

**EFFECT OF INQUIRY BASED INSTRUCTIONAL STRATEGIES ON JUNIOR SECONDARY
SCHOOL STUDENTS' LEARNING OUTCOME IN SOCIAL STUDIES IN DISTRICT 2,
MARYLAND.**

BY

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ABSTRACT

This research work assessed the effects of Inquiry-based method on Social Studies students' achievement in Junior Secondary Schools in Lagos State, Nigeria. The objectives of the study was to determine the effects on achievement of students taught using inquiry-based method and to ascertain the difference in the attitude of students in the experimental groups with those of the control groups. The research design adopted for the study is a pre-test, post-test quasi-experimental design. The students were assigned to two groups, the experimental group and control group. The experimental group was taught some social studies concepts using inquiry-based method. The control group did not receive any treatment. The population of the study consisted of selected two junior secondary school in Education District 11 in Lagos State, particularly on social studies subject. A purposive sampling technique was employed, with a sample of 150 social studies students for the study. Two research instruments were used for the study. The first is a twenty-multiple choice social studies achievement test (SSAT) used for pre-test in order to determine the level of academic equivalence of students and as post- test in order to measure the potential effect of the intervention. The second is a social studies attitude scale (SSAS) developed to establish students attitudes towards social studies before and after the commencement of the treatment. The data obtained were analyzed using frequencies, means and standard error. The research hypotheses were tested using inferential statistics, such as Independent t-test statistic, Analysis of Covariance (ANCOVA), and Non-parametric test of Man-Whitney. The results showed that students taught using inquiry-based method performed better than those taught using conventional teaching method, gender has a significant effect on the performance with male students performing better than their female counterparts, the inquiry-based method influenced students' attitudes towards social studies better than the traditional teaching method. The study recommended among others that teachers of social studies departments in junior secondary schools should further emphasize the use of inquiry-based teaching strategies in the implementation of social studies curriculum as it produces a better performance than other teaching-methods.