
EFFECT OF TWO TEACHING METHODS ON STUDENT'S
ACHIEVEMENT IN JUNIOR SECONDARY SCHOOL SOCIAL
STUDIES IN IBADAN METROPOLIS

JUNAID, Ikmat Olanrewaju

&

AYINDE, Abolanle D.

Institute of Education, University of Ibadan

Abstract

The research investigates effects of two teaching methods of students of Junior Secondary Schools within Ibadan Metropolis. Multistage sampling techniques were adopted in selecting three Local government Areas, Six Junior Secondary Schools, 12 Teachers and 188 Students. Seven hypotheses stated and tested with four validated instruments: Social Studies Achievement Test, Teaching Techniques Questionnaire, Study Habits Rating Scale and Social Studies Attitudinal Scale, guided the study. Data obtained were analysed using Analysis of Covariance (ANCOVA) at 0.05 level of significance. Results shows that the main effect of treatment (Brainstorming and Project Methods) is significant on students' achievements in Social Studies ($F= 4.422; P < 0.05$); the main effect of gender is significant on students' achievements in Social Studies ($F = 5.663; P < 0.05$); the main effect of study habit was significant on students' achievements in Social Studies ($F= 3.393; P < 0.05$); the interaction effect of treatment and gender was significant on students' achievements in Social Studies ($F= 2.076; P < 0.05$); the interaction effect of

gender and study habit was significant on students' achievements in Social Studies ($F= 2.523$; $P < 0.05$); the interaction effect of treatment, gender and study habit was significant on students' achievements in Social Studies ($F= 2.198$; $P < 0.05$). The paper therefore recommends that Social Studies teachers should make it as a point of duty to always employ brainstorming teaching method in teaching and learning process to enhance students' desirable achievement

Key Words: *Brainstorming, Project, Social-studies, Teaching, Achievement*

Introduction

Social studies is a core subject in Junior Secondary Schools and part of requirements for admission into Senior Secondary Schools in Nigeria. In line with the National Policy on Education (FRN, 2013) objectives, Social Studies teaching and learning provide learners with the opportunities to reflect critically upon events and issues in order to examine the present, connect the past to the present, and postulate into the future. It also assists learners to understand their roots, comprehend their immediate environment, recognise the commonality of people, appreciate the delicate balance of rights and responsibilities in an open society, and develop the habit of thoughtful analysis of the real world. Social Studies by its nature can be very effective in promoting critical thinking (Olabisi, 2011). This is simply because the contents are common features of the society wherein students inhabit. Contents of the syllabus of Social Studies entail features of everyday life of man and his environment and this enables teachers to relate with students based on facts and realities extracted from the society such that students are assisted to relate the classroom explanations with factual occurrences in their immediate environments. In the same vein, Olabisi (2011) observed that contents of Social Studies are designed to provide Nigerian students with necessary information that would make the good citizens. This buttresses the fact that the inculcation of Social Studies in the curriculum of Basic Education in Nigeria would in

return help build minds void of social ills and promote the spirit of unity among citizens.

Researchers have identified a number of teaching methods suitable for contemporary classroom setting among which is the Brainstorming Method. Brainstorming method is a teaching method which allows teachers to arrange contents of the syllabus on the scale of 'simple to complex', focus on plans they have put together for teaching appraisal, make detailed discussions and give adequate room for participation by requiring from them their prior knowledge and experience on a given topic, and draw conclusions from the classroom discourse. Brainstorming method allows for diversified learning directions and provision for boundless thought spaces for learners and, subsequently, their horizons can be expanded... (While) pluralistically intelligent edification can be achieved (Shiu, 1998) cited in Wosu (2016).

Brainstorming method is a transformational method that emphasizes teaching method. It supersedes the traditional belief about teacher-student relationship which portrays teachers as superior beings that cannot be easily accessed by students and have little interaction with students both within and outside the classroom settings. At the birth of new learning goals and a variety of learning methods which give students more opportunities to be guided, greater achievements can be achieved. However, interactions between teachers and learners assist learners in solving problems independently through logical reasoning and argument.

Project method entails giving unfamiliar or new topics to students to research into independently outside the classroom setting. In most cases, students are given certain problems to solve and it would be expected of them to submit results of their findings for the sake of discussion and correction. The project method encourages students to participate in finding out facts and facilitate teaching and learning processes. By the way of definition, a project is defined as an activity involving the investigation and solving of problem by an individual or group of students (Wang, 2001). It exposes students to the real situation ascribed to a certain topic, encourages initiative and by presenting task for the students to tackle; it promotes initiative and gives room for individual

differences; it encourages or promotes learning through social interaction. however, it tends to put extra demand on the teacher in terms of planning and application; confusion and frustration is possible when the task to be performed is not fully understood by the students; some students may not take part or participate in a group project while others spend most of their time seeing to the completion of the task (Sarah and Cassidy, 2006).

Similarly, Akinboye (2003), cited in Wosu (2016), defines brainstorming as a group creativity forum for general ideas. Brainstorming is an innovative conference of the teacher and learners that facilitate a list of ideas which can be used as clues in leading students to independently solve problems as each student is granted the opportunity to express and share their ideas among themselves. This will in return encourage new ideas, knowledge and skills. Lecture method, on the other hand, is a one way oral communication which is probably one of the oldest method of teaching. It involves verbal presentations of the subject matter restrictively and formally. Basic underlying assumptions common to these methods are that the teacher is a resource person who has a mastery of topics and subject matters stipulated in the syllabus of their respective subjects, and that they are saddled with the responsibility of impacting such knowledge embedded in the student to their students. Lecture method, basically, involves verbal dissemination of ideas, facts, information, and research finding by the teacher while students remain completely passive at communication but active at note-taking.

Gender refers to the socially and culturally structured and constructed attitude and behaviour designated to females and males in a particular society (Pereira, 2007). Dee (2005) asserts that gender interactions between teachers and learners have significant effects on students' achievements. However, studies of Holmlund and Sund (2005) and Tymms (2005) reveal that teachers' genders have no effect on students' achievements. Consequently, there is no consensus in the literature on the influence of gender on teachers' effectiveness. Study Habits are learning tendencies that enable students to work privately. Azikiwe (1998) describes study habits as "the adopted way and manner a student plans his private readings, after classroom

learning so as to attain mastery of the subject”. Azikiwe further explains that “good study habits are good assets to learners because they (habits) assist students to attain mastery in areas of specialization and consequent excellent performance, while the opposite constitutes constraints to learning and achievement thereby leading to failure.” Study habit is a powerful behaviour pattern directed towards learning, perceiving, questioning, reading, reciting and reviewing in an attempt to master a task (Cottrell, 2008).

In buttressing study habit, Okonkwo, (2007) asserts that several components make up students study habits. These components include time allocation to home-work, assignment or project, reading, note taking, study period procedure, concentration, written examination, teacher consultation, underlining fact in note taking, summarizing and generating self-questions which are often germane to the improvement of achievements. Researchers have used study habit interchangeably with study skills, study method/ method or study behaviour. Abdullahi (1996) explains study habits as “the science of reading”. Reading in this instance demands a greater degree of competence and an exact knowledge of what to do when we read. Abdullahi’s submission implies that a good reader, therefore, is an active creative thinker and a critique of the author’s idea.

Results released by examining bodies revealed that performances of students of Junior Secondary School in Basic Education Certificate Examination in Social Studies are inconsistent over the years. This inconsistency achievement has generated a great deal of concern among the stakeholders in education sub-sector in Nigeria, resulting from the fact that Social Studies is vital to the survival of the society in general and to individuals in particular. It exposes learners to challenges of survival and how individuals relate within the society. It also assists the learners to understand their roots, comprehend their context, recognize the commonality of people, appreciate the delicate balance of rights and responsibilities in an open society and at the same time develop the habit of thoughtful analysis of the real world. Several researches have attempted to identify factors responsible for the inconsistency students’ achievement in junior secondary school Social Studies,

but it seems there is dearth of experimental study considering brainstorming and Project methods at teaching Social Studies in Junior Secondary School and majority of the literature reviewed buttress the fact that teaching method applied by subject teachers may be the major factor behind the inconsistency in students' achievement. This necessitates a critical investigation into the effects, teaching methods may have on students' achievement. The researcher, therefore, investigated effects of two teaching methods, gender and learners' study habit as moderating variables on achievement in Junior Secondary School Social Studies within Ibadan Metropolis.

Hypotheses

Based on the stated problem, the researcher tested the following hypotheses.

Ho1: There is no significant main effect of treatment (brainstorming and project methods) on students' Achievement in social studies

Ho2: There is no significant main effect of gender on students' Achievement in social studies

Ho3: There is no significant main effect of study habit on students' Achievement in social studies

Ho4: There is no significant interaction effect of treatment (brainstorming and project methods) and gender on students' Achievement in social studies

Ho5: There is no significant interaction effect of treatment (brainstorming and project Methods) and study habit on students' Achievement in social studies

Ho6: There is no significant interaction effect of gender and study habit on students' Achievement in social studies

Ho7: There is no significant interaction effect of treatment (brainstorming and project Methods), gender and study habit on students' Achievement in social studies

Method

The study used pre-test – post-test control group design in a quasi-experimental design. This research design was chosen because the researcher manipulated the treatments among the participants of the study to determine its main and interaction effect with moderating variables on students' achievement. The population of the study includes all the junior secondary school two (JSS II) students within Ibadan Metropolis. Multi-stage sampling procedure was employed to select the sample for this study within Ibadan metropolis has been clustered along five Local Government Areas. Three were randomly selected using simple random sampling method. Six schools that met the specified criteria were randomly chosen from the selected Local Government Areas using simple sampling method. Selection criteria are (1) The scope of work covered by the school (2) Year of establishment (not less the 5 years) (3) To ensure that the schools have instructional materials for teaching the subject (4) Experienced Social Studies teacher (5 years and above) and (5) To ensure that the research assistants have required teaching qualifications of at least a B.Ed degree in Social Studies. At the school level, intact classes were assigned to treatment group. In all, students in Junior Secondary School two (JSSII) from the six selected schools within Ibadan metropolis participated in the research. Two schools for each treatment and one hundred and eighty-eight (188) students eventually participated in the study. A Social Studies Achievement Test (SSAT) which consisted of two sections was used to collect data for the study. Section A contains bio-data of the students which consisted of the students' age and gender. Section B contained 50 items that was constructed from seven topics in JSS2 first term Social Studies curriculum. The test blue print on 65 items was constructed based on the first three levels of Bloom's taxonomy of educational objectives (Knowledge, Comprehension and thinking) and was trial tested. The difficulty indices and discriminating indices of the items were found. The items with difficulty indices between 0.40 and 0.65 and with discriminating indices between 0.32 and 0.45 were finally selected. This reduced the items to at least 50 items which the researcher

finally used for the study. The resulting reliability co-efficient was 0.76. The test blueprint used for the study is shown in Table 1.

Table 1: Table of Specification for JSS 2 Students on Social Studies

Content Areas	Knowledge	Comprehension	Thinking	Total
Physical Environment	2, 3, 6, 8.	10, 16, 19, 24.	25, 44, 48.	11
Family and Marriage	1, 36.	38, 39, 40.	43	6
Mineral Resources	12, 13, 14.	49.	-	4
Culture and Identity	4, 7, 9, 11, 15,17.	18, 20, 21, 22, 23, 26, 27, 29.	32, 37.	16
Transportation	28, 34.	-	-	2
Science and Technology	30, 47.	-	-	2
General Question	5, 31, 33, 35, 45.	41, 42, 46, 50.	-	9
Total	24	20	6	50

A Teaching Method Questionnaire (TMQ) was constructed by the researcher collect data for the study. It aimed at measuring teachers' Teaching methods practice. The aim of the instrument in other words, was to capture Social Studies teacher's knowledge of the methods of teaching in the interest of the researcher. The instrument was administered on the teacher after the administration of treatments to the students. It consists two sections, A and B. Section A is on the bio-data of the teachers. Section B consists of thirty items with two classifications: (practice and frequency of the teaching method utilization). The respondents responded along 5-points likert scale options, which are: (Very Frequently = 5, Frequently = 4, Sometimes = 3, Rarely = 2, Never = 1). The reliability; content and construct validity of this instrument was established using Cronbach Alpha and the resulting reliability co-efficient was 0.65.

Another instrument used for the study was the Study Habits Rating Scale (SHRS). This rating scale was adapted by the researcher from "Bakare" Study Habit Inventory (SHI); the instrument measured the extent at which study habit correlates with students' achievement. It contains two sections: sections A and B. Section A

is on students' personal data which contains; Name of school, sex, age bracket etc. Section (B) consists twenty items on study habit. The participants responded along 3-point Likert scale response options, which are: (MT = Most of the time = 3, S = Sometime = 2, AN = Almost never = 1). The reliability, content and construct validity of this instrument was established using Cronbach Alpha and the resulting reliability co-efficient was 0.73.

A Social Studies Attitudinal Scale (SSAS) constructed by the researcher was also used to collect data for the study. It consisted two sections, A and B. Section A is on the bio-data of the students. Section B consists of twenty-five items on Likert- type scale with four options: (MT = Most of the time - 4, S = Sometime -3, HT = Half of the time - 2, AN = Almost never -1) for positively stated items. As for the negatively stated items, scores were reversed. This instrument, which was developed by the researcher, was validated by four secondary school Social Studies teachers. The reliability coefficient was calculated using Cronbach Alpha and the resulting reliability co-efficient was 0.75. The data were collected through the help of four trained research assistants and after the administration of the treatments, the researcher and the assistants collected the instruments back for analysis. Data collected were analysed using Analysis of Covariate (ANCOVA).

Results

Table 2: Summary of 3x2x2 Analysis of Covariance (ANCOVA) of Post Test Students' Achievement in Social Studies by Treatment, Study Habit and Gender

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	89.232	48	1.859	5.099	.000	.457
Intercept	105.656	1	105.656	289.798	.000	.499
Pre-Test	1.611	1	1.611	4.418	.036	.015
Treatment	4.837	3	1.612	4.422	.005	.044
Study Habit	3.711	3	1.237	3.393	.018	.034
Gender	6.194	3	2.065	5.663	.001	.055

Treatment * Study Habit	2.340	7	.334	.917	.494	.022
Treatment * Gender	5.298	7	.757	2.076	.046	.048
Study Habit * Gender	8.278	9	.920	2.523	.008	.072
Treatment * Study Habit * Gender	10.419	13	.801	2.198	.010	.089
Error	106.094	291	.365	-	-	-
Total	3709.00	340	-	-	-	-
Corrected Total	195.326	339	-	-	-	-
a. R Squared = .457 (Adjusted R Squared = .367)						

H₀₁: *There is no significant main effect of treatment (brainstorming and projects methods) on students' Achievement in social studies*

Table 1 shows that the main effect of treatment is significant on students' achievement in Social Studies $F_{(3,291)} = 4.422$; $P < 0.05$. Therefore we do not retain the null hypothesis $H_{01(a)}$ which states that there is no significant effect of treatment (brainstorming and project methods) on students' achievement in Social Studies. Partial eta squared of 0.044 implies that treatment accounts for 4.4% of the observed variance in students' achievement in Social Studies.

H₀₂: *There is no significant main effect of gender on students' Achievement in social studies*

Table 1 shows that the main effect of gender is significant on students' achievements in Social Studies $F_{(3,291)} = 5.663$; $P < 0.05$. Therefore we do not retain the null hypothesis $H_{02(a)}$ which states that there is no significant main effect of gender on students' achievement in Social Studies. Partial eta squared of 0.055 implies that gender accounts for 5.5% of the observed variance in students' achievement in Social Studies.

Ho3: *There is no significant main effect of study habit on students' Achievement in social studies*

Table 1 shows that the main effect of study habit is significant on students' achievement in Social Studies $F_{(3,291)} = 3.393$; $P < 0.05$. Therefore we do not retain the null hypothesis $Ho_{3(a)}$ which states that there is no significant main effect of study habit on students' achievement in Social Studies. Partial eta squared of 0.034 implies that study habit accounts for 3.4% of the observed variance in students' achievement in Social Studies.

Ho4: *There is no significant interaction effect of treatment (brainstorming and project methods) and gender on students' Achievement in social studies*

Table 1 shows that interaction effect of treatment (brainstorming and project methods) and gender is significant on students' achievements in Social Studies $F_{(7,291)} = 2.076$; $P < 0.05$. Therefore, we do not retain the null hypothesis $Ho_{4(a)}$ which states that there is no significant interaction effect of treatment (brainstorming and project methods) and gender on students' achievement in Social Studies. The partial eta squared of 0.048 implies that interaction effect of treatment (brainstorming and project methods) and gender accounts for only 4.8% of the observed variance in students' achievement in Social Studies.

Ho5: *There is no significant interaction effect of treatment (brainstorming and project methods) and study habit on students' Achievement in social studies*

Table 1 shows that interaction effect of treatment (brainstorming and project methods) and study habit have no significance on students' achievement in Social Studies $F_{(7,291)} = .917$; $P > 0.05$. Therefore, we do not reject the null hypothesis $Ho_{5(a)}$ which state that there is no significant interaction effect of treatment (brainstorming and project methods) and study habit on students' achievement in Social Studies. The partial eta squared of 0.022 implies that interaction effect of treatment (brainstorming and

project methods) and study habit accounts for only 2.2% of the observed variance in students' achievement in Social Studies.

Ho6: *There is no significant interaction effect of gender and study habit on students' Achievement in social studies*

Table 1 shows that interaction effect of gender and study habit is significant on students' achievement in social studies $F_{(9,291)} = 2.523$; $P < 0.05$. Therefore, we do not retain the null hypothesis $Ho_{6(a)}$ which states that there is no significant interaction effect of gender and study habit on students' achievement in Social Studies. The partial eta squared of 0.072 implies that interaction effect of gender and study habit accounts for only 7.2% of the observed variance in students' achievement in Social Studies.

Ho7: *There is no significant interaction effect of treatment (brainstorming and project methods), gender and study habit on students' Achievement in social studies*

Table 1 shows that second order interaction effect of treatment (brainstorming and project methods), gender and study habit is significant on students' achievement in Social Studies $F_{(13,291)} = 2.198$; $P < 0.05$. Therefore, we do not retain the null hypothesis $Ho_{7(a)}$ which states that there is no significant interaction effect of treatment (brainstorming and project methods), gender and study habit on students' achievement in Social Studies. The partial eta squared of 0.089 implies that interaction effect of treatment (brainstorming and project methods), gender and study habit accounts for only 8.9 % of the observed variance in students' achievement in Social Studies.

Discussion

The result of the significant effect of treatment (brainstorming and project methods) buttresses the assertion and findings of authors and researchers. The findings of this study occur as a result of the importance of teaching methods on students' assimilation. That is, students' perform better when the appropriate teaching methods are adopted. The result supports McCarthy and Anderson (2000)

who compares the effectiveness of learning based on play-way method to traditional teaching methods. Their results reveal that using certain active learning methods in the classroom may enable students to absorb and retain information just as well as, if not better than, the traditional methods. Likewise, the findings corroborate Akinboye (2003) cited in Wosu (2016) who explained brainstorming as a group creativity forum for general ideas. Brainstorming is an innovative conference with special nature in order to produce a list of ideas that can be used as clues leading students to the development of the problem while giving each student the chance to express his or her ideas and share these ideas with others and encourage new ideas. Brainstorming teaching was a transformational method emphasizing teaching innovation. It overthrew the traditional belief of teachers being senior to students. Following the learning goals, with a variety of learning methods, better learning effectiveness can be achieved by giving students more opportunities to be guided.

The findings of this study also buttress Alkin and Christie (2002)'s assertion. The authors note that if teachers in public secondary schools are to assume new roles and use new methods of teaching, they should become familiar with more than one teaching methods rather than relying on textbooks, chalkboard and lecture method. Different methods such as collaborative, cooperative, project base and role play used on a topic for quick understanding of the school subject content can be more effective tools as they offer authentic learning experience when interwoven with the existing curriculum. Huffman and Kalnin (2003) note in their work that it is good to use different innovative methods in teaching but no matter how effective a method of teaching, its success rate lies greatly on the attitude of the teacher. Negative attitude from the teacher to the students can cause a permanent damage to their interest in school subjects. The result of the significant effect of treatment in this study is also in consonance with Thomas (2000) who observes that those taught using the project method in Agricultural Science outperformed their counterparts in regular classroom. The project method differs from the traditional method where teachers come to class with highly structured curricula and activity plans.

The result reveals the main effect of gender was significant on students' achievement in Social Studies while the result is not significant on students' attitude to Social Studies. The findings are in consonance with the discoveries of Holmlund and Sund (2005) and Tymms (2005) who reveals that gender has no effect on students' achievement. Anagbogu (2002) observe that there is a general belief that boys are superior to girls in terms of cognition and logical reasoning and even in academic performance. Adeleke, Abimbade and Folawe (2013) in a study reveal that more males are found to be achieving better in the fields of Mathematics than females because of their ability to reason mathematically. In addition, Halawah (2006) discovered that differences between males and females in academic achievement were not statistically significant. Similarly, Agboola (2006), Owolabi and Etuk-Irien (2009) and Zember and Blume (2011) report that gender difference favour males.

However, Ocho (2005) who considers issues and concerns in education and life asserts that a linear relationship exist between gender and students' achievement. Tekinarslan (2011) revealed that gender was not a significant factor, concerning student success. Moreover, Calsmith (2007) explains that the influence of gender differences in academic performance is a complex task, thus many studies appear to be contradictory. A tremendous amount of works have been done in an attempt to find out potential causes of differences between girls' and boys' academic performances in sciences and this has clearly demonstrated that male students are superior to their female counterparts in qualitative courses. The main effect of study habit was significant on students' achievement in Social Studies, but the result is not significant on students' attitude to Social Studies. The finding is in line with the discoveries of Nuthana and Yenagi (2009) found significant correlation between study habits and academic performance.

The study find out that reading and note taking habits, habits of concentration and preparation for examination have significant positive correlation with academic achievement. The researcher submits that students who have efficient reading and note taking habits, well prepared for board examination, and have good concentration are likely to have better academic performance.

Furthermore, Samuel and Aremu (2006) are of the opinion that through the internalization of good study habits, both low and high performance students will raise their grades. Whereas, ineffective study habits erodes self-confidence among students and this invariably leads to poor academic performance as well as poor self-esteem (Samuel and Aremu, 2006). Study habits have to do with the individual learners' disposition and ability to formulate and adopt a pattern or sequence of activities that help them to perform well in academics. However, Saini (2013) who in a study of academic achievement of scheduled secondary school students in relation to study habits found no significant relationship between home environment, school environment, and study habits.

Conclusion and Recommendations

The knowledge gained from the result of this study is that there is a significant main effect of treatment (brainstorming and project methods) on students' achievement in Social Studies. This is an indication that students' perform better when the appropriate teaching methods are adopted. The primary aim of providing appropriate teaching methods is for learners to be successful, develop positive attitude to the subject and to demonstrate acceptable behavioural changes in teaching and learning process. The result of this investigation is evident in teaching method adopted by the teacher which influences students' achievement significantly. Therefore, the researcher submits that when teachers adopt appropriate teaching method and students demonstrate productive study habit, it would greatly increase the achievement of the students not only in Social Studies but also in all the students' academic endeavours. The researcher therefore recommends that: Social Studies teachers should make it as a point of duty to always employ brainstorming teaching method in teaching and learning process to enhance students' desirable achievement; students should be ready to develop productive study habit as this would help them to gain more knowledge apart from the one acquired in teaching and learning process.

References

- Abdullahi, O.E. (1996). Students' Responsibilities in poor academic performance in Kwara State Secondary Schools. *Ife Psychologia*. Vol. 4 Department of educational foundations University of Ilorin, Kwara State.
- Adeleke, J.O., Abimbade, A. & Folawe, S.R. (2013). Relational Analysis Among Anxiety, Attitude, Gender and Students Achievement in Secondary School Mathematics. Contemporary Issues. In *Curriculum and Evaluation Research*. F.V. Falaye, J.A. Adegbile and A.O.U. Onuka. Eds. Ibadan: Ibadan University Press. Pp. 173 - 186.
- Agboola, A.K. (2006). Assessing the awareness and perception of academic staff in using e-learning tools for instructional delivery in a post-secondary institution: A case study. *The Public Sector Innovation Journal*, Vol. 11 No.3, pp. 51-63.
- Alkin, M.C. & Christie, C.A. (2002). The use of role-play in teaching evaluation. *American Journal of Evaluation*, Vol. 23 No. (2), pp. 209-218.
- Anagbogu, M.A. (2002). Educating the girl child. *Psychology News* (3), pp. 17-18.
- Azikiwe, U. (1998). Study approaches of University Students, *WCCI region II forum* Vol. 2. Lagos. pp. 106-114.
- Calsmith, N.S. (2007). Gender differences in academic performance. *Journal of Experimental Psychology*, Vol. 6 No.3, pp. 44-50.
- Cottrell, S. (2008). *The study skills handbook*. (3rd ed.). Basing stoke, Hampshire: Palgrave MacMillan.
- Dee, T. S. (2005). "A Teacher Like Me: Does Race Ethnicity or Gender Matter?" *Understanding Teacher Quality*, Vol.95 No.2, pp. 158-165.
- Federal Republic of Nigeria (2013). *National Policy on Education*. Abuja: Nigeria Federal Government Press.
- Holmlund, H. and Sund, K. 2005. "Is the Gender Gap in School Performance Affected by the Sex of the Teacher?" Swedish

- Institute for Social Research. Retrieved November, 2017 from www.ne.su/research/seminars/
- Huffman, D. & Kalnin, J. (2003). Collaborative inquiry to make data-based decisions in schools. *Teaching and Teacher Education*, Vol. 19 No. 6, pp. 569-580.
- McCarthy, J. P. & Anderson, L. (2000). Active learning methods versus traditional teaching styles: Two Experiments from History and Political Science. *Innovative Higher Education*, 24 (4), 279 -294.
- Nuthana, P.G. & Yenagi, G.V. (2009). Influence of Study Habits, Self-Concept on Achievement on Boys and Girls. *Karnataka Journal of Agricultural Sciences*. Vol. 22No. 5. Retrieved from www.soeagra.com.ijert/htm on December 14, 2017
- Ocho, L.O. (2005). *Issues and concerns in education and life*. Enugu: Institute of Development Studies, UNEC.
- Okonkwo, B.C. (2007). The effect of Study habit, School location and Gender on Students' attitude to Senior Secondary School Economics in Lagos State Nigeria *Unpublished M. Ed Dissertation*.
- Olabisi, E.O. (2011) *Social Studies for Junior Secondary School Upper Basic Level*. Ibadan: Bitman Publishers.
- Owolabi, H.O. (1996). Students' attitude to instructional questioning, critical thinking and study-habit as determinants of achievements in Economics. *An unpublished Ph.D* University of Ibadan, Ibadan-Nigeria.
- Pereira, C. (2007). *Gender in the Making of the Nigerian University System*. Oxford, U.K.: James Currey.
- Saini, M. (2013). *A Study of Academic Achievement of Scheduled Caste Secondary School Students in Relation to Study Habits, Home Environment and School Environment*. MarshiDyanad University.
- Samuel, O.S. & Aremu, A.O. (2006). Relationship Between Problem Solving Ability and Study Behavior Among School-Going Adolescents in South-Western Nigeria. *Electronic Journal of Research in Education*. Vol. 4 No. 8.

- Sarah, M.W, Cassidy, J. (2006). Cooperative learning in elementary school classrooms. *Educational Psychology*, Vol. 393, pp. 1-5.
- Tekinarslan, E. (2011). Faculty of education students' self-efficacy perceptions toward online technologies. *Electronic Journal of Social Sciences*, Vol. 10 No. 37, pp. 120-134.
- Tymms, P. (2005). "Teacher Gender has no Effect on Pupil Performance." Retrieved July 27, 2017 from <http://www.teachers.org.uk>.
- Wang, Y.C. (2001). Using cooperative learning in English conservation course for Junior college students. *Taiwan Journal of Penghu Institute of Technology*, Vol. 4, pp. 333-356.
- Wosu, U.N. (2016). Effects of Brainstorming and Field Trips on Junior Secondary School Students' Achievement in Business Studies in Rivers State, Nigeria. *An Unpublished Ph.D Thesis* University of Ibadan.
- Zembar, M.J. & Blume, L.B. (2011). Gender and academic achievement. Accessed from www.education.com on 15 August, 2017.