THE EFFECTS OF TWO INSTRUCTIONAL SEQUENCING MODES ON ACADEMIC ACHIEVEMENT OF PRIMARY SOCIAL STUDIES IN DELTA STATE

DANIA P.O1 and EBOH R. N1
1Department of Social Science Education, Delta State University, Abraka, Nigeria

ABSTRACT

The study was quasi experimental pre-test and post test factorial design of 2 x 2 x 2. The study investigates the effects of two sequencing modes on the academic achievement of primary schools pupils the study investigates three variables simultaneously namely: Two instructional sequencing modes, gender and school location. To achieve this, four hypotheses derived from research questions were formulated to guide the study. Social studies achievement test (SSAT) was developed and administer to 300 pupils purposively selected from ten primary schools in Delta State. The data obtained from respondents responses to social studies achievement test were quantified and subjected to statistical analysis using covariance (ANCOVA) analysis test of significance. Each of the hypotheses was tested at 0.05 level of significance. The findings of the study include: There is a significant difference in the mean scores of pupils taught with instance generality inquistory there is no significant difference no the mean scores of pupils taught with instance generality expository. There is a significant difference in the mean scores of male and female pupils taught with the two sequencing modes considering the above findings. The following recommendations were made. Teacher to teach social studies should adopt instance generality inquistry mode of sequencing of instruction. Schools in rural areas should be well equipped with instructional materials and man power. The erroneous concept that male or female perform better than each other in teaching should be completely erased, pupils should be made to develop interest towards learning.

Keywords: Academic Achievement, Social Studies, Education, Nigeria.