

**EFFECT OF COOPERATIVE INSTRUCTIONAL STRATEGY ON STUDENTS'  
PERFORMANCE IN JUNIOR SECONDARY SCHOOL SOCIAL STUDIES  
BY  
YUSUF, ABDULRAHEEM**

**Department of curriculum studies and Educational technology,  
University of Ilorin, Ilorin.**

**ABSTRACT**

The purpose of this study was to investigate the effects of cooperative instructional strategy on junior secondary school students' performance in social studies, in Ilorin, Nigeria. A quasi - experimental, non-randomized, non-equivalent, pre-test, post-test, control group design using a 2x2x3 factorial design was adopted for the study. The sample included all the third year students from two purposively selected secondary schools in Ilorin West Local Government Area of kwara State. The treatment group and control groups were made up of 48 and 45 students, respectively. The selected secondary schools were randomly assigned to treatment and control groups. The post test scores were subjected to t-test and Analysis of Variance (ANOVA) to test the hypotheses generated for the study. The findings showed that: the students taught using Cooperative Instructional Strategy (COOPIS) performed significantly better than their counterpart taught using the Conventional Instructional Strategy (CIS), Based on these findings, it was recommended among others, that teachers of social studies should expose their students to cooperative instructional strategy, as this will promote social interaction, active engagement in learning, learning by experience and self motivation in social studies.