enjoy.

The study of Oginni, Awobodu, Alaka and Saibu 2013 on School Factors and the Achievement of Students in Chemistry, submits that location of school significantly played a part to the students' achievement in chemistry. Also, Ogunleye (2002) reports that urban students' achievement and peri-urban areas differs significantly.

Ndukwu and Odinko (2002) observed that the urban areas located schools are positioned better to attract more quality teachers and students who exhibit the readiness to take their academics serious. Also, Adelabu (1998), Oginni, Awobodu, Alaka and Saibu (2013), in their separate studies separately on school location submitted that pupils would perform better in an enriched environment. In addition, Endreny (2010), Ahmad (2009) and Arbaugh (2000) respectively observed that pupils in urban settings enjoyed better advantages and performed better in academic achievement than pupils studying in rural schools. Adane (2013) found that urban schools pupils record better performance than their rural areas counterparts. These assertions has also been confirmed in the studies of Adedoja, Abidoye and Afolabi (2013), the cause may not be isolated out of the fact that the urban areas schools are extra furnished with resources plus facilities that can facilitate effectual learning and teaching than schools in the rural areas.

In contrary to preceding studies which proposed that the location effect is in favour of urban pupils, Okonkwo (2002) contradicts this view in his own study, which suggests the opposite. Also, Dania and Eboh, (2013) in their study reports that schools in rural areas are more advantaged than their counterparts in the urban areas. This suggests according to the authors, that the location effect therefore might not be absolute. Odinko (2007) noted that school location whether rural or urban has different characteristics and this is due to variations in intellectual developmental opportunities given in different environment. This has been corroborated by other scholars. Studies of Hanson (2010) and Ayodeji (2009) report

significant difference in academic performance between adolescents residing in rural and urban area without any direction. Goma (1997) supports this view in his study that there was no significant difference in the achievement scores of students in urban and rural locations in mathematics.

In view of the various studies on school location, it is obvious that academic influences are not the same. While some insist that urban pupils perform better in examination than their rural counterparts, others have found that pupils from the rural areas perform better. This information might not be separated with the fact that teachers in the rural settings still tell stories although, that is now fast disappearing in the urban centres. Some have considered in their findings and submitted that none of the set up (Rural or Urban) can claim that they are superior to the other because they have the same performances. Therefore, part of the focus of this study was to investigate the effect of school location amongst other factors on pupils' achievement in Social Studies in the primary school, since most of the studies were carried out in one secondary school environments or the other and none was carried out in Ibadan. Therefore school location as a variable needs further investigation in this study because of the conflicting results and findings.

The primary school is at the concrete operational stage spans from 6 to 12 years which is a delicate stage in a child's process of cognitive development. During this period, thinking is more rational, flexible, and planned than it was during early childhood (Piaget and Inhelder, 1969). Concrete Operational Stage is the Piaget's third stage of Theory of Cognitive Development. It is evidenced by the ability of a child to logically demonstrate integrated thought, At this developmental point, the child, through the integration of and exposure to, knowledge has matured as such that the child can interrelate with the environment to a comparatively high or degree in all three types of knowledge (physical, logical-mathematical and social) can be used by (Erum, 2013). It is suffice to say that, any Social Studies learning that takes place during this period, can impact and shape the learners if appropriate strategies like storytelling and drama are employed.

Intelligence at this level is based on logical and systematic manipulation of related symbols and concrete objects. The child can participate in reversible mental operations (i.e., interaction can take place between the child with the environment from more than one perspective simultaneously). However, the ability to create abstracts and raise hypotheses that

have been grasped by the children in the concrete operational stage is the main milestone (Piaget, 2001). At the concrete operational stage, the Child's development is still restricted to the knowledge application to stimuli and concrete objects. The child develops operational thinking level and problem solving skills at this age. Children are able to become proficient at school, classify, and understand cause-and-effect relationships. At this level, logical reason can be done by children about concrete events and objects and world could be understood by logical thinking. Children in the categories of the concrete operations stage are capable of taking another's view point. They also represent static situations as well as transformations (Vasta, 1995).

There is a need to search for proper instructions in passing the message of Social studies to the learners at this stage and this then calls for the use of Storytelling and Drama Instructional Strategies in the learning of Social Studies in primary schools since children learn best when they are involved in a concrete project (ICHRE, 2008). Research has also affirmed that children acquire socially-related skills, discipline and affective skills by studying personalities in movies, books, or stories, and not only by direct observation of their parents, instructors, and colleagues (Murphy, 2013).

Drama and Storytelling therefore have the potential to excite, inspire, challenge and transform children. They can enhance learning across the curriculum and develop a better understanding of oneself, develop self-confidence, help others to develop an understanding of themselves better, build empathy and resilience. Storytelling and Drama are beneficial and influential strategies that can be used to instruct learners in a number of ways in the modern classroom to actively engage learners and offer experiential or concrete erudition (Murphy, 2013). It is on these bases that this study postulates that primary school pupils' stand the chance of benefitting from the strategies if appropriate stories and adequate drama are employed to teach Social Studies to the primary four school pupils, it would develop positive attitude, social skills and improved achievement in the subject.

In this study, emphasis was on the effects of stories and dramas on certain topical issues in primary school Social Studies. Such topics included (family, marriage, religion, culture, tolerating other people beliefs). Based on the above discussion, the study examined the effects of storytelling and drama instructional strategies on learning outcomes of primary

school pupils in Social Studies. The study also investigated the influence of learning styles and school location on the achievements of pupils and their attitude to Social Studies and social skills.

1.2 Statement of the Problem

Social Studies is taught in primary schools to equip pupils with adequate knowledge, attitude and social skills. However, reports have shown that pupils exhibit deficiency in knowledge, attitude and social skills in Ibadan, Nigeria due to ineffective instructional strategies adopted in the teaching of the subject. Previous studies focused largely on school pupils and teachers qualification factors influencing pupils' learning outcomes in Social Studies. However, such strategies placed little or no emphasis on interventions that could enhance its teaching.

Studies have also shown that these strategies were effective in teaching Mathematics, English Language and Listening Skills. Scholars have, therefore, advocated the adoption of storytelling and drama as a means of remediating the deficiencies observed in the previous studies. However, there was scarcely empirical evidence to show their effectiveness in teaching Social Studies in the Nigeria public primary schools. This study, therefore determined the effects of Storytelling and Drama strategies on pupils' learning outcomes (achievement, attitude and social skills) in Social Studies in Ibadan, Nigeria. The moderating effects of learning styles (visual, audio and kinaesthetic) and school location (rural and urban) were also examined.

1.3 Hypotheses

The following null hypotheses were tested in the course of the study;

Ho1: There is no significant main effect of treatment on pupils'

- a. achievement in Social Studies
- b. attitude to Social Studies
- c. Social skills

Ho2: There is no significant main effect of school location on pupils'

- a. achievement in Social Studies
- b. attitude to Social Studies
- c. Social skills

- Ho3: There is no significant main effect of learning styles on pupils'
- a. achievement in Social Studies
 - b. attitude to Social Studies
 - c. Social skills
- Ho4: There is no significant interaction effect of treatment and school location on pupils'
- a. achievement in Social Studies
 - b. attitude to Social Studies
 - c. Social skills
- Ho5: There is no significant interaction effect of treatment and learning styles on pupils'
- a. achievement in Social Studies
 - b. attitude to Social Studies
 - c. Social skills
- Ho6: There is no significant interaction effect of school location and learning styles on pupils'.
- a. achievement in Social Studies
 - b. attitude to Social Studies
 - c. Social skills
- Ho7: There is no significant interaction effect of treatment, school location and learning styles on pupils'
- a. achievement in Social Studies.
 - b. attitude to Social Studies.
 - c. Social skills

1.4 Scope of the Study

This study covered the public primary schools in Ibadan. Ibadan has 11 Local Government Areas with five in the urban centres and six rural areas of the city. The choice of Ibadan is due to its clustered nature in having both urban and rural areas in it. The study covered primary four pupils' in eight public primary schools in Ibadan. The Social Studies topics that were covered included: family relationship, marriage practices and failures, culture and its preservations/ religious practices and respect for other people beliefs as contained in the primary four Social Studies curriculum (NERDC, 2012).

1.5 Significance of the Study

The findings from this study would help teachers to teach Social Studies in a manner that fosters learners' interactive learning and active participation. It would help the teachers of Social Studies to be aware of the influence of the adopted strategies on the outcomes of learning of their pupils as they teach Social Studies. This would enable them to employ active strategies consciously when teaching Social Studies and also help them to adjust their lessons. Visual representation would be provided to pupils to improve their learning through storytelling and drama.

The study is significant because it would expose the pattern of interaction among variables which are important for the promotion of Social Studies teaching at the primary school. It would also provide the knowledge of learning style which would enable and equip teachers to practice differentiation in instruction. Learning experience varieties would be provided for in order to provide for the learners' different needs in the classroom.

The study would hopefully provide some data on learners' performance, attitude, social skills and overall achievement in Social Studies. This will help learning programmes in Nigerian schools, as the findings of this study would extend to the curriculum developers who will find it a useful resource during the process of developing the curriculum for Social Studies.

The findings would enable the government, curriculum planners and other stakeholders in education in Social Studies to plan adequately regarding all the other required factors to complement the curriculum implementation and efforts at improving the quality of teaching in the primary school.

Moreover, the society as a whole would benefit greatly from the findings as the end user. Hence future researchers will also find the report of this study useful in addition to the existing literatures on instructional strategies.

1.6 Operational Definition of Terms

Storytelling Instructional Strategy: This is a learning strategy which involves the use of stories as a medium to stimulate pupils' interest to learn Social studies concepts of family, marriage, culture, religion, tolerating other people's belief.

Drama Instructional Strategy: This is a learning strategy that involves acting in form of a play containing the content of each Social studies concepts on family, marriage, culture, religion, tolerating other people's belief treated in primary four (UBE) Level 4-6 Social studies curriculum

Pupils' Attitude to Social Studies: This involves pupils' behaviour/ predisposition, feelings and values towards the learning of Social studies.

Learning Outcomes: This is pupils' performance in Social studies. Learning outcome is measured through:

- a. Achievement
- b. Attitude and
- c. Social skills.

Achievement in Social Studies: This is the cognitive outcome of pupils in Social Studies, relating to knowledge, understanding and thinking. It would be determined by the scores of pupils obtained from the Achievement Test in Social Studies (ATSS).

Attitude to Social Studies: This is learners' disposition, feeling, behaviour or opinion regarding Social Studies as a subject and its teaching and learning in Primary Schools. It would be determined by the scores of pupils obtained from the attitude scale Pupils Attitude to Social Studies Scale (PASSC).

Social Skills: Social skills are designed to teach children social competence, particularly those with social problems. Tolerance, Friendship and Sharing are the social skills here.

Learning Styles: Learning styles are preferred learning ways. A learner could be categorized into: a visual, auditory, kinaesthetic learner.

This chapter discusses the related literatures as it pertains to this work. It is divided into four parts namely theoretical framework, conceptual and empirical review and Appraisal of reviewed literature.

2.1 Theoretical Framework

The theoretical framework of the study will be based on Experiential Learning Theory and Vygostky Sociocultural Theories of Learning

2.1.1 Experiential Learning Theory

Experiential Learning Theory (ELT) asserted learning to be the process by which knowledge is created through experience transformation (Kolb and Kolb, 2009). Experiential learning is a form of learning where learners gain knowledge by the experiences they encounter during the learning process. ELT follows constructivist Piaget's (1971) opinions and describes it as the process of joining new experiences and knowledge to that of the learner's personal pre-existing knowledge. Experiential learning gives the basisto move towards education and learning that is based on the intellectual traditions as a lifelong process. Kolb explained that experience is gotten by comprehension and is being transformed by extension leads to convergent knowledge in order to facilitate learning and leads to experience must not only be grasped must the experienced, but it must also be relevant and meaningful for what pupils experience reactively tends to be remembered longer(Knapp and Benton, 2006).

Experiential learning theories laid emphasis on the major role which experience plays in the learning process. It is described as a learning cycle where the learner takes up each of the four domains-experiencing, reflecting, thinking, and acting (Kolb and Kolb, 2005). Experiential learning is more than thinking about abstract concepts, it is action, learning-by-doing which involves a direct encounter with the occurrence being studied.

In relation to this study, Drama instructional strategy is a form of experiential learning whereby learners are placed in a learning environment where they can connect new experiences and knowledge to their personal pre-existing knowledge through active and direct encounter of the information being taught, as opposed to a passive traditional method of lecture. Learners can construct meaning when they are involved in activities in

an interactive environment that stimulates real events to integrate this new knowledge with the existing one they already acquired. Drama is not a passive but rather an active involvement in the activity to bring about more meaningful and permanent learning. Drama instructional strategy that the pupils were exposed to will provide them with knowledge based on experience which will increase their understanding and probably change their attitude positively towards learning. Pupils will gain more knowledge by the experiences they encounter from the Drama instructional strategy in the learning process.

2.1.2 Vygotsky's Sociocultural Theories of learning

Vygotsky's sociocultural theory of human learning describes learning to be a social process. He first propounded this theory in 1920. It focuses on human intelligence origin in the society. The main theme of Vygotsky's theoretical framework is that; in the development of cognition, social interaction plays a fundamental role. He believed that, everything is learned on two levels; through interaction with others and then integrated into the individual's mental structure (Briner, 1999). Vygotsky's theory is very much relevant in this study because it enforces the integration into the two instructional strategies of storytelling and drama in the teaching of Social Studies. Vygotsky further recommended that the creation of knowledge is done during the course of interactions and connection with others and it is formed and shaped by the skills and abilities valued in a particular society.

Another feature of the theory is that the likelihood of development cognitively is limited to a "Zone of Proximal Development" (ZPD). The learners can independently handle anything that is within the zone; however they need assistance and relations with a matured adult/partner to advance any further (Briner, 1999). Such a matured partner is either the instructor or a skilled peer that is able to shore up the learner till he or she becomes an expert. The zone of proximal development (ZPD) is the distance between the real developmental degree as ascertained by independent problem solving and the level of possible development as determined through problem solving under the guidance of an adult or in cooperation with peers that are more capable (Vygotsky, 1978). An essential quality of learning is that when the ZPD is activated, learning becomes an inner developmental process that functions when the child interacts only with persons in his surroundings and in collaborations with mates. When such procedures become absorbed, they form an aspect of the child's self-regulating

achievement developmentally; and for a child to be able to achieve independently tomorrow, he must be able to do in collaboration today (Vygotsky, 1978).

Vygotsky suggested that in the interactions children have with peers as well as with teachers and other adults, learning and development take place. Storytelling instructional strategy plays a vital role here because it replete experience and promotes interactions among children thereby shaping these young ones social development.

Furthermore, the socio cultural approach recommends that knowledge is not absolute but emerges from interaction between learner and teacher; learner and learner, all within a social context. It also recommends that learning starts when shared social behaviour occurs in the 'zone of proximal development.' Appraisal from a socio cognitive view demands tasks that are based on performance. The ways children learn from each other can be built upon by teachers, to create a learning environment where there are wide opportunities for pupil-to-pupil collaboration, discussion and feedback (Vygotsky, 1986). This can actually occur through the use of the two strategies, storytelling and drama effectively because they give room to pupils to participate actively in the process of learning and by implication, the postulated theories supports the present study.

2.2 Conceptual Review

2.2.1 The Concept and the Importance of Primary Education

Education is seen as the foundation of social equity, an agent of development which is valued by all nations because it facilitates economic growth. It is an act of getting introduced to knowledge with belief that eventually controls the emotions, actions and attitudes of the recipients. As noticed by Umoh (2006), education assists the development of an individual-physically, mentally, spiritually, emotionally and morally because it provides a suitable environment. It teaches the individual new skills, attitudes and knowledge which give the enablement to him/her and the society. Primary education is the groundwork of formal education. It is a basic part in the formation of system of education of all nations'. It stands as the basic level which other education rests upon because it provides the children with a useful preparatory ground for further education. In order to be eligible for other education at all levels, you must first pass the primary schools level. It trains the mind and prepares the child for higher academic activity. It prepares learners with the basis of writing, reading, and attainment of skills, attitudes and information that are crucial for right fine-tuning into the

society. The primary level of education is the conventional basis of education globally (Etor, Mbon, and Ekanem, 2013).

Akande (2010), Peter (2005) and Quadri (2001), see primary education as an important and underlying basis to all forms of education that anybody can get in life. As a field of study, Primary education has aroused the interest from the governments, parents and educationists because the primary education level is the most crucial and essential to the stability of Nigeria's educational future. It serves as the platform and has the key to the failure or success of the educational system (Nakpodia and Achugbue, 2012). Primary education is a panacea to the problems of illiteracy, ignorance, political servitude, religious violence and insecurity. If Nigerians are educated, they are able to possibly make the country to be more peaceful, stable, and prosperous (Asodike and Ikpitibo, 2011).

Notwithstanding, the supremacy of the primary level of education is basically on it being the foundation of all the other forms of education. The central and overriding purpose of education in the primary school is to inculcate the requisite skills in a child to make inquiry, think, scrutinize, comprehend and draw conclusions concerning their world and immediate environment. Fafunwa (1974) explained the objective of primary education is to aid the mastery of the three Rs of Reading, Writing, and Arithmetic. The purpose is to advance the development of permanence in literacy, moral demeanour and manners, skill acquisition and appreciation of dignity in labour.

Primary education is pivotal to the development of any society because it is a system of education through which young learners acquire competence in communicative skills that can facilitate effectiveness in the way pupils contribute to economic, social and national development. The important role played by primary education in inculcating literacy and laying the foundation for additional education. Primary education is the starting and a very vital point of all ethical and scholarly work which creates prospects for pupils to acquire arithmetic, reading and writing skills that are essential to contribute meaningfully in the society.

The primary school curriculum comprises computer, literacy, music, art, science, physical education, and arithmetic (numeracy). Pupils are exposed to these subject areas in preparation for post-primary and tertiary levels of education. The primary school level of education is also

known as basic education and a stepping-stone for the pursuit of the other levels of education and societal aspiration. Children who pass through primary education often proceed to secondary school and to higher institutions of learning should they desire. The implication of this is that the recipient of primary education is likely to be gainfully employed than others who do not attend primary school.

2.2.2 Indigenous system of Education

Education, according to Canberra (2008), is the device of prospering and helps create a better society that is more productive. It is the most efficient way we know, in building prosperity and opened opportunity. Indigenous education according to Babarinde (2012) is described as the education that has existed as part of the people and various cultures particularly, during the pre- colonial era in Nigeria before we adopted the recent Western system type of school.

Indigenous education has been proclaimed as an instructional strategy that is effective for reinvigorating indigenous group's culture, their history and language. Indigenous education is a learning process that is life-long which makes ready the individual for full membership in the child's family. It comprises the practical work which follows the seasons, and then the consciousness of being part of a clan with benefits and obligations which is inculcated in the child. The children are made to participate during ceremonies and these are re-enforced by the elders' [people over 40]. There are roles in teaching and it promotes close contact among the old and the young and in the communities (Daeng, 2001). Hence, the whole village sees the teaching of the young people and children as a collective responsibility of all the members in a particular community.

Other means of learning are constituted by learning through observations, imitation of other people from within and outside, myths, songs, games (during ceremonies). There are also gender specific games which children participate in and it serves as preparations for their future roles in the community. Indigenous education helps to ensure that, the cultural wealth of indigenous communities survives. This wealth is particularly the social capital of the poor, the main asset is to satisfy the necessary community needs (e.g: food, shelter, spiritual and communal growth) as well as to have control over their own lives (Arenas, Reyes and Wyman, 2008).

Teaching of indigenous knowledge, methods, models, and content is the specific focus of indigenous education, specifically, in both formal and non-formal systems of education. The increase in the use of indigenous education methods and recognition can be a response to the erosion and loss of indigenous knowledge from the colonialism processes, modernity and globalization (Grenier,1998). Languages and traditions was reclaimed and revalued by the indigenous communities and by doing so, the educational success of indigenous pupils was improved therefore, peoples' survival was ensured as a culture (Hamilton-Ekeke, Dorgu and Theresa, 2015). The inclusion of these methods into schools for indigenous learners and instructors, frequently improved the effectiveness of education and it provided the education that adhered to an indigenous people inherent views, language, customs, and experiences. Transition was made easier for children into adulthood, inclusion of indigenous knowledge and education in the public school system remains valuable.

2.2.3 The Concept of Storytelling

Traditionally, storytelling has been an important aspect of life and living. Stories are usually told to aid relaxation, and often to instruct and offer morals lessons. Storytelling is frequently thought of as an essential aspect to humanity, for man has a natural skill to use communication to entertain, teach and explain, which is the reason storytelling is so dominant in everyday life.

In the African traditional societies, grandparents, parents, aunts and uncles told children stories and this were transferred across generations in a rich variety of ways by word of mouth. Because of the characteristics of children, several educators have made efforts to use story-telling for the purpose of instructing young and older learners within and outside formal classroom settings. Storytelling involves the oral narration of a tale to a listener or more and such can be accompanied with gesticulation (National Council of Teachers of English, 1992).

Omoleye (1977),declares that stories played a very crucial role in the Nigerian communal life. Although, folktales were not written down, they have endured the generations and its originality is not lost. Storytelling is a perfect example of an individual experience, either portraying stories on others, oneself, or as regards the world. It is often used to communicate feelings, information and experiences as far back as primordial times. In spite of all the new innovations, the appeal of storytelling has remained, especially, with regards to its relevance

in education (McDrury and Alterio, 2003). Till date, children are educated through stories just as they it was in the past.

The stories can be genuine real or imaginary; it is extensively use in the class to improve the knowledge of learning. It is a normal process that is, predominant in all of human social interaction aspects and a method of human communication. Individualshave a tendency to make an improved sense of concepts, complex informationorfacts as it happens through storytelling (Chung, 2006).Viewing this, Ibanez (2003), Mello (2001) and Sadik (2008) stated that, a child's rising-order thoughts and literacy skills can be enhanced through storytelling thereby collaborative learning can be increased. Storytelling can be a viable tool to improve teaching and learning.

Since pupils experience 'learning by doing' Communication tends to be more effective when it is done through storytelling. Storytelling is a method whereby people express their values, knowledge and wisdom with tales or narratives. Storytelling has the ability to bring about learning and teaching in the classroom. Storytelling can be an effective and persuasive process of teaching to increase and grasp the concentration of the pupils on task if incorporated into classroom instruction. It also affords an inspired and unrestricted atmosphere (Sadik, 2008).

Storytelling perks up the ambience in the classroom. It is capable of making pupils to unwind and reduce anxieties because of its pleasurableand amusing nature. Richter and Koppett (2000)state that an expertly narrated story can facilitate better students' participation in learning than most conventional methods of teaching. Stories engage learners on a altitude that severalpedagogical practices do not (Rossiter, 2002). Stories are capable of facilitating a deeper knowledge or mastery of the content by immersing learners by appealing to students' private and affective connections through visual descriptions. The truth that stories markedly showfeelingscontributes to why they are effective in learning and this also aids the recall of whatever has been learned through storytelling.Also, Perry (2000) buttress this notion when he stated that when learners' sentiments are roused through stories, the cerebral aspects of the brain are triggered to amass new knowledge.

2.2.4 The Concept of Drama

Drama is a type of art which examines the world through enactment. It is a collaborative work which involves the individual's creative interaction by employing a range of skills that are artistic. Drama is a crucial means of constructing, understanding, communicating and appreciating cultural and social ideals. It helps us to infer, assess and transmit the history; as well as celebrate, discover and confront the present with the aim of visualizing the future. Davies (1990) described drama as any type of activity where pupils are asked either to play a role themselves or to depict someone else in an imaginary circumstance focusing on the play-pretend aspect of drama where learners venture ingeniously into another situation and disposition. In Drama, pupils can examine, form, and symbolically portray feelings, ideas, beliefs, attitudes and their consequences. Learners learn experientially, with and in response to circumstances wherever they take on roles. Drama is both an active and reflective process. Drama is an important way to communicate in public life, school and at the international level. Drama empowers pupils to express one another through imagination and creativity. It makes possible effective communication with others. Pupils' derive satisfaction in it; it pulls out on their inquisitiveness and expands the imaginative play which comes in nature to the learners. Drama came out of a personal and social learning form; it is capable of deepening engagement spanning through the syllabus, and enhance the key proficiency (Greenwood, 2005).

It provokes critical and creative thought as it includes a unique way to know as well as experience. It aids interaction, improving learning in all its styles. It is a wealthy means that encapsulated in talking and other literacy. It requires the learner to portray him/herself into another situation imaginatively, outside of the classroom, or into the skin of another character. Drama can encourage language skills such as writing, reading, listening and speaking by creating an appropriate context (Holden, 1982). Drama has a great influence on teaching tool of language which involves all the pupils in interacting throughout the class period. Drama provide the medium to connect learners' cognition and emotions as it aids pupils to take risks with experience and language the connection between action and thought.

There are several reasons in support of using drama activities in the class. First of all, it is fun and entertainment; it also motivates learning (Maley, 2005). According to Fleming (2006) drama is unavoidably learner-centred for it can only operate by active co-operation. It is therefore an activity that is social, hence it represent a lot of theory that has emphasised the

communal and social forms of learning as against the purely individual. When drama methods are used in actual classroom setting, learners have prospects in employing language usage in real-life circumstances.

The characterization of dramatization makes it quite advantageous as a tool for imparting Social Studies knowledge. This is especially because the memory of the drama usually remains for a long time with pupils. Drama is described by Oroge (1995), as a method used to inspire activities by the teachers like memorisation, imagination development, drama and imageries in learners. It prepares pupils with opportunities for independent actions, activities, analysis, logical argument and facts interpretation. It is one of the techniques that are most effective for provoking learners in what are to learnt. Corbin and Akinlaye (1983) observe that, drama method motivates pupils' direct involvement in the learning activities. It assigns for a great deal of participation by learners and livens up the regular procedures of learning and teaching. Drama offers active condition that the pupil not only gets involved but also explains her attitudes and feeling by that strengthening knowledge. Drama is revealed to be, a good method to focus quality time on a task. When the lesson content is not interesting, drama may be a means of holding and attracting the learners' attention effectively (ASESP; 1994)

Acting which is a main component of the method develops the cognitive, affective and psychomotor domains. Drama is one of the most efficient techniques encouraging pupils in that which they learn. It's a natural manner by which pupils freely express their comprehension of the life around them. The technique permits the pupils to get involved and participate emotionally, mentally and physically. In a circumstance where a topic is dry or uninteresting drama could efficiently help to sustain the learners' interest and attention. Drama involves simple and direct techniques like mining playlet and role-playing that can be allocated for such method. Drama takes benefit of learning by doing concept to the full. Not only is it propelling in terms of the recompense of enjoyment when learners are asked to explore the world around them actively through their own experience, the cognitive processes, like memory development and improved information retention are encouraged through the active participation.

Scholars encourage using drama for it motivates children in speaking, giving them the opportunity to communicate, with the use of non-verbal communication like facial expressions, body movements and even limited language (Phillips, 1999). Following the

scholars drama methods contain the remarkable advantage of attracting learners' feelings directly and thereby making the learners to know the need of being capable to appropriately express them (Maley and Duff, 1982). Scholars states that, each pupil needs period in which he/she has an opportunity to practice that which he/she knows with no caution or fear of being wrong. To prepare pupils and with such chances to practice freely, teachers using drama should provide a comfortable and safe environment where pupils are not scared of uttering words in the aimed language. This type of fun, apeaceful teaching motivates learners to get involved without getting embarrassed (Hamilton and McLeod, 1993).

Drama motivates, gives ability to enable worthy learning and create motivated attachment with pupils in the class. Its advantages are numerous. It is also beneficial and energizes the pupils to be active in the classroom while enjoying their learning experiences and catching a lot of fun. Shy pupil can take up a lousy character, different from his/her reserved self, so as to speak and act. Drama is an attractive strategy of teaching which encourages self-control, collaboration, cooperation, goal-oriented learning and also emotional intelligence skills. One can adapt drama easily to anarray of studies as displayed. Shy pupils are motivated to speak when taking on another role and pupils develop speaking confidently. Drama is beneficial as a learning tool to pupils of all ages, for it provides opportunity to develop for them effective techniques and strategies more (Booth, 1985). It aids them to understand the world they live in thereby constructing their knowledge and increasing the opportunities for children to independently express themselves in any subject.

2.2.5 Primary school Social Studies

Social Studies is an integrated study of the social sciences and humanities in promoting civic competence. The rationale of Social Studies primarily is to help young ones develop the capacity to make well-reasoned and informed choice for the good of the public as citizens of a democratic, culturally varied and interdependent society (NCSS, 1993). In the primary school, children learn often Social Studies through learning opportunities that are integrated across several disciplines, which take the form of constructed units around themes.

Akinbote (1993) sees Social Studies as an aspect of the schools' general education programme which aims at preparing individuals for active participation in all the socially acceptable activities of the society. According to him, Social Studies concepts and skills could be selected in relation to the specific issues, problems and needs of the society. Social

Studies furnish the learners with past understanding and knowledge, coping in the midst of the present; planning for the upcoming future (NCSS, 2005).

Teachers of Social Studies need to properly integrate the various approaches, methods, strategies and techniques in their teaching for effective integration not forgetting to develop suitable behaviour, skills, attitudes, values and knowledge. All of these are necessary in producing knowledgeable, responsible, creative, self-reliant and all-round citizens.

2.2.6 Pupils' achievement in Social Studies

Achievement is quantified in association to what is attained by the end of a course of study; to measure how much of the objectives of education that are realized, either as long term or medium accomplishment (Yusuf, 2002). Achievement can also be seen as an action of attaining /completing, it includes anything won by successful action, it also means to measure performance or learning outcomes in education systematically (Yusuf, 2002).

Pupils' achievement as different outcome of learning has aroused the attention and interest of researchers in education thereby; pupils' that have different achievement levels are mingled together and given the same treatment not considering their individual differences in most classrooms. Agara (2010), Yusuf (2004) state that in spite of the impact of Social Studies in national development plus all the attempts of stakeholders to promote the study of the subject, learners have continually showed poor achievement. Omabe (2006), Adeyemi (2003), Kiadese (2011) established that learners' achievement in Social Studies leaves a lot to be considered.

However, numerous factors have been accredited to the unrelenting reduced attention and educational success in Social Studies. Some of these are poor use of instructional approaches and materials by teachers, wrong choice of instructional strategies, teacher-related attitudes (Okon and Archibong, 2014) teachers' quality (Tom-Lawyer, 2014) and so on. Adeyemi (2008) posits that in order for Social Studies to perform its functions very well, instructional strategies in Social Studies must be learner-centred.

Literature revealed that, several studies have variously been carried out on academic performance (achievement). Okon and Archibong (2014) found that there is a significant influence of teachers' attitudes on pupils' academic performance in Social Studies. Dania and

Eboh (2013) treated location and achievement; both their studies revealed that pupils learn more when they are involved actively in the process of learning and not being passive schools. Teachers' quality according to Gbenu (2012) is a crucial variable in pupils' achievement as shown in research that the pupils' performance depends on teacher's quality. The various achievement levels is mainly dependant on the teachers quality as research confirmed that a positive difference in the achievement level of pupils is majorly traceable to teachers (Gbenu, 2012).

Indabawa (2014), in his own study, Comparative Study of Pupils' Academic Performance in Social Studies in Selected Private and Public Primary Schools in Kano State, revealed there was no significant difference in the academic performance of male pupils in their Social Studies subject of all the primary schools selected from three different local governments as well as among their female counterpart. Innovative teaching strategies like storytelling and drama which could take care of individual differences, besides the use of learning style as a variable that could bridge the gap between pupils' achievement ought to be encouraged. Studies of Gambari (2010), Aluko (2004), Yusuf (2004) and Fajola (2000), showed that pupils with high ability perform better than the medium and pupils with low ability.

2.2.7 Pupils' Attitude to Social Studies

Bello (2014), described Attitude as a specific feeling about something, it is an inclination to behave in a certain manner under conditions that involve someone, object or idea. Attitudes are partially rational and emotional and they are acquired or learned because they are not inherent in an individual. Chauhan (2005), sees attitude as ones feelings, thoughts and predisposing to behave in some particular manner toward some aspect of one's environment, he further explains that attitude are best expressed when individual make statements about their feeling or opinions on certain objects, issues or things. Attitude is only one variable among many the terms used in describing acquired or learned behavioural disposition. According to Nmon (2011), it is that aspect of a person's psychological entity, which has great influence on the life of the individual. He states that attitudes ascertain what a man will do or say in particular circumstance, what he would dislike or enjoy, her approach to others and her actions to events in his life and world around. This definition tends to emphasize that attitudes give rise to actions and behaviour or that attitude determines behaviour. An attitude is seen as closely related to interest, attitude is a broader term, which subsumes interest. Interests are attitudes, which cause a person to seek more activities in a given area.

Attitudes are weighty concept which influence behaviours. Various definitions of attitude are in the literature. Tavşancıl (2002), attitude is an intellectual and sentimental state of readiness having influential power and directive on mans' behaviours relevant states and objects happening as a result of life as well experiences. Attitude is defined as a way of thinking; it is the learned tendency forcing the individual to exhibit a particular behaviour against some particular people, object or condition (Demirel, 2003). It is a knowledgeable inclination quickening someone behaviour towards another, states and objects. Attitude is also said to be an inclination of positive or negative learned reaction to some states, objects, concepts, institutions and someone (Demirel, 2003).

Attitude is described to be “a state of mental readiness that exerts an influence directly upon someone’s response to all situations and objects that it is related”. Measurement of attitude continues to be a centre of social psychology focus. It is also emerging as a dimension that is important in learning and teaching. The scientific research on this concept revolves round its function, structure, measurement, and behaviour relationship (Ajzen, 2001). Attitude portrays a summary review of an object captured psychologically in such characteristics aspect as beneficial - harmful, good-bad, likeable-dislikeable and pleasant-unpleasant (Ajzen, 2001).

Literature supports the positive role which pupils' behaviour and attitude play in improved achievement academically. Adedaja, Abidoye and Afolabi (2013) in their study on the effect of two puzzle-based instructional strategies on primary school pupils' learning outcomes in Social Studies in Ondo State, Nigeria. The study revealed a connection between attitude and mode of instructions and also amid attitude and achievement. The study of Esan (2015), on cooperative problem-solving strategy and students' learning outcomes revealed that the treatment had significant main effect on outcomes of students' learning in both attitude and achievement towards algebraic word problems. Nwagu (2013) also revealed an improvement in the attitude of students after exposure to Multiple Intelligences Teaching Approach. Conversely, there was no significant change in the attitude of students in some researches. The contradictory findings on students' attitude therefore call for more investigations on this important variable.

The attitude of a pupil is important for the teacher in two aspects according to Ulgen (1995), one of them is to assist the students to improve positive attitude towards the subject/lesson. The second is to alter negative attitude to positive. It seems difficult to form teaching

experiences and provide desired behavioural changes in an atmosphere where students' attitude is ignored; Social Studies is described by students as 'boring and irrelevant'.

Moroz research discovered two main worries in Social Studies education: first of it is that, Social Studies have low ranking compared to other subjects in school; second one, the declination in pupils' fondness for Social Studies as pupils' advanced to upper primary. Moroz (1996) discovered a 23.22% drop in Social Studies ranking in the primary school in-between Years 4-7. This was more evidenced than the decline in attitude to any other subject. Pupils were positive reasonably on Social Studies till Year 6 but had attitudes that are negative by Year 7. Out of the school subjects, Social Studies came second to the last in thirteen.

2.2.8 Pupils' social skills

Effective training and preparation of persons is an indispensable objective in any set of activities aimed at educating people that are able to surmount the complexities and troubles in daily physical and social experience (Salcuk, Caliskan and Errol, 2007). Individuals are impacted with attitudes, skills and aptitude through the process of education and these knowledge help people to prevail over the life challenges. Altun (2003) and Celest (2007) noted that in such situations with numerous helpful channels and individuals to assist the learners, there should still be a need for immense resources in the area of social skills in order to aid the transition process and entry into the existing social structure. Such trainings should instill social interface and independence. Any breakdown or shortcoming in the aspect of social skills is capable of leading to problems academically and socially. Such inadequacies will eventually generate an unconstructive impact on the pupils' later lives (Caldarella and Merrell, 2008).

Gresham and Elliot (1990) cited in Khoshkam, 2008 posited that social skills are activities that facilitate the building of successful associations with other people and keep away from irrational social responses. Other aspects of human interactions such as teamwork, collaboration with others, offering assistance, ability to initiate rapport, asking for assistance, showing approval and gratitude for other people are different forms of social skills. UNICEF defines social skills as a kind of behavioural alteration with three aspects to enhance social balance. These aspects are knowledge, attitudes, and skills. Without a thorough consideration

of these three aspects of social skills, the inculcation of wholesome and acceptable forms of social behaviours cannot be attained (Foroghmand, 2008).

2.3 Empirical Review

2.3.1 Studies on Learning Outcomes in Social Studies

There are various types of methods, techniques and strategies that can be employed in learning and teaching Social Studies to achieve a positive learning outcome. A Strategy means an intended plan for achieving a purpose in teaching and learning. According to Adeyemi (2007), Ayodele (2002) and Ogunsanya (1996), several methods or strategies were listed for the learning and teaching of Social Studies namely, inquiry, dramatization, simulation, role playing, problem solving and lecture method. Others include, questioning, concept mapping, field trips mastery approach and debate methods. All these strategies mentioned above are for the purpose of achieving positive learning outcomes in Social Studies.

Instructional strategies are those objects that teachers employed in aiding pupils in the process of learning; they are intended to bring about efficient learning and teaching. The strategies and instructional materials effectiveness relies on the extent to which they meet the needs of the learners and teacher. Instructional strategies and materials are chosen based on the tenets of provision of materials that are accurate and will improve and aid the curriculum, considering the abilities, interest and pupils level of maturity. Teachers should be motivated always to employ the usage of instructional strategies as it gives room for more meaningful and concrete learning (Buseri and Dorgu 2011). These instructional strategies include problems resolution, learners' active participations in the process of teaching and emphasis on process than learning products.

A few of these strategies as noted by Osakwe (2009) are assigned under innovative and conventional appraises, instructional strategies which are grouped under conventional routine are those mostly, well-known ones that are used predominantly by teachers. They are generally teacher-centered plus little or no activities for pupils. These include lecture, recitation, etc. method of teaching; meanwhile, the innovative strategies include those strategies which are more recent that are prevalently learner-centered. They are problem solving/ inquiry, questioning, dramatization and role-play (Adediran, 2014). It is important for teachers to use methods that are child-centered to realize the stated aims, goals and objectives of the subject.

The National Teachers' Institute (NTI) has therefore recommended a new approach towards the learning and teaching of Social Studies in schools. The new approach is pupil or learner centered. The learner is credited with skills, knowledge and attitudes from birth which needs development, through encouragement, guidance, and motivation (Ogunleye, 2002). In this setting, the teacher's role has shifted from that of imparting knowledge to a facilitator. This is the emphasis usually laid by the National Teachers' Institute during its re-training programmes for school teachers.

Abdu-Raheem (2010) recommended problem-solving, inquiry, discovery, discussion and role playing as methods that are effective. Yewande (2000) and Adewuya (2002) considered likely that problem-solving means using information with reasoning to surmount obstacles. Abdu-Raheem (2012) also opined that problem-solving is effective for it allows pupils are able to active participations in the classroom. Richards (2005) and Ogunkunle (2008), also averred that learning that are self-directed enables effective learning and meaningful to the learners, it develop and enhances learners problem-solving skills and take care of all categories. They assured that pupils should be at the leading position in charge of their own learning although the teacher acts as a facilitator during learning -teaching process.

Adesanya and Adesina (2014) remarked that symbolic pleasant learning and teaching of necessary concepts and processes can be fulfilled within the instructional structure and combination of teaching strategies. Lecture method gives a great portion of information to be thrust to the learner and it's beneficial to large classes. Despite the benefits, Abdu-Raheem (2012), Adewuya (2002), Seweje (2000), bewailed that the instruction does not stimulate pupils' inquiry, scientific, and innovations strategy, it provokes pupils to cram facts that can be forgotten easily (Okwilagwe,2000). Wide use of the method kindle to replace the teacher for the pupil (Kochhar,2012) and this leads to pupils' memories fading and decreases their attention (Jekayinfa, 2012).

Adesanya and Adesina (2014) also asserted that learning and teaching is well known for conventionally teaching whereby teacher is seen as controlling the activities of the class and dictating while the learner becomes passive learner and takes all the teachers words with no interaction between her and the teacher. Adedoja, Abidoye and Afolabi (2013), lamented that

despite of the laudable benefits and objectives of Social Studies in the curriculum, the teaching of the subject is depicted with conventional teaching that always end in learning ineffectively with poor attitude of pupils towards the subject.

Oluwagbohunmi and Abdu-Raheem (2014), emphasised that teaching methods that are old must be discarded and ensure new ones that actively involve learners and are activity based should be employed in ensuring the achievement of learning objectives. Nevertheless, Afolabi (2000) emphasised the need for a systematic continuous programme of improvement professionally in enhancing teaching efficiency and effectiveness.

Teachers of Social Studies need to be innovative and creative to make sure that what they teach is well comprehended to the advantage of the child and the nation. Teachers need to use different strategies and materials to engage learners completely in the teaching process (Bamusiime, 2010).

2.3.2 Storytelling instructional strategy and achievement in Social Studies

Nigerians are familiar with the use of storytelling as far back as the ancient times, such as moonlight stories which usually takes place in the evenings. Efforts have been made in using storytelling as a strategy to teach since children naturally love listening to stories and it has an effective way of influencing their thought and behaviour. Likewise, McDrury and Alterio, (2003) explain the worth of storytelling as a result of its significance on experiential and reflective learning.

Studies of Lawani (2014), Sanchez, Zam, Lambert, (2009), Omoegun, Longe, Ahimie and Agbogidi (2009) have shown that storytelling strategy can be more effective in teaching and learning of children and promote their interest. Lawani, in her study; *The Digital Storytelling effects on Kindergarten Pupils' Achievement in Moral Instruction* posited that, the significance use of teaching strategies like storytelling which are pupils' centred and their attentions are with excitement will lead to achievement improvements (Lawani, 2014). The method that is storytelling is proposed as a worthy to gain penetration to children's expression according to Omoegun, et. al (2009) who in their study, *Values Re-orientation Effecting among Primary School Children by Story Telling*, found out that, the children who entered into story telling for social value re-orientation performed better in their posttest scores than those ones that were not engaged

Effectiveness of storytelling in mathematics instruction was also confirmed by Albool (2012) in his study, *The Effect of Utilizing Storytelling Strategy in Teaching Mathematics*, the author pointed out as to using storytelling method in teaching increased the students' ability to understand concepts of mathematical; while Oduolowu and Akintemi (2014), in their study, *Storytelling Effect on Listening Skills of Pupils in Primary One*; reported positive benefits of storytelling approach when they were utilized in teaching listening skills on primary one pupils. The authors pointed out that using storytelling method in teaching significantly improved pupils' listening skills. This they said might be attributed to the stories' ability in helping the students' imagination. However, the study of Albol was carried out in mathematics while Oduolowu and Akintemi's study was limited to listening skills and primary one pupil's only.

Storytelling is unequally an experience of human which empowers us to communicate, by means of language, view of others, ourselves and the worlds, imagined or real, which we live. It empowers us to recognise the worlds including our place in it knowing we all are, to various extent, established by stories: our families stories, ourselves, colleagues and friends our cultures, our communities, our position in history (McDrury and Alterio, 2003). Storytelling is an unmatched method of communication and pupils thoughts are expressed and notions in an individual exceptional manners. While pupils get their stories ready and go over the process of writing, it prepares each with chances for self-expression and social interaction (Craig et al., 2001). It is not only meant for communication, but storytelling had been used for teaching cooperative learning skills, literacy skills, critical thinking, as well as different contexts building (Mello, 2001).

Other studies that have been carried out on storytelling as a teaching strategy states that the group who listened to the stories experienced comprehension greater as they demonstrated in their stories retelling (Isbell et al, 2004). Green (2004), corroborates that stories can serve as multiple functions in the class, and sparks pupils interest, promoting the lectures flow, it makes material memorable, overcomes pupils resistance or anxiety, and builds rapport between the instructor and the learners, or among learners themselves.

Mello (2001) findings on storytelling use as a teaching strategy revealed that participant's literacy was improved in fluency, vocabulary acquisition, writing, and recall. In addition, the

findings discovered that it enhanced visual imagery, self-consciousness and cultural awareness. A factor which comes forth from teaching in storytelling made its cultural elements to be considered by researchers. She noted that those stories appeared to reflect on key notions like moral responsibility and respect to one another and the surroundings. Those stories were fundamentally narrated by the elders. He noted that family members that had employed stories in helping their child or children discover crucial lessons of existence; their children are seen to have been raised properly.

Eder (2007), reports the use of storytelling as a strategy that is powerful for setting patterns. The reports discovered events that are likely to be most engaging and memorable are the ones associated with emotion that are heightened. By participating in storytelling experiences, learners become skilled at building a story intellect by foreseeing future genre, as well as how the beginning of a story might possibly end (Craig et al, 2001). Additional Storytelling generates interaction and it develops relationships. According to Ma (1994), who believed that story-telling, is an effective strategy of teaching which has been since the ancient times. Stories attract our emotions, our thinking, and can lead to mental imagery creation (Green and Brock, 2000). It brings principles that are abstract to life by giving them concrete form. A story talks about some particular individuals, events and the things that happen to them.

Storytelling has a lot of the advantages of experiential learning because of the active engagement level created (Richter and Koppett, 2000). The vivid images provoked by storytelling incite identification of character thus engrossing the pupils as an active participant in the process of learning. When pupils are engaged in this manner, research showed better ability and understanding of the pupil to apply what has been learnt.

2.3.3 Storytelling Instructional Strategy and Attitude to Social Studies

Erickson and Rossi (1976), describe the storytelling virtues in relation of its capability to create a trance-like state/learner openness which promotes new information processing on a more meaningful, deeper level. This is very critical to achieving the objectives of social studies; a subject which has a great affective component. The facts that the heroes in the story are children, the theme is simple and they are aimed at teaching morals which will stimulate both cognitive and affective response from the children. Thus making them to mentally appreciate the concepts being taught and as well being willing to internalize them. This is a good platform that could be utilized to teach Social Studies in the primary schools since

studies have found storytelling to be a natural and an essential strategy of teaching and learning.

McDrury and Alterio (2003) states that, the experiential aspect of storytelling is promoted and that storytelling is a beneficial strategy of teaching for young ones. Storytelling applies to auditory, visual and kinaesthetic styles of learning and a considerable number of the intelligence areas including linguistic, spatial, intrapersonal and interpersonal intelligence (Rose and Nicholl, 1997). Storytelling has a wide scope of impact on learning factors and its needs cannot be cited for several other traditional or non-traditional methods of teaching.

In short, it seems that as a teaching strategy; storytelling provides a highly and natural effective teaching approach, retaining information and learning. Majority of the research and literature describes storytelling from the perspective of teaching as it concerns young learners. (Mello, 2001; Vance, 1991). McDrury and Alterio (2003), support storytelling merits as an exercise that is successful in reflective learning hence making it particularly beneficial as an experiential learning tool. It was added that storytelling is a learning theory itself. Storytelling strategy will lead to positive improvement in pupils' knowledge since the main purpose of education is to bring about increase in knowledge and attitudinal changes because the essence of the learning and teaching of Social Studies is to make the learner able to develop the right type of attitude and value for peaceful co existence in the society that needs to be imbibed. These can be attained if they have good understanding of the subject to become a peaceful and patriotic citizen who will thereby reduce social violence as intended in the objectives of Social Studies.

2.3.4 Storytelling Instructional Strategy and Social Skills

Scholars have noted that the use of storytelling among children is capable of expanding diction repertoire, advancing ingenuity and boosting imagination in an oblique and beautiful manner (Vakilian, 2006). Storytelling is didactic and instils desirable qualities such as kindness, patience, team-spirit, self-esteem and values in learners (Yazdani, 2006). Storytelling enhances mental, moral and emotional development. With regards to the facilitation of cognitive development, when learners forget the content of a story, they often retain the experiences acquired through their participation in the process (Salimi, 2009).

According to Daemi and Farnia (2013), one of the benefits of storytelling is that it is capable of teaching and inculcating values. Most stories have profound effects on moral development,

attitude because they denigrate people who have unpleasant and unwarranted behaviours. For several years, this characteristic has become an important feature of most tales. Storytelling is capable of instilling virtues such as integrity, bravery, compassion, kindness to humans and animals, truthfulness, fidelity, sincerity, courage, generosity, purity, justice and so on. These virtues are focal points in most stories across the globe and access to such narratives can enhance behavioural changes.

Stories are capable of teaching people of different age groups and backgrounds good etiquette because story encourages conformity with the personality or character of the protagonist(s). Therefore, alteration of behaviour especially manners that are not in conformity with what the hero stands for, are logically subject to modifications more rapidly, and better. It is common to observe the child adopting the character of the hero in the story. Another importance of storytelling is that it improves imagination because after listening to a story, children are often able to retell or recreate the plot of the story with the aid of their toys or support from friends. Sometimes children are able to display unique and creative behaviours when reproducing a story they had listened to because of their imagination or other inspirations. The use of storytelling strengthens students' interest in the learning task by building suspense and enhancing inquisitiveness. The series of interesting events in the plot force learners to actively tag on the events or probe further to learn more even in the world outside the story.

The effectiveness of using stories to improve students' attitude and reduce behavioural problems in classroom teaching has been reported in different studies. Rahill (2002) reported that story-based program significantly improved the social skills quality and peer interaction skills in children with emotional disabilities especially. When stories are used to investigate the social problems of children and improve skills selection and application of strategies for solving these problems. Also, Nikmanesh and Kazemi (2009) found that children's explanation styles can be effectively managed with the aid of the optimism teaching model through storytelling.

Namazi (2010) found that learners exposed to storytelling strategy performed better than those in the group who were not exposed to such intervention. Similarly, Kalate (2011) found that there was a higher measure of peer social acceptance in the experimental group, and that there was social skills improvement of the learners in the experimental group. According to

Dewing (2009), storytelling methods is effective because it improves the process of thinking in learning. It also motivates learners to acquire the skills of storytelling.

2.3.5 Drama Instructional Strategy and Achievement in Social Studies

Studies of Rahimipoor (2012), the Evaluating Effects of Drama Techniques on Improving the Writing Competency and Phillips (2003) recommend that drama promotes interesting path to motivate learners. With drama learners can move, play, learn and act concurrently, the use of drama has also bright advantages for learning language as regards motivation. Dramatic activities to Maley and Duff (1979) are the ones that give learners the chance use her own personality to create the material that part of the class is to be based. Drama provides learners a chance to use language in expressing diver's emotions in solving problems; make decisions and socialize. Drama also is useful in developing of reading and writing skills as well oral communication (Aldavero, 2008).

Drama is a potential way of stimulating the imaginations of children's (Fraser, Aitken and Whyte, 2013); it provides the instructor with ways which help in promoting discussion, clarifying ideas and view points (Goalen and Hendy, 1994.) Drama includes exploiting something as real as it is. Thus, it offers a presentation and interpretation of a mental or physical activity it is a means to transform learners' physical and mental potentials into creative acts (Durusel, (2007). Intellectual background, experiences and knowledge gained by dreams and education are all foundations for drama (Aksari, 2005).

Studies of Zyoud (2012), Fuentes (2010) and Phillips (2003), reported the positive effects of using drama on language learning, most of which focused on affective factors. In other words, they claim that learners' motivation, interests, and assertion in learning English are raised as a result of English drama class, and that it will ultimately affect the learning positively. Even among the hearing impaired students, drama according to Ewa, Olayi, Ashi, and Agba (2015), enhances their intellectual development. In the same vein, Desiatova (2009) reported its positive benefits when he declared the use of drama has clear benefits for learning language. It encourages learners to speak; it gives them the opportunity to communicate, even with limited language, verbal communication, like facial expressions and body movements.

Educational drama engages the similar device engaged by actors in the theatre. But in the everything is designed in theatre for the advantage of the audience, in the class drama, everything is designed for the learners' advantage (Wessels, 1987). Educational drama has a clear instruction aim that concentrate on the social and personal development of the learners. It encourages pupils to envisage, act hence using drama; from other subjects as well (Harmer, 2001). Drama gives learners the opportunity to learn by doing where learners are involved in the experimenting in order to get at knowledge (Harmer, 2007), which engages more than rote learning. He also suggests that if we engage the pupils or stir their curiosity and rouse their participation, the teacher would help them to remain involved in such subject (Harmer, 2007).

Drama portrays a method of work that teachers use to induce inherent motivation. It does not help only in building a good instructor/learner connection, but also engages all the pupils actively. In essence, motivation might not be needed when working with drama, for all pleasure turn up from imaginative personal involvement (Maley and Duff, 1982). They explained further that drama also help in get rid of the boredom that come with being forced to stay passive at most times.

2.3.6 Drama Instructional Strategy and Attitude to Social Studies

Drama is explained to be a social learning process which involves relating with others; it encourages adaptive and social skills that turn feed into the learning process. Pupils are motivated to explore one another and their actions in relating to the outside world which can be both enriching and strengthening (Hamilton and McLeod, 1993). The most crucial aim of educational drama is holistic development of the social and personal aspect of pupil's personality. Drama provokes imagination, creativity and critical thinking as pupils are sometimes enquired to find solutions to different problems. It enhances pupils' self confidence and self-esteem as they are able to perform in the presence of the audience, though the audience is made up of their classmates. At best, the use of education drama develops socially and creative likely individuals. Drama makes available a cooperative learning environment in which pupils can employ scientific tenets in their daily life (Sloman and Thomson, 2010).

In drama, pupils are given different roles to act as the character they were given. They think and talk in the manner the related character thinks and talks. In this way, pupils get better in

their communication and language skills (İçelli et al., 2008). Drama in education makes pupils active participants in the process of learning (Gönen and Uyar-Dalkılıç, 2003). It also strengthens pupils' motivation due to its cheerful character (Önder, 2006). Since pupils play the roles in their preferred way, they are not afraid, which leads to an increase in their self-confidence when playing role. Learner tries different ways out and excludes those ones which does not work in the relevant situation, and make use of the useful ones the ways that are improved upon further. This process ultimately enhances their skills of problem-solving (Kocayörük, 2004). In a nutshell, drama allows pupils to reflect, discuss, look at the events from different angles and make connections with real life (Littledyke, 2001). Drama can be used as an innovative way of helping pupils to learn different concepts/topics in primary school (Doğru et al., 2010).

2.3.7 Drama Instructional Strategy and Social Skills

One of the main features of drama is how pupils build an imaginary world which allows them to annex their knowledge. The understanding and experience gained from this enables them in the world of reality that is complicated (Bruner 1996). Research by Somers (1996) shows that drama aid pupil to retain school-work in their brain. Pupils have different experience in learning their subjects than reading only. As an example he points out that when working with a story related to a subject, pupils build a play based on the story. As characters in the story, they know how to be responsible for their reactions and look for problems solutions making the study more memorable. Somers also states that the teaching method works well when teaching immigrants since diversity is a main drama element and can easily accommodate varied backgrounds.

Interviews with teachers and pupils reveal that through drama, pupils take an active part in the lessons and build up interactions among themselves. They take responsibility for the characters assumed and solve the characters' problems based on their own real-world experience. Textbooks are set aside and pupils have a chance to let their creativity and imagination flourish. All the pupils can feel equal when using drama.

Drama also allows pupils to choose roles they feel comfortable with, enabling them to build up experience. They are interested in the characters they create and at the same time the roles chosen give them a necessary sense of security.

2.3.8 Learning Styles and Pupils Achievements in Social Studies

Learning can be described as an internal process which occurs when a permanent observable change occur (Kaplan and Kies, 1993), learning style can be defined as the way someone retain or absorb information (De Bello, 1990). Learning style can be described as a developmental and biological set of personal characteristics or traits described by the way individual's process information (Dunn, Beaudry and Klavas, 1989). 'Learning Style' is described by different scholars mostly as a signal for individual differences.

Kolb (1984) and Honey and Mumford (1992) depict learning style as a habitual or preferred ways of a person transforming and processing knowledge. Psychological characteristics arose from individual differences; ascertain the specific strategies an individual picked while learning. Furthermore, Dunn and Dunn (1986) reserve that each person's mental processes, concentration on, internalization and retention of new and information that are difficult arise from her specific learning style. The criterion to classify them is the learners' perceptual behaviour Felder and Henriques (1995).

All children follows their own unique manner in learning and processing information. Some pupils are visual learners, while others are auditory and kinaesthetic. Visual learners study visually through graphs, charts, pictures etc. Auditory learners study through listening to reading, lectures. Kinesthetic/ tactile learners study by doing. Pupils can prefer one, two, or three styles of learning. Styles of learning can be split into three: **Visual**, **Auditory** (Aural or Audio) and **Kinesthetic**, that is. V-A-K. Most persons have their mode of preferred learning, but all three are used to an extent. A few persons may use more than one style as well. They are referred to as **Multimodal**. Gardner (1993) proposed a style of learning effective model in teaching young ones. This he referred to the Visual-Auditory-Kinaesthetic Styles of learning. V represents seeing and reading, A listening and speaking and K touching and doing. This many experts also consent that there are 3 fundamental styles of learning namely visual, auditory, kinaesthetic/tactile style of learning. Wagaman (2008) states that we have different learners: the ones who learn through seeing what is written, the ones who learn by listening to something that is said and those who learn by literally doing something. These kinds of learners possess technical names of visual, audio and kinaesthetic learners.

Apanpa (2012) in her study; Learning and teaching Styles in Language, Science and Technology posited that learning style options of learners is a needed guide teachers' need in

their adoption of styles of teaching. Study of Ibe (2015), Learning Styles Effects on the Performances Biology Students; submits that many learners' preferred to learn information with more than one mode, she cited that style of learning varies out of one group to another depending on the studies nature, ethnicity or culture, gender, past experience, and the learners characteristics.

Study of Oluwatoml and Ogbo (2014), Comparative Study of Chemistry Students' Styles of Learning Preferences revealed that the relationship is significant between preference style of learning of students and their achievement in both public and private schools. Visual learning style was reported to be the predominant preference among students in both school types. The researchers recommend that chemistry teachers should use an assorted styles of teaching to suit the diverse styles of learning of their learners. An alignment between teaching and learning styles was suggested will enhance the teaching, learning and performance of students in Chemistry. Ikitde and Edet (2013) in their study, Influence of learning styles and teaching strategies on students' achievement in Biology discovered a significant effect was found to exist in the academic achievement of biology students taught with guided-inquiry considering their learning styles.

Therefore, for different styles of learning, it is crucial that teachers should include in the curriculum varieties of activities as it relates to each of the learning styles so that all learners succeed in the classes. Although we use all of our senses to grasp information, each person appear to have a preferential way she learn best. In order to aid all pupils learn, one need to teach as many of these possible preferences (Cuaresma, 2008). Research revealed pupils to have different learning characteristics depending on the style, pupils focus on various kinds of information, they perceive information in a different way, and understand at distinct paces (Claxton and Murrell, 1987; Felder, 1993; Felder and Silverman, 1988; Kolb, 1984; Schmeck, 1988). Propositionally, ignoring learning styles, treating pupils as similar group of learners, may have an outcome that is negative. For instance, Marshall (1991) recommended that pupils that respond to non-traditional learning were at risk for their style of learning was not catered for in the traditional school. As Pask (1988) is of the opinion that, over three-fifths of someone's style of learning is imposed biologically.

Furthermore, Reiff (1992) declares that all pupils have personal attributes pertaining to their processes of learning. Sitt-Gohdes (2001) maintains that most of the teachers teach in the way

they also have been taught. These might be the cause of frustration of many learners as they attest that their preferences of personal learning are not taken care of by many teachers. The situation is more weighty in a circumstance where pupils come from different educational experiences and different cultural backgrounds. In comparison to the widespread work done on instructional activities and methods, one important area frequently neglected is exploring learning styles in the class. Keefe and Ferrell (1990), states problems of learning are frequently not related to the obstacle of the subject but to the level and type of the cognitive processes demanded to learn the material. In addition, Dunn (1983) discovered that dramatic improvement in the achievement of pupils' where learning styles have been considered revealed that there was a greater impact in the way of learning than the content covered in the study. It is considered likely that when teachers are able to do analysis of the differences and needs of their pupils, the process of education is likely to be optimistic for both pupils and teachers (Fairhurst and Fairhurst, 1995). Styles of learning are among the notions that are assumed by researchers to reveal learners' varied needs and differences.

2.3.9 Learning Styles and Attitude of Pupils to Social Studies

Styles of learning were seen to affect pupils' behaviours of learning, pupils having various style of learning preferences would behave distinctly in the manner they interact, perceive, and react to the learning environment (Junko, 1998). Since pupils differ in their preferences to certain styles of learning, it will be crucial for teachers to observe the variations in their pupils on the features of their styles of learning, for the information about preference of learners may help teachers to be more sensitive to the differences pupils bring to the class (Felder and Spurlin, 2005); modifications can then be made to adapt the varied needs of pupils.

Keefe (1987) stresses styles of learning as cognitive, affective, and psychological habits that serve as somewhat stable pointers of how pupils perceive, interact with, and respond to the environment of learning. Heitmeyer and Thomas (1990), submit that learning style has demonstrated to be significant on pupils learning the effectiveness which results from pupils' outcome to different teaching methods. For instance, pupils are found to be more comfortable with some instructional strategies than others because of their learning style preference.

Sumber, Ndofirepi and Gwirayi (2012), suggests that the teaching style of a teacher should match the style of learning of the pupil for the learners to comprehend the teaching of

teacher. In addition, study has revealed improved grades, attitudes and behaviour, when the environment complements the pupil's learning style preference (Dunn et al., 1989; Marshall, 1991).

This agrees with the statement of Jalongo (2008), who argued that children frequently prefer visual and kinaesthetic approaches; he states the listening activities should be done with activities and images. Doing this had a noticeable effect that is positive on children's attention span and listening behaviours.

2.3.10 Learning Styles and Social Skills

According to Johnson (2007), styles of learning are the different ways of learning. It is believed commonly that most people prefer some methods of interacting with, taking in and processing information. Learning styles therefore, includes educating methods, specifically a person which are presumed to permit that person to learn best. Singh and Singh (2009) had observed that the psychologist, Allport used the term, learning styles, to refer to the consistent pattern of learning on the part of individuals.

Sternberg cited in Singh and Singh (2009) characterized learning styles as individual preferences for how to learn. He explained it as the mode in which a pupil perceives, interacts and respond to the environment of learning. Dunn and Dunn cited in Johnson (2007) observed that learning styles was conceived to blend the multiple ways people think, respond, hear, see, rationalize and touch and learn. They explained that this approach to learning emphasizes the fact that an individual perceive and process information differently; the mind is unique.

In almost all, the different activities are patterned to appeal to various preferred learning style when the teacher teach based on the instructional strategies; all pupils are taught partly in a way they prefer, which leads to an improved comfort and willingness to learn.

In all, scholars of instructional strategies and teaching methodology (Mezieobi, 1994 and Oyetunde, 1990) have consented no single method of teaching and no peculiar method will be apt to all school subject, in all circumstance Mabkwem (2001) was of the opinion that each subject has its own peculiarities and emphasis methods. Likewise, each theme or subject matter has its own objectives and expected outcomes which may not be in other subjects.

Heitmeyer and Thomas (1990) discovered pupils to be more comfortable with certain instructional strategies than others because of their learning style preference. Meanwhile the findings of some researchers show that poor performances of pupils are as a result of the inappropriate learning styles adopted by the pupils (Heilat et. al, 2010). Jokthan (2012), in his own study Analysis of Differences among Students, suggested that teachers should always have in mind that the pupils have different learning styles and are advised to vary their methods of giving instructions and teaching. She concludes that style of learning is a point along scale that enables us to discover the various forms of mental representations; they are not the character of what people are or are not.

2.3.11 School Location and Pupils Achievements in Social Studies

School location means the environment in which a school is situated among other factors, school location according to Ezuedu (2003), could mean urban-rural setting. School location has been said to have a great influence on a child's learning consciously or unconsciously. Skinner (2010) explains that, school in the heart of housing estate or (G.R.A) cannot be compared to a school located in an unsuitable place like Main Street, motor garage, noisy area, and schools near a big market among others. The environment that is Noisy is capable of impending learning and teaching conditions. Long journey to school can be tedious. All these variables have the ability to influence the understanding of the pupils' (Johnson, 2005).

Ndukwu and Odinko commented that schools that are located in urban centers are better positioned to attract more quality teachers and students that exhibit the readiness to take serious the academic business (Ndukwu, 2002; Odinko, 2002). Also, Adelabu and Oginni recommended in their separate studies on school location that an enriched environment could result in better performance of students (Oginni, 2013; Adelabu, 1998). Research work of Orji (1998) further discovered that the environment that a school is located brings about various behaviours and responses from learners.

Obed (1984), reported a significant difference in rural-urban performance of 480 primary six pupils on the aptitude sub-sets of the (Nigeria) National Common Entrance Examination (NCEE) into secondary schools. He concluded that the urban schools children were superior to the rural children. Kemjika (1989), who hold similar view with Obed's findings on rural and urban differences showed performance of the pupils are affected by the that location of the community in which the school is situated. Supporting the above; Ajayi (1988),

discovered a significant difference in academic achievement of learners in rural and urban areas of study. He then concluded that the performance must have been borne out of many facilities they were used to which were not available in the rural set up.

Though some studies affirmed that urban pupils performed better, others have contrary view. However, contrary to former studies which recommended that the effect of school location is in favour of urban pupils, the result in Okonkwo's study reported the opposite (Okonkwo, 2002). This might suggest that the effect of location might not be absolute. In a study carried out by Goma (1997), where he designed visual teaching models for the learning of mathematics at junior secondary school in Niger State, found that there was no significant difference in mathematics scores of students in rural and urban locations.

From these diverse reviews, school location and academic influence are not the same. While some maintain that urban pupils perform better in examination, others have found that rural pupils (despite every bit of odds) perform better. Some have concluded that no specific set up (Urban or rural) can claim superiority above the other for their achievements are the same. It was thus part of the thrust of this study to investigate the influence of school location on pupils' achievement among other factors in Social Studies.

2.3.12 School Location and Pupils Attitude to Social Studies

Educationist and psychologists agreed that the environment of a child's can apply significant influence on her development intellectually (Okonkwo, 2002). It is believed that there is need to determine the efficacy of school location on pupil's learning outcomes based on past studies.

Onukwo (2004) recorded that an environment that is conducive improves a child's development and growth. Schools located near noisy areas always bring deficits to mental concentration of pupils in such schools. Children are happy in a friendly and peaceful environment because an environment that is conducive enhances the child's development and growth. Whereas urban schools situated in noisy areas are associated with mental concentration deficits and it leads to pupil's poor performance.

Orji (1998) discovered that the environment in which a school is located, brings about different behaviours and responses from the learners. A research team in another

development at university of Aston recorded that it had received general well-founded reports that: secondary Schools have found (pupils from small rural schools) not only as well prepared academically as pupils from other schools, but they had a better attitude to work. According to some scholars like Skinner (2010), environment didn't play a part in determining an individual trait and behaviour the identical twin should theoretically be the same in all aspects even if reared apart.

2.3.13 School Location and Social Skills

One pertinent fact obtained from Social Studies is the recognition of human being as the most crucial aspect of development and learning of purposeful knowledge and skills to make them function well in the society.

The importance of school factors in the achievement of pupils particularly in science is explained by Maduabum (1992). For example, studies on school location may affect achievement in Biology, in Mathematics, Chemistry or other science subjects.

Several aspects of social development appear to be an innate part of a child's temperament, but it should also be noted, that the environment plays an important part in shaping a child's development socially. It is believed thus, that there is need to determine school location efficacy on pupil's learning outcomes [International Journal for Cross-Disciplinary Subjects in Education (IJCDSE), 2013].

2.4 Appraisal of Literature Reviewed

Literature reviewed revealed that for storytelling and drama, there are few researches documenting the use of the strategies in Social Studies teaching at the primary school level; storytelling and drama enhance the learning outcomes in Social Studies. The overall goal of teaching and learning Social Studies succinctly states its usefulness as a subject that promote intellectual and moral development of the citizens, as well as the acquisition of the skills necessary for nation building. Social Studies education is very strategic and important in the social reorientation of citizens in achieving some of the national goals. It was further revealed that storytelling instructional strategy could have positive impact on pupils' learning outcomes. Pupils' rate of academic response were found to be on the increase when pupils were exposed to storytelling instructional strategy; that were carried out at the secondary school level and mostly in language classrooms; however, there is relatively little study that

determines the efficacy of storytelling on primary school pupils learning outcomes especially in Social Studies in Nigeria.

More so, literature revealed that drama instructional strategy positively impacted pupils' who have problems learning because it makes provision for immediate and visual demonstration of the performance of the pupils. Few studies have been carried out in some aspects of drama as an instructional strategy. The use of drama in teaching has been investigated in language and Mathematics. However, such studies on primary school pupils have not been carried out in Social Studies in Nigeria. Also, it revealed that school location is an area that has been examined extensively, but with conflicting results. It has been reported that the performance of urban pupils surpassed that of rural pupils while some researchers also concluded that the performance of both urban and rural pupils were not significantly different. Literature further revealed that the manner in which pupils receive and process information has been found to be affected by their Learning Styles. Pupils have different learning styles which show up in the classroom in the different ways that pupils acquire information and these can affect how they learn. Hence, the current study intends to fill these gaps.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

The study employed the pretest – posttest control group quasi-experimental research design with 4x2x3 factorial matrix.

The research design would be schematically represented as follows

| | | | |
|----------------|----------------|----------------|--|
| O ₁ | X ₁ | O ₅ | Experimental Group 1 (E ₁) |
| O ₂ | X ₂ | O ₆ | Experimental Group 2 (E ₂) |
| O ₃ | X ₃ | O ₇ | Experimental Group 3 (E ₃) |
| O ₄ | X ₄ | O ₈ | Control Group (C) |

Where

O₁, O₂, O₃ and O₄ represents pretest scores across the groups

O₅, O₆, O₇ and O₈ represents posttest scores across the groups

X₁ represents treatment on experimental group1 (Storytelling Instructional Strategy) (E₁)

X₂ represents treatment on experimental group2 (Drama Instructional Strategy) (E₂)

X₃ represents treatment on experimental group3 (Storytelling and Drama Instructional Strategy) (E₃)

X₄ represents treatment on the control group (Conventional Strategy) (CS)

The study makes use of 4x2x3 factorial matrix which is represented in table 3.1 below:

Table 3.1: 4x2x3 Factorial Matrix

| Treatment | Learning Styles | School Location | |
|---|-----------------|-----------------|-------|
| | | Urban | Rural |
| Experimental 1 Storytelling Instructional Strategy | Visual | | |
| | Auditory | | |
| | Kinaesthetic | | |
| Experimental 11 Drama Instructional Strategy | Visual | | |
| | Auditory | | |
| | Kinaesthetic | | |
| Experimental 111 Storytelling and Drama Instructional Strategy | Visual | | |
| | Auditory | | |
| | Kinaesthetic | | |
| Control Group Conventional Strategy | Visual | | |
| | Auditory | | |
| | Kinaesthetic | | |

3.2 Variables in the Study

The following variables were used in the study

Independent Variable the independent variable was the Instructional strategy (treatment) manipulated at four levels:

Storytelling Instructional Strategy (SIS)

Drama Instructional Strategy (DIS)

Storytelling and Drama Instructional Strategy (SDIS)

Conventional Strategy (CS)

Moderator Variables: two moderators variables were used, these are:

1. School Location – at two levels

Urban schools

Rural schools

2. Learning styles – at three levels:

(a) Visual

(b) Auditory

(c)Kinaesthetic

Dependent Variables: the dependent variables in the study were the pupils' learning outcomes, which will be:

(i) Achievement in Social Studies

(ii) Attitude to Social Studies

(iii) Social Skills

3.3 Selection of Participants

The population for the study consisted of all primary four pupils in public primary schools in all the eleven local government areas in Ibadan. The choice of primary four pupils was based on the fact that they would have had over three years' experience of learning at the primary school level unlike pupils in the lower classes and on the basis that a successful completion of primary four is widely considered as essential threshold for attaining literacy (FGN/UNICEF, 1993). Secondly, Primary four pupils were particularly selected for this study because primary four pupils are learners that are still concrete operators and must of a necessity be given concrete examples in order to assist their understanding. At this stage, they can understand imagery to remember issues and the child's thinking is limited by its reliance on

what he/she experiences or observes. Besides, primary four pupils are not preparing for any immediate external examination. On these bases, the head teachers are expected to allow the researcher to make use of the pupils; to participate in the study.

Ibadan has eleven local government areas (five urban and six rural areas). Thus two local government areas were each randomly selected from each of the dichotomies (urban and rural). Two schools were randomly selected from each of the participating local government areas. One school was randomly assigned to each of the treatment groups in urban as well as in the rural areas. In all 262 pupils participated in the study.

3.4 Selection of Schools

The participating Local Government Areas were randomly selected; eight public primary schools were selected from the target local governments for the study in Ibadan, Oyo State from both urban and rural areas.

3.5 Research Instruments

The following instruments were used for the study. They are in two groups, namely:

Stimuli instruments

1. Storytelling Instructional strategy (SIS)
2. Drama Instructional strategy (DIS)
3. Storytelling and Drama Instructional Strategy (SDIS)
4. Conventional strategy (CS)

Response Instruments

5. Achievement test in Social Studies (ATSS)
6. Pupils' Attitude to Social Studies Scale (PASSC)
7. Pupil's Social Skill Observational Schedule (PSSOS)
8. Pupils' Learning Style Questionnaire (PLSQ)
9. Storytelling Instructional strategy Guide (SISG)
10. Drama Instructional strategy Guide (DISG)
11. Storytelling and Drama Instructional Strategy Guide (SDISG)
12. Conventional strategy Guide (CSG)
13. Teachers' Performance Evaluation Sheet

3.5.1 Storytelling Instructional Strategy (SIS)

The storybook titled Christmas with the Thompsons and other stories was written by the researcher. It consists of six stories covering some Social studies topics namely: Family Relationships, Marriage practices and failures, the meaning, element and preservation of culture, Religious practices: similarities and differences and tolerating other people's Beliefs. It was guided by the New curriculum Modules for Primary Schools, Primary 4 (Social studies) by Nigerian Educational Research and Development Council (NERDC, 2012).

Copies of the storybook were given to lecturers in Arts and Social Science and Early Childhood and Educational Foundations Department and the Communication and Language Arts Department. Their constructive suggestions and corrections were incorporated to improve the quality of the instrument for face and content validity of the stories. Corrections were also made on the language appropriateness in order to make it match to the level of the pupils.

3.5.2 Drama Instructional Strategy (DIS)

The drama titled Aduke Agbaje and other Plays was written by the researcher. It contains six scripts of play written in drama form and it covers some Social studies concepts namely: Family Relationships, Marriage practices and failures, the meaning, element and preservation of culture, Religious practices: similarities and differences and tolerating other people's beliefs. It was guided by the New curriculum Modules for Primary schools, primary 4 (Social studies) by Nigerian Educational Research and Development Council (NERDC,2012).

Copies of drama book were given to lecturers in the Department of Theatre Arts, Faculty of Arts and Arts and Social Science, Faculty of Education. Based on their corrections, the language and age appropriateness, face and content validity of the strategy were confirmed that the drama would be able to fulfil its purposes.

3.5.3 Storytelling and Drama Instructional Strategy (SDIS)

SDIS contains three stories and three dramas which were also packaged by the researcher. It covers some Social studies concepts namely: Family Relationships, Marriage practices and failures, the meaning, element and preservation of culture, Religious practices: similarities and differences and tolerating other people's beliefs. It was guided by the New curriculum

Modules for Primary schools, primary 4 (Social studies) by Nigerian Educational Research and Development Council (NERDC, 2012).

Copies of SDIS were given to lecturers in the Communication and Language Arts Department, Department of Theatre Arts, Faculty of Arts, and Arts and Social Science, Faculty of Education and based on their corrections, the language and age appropriateness, face and content validity of the strategy were confirmed that the content of the instrument are able to fulfil its purposes.

3.5.4 Conventional Strategy (CS)

The preparation of the CS was guided by the New curriculum Modules for Primary schools, primary 4 (Social Studies) by Nigerian Educational Research and Development Council (NERDC,2012). The topics covered are: Family Relationships, Marriage practices and failures, the meaning, element and preservation of culture, Religious practices: similarities and differences and Tolerating other people's Beliefs.

The CS was given to some lecturers in the field of social studies as a result of their vast knowledge in the subject area for face and content validity and the suitability of the content, appropriateness of the language level of the pupils was examined and the workability of the steps. Necessary corrections were done and their suggestions were accommodated and effected to improve on the instrument

3.5.4 Achievement Test on Social Studies (ATSS)

The instrument was developed by the researcher, it consists of 25 multiple choice items with options A to D, the item was guided and constructed based on the New curriculum Modules for Primary schools, primary 4 (Social studies) by Nigerian Educational Research and Development Council (NERDC,2012). The test items are to measure the pupils' knowledge on some basic concepts of Social studies Education such as (Family, Marriage, Religion /culture, tolerating other people's beliefs). A table of specification was prepared showing the distribution of the items generated for each concept and the items meant for each category of lower order cognitive domain. Table3.2.

Table 3.2: Table of specification for Achievement Test in Social Studies (ATSS)

| S/N | TOPICS | COGNITIVE LEVEL | | | |
|-----|-----------------------------------|------------------|------------------|----------------|-----------|
| | | Knowledge | Comprehension | Application | Total |
| 1 | Family | 1 (1) | 4 (2,3,16,17) | – | 5 |
| 2 | Marriage | 3 (10,13,18) | 2 (9,12) | – | 5 |
| 3 | Religion | 4 (5,8,15,25) | 1 (24) | – | 5 |
| 4 | Culture | 2 (20,23) | 1 (12) | 3 (4,7,19) | 6 |
| 5 | Tolerating Other People's Beliefs | – | 1 (22) | 3 (6,11,21) | 4 |
| | Total | 10 | 9 | 6 | 25 |

The instrument comprises two sections:

Section A: This section seeks to obtain demographic data of the pupils' such as school and class.

Section B: The achievement test items were self constructed from the primary four Social Studies curriculum. It consists of 25 multiple- choice objective test items. Each item has four options (A-D) and each correct option attracts a score of 1mark to give a maximum of 25 marks.

Validity and Reliability of Achievement Test on Social Studies (ATSS)

Copies of the test items were given to two teachers who teach primary four Social Studies in two schools other than those to be used for the study to ensure that the items were suitable for primary four (4) pupils; some lecturers in Arts and Social science Department, Faculty of Education, University of Ibadan were also given. Based on their comments, some question items were modified while some were totally eliminated. The final items were administered to 40 primary four pupils (pry 4) not meant for the study in order to enable the researcher remove the most simple and most difficult items and ensure both the face and content validity of the instrument. The average item difficulty level of the test was determined using KR-20 formula, the reliability coefficient is 0.72.

3.6.5 Pupils' Attitude to Social Studies Scale (PASSC):

This instrument is a questionnaire which consists of 22 items reflecting the positive and negative attitudinal disposition to Social Studies. Each item was designed to test the pupils' attitude towards Social Studies before and after treatment. This questionnaire was adapted from (Moroz, 1996). Moroz designed a standardised trialled and tested Likert scale instrument which was validated at 0.852, this form of questionnaire was adapted and some modifications were made to it to suit our immediate environment in order to obtain meaningful data from the level of respondents. The pupils' attitude to social studies scale instrument comprises two sections.

Section A: This consists of demographic data of the pupil such as school, date and class.

Section B: This consists of 22 Yes/ No items and pupils will be expected to react to each statement based on 2-points of No (N), Yes (Y). Scores are (1 for No, 2 for Yes). The items were selected on the basis of the subject topics. Yes or No question was opted for, for suitability of the learners' ages because the respondents are in their primary school level of learning.

Validity and Reliability of Pupils' Attitude to Social Studies Scale (PASSC)

To establish the validity and reliability of the instrument furthermore, the item was revalidated and given to the lecturers in Arts and Social Science and Early Childhood and Educational Foundations Department to assess the face and content validity and the suitability of the instrument in terms of language appropriateness, clarity and applicability to the level of primary four pupils. Cronbach alpha was used for the reliability coefficient which gave a value of 0.77, thus justifying the suitability.

3.6.7 Pupils' Learning style Questionnaire (PLSQ)

A standardised VAK learning style questionnaire developed by Don Doman, (2010) was adapted by the researcher in this study and some modifications were made on it to suit our immediate environment. This instrument consists of 24 items which cuts across the different forms of learning style to measure pupils' learning style preferences. The instrument comprises of two sections.

Section A: This consists of the demographic data of the pupils such as school, date and class.

Section B: This consists of 24 items, eight items each on Visual (V), Auditory (A) and Kinaesthetic (K). Pupils are expected to react to each statement based on 3-points Likert scale of Always (A), Sometimes (S) and Never (N). (3 for Always, 2 for Sometimes and 1 for Never).

Validity and Reliability of Pupils' Learning Style Questionnaire (PLSQ)

The instrument was revalidated in the Guidance and Counselling Departments to do both the face and content validation of the questions to ensure the items was suitable for the purpose of the research. In the case of this study, the Pupils' Learning Style Questionnaire (PLSQ) was used to classify the pupils into visual, auditory and kinaesthetic learners based on their responses as regards the way they preferred to learn. The reliability index was determined using Cronbach alpha, the reliability coefficient of 0.74 was obtained, which shows that the instrument was reliable.

3.6.8 Pupils' Social Skill Observational Schedule (PSSOS)

A standardised developed social skills observational schedule by Frank M. Gresham and Stephen N. Elliott, (1990) was adapted by the researcher for this study. This instrument consists of 40 items which cuts across the different social skills of pupils. The instrument comprises two sections.

Section A: This consists of the demographic data of the pupils such as name, school, date and class.

Section B: This consists of 40 items and the pupils' teachers are expected to react to each statement based on 4-points Likert scale of Very Often (VO) Often (O), Sometimes (S), and Never (N). (4 for Very Often, 3 for Often, 2 for Sometimes 1 for Never).

Validity and Reliability of Pupil's Social Skill Observational Schedule

The instrument was revalidated and given to lecturers in the Arts and Social Science Department, Faculty of Education to do both the face and content validity of the items to ensure the items were suitable for the purpose of the research. The reliability index was determined using Cronbach alpha, the reliability coefficient 0.81 was obtained, which shows that the instrument was reliable.

3.6.9 Teachers Instructional Guide

These are the teaching guides prepared by the researcher for the teachers on SIS, DIS, SDIS and CS. They were used during the training period for the experimental and control group. The main features were general information which consisted of subject, topic, class, the objectives, previous knowledge of the pupils, the reference books, and the procedural steps which contain teachers' activities, evaluation and assignment. Each of these guides was given to experienced social studies teachers for primary 4 and lecturers in ECEF, and ASE Departments to examine their content and face validity. The appropriateness of the language used to the age of the children was also examined. Their suggestions were used to reconstruct the guides.

The teachers' instructional guides were:

1. Storytelling Instructional Strategy Guide (SISG)

This is an instructional guide for the implementation of the strategy for the teachers participating in the experimental group 1. The guide provided direction to the teachers on the role they are to play in the class and the activities the pupils would engage in. It contains the statement of objectives, instructional materials and the procedure expected to be followed by the teachers in Social Studies classroom during Storytelling Instruction (SIS). This guide will be used in the training of teachers and this will allow uniformity in the use of the strategy.

2. Drama Instructional Strategy Guide (DISG)

This is an instructional guide for the implementation of the strategy for the teachers participating in the experimental group 2. The guide would provide direction to the teachers on the role they are to play in the class and the activities the pupils would engage in. It contains the statement of objectives, instructional materials and the procedure expected to be followed by the teachers in Social studies classroom during Drama Instruction (DIS). This guide will be used in the training of teachers and this will allow uniformity in the use of the strategy.

3. Storytelling and Drama Instructional Strategy Guide (SDISG)

This is an instructional guide for the implementation of the strategy for the teachers participating in the experimental group 3. The guide would provide direction to the teachers on the role they are to play in the class and the activities the pupils would engage in. It contains the statement of objectives, instructional materials and the procedure expected to be followed by the teachers in Social studies classroom during Storytelling and Drama

Instruction (SDIS). This guide will be used in the training of teachers and this will allow uniformity in the use of the strategy.

4. Conventional Strategy Guide (CSG)

This is an instructional guide for teachers participating in the control group on the implementation of conventional strategy; it follows the traditional mode of lesson delivery.

3.7 Teachers' Performance Evaluation Sheet

Four evaluation sheets were designed and used in evaluating the teachers/ research assistants performance in the various groups (storytelling, drama, storytelling and drama and conventional strategies) to assess their effectiveness in the use of the strategies based on the instructional guides that were used to provide procedural steps on each of the strategies they were exposed to during the training process.

3.8 Research Procedures

There are four groups in the study. They are:

1. Experimental Group 1 with Storytelling Instructional Strategy
2. Experimental Group 2 with Drama Instructional Strategy
3. Experimental Group 3 with Storytelling and Drama Instructional Strategy
4. Control group with Conventional strategy

After gaining consent of eight research schools within the 11 Local Government Areas of Ibadan, Oyo State, the researcher was introduced to the primary four (4) pupils in the selected classes before the commencement of the study. The researcher made her intentions known and pleaded for their full cooperation, intact classes were used and the pupils therefore were randomly assigned to experimental and control groups.

Eight teachers and eight research assistants were trained for the study and they were made up of both teachers and postgraduate students in the faculty of education. The research assistants were trained on how to conduct the pretest and posttest. They were trained to make sure that the test items were answered by the pupils and not their teachers. The training of these research assistants became necessary because the researcher could not be in the eight schools (urban and rural) at the same time and as the lessons were going on. However, the researcher

went round each school once or twice in a week unannounced to ensure that the teachers were consistent in the implementation of the research procedure.

3.8.1 Work Schedule:

The work schedule was as follows:

1st week Training of teachers and research assistants and random assigning of

(1 week) participating schools into Groups

2nd week Administration of pretest on all groups

3rd– 11th week Treatment (groups 1-4) all running simultaneously

(9 weeks)

11th - 12th week Administration of posttest to all groups

(1 week)

3.8.2 Training of Participating Teachers / Research Assistants

Having secured the permission and cooperation of the school heads and the Social Studies teachers of the classes to be used, one week training was given to the participating primary four teachers in selected schools and eight research assistants using the instructional guide to provide step by step explanation so as to have uniformity and to ensure that they acquired competencies in their randomly assigned strategies necessary for the implementation. The teachers were trained to teach with the Instructional Guides (SISG, DISG and SDISG) in the experimental groups and (CSG) in the control group. After the training, the teachers and other facilitators were assessed using teachers' performance evaluation sheet in the strategies. Participating teachers in the control group were not trained in the use of storytelling (SIS), drama (DIS) and storytelling and drama combined (SDIS) instructional strategies.

3.8.3 Administration of Pretest on Experimental and Control groups

After the training of the teachers, the instruments (PASSC, ATSS, PSSOS and PLSQ) were administered to all the pupils involved in the study (experimental and control groups) before the actual treatment during the second week before the commencement of the treatments by the research assistants under the supervision of the researcher. The pretest took place so as to compare the effect of the treatment on them in the following order: Pupils Attitude to Social Studies Scale (PASSC) were administered first to ascertain the entry attitude of the pupils to Social Studies; followed by Achievement Test in Social studies (ATSS) then Pupils Social Skills Observational Schedule (PSSOS) and Pupils Learning Style Questionnaire (PLSQ).

3.8.4 Selection of Topics

The selection of the topics was based on the observation that some empirical studies had dealt with some aspect of Social Studies. Also according to Abidoye (2014), some Social Studies topics required hands on strategy to create and support meaningful learning and to aid understanding.

The criteria for the selection of topics are:

- i. That the topics are found in the Social Studies curriculum for primary four.
- ii. Evidence that the topics have not been taught by their teachers.

The topics are:

1. Family relationships
2. Marriage practices and failures
3. Culture: the meaning, element and preservation of culture
4. Religious practices: similarities and differences
5. Tolerating other people's Beliefs

3.8.5 Treatment

This was done by exposing the pupils in selected schools to experiments; pupils were taken through the contents of the selected topics (Family, Marriage, Religion/Culture, tolerating other people's belief) using Storytelling, Drama Instructional Strategies and Storytelling and Drama Instructional for the period of nine weeks in each of the eight selected schools. The pupils in the control group would also be taught the same topics but with conventional strategy which involves the traditional method as contained in the guide.

The participating teachers experimented for two periods per week for nine weeks. During the treatment periods; the researcher went round to supervise the teachers. This is to ensure that they follow the guidelines given to them.

3.8.5a Experimental Group 1 (Storytelling Instructional Strategy)

Steps involved in the SIS include;

Step 1: Pupils shared what they knew on the topic.

Step 11: Teacher read the stories aloud, using gestures to make them creative and mimicking the characters in the stories to make it exciting.

Step 111: Pupils' shared the stories in turns as assigned to them by the teacher while others

Followed silently from their own storybook.

Step IV: Pupils were asked to retell the story by their teacher.

Step V: Teacher asked them 'who', 'what', 'where', 'when' and 'how' of the story

Step VI: Pupils asked questions and teacher gave answers as appropriate

Conclusion: Teacher gave the summary of the story in the chapter read.

Evaluation: Teacher asked series of questions in order of sequence to enable the pupils
narrate the story step by step.

Assignment: Pupils were instructed to retell the story at home and also go through it ahead of
another class.

3.8.5b Experimental Group 2 Drama Instructional Strategy

Steps involved in the DIS include;

Step 1: Teacher introduced the lesson to the pupils and assigned pupils to characters

Step 11: Pupils assumed the roles of the character as actors as they acted the script

Step 111: Pupils were asked to give important incidence in the play.

Step IV: Teacher asked them 'who', 'what', 'where', 'when' and 'how' of the drama

Step V: Pupils asked questions and teacher gave answers as appropriate

Conclusion: Teacher gave the summary of the play and asked for the lessons learnt.

Assignment: Pupils were instructed to share the drama with people at home.

3.8.5c Experimental Group 3 Storytelling and Drama Instructional Strategy

Steps involved in the SDIS include;

Step 1: Pupils shared what they know on the topic.

Step 11: Teacher shared the stories aloud, using gestures to make them creative and
mimicking the characters in the stories to make it exciting.

Step 111: Pupils' shared the stories in turns as assigned to them by the teacher while others
followed silently from their own storybook.

Step IV: Pupils assumed the roles of the character as actors as they acted inturns.

Step V:Pupils were asked to give important incidence in the play.

Step VI: Teacher asked them 'who', 'what', 'where', 'when' and 'how' of the drama

Step VII: Pupils asked questions and teacher gave answers as appropriate

Conclusion: Teacher gave the summary of the play.

Assignment: Pupils were instructed to share the drama with people at home.

3.8.5d Control Group: Conventional Strategy

Steps involved in the CS include;

Step 1: Teacher introduced the lesson by asking questions based on their previous knowledge.

Step 11: Teacher presented the topic and explained the content of the lesson.

Step 111: Pupils were directed to write the chalkboard summary of the subject matter taught into their notebooks.

Step 1V: Teacher asked the pupils some questions in class.

Step V: Pupils asked questions.

Conclusion: Teacher answers their questions by giving more explanations.

Evaluation: Teacher gave the pupils class exercise on the topic taught and collected their notes to mark.

3.8.6 Administration of Posttest

After treatment of the experimental groups and the control group, posttest was administered to the participants using the same instruments earlier administered as pretest in the same order. Social Studies Attitude Questionnaire (SSAQ) and Achievement test in Social Studies (ATSS) were administered to the pupils in both experimental and control groups under the supervision of the research assistants and the researcher. (ATSS) and (SSAQ) questionnaires were collected and assessed. The scores were used to determine the effect of treatment if any.

3.9 Method of Data Analysis

The data gathered were statistically analysed using descriptive and inferential statistics. Analysis of covariance was used to determine the main significance and interaction effects of the variables of the study; with pretest scores as covariates. Also the Estimated Marginal Mean (EMM) was employed to identify the mean score in each group. Bonferoni post- hoc analysis was employed where there is significant interaction effect. All hypotheses was be tested at $p < 0.05$ level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Presentation of results

This chapter presents the results of the study. The results are presented in the order of the null hypothesis generated for the study.

Testing the hypotheses

Ho1a: There is no significant main effect of treatment on pupils' achievement in Social studies

Table 4.1: Analysis of Covariance (ANCOVA) of Achievement by Treatment, Learning style and Location

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|---------------------------------------|-------------------------|-----|-------------|---------|--------|---------------------|
| Corrected Model | 6943.218 ^a | 24 | 289.301 | 37.436 | 0.000 | 0.791 |
| Intercept | 538.815 | 1 | 538.815 | 69.724 | 0.000 | 0.227 |
| Pre Achievement | 2206.196 | 1 | 2206.196 | 285.487 | 0.000 | 0.546 |
| Treatment | 356.043 | 3 | 118.681 | 15.358 | 0.000* | 0.163 |
| Learning style | 21.600 | 2 | 10.800 | 1.398 | 0.249 | 0.012 |
| Location | 72.970 | 1 | 72.970 | 9.443 | 0.002* | 0.038 |
| Treatment x Learning style | 36.428 | 6 | 6.071 | 0.786 | 0.582 | 0.020 |
| Treatment x Location | 83.197 | 3 | 27.732 | 3.589 | 0.014* | 0.043 |
| Learning style x Location | 14.101 | 2 | 7.050 | 0.912 | 0.403 | 0.008 |
| Treatment x Learning style x Location | 145.658 | 6 | 24.276 | 3.141 | 0.006* | 0.074 |
| Error | 1831.499 | 237 | 7.728 | | | |
| Total | 79216.000 | 262 | | | | |
| Corrected Total | 8774.718 | 261 | | | | |

R Squared = .791 (Adjusted R Squared = .770) * denotes significant at $p < 0.05$

The result presented in Table 4.1 showed that there was a significant main effect of treatment on pupils' achievement ($F_{(3,237)} = 15.36$; $p < 0.05$, partial $\eta^2 = 0.16$). Thus, hypothesis 1a was rejected. The effect size is 16.3%. This indicated 16.3% variation in pupils' achievement was accounted for by the treatment. In order to determine the magnitude of the significant main effect across treatment groups, the estimated marginal means of the treatment groups was carried out and the result is presented in Table 4.2

Table 4.2: Estimated Marginal Means for Achievement by Treatment and Control group

| Treatment | Mean | Std. Error | 95% Confidence Interval | |
|---|-------|------------|-------------------------|-------------|
| | | | Lower Bound | Upper Bound |
| Storytelling Instructional Strategy (SIS) | 17.64 | 0.523 | 16.612 | 18.674 |
| Drama Instructional Strategy (DIS) | 17.35 | 0.329 | 16.702 | 17.997 |
| Story/Drama Instructional Strategy (SDIS) | 16.88 | 0.529 | 15.833 | 17.919 |
| Conventional Strategy (CS) | 14.71 | 0.308 | 14.105 | 15.320 |

The estimated marginal means on table 4.2 revealed that pupils' in Storytelling Instructional Strategy (SIS)treatment Group1 had the highest adjusted achievement mean score (17.64), followed by Drama Instructional Strategy (DIS)treatment Group 2 (17.35), Story/Drama Instructional Strategy (SDIS) treatment Group 3 (16.88), while the Conventional Strategy (CS) control Group had the least adjusted achievement mean score (14.71). This order can be represented as $SIS > DIS > SDIS > CS$. In order to determine the source of the significant difference, Bonferroni Post-hoc Analysis was computed as presented in Table 4.3:

Table 4.3: Bonferroni Post-hoc Analysis of Achievement by Treatment and Control Group

| (I) Treatment | (J) Treatment | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval for Difference | |
|---|---|-----------------------|------------|-------|--|-------------|
| | | | | | Lower Bound | Upper Bound |
| Storytelling Instructional Strategy (SIS) | Drama Instructional Strategy (DIS) | 0.293 | .623 | 1.000 | -1.364 | 1.950 |
| | Story/Drama Instructional Strategy (SDIS) | 0.767 | .770 | 1.000 | -1.282 | 2.816 |
| | Conventional Strategy (CS) | 2.930* | .592 | .000 | 1.354 | 4.506 |
| Drama Instructional Strategy (DIS) | Storytelling Instructional Strategy (SIS) | -0.293 | .623 | 1.000 | -1.950 | 1.364 |
| | Story/Drama Instructional Strategy (SDIS) | 0.474 | .620 | 1.000 | -1.176 | 2.124 |
| | Conventional Strategy (CS) | 2.637* | .453 | .000 | 1.433 | 3.841 |
| Story/Drama Instructional Strategy (SDIS) | Storytelling Instructional Strategy (SIS) | -0.767 | .770 | 1.000 | -2.816 | 1.282 |
| | Drama Instructional Strategy (DIS) | -0.474 | .620 | 1.000 | -2.124 | 1.176 |
| | Conventional Strategy (CS) | 2.163* | .622 | .004 | .509 | 3.818 |
| Conventional Strategy (CS) | Storytelling Instructional Strategy (SIS) | -2.930* | .592 | .000 | -4.506 | -1.354 |
| | Drama Instructional Strategy (DIS) | -2.637* | .453 | .000 | -3.841 | -1.433 |
| | Story/Drama Instructional Strategy (SDIS) | -2.163* | .622 | .004 | -3.818 | -.509 |

* denotes significant at $p < 0.05$

Table 4.3 revealed that pupils' exposed to Storytelling Instructional Strategy (SIS) were not significantly different from their counterparts taught using Drama Instructional Strategy (DIS) and Story/Drama Instructional Strategy (SDIS) but significantly different from those exposed to the Conventional Strategy (CS) in their achievement scores. Pupils' exposed to Drama Instructional Strategy were significantly different from those taught using conventional strategy. Furthermore, pupils' exposed to Story/Drama Instructional Strategy were also significantly different from those taught using conventional strategy. This indicated that storytelling, drama and story/drama instructional strategies were the main sources of significant differences in treatment.

Ho1b: There is no significant main effect of treatment on pupils' attitude to Social Studies
In order to test this hypothesis, the Analysis of Covariance was computed, the summary is represented in Table 4.4

Table 4.4: Analysis of Covariance (ANCOVA) of Attitude by Treatment, Learning style and Location

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|---------------------------------------|-------------------------|-----|-------------|---------|--------|---------------------|
| Corrected Model | 360.637 ^a | 24 | 15.027 | 2.380 | 0.001 | 0.197 |
| Intercept | 3245.417 | 1 | 3245.417 | 513.938 | 0.000 | 0.688 |
| Pre Attitude | .097 | 1 | 0.097 | 0.015 | 0.901 | 0.000 |
| Treatment | 46.489 | 3 | 15.496 | 2.454 | 0.064 | 0.031 |
| Learning style | 20.518 | 2 | 10.259 | 1.625 | 0.199 | 0.014 |
| Location | 1.806 | 1 | 1.806 | 0.286 | 0.593 | 0.001 |
| Treatment x Learning style | 47.524 | 6 | 7.921 | 1.254 | 0.280 | 0.031 |
| Treatment x Location | 138.124 | 3 | 46.041 | 7.291 | 0.000* | 0.086 |
| Learning style x Location | 20.345 | 2 | 10.173 | 1.611 | 0.202 | 0.014 |
| Treatment x Learning style x Location | 16.933 | 6 | 2.822 | 0.447 | 0.847 | 0.011 |
| Error | 1471.348 | 233 | 6.315 | | | |
| Total | 94894.000 | 258 | | | | |
| Corrected Total | 1831.984 | 257 | | | | |

R Squared = .197 (Adjusted R Squared = .114)

Table 4.4 showed that there was no significant main effect of treatment on pupils' attitude ($F_{(3,237)} = 2.45$; $p > 0.05$, partial $\eta^2 = 0.03$). Thus, hypothesis 1b was not rejected. This indicated that treatment had no effect on pupils' attitude.

Ho1c: There is no significant main effect of treatment on pupils' social skills

Table 4.5: Analysis of Covariance (ANCOVA) of Social Skills by Treatment, Learning style and Location

| Source | Type III Sum of Squares | Df | Mean Square | F | Sig. | Partial Eta Squared |
|---------------------------------------|-------------------------|-----|-------------|---------|-------|---------------------|
| Corrected Model | 10121.383 ^a | 24 | 421.724 | 1.142 | 0.299 | 0.107 |
| Intercept | 43904.105 | 1 | 43904.105 | 118.929 | 0.000 | 0.343 |
| Pre Social skill | 978.280 | 1 | 978.280 | 2.650 | 0.105 | 0.011 |
| Treatment | 2267.879 | 3 | 755.960 | 2.048 | 0.108 | 0.026 |
| Learning style | 147.893 | 2 | 73.947 | .200 | 0.819 | 0.002 |
| Location | 125.593 | 1 | 125.593 | .340 | 0.560 | 0.001 |
| Treatment x Learning style | 4120.787 | 6 | 686.798 | 1.860 | 0.089 | 0.047 |
| Treatment x Location | 2428.659 | 3 | 809.553 | 2.193 | 0.090 | 0.028 |
| Learning style x Location | 52.143 | 2 | 26.072 | .071 | 0.932 | 0.001 |
| Treatment x Learning style x Location | 1118.920 | 6 | 186.487 | .505 | 0.804 | 0.013 |
| Error | 84169.036 | 228 | 369.162 | | | |
| Total | 2860145.000 | 253 | | | | |
| Corrected Total | 94290.419 | 252 | | | | |

R Squared = .107 (Adjusted R Squared = .013)

Table 4.5 showed that there was no significant main effect of treatment on pupils' social skills ($F_{(3,237)} = 2.05$; $p > 0.05$, partial $\eta^2 = 0.03$). Thus, hypothesis 1c was not rejected. This indicated that treatment had no effect on pupils' social skills.

Ho2a: There is no significant main effect of learning style on pupils' achievement

Table 4.1 showed that there was no significant main effect of learning style on pupils' achievement ($F_{(2,237)} = 1.398$; $p > 0.05$, partial $\eta^2 = 0.012$). Therefore, hypothesis 2a was not rejected. This indicated that learning style had no effect on pupils' achievement.

Ho2b: There is no significant main effect of learning style on pupils' attitude

Table 4.4 showed that there was no significant main effect of learning style on pupils' attitude ($F_{(2,237)} = 1.63$; $p > 0.05$, partial $\eta^2 = 0.014$). Therefore, hypothesis 2b was not rejected. This indicated that learning style had no effect on pupils' attitude.

Ho2c: There is no significant main effect of learning style on pupils' social skills

Table 4.5 showed that there was no significant main effect of learning style on pupils' social skills ($F_{(2,237)} = 0.20$; $p > 0.05$, partial $\eta^2 = 0.002$). Therefore, hypothesis 2c was not rejected. This indicated that learning style had no effect on pupils' social skills.

Ho3a: There is no significant main effect of school location on pupils' achievement

Table 4.1 showed that there was a significant main effect of school location on pupils' achievement ($F_{(1,237)} = 9.44$; $p < 0.05$, partial $\eta^2 = 0.038$). Thus, hypothesis 3a was rejected. The effect is 3.8%. This indicated 3.8% variation in pupils' achievement was accounted for by school location. In order to determine the magnitude of the significant main effect across school location, the estimated marginal means of the treatment groups was carried out, and the result was presented in Table 4.6

Table 4.6: Estimated Marginal Means Achievement by School location

| Location | Mean | Std. Error | 95% Confidence Interval | |
|----------|-------|------------|-------------------------|-------------|
| | | | Lower Bound | Upper Bound |
| Rural | 17.41 | 0.333 | 16.757 | 18.068 |
| Urban | 15.88 | 0.322 | 15.243 | 16.514 |

Table 4.6 revealed that pupils' from schools located in rural areas had the higher adjusted achievement mean score (17.41), while their counterparts from urban schools had the lower adjusted achievement mean score (15.88).

Ho3b: There is no significant main effect of school location on pupils' attitude

Table 4.4 showed that there was no significant main effect of school location on pupils' attitude ($F_{(1,237)}=0.29$; $p>0.05$, partial $\eta^2 = 0.001$). Thus, hypothesis 3b was not rejected. This means that school location had no effect on pupils' attitude.

Ho3c: There is no significant main effect of school location on pupils' social skills

Table 4.5 showed that there was no significant main effect of school location on pupils' social skills ($F_{(1,237)}=0.34$; $p>0.05$, partial $\eta^2 = 0.001$). Thus, hypothesis 3c was not rejected. This means that school location had no effect on pupils' social skills.

Ho4a: There is no significant interaction effect of treatment and learning style on pupils' achievement

Table 4.1 showed that there was no significant interaction of treatment and learning style on pupils' achievement ($F_{(6,237)} = 0.786$ $p>.05$, partial $\eta^2 = .020$). Therefore, hypothesis 4a was not rejected. This implies that treatment and learning style had no effect on pupils' achievement.

Ho4b: There is no significant interaction effect of treatment and learning style on pupils' attitude

Table 4.4 showed that there was no significant interaction of treatment and learning style on pupils' attitude ($F_{(6,237)} = 1.25$ $p>.05$, partial $\eta^2 = 0.031$). Therefore, hypothesis 4a was not rejected. This implies that treatment and learning style had no effect on pupils' attitude.

Ho4c: There is no significant interaction effect of treatment and learning style on pupils' social skills

Table 4.5 showed that there was no significant interaction of treatment and learning style on pupils' social skills ($F_{(6,237)} = 1.86$ $p>.05$, partial $\eta^2 = 0.05$). Therefore, hypothesis 4c was not rejected. This implies that treatment and learning style had no effect on pupils' social skills.

Ho5a: There is no significant interaction effect of treatment and school location on pupils' achievement

Table 4.1 showed that there was a significant interaction effect of treatment and school location on pupils' achievement ($F_{(3,237)}=3.589$; $p<0.05$, partial $\eta^2 = 0.043$). Thus, hypothesis 5a was rejected. The effect size is 4.3%. This means that 4.3% variation in pupils' achievement was accounted for by the treatment and school location. In order to explore the interaction effect, Figure 1 presents the interaction in line graph.

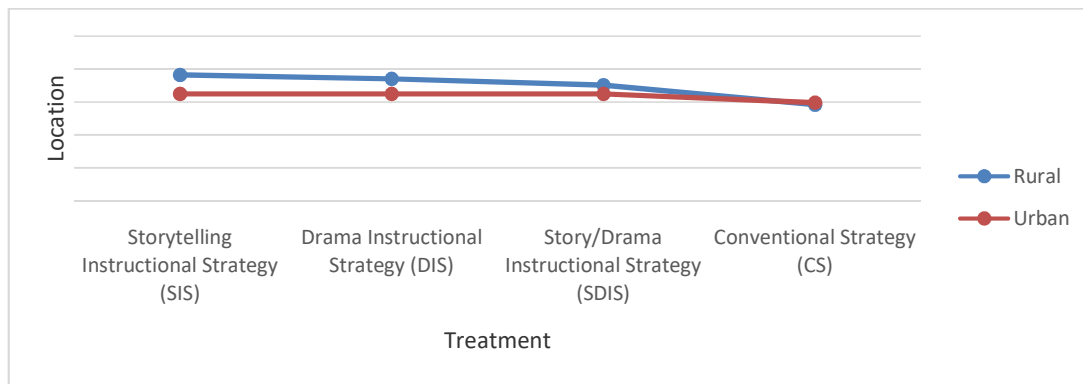


Fig. 1: Interaction between Treatment and School Location on pupils' Achievement

Figure 1 showed that rural located pupils in storytelling instructional strategy group had better achievement mean score (19.09), and was followed by rural pupils' in drama instructional strategy group (18.48), rural pupils' in story/drama instructional strategy group (17.53), urban pupils' in story/drama instructional strategy group (16.22), urban pupils' in story/drama instructional strategy group (16.220), urban pupils' in conventional strategy group (14.88), while rural pupils' in the conventional strategy had the least achievement mean score (14.55). The interaction is disordinal. This means that not the same group of pupils' by school location performed better.

Ho5b: There is no significant interaction effect of treatment and location on pupils' attitude

Table 4.4 showed that there was a significant interaction effect of treatment and location on pupils' attitude ($F_{(3,237)} = 7.29$; $p < 0.05$, partial $\eta^2 = 0.086$). Thus, hypothesis 5b was rejected. The effect size is 8.6%. This means that 8.6% variation in pupils' attitude was accounted for by the treatment and location. In order to explore the interaction effect, Figure 2 presents the interaction in line graph.

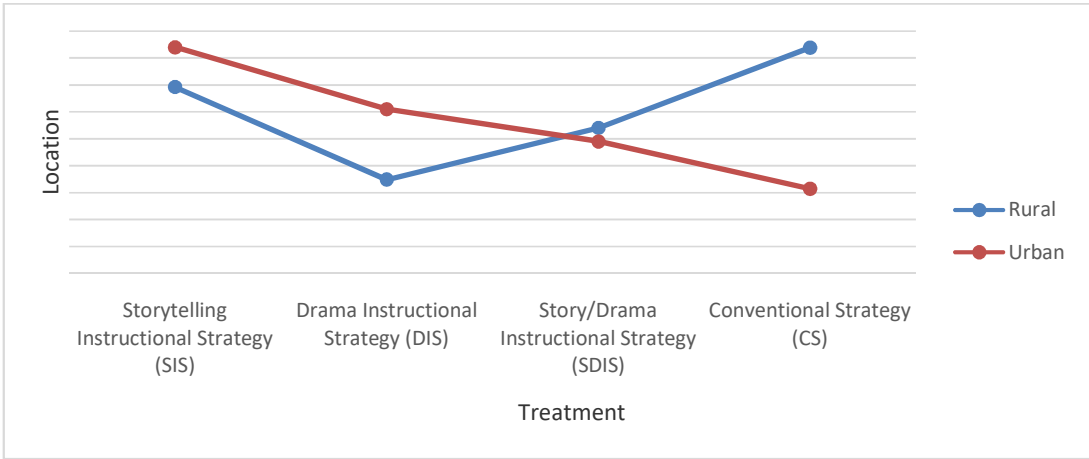


Fig. 2: Interaction between Treatment and School Location on pupils' Attitude

Figure 2 showed that urban located pupils' in storytelling instructional strategy group had better attitude mean score (20.20), and was followed by urban pupils' in conventional strategy group (20.19), rural pupils' in storytelling instructional strategy group (19.46), urban pupils' in drama instructional strategy group (19.05), rural pupils' in story/drama instructional strategy group (18.70), urban pupils' in story/drama instructional strategy group (18.45), rural pupils' in the drama instructional strategy group (17.74), while urban pupils' in the conventional strategy had the least attitudinal mean score (17.57). The interaction is disordinal. This means that not the same group of pupils' by school location performed better.

Ho5c: There is no significant interaction effect of treatment and location on pupils' social skills

Table 5 showed that there was no significant interaction effect of treatment and location on pupils' social skills ($F_{(3,237)} = 2.19$; $p > 0.05$, partial $\eta^2 = 0.028$). Thus, hypothesis 5c was not rejected. This implies that treatment and location had no effect on pupils' social skills.

Ho6a: There is no significant interaction effect of learning style and location on pupils' achievement

Table 4.1 showed that there was no significant interaction of learning style and location on pupils' achievement ($F_{(6,237)} = 0.912$ $p > .05$, partial $\eta^2 = .008$). Therefore, hypothesis 6a was not rejected. This indicated that learning style and location had no effect on pupils' achievement.

Ho6b: There is no significant interaction effect of learning style and location on pupils' attitude

Table 4.4 showed that there was no significant interaction of learning style and location on pupils' attitude ($F_{(2,237)} = 1.61$ $p > .05$, partial $\eta^2 = .014$). Therefore, hypothesis 6b was not rejected. This indicated that learning style and location had no effect on pupils' attitude.

Ho6c: There is no significant interaction effect of learning style and location on pupils' social skills

Table 4.5 showed that there was no significant interaction of learning style and location on pupils' social skills ($F_{(2,237)} = 0.07$ $p > .05$, partial $\eta^2 = .001$). Therefore, hypothesis 6c was not rejected. This indicated that learning style and location had no effect on pupils' social skills.

Ho7a: There is no significant interaction effect of treatment, learning style and school location on pupils' achievement

Table 4.1 showed that there was a significant interaction effect of treatment, learning style and school location on pupils' achievement ($F_{(6,237)} = 3.141$; $p < 0.05$, partial $\eta^2 = 0.074$). Thus, hypothesis 7a was rejected. The effect size is 7.4%. This means that 7.4% variation in pupils'

achievement was accounted for by treatment, learning style and school location. In order to explore the interaction effect, Figure 3 presents the interaction in line graph.

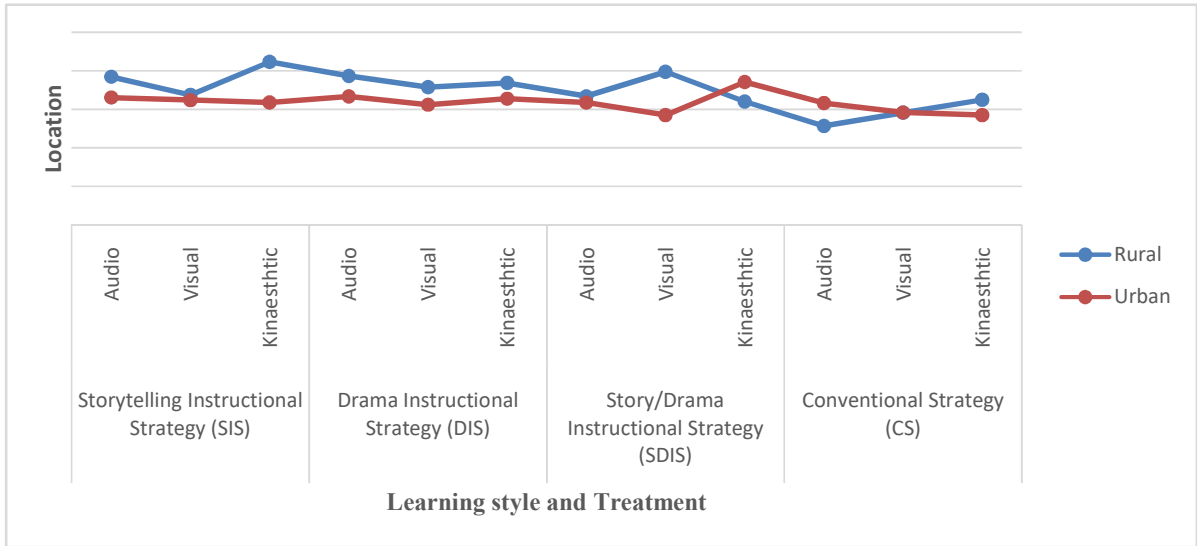


Fig. 3: Interaction between Treatment, Learning Style and Location on Pupils' Achievement

Figure 3 showed that rural kinaesthetic pupils' in storytelling instructional strategy group had better achievement mean score (21.17) and was followed by rural visual pupils' in story/drama instructional strategy group (19.89), rural audio pupils' in drama instructional strategy group (19.34), rural kinaesthetic pupils' in drama instructional strategy group (18.43), rural visual pupils' in drama instructional strategy group (17.69), rural kinaesthetic pupils' in story/drama instructional strategy group (16.70), urban audio pupils' in drama instructional strategy group (16.68), urban audio pupils' in storytelling instructional strategy group (16.53), urban kinaesthetic pupils' in drama instructional strategy group (16.38), rural kinaesthetic pupils' in conventional strategy group (16.24), urban visual pupils' in storytelling instructional strategy group (16.18), rural kinaesthetic pupils' in story/drama instructional strategy group (16.01), urban kinaesthetic pupils' in storytelling instructional strategy group (15.90), urban audio pupils' in story/drama instructional strategy group (15.87), urban audio pupils' in conventional strategy group (15.82), urban visual pupils' in drama instructional strategy group (15.59), urban visual pupils' in conventional strategy group (14.58), rural visual pupils' in conventional strategy group (14.56), urban visual pupils' in story/drama instructional strategy group (14.24), rural kinaesthetic pupils' in conventional strategy group (14.24), while rural audio pupils' in conventional strategy group (12.85) had the least achievement mean score. The interaction is disordinal.

Ho7b: There is no significant interaction effect of treatment, learning style and school location on pupils' attitude

Table 4.4 showed that there was no significant interaction effect of treatment, learning style and school location on pupils' attitude ($F_{(6,237)} = 0.45$; $p > 0.05$, partial $\eta^2 = 0.011$). Thus, hypothesis 7b was not rejected. This indicated that treatment, learning style and school location had no effect on pupils' attitude.

Ho7c: There is no significant interaction effect of treatment, learning style and school location on pupils' social skills

Table 4.5 showed that there was no significant interaction effect of treatment, learning style and school location on pupils' social skills ($F_{(6,237)} = 0.51$; $p > 0.05$, partial $\eta^2 = 0.013$). Thus, hypothesis 7c was not rejected. This means that treatment, learning style and school location had no effect on pupils' social skills.

4.2 Discussion of findings

4.2.1 Main Effect of Treatment on Pupils' Achievement in Social Studies

The findings of the study reveal significant main effect of treatment on pupils' achievement in Social Studies. The results showed that storytelling instructional strategy was the most effective in improving pupils' achievement in Social Studies followed by DIS, followed by SDIS while the CS was the least effective.

The performance of the pupils exposed to the Storytelling instructional strategy was not significantly different from their counterpart taught using DIS and SDIS but significantly different from those taught using the CS. It can be inferred that the three (3) main strategies (SIS, DIS, SDIS) enhanced pupils' achievement in learning Social Studies. This result supports the assumption of Vygotsky's sociocultural theories of learning that the interaction children have with peers as well as teachers and other adults, learning and development takes place. This is because storytelling replete experience and promote interaction among children, thereby shaping their social development. This may be due to the fact that storytelling strategy gives pupils the opportunity to express their values, knowledge and wisdom with tales or narratives. It increases and grasp the concentration of the pupils on task, reduces anxieties because of its pleasurable and amusing nature. The finding also supports the assumption of Kolb's experiential learning theory that states that learners gained knowledge by the experiences they encountered during the learning process. Drama provides this form of experiential learning, because learners are placed in a learning environment where they connect new experiences and knowledge to their pre-existing knowledge through active and direct encounter. Drama strategy on the other hands, involves individuals creative interaction. It is crucial means of constructing, understanding and communicating and appreciating cultural and societal ideals. This result findings corroborates that of Lawani (2014), Zyoud (2012), Fuetez (2010) and Philips (2003) who found out that pupils' taught in learners' centred and active strategies did better than the control group with conventional strategy. The findings also agreed with Omoegun (2009) Ewa, Olayi, Ashi, Agba (2015) who found out that the children who engage in storytelling and drama performed better in their post test scores than those who were not engaged. The findings also confirms the assertion of Albool (2012), Oduolowu and Akintemi (2014), who in their separate studies reported the positive benefits of storytelling strategies when they were utilized on pupils.

In the same vein, Ritchter and Koppet (2000) noted that storytelling and drama has many of the benefits of experiential learning because of the level of active engagement which creates the vivid images stimulated by storytelling. Such strategies promote active learning process and reveals improved understanding.

The findings reveal that SIS was more effective, DIS and SDIS than CS; the reason might be because the pupils were encouraged because they were involved in activities. They also assumed the roles by acting during the process of instruction which made learning much easier and interesting in the classroom.

4.2.2 Main Effect of Treatment on Pupils' Attitude to Social Studies

The findings revealed on the other hand that treatment was not effective on pupils' attitude to Social Studies. In other words, pupils' negative/positive attitude to Social Studies was not changed after treatment. A possible reason for this is that a positive attitude is dependent on the combination of several factors such as gender, pupils' background. For instance, if some of the pupils had not eaten or do not have break money, such might not see any benefits or interest in the classroom exercise. Furthermore, attitude takes a reoccurrence of good performance to attain interest in any subject; that is, it takes a longer time to measure and manifest attitude while achievement is immediate.

This finding is not in conformity with Esan (2015), who found in his study that there was a significant main effect of treatment on students' attitude. This also is not in agreement with Nwagu (2013), who also revealed improvement in the attitude of students after exposure. The findings however tally with the studies of Shaughnessy and Haladyna (1985) and Moroz (1996) who found a 23.22% decline in the status of Social Studies in primary school as the pupils progressed to upper primary schools.

4.2.3 Main Effect of Treatment on Pupils' Social Skills

The findings revealed that the treatment had no significant effect on social skills of the pupils. This finding confirms the fears of Salimi (2009) who stated that the effect of Social Studies is not yet known. This finding is contrary to the findings of Namazi (2010) and Kalate (2011) who claimed in their studies that the social skills of children in the experimental group improved accordingly.

4.2.4 Two-Way Interaction effect of Treatment and Learning Style on Pupils Achievement in and Attitude to Social Studies

The finding revealed that, there is no significant main effect of Learning Style on pupils achievement and attitude. This is not in line with Ikitide and Edet (2013) who discovered a significant effect of learning style on the academic achievement. This is also at variance with the findings of Dunn (1983) who found a dramatic improvement in students' achievement. The study also does not agree with the submission of Heitmeyer and Thomas (1990) who state that learning style has proven to have impact on the effectiveness of pupils learning. The result also is not in agreement with the findings of Dunn (1989) and Marshall (1991) who reported improved attitudes and behaviour as a result of treatment and students learning style.

4.2.5 Two-Way Interaction Effect of Treatment and School Location on Pupils Achievement in and Attitude to Social Studies

There was a significant interaction effect of treatment and school location on pupils' achievement and attitude. This indicates that the location of a school and treatment can influence pupils' achievement. Pupils' in rural schools had better achievement in storytelling, drama and story/drama than those in urban schools.

The findings is in conformity with the study of Ogini, Awobodu, Alaka and Saibu (2013) who submits that school location has a significant contributions to the achievement of students. This further confirmed the findings Okonkwo (2002), Dania and Eboh (2013) who in their studies and thatfavour rural located schools being advantaged than its counterparts in the urban areas. This result was not in agreement with Odinko (2002), Endereny (2010), Ahmad (2009) and Arabaugh (2000) who observed in their individual studies that schools located in the urban settings performed better in academic achievement.

It's also contrary to the submissions of Adane (2013) and Adedoja, Abidoje and Afolabi, (2013) who respectively observed that schools in urban settings performed better in academic than their rural counterparts. This finding is however in support of Okonkoro (2002) and Dania and Eboh (2013) who in their study was in favour of rural area. This also does not agree with the studies of Odinko (2007), Hanson (2010) and Ayodeji (2009) who reported significant difference without any direction.

Going by this result, it is safe to conclude that children should be given the best instructions and practices regardless of their school location whether they reside in the rural or urban settings. Experience has shown that rural children strive hard all in the name of improving and excelling. Also, it reflected that when the instruments were introduced to the pupils; the rural located pupils were much excited and appreciated the treatment through their response.

4.2.6 Three- Way Interaction Effect of Treatment, Learning Style and School Location on Pupils' Achievement in and Attitude to Social Studies

The study showed that there was a significant interaction effect of treatment, learning style and school location on pupils' achievement in Social Studies. This result corroborates the findings of Orji (1998) who indicated that the environment, in which a school is located, brings about different responses and behaviours from learners. The study also conformed with the study of Oluwatomi and Ogbo (2014) where it was reported that there was a significant relationship between learning styles preferences of students and their performance in the achievement test. The study does not tally with Kemjika (1989) and Ajayi (1988) whose findings on urban and rural differences showed that location of the community in which the school is situated has effect on the performance of the pupils in favour of the urban areas.

The result also revealed that the interaction effect of treatment, learning styles and school location on pupil's attitude was not significant. This result was not in line with Junko (1998) who found learning style to affect learners as they respond to learning environment. The result also negates Heitmeyer and Thomas (1990) submitted that learning style has proven to have impact on the pupils' response to different teaching methods. The findings also negates the findings of Dunn (1989) and Marshall (1991) who reported that when the instructional environment complements the students learning styles preference, there would be improved attitudes and behaviour. The study corroborates Skinner (2010) who reported that the environment has a determining role to play in an individual's trait and behaviour.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of findings of the study, recommendations conclusions, the limitations and suggestions for further studies.

5.1 Summary of Findings

The results of this study are summarized thus:

1. There is significant main effect of treatment on achievement of pupils. Those exposed to storytelling instructional strategy had the highest mean score followed by those exposed to drama instructional strategy followed by those exposed to storytelling and drama instructional strategy. While those exposed to conventional strategy had the lowest achievement mean score.
2. There is no significant main effect of treatment on pupils' attitude
3. There is no significant main effect of treatment on pupils social skills
4. There is no significant main effect of learning style on achievement of pupils, attitude and social skills
5. There is a significant main effect of school location on pupils achievement but not significant on their attitude, learning style and social skills
6. There is no significant interaction effect of treatment and learning style on pupils achievement, attitude and social skills
7. There is a significant interaction of effect of treatment and school location on pupils achievement and attitude but not significant on social skills
8. There is no significant interaction of learning style and location on pupils achievement, attitude and social skills
9. There is a significant interaction effect of treatment, learning style and school location. the rural kinaesthetic pupils in storytelling instructional strategy group had better achievement mean score, followed by rural visual pupils in story drama instructional strategy followed by rural audio pupils in drama instructional strategy group then followed by rural visual pupils. The rural audio pupils in conventional strategy group had the least achievement mean score. The interaction is disordinal.
10. The 3-way interaction effects of treatment, learning styles and school location was not significant on pupils attitude as well as on pupils social skills.

5.2 Conclusion

The study found storytelling and drama instructional strategies to be effective at improving the achievement of pupils in Social Studies. However, the treatment was not significant on pupils' attitude, and social skills because it needs more time to be measured in a longitudinal study and not a few weeks study.

It can be concluded from the study that when pupils are made to engage in activities and given the opportunity to learn by doing and acting out roles of characters in stories and play with their peers, learning experience in Social Studies is enriched and pupils' achievement in Social Studies is improved.

The findings also revealed that story and drama instructional strategies have significant effects on the achievement of pupils from different location. The result revealed that there is no significant interaction effect of treatment, school location and learning style on pupils' social skill.

5.3 Recommendations

Based on the findings of this study, the following recommendations are made;

1. Teachers should adopt storytelling and drama instructional strategies in their teaching of Social Studies in order to improve the achievement of pupils in Social Studies.
2. Primary school Social Studies teachers should deemphasize sole reliance on lecture strategy and adopt pupils-centered strategies like storytelling and drama to engage or involve pupils actively. These strategies should be encouraged because it increases the interest and participation of pupils during the teaching-learning process thereby aiding learning since children learn best by doing.
3. The effect of the strategies on pupils from different school locations (rural and urban) indicates that these strategies can be adopted to take care of pupils from different school location and bring about effectiveness in their teaching and learning.
4. Workshops and in-service training programmes should be organized by the government and other professional bodies on a regular basis to update the primary school teachers on innovative ways of teaching.
5. Regular inspection should be done in schools to ensure active use of the training and the implementation of the strategies on the pupils.

6. Authors and publishers should be encouraged to write short stories and playlets on the themes of Social Studies.

5.4 Limitations to the Study

In the course of this study, many constraints were encountered. First the commencement of the study was delayed due to the government policy of mass transfer of teachers to other schools. This led the researcher to spend extra time to revisit other schools. Secondly, some head teachers and teachers of some schools displayed a non-challant attitude towards the research, not wanting to deviate from the conventional method. The researcher had to search for other schools that showed interest and were willing to participate. Thirdly, there was a problem of merging 2 to 3 arms of a school together in a class due to lack of teachers thereby increasing the number of instruments produced to accommodate all the participants as intact class. Also, there was a problem of low proficiency in the language of study which hampered some of their participation until they were interpreted. Furthermore, time constrains was a challenge as there were several government declared public holidays and test days and mid-term break.

5.5 Suggestions for further Study

In view of the findings and limitations, the following suggestions are made for further studies:

1. Since this study was limited to primary school, it could be replicated in pre-primary school and junior secondary schools
2. This study was limited to Ibadan; it could also be replicated with pupils in other states, geo-political zones or the whole federation so as to make findings more generalizable.
3. The strategies used could be replicated in any indigenous language to suit the same purpose.
4. The duration of the experiment could be extended beyond the period of 12 weeks.
5. Further studies could be conducted using other moderator variables such as gender, school types, mental ability and parental socio-economic status which can influence pupils' achievement and attitude in Social Studies.

5.6 Contribution to the Body of Knowledge

The study has contributed to knowledge in the following

1. The study revealed that storytelling and drama instructional strategies were effective in enhancing pupils' achievement in Social Studies.
2. This study revealed that adequate participation in the learning process and interactions among the pupils should be encouraged.
3. This study has developed story and drama books for the innovative teaching of Social Studies
4. The study will be a useful addition to existing literatures on instructional strategies.

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APPENDIX 1 A

University of Ibadan, Ibadan

Department of Early Childhood and Educational Foundations

Achievement Test in Social Studies

Name of School _____

Class _____ No _____

Instructions : Circle the correct answer

1. A family that includes father, mother and their children is known as (a) extended family (b) nuclear family (c) polygamous family (d) singular family
2. The daughter of your brother is your (a) nephew (b) niece (c) uncle (d) sister
3. The children of your uncle or aunt are your (a) cousins (b) children (c) nieces (d) sisters
4. One of the customs that should be retained is (a) Killing of twins (b) Ritual (c) Mode of dressing (d) cultism
5. All these are the religions practiced in Nigeria except one (a) Christian (b) Islamic (c) Market (d) Traditional
6. Considering other peoples belief system will make living together peacefully possible in our nation (a) Yes (b) No (c) None of the two (d) both
7. Which one is not part of our culture (a) Education (b) Mode of dressing (c) Flogging (d) greetings
8. Christians worship in the church, believe in Jesus Christ and have faith in (a) Holy Quran (b) Holy Bible (c) Seven book of Moses (d) shrine
9. For two people to agree to marry there must be (a) another person (b) love and agreements (c) third party (d) neighbours
10. Which marriage follows the laws of Islam? (a) Islamic marriage (b) Traditional marriage (c) Christian marriage (d) church wedding
11. Tolerating one another will bring peace into our world (a) False (b) True (c) Both (d) none
12. Lack of children can affect marriage (a) Yes (b) No (c) No idea (d) I don't know
13. The type of marriage whereby man marries only a wife at a time is called (a) monogamy (b) polygamy (c) polyandry (d) monopoly
14. We can differentiate people from other cultures by their (a) dressing (b) writing (c) sleeping (d) eating
15. There are major religious groups in Nigeria (a) two (b) three (c) four (d) five
16. Your uncle is the; of your mother or father (a) nephews (b) brother (c) nieces (d) aunt
17. Your aunt is the; of your father or mother (a) nephew (b) sister (c) brother (d) uncle
18. What type of marriage is done according to the laws of the land (a) Marriage by ordinance (b) Christian marriage (c) Islamic marriage (d) monotony
19. Which one is part of our customs and traditions that need to be stopped (a) Mode of dressing (b) Rituals (c) Craft and arts (d) eating
20. Which one is a way of life of people in a particular areas (a) Unity (b) Diversity (c) Culture (d) cooperation
21. Other people who do not speak our language should be (a) respected and accepted (b) corrected with anger (c) rejected (d) all of the above
22. One of the similarity among the religion is (a) food (b) prayer (c) stealing (d) dancing
23. The way of life of the people is referred to as (a) food (b) language (c) culture (d) unity
24. People are related to God through (a) food (b) book (c) religion (d) dressing
25. Muslims believe in Prophet as the messenger of God (a) Muhammad (b) Oba (c) Jesus (d) idol

APPENDIX 1B
ACHIEVEMENT TEST ANSWER

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

APPENDIX 11

University of Ibadan, Ibadan

Department of Early Childhood and Educational Foundations

PUPILS' ATTITUDE TO SOCIAL STUDIES SCALE (PASSC)

SECTION "A" Personal Data

Name of School: _____

Class : _____

No _____

INSTRUCTION:

Below are some statements about Pupils' attitude towards Social studies.

Please tick (✓) in the box as appropriate. Thank you.

SECTION B

| S/N | | NO | Yes |
|-----|---|----|-----|
| 1. | Social studies is an interesting subject. | | |
| 2. | I like Social studies. | | |
| 3. | Social studies is an easy subject. | | |
| 4. | I enjoy writing Social studies note | | |
| 5. | I like attending social studies class. | | |
| 6. | I always do well in Social studies tests. | | |
| 7. | I like paying attention in Social studies class. | | |
| 8. | I like reading Social studies textbook. | | |
| 9. | I like answering questions in Social studies class. | | |
| 10. | I always read my Social studies note at home. | | |
| 11. | Social studies enable pupils to relate with themselves. | | |
| 12. | Social studies help us to solve our problems by ourselves. | | |
| 13. | Social studies give me the opportunity to think and read. | | |
| 14. | Social studies help pupils to learn about their neighbourhood. | | |
| 15. | Social studies help to increase our knowledge and understanding. | | |
| 16. | Social studies help us to know more about our culture. | | |
| 17. | Social studies help us to prepare for our future | | |
| 18. | Social studies enable us to respect our parents and elders. | | |
| 19. | Social studies help us solve our problems by ourselves. | | |
| 20. | Social studies help us to know what is going on within our environment. | | |
| 21. | Social studies education is making negative impact on my life. | | |
| 22. | Social studies are only read for its own sake not to change the society for good. | | |

Adapted from (Moroz, 1996)

APPENDIX 111

University of Ibadan, Ibadan

Department of Early Childhood and Educational Foundations

PUPILS LEARNING STYLE QUESTIONNAIRE

INSTRUCTION: Please respond to every item. The information given will be used for the purpose of this research only. Thank you.

SECTION "A" Personal Data

1. Name

2. School: _____

3. Class: _____ No _____

SECTION "B"

Pupils learning Style Questionnaire

| S/N | | Always | Sometimes | Never |
|-----|---|--------|-----------|-------|
| 1. | When I am trying to remember the spelling of a word, I tend to jot it down a few times in different ways until I find the one which looks right | | | |
| 2. | When I revise/study or I am learning something new, I like to use diagrams or pictures. | | | |
| 3. | I am quick and efficient at copying information down. | | | |
| 4. | When I am describing a party/holiday to a friend, I describe what people looked like, what they were wearing and the colours. | | | |
| 5. | I learn well by watching someone demonstrate a particular skill. | | | |
| 6. | I like showing people how to do something as opposed to writing a series of instructions. | | | |
| 7. | When I read a story or an article in a magazine, I picture the scene in your mind. | | | |
| 8. | I look at the pictures in magazines before deciding what to read | | | |
| 9. | I prefer to listen to a story on radio or TV than reading it in a book. | | | |
| 10. | When playing games, I find the bleeps and sounds useful to tell me that I have done something wrong or to show when I have finished something. | | | |
| 11. | If something is said to me, I usually remember it, without it being repeated. | | | |
| 12. | I find it easier to remember people's names than their faces. | | | |
| 13. | I am quick and efficient at copying | | | |

| | | | | |
|-----|--|--|--|--|
| | information down. | | | |
| 14. | I learn to spell by saying the words out loud. | | | |
| 15. | Saying things out loud help me to learn. | | | |
| 16. | When I am planning a new journey, I like to talk to someone to find out where to go. | | | |
| 17. | I use my hands when I speak. | | | |
| 18. | When I have to take down information, I prefer drawing diagrams and pictures to writing notes. | | | |
| 19. | I like making things. | | | |
| 20. | In my spare time I like doing something physically active eg sport, walking, gardening, skipping, running etc. | | | |
| 21. | When I spell, I usually write the words down | | | |
| 22. | I like to move around when I am working. | | | |
| 23. | I like role play and acting things out. | | | |
| 24 | I feel that one of the best ways to appreciate goods in a shop is to be able to touch them. | | | |

Adapted from VAK learning style questionnaire developed by Don Doman (2010)

APPENDIX 1V

University of Ibadan, Ibadan

Department of Early Childhood and Educational Foundations

PUPILS' SOCIAL SKILLS OBSERVATIONAL SCHEDULE

This schedule is designed to measure how often a pupil exhibits certain social skills and how important those skills are in the classroom. First, complete the information below.

Name

Date

School

No:

Decide how often this pupil does the behaviour described below. If he/she never does this behaviour, circle the N. If he/she sometimes does this behaviour, circle the S. If he/she does this behaviour, circle the VO. If he/she often does the behaviour, circle the O.

VO = Very Often

O = Often

S = Sometime

N = Never

| S/N | STATEMENTS/ITEMS | VO | O | S | N |
|-----|---|----|---|---|---|
| | How often do you do the following? | | | | |
| 1. | Control temper in conflict situations with peers. | | | | |
| 2. | Appropriately question rules that may be unfair. | | | | |
| 3. | Compromise in conflict situations by changing own ideas to reach agreement. | | | | |
| 4. | Respond appropriately to peer pressure. | | | | |
| 5. | Say nice things about himself or herself when appropriate. | | | | |
| 6. | Invite others to join in activities. | | | | |
| 7. | Use free time in an acceptable way. | | | | |
| 8. | Finish class assignments within time limits. | | | | |
| 9. | Make friends easily. | | | | |
| 10. | Respond appropriately to teasing by peers. | | | | |
| 11. | Control temper in conflict situations with adults. | | | | |
| 12. | Receive criticism well. | | | | |
| 13. | Initiate conversations with peers. | | | | |
| 14. | Produce correct schoolwork. | | | | |
| 15. | Accept peers' ideas for group activities. | | | | |
| 16. | Give compliments to peers. | | | | |
| 17. | Follow your directions. | | | | |
| 18. | Cooperate with peers without prompting. | | | | |
| 19. | Volunteer to help peers with classroom tasks. | | | | |
| 20. | Join ongoing activity or group without being told. | | | | |
| 21. | Respond appropriately when pushed or hit by other children. | | | | |
| 22. | Ignore peer distractions when doing class work. | | | | |

| | | | | | |
|-----|--|--|--|--|--|
| 23. | Keep desk clean and neat without being reminded. | | | | |
| 24. | Attend to your instructions. | | | | |
| 25. | Easily make transition from one classroom activity to another. | | | | |
| 26. | Fight with others. | | | | |
| 27. | Have low self-esteem. | | | | |
| 28. | Threaten or bullies others. | | | | |
| 29. | Appear lonely. | | | | |
| 30. | Easily distracted. | | | | |
| 31. | Interrupt conversations of others. | | | | |
| 32. | Disturb ongoing activities. | | | | |
| 33. | Show anxiety about being with a group of children. | | | | |
| 34. | Easily embarrassed. | | | | |
| 35. | Doesnot listen to what others say. | | | | |
| 36. | Argue with others. | | | | |
| 37. | Get angry easily. | | | | |
| 38. | Like to be alone. | | | | |
| 39. | Act sad or depressed. | | | | |
| 40. | Fidget or move excessively. | | | | |

Adapted from Frank M. Gresham and Stephen N. Elliott, (1990)

APPENDIX V

STORYTELLING INSTRUCTIONAL STRATEGY (SIS)

Dorcas Oluwakemi; JIMOH

FAMILY RELATIONSHIP



Christmas with the Thompsons and Other Stories

It was on the eve of Christmas, Izundu and Deborah Thompson were just returning from a visit to the Father Christmas' grotto where they had lots of fun shopping, jumping on the bouncing castle, and playing games. They had gone to the grotto with Uncle James, their father's younger brother. Uncle James with his wife, Aunty Kate and their children, Okon and John were all in the vehicle. The children could not stop chatting in excitement about all the wonderful things they did at the grotto. Okon and John are Izundu and Deborah's cousins because their parents are siblings, that is, children of the same parents. At school, Izundu had been taught about nuclear and extended types of family. He knew his father, mother and sister are members of his nuclear family but he was not sure if Uncle James and his family are members of his extended family.

'Christmas is always a time for family reunion', said Uncle James as he parked the car in the compound. The statement by Izundu's uncle prompted him to look out of the car through the window. Izundu was quick to see his parents, Mr and Mrs Thompson and his grandparents playing *ludo* game in the balcony. They were all laughing as Uncle James, Aunty Kate, and the children joined them. 'I hope the children enjoyed their trip to the grotto', quizzed Grandma Thompson. 'During our own time, we used to start the Christmas

festivities from November because friends and other family members always came around with gifts. Anyways, I hope that you had a nice time,'concluded Grandma Thompson. 'Yes, we really enjoyed ourselves and we bought gifts for everybody', replied Okon. Okon is found of playing the 'big brother' to his brother and two cousins. 'That is very good of you', remarked Grandpa Thompson.

'Isn't that what Christmas is all about?' asked Mrs Thompson. 'Yes, you are very right my dear. It is always a time for family members - nuclear and extended - to come together in love, build relationships and give gifts to one another. If not for an occasion like Christmas, when was the last time that we visited members of our extended family members such as grandpas, grandmas, uncles, aunties, cousins, nieces, nephews, sisters-in-law and brothers-in-law?' concluded Mr Thompson. 'I don't have a nephew, do I?' asked John with the innocence of a four year old. 'No dear, not yet, but your father does.' replied Aunty Kate. 'Your nephew or niece will be your brother or sister's son or daughter. As you well know, your brother, Izundu is still a little boy. So you will have to wait a little longer' counselled Aunty Kate. 'Okay, I now understand! So, Izundu is daddy's nephew while Deborah is his niece', said John. 'You are right. I am Mrs Thompson's sister-in-law while Grandpa and Grandma Thompsons are my parents-in-law', concluded Aunty Kate. 'The extended family system can be very complex and interesting. I just love all my nuclear and extended family members', exclaimed Izundu. 'Thank God for the family relationships' remarked Grandpa Thompson smiling sheepishly.

Questions

1. State the members of a nuclear family.
2. State at least four members of an extended family according to the passage.
3. What is the relationship between Deborah and Uncle James?
4. How is Grandma Thompson related to Aunty Kate?
5. What is the relationship between Izundu and Okon?

MARRIAGE PRACTICES AND FAILURES



Marriage Life

Mr and Mrs Ajayi had recently relocated to Ajegunle, a densely populated community in Lagos State. The couple had just had their traditional marriage ceremony in the village. It was a colourful event where Mr Ajayi, the groom, brought all the members of his family to the bride's house to seek her family's consent concerning their marriage proposal. Having received from the wife's family a list of items containing the requirements for the marriage rites, Mr Ajayi bought all the items on the list and paid the *'bride price'* or dowry to his in-laws. The dowry or bride price is a sum of money required by customs and tradition to be paid to the wife's family to formally signify the intention of the groom to marry the bride.

After the traditional marriage rites, payment of the dowry and exchange of marital vows, the bride automatically became Mrs Ajayi. The new couple returned to the big city to begin their lives as Mr and Mrs Ajayi. From the moment of their traditional wedding, they are

expected to start a family by giving birth to their own children and to stay together as husband and wife for the rest of their lives. Mr Ajayi works as a postman in the General Post Office and lives with his new wife in the popular Ajegunle Area of Lagos State.

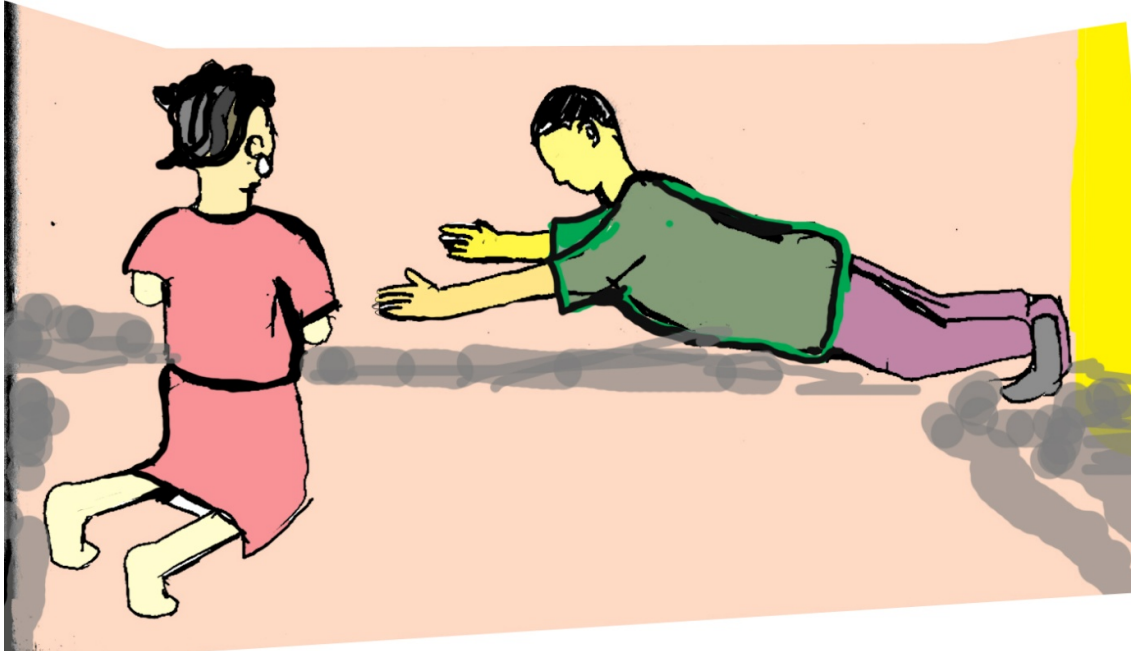
Life in Ajegunle was totally different from life in the village. So, the first thing Mrs Ajayi realised about their new neighbours was that most of them had different marital statuses. Mrs Ajayi could not stop wondering why their landlord, Alhaji Musa needed a fourth wife or why Mr Akin had remained unmarried even after the death of his wife. In order to solve these riddles, Mrs Ajayi decided to visit her hairdresser, Stella who was a notorious gossip. Mrs Ajayi greeted Stella and they soon started talking. Mrs Ajayi wanted to know why nobody seems bothered that Alhaji Musa was taking a fourth wife. Stella explained that there is nothing unusual about Alhaji Musa's decision to marry another wife because the Alhaji is a polygamist. Stella added that his religion and ethnic background allow him to marry as many wives as he wants. Therefore, he practises polygamy. Also, some cultures allow a woman to marry two or more husbands at the same and this practise is known as polyandry.

Mrs Ajayi wanted to know the kind of marriage that only allows for one husband and his wife. Stella told her that such a marriage is called monogamy. Stella informed Mrs Ajayi that she believes that marital relationship is by choice and the partners involved must respect their vows to each other irrespective of the choice of marital commitment. Failure to respect marital vows had led to break ups, divorce and dissolution of marriages. Stella said that she is a divorcee who does not wish to remarry anytime soon. Mrs Ajayi asked Stella why she divorced her husband. Stella informed Mrs Ajayi that the problem she had with her marriage was her former husband's infidelity, negative family or external influence and excessive beating from my former husband. Stella had to let go of the marriage in order to stay alive. At least, Stella's case is still better than that of Mr Akin, the widower whose wife died in a fatal motor accident. Mr Akin is a widower because his wife is dead. A widow on the other hand is a woman whose husband has died.

Questions

1. What is monogamy?
2. What is polygamy?
3. What is the difference between polygamy and polyandry?
4. State some of the problems that can lead to failure of marriages as discussed in the passage.

THE MEANING AND ELEMENTS OF CULTURE



A visit to Audu's Village

Audu and I are very good friends. Audu is a native of Bokkos in Plateau State while I am from Ibadan in Oyo State. The people of Bokkos have a very deep cultural experience and awareness. I can vividly recollect some of the experiences I had when I followed Audu and his parents to their village. I was quick to notice some of the differences that exist between our cultures - the mode of greeting, dressing, food, festivals, etc - of his people and my people in the southern part of Nigeria. I was surprised to see the boys in their usual overflowing kaftans, squatting to greet their parents. I was surprised because boys usually prostrate themselves and do not squat in my own village. I also observed that almost all the teenage girls that I saw wore long gowns, covered their heads and beautifully decorated their hands and feet with drawn patterns. Audu's father informed me that most of the girls had been married out at a very tender age and I was startled to learn that Audu already had a wife. The old man even teased me if I equally needed a wife. I promptly declined the offer and told him that in my community, marriage was usually delayed till adulthood.

It was soon time to eat and we were served a bowl of *'tuwo shinkafa'* (milled maize), groundnut soup and lots of fruits and vegetables. We were served these kinds of food because farming is the main occupation of most of the villagers. Crops such as millets, sorghum, maize, rice, and groundnut are planted and consumed by the people. No matter how hard I tried, the native delicacy did not appeal to me. So, I requested for a bowl of rice. We were also served *'fura'* (bowls of milk) which I relished so much and it eventually became my everyday tonic throughout the duration of my stay in the village. After the meal, Audu's grandmother told us interesting stories about the people and their festivals in the village. She also taught us some of the folk songs and taboos of her people before we retired for the night.

The next day, Mallam Mustapha took me and my friend to the palace of the Emir. The palace comprised a set of very old buildings with different drawings, crafts and traditional artistry on the palace wall. The buildings occupied a large compound and palace guards were everywhere. The Emir was very generous and hospitable. He explained that their girls marry early because they are home makers and they are good for marriage as soon as they can take care of the home and their husbands. Boys on the other hand need to acquire education and other skills that will enable them to be functional citizens of their immediate community. We

soon returned home and began to pack our luggage for the return trip to Oyo State. It was then that I realised how much of Audu's culture I had learned during my brief stay in his village.

Questions

1. What is the cultural belief of Audu's people on marriage?
2. What are some of the common food crops planted in northern Nigeria?
3. What is the mode of dressing for boys and girls in the passage?
4. How do boys in Audu's village greet their elders?

CULTURAL PRESERVATION: THE CELEBRATION OF THE OSUN RIVER GODDESS

Osun Osogbo Cultural Festival

Culture is the sum total of a people's way of life. It deals with the way we eat, dress, greet, marry and conduct our everyday business in our society. The coming of the colonial masters, education and globalisation has created the greatest threat to the preservation of our cultures and traditional beliefs. One of the ways by which we preserve our cultural heritage is through the celebration of festivals and carnivals. Some of these festivals are *Argungu Fishing Festival* in Borno State, *Oroyan Festival* in Oyo Town, *Oke-Badan Festival* and *Egungun Festival* in Ibadan and the *Osun Osogbo Cultural Festival* in Osogbo, Osun State.



Osun Osogbo Cultural Festival is an annual celebration of 'Yeye Osun', the goddess of the Osun River who is renowned for her possession of magical powers to make the barren become fruitful. The ancient festival is usually celebrated in the eighth month of every year at the Osun Shrine in Osogbo, the capital of Osun State. The annual *Osun Osogbo Festival* has evolved into tourists' destination centre for foreigners from different parts of the world. The festival has become an avenue for the preservation and projection of the cultural heritage of the Yoruba people. River Osun is believed to possess powers that can heal all manners of diseases as well as cure barrenness. The goddess of the river is revered as the mother of the town and worshipped by her faithful and priests for her benevolence.

The festival starts in the palace of the king, the 'Ataoja of Osogbo', with prayers, libations and sacrifices offered to the goddess by the king and his chiefs for the peaceful coexistence of the community. The festival is a celebration of the cultural heritage of the people and also an avenue for the preservation of the culture through the type of foods

served, language spoken, traditional attires worn, and different traditional hair styles on display. The king, chiefs and other guests that are present usually dress in traditional attires such as ‘agbada’, ‘dansiki’, ‘buba’, ‘sokoto’, and ‘fila’, ‘buba and iro’. In the palace, women and young girls – all dressed in white - would plait different hair styles such as ‘patewo’, ‘ipako-elede’, ‘kolese’, and ‘suku’ and sing folksongs to the admiration of the tourists, guests and dignitaries.

One of the young girls is often chosen every year to be the ‘Arugba’ or calabash carrier. That is, someone who bears the big calabash bearing the sacrifice and other sacred materials of the goddess for the year. Whoever is chosen as the ‘Arugba’ is considered highly favoured. The major qualification to be the ‘Arugba’ is that the girl must be a virgin. The



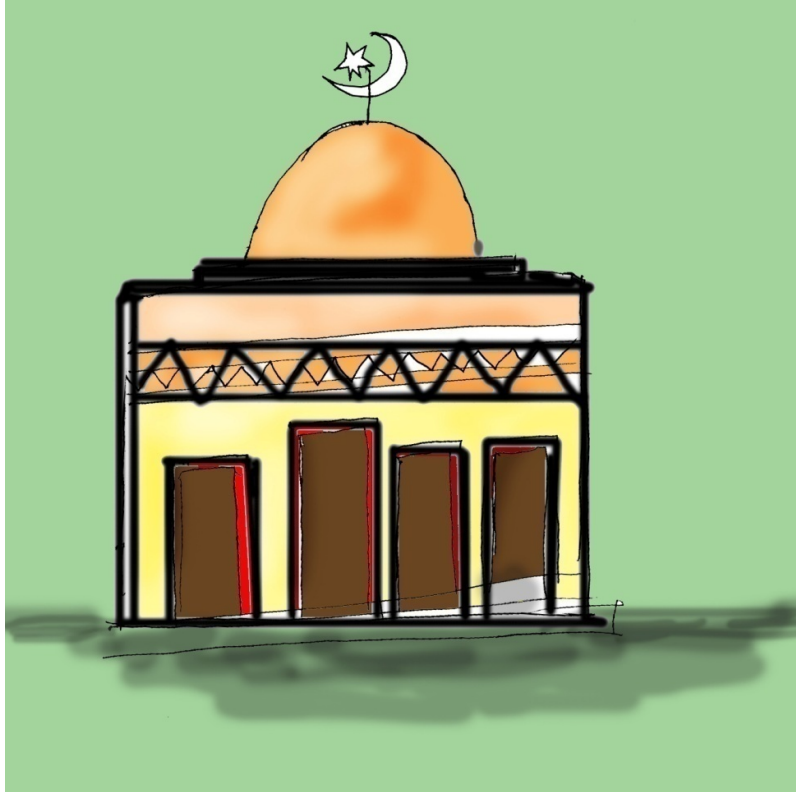
‘Arugba’ prays for the barren women and carries the calabash to the Osun Groove and Osun River for the final set of rituals.

The Osun Osogbo Cultural Festival has helped to preserve and showcase the culture of the people to the outside world. It stresses the importance of chastity and purity which is signified by the use of white colour by the Osun worshippers and priests. In recent times, multinational companies and other business moguls within and outside Nigeria have been sponsoring the festival and this has given it a wider attraction and further helped to preserve the cultural heritage of the people of Osogbo.

Questions

1. Mention at least two ways of preserving our cultures?
2. What is the significance of the 'Arugba' in the festival?
3. State at least three ways by which we can project our cultures?
4. What is the importance of the festival to the people of Osogbo?
5. Mention any four items of cultural identification as presented in the passage.

RELIGIOUS PRACTICES IN NIGERIA: SIMILARITIES AND DIFFERENCES



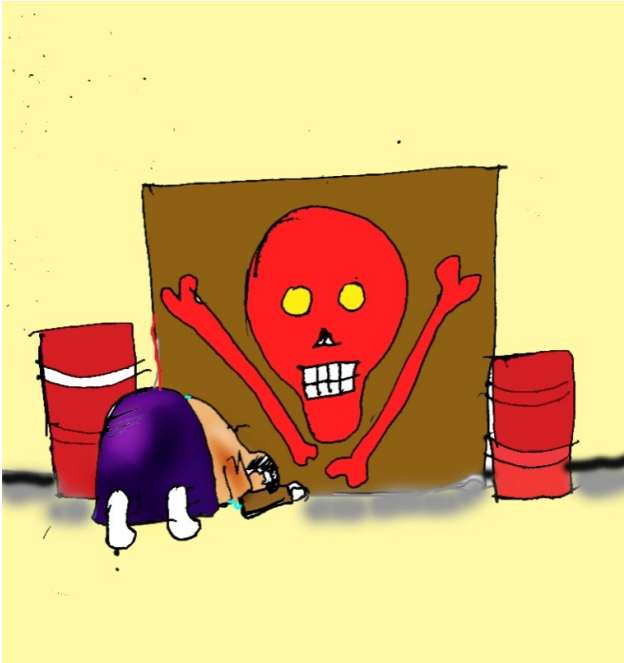
Religious Belief System

Jacob hurried down the dirty road that led to his church. It was a Sunday morning and he knew that he was already late for the Sunday school. If it were not for the differences that exist between religions, Jacob would have entered a nearby mosque or even the shrine down the road to worship. He has always held the view that the purpose of religion is to show one's belief in the existence of God and to worship this supernatural being wholeheartedly. As he walked through the rough road, Jacob wondered if the fact that Christians worship in a church, Muslims worship in the mosque and the traditional religion practitioners worship in a shrine, was enough to consider these religious practices as different.

Jacob tried to clear his mind of the many thoughts that were bothering him by examining some of the similarities and differences among the three religious practices around him. A community of Christians is known as a church and it is headed by a pastor. Christians worship on Sundays and they believe that Jesus Christ is the son of God. The Holy book of the Christians is called the Bible. The symbol of the Christian faith is a cross; other denominations make use of the rosary, white garment, candles, holy water, etc. The Christian faith argue the existence of the trinity which means God is divisible into three personalities - God, the father, the Son (Jesus) and the Spirit (Holy Spirit).

Jacob also knew that Muslims are followers of the Holy Prophet Mohammed who was considered a great messenger from Allah. Muslims worship in mosques and pray five times a day while facing the east. Muslims usually perform ablution before saying their prayers and they make use of materials such as the rosary, mat and conduct their prayers mostly in Arabic. They gather at designated places and mosques on Fridays to hold their special prayers. The religion is established on five pillars which include the indivisibility of God, holy pilgrimage to Mecca, participation in fasting, giving of alms and offering of prayers five times daily. The leader of a mosque is called Imam and the holy book of the Muslims is the Quran. Muslims men love to keep their beards while the women cover their heads with veil. The symbol of the Islamic religion is the lunar or a new moon with star. Both religions (Christianity and Islam) preach the doctrine of heaven and hell for good and bad people respectively.

However, traditional religion practitioners hold the belief that there are several smaller gods or deities that help the worshippers present their cases before the great and mighty God. They worship in shrines and grooves where priests preside over such ceremonies. They are mostly indigenous African beliefs and gods like 'Ogun', 'Sango', and 'Obatala' among others. Each of the deities has a form of identity and characteristic. The deities are considered as messengers to the great God, 'Eledumare'. Traditional religious practices are not as rigid as the processes of worship in Christianity and Islam. For example, they do not have any particular day of the week selected for worship as it is done in the other two religions. They also preach love for one's neighbour and frown at the perpetration of evil of any kind. Having deliberated long enough, Jacob decided to enter into the shrine to observe his Sunday worship. After all, the worship is targeted at the same Almighty God who created all things and religions are only vehicles to this God.



Questions

1. Mention the three types of religions discussed in the passage.
2. State at least three similarities between Christianity and Islam.
3. State at least three differences between the traditional African religion and Islam.
4. Mention the title of the leaders of the three religions.
5. Where do the three religions worship?
6. When do the worshippers in the different religions hold their services?

TOLERATING OTHER PEOPLES' BELIEFS



Tanko fights James

The sky was dark and the atmosphere tense as the two men swore and held each other violently. There was violence, chaos and a total disregard for law and order. The two men held each other tightly and seemed determined to pursue the course of the fight and anger to a definite conclusion. It was indeed a great quarrel between Pastor James and Alfa Tanko. Tempers were high, exchange of words was harsh and the argument was very fierce. Pastor James was bleeding profusely from the nose as a result of the impact of the punch he had received from Alfa Tanko while the Alfa's overflowing robe was covered with blood – he had been bitten by Pastor James.

A group of strong able-bodied men tried to separate the two men in order to put an end to the shameful fight. 'I have told him repeatedly not to preach that we Muslims are not observing their fast the right way', roared Alfa Tanko. 'If you must know, fasting must be total abstinence from food and drink from morning till evening', replied Pastor James. The two men charged at each other again and vowed to resume the fight. The strong men around held and dragged the two fighters away from each other. Mr Fakunle, a popular herbalist in the community, advised the two men to exercise restraint and take time to listen to him. But they would not listen as both men continued to curse each other. It was at this point that Mr Fakunle decided to call the Police for a speedy intervention.

The Police soon came and the men were arrested for public disturbance. At the station, the Divisional Police Officer (DPO) requested that the men should be brought into his office. Having listened to the cause of the fight, the DPO told them how disappointed he was to know that the two religious leaders lacked tolerance for each others' ideas or beliefs. 'I wonder how someone's different views about fasting could have degenerated into a public fight and breach of peace in the community', stated the DPO. The police officer informed them that the law permits individuals to exercise their freedom of speech and right to personal opinion. Freedom of expression as enshrined in the constitution states that everyone must respect the views and opinions of others even when they are against our beliefs.

'We are all different from one another and so, we cannot see things the same way. Our views, opinions, tastes, desires and ideas will always be different. For example, as a herbalist, I do not believe in fasting at all but I will never condemn anyone who chooses to fast because I respect and tolerate other people's beliefs', added Mr Fakunle. The DPO counselled the two men that apart from religious differences, people are different from one another through culture, geographical location, mode of dressing, methods of worship, and so on. But individuals must respect other peoples' beliefs in order to continue to live in love and peace with them. When people respect and tolerate other peoples' beliefs, it will enable them to learn something from these people. Tolerance for other peoples' opinion is compulsory for peaceful coexistence in this society. After the talk by the DPO, Pastor James and Alfa Tanko felt sober and bowed their heads in shame as they were led out of the DPO's office by a policeman.

Questions

1. State at least three reasons why people have different beliefs.
2. Mention at least three ways in which other people's beliefs are different from yours.
3. Why do we need to listen to other people's views or opinions?
4. What was the argument between Pastor James and Alfa Tanko about?
5. Why do we need to tolerate the views or opinions of other people?
6. What does the constitution of Nigeria say concerning respect for other's views?

APPENDIX VI DRAMA INSTRUCTIONAL STRATEGY (DIS)

Dorcas Oluwakemi; JIMOH

Aduke Agbaje and Other Plays



Morning: In Baba Agbaje's parlour. A big room with six big chairs and four small stools, a radio is blaring Ebenezer Obey's music from a room adjoining the sitting room. Everyone is seated. There are two empty chairs that have been reserved for their visitors. Baba Agbaje is visibly happy because he had to wait for a long time for the introduction of his prospective in laws. At last, the family of Mr and Mrs Salako have come to seek the hand of his beloved daughter, Aduke in marriage.

Romoke (rushes in, visibly excited): Baba, Baba, Baba, they are here! Our in laws are here!

Baba Agbaje: May the gods be praised. Where are they? I hope every of my instructions have been carried out to the letter. You (referring to Wale, Aduke's younger brother), go and tell your sister that her husband and his people are here. She needs to hurry up.

Baba Ibeji (knocking on the door): Peace be unto this house. We are the Kasumu family and we have come in peace.

Baba Agbaje (smiling): You are all welcome to my abode. Please come inside, have your seat and make yourselves comfortable (points at the two empty seats). Wale, Waaaaaaaale! Bring more chairs for our visitors!

Baba Ibeji (motioning to his people): Come inside, our in-laws are very hospitable. You can also bring all the items inside. (Pointing at a corner in the room) Keep the items over there.

Iya Agbaje (standing up and smiling): Welcome Sirs and Madams. These seats are reserved for you because we have been expecting you for a long time. I hope that your journey was very smooth?

Iya Ibeji (kneeling): Yes ma, the journey was very smooth. We really give God the glory that we have met your family in peace as well.

Baba Agbaje (smiling): Now that you are here, let us proceed with the introduction ceremony because I really want to know the relationship between all these wonderful faces in my house. (Shouting) Romoke... go and prepare your sister and bring her to greet her parents-in-law and other family members. (Motioning to Baba Ibeji) Please, can we begin the introduction ceremony?

Baba Ibeji (stands, clears his throat and speaks): Thank you, I am Isiaka, Baba Ibeji and this is Moriamo, my wife and she is also known as Iya Ibeji. This is Taiwo, the twin brother of

Kehinde who desires to marry your daughter, Romoke. I also have a daughter, Abibat and that is all the people in our nuclear family.

Baba Agbaje (nodding approvingly): Yes, I see but who are the other people with you?

Baba Ibeji (calmly): I was about coming to that. (Pointing to an elderly man) This is Mr and Mrs Salako, my father and mother and Kehinde's grandparents. Beside Mr Salako is his younger brother, Mr Badmus who is my uncle with his lovely wife, Aunty Tomilola. (Jokingly) I must let you know that I used to be a very naughty nephew of his when I was growing up but I assure that Kehinde is a very gentleman.

Baba Agbaje (smiling): We are very glad to have you in our midst. It's obvious that Kehinde gentleness is his mother. (Referring to Baba Ibeji) Now can we meet your own siblings and their children?

Baba Ibeji: I have only one brother (pointing at a bald headed man) and he is right here. His name is Mukaila and these are his children Jamiu, Ibrahim and Rashidat – they are cousins to my children. Thank you for allowing us into your home.

Baba Agbaje (bowing): Thank you for the introduction of your nuclear and extended family members. I would send for your son's wife who is my precious daughter, Romoke now so that we can begin the introduction of my own people. (Calling) Wale, you may now bring your sister and her friends.

Light out.

Questions

1. What is the relationship between Ibrahim and Taiwo?
2. What is the relationship between Mr Salako and Mukaila?
3. How is Romoke related to Baba and Iya Ibeji?
4. What is the relationship between Taiwo and Romoke?
5. What is the relationship between Baba Agbaje and Baba Ibeji?



Mrs Okoro's Divorce

12:45 pm: In Justice Agabus Courtroom. A landmark judgement was to be delivered after a prolonged legal tussle between Chief Okoro and his separated wife. The court is in session and in the middle of a celebrated divorce case and it is filled to capacity. The court clerk, bailiff, plaintiffs, defendants and Justice Agabus are all seated. Pressmen were also in the courtroom to cover the proceedings. Chief and Mrs Okoro are standing in the witness box to testify and tell their side of the story.

Plaintiff (probingly): Madam, will you tell this honourable court the kind of marriage you had with your now separated husband?

Mrs Okoro (sobbing): I met Chief Mike Okoro about 33 years ago. It was love at first sight and he promised never to love any other woman but me. Mike and I got married in a court. It was supposed to be one man, one wife arrangement – monogamy. We indeed started as monogamy and I really loved Mike until he impregnated my house maid, Iyabo. He pleaded with me and I allowed Mike to take Iyabo as his second wife. That was the beginning of our journey to polygamy.

Plaintiff (interrupts): Was the marriage union between Chief Okoro and his second wife, Iyabo, formalised in any way?

Mrs Okoro (sighs): No! I thought what happened between him and Iyabo was a mistake but after Chief Okoro's marriage to Iyabo, he began to keep late nights. He would come home late and drunk. He later began to bring strange women into the house and whenever I confronted him on this issue, Chief Okoro would beat me until I fainted. (Sobs) I did not know that he has three other wives in different parts of Lagos until last week. This man -

Chief Okoro - is a serial polygamist and has betrayed my trust. In fact, I am tired and fed up with marriage. I want a divorce.

Judge Agabus (probing): Chief Okoro, what do you have to say to all these allegations levelled against you by your wife?

Chief Okoro (raises his hand): Thank you for allowing me to respond to her lies. My wife, Mrs Okoro, has remained barren since I married her 35 years ago. She is a very selfish woman because she just lost her first husband when I met her. Even as a widow, she had a child for her dead husband and because I loved her, I chose to marry her all the same. But when I discovered that she could not give me my own child after five years of marriage, I made out with our house maid and eventually took her as a second wife.

Judge Agabus (straightens up): What explanations or defence do you have for the other women that you have married?

Chief Okoro (smiles): Please, let her go if she so desires. I am even sick and tired of her. What Explanations? I am an African man. I do not need any explanation for the number of women I choose to marry in as much as I can take care of them. Or do you have any problem with that?

Court Audience (noisily): Yes! No! Aaaaaaaaah!

Clerk (shouts repeatedly): Order! Ordeeeeeer!

Judge Agabus (angrily): Do I need to warn you that you should not insult this court or you will leave me with no other choice than to slam a heavy fine on you or even lock you up?

Chief Okoro (feigning surprise): I am really sorry but I only stated the fact. My father was a polygamist and he never asked my mother for any permission before he married his many wives. There are countries where women marry more than one husband and the practise is called polyandry. I believe monogamy is by choice and I chose to be a polygamist. Simple!

Judge Agabus (firmly): You seem not to know the consequence of what you have done to your wife. You had a court marriage and bounded by law not to marry a second wife. Your waywardness and love for polygamy has given your first wife the legal right to seek a divorce and if granted, you will have to forfeit some of your assets and properties. You may also have to lose the custody of your children.

Chief Okoro (shocked): What! My properties and lovely children! I will insist, in fact, I insist with immediate effect that I love my wife and do not want a divorce at all.

Court Audience (laughs): Aaaaah!

Judge Agabus (smiling): Well, you will have to wait till after the recess to find out if the court will grant your wife's request for a divorce or not.

Lights out

Questions

1. What is monogamy?
2. What is polygamy
3. What is the difference between polygamy and polyandry?
4. State some of the problems that can lead to failure of marriages as discussed in the passage.

Mrs Isabella's Class



8:00 am: Pupils are seen sitting in the classroom. It is a social studies lesson and Mrs Isabella is already in the class. The students are quiet as they listen with rapt attention. The setting is a typical classroom with the teacher's table, a blackboard and chairs and tables for the pupils. Mrs Isabella is dressed in a black gown. She is a smart, beautiful and young lady in her late 30s. It is the first period/lesson of the day.

Pupils (curtseying): Good morning ma, you are welcome to our class. Hope you had a good night rest?

Mrs Isabella (smiling): Good morning children. I slept very well and I believe you also had a nice night. Thank you all for your concern. Well, this is just the first period and I want to teach you about culture and its elements. Does anybody know what culture is? Can anyone define or explain culture? Debola, can you tell us what you understand by culture?

Debola (standing up reluctantly): Ma, I think culture means traditional singing and dancing done by people from different ethnic groups.

Mrs Isabella (nods): Well, that is an idea of what culture is. (To members of the class) Clap for him. Does any other person want to try answering the question? Sharon, what do you understand by the word 'culture'?

Sharon: I have no idea, Ma.

Mrs Isabella (calmly): Okay, I will explain what culture and cultural elements are. Culture is the way of life of a people. It is our identity, it defines who we are and culture is the things that we do which make us different from other people. Based on these explanations, can anyone explain some of the things that can make us to easily identify a Yoruba man from an Ibo or Hausa man.

Pupils (chanting excitedly): I, me and me.

Mrs Isabella (smiling): Alright then, (pointing to a pupil) Segun, tell the class.

Segun (rising): Some of the things that can help us to identify a Yoruba from an Ibo or Hausa man are language, food, music genre, dressing, rites, fashion, religion, testimonies, tribal marks, festivals, arts, choice of trade etc.

Mrs Isabella (to the pupils): Correct, clap for him. (Continues) Cultural practices differ from place to place and distinguish people from one another. For example, the Yorubas wear iro and buba, agbada, buba and sokoto while Hausas wear babariga, and Ibos wear wrapper and George material. Also, Yoruba people eat amala, eba, ewedu, etc while Hausas eat tuwo, fura, nunu, luru, etc. Marital rites also differ in the different ethnic groups. Sharon, Debola and Musa, kindly tell members of this class where you are from, some of your cultural practices and how you reflect or show culture through greetings.

Sharon (rises): I am from the South-East, Nigeria. As a young Ibo boy, I stand when greeting my parents or other elderly people. Marriages are formalised and rites are conducted through the payment of dowry and palm wine carrying ceremonies. Ibos love to farm and fish; we plant crops such as palm oil, yam, cassava, plantain and so on. Some of the cultural festivals celebrated by my people include Masquerade dance, traditional wrestling festival, New Yam festival, etc.

Debola (rises): As a Yoruba boy from the South-West, Nigeria, I prostrate whenever I want to greet my parents or the elderly. My people consider any young boy that does not prostrate for his elders as being rude. On the other hand, girls in Yoruba land have to kneel down when greeting. Marriages are conducted after formal introduction of family members from both the bride and the groom. Also gifts are exchanged and the father of the bride hands her over to the groom after the payment of the dowry. Most of my people work as farmers, we plant cocoa, rubber, palm oil, cassava, etc Some of our cultural festivals are Osun Osogbo Festival, Egungun Festival, Oke-Badan Festival, Olojo Festival and some of our games are ayo olopon and traditional wrestling (ijakadi/emu), etc.

Musa (smiling): Walahi, in Northern Nigeria, boys like myself used to squat and touch our chest with our hands when greeting our elders while our girl only have to kneel down. Marriage practices in my place? Walahi, Mrs Isabella, the father of the groom gets him a wife that he considers suitable and after the dowry has been paid, the husband and the wife moves in together. But marriage rites amongst the Fulani tribe are a little different because the groom has to be flogged over and over again and this is the dowry. Men who are considered to be very tough have chances of getting married on time. My people love agriculture and we plant groundnut, sugarcane, millet, sorghum, onions, beans, etc Our festivals are Emir's Durban, Argungu Fishing Festival, archery games etc.

Mrs Isabella (smiling): What interesting presentation! Please, give them a rousing ovation. Based on the students' discussions, we can all see that the cultures of these students differ and each represent their identity. We shall continue from here next class. Please, who has a question?

Questions

5. What is the cultural belief of Musa's people on marriage?
6. How do young people from Sharon's tribe greet their elders/ parents?
7. What are some of the common food crops planted in Northern Nigeria?
8. What is the mode of dressing for Yoruba boys and girls in the passage.
9. What is the mode of greeting for Hausa boys?

The Ray Talk Show



3:30pm: In a sophisticated studio fully furnished and air-conditioned. It is *The Ray Talk Show* with the host, Ray Simeon. It is a special interview session to commemorate the beginning of the annual Osun Osogbo Cultural Festival. The interview is with High Chief Kolade, one of the chiefs in Osogbo Town, Osun State. High Chief Kolade is dressed in a white overflowing agbada with a white cap to match. The studio is streaming live and the interview is in session.

Ray (probing): You are welcome back from the short break. As the chairman of the local organising committee of this year's festival, what is the significance of the Osun Osogbo Cultural Festival to the preservation of the cultural heritage of your people?

High Chief Kolade (smiling): The Osun Osogbo Cultural Festival is regarded all over the world as a celebration of indigenous cultures, customs and traditions and this year's festival will be no different. We have...

Ray (interrupts): What is the significance of the festival?

High Chief Kolade (warming up): The Festival is a celebration of the great goddess of the Osun River who is well revered by her priests and worshippers. She is reputed to possess the power of fruitfulness and gives gift of children to the barren. The water of the river also has healing powers. The festival is a celebration of the cultural heritage of the people and also an avenue for the preservation of the culture through the type of foods served, language spoken, traditional attires worn, and different traditional hair styles on display. The king, chiefs and

other guests that are present usually dress in traditional attires such as ‘agbada’, ‘dansiki’, ‘buba’, ‘sokoto’, ‘fila’, ‘buba and iro’, etc. Women and young girls – all dressed in white - will plait different hair styles such as ‘patewo’, ‘ipako-elede’, ‘kolese’, ‘suku’ among others and sing folksongs to the admiration of the tourists, guests and dignitaries in the palace. However, most of the final rituals are performed at the Osun Shrine which is at the river bank.

Ray (inquisitively): What are the important aspects of the festival?

High Chief Kolade (calmly): The Osun Osogbo Cultural Festival starts in the palace of the king, the ‘Ataoja of Osogbo’ with prayers, libations and sacrifices offered to the goddess by the king and his chiefs for the peaceful coexistence of the community. Out of all the young maidens in the land, one of them is chosen as the ‘Arugba’ or calabash carrier. The ‘Arugba’ is someone who bears the big calabash bearing the sacrifice and other sacred materials belonging to the goddess for the year and whoever is chosen as the ‘Arugba’ is considered highly to be favoured. The only qualification to be the ‘Arugba’ is that the girl must be a virgin. The ‘Arugba’ prays for the barren women and carries the calabash to the Osun Groove and Osun River for the final set of rituals.

Ray (surprised): Wooooooow! Chief, you mean that this ‘Arugba’ must be a virgin? Why?

High Chief Kolade (calmly): The ‘Arugba’ is a chaste virgin and a symbol of purity. The virgin selected as the ‘Arugba’ is usually the ‘chosen maiden’ of the goddess for the festival and she brings pride to her family members.

Ray (interestingly): So, in what way does the festival help in the preservation of culture?

High Chief Kolade (approvingly): The Osun Osogbo Cultural Festival has helped to preserve and showcase the culture of the people to the outside world. The Festival stresses the importance of chastity and moral purity which is signified by the use of white colour by the Osun worshippers and priests. It is a very big event that brings all the indigenes of Osun from home and abroad to their hometown for yearly blessings. It ties our children to their roots and ensures the consistent transfer of our culture to the children.

Ray (continues): This is a very big project, how easy has it been to maintain it? Finance? Planning? Who supports you?

High Chief Kolade (confidently): Ray, before now, finding a sponsor used to very difficult but not again. Some multinational companies and other business moguls within and outside Nigeria have been sponsoring the festival. This has given it a wider coverage and further helped to preserve the cultural heritage of the people of Osogbo.

Questions

6. Mention at least two ways of preserving our cultures?
7. What is the significance of the ‘Arugba’ in the festival?
8. State at least three ways by which we can project our cultures?
9. What is the importance of the Festival to the people of Osogbo?
10. Mention any four items of cultural identification in the passage.

Ire- Akari Community



12:00 am: The multipurpose hall is filled to capacity because it is an interdenominational prayer meeting. Worshipers – Christian, Muslims and Traditional worshippers gather in the hall for the special prayer meeting. The prayer meeting has been called in the instance of Honourable Tunde to pray for the peace, growth and prosperity of the community. On the stage are Hon. Tunde and three clergies, Rev. Owolabi, Alhaji Sultan Hammed and Baba Fayose. The hall is lit up and a song by Tope Alabi vibrates in the public address system across the hall. The atmosphere is electrifying as the congregation dance happily.

Hon. Tunde (clearing his throat): People of Ire-Akari Community, we are here to pray for the continued peace and progress of our community. We already have three respectable religious leaders in the hall. I will be introducing them one after the other and as they come forward, they will tell us about peace and pray for our community. I present Rev. Owolabi...
Congregation (clapping excitedly): Welcome sir.

Rev. Owolabi (taking the microphone): Praise the lord! The lord has been good indeed. Brethren, peace is essential for the growth and development of this society. As Christians, we believe in the Lord Jesus who is the Prince of peace. We usually worship on Sunday and we gather in a church to pray and learn from the Holy Bible which is our holy book. Our symbol is the cross while some denominations make use of the rosary. As Christians, we believe in the trinity – God, the father, Jesus, the son and the Holy Spirit. Christianity is faith in God through Jesus and we preach peace wherever we are. (To the congregation) Let us rise to pray for the peace and progress of our community.

Congregation: Pray for the peace!

Hon. Tunde (bowing to take the microphone): Thank you so much Rev. Owolabi; that was very insightful. I will now like to call on Alhaji Hammed who will exhort us in Quranic instruction and pray for our community.

Alhaji Hammed (collecting the microphone): Al’amdulilahi, I give Allah the praise for this prayer meeting organised by Hon. Tunde. Islam is a religion of peace because the Holy Prophet Mohammed admonishes Muslims everywhere to always pursue the path of peace. Every Muslim is a follower of the Holy Prophet Mohammed (SWT) who is a great messenger

from Allah. Muslims worship in mosques and pray five times a day while facing the east. We usually perform ablution before saying our prayers, we make use of materials such as the rosary, mat, sand, water and we conduct our prayers in Arabic. As Muslims, we gather at designated places and mosques on Fridays to hold special prayers. The religion is established on five pillars which include the indivisibility of God, holy pilgrimage to Mecca, participation in fasting, giving of alms and offering of prayers five times daily. The leader of a mosque is called Imam and we read the Holy Quran. Islamic doctrine allows Muslim men to keep their beards while the women cover their heads with veil. Our symbol is the lunar or a new moon with star. (To the congregation) Let us pray for the peace of this community...

Congregation: Pray for peace...!

Hon. Tunde (bowing to collect the microphone): People of Ire-Akari, you have just listened to Alhaji Hammed and Rev. Owolabi and you will agree with me that both Christianity and Islamic religions preach the doctrine of heaven and hell for good and bad people respectively. Now, I will call on Baba Fayose to say his prayers for our community.

Baba Fayose (collecting the microphone): I serve the deities as a priest; these deities are messengers and intermediaries between mankind and Eledumare; the supreme and almighty God. These deities are several smaller gods that help their worshippers present their cases before the great and mighty God. We worship in shrines and grooves with rituals, sacrifices and other rites as demanded by the deities from time to time. There are no strict hours or days of worship except for special festivals or ceremonies organised to celebrate the deity. Some of the gods I serve are 'Ogun', 'Sango', 'Obatala', among others. Each of the deities has a form of identity and characteristic. However, most of them preach love for one's neighbour and peace. The gods do not encourage their worshippers to engage in evil of any kind. Let us pray...

Congregation (noisily): Pray for the land...

Hon. Tunde (clapping): My brothers and sisters, we have heard it all. The three religious leaders have spoken well and informed us that all our religions do not support violence and chaos. Our religious practices are targeted at the worship of a supreme being – God, Allah and Eledumare – that rules over all. We must therefore learn to live in peace with our neighbours according to the tenets of our religions.

Questions

1. Mention the three types of religions discussed in the passage.
2. State at least three similarities between Christianity and Islam.
3. State at least three differences between the Traditional African religion and Islam.
4. Mention the title of the leaders of the three religions.
5. Where do the three religions worship?
6. When do the worshippers of the religions hold their services?

James fights Sule



3:00pm: At a very busy road junction with buses loading persons and goods. Passengers are boarding and disembarking from vehicles, everybody is busy doing one thing or the other. The environment is very lively as people are going about their normal businesses. Suddenly, in the midst of all these happenings, there was a great noise. A huge crowd appears to be following two men who are being held and dragged by some policemen. One of the men is Pastor James who is dressed in a white 'sutanah' gown while the second man is Alfa Sule. Two factions of supporters have already emerged and they are seen arguing in the background; one group for Pastor James and the other for Alfa Sule. The situation is chaotic.

Police man (swearing): I am highly disappointed in the two of you. How can our religious leaders cause such embarrassment and disturb public peace? I am placing you under arrest for such irresponsible behaviour and failure to caution your supporters.

Pastor James (fuming): Don't mind this silly man (referring to Alfa Sule), or how else does one refer to someone who claims that your fasting is still valid after you have eaten in the dawn. I heard him telling these men and tried to correct his errors then he started to say nasty things about me and my religion. I will not...

Alfa Sule (threateningly): Allow me to deal with him. He is such a fool for trying to convince members of my congregation to fast the wrong way. I was only trying to correct him when he slapped me. (Referring to the police) He slapped me and vowed to deal with me. What else do you think that I would have done? Allow him to continue to slap me? Never! I tasked my boys to give him a beating of his life and that was when his church members showed up and it became a big fight.

Police man (shouting): Enough, you two! Can you both listen to yourselves speak? What careless and irresponsible statements from the two of you! I am very ashamed of the two of you and it is a shame that you both have dragged your followers into this senseless argument. It would have resulted into a religious crisis if not for Mr Ajebo that came to the station to inform us.

Mr Ajebo (clears his throat): Thank you officer, the argument between Pastor and Alfa Sule is totally unnecessary. I think they need to be enlightened on the need to tolerate each other views and opinion.

Police man (nodding): You are very right sir. Their views are very narrow and one-sided. So, what do you suggest that we do sir?

Pastor James: My views are always right, I have to insist. You only need to warn the Alfa not to continue polluting the mind of his members with corrupt teachings on fasting.

Alfa Sule (fuming): I will take no such insults from this man. Allow me to deal with him.

Mr Ajebo (angrily): keep quiet both of you. You need to learn to respect each other's views. You are two different individuals practising two different religions. That one is a Christian does not mean that religious practices of Muslims are wrong. Personally, I cannot stop wondering how different views about fasting could have degenerated into a public fight and breach of peace in the community.

Police man (interrupts): Mr Ajebo, even the law of this country allows every citizen the right to his or her opinion or view concerning any issue. The constitution states that there is freedom of expression for every citizen in Nigeria. For peaceful coexistence and national unity, we must all learn to respect the views and opinions of others even when they are against our beliefs.

Mr Ajebo (continues): I have already told them (referring to Pastor James and Alfa Sule) of the need to listen to and respect the opinions of each other. Human beings are different from one another and so, we cannot see things the same way, because our views, opinions, tastes, desires and ideas will always be different.

Police man (interrupts): The argument between Pastor James and Alfa Sule developed as a result of differences in religious beliefs. But apart from religious differences, people are different from one another through culture, geographical location, mode of dressing, methods of worship, etc but we must accept this reality and learn to respect each other's beliefs in order to continue to live in love and peace with one another.

Mr Ajebo (calmly): When we respect and tolerate other people's beliefs, it will enable us to learn something from them. Tolerance for other people's opinion is compulsory for peaceful coexistence in this society.

Pastor James (soberly): I feel very sorry for my actions. I can now understand the folly in my behaviour and I want to apologise to my friend, Alfa Sule (hugs Alfa Sule).

Alfa Sule (smiling and hugging Pastor James): I am also very sorry for all I said to you.

Police man (smiling): Hope the two of you have learned and will begin to preach the messages that will help members of your congregation to respect the views of others

Pastor James and Alfa Sule (hugging and laughing each other): Yes Sir!

Questions

1. State at least three reasons why people have different beliefs.
2. Mention at least three ways in which other people's beliefs are different from yours.
3. Why do we need to listen to other people's views or opinion?
4. What was the argument between Pastor James and Alfa Sule about?
5. Why do we need to tolerate the views or opinions of other people?
6. What does the constitution of Nigeria say concerning respect for other's views?

APPENDIX VII
STORYTELLING INSTRUCTIONAL STRATEGY GUIDE

| | |
|--------------------------|---|
| Week 1: | Lesson 1 |
| Subject: | Social Studies |
| Class: | Pry 4 |
| Topic: | Living in the family |
| Sub-Topic: | Members of the family |
| Duration: | 35minutes |
| Previous Knowledge: | Pupils live in families and are familiar with family members |
| Reference Books: | Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3 rd Edition University Press PLC. Ibadan. Christmas with the Thompsons and Other Stories Written by Jimoh D.O |
| Instructional Materials: | Charts of family members and pictures of family members with a short story. |
| Behavioural Objectives: | At the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> i. Define a family ii. Mention the two types of family iii. Identify and name members of nuclear family iv. Identify and name members of the extended family |

| Step | Teacher's Activities | Pupil's Activities |
|------------|--|---|
| Step 1 | The teacher displays the pictures of nuclear and extended family | Look at the pictures |
| Step 2 | She leads the pupils to discuss the story and the lesson of the day. | Listen and participates in the story |
| Step 3 | She defines the term family | Ask questions |
| Step 4 | She draws the attention of the pupils to the story read | Ask questions |
| Step 5 | The teacher mentions the two types of family. Nuclear and extended family. She relates it to the story read earlier. | Response to the question asked by the teacher |
| Conclusion | She asks the pupils about the composition of the extended family of The Thompsons. | Response to the question asked by the teacher |
| Evaluation | i. What is family? ii. How many types of family do we have? iii. Name three members of the nuclear family | |
| Assignment | I. Identify and name five members of the extended family | |

Week 1: Lesson 2
 Subject: Social Studies
 Class: Pry 4
 Topic: Living in the family
 Sub-Topic: Family Relationships
 Duration: 35minutes
 Previous Knowledge: Pupils are familiar with relationship among family members
 Reference Books: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Christmas with the Thompsons and Other Stories
 Written by Jimoh D.O
 Instructional Materials: A chart with a diagram of family tree showing the relationship among members of the family with a short story.
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Explain the relationship of members of their extended family
 ii. Explain the correct use of uncle, aunt, cousin, nephew and niece
 iii. Draw their extended family tree

| Step | Teacher's Activities | Pupil's Activities |
|------------|---|--|
| Step 1 | The teacher leads the pupils to discuss the story and the lesson of the day. | Listen and participates in the story |
| Step 2 | She leads the pupils to discuss members of the extended family | Listen and participates |
| Step 3 | She explains the relationship between members of the extended family | Ask questions |
| Step 4 | She draws the attention of the pupils to the story read | Ask questions |
| Step 5 | The teacher leads the pupils to discuss the correct use of uncle, aunt, cousin, nephew and niece. | The pupils answer questions asked by the teacher |
| Conclusion | She relates it to the story read earlier. | Response to the question asked by the teacher |
| Evaluation | Teacher draws questions from the story read: i. What is the relationship between Deborah and Uncle James? ii. What is the relationship between Izundu and Okon? iii. State four members of the extended family according to the story? | |
| Assignment | i. Draw your extended family tree and put names on it. | |

Week 2: Lesson 1
 Subject: Social Studies
 Class: Pry 4
 Topic: Marriage
 Sub-Topic: Marriage Practices
 Duration: 35minutes
 Previous Knowledge: Pupils have heard of or attended a marriage ceremony before now.
 Reference Books: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Christmas with the Thompsons and Other Stories
 Written by Jimoh, D.O
 Instructional Materials: Marriage Album
 Magazines
 Charts showing diagrams of different types of marriage and a short story.
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Explain different types of marriage
 ii. Distinguish between marriage practices in the community
 iii. State why marriage practices differ from one community to the another

| Step | Teacher's Activities | Pupil's Activities |
|------------|---|--|
| Step 1 | Teacher displays photographs of different marriages | Pupils observe the photographs displayed |
| Step 2 | She leads the pupils to identify the names of the marriage | Listen, Responds and participates |
| Step 3 | She ask the pupils to narrate to the class a marriage ceremony they have witnessed | Listen and participates |
| Step 4 | The teacher leads the pupils to discuss the story and the day's lesson | Listen and participates in the story |
| Step 5 | She explains the types of marriage (monogamy, polygamy,)drawing the attention of the pupils to the story read | Ask questions |
| Conclusion | Teacher states why marriage practices differs from one community to the other | The pupils answer questions asked by the teacher |
| Evaluation | i. Identify different types of marriage ii. State two reasons why marriage practices differ | |
| Assignment | i. Distinguish between two marriage practices in your community | |

Week 2: Lesson 2
 Subject: Social Studies
 Class: Pry 4
 Topic: Marriage
 Sub-Topic: Marriage Failures
 Duration: 35minutes
 Previous Knowledge: Pupils are familiar with marriage practices before now.
 Reference Books: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Christmas with the Thompsons and Other Stories Written by Jimoh, D.O
 Instructional Materials: A short story
 Magazine cuttings
 A chart showing diagrams of an Elderly person trying to settle a misunderstanding between a couple.
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. List three conditions of good marriage
 ii. Identify problems of marriage
 iii. Mention ways of solving marriage problems

| Step | Teacher's Activities | Pupil's Activities |
|------------|---|--|
| Step 1 | The teacher ask the pupils to list the conditions of good marriage | The pupils answer questions asked by the teacher |
| Step 2 | She leads the pupils to discuss story and the day's lesson | Listen, Responds and participates |
| Step 3 | The teacher explains the causes of problems in marriage (misunderstanding, financial problems, infertility, gossip) | Ask questions |
| Step 4 | She leads the pupils to discuss how marital problems are solved (caring for one another, dialogue, honesty) | Ask questions |
| Conclusion | She relates it to the story read earlier. | Response by the pupils |
| Evaluation | Teacher draws questions from the story read: i. What type of marriage ceremony does Mr and Mrs Ajayi had? ii. Is Alhaji Musa a Monogamist or a Polygamist? _____ iii. State three problems that led to the failure of Stella's marriage | |
| Assignment | i. Identify causes of marriage problems ii. Discuss how these problems could be solved | |

Week 3: Lesson 1
 Subject: Social Studies
 Class: Pry 4
 Topic: Our Culture 1
 Sub-Topic: The Meaning and Elements of Culture
 Duration: 35minutes
 Previous Knowledge: Pupils are familiar with the culture of their immediate environment before now.
 Reference Books: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Christmas with the Thompsons and Other Stories Written by Jimoh, D.O
 Instructional Materials: Pictures and charts showing different cultural display
 A short story on culture
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Explain the concept of culture
 ii. List some elements of culture

| Step | Teacher's Activities | Pupil's Activities |
|------------|--|--|
| Step 1 | The teacher displays pictures and charts of different cultural displays | Pupils observe the pictures and charts displayed |
| Step 2 | She leads the pupils to identify the cultural elements in the photographs displayed as it relates to their own culture | Responds and participates by answering questions |
| Step 3 | The teacher explains what culture and its elements means (way of life, language, food, greeting, dressing etc.) | Responds to questions |
| Step 4 | She illustrate culture, drawing points from the story read earlier | Ask questions and also contribute |
| Conclusion | She explains to the pupils why people have different culture and different cultural elements. | Response by the pupils |
| Evaluation | i. What does culture means? ii Mention different ways different people greet and dress | |
| Assignment | i. List four elements of culture ii State three Nigerian foods. | |

Week 3: Lesson 2
 Subject: Social Studies
 Class: Pry 4
 Topic: Our Culture 1
 Sub-Topic: The Elements of Culture
 Duration: 35minutes
 Previous Knowledge: Pupils are familiar with what culture means before now.
 Reference Books: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.

Christmas with the Thompsons and Other Stories
 Written by Jimoh, D.O

Instructional Materials: A short story on culture and its elements
 A chart showing different elements of culture
 Real cultural materials and objects

Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Give reasons why people dress differently
 ii. Mention reasons for the differences in peoples feeding habits
 iii. Explain why differences in people's culture

Introduction: Teacher asks the pupils' to identify the real materials and objects.

| Step | Teacher's Activities | Pupil's Activities |
|------------|--|------------------------------------|
| Step 1 | Teacher reads a short story | Listen and participates |
| Step 2 | Teacher ask the pupils to give reasons why we have different food for different cultures | Responds to the questions |
| Step 3 | The teacher explains why different people have different customs and different cultural elements | Responds and participates |
| Step 4 | She leads the pupils to know the reason why peoples dressing, greetings and eating habits are different | Ask questions and also contribute |
| Step 5 | She relates it to the story read earlier | Pupils participates |
| Step 6 | Teacher asks the pupils to state their cultural food | Response to questions by answering |
| Conclusion | Pupils are asked to demonstrate the mode of greeting of each of the tribes. | Pupils responds and demonstrate |
| Evaluation | She draws questions from the story read i.What is the mode of dressing for boys and girls in Adu's village? ii How does Adu's friend greets in his own village? iii. What type of food does Adu's people eat? | |
| Assignment | i. explain why people's mode of dressing and eating habits are different from those of others ii State three similarities in people's culture e.g food, dressing, greeting. | |

Week 4: Lesson 1
 Subject: Social Studies
 Class: Pry 4
 Topic: Our Culture 11
 Sub-Topic: Ways of Preserving our Culture
 Duration: 35minutes
 Previous Knowledge: Pupils are familiar with the elements of culture before now.
 Reference Books: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Christmas with the Thompsons and Other Stories
 Written by Jimoh, D.O
 Instructional Materials: A chart showing pictures of some ancient monuments
 And a short story on cultural preservation
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Explain the meaning of preservation of culture
 ii. State ways of preserving culture and tradition

| Step | Teacher's Activities | Pupil's Activities |
|------------|--|--|
| Step 1 | Teacher asks the pupils questions based on the story read | Responds by answering questions |
| Step 2 | Teacher leads the pupils to identify ways of preserving our culture | Listens and responds |
| Step 3 | She explains: ways of keeping and guiding our ways of life | Ask questions and participates |
| Step 4 | She relates it to the story read earlier | Ask questions and also contribute |
| Step 5 | Teacher explains ways of cultural preservations (museums, buildings, festivals, dressing etc.) | Pupils participates and answer questions |
| Conclusion | Pupils are asked to mention some customs mentioned in the story | Pupils responds and answer questions |
| Evaluation | i. Explain the meaning of preservation of culture ii State two ways of preserving culture | |
| Assignment | Find out some of the old traditions from home | |

Week 4: Lesson 2
 Subject: Social Studies
 Class: Pry 4
 Topic: Our Culture 11
 Sub-Topic: Reasons for Preserving our Culture
 Duration: 35minutes
 Previous Knowledge: Pupils are familiar with ways of preserving our culture before now.
 Reference Books: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Christmas with the Thompsons and Other Stories Written by Jimoh, D.O
 Instructional Materials: A chart showing pictures of some ancient monuments
 A chart showing some cultural festivals
 And a short story on cultural preservation
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Identify cultures and traditions that should be preserved
 ii. Mention aspects of culture and tradition that should be discarded

| Step | Teacher's Activities | Pupil's Activities |
|------------|---|---|
| Step 1 | Teacher asks the pupils to reports their findings to the class on some of the old traditions they had heard about from home | Responds by turning in their assignment verbally; they answer questions |
| Step 2 | Teacher retell the story and goes into the lesson of the day | Listens and responds |
| Step 3 | She discuss the aspects of our culture to be preserved: (respect for elders, hard work, high moral values) | Ask questions and also contribute |
| Step 4 | Teacher explains aspects to be discarded (ritual killing, killing of twins, tribalism) | Responds and contributes |
| Step 5 | She explains the reasons for cultural preservation | Ask questions and participates |
| Conclusion | Teacher relates it to the story read earlier | Pupils responds and answer questions |
| Evaluation | i. Identify two cultures to be preserved ii Mention two aspects of our culture to be discarded. iii. Mention any four festivals as mentioned in the story | |
| Assignment | Make a visit to a palace of a traditional ruler in your locality | |

Week 5: Lesson 1
 Subject: Social Studies
 Class: Pry 4
 Topic: Our Religion
 Sub-Topic: Various Religious Practices
 Duration: 35minutes
 Previous Knowledge: Pupils belong to different religion.
 Reference Books: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Christmas with the Thompsons and Other Stories Written by Jimoh, D.O
 Instructional Materials: Cuttings of people worshipping in churches, Mosque and traditional shrines
 And a short story on Religious Practices
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Explain the meaning of religion
 ii. Explain the beliefs and tenets of the three main religions

| Step | Teacher's Activities | Pupil's Activities |
|------------|--|--|
| Step 1 | Teacher asks the pupils to mention the religion of their parents | Responds to teachers questions |
| Step 2 | Teacher leads the pupils to discuss the story and goes into the lesson of the day | Listens and participates in the story |
| Step 3 | Pupils are led to identify other religions in their locality e.g. Christianity, Islamic and Traditional Religions | Responds by mentioning the names of other religion in their locality |
| Step 4 | Teacher explains the beliefs and tenets of the three major religions: Bible/Church; Quran/Mosque, Deities/ Shrine etc. | Responds, contributes and ask questions |
| Conclusion | She relates it to the story read earlier | Participates and answer questions |
| Evaluation | i. Mention the three main religions in Nigeria ii Explain their different beliefs iii. Mention the tenets of the three main religion | |
| Assignment | Find out about what these religions have in common from home. | |

Week 5: Lesson 2
 Subject: Social Studies
 Class: Pry 4
 Topic: Our Religion
 Sub-Topic: Various Religious Practices (Their Similarities)
 Duration: 35minutes
 Previous Knowledge: Pupils have learnt about religious practices before now.
 Reference Books: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Christmas with the Thompsons and Other Stories
 Written by Jimoh, D.O
 Instructional Materials: Elements of worship of various religions.
 And a short story
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Mention the materials used for worship
 ii. Identify aspects in which they are similar.

| Step | Teacher's Activities | Pupil's Activities |
|------------|--|-----------------------------------|
| Step 1 | Teacher leads the pupils to discuss the lesson of the day | Listens and participates in story |
| Step 2 | Pupils mention the materials used for worship | Answer questions |
| Step 3 | Pupils are to mention the ways by which religions are similar | Participates and contributes |
| Step 4 | Teacher corrects where necessary and gives more explanation. E.g: believe in Supreme being(God, Allah,Olorun). All preach love for others and respect. | Responds and answer questions |
| Conclusion | She relates it to the story read earlier | Participates and answer questions |
| Evaluation | i. Mention two teachings each of the three main religions. ii identify two aspects of the similarities of the three main religion | Answers |
| Assignment | Find out about the differences of the three main religion | |

Week 6: Lesson 1
 Subject: Social Studies
 Class: Pry 4
 Topic: Our Religion
 Sub-Topic: Various Religious Practices (Their Differences)
 Duration: 35minutes
 Previous Knowledge: Pupils have learnt about the similarities among the religions before now.
 Reference Books: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Christmas with the Thompsons and Other Stories Written by Jimoh, D.O
 Instructional Materials: Real objects of worship: Bible, Quran etc.
 And a short story
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Identify aspects in which the religions are different.
 ii. State aspects of the differences of the three religions

| Step | Teacher's Activities | Pupil's Activities |
|------------|---|-----------------------------------|
| Step 1 | Teacher leads the pupils to discuss the lesson of the day | Listens and participates in story |
| Step 2 | Pupils are to mention the differences of the religions | Participates and contributes |
| Step 3 | Pupils are to mention the aspects in which the three main religions are different | Responds and answer questions |
| Step 4 | Teacher relates it to the story read earlier | Participates and answer questions |
| Conclusion | Teacher summarizes all over. The differences are: the names each call God such as Allah, Olorun, Chukwu. The person through whom they pray to God e.g: Jesus Christ, Mohammed, Ogun etc. and the style of dressing. | Ask questions |
| Evaluation | i. state two differences in the mode of worship of the three main religions. ii state two aspects of the differences of the three main religion | Answers |
| Assignment | Write down two similarities and differences among the different religions. | |

Week 6: Lesson 2
 Subject: Social Studies
 Class: Pry 4
 Topic: Other People's Beliefs and Traditions
 Sub-Topic: Why we must listen to Other People's Views
 Duration: 35minutes
 Previous Knowledge: Pupils have learnt about various religion practices before now.
 Reference Books: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Christmas with the Thompsons and Other Stories Written by Jimoh, D.O
 Instructional Materials: Charts of different religious places of worship
 And a short story relevant.
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Explain why we must listen to other people's view
 ii. State the need to tolerate one another's views and beliefs.

| Step | Teacher's Activities | Pupil's Activities |
|------------|--|---------------------------------------|
| Step 1 | Teacher leads the pupils to discuss the story on tolerance | Listens and participates in the story |
| Step 2 | Pupils are asked questions based on the story on tolerance | Responds by answering questions |
| Step 3 | Teacher leads the pupils to discuss why we must listen to the views of others | Participates and answer questions |
| Step 4 | She gives reasons: Because there may be something to, learn from them; we also show that we consider the person and his views important. | |
| Conclusion | Teacher relates it to the story | |
| Evaluation | i. Explain reasons why we must listen to other people's views.. ii List two reasons why we must tolerate one another | |
| Assignment | Find out three ways in which other people's beliefs differs. | |

Week 7: Lesson 1
 Subject: Social Studies
 Class: Pry 4
 Topic: Other People's Beliefs and Traditions
 Sub-Topic: Why we must respect Other People's Views, Beliefs and Traditions.
 Duration: 35minutes
 Previous Knowledge: Pupils have treated listening to other people's view before now.
 Reference Books: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Christmas with the Thompsons and Other Stories Written by Jimoh, D.O
 Instructional Materials: Religious objects e.g; Bible, Quran, etc.
 And a short story.
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Identify reasons why we must respect other people's views, beliefs and traditions.
 ii. State the ways other people's belief differs.
 iii. Explain the similarities between different beliefs and traditions.

| Step | Teacher's Activities | Pupil's Activities |
|------------|---|---------------------------------------|
| Step 1 | Pupils turn in their assignment by giving the reason why other people's beliefs differ | Participates by answering |
| Step 2 | Teacher corrects them where necessary and moves into the day's lesson with a short story | Listen and participates in the story |
| Step 3 | Teacher leads the pupils to discuss why we must respect the views, beliefs and traditions of others | Responds |
| Step 4 | She explains the ways in which other people's views and traditions differ from ours: the name they call God; the methods of worship; the style of dressing | Give examples |
| Step 5 | Teacher relates it to the story read earlier | Answer questions |
| Conclusion | Teacher leads discussion on the similarities between different beliefs and traditions: Belief in one God. The Golden rule; love for others; peace and co-existence. | Listen, participates and contributes. |
| Evaluation | i. state two reasons why we must respect other people's views, beliefs and traditions ii mention three similarities between different beliefs and traditions | Answer questions orally |
| Assignment | Identify three reasons why we have different beliefs and traditions. | |

WEEK: 7

LESSON: 2

APPENDIX VIII

DRAMA INSTRUCTIONAL STRATEGY GUIDE Aduke Agbaje and Other Plays Written by Jimoh, D.O

| | |
|--------------------------|---|
| Week 1: | Lesson 1 |
| Subject: | Social Studies |
| Class: | Pry 4 |
| Topic: | Living in the family |
| Sub-Topic: | Members of the family |
| Duration: | 35minutes |
| Previous Knowledge: | Pupils live in families and are familiar with family members |
| Reference Books: | Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3 rd Edition University Press PLC. Ibadan. Aduke Agbaje and Other plays Written by Jimoh D.O |
| Instructional Materials: | A short Play. |
| Behavioural Objectives: | At the end of the lesson, pupils should be able to: <ol style="list-style-type: none"> i. Define a family ii. Mention the two types of family iii. Identify and name members of nuclear family iv. Identify and name members of the extended family |

Introduction: Pupils are introduced to Drama Instructional Strategy.

| Step | Teacher's Activities | Pupil's Activities |
|------------|---|--|
| Step 1 | The teacher leads the pupils to the topic of the day; Family relationships. | Listen |
| Step 2 | She shares the characters among the pupils and goes to the lesson of the day. | Listen and participates. |
| Step 3 | Pupils assume the roles of the character as actors as they read in turns | Responds by acting |
| Step 4 | Teacher draws the attention of the pupils to the characters in the play | Response to the question asked by the teacher. |
| Step 5 | Pupils are to give the important incidence in the play | Ask questions |
| Conclusion | Teacher gives answers appropriately and summarizes the play | Listens and participates |
| Evaluation | Pupils are asked about the relationship of the people in the play. | Respond |
| Assignment | I. Identify and name five members of the extended family | |

Week 1: Lesson 2
 Subject: Social Studies
 Class: Pry 4
 Topic: Living in the family
 Sub-Topic: Family Relationships
 Duration: 35minutes
 Previous Knowledge: Pupils are familiar with relationship among family members
 Reference Books: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Aduke Agbaje and Other plays Written by Jimoh D.O
 Instructional Materials: A short Play.
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Explain the relationship of members of their extended family
 ii. Explain the correct use of uncle, aunt, cousin, nephew and niece

| Step | Teacher's Activities | Pupil's Activities |
|------------|---|--|
| Step 1 | The teacher leads the pupils to the topic of the day; Family relationships. | Listen |
| Step 2 | She shares the characters among the pupils and goes to the lesson of the day. | Listen and participates |
| Step 3 | Pupils assume the roles of the character as actors as they read in turns | Responds by acting |
| Step 4 | Teacher draws the attention of the pupils to the characters in the play | Response to the question asked by the teacher. |
| Step 5 | Pupils are to give the important incidence in the play | Ask questions |
| Conclusion | Teacher gives answers appropriately and summarizes the play | Listens and participates |
| Evaluation | Pupils are asked about the relationship of the people in the play. | Responds orally |

Week 2: Lesson 1
 Subject: Social Studies
 Class: Pry 4
 Topic: Marriage
 Sub-Topic: Marriage Practices
 Duration: 35minutes
 Previous Knowledge: Pupils have heard of or attended a marriage ceremony before now.
 Reference Books: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Aduke Agbaje and Other plays Written by Jimoh, D.O
 Instructional Materials: A short Play
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 iv. Explain different types of marriage
 v. Distinguish between marriage practices in the community
 vi. State why marriage practices differ from one community to the another

| Step | Teacher's Activities | Pupil's Activities |
|------------|---|--|
| Step 1 | The teacher leads the pupils to the topic of the day. | Listen |
| Step 2 | She shares the characters among the pupils and goes to the lesson of the day. | Listen and participates |
| Step 3 | Pupils assume the roles of the character as actors as they read in turns | Responds by acting |
| Step 4 | Teacher draws the attention of the pupils to the characters in the play | Ask questions |
| Step 5 | Teacher gives answers appropriately and summarizes the play | Listens, contributes and participates. |
| Evaluation | Pupils are to give the important incidence in the play | Responds |
| Assignment | i. share the play with people at home | |

Week 2: Lesson 2
 Subject: Social Studies
 Class: Pry 4
 Topic: Marriage
 Sub-Topic: Marriage Failures
 Duration: 35minutes
 Previous Knowledge: Pupils are familiar with marriage practices before now.
 Reference Books: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Aduke Agbaje and Other plays Written by Jimoh, D.O
 Instructional Materials: A short Play
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Identify problems of marriage
 ii. Mention ways of solving marriage problems

| Step | Teacher's Activities | Pupil's Activities |
|------------|---|--|
| Step 1 | The teacher leads the pupils to the topic of the day. | Listen |
| Step 2 | She shares the characters among the pupils and goes to the lesson of the day. | Listen and participates |
| Step 3 | Pupils assume the roles of the character as actors as they read in turns | Responds by acting |
| Step 4 | Teacher draws the attention of the pupils to the characters in the play | Ask questions |
| Conclusion | Teacher gives answers appropriately and summarizes the play | Listens, contributes and participates. |
| Evaluation | Pupils are to give the important incidence in the play | Responds |

Week 3: Lesson 1
 Subject: Social Studies
 Class: Pry 4
 Topic: Our Culture 1
 Sub-Topic: The Meaning and Elements of Culture
 Duration: 35minutes
 Previous Knowledge: Pupils are familiar with the culture of their immediate environment before now.
 Reference Books: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Aduke Agbaje and Other plays Written by Jimoh, D.O
 Instructional Materials: A short play on culture
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 iii. Explain the concept of culture
 iv. List some elements of culture

| Step | Teacher's Activities | Pupil's Activities |
|------------|---|--|
| Step 1 | The teacher leads the pupils to the topic of the day. | Listen |
| Step 2 | She shares the characters among the pupils and goes to the lesson of the day. | Listen and participates |
| Step 3 | Pupils assume the roles of the character as actors as they read in turns | Responds by acting |
| Step 4 | Teacher draws the attention of the pupils to the happenings in the play | Ask questions |
| Conclusion | Teacher gives answers appropriately and summarizes the play | Listens, contributes and participates. |
| Evaluation | Pupils are to give the important incidence in the play | Responds |

Week 3: Lesson 2
 Subject: Social Studies
 Class: Pry 4
 Topic: Our Culture 1
 Sub-Topic: The Elements of Culture
 Duration: 35minutes
 Previous Knowledge: Pupils are familiar with what culture means before now.
 Reference Books: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Aduke Agbaje and Other plays Written by Jimoh, D.O
 Instructional Materials: A short play on culture and its elements

Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Give reasons why people dress differently
 ii. Mention reasons for the differences in peoples greeting habits

| Step | Teacher's Activities | Pupil's Activities |
|------------|--|--|
| Step 1 | The teacher leads the pupils to the topic of the day. | Listen |
| Step 2 | She shares the characters among the pupils and goes to the lesson of the day. | Listen and participates |
| Step 3 | Pupils assume the roles of the character as actors as they read in turns | Responds by acting |
| Step 4 | Teacher draws the attention of the pupils to the happenings in the play | Ask questions |
| Step 5 | Teacher gives answers appropriately and summarizes the play | Listens, contributes and participates. |
| Evaluation | She draws questions from the play i. What is the mode of greeting for boys and girls in Musa's village ii. What are those things that stand as identity for different culture in the play? | |

Week 4: Lesson 1
 Subject: Social Studies
 Class: Pry 4
 Topic: Our Culture 11
 Sub-Topic: Ways of Preserving our Culture
 Duration: 35minutes
 Previous Knowledge: Pupils are familiar with the elements of culture before now.
 Reference Books: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Aduke Agbaje and Other plays Written by Jimoh, D.O
 Instructional Materials: A short play
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 iii. Explain the meaning of preservation of culture
 iv. State ways of preserving culture and tradition

| Step | Teacher's Activities | Pupil's Activities |
|------------|---|--|
| Step 1 | The teacher leads the pupils to the topic of the day. | Listen |
| Step 2 | She shares the characters among the pupils and goes to the lesson of the day. | Listen and participates |
| Step 3 | Pupils assume the roles of the character as actors as they read in turns | Responds by acting |
| Step 4 | Teacher draws the attention of the pupils to the happenings in the play | Ask questions |
| Step 5 | Teacher gives answers appropriately and summarizes the play | Listens, contributes and participates. |
| Evaluation | Pupils are to give the important incidence in the play | Responds |

Week 4: Lesson 2
 Subject: Social Studies
 Class: Pry 4
 Topic: Our Culture 11
 Sub-Topic: Reasons for Preserving our Culture
 Duration: 35minutes
 Previous Knowledge: Pupils are familiar with ways of preserving our culture before now.
 Reference Books: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Aduke Agbaje and Other plays Written by Jimoh, D.O
 Instructional Materials: A short Play
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Identify cultures and traditions that should be preserved
 ii. Mention items of cultural identification

| Step | Teacher's Activities | Pupil's Activities |
|------------|---|--|
| Step 1 | The teacher leads the pupils to the topic of the day. | Listen |
| Step 2 | She shares the characters among the pupils and goes to the lesson of the day. | Listen and participates |
| Step 3 | Pupils assume the roles of the character as actors as they read in turns | Responds by acting |
| Step 4 | Teacher draws the attention of the pupils to the happenings in the play | Ask questions |
| Step 5 | Teacher gives answers appropriately and summarizes the play | Listens, contributes and participates. |
| Conclusion | Pupils are to give the important incidence in the play | Responds |
| Evaluation | i. Identify two cultures to be preserved ii. Mention any four festivals as mentioned in the play | |

Week 5: Lesson 1
 Subject: Social Studies
 Class: Pry 4
 Topic: Our Religion
 Sub-Topic: Various Religious Practices
 Duration: 35minutes
 Previous Knowledge: Pupils belong to different religion.
 Reference Books: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Aduke Agbaje and Other plays Written by Jimoh, D.O
 Instructional Materials: A short play on Religious Practices
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 iii. Explain the meaning of religion
 iv. Explain the beliefs and tenets of the three main religions

| Step | Teacher's Activities | Pupil's Activities |
|------------|---|--|
| Step 1 | The teacher leads the pupils to the topic of the day. | Listen |
| Step 2 | She shares the characters among the pupils and goes to the lesson of the day. | Listen and participates |
| Step 3 | Pupils assume the roles of the character as actors as they read in turns | Responds by acting |
| Step 4 | Teacher draws the attention of the pupils to the characters in the play | Ask questions |
| Conclusion | Teacher gives answers appropriately and summarizes the play | Listens, contributes and participates. |
| Evaluation | Pupils are to give the important incidence in the play | Responds |
| Assignment | Find out about what these religions have in common from home. | |

Week 5: Lesson 2
 Subject: Social Studies
 Class: Pry 4
 Topic: Our Religion
 Sub-Topic: Various Religious Practices (Their Similarities)
 Duration: 35minutes
 Previous Knowledge: Pupils have learnt about religious practices before now.
 Reference Books: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Aduke Agbaje and Other plays Written by Jimoh, D.O

Instructional Materials: A short play
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Mention the materials used for worship
 ii. Identify aspects in which they are similar.

| Step | Teacher's Activities | Pupil's Activities |
|------------|---|--|
| Step 1 | The teacher leads the pupils to the topic of the day. | Listen |
| Step 2 | She shares the characters among the pupils and goes to the lesson of the day. | Listen and participates |
| Step 3 | Pupils assume the roles of the character as actors as they read in turns | Responds by acting |
| Step 4 | Teacher draws the attention of the pupils to the characters in the play | Ask questions |
| Conclusion | Teacher gives answers appropriately and summarizes the play | Listens, contributes and participates. |
| Evaluation | Pupils are to give the important incidence in the play | Responds |
| Assignment | Find out about the differences of the three main religion | |

Week 6: Lesson 1
 Subject: Social Studies
 Class: Pry 4
 Topic: Our Religion
 Sub-Topic: Various Religious Practices (Their Differences)
 Duration: 35minutes
 Previous Knowledge: Pupils have learnt about the similarities among the religions before now.
 Reference Books: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Aduke Agbaje and Other plays Written by Jimoh, D.O
 Instructional Materials: A short play
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Identify aspects in which the religions are different.
 ii. State aspects of the differences of the three religions

| Step | Teacher's Activities | Pupil's Activities |
|------------|---|--|
| Step 1 | The teacher leads the pupils to the topic of the day. | Listen |
| Step 2 | She shares the characters among the pupils and goes to the lesson of the day. | Listen and participates |
| Step 3 | Pupils assume the roles of the character as actors as they read in turns | Responds by acting |
| Step 4 | Teacher draws the attention of the pupils to the characters in the play | Ask questions |
| Conclusion | Teacher gives answers appropriately and summarizes the play | Listens, contributes and participates. |
| Evaluation | Pupils are to give the important incidence in the play | Responds |
| Assignment | Write down two similarities and differences among the different religions. | |

Week 6: Lesson 2
 Subject: Social Studies
 Class: Pry 4
 Topic: Other People's Beliefs and Traditions
 Sub-Topic: Why we must listen to Other People's Views
 Duration: 35minutes
 Previous Knowledge: Pupils have learnt about various religion practices before now.
 Reference Books: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Aduke Agbaje and Other plays Written by Jimoh, D.O
 Instructional Materials: A short play relevant.
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Explain why we must listen to other people's view
 ii. State the need to tolerate one another's views and beliefs.

| Step | Teacher's Activities | Pupil's Activities |
|------------|---|--|
| Step 1 | The teacher leads the pupils to the topic of the day. | Listen |
| Step 2 | She shares the characters among the pupils and goes to the lesson of the day. | Listen and participates |
| Step 3 | Pupils assume the roles of the character as actors as they read in turns | Responds by acting |
| Step 4 | Teacher draws the attention of the pupils to the characters in the play | Ask questions |
| Conclusion | Teacher gives answers appropriately and summarizes the play | Listens, contributes and participates. |
| Evaluation | Pupils are to give the important incidence in the play | Responds |
| Assignment | Find out three ways in which other people's beliefs differs. | |

Week 7: Lesson 1
 Subject: Social Studies
 Class: Pry 4
 Topic: Other People's Beliefs and Traditions
 Sub-Topic: Why we must respect Other People's Views, Beliefs and Traditions.
 Duration: 35minutes
 Previous Knowledge: Pupils have treated listening to other people's view before now.
 Reference Books: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Aduke Agbaje and Other plays Written by Jimoh, D.O
 Instructional Materials: A short play.
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Identify reasons why we must respect other people's views, beliefs and traditions.
 ii. State the ways other people's belief differs.
 iii. Explain the similarities between different beliefs and traditions.

| Step | Teacher's Activities | Pupil's Activities |
|------------|---|--|
| Step 1 | The teacher leads the pupils to the topic of the day. | Listen |
| Step 2 | She shares the characters among the pupils and goes to the lesson of the day. | Listen and participates |
| Step 3 | Pupils assume the roles of the character as actors as they read in turns | Responds by acting |
| Step 4 | Teacher draws the attention of the pupils to the characters in the play | Ask questions |
| Step 5 | Teacher gives answers appropriately and summarizes the play | Listens, contributes and participates. |
| Conclusion | Pupils are to give the important incidence in the play | Responds |
| Evaluation | i. state two reasons why we must respect other people's views, beliefs and traditions ii mention three similarities between different beliefs and traditions | Answer questions orally |
| Assignment | Id entify three reasons why we have different beliefs and traditions. | |

WEEK: 7

LESSON: 2

APPENDIX IX
CONVENTIONAL STRATEGY GUIDE

| | |
|--------------------------|---|
| Week 1: | Lesson 1 |
| Subject: | Social Studies |
| Class: | Pry 4 |
| Topic: | Living in the family |
| Sub-Topic: | Members of the family |
| Duration: | 35minutes |
| Previous Knowledge: | Pupils live in families and are familiar with family members |
| Reference Book: | Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3 rd Edition University Press PLC. Ibadan. |
| Instructional Materials: | Charts of family and pictures of family members. |
| Behavioural Objectives: | At the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> i. Define a family ii. Mention the two types of family iii. Identify and name members of nuclear family iv. Identify and name members of the extended family |

Introduction: The teacher writes the topic on the black/ white board

| Step | Teacher's Activities | Pupil's Activities |
|------------|---|---|
| Step 1 | The teacher introduces the lesson by asking questions based on their previous knowledge | Responds |
| Step 2 | She leads the pupils to discuss the lesson of the day. | Listen and participates |
| Step 3 | She defines the term family | Ask questions |
| Step 4 | The teacher mentions the two types of family. Nuclear and extended family. | Response to the question asked by the teacher |
| Step 5 | She asks the pupils about the composition of the extended family | Response to the question asked by the teacher |
| Conclusion | Teacher gives the chalkboard summary | Pupils copy the note inside their notebooks |
| Evaluation | i. What is family? ii. How many types of family do we have? iii. Name three members of the nuclear family | |
| Assignment | I. Identify and name five members of the extended family | |

Week 1: Lesson 2
 Subject: Social Studies
 Class: Pry 4
 Topic: Living in the family
 Sub-Topic: Family Relationships
 Duration: 35minutes
 Previous Knowledge: Pupils are familiar with relationship among family members
 Reference Book: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.

Instructional Materials: A chart with a diagram of family tree showing the relationship among members of the family with a short story.

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

- i. Explain the relationship of members of their extended family
- ii. Explain the correct use of uncle, aunt, cousin, nephew and niece
- iii. Draw their extended family tree

| Step | Teacher's Activities | Pupil's Activities |
|------------|---|--|
| Step 1 | The teacher leads the pupils to discuss the lesson of the day. | Listen and participates |
| Step 2 | She leads the pupils to discuss members of the extended family | Listen and participates |
| Step 3 | She explains the relationship between members of the extended family | Ask questions |
| Step 4 | The teacher leads the pupils to discuss the correct use of uncle, aunt, cousin, nephew and niece. | The pupils answer questions asked by the teacher |
| Conclusion | Teacher gives the chalkboard summary | Pupils copy the note inside their notebooks |
| Evaluation | i. State four members of the extended family? | |
| Assignment | i. Draw your extended family tree and put names on it. | |

Week 2: Lesson 1
 Subject: Social Studies
 Class: Pry 4
 Topic: Marriage
 Sub-Topic: Marriage Practices
 Duration: 35minutes
 Previous Knowledge: Pupils have heard of or attended a marriage ceremony before now.
 Reference Book: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Instructional Materials: Marriage Album
 Magazines
 Charts showing diagrams of different types of marriage.
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Explain different types of marriage
 ii. Distinguish between marriage practices in the community
 iii. State why marriage practices differ from one community to the another

| Step | Teacher's Activities | Pupil's Activities |
|------------|---|--|
| Step 1 | Teacher introduces the lesson of the day by asking the pupils to narrate to the class a marriage ceremony they have witnessed | Listen and participates |
| Step 2 | She displays photographs of different marriages | Pupils observe the photographs displayed Listen and participates |
| Step 3 | She leads the pupils to identify the names of the marriage | Listen, Responds and participates |
| Step 4 | She explains the types of marriage (monogamy, polygamy,)drawing the attention of the pupils to the story read | Ask questions |
| Step 5 | Teacher states why marriage practices differs from one community to the other | The pupils answer questions asked by the teacher |
| Conclusion | Teacher gives the chalkboard summary | Copy the note |
| Evaluation | i. Identify different types of marriage ii. State two reasons why marriage practices differ | |
| Assignment | i. Distinguish between two marriage practices in your community | |

Week 2: Lesson 2
 Subject: Social Studies
 Class: Pry 4
 Topic: Marriage
 Sub-Topic: Marriage Failures
 Duration: 35minutes
 Previous Knowledge: Pupils are familiar with marriage practices before now.
 Reference Book: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.

Instructional Materials: Magazine cuttings
 A chart showing diagrams of an Elderly person trying to settle a misunderstanding between a couple.

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

- i. List three conditions of good marriage
- ii. Identify problems of marriage
- iii. Mention ways of solving marriage problems

| Step | Teacher's Activities | Pupil's Activities |
|------------|---|--|
| Step 1 | The teacher ask the pupils to list the conditions of good marriage | The pupils answer questions asked by the teacher |
| Step 2 | She leads the pupils to discuss the day's lesson | Listen, Responds and participates |
| Step 3 | The teacher explains the causes of problems in marriage (misunderstanding, financial problems, infertility, gossip) | Ask questions |
| Step 4 | She leads the pupils to discuss how marital problems are solved (caring for one another, dialogue, honesty) | Ask questions |
| Conclusion | Teacher gives a chalkboard summary | Copy the note |
| Evaluation | i. State three problems that leads to marriage failure | |
| Assignment | i. Identify causes of marriage problems ii. Discuss how these problems could be solved | |

Week 3: Lesson 1
 Subject: Social Studies
 Class: Pry 4
 Topic: Our Culture 1
 Sub-Topic: The Meaning and Elements of Culture
 Duration: 35minutes
 Previous Knowledge: Pupils are familiar with the culture of their immediate environment before now.
 Reference Book: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Instructional Materials: Pictures and charts showing different cultural display
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Explain the concept of culture
 ii. List some elements of culture

| Step | Teacher's Activities | Pupil's Activities |
|------------|--|--|
| Step 1 | The teacher introduces the topic to the pupils by asking them which culture they came from | Responds and participates |
| Step 2 | She illustrate culture, displays pictures and charts of different cultural displays | Pupils observe the pictures and charts displayed |
| Step 3 | She leads the pupils to identify the cultural elements in the photographs displayed as it relates to their own culture | Responds and participates by answering questions |
| Step 4 | The teacher explains what culture and its elements means (way of life, language, food, greeting, dressing etc.) | Responds to questions |
| Step 5 | She explains to the pupils why people have different culture and different cultural elements. | Response by the pupils |
| Conclusion | Teacher gives the chalkboard summary | Copy notes |
| Evaluation | i. What does culture means? ii Mention different ways different people greet and dress | Ask questions and also contribute |
| Assignment | i. List four elements of culture ii State three Nigerian foods. | |

Week 3: Lesson 2
 Subject: Social Studies
 Class: Pry 4
 Topic: Our Culture 1
 Sub-Topic: The Elements of Culture
 Duration: 35minutes
 Previous Knowledge: Pupils are familiar with what culture means before now.
 Reference Book: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.

Instructional Materials: A chart showing different elements of culture
 Real cultural materials and objects

Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Give reasons why people dress differently
 ii. Mention reasons for the differences in peoples feeding habits
 iii. Explain why differences in people's culture

| Step | Teacher's Activities | Pupil's Activities |
|------------|--|------------------------------------|
| Step 1 | Teacher asks the pupils' to identify the real materials and objects. | Observes and participates |
| Step 2 | Teacher ask the pupils to give reasons why we have different food for different cultures | Responds to the questions |
| Step 3 | The teacher explains why different people have different customs and different cultural elements | Responds and participates |
| Step 4 | She leads the pupils to know the reason why peoples dressing, greetings and eating habits are different | Ask questions and also contribute |
| Step 5 | Teacher asks the pupils to state their cultural food | Response to questions by answering |
| Conclusion | Teacher gives the chalkboard summary | Copy notes |
| Evaluation | i. Pupils are asked to demonstrate the mode of greeting of each of the tribes. ii. explain why people's mode of dressing and eating habits are different from those of others | Pupils responds and demonstrate |
| Assignment | i. State three similarities in people's culture e.g food, dressing, and greeting. | |

Week 4: Lesson 1
 Subject: Social Studies
 Class: Pry 4
 Topic: Our Culture 11
 Sub-Topic: Ways of Preserving our Culture
 Duration: 35minutes
 Previous Knowledge: Pupils are familiar with the elements of culture before now.
 Reference Book: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Instructional Materials: A chart showing pictures of some ancient monuments
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Explain the meaning of preservation of culture
 ii. State ways of preserving culture and tradition

| Step | Teacher's Activities | Pupil's Activities |
|------------|--|--|
| Step 1 | Pupils turn in their assignments by mentioning the similarities in culture | Responds by answering questions |
| Step 2 | Teacher leads the pupils to identify ways of preserving our culture | Listens and responds |
| Step 3 | She explains: preserving of culture means the ways of keeping and guiding our ways of life | Ask questions and participates |
| Step 4 | Teacher explains ways of cultural preservations (museums, buildings, festivals, dressing etc.) | Pupils participates and answer questions and contributes |
| Step 5 | Pupils are asked to mention some customs they know or have heard about | Pupils responds and answer questions |
| Conclusion | She gives the chalkboard summary | Copy |
| Evaluation | i. Explain the meaning of preservation of culture ii State two ways of preserving culture | |
| Assignment | Find out some of the old traditions from home | |

Week 4: Lesson 2
 Subject: Social Studies
 Class: Pry 4
 Topic: Our Culture 11
 Sub-Topic: Reasons for Preserving our Culture
 Duration: 35minutes
 Previous Knowledge: Pupils are familiar with ways of preserving our culture before now.
 Reference Book: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Instructional Materials: A chart showing pictures of some ancient monuments
 A chart showing some cultural festivals
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Identify cultures and traditions that should be preserved
 ii. Mention aspects of culture and tradition that should be discarded

| Step | Teacher's Activities | Pupil's Activities |
|------------|--|---|
| Step 1 | Teacher asks the pupils to reports their findings to the class on some of the old traditions they had heard about from home | Responds by turning in their assignment verbally; they answer questions |
| Step 2 | Teacher goes into the lesson of the day | Listens and responds |
| Step 3 | She discuss the aspects of our culture to be preserved: (respect for elders, hard work, high moral values) | Ask questions and also contribute |
| Step 4 | Teacher explains aspects to be discarded (ritual killing, killing of twins, tribalism) | Responds and contributes |
| Step 5 | She explains the reasons for cultural preservation pupils | Ask questions and participates |
| Conclusion | Teacher gives the chalkboard summary to the pupils | Copy |
| Evaluation | i. Identify two cultures to be preserved. ii Mention two aspects of our culture to be discarded. iii. Mention any four festivals that you know | Responds |
| Assignment | Make a visit to a palace of a traditional ruler in your locality | |

Week 5: Lesson 1
 Subject: Social Studies
 Class: Pry 4
 Topic: Our Religion
 Sub-Topic: Various Religious Practices
 Duration: 35minutes
 Previous Knowledge: Pupils belong to different religion.
 Reference Book: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Instructional Materials: Cuttings of people worshipping in churches, Mosque and traditional shrines
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Explain the meaning of religion
 ii. Explain the beliefs and tenets of the three main religions

| Step | Teacher's Activities | Pupil's Activities |
|------------|--|--|
| Step 1 | Teacher asks the pupils to mention the religion of their parents | Responds to teachers questions |
| Step 2 | Teacher goes into the lesson of the day | Listens and participates |
| Step 3 | Pupils are led to identify other religions in their locality e.g. Christianity, Islamic and Traditional Religions | Responds by mentioning the names of other religion in their locality |
| Step 4 | Teacher explains the beliefs and tenets of the three major religions: Bible/Church; Quran/Mosque, Deities/ Shrine etc. | Responds, contributes and ask questions |
| Conclusion | She h by giving the pupils a chalkboard summary | Participates and answer questions |
| Evaluation | i. Mention the three main religions in Nigeria ii Explain their different beliefs iii. Mention the tenets of the three main religion | Respond |
| Assignment | Find out about what these religions have in common from home. | |

Week 5: Lesson 2
 Subject: Social Studies
 Class: Pry 4
 Topic: Our Religion
 Sub-Topic: Various Religious Practices (Their Similarities)
 Duration: 35minutes
 Previous Knowledge: Pupils have learnt about religious practices before now.
 Reference Book: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Instructional Materials: Elements of worship of various religions.
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Mention the materials used for worship
 ii. Identify aspects in which they are similar.

| Step | Teacher's Activities | Pupil's Activities |
|------------|---|-------------------------------|
| Step 1 | Teacher leads the pupils to discuss the lesson of the day | Listens and participates |
| Step 2 | Pupils mention the materials used for worship | Answer questions |
| Step 3 | Pupils are to mention the ways by which religions are similar | Participates and contributes |
| Step 4 | Teacher corrects where necessary and gives more explanation. E.g: believe in Supreme being (God, Allah,Olorun). All preach love for others and respect. | Responds and answer questions |
| Conclusion | She gives the chalkboard summary | Copy |
| Evaluation | i. Mention two teachings each of the three main religions. ii identify two aspects of the similarities of the three main religion | Answers |
| Assignment | Find out about the differences of the three main religion | |

Week 6: Lesson 1
 Subject: Social Studies
 Class: Pry 4
 Topic: Our Religion
 Sub-Topic: Various Religious Practices (Their Differences)
 Duration: 35minutes
 Previous Knowledge: Pupils have learnt about the similarities among the religions before now.
 Reference Book: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Instructional Materials: Real objects of worship: Bible, Quran etc.
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Identify aspects in which the religions are different.
 ii. State aspects of the differences of the three religions

| Step | Teacher's Activities | Pupil's Activities |
|------------|---|-----------------------------------|
| Step 1 | Teacher leads the pupils to discuss the lesson of the day | Listens and participates |
| Step 2 | Pupils are to mention the differences of the religions | Participates and contributes |
| Step 3 | Pupils are to mention the aspects in which the three main religions are different | Responds and answer questions |
| Step 4 | Teacher summarizes all over. The differences are: the names each call God such as Allah, Olorun, Chukwu. The person through whom they pray to God e.g: Jesus Christ, Mohammed, Ogun etc. and the style of dressing. | Participates and answer questions |
| Conclusion | Teacher gives the chalkboard summary | Copy |
| Evaluation | i. state two differences in the mode of worship of the three main religions. ii state two aspects of the differences of the three main religion | Answers |
| Assignment | Write down two similarities and differences among the different religions. | |

Week 6: Lesson 2
 Subject: Social Studies
 Class: Pry 4
 Topic: Other People's Beliefs and Traditions
 Sub-Topic: Why we must listen to Other People's Views
 Duration: 35minutes
 Previous Knowledge: Pupils have learnt about various religion practices before now.
 Reference Book: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Instructional Materials: Charts of different religious places of worship
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Explain why we must listen to other people's view
 ii. State the need to tolerate one another's views and beliefs.

| Step | Teacher's Activities | Pupil's Activities |
|------------|---|-----------------------------------|
| Step 1 | Teacher leads the pupils to discuss tolerance | Listens and participates |
| Step 2 | Pupils are asked questions based on tolerance | Responds by answering questions |
| Step 3 | Teacher leads the pupils to discuss why we must listen to the views of others | Participates and answer questions |
| Step 4 | She gives reasons: Because there may be something to, learn from them (others); we also show that we consider the person and his views important. | |
| Conclusion | Teacher gives chalkboard summary | Copy |
| Evaluation | i. Explain reasons why we must listen to other people's views. ii List two reasons why we must tolerate one another | |
| Assignment | Find out three ways in which other people's beliefs differs. | |

Week 7: Lesson 1
 Subject: Social Studies
 Class: Pry 4
 Topic: Other People's Beliefs and Traditions
 Sub-Topic: Why we must respect Other People's Views, Beliefs and Traditions.
 Duration: 35minutes
 Previous Knowledge: Pupils have treated listening to other people's view before now.
 Reference Book: Igwe, C.A et al (2013); Social Studies for Primary Schools Book 4 (Middle Basic Education) 3rd Edition University Press PLC. Ibadan.
 Instructional Materials: Religious objects e.g; Bible, Quran, etc.
 Behavioural Objectives: At the end of the lesson, pupils should be able to:
 i. Identify reasons why we must respect other people's views, beliefs and traditions.
 ii. State the ways other people's belief differs.
 iii. Explain the similarities between different beliefs and traditions.

| Step | Teacher's Activities | Pupil's Activities |
|------------|---|---------------------------------------|
| Step 1 | Pupils turn in their assignment by giving the reason why other people's beliefs differ | Participates by answering |
| Step 2 | Teacher corrects them where necessary and moves into the day's lesson | Listen and participates |
| Step 3 | Teacher leads the pupils to discuss why we must respect the views, beliefs and traditions of others | Responds |
| Step 4 | She explains the ways in which other people's views and traditions differ from ours: the name they call God; the methods of worship; the style of dressing | Give examples |
| Step 5 | Teacher leads discussion on the similarities between different beliefs and traditions: Belief in one God. The Golden rule; love for others; peace and co-existence. | Listen, participates and contributes. |
| Conclusion | Teacher gives the chalkboard summary | Copy |
| Evaluation | i. state two reasons why we must respect other people's views, beliefs and traditions ii mention three similarities between different beliefs and traditions | Answer questions orally |
| Assignment | Identify three reasons why we have different beliefs and traditions. | |

WEEK: 7

LESSON: 2

APPENDIX X
TEACHERS' PERFORMANCE EVALUATION SHEET

| S/N | TEACHERS ABILITY | V. Good | Good | Fair | Poor | V.Poor |
|------------|--|--------------------|-------------|-------------|-------------|---------------|
| 1. | Teachers of mastery of the instructional strategy used | | | | | |
| 2. | Ability to follow the instructional guide | | | | | |
| 3. | Ability to deliver the content of the lesson note | | | | | |
| 4. | Ability to engage the class in learning facilitating activities | | | | | |
| 5. | Ability to provide relevant and stimulating introduction | | | | | |
| 6. | Ability to assign pupils to read stories in turns | | | | | |
| 7. | Ability to assign pupils to character, encourage each actor to assume roles of characteristics | | | | | |
| 8 | Ability to encourage pupils to ask questions and answer in return. | | | | | |

**APPENDIX XI
LIST OF SCHOOLS**

RURAL AREA

IDDO LOCAL GOVERNMENT

1. IDC, Araromi Akufo Iddo, Ibadan
2. St. Peters Primary School III, Apete, Ibadan

AKINYELE LOCAL GOVERNMENT

3. Ebenezer African Primary School III, Akingbile, Ibadan
4. Methodist Primary School, Idi-Iroko Arulogun Road, Ibadan

URBAN AREA

IBADAN NORTH WEST

5. St. Peters Primary School II, Abebi, Ibadan
6. Ebenezer Methodist Primary School I, Ekotedo, Ibadan

IBADAN NORTH

7. Olive Primary School II, Bodija, Ibadan
8. C & S New Eden School II, Mokola, Ibadan.

**APPENDIX XII
RESEARCHER WITH THE RESEARCH ASSISTANTS**



TRAINING OF THE RESEARCH ASSISTANTS AND THE TEACHERS



EXPERIMENTAL GROUP I: STORYTELLING GROUP



EXPERIMENTAL GROUP 2: DRAMA GROUP



EXPERIMENTAL GROUP 3: STORY/DRAMA GROUP

ADMINISTERING TEST ACROSS THE GROUPS



EXPERIMENTAL GROUP 1: STORYTELLING GROUP
URBAN **RURAL**



EXPERIMENTAL GROUP 2: DRAMA GROUP

URBAN



RURAL



**EXPERIMENTAL GROUP 3: STORY/DRAMA
URBAN**



RURAL



**CONVENTIONAL STRATEGY: CONTROL GROUP
URBAN**



RURAL

