TEACHING VALUE-LADEN HIV/AIDS CONTENTS USING RATHS-HARMIN-SIMON'S VALUING-PROCESS STRATEGY FOR PROMOTING STUDENTS' INTEREST AND ACADEMIC PERFORMANCE IN SOCIAL STUDIES IN KOGI STATE, NIGERIA

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A THESIS

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CERTIFICATION

We certify that this dissertation titled "Teaching Value-Laden HIV/AIDS Contents Using Raths- Harmin-Simon's Valuing-Process Strategy in Promoting Students' Interest and Performance in Social Studies in Kogi State, Nigeria" has been duly presented by AliOnalo**(BSU/CUT/PhD/14/4010)** of the Department of Curriculum and Teaching, Faculty of Education, Benue State University, Makurdi.Copies of the dissertation are submitted for evaluation by the panel of examiners and subsequent oral defence by the candidate.

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DEDICATION

This thesis is dedicated to Almighty God who gave me the strength and grace to complete this work.

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ABSTRACT

The study investigated the teaching of value-laden HIV/AIDS contents using Raths, Harmin and Simon's valuing process strategies for promoting students' interest and performance in Social Studies in Kogi State, Nigeria. Six research questions and six null hypotheses were formulated to guide the study. The study adopted quasi-experimental research design. The population comprised 19,640 Upper Basic IIstudents from 150 Universal Basic Education schools. The sample was 280 Basic II students from eight intact classes from eight Upper Basic schools. HIV/AIDS Content Academic Performance Test (HACAPT) and HIV/AIDS Content of Social Studies Interest Inventory (HACSOSII) with reliability coefficients of0.85 and 0.83 respectively were used for data collection. The data collected were analyzed using mean and standard deviation to answer the research questions and Analysis of Covariance (ANCOVA) to test the null hypotheses at 0.05 level of significance. It was found that there was significant difference between mean performance scores of students taught HIV/AIDS contents in social studies using Raths, Harmin and Simon valuing process model strategy and those taught using lecture method. Significant difference did not exist between the mean interest scores of students taught HIV/AIDS contents in Social Studies using Raths, Harmin and Simon valuing process model strategy and those taught using lecture method. Also, no significant difference exist between themean interest scores as well as mean academic performance scores of male and female students exposed to RHSVPM learning of HIV/AIDS contents in Social Studies. There was no significant interaction effect of methods and gender on the mean performance as well as mean interest scores of students exposed to RHSVPM strategy of HIV/AIDS contents in Social Studies. It was recommended among others that Social Studies teacher should employ Raths, Harmin and Simon's valuing process strategies in their classroom interaction since it has the capacity to improve students' interest and academic performance in the subject.State Universal Basic Education should make available Social Studies teachers' guide and workbook that include the modules on the use of Raths, Harmin and Simon's valuing process strategies for Social Studies teachers.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Basic education in Nigeria presently is bereft of many requirements that will bring about realisation of its goals and national objectives. For instance, the National Policy on Education stipulates that every learner who has gone through nine years of Basic Education should have acquired appropriate level of literacy, numeracy, manipulative, communicative and life-skills. Others skills to be acquired are ethical, moral and civic values required for laying a solid foundation for life-long learning as a basis for scientific and reflective thinking (Federal Republic of Nigeria, FRN, 2014) yet these are hardly attained. Furthermore, the Federal Ministry of Education (2012) notes that in order to acquire the right type of values and attitudes from the contents of learning, the spiral approach capable of addressing the issues of value re-orientation, poverty eradication, peace and dialogue, family life, HIV and AIDS education, critical thinking and life coping skills should be adopted in developing the Social Studiescurriculum.

A close examination of the objectives of Social Studies at the basic education level shows that it was designed to assist students to imbibe attitudes, skills and values which are required for national integration and development. This is because when man becomes responsible, disciplined and dynamic to the changing environment, have right kind of values and understand others in the society irrespective of their cultural and religious backgrounds, peace and order will reign in the society (Nwaubani, Mezieobi, Odo&Okeke, 2016).

Social Studiesis relevant to individual development towards peaceful co-existence and national transformation. Okam (2011) opines that Social Studies instils in the individual desirable knowledge, attitudes, values and skills as regards his/her environment in totality for production of effective citizenry capable of making rational decisions for national transformation. In the same vein, the author also avers that Social Studies education is designed

to generate and develop intelligent, responsible and self-directing citizens who are expected to positively explore opportunities to develop their own potentialities and to contribute their maximum efforts to the improvement of group living within the societal framework. According to Nwaubani, Mezieobi, Odo, andOkeke(2016) the primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse and democratic society in an interdependent world. Social Studieshelps students develop necessary knowledge, skill, and values to be active members of their society (Adekunle, 2013). Consequently, Social Studies curriculum has great relevance towards individual and societal development.

It is in this realization that Adekunle (2013) stresses that Social Studies is recognized as one of the career subjects through which the HIV/AIDS education can be accomplished in secondary schools in Nigeria. Despite the long term teaching and learning of Social Studies in junior secondary schools in Nigeria, the country is steeped in moral laxities. These moral laxities have permeated almost all segments of Nigerian society to the extent that pre-marital sex is a common experience among students in Nigerian educational institutions most especially at the secondary school level. Young people (students) indulge in sexual activities without having adequate sexual knowledge and the health implications of their unwarranted actions irrespective of their gender. Students in Nigerian secondary schools indulge in pre-marital sexual activities which expose them to sexually transmitted diseases (STDs)which often lead to transmission of HIV/AIDS. According to national action committee on aids (USAIDS, 2019), as at 2016 in Nigeria, the HIV prevalence rate among adults age 15-49 was 3.17%. USAIDS (2019) found the prevalence of 1.5% among 15-45 years old in Nigeria to be 1.1% among men and 1.9% among women. Nigeria has the second largest number of people living with HIV (USAIDS, 2019). The epidemicis complex and varies widely by region in Nigeria. Kogi State as one of the states in Nigeria is inclusive in these figures.

Nigeria, the most populous country in Black Africa is not spared of the devastating effects of HIV/AIDS. According to OlokoandOmoboye (2004), Nigeria is steeped in moral laxities. They indulge in sexual activities without having adequate sexual knowledge and the health implications of their unwarranted actions. This lack of healthy sexual knowledge among students in secondary schools calls for effective HIV/AIDS education programme in schools. This HIV/AIDS education programme should be packaged for both junior and senior secondary schools. According to Agujobi (2003), HIV/AIDS education is defined as the use of informative means like campaign, symposia, seminars, workshops and lectures to influence knowledge, attitudes and behaviour towards healthy life-style.

There is need for HIV/AIDS knowledge and skills to reach more students who naturally are young people below 24 years to acquaint them with the needed skills, attitudes, norms and values that would enable them live functionally and meaningfully in the society. The teacher therefore, is expected to teach each topic with the consciousness that learners are actively involved in the learning process so that they can become self-fulfilled. The teacher is also expected to create opportunities for learners to regularly ask questions and answer teachers' questions, be conscious of the capability of learners, their interest, needs, problems and aptitude. In the course of teaching, the teacher is required to be resourceful in the choice of instructional strategies and resources that would make the teaching and learning activities learner-centered and activity-based.

It was observed byOdo (2015) that the teaching of value-laden HIV/AIDS contents in Social Studies,like any other value-laden topic,seems to have been dominated by lecture method. The reason for the choiceof lecture method could be because it was the method used in training teachers, and thus, they can hardly do without it. In essence, conventional instructional methods seem to be more convenient to most teachers, and as such, are routinely used in the teaching and learning of value-laden HIV/AIDS contents in Social Studies than the participatory instructional methods. The routine use of the conventional teaching methods in teaching value-laden contents

of Social Studies(such as immorality, sex education, HIV/AIDS, and so on) could be the reason for manifestation of ethical issues by Nigeria students. Thus, irrespective of the fact that Social Studies is taught, students at the Upper Basic level still indulge in pre-marital sexual activities which expose them to sexually transmitted diseases (STDs),one of which is the HIV/AIDS. Moreover, the rigor involved in the use of the innovative or participatory instructional strategies in teaching could be one of the reasons why teachers seem not to employ them in teaching and learning processes.

From the foregoing it could be deduced that there is an urgent need to adopt participatory teaching strategies for effective teaching and learning of HIV/AIDS contents in Social Studies. One of such strategies could be Raths, Harmin and Simon's valuing-process strategy (Kirshenbaum, 1976). Values clarification instructional strategy based on Raths, Harmin and Simon's Valuing Process (RHSVP) emphasizes the fact that values are not imparted to learners through indoctrination but are formed by exposing learners to the identification of problem, analysis of the information in order to arrive at possible solution and using the solution to generalize in order to form their own values based on stream of consciousness. The RHSVP model emphasizes choosing freely from alternatives after thoughtful consideration of the consequences of each alternative. Using this strategy could give opportunities to students to find out new truth, new rules, and new method of tackling a problem as well as new values themselves. Therefore, this strategyis exploratory and experimental in nature, and could be used to teach HIV/AIDS contents under Social Studiesin Upper Basic levelschool for promoting students' academic performance and interest in Social Studies. This is selected in this study because values clarification instructional strategy could enable students to go through series of thought process towards forming their own values from existing values of the society.

The role of the teacher in using RHSVPstrategy is to engage students in activities that cause them to wrestle with such issues as war, family, health and a whole range of human relationships and teacher themselves are supposed to remain neutral in discussions. They could

restrict their efforts to conveying of information and skills, and the concept of teachers as special people responsible for the character and moral development of young ones. The Harmin and Simon's valuing-process strategy occurs in three main levels. These are choosing, pricing and acting one's beliefs and behaviours. It could be used to explore the feelings and emotions of students which could be highly affective in nature. In using these values clarification instructional strategy, the teacher is no longer a teacher like in the traditional sense of conventional methods, but a facilitator, who confronts students with dilemmas to resolve. The teacher gets student to analyze, verbalize, and reflect upon problems which they face and motivates them to formulate a rationale for their behaviour especially one that will be meaningful to them. When students arebrainstorming, the teacher can gradually introduce one-sided points thereby causing a particular opinion to seem very appealing or very harsh as the case may be.

The process of brainstorming as introduced by the teacher based on values clarification instructional strategy could be used to enhance academic performance in Social Studies especially at the Basic Education Certificate Examination compared to the routine use of the conventional instructional strategies (Odo, 2015). Academic performance in education could be related to academic success recorded by learners in the teaching and learning process (Ejimonye, 2015). Academic performance could be seen as an index for determining academic success of students (Okonkwo, 2014). It explains the educational efforts of students (Ugwoke, 2014). According to Uroko (2010), academic performance of the individual is a learning outcome of the individual. This includes knowledge, skills and ideas acquired through the course of study within and outside the classroom situations. Academic performance could be referred to as successes recorded by students in an academic endeavour. Students' academic performance in Social Studiesmay decline as a result of the method used in the teaching and learning process. According to Usulor (2012), students' academic performance in Social Studies in Junior Secondary School Certificate Examination (JSCE) has been poor. Tukura (2015) also found that

the overall performance of students in Social Studies in Niger State has been abysmally low and not encouraging. This pooracademic performance could be linked to students' interest in the subject also.

A relatively enduring predisposition to re-engage with particular content, such as objects, events, ideas and task is interest (Hidi&Renninger, 2006). According to Torty&Offorma (2013), interest is an emotionally oriented behavioural trait which determines a student's urge and vigor to tackle educational programmes or other activities. It is the degree of likeness or hatred of a subject matter, event or object which influences how people react to them (Odo, 2015). When a student is interested in a particular learning task, he/she exerts much effort towards achieving it. On the contrary, if learning tasks are uninteresting to students, they may show nonchalance over the subject matter (Odo, 2015). The author reiterates that low interest in a subject matter could lead to boredom which could affect students' achievement.This could most likely inhibit learning. Oladele (2005) observes that interest is a persistent tendency to pay attention and enjoy some activity or event. The author further explains that interest is a powerful motive and should be sustained for meaningful learning. Hitherto, researches have documented that students have low interest in Social Studies at the junior secondary school level (Adekunle, 2013; Chiodo& Byford, 2006). They usually view Social Studies as particularly uninteresting probably because of the strategies being employed in teaching the subject (Adekunle, 2013). The author further affirms that if students continue to find this discipline boring, they will likely pursue other disciplines that they find more rewarding as they progress through high school and into college. This type of attrition from Social Sciences could potentially leave a dearth of skilled personnel at a historical moment when globalization is accelerating and understanding individuals from other cultures is paramount (Adekunle, 2013).

Social Studiesis not inspiring to students to learn when taught with lecture instructional strategy (Adekunle, 2013). This could be because the conventional instructional strategy hardly involves students in the teaching and learning process. When students are not involved, they

could feel bored and may not participate adequately in the pedagogy. The level of students' academic performance in Social Studiescould depend on their level of interest which is a factor of the instructional strategy the teacher uses. It is in this realization that value clarification instructional strategy is envisaged to be employed by Social Studiesteacher in the course of teaching and learning in promoting students' interest and academic performance in Social Studiesin KogiState.

The interaction effect of methods of instruction and gender on academic performance and interest is also investigated in this study. Studies have shown that personal factors such as gender could influence students' academic performance and interest. Gender according World Health Organisation (W.H.O) (2013) is referred to as socially constructed roles, behaviour, activities and attributes that a given society considers appropriate for men or women. It may imply masculine and feminine roles associated to males and females in the society. Gender issues remained unresolved as findings from some studies on gender have shown contradicting evidence in academic performance of students. Thus, while some researchers found that male students have a higher academic performance than females, others opine that the reverse is the case,and yet, another group found no significant difference. For instance, while Agada (2014) agrees that females perform better than males, Uzoegwu (2004) insist that male students perform better than their female counterparts. Ede and Onyia (2004) states that males perform better than females in Economics when taught with lecture method. Similarly, Offorma (2004) opined that there is no consensus on which gender achieves higher than the other in languages. In science achievement, Agada (2010) found that sex is not a significant factor.These controversies on gender studies justify its inclusion as a possible intervening variable in this study.

Value clarification instructional strategy is used in this study in order to devise an effective instructional delivery strategy for teaching and learning of HIV/AIDS contents in Social Studies curriculum. This could captivate students' interest in the subject and likely enhance meaningful academic performance at the basic education level in Kogi State.

1.2 Statement of the Problem

There are many value laden topics in Social Studies such as immorality, sex education and HIV/AIDS. The teaching of HIV/AIDS contents in Social Studies at the Upper Basic level seems to have been dominated by lecture method. In essence, lecture methods seem to be more convenient to most teachers, and as such,they are routinely used in teaching and learning Social Studiesmore than the participatory instructional strategy. The routine use of the conventional method in teaching value-laden contents of Social Studies at the Upper Basic level may be the reason for manifestation of moral laxities by Nigeria students. The lack of studies on students' academic performance in value-laden concepts such as HIV/AIDS may have created a gap in understanding of other major variables that do affect academic performance in Social Studies irrespective of the teaching strategy used.

Review of research reports show lack of healthy sexual knowledge among Upper Basic Educationstudents.This may explain theirpoor academic performance and low interest in Social Studies. This poor state of academic performance and low interest could be linked to the instructional strategies used by teachers. Nonetheless, the Upper Basic Social Studies curriculum emphasizes the use of participatory and interactive methods for teaching. However, the most popular method of teaching adopted in teaching is the lecture method. Irrespective of the associated advantages of lecture method, it cannot be said to be comprehensive and adequate enough to take care of all the problems and exigencies of classroom demand. This is particularly so in the teaching of contemporary issues like HIV/AIDS, the gender of the learners notwithstanding.

Gender is another factor that could influence understanding and interest of students in concepts in Social Studies and hence could result in poor academic performance and interest in Social Studies.Agada (2010) found that sex is not a significant factor while Agada (2014) found that female performed better than male students.It is the no consensus on the controversies on the effect of gender that justifies its inclusion as a possible intervening variable in this study.

This informed the need for application of value clarification instructional strategy as an innovative strategy for teaching value-laden HIV/AIDS contents of Social Studies. The problem of this study therefore, is, what is the effect of the teaching of value-laden HIV/AIDS contents using Raths-Harmin and Simon's process strategy on students' interest and academic performance in Social Studies in Kogi State, Nigeria?

1.3 Purpose of the Study

The purpose of the study was to investigate the teaching of value-laden HIV/AIDS contents using Raths-Harmin-Simon's valuing-process strategy for promoting students'interest and academic performance in Social Studies in Kogi State, Nigeria. Specifically, the study sought to:

1. Determine the effects of Raths, Harmin and Simon valuing process strategy and lecture method on students' academic performance in HIV/AIDS contents of Social Studies.
2. Find out the effect of Raths, Harmin and Simon valuing process strategy and modified lecture methodon students' interest in HIV/AIDS contents of Social Studies.
3. Ascertain the effect of Raths, Harmin and Simon valuing process strategy on mean academic performance of upper basic male and female students in HIV/AIDS contents of Social Studies.
4. Ascertain the effect of Raths, Harmin and Simon valuing process strategy on mean interest of upper basic male and female students in HIV/AIDS contents of Social Studies.
5. Find out if there is interaction effect of methods and gender on the mean academic performance scores of students in HIV/AIDS contents ofSocial Studies.
6. Determine the interaction effect of methods and gender on the mean interest of students on HIV/AIDS contents in Social Studies.

1.4 Research Questions

The following research questions guided the study:

1. What is the difference in the mean academic performance scores of Social Studies students taught HIV/AIDS contents in Social Studiesusing Raths, Harmin and Simon valuing process strategy and those taught using modified lecture method?
2. What is the difference in the mean interest of upper basic students taught HIV/AIDS contents in Social Studiesusing Raths, Harmin and Simon valuing process strategy and those taught using Modified lecture method?
3. What are the gender differences in the mean academic performance scores of upper basic students exposed to Raths, Harmin and Simon valuing process learning of HIV/AIDS contents in Social Studies?
4. What are the gender differences in the mean interest of upper basic students exposed to Raths, Harmin and Simon valuing process learning of HIV/AIDS contents in Social Studies?
5. What is the interaction effect of methods and gender on the mean academic performance of upper basic students exposed to Raths, Harmin and Simon valuing process strategy of HIV/AIDS contents in Social Studies?
6. What is the interaction effect of methods and gender on the mean interest of upper basic students exposed to Raths, Harmin and Simon valuing process strategy of HIV/AIDS contents in Social Studies?

1.5 Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

1 There is no significant difference between the mean academic performance scores of upper basic students taught HIV/AIDS contents in Social Studiesusing Raths, Harmin and Simon valuing process strategy and those taught using modified lecture method.

2. There is no significant difference between the mean interest scores of upper basic students taught HIV/AIDS contents in Social Studiesusing Raths, Harmin and Simon valuing process strategy and those taught using lecture method.

3. There is no significant difference between the mean academic performance scores of male and female upper basic students exposed to RHSVPM learning of HIV/AIDS contents in Social Studies.

4. There is no significant difference between the mean interest scores of male and female upper basic students exposed to RHSVPM learning of HIV/AIDS contents in Social Studies.

5. There is no significant interaction effect of methods and gender on the mean academic performance scores of upper basic students exposed to RHSVPM strategy of HIV/AIDS contents in Social Studies.

6. There is no significant interaction effect of methods and gender on the mean interest of upper basic students exposed to RHSVPM strategy of HIV/AIDS contents in Social Studies.

1.6 Significance of the Study

In practical terms, the findings of this study may be of significance to students, People Living with HIV/AIDS (PLWHA), Social Studiesteachers and curriculum planners. Upper basic students could benefit from the results this study in a number of ways. The findings of this study may be beneficial to them in upper basic and senior secondary school levelwho are mostly at risk of contracting HIV/AIDS and those who may be living with the disease. The finding could equally could expose students to the meaning, causes, consequences, and the problems of people living with HIV/AIDS (PLWHA). This could enable them take a value position on the scourge and its associated consequences to individual and the society.

The outcome of this study when published could encourage people living with HIV/AIDS (PLWHA) not to take wrong values position by trying to transfer or infect others with the scourge but to declare that they are carriers of the scourge so that many lives would be saved than destroyed. This values decision would enable the individual contribute to societal/national development.

The findings of this study, when published, may enable Social Studiesteachers to adopt values clarification instructional models in teaching values-related concepts and issues like HIV/AIDS in Social Studies curriculum. This could facilitate interactive classroom, critical thinking and good value decision making ability for enhancement of students' academic performance and interest. When teachers are trained in seminars, workshops or symposia on the relative effectiveness of values clarification instructional models in the teaching and learning processes like RHSVP strategy, they may use it in enhancing students' participation in value decision making process on values laden topics like HIV/AIDS.

Curriculum planners in Social Studiesmay from the findings of this study be aware of the effective, interactive and participatory strategies for teaching that would promote students' academic performance and interest in order to provide them in the Social Studies curriculum. This would bring to the knowledge of teachers using the curriculum that values clarification

instructional strategy like RHSVP could enhance students' values positions towards improved students' academic performance and interest when employ in teaching and learning of Social Studies at the basic education level.

1.7 Scope of the Study

The study focused on the teaching of value-laden HIV/AIDS contents using Raths, Harmin and Simon's valuing process strategy in promoting students' academic performance and interest of students in Social Studies. The study was delimited to upper basic schools in Kogi East Education Zone of Kogi State of Nigeria. The respondents for the study were Upper Basic IIstudents. The independent variable of the study wasRaths, Harmin and Simon valuing process strategy while the dependent variables wereinterest and academic performance. Gender was used in the study as a moderating variable. The choice of Kogi East education zone was because studies on effects of values clarification strategy on upper basic students' interest and academic performance in value-laden HIV/AIDS contents under Social Studies curriculum have not been carried out in this area to the knowledge of the researcher.

Although there are numbers of value-laden concepts in Upper Basic II curriculum, only HIV/AIDS and other sexually transmitted diseases were selected for this study because it falls within work scheduled for the academic session in the scheme of work. These topics are considered value-laden for the students and are to be considered either value-laden or value clarification by the Religion and National Value teachers when it is presented in the class.

There are factors found in this zone like lack of healthy sexual knowledge and issues of pre-marital sexual intercourse which often leads to transmission of HIV/AIDS and other sexually transmitted diseases occasioned by low level of interest of students in HIV/AIDS contents under Social Studiescurriculum in upper basic schools. As such, this knowledge gap could impinge on the upper basic students' academic performance and interest irrespective of gender. Hence, there was the need to initiate a remedial solution on the observed problems at upper basic level where concepts are identified in the curriculum. Therefore, in terms of content

scope, the study investigated the teaching of value-laden HIV/AIDS contents using Raths-Harmin and Simon's process strategy on students' interest and academic performance in Social Studieswith reference to influence of gender as well as the interaction effect of the instructional strategy and gender on the mean academic performance scores as well as mean interest ratings in Social Studies at upper basic level.

1.8 Operational Definition of Terms

The terms used in this research work are operationally defined. These include:

Values Clarification Instructional Strategy: This is a strategy that enables students to go through series of thoughts geared towards forming their own values from the existing values of the society on HIV/AIDS**.**

Raths, Harmin and Simon's Valuing Process Strategy: This is an instructional strategy which emphasizes choosing freely from alternatives after thoughtful consideration of the consequences of each alternative**.**

Interest: This is the degree of likeness or hatred for Social Studies which influences how students react to the subject or contents.

Achievement: This is learning outcome of the Upper Basic II students academically after exposure to HIV/AIDS content of Social Studies.

Value-laden: Itis the reason, beliefs, conviction or virtue attached to the HIV/AIDS content in Social Studies**.**

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed literature related to the study. It is arranged under the following headings: theoretical framework, conceptual framework, empirical studies and summary.

2.2Theoretical Frameworks

In this section theories related to the study are discussed.

2.2.1Theoretical Framework

This part discusses four underlying theories. They are: Piaget's theory of cognitive development, Vygotsky's social development theory and Catania, Kegeles and Coates' aids risk reduction model.

A. Piaget's (1956) Theory of Cognitive Development

Piaget propounded a comprehensive theory of cognitive development in human beings in 1956. The theory primarily known as developmental stage theory deals with the nature of knowledge and how it is gradually acquired, constructed and used.

The theory holds that the human mind builds cognitive structures that take external sensory input and interpret, transform and organize it. Piaget maintains that cognitive development is a progressive reorganization of mental processes as a result of biological maturation as well as environmental experience. That is, behaviour (adaptation to environment) is controlled through mental organization called schemata that the individual uses to represent the world and designate action. This adaptation is driven by a biological drive to obtain balance between schemata and the environment (equilibration).

Piaget hypothesizes that the individual and the environment are continuously engaged in a dialogue of interaction (reflexes) that leads to new perception of the world and new organizations of knowledge. He describes two processes used by individual in their attempt to adapt namely, assimilation and accommodation. An individual must adapt to physical and

mental stimuli. These two processes are responsible for how students learn and adapt schema-assimilation and accommodation. Assimilation means incorporating new experiences within old ones while accommodation is modifying old thinking structures to fit new structures.

Piaget identified four (4) stages of cognitive development:

Sensori-motor Stage (infancy: 0 - 2 years): In this stage, intelligence is demonstrated through motor activity and physical movement to explore its environment. Knowledge of the world is limited because it is based on physical interactions and experiences. Physical development allows the child to begin developing new intellectual abilities. Some symbolic language abilities are developed at the end of this stage.

Pre-operational stage (Toddler and early Childhood: 2-7 years): In this stage intelligence is demonstrated through the use of symbols; language use; matures, memory and imagination are developed, but thinking is done in a non-logical, non-reversible manner. Egocentric thinking predominates, and the child sees things from his point of view. The child thinks of things only in concrete terms.

Concrete-Operational Stage (Elementary and Early Adolescent: 7-11 years). This stage is characterized by seven types of conversation: number, length, liquid, mass, weight, area and volume. Intelligence is demonstrated through logical and systematic manipulation of symbols related to concrete objects. The child is capable of asking open-ended questions that require the use of logic and reason. He can solve problems using objects, and is capable of classifying objects. Egocentric thought diminishes.

Formal Operational Stage (Adolescent and Adulthood 12-15): In this stage, intelligence is demonstrated through the logical use of symbols related to abstract concepts. The child can manipulate ideas and reasons about any given problem. Piaget was interested in how adolescence and children figure out on their own, not to present material or information that is too far beyond the child's level.

Piaget's theory is relevant to this study because it helpsSocial Studiesteachers to consider developmental stage of students and adapt in their instruction to match the cognitive level of students.There is need to use a wide variety and suitable learning experiences of concrete nature to help the students to learn (activity based, manipulative, field trips, working in groups to get experience by seeing from others' perspective). Through the use of value-laden teaching and learning strategy students individually become more active constructors of their own knowledge (their own schemas).It happens through experiences that encourage assimilation and accommodation. Raths, Harmin and Simon valuing process model (RHSVPM) may provide learning that helps expand the conceptual capacity and offer a wide range of opportunities toappreciate the abilities they possess. Using RHSVPM may provide an interactive environment that enhances active students' participation in learning and opportunity to construct and understand Social Studiesconcepts easily.

Most students in basic two ought to be in the formal operational stage of intellectual abilities or development. Here, their reasoning is logical and they ask open-ended questions that require logical argument and reasoning. In most cases, they operate below their expectation hence they need assistance in form of methods of instruction that involves them. The students are capable of using symbols logically related to abstract concepts. From Piaget's theory, Social Studiesteachers should use activity-based learning and groups to teach the students to use logical thinking that evolves for dealing with specific kinds of situation in the environment/classroom. As students are involved in activity-based learning, each of them will need to be informed by the teacher to share his experiences/ideas. Piaget encourages students' engagement with their peer and environment for the purpose of meaningful interaction and knowledge. Therefore, in this present study, Upper Basic IIstudents' learning of concepts in Social Studiesbecomes easier when they are exposed to appropriate materials of instructions through activity and interaction.

B. Vygotsky's (1978) Theory of Social Development

Theory of social development is one of the foundations of constructivism which was propounded in 1978 by Lev Vygotsky, a Russian psychologist. The theory argues that social interaction precedes development.Consciousness and cognition are the end products of socialization and social behaviour. The theory addresses three concepts namely, social interaction, the More Knowledge Others (MKO) and the Zone of Proximal Development (ZPD). Social interaction has a significant role in the process of cognitive development. Invariably the child's cognitive development is strongly related to social and cultural activities. Vygotskymaintains that knowing can best be advanced through interaction with others in cooperative activities, and that every function in a child's cultural development can be seen on the social and individual levels. The More Knowledge Other (MKO), according to Vygotsky, refers to someone who has a better understanding or higher ability level than the learner, with respect to a particular task, process or concept. The MKO is a teacher or an older adult.

The Zone of Proximal Development (ZPD) according to Vygotsky (1978) is the distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers.When a student is at the ZPD for a particular task, providing the appropriate assistance will give him enough boosts to achieve the task. A concept which is difficult to learn or master alone can be learned under the guidance and assistance of the teacher or an expert. Once the students with benefit of guidance and assistance master the task, the guidance and assistance can then be removed and students will then complete the task again on their own. Since students construct their own knowledge and understanding, they need to be involved actively in learning, not inactively.

Vygotsky'stheory of social development is relevant to this study because it could help Basic II Social Studiesstudents in their academic performance and interest through activities. The Social Studiesteacher must assist (act as a facilitator) and guide his students to think for themselves. He is more knowledgeable than the Upper Basic II students.Therefore, his

interaction with students may help them to understand the concept with ease. With the use of RHSVPM, the teacher provides activity-based tasks then provide assistance and guidance instead of claiming a store house of knowledge.In the process, they socialize as they interact. The theory emphasizes on how children actively construct their own knowledge and understanding rather than being passive learners in classroom enterprise. Upper Basic II students are presented with a task to work together in groups and create academic contests to compete on specific tasks. In this case, participating actively in group activities helps them to improve their social interaction and enhance their value system. In the process of learning in activity-based learning setting, social issues may be resolved because of interaction.

The level of actual development that the student has already reached, is the level at which the learner is capable of solving problem independently. The Zone of Proximal Development (ZPD) is the level that the student is capable of reaching under the guidance of a teacher. The learner or student is capable of solving problems and understanding material at this level that he/she is not capable of learning at the level of his/her actual development. The level of potential development is the level at which learning takes place. It comprises cognitive structures that are still in the process of maturing, but which can only mature under the guidance of the facilitator or in collaboration with peers.

C. Catania, Kegeles and Coates' (1990) AIDS Risk Reduction Model (ARRM)

AIDS Risk Reduction Model (ARRM) by Catania, Kegeles and Coates (1990) is an integrated behavioural model that explains and predicts behaviour change efforts of an individual especially in relationship to the sexual transmission of HIV. The model incorporates several variables from behaviour change theories such as the health belief model, efficacy theory, emotional influences and interpersonal processes.

Changing high risk behaviours is about the best means of preventing transmission of Human Immunodeficiency Virus (HIV). Development of appropriate prevention programs represents a significant challenge to social and public health scientists. Many people will

become infected with HIV unless powerful and pragmatic ways are developed to understand and change behaviour. AIDS Risk Reduction Model (ARRM) could be applied to avoid contracting HIV through sexual transmission. ARRM is composed of three phases. Phase one involves recognition and labelling of one's sexual behaviours as high risk for contracting HIV. Phase two involves making a commitment to reduce high risk sexual contacts and increase low risk activities. Phase three is seeking and enacting strategies to obtain these goals.

AIDS Risk Reduction Model (ARRM) rests on the premise that to avoid HIV infection, people exhibiting high risk activities must typically perceive that their sexual behaviours place them at risk for HIV infection and are, therefore, problematic. Simply labeling one's sexual behaviours as a problem may not, however, lead to behavioural change without making a strong commitment to changing one's activities.This commitment process may require deciding if the behaviours can be altered and whether the benefits of change outweigh the costs. Lastly, some individuals or couples may need to make numerous efforts to obtain solutions through self-help, in-formal social support and professional helpers before success is achieved. These attempts may involve the need to circumvent financial, environmental and psychosocial barriers to obtain, for example, professional services. In addition, enactment of solutions may require complex negotiations with one's sexual partner(s), who may not have the same degree of commitment to pursue change. The processes represented by labelling, commitment and action are not expected to be unidirectional or non reversible. For instance, some people may face great difficulty in changing their behaviour, and come to re-label their activities as non problematic or reduce their commitment to change. In addition, the hypothesized stages may not be invariant. For example, some very compliant individuals may not perceive their behaviour as problematic, but, nonetheless, come to change their activities because of the prodding of a highly motivated sexual partner. It should be pointed out that empirical evidence has not been generated with respect to the hypothesized relationships in stages one and two of the model. In this respect, the proposed model stands as a heuristic device intended to facilitate the conceptual organization of

research on individual behaviour change, intervention development and evaluation of one's value and value clarification based on Raths, Harmin and Simon valuing process on students' academic performance and interest in Social Studiesat upper basic education level.

The relevance of the AIDS Risk Reduction Model (ARRM) to the present study is that it will enable the students to have enough information about the problems associated to contracting HIV/AIDS. This could help them to take positive value decisions while learning value-laden HIV/AIDS contents in Social Studies curriculum. This could also enhance students' proper understanding of the consequences of HIV/AIDS which may likely promote good value positions towards deep comprehension of the concepts for better achievement.

2.2.2 Conceptual Framework

The concepts reviewed in this study are: meaning, nature and aims of Social Studies, meaning of HIV/AIDS and HIV/AIDS education, students' interest in HIV/AIDS contents in Social Studiescurriculum, meaning of values, valuing and value clarification, value clarification instructional strategies, Raths, Harmin and Simon Valuing Process (RHSVP), values clarification, instructional strategy, academic performance of student in Social Studies, gender of upper basic Social Studiesstudents and role of a teacher in an activity-based learning.

A. Meaning, Nature and Aims of Social Studies

Many scholars have defined Social Studiesdifferently. However, there is an area of agreement in their definition of the subject. According to Azua (2008), Social Studiesis the process of education which utilizes the study of human life for the purpose of giving the opportunity to practice solving problems of crucial importance for the man and the society at large. Utulu (2002) definesSocial Studies as an integrated approach to learning that equips learners with appropriate knowledge, skills, values and attitudes that would enable them understand their physical, social and technological environment and contribute and participate as useful citizens of their societies. New Hampshire Minimum Standard for Public Schools

Approval (2001) stated that Social Studies is the study of related knowledge and modes of inquiry selected from history, humanities and social sciences including economics, political science, sociology, geography and philosophy.

Ojedokun (2001) views Social Studies as a programme of studies that a society uses to inculcate in the students the knowledge, attitude, values and skills that enable them to function effectively as citizens of human society. It is believed that at the end of Social Studies education, an individual should solve personal problems and contribute meaningfully towards addressing social problems in all its ramifications. In the same vein,Okam (2011) sees Social Studies as a subject, which deals with social, economic and political behaviour of mankind where people live or have lived now or in the past.

Yusuf (2004) states that Social Studies is the modern attempt at interdisciplinary and interrelated study of a topic, a problem, an issue, a concern and an appreciation. To him, Social Studiesis a problem approach through which man studies and learns about problems of his survival in the environment he lives. Social Studiesrefers to how man influences and how he is influenced by physical, social, political, religious, economic psychological, cultural, scientific and technological environment. Ike (2007) sees Social Studies as a programme of citizenship training. To him, the purpose of Social Studies education is to train an individual to become an effective and functional citizen so that he becomes useful to himself and the society at large. In the same vein, Samuel (2000) viewsSocial Studies as the study of man as he interacts with various environments and how he influences and is influenced by other factors. In a wider sense, this does not centre only on man-environment relationship but the relationship is for the purpose of citizenship education.

Social Studies centres on how man exists in his own environment. It deals with basic factors that bear on man's existence in the society (Yusuf, 2004). It is against this background that Social Studies draws contents from various disciplines such as history, geography, sociology, economics, political science, psychology and anthropology. What makes Social

Studies different from all these subjects is the ability to integrate knowledge from these various subjects. Utulu (2002), for instance, states that teaching a topic like community in JSS III emerges the idea of development of community (history), why people move from one place to another that is migration (geography), and how they live in that community (sociology), who determines the allocation of resources of that community (political science), what to produce, how they are produced and how they are distributed (economics) and their ways of live (anthropology).Otite and Ogionwo (2006) states that Social Studies is a unifying and integrated subject which draws appropriate knowledge and experiences from social sciences and other disciplines about man and his environment for the purpose of citizenship education. The views of Azua (2008) on Social Studies agreed with that of Otite and Ogionwo (2006) thatSocial Studies is the process of education which utilizes the study of human life for the purpose of giving children the opportunity to practise problem-solving which is of crucial importance to both the individual learner and the society as a whole.

From the various views and definition of Social Studies, the researcher could conclude that Social Studies has been faced with the task of carving a place for itself as an academic discipline like other subjects such as history, biology and economics. These different views of Social Studies according to Ogunsanya in Azua (2008),can be due to cultural content of the subject, the subject being culture bound and the difference in the area of scope or content. This is why Okunloye (2001) states that while some countries adopt any of the social sciences, any of its combination or the entire social science, others may want to regard it located within the confines of any discipline or set of disciplines. This is the main reason why there is hardly any limit to the number of topics that could be included under the title of Social Studies. Azua (2008) goes further to state that when we talk about the nature and scope of Social Studies we are referring to:

(i) Subjects comprising economics, history, geography, political science, sociology and anthropology.

(ii) The relationship between man and his physical environment, man and his social environment and man, science and technology.

(iii) Social Studies' influence on three aspects of child education (his intellectual development, his social development and personal growth).

From the foregoing, it could be deduced that there are many divergent views about Social Studies. However, what is important here is that are points of general acceptance about the nature of the subjects. In the first place, Social Studies focuses on man individually and in-groups in the society. According to Okunloye (2001), the central theme of all Social Studies curriculum in different cultures or countries has been man in society. The theme focuses on how man interacts with individuals and groups, his problems, his needs and his aspirations. Social Studieslooks at man in his past, present and future life. It analyzes the situations and problems that affect him, studies his reactions to them and offers some proposal for his future survival.

Secondly, Social Studiesis the study of man and his environment. It shares some concepts, generalization and other related contents with social science subjects. Social Studiesidentifies, assesses and solves social problems of man in the society in which he lives. A student should be able to know how to use the analyzed ideas and problem tools developed by scholars in the social sciences. All the various contributions from social sciences are part of the content of the Social Studies curriculum. This may be the reason for some people to believe that Social Studiesis an amalgamation of social science disciplines. To support this view, Ike (2007) indicates that Social Studiesisrelated to subject matters of history, geography, philosophy and social science. In the same vein, Enem (2007) states that the social sciences is the social and psychological foundation of curriculum planning in Social Studies.

Lastly, Social Studiesis viewed as a subject that focuses on citizenship education. In other words, the selection of objectives and content involved in Social Studies instruction, if carefully planned and executed, can prepare students to participate effectively in the process of nation-building. The study of Social Studies prepares the learners for social responsibilities in

the society and for perpetuating the good image, the heritage and the integrity of his community. It has a crucial role in teaching children about man's interaction and how to attend to problems and issues he has to face in the society. Social Studiesequipslearners with skills, attitudes and knowledge that will enable him to contribute effectively to the development of the society. Finally, to Otite and Ogionwo (2006), one of the goals of Social Studies is the preparation of youth to cultivate good citizenship that would enable him to exhibit good character and function properly in the society.

In Nigeria, the objectives of Social Studies are tied to the overall educational goals of the nation(Utulu, 2002). It is perhaps for inculcating the right type of skills and values through unified and integrated interdisciplinary study of man. The planners of the National Policy on Education gave it a prominent place as a core subject in the Nigerian system of education. The national objectives of education according to Federal Government of Nigeria (2014) are as follows:

(i) The inculcation of national consciousness and national unity.

(ii) The inculcation of the right type of values and attitudes for the survival of individual and the Nigerian society.

(iii) The training of the mind in the understanding of the world around.

(iv) The acquisition of appropriate skills, ability and competence, both mental and physical, as equipment for the individual to live and contribute to the development of his society. It is against these stated objectives that the Social Studies subcommittee of the Joint Consultation Committee (JCC) on secondary education proposed the following as the aims and goals of Social Studies.

(i) To make students aware of the problems of their country and the world in general and to appreciate the diversity and interdependence between people.

(ii) To create an awareness and understanding of our evolving social and physical environment as a whole in its natural, made-made, cultural and spiritual resources

together with the rational use and conservation of these resources for national development.

(iii) To develop in the students the positive attitudes to citizenship and a desire in them to make a positive personal contribution to the creation of a united Nigeria.

(iv) To develop a capacity to learn and acquire basic skills including those of reading, listening, speaking, writing and calculation, together with those of observation, analyses and inference which are essential to the formulation of a sound, social, economic and political judgment.

(v) To develop in student an appreciation of their cultural heritage and a desire to preserve it.

It can be observed from the stated objectives that Social Studiesis an interdisciplinary approach to the study of man in his physical and social environment. More emphatically, Social Studieshelp by understanding human relationships aimed at producing citizens with skills, competencies, moral values and reasoned judgment to effectively live, interact, inter-relate and contribute positively to the economic, social, political and cultural development of the Nigerian society and the world in general. According to Utulu (2002), it was for this recognition of the potentialities of Social Studies of inculcating the right types of skills and civic virtues through unified and integrated studies of man that the planners of the new National Policy of Education gave it a pre-eminent place with the core subject of the junior secondary school (JSS) curricula in the new 6-3-3-4 now 9-3-4 system of education as against the study of the separate subjects of the social science.

This is the main reason why Azua (2008) opine that the nature of Social Studies:

(i) Has to be seen as an African idea and creation. Our educators and philosophers who passed through the colonial educational system saw its inadequacies and set out to establish new educational policies. The policies they formulated and wrote down have become the bases

from where the present day educational programme take their roots and which has helped to form the foundation on which Social Studies stands.

(ii) Is a natural development that comes as a result of cultural flow and transfer of ideas. The subject has been established in America and Britain where our leaders received their education and copied the idea of Social Studies. This has been possible as a result of the cultural and political relationship existing between Nigeria, Britain and America. Even though Social Studies idea appears to have been transplanted from abroad, our desire demands that it should possess African authenticity. Hence, the curriculum was designed to suit the needs of our culture and societal problems.

(iii) Is a corrective study subject. It is to correct the inadequacies of colonial educational system. While the product of colonial education is meant primarily to serve the interest of his foreign masters, the product of today's system is found to be ill-equipped to cope with the demands of social harmony, national unity and national consciousness. Social Studiesis to correct these deficiencies.

(iv) Is a subject that emphasizes objectives before any content can be of any significance. The teacher has to understand why he is teaching it before any meaningful learning can take place.

(v) Stresses the importance of man and places him at the centre of the study of Social Studies. Man is put in the central focus and his activities in relation to his various environments which could be social, physical, economic, political or psychological, how he manipulates them and how he is being manipulated by them.

(vi) Finally, is a united and integrated course of study drawing its concepts from wide range of areas as they affect man in his environment.The success in teaching is measured by the degree to which the teacher is able to achieve this objective.The teacher must know the type of learning needed by his students and how to bring about such learning and the basic problem to be solved in any situation concerning the selection of content and method.

The foregoing discussion sheds light on the fact that the nature of Social Studies in JSS centres on human beings and environment and draws its contents from disciplines like history, geography, economics, geography, sociology and anthropology. The JSS Social Studies curriculum is designed to help the individual translate knowledge and attitudes required into desirable social and civic behaviours and above all, develop and promote critical thinking. Okam (2011) states that critical thinking is the formulation and use of criteria to make sound judgment about knowledge, claims, normative statements, method of inquiry, policies, alternative positions on public issues or any other object of interest.

The analysis of the different views of Social Studies reveals the fact that teaching involves the acquisition of knowledge through the active participation of the learners when he is guided. This implies that teaching goes with learning. The teacher himself must have the relevant knowledge in what he is directing the learners to acquire. He must also have the sound knowledge of learner and must employ the right methods of teaching them. It is necessary to understand this so that teachers are in a position to decide what teaching methods to use in any particular teaching situation in Social Studies.

B. Social Studies Curriculum at Upper Basic Education Level

The term curriculum has been differently defined by different people. These definitions are dependent on their different conceptions of education and the functions of the school and the types of products they expect from educational institutions. This means that once a child starts to learn, he/she begins to run the race. This race is comprehensive in nature because in the course of the race, the child or the learner encounters a lot of experiences, which may be intellectual, social, moral, spiritual or physical. These experiences are provided to produce a total man. The experiences may be formal and planned or informal and accidental or unplanned. In the course of the race, the child may also encounter some obstacles which he/she must surmount either through his/her efforts or by the assistance of some one else to enable him or her to attain the expectations of the society. The child is the main focus of the curriculum.

Curriculum can be defined as the document, plan or blue print for instructional guide, which is used for teaching and learning to bring about positive and desirable learner behaviour change (Offorma, 2002). This definition refers to the formal curriculum, which is planned ahead of time, bearing in mind the characteristics of the curriculum recipients, the philosophy and goals of education, the environments, the resources, methods of teaching, and evaluation procedures. It is the road map to attainment of the goals of education. The curriculum document can be regarded as the syllabus, the scheme of work or the course outline. Offorma further observe that curriculum is a course of study offered in the school for the education of learners, and which students pursue in order to get a degree, a certificate, a diploma or any other form of academic awards. Learning experiences are embedded in courses taught to learners in the school. The learning experiences are learners oriented, goal oriented, and they can be physical or mental activities, observable or unobservable. Learning experiences are equated to curriculum content by writers like (Offorma, 2002;Ivowi, 2009). Offorma distinguishes learning experiences from the content. The author sees the former as the activities engaged by the learners and the latter as the knowledge they are exposed to. The learning experiences are the means, while the content is the end. Curriculum content is made up of the subject matter to be taught, body of knowledge, topics, ideas, concepts, symbols, facts and cognitions presented to learners.

Wheeler in Utulu (2002) opines that curriculum is the planned experiences offered to the learners under the guidance of the school. Onwuka in Utulu (2002) also maintains that curriculum is a structured series of intended learning experiences considered to be all of the experiences that learners have under the auspices or the direction of the school. Utulu (2002) sees the curriculum as a programme of instruction and activities supervised by the school. The author states further that since a building needs a foundation to stand upon, curriculum needs a basis for agreement. Children are exposed to a lot of experiences in school basically through instruction and activity. Instruction here refers to programmes of learning or study and this consist of all the subjects children learn in school. Children are also exposed to programmes of

guidance in school.That is, teachers guide learners on proper reading habits, how to collect information or collate data, how to make maximum use of their abilities or talent and direct them where they fit most appropriately. Teachers also probe into personal lives to help solve the emotional problems that could result from their social background. The activities in the curriculum that are supervised by the school are called extra-curricular activities. These activities have a blend of social and academic pursuits, for example, sports, drama, games, society activities, scripture union and other Christian organizations and palm wine drinkers club. In these groups, students do not only use the psychomotor domain like in sports but also interact with one another. Students are able to discover hidden talents in themselves such as, model theatre artists, actors, orators, and scientist that could be developed later in life. The term syllabus cannot be mistaken for the curriculum because it is a narrower concept, which refers only to the individual subject. This means a school with eight subjects has eight syllabuses while the curriculum could be used to include the whole course of study and other experiences planned for the education of the children in a school (Utulu, 2002). According to Tanner and Tanner in Utulu (2002), curriculum refers to the planned and guided learning experiences and intended learning outcomes formulated through the systematic reconstruction of knowledge and experience under the auspices of the school for learners' continued full growth and personal competence.

From the foregoing, the researcher decided to put up an operational definition in line with the views of others which may appear to be mutually exclusive. The operational definition here becomes imperative because of the diversified views of which may bring a little confusion to stakeholders of this piece of work.In the context of this study, curriculum can be defined as a structured series of intended learning experiences offered to learner under the control and direction of the school. It is a course of study offered in the school that enable learners to pursue in order to get a certificate, a diploma, degree of various levels (B.Sc, M.Sc. PhD) or any other form of academic achievement.

Curriculum is a programme. This includes programme of studies, programme of activities and programme of guidance. The programme of studies is seen in form of subjects, contents, subject matters and body of knowledge which are taught in the school for learners' continued full growth and personal competence that would enable him/her contribute positively to the growth and development of the society. The programme of activities is made up all the learning experiences presented to learners. Learners learn through activities and so the programme of activities facilitates the learning of the programme of studies.Programme of guidance is the assistance given to the young and inexperienced members of the society by more experienced persons to help them solve their educational, career or vocational, and socio-personal problems.

Curriculum can be taken to mean the instrument by means of which schools seek to translate the hopes of the society in which they function into concrete realities. It is planned and sequenced. It is a vehicle through which education is attained. The essence of education is the ability to transfer the knowledge, facts, skills, values and attitudes learnt from one situation to solving problems in another situation, and this is done through curriculum (Offorma, 2002).

Curriculum is a powerful tool used by the school to actualize the educational objectives of the nation. Therefore, curriculum consists of knowledge, skills, values and activities which students learn through various school subjects. These subjects are derived from the philosophy and goals of education of the nation as well as the elements of culture. It is the goal of education that provides an orientation and guideline to the types of curriculum that would be planned for such a nation. The national goals/educational objectives guide the development of the school curriculum. For instance, if a country is leaning towards technological or scientific orientation, then the goals would be translated into contents, knowledge, skills and values which will be inculcated into the students in order to fulfil the educational goals. Curriculum is, therefore, an important component of educational process. It is the life wire of the school in particular and education in general (Esu, 2011).

Globally, education on the other hand has been considered as one of the veritable and potent instrument for change and development. It is a means by which individuals are developed physically, morally, mentally and intellectually. It is a tool for social transformation, growth and sustainable development of the nation (Esu, 2012). In realization of the importance of education in the development process, the Federal Government of Nigeria in its National Policy on Education maintains that education is an instrument per excellence for effecting national development and social change (FRN, 2014). Undoubtedly, without the school curriculum, teaching and learning process will be uncoordinated for the attainment of meaningful outcomes and academic performance of educational objectives. This is why the school curriculum must reflect the problems of the society, the people, their culture, needs, interest and aspirations.

By its nature, curriculum is dynamic and open to adjustment and re-adjustments in the face of global and local changes in the society. In essence, the school curriculum is not supposed to be static or rigid. This means that it can be adjusted at any point in time in the light of global and local challenges in the society. There are lots of emerging issues/challenges in the society that can be solved or reduced to the barest minimum when incorporated into the school curriculum. One of these emerging issues/challenges is the issue of HIV/AIDS which is a global challenge. It, therefore, becomes a very important instrument for creating awareness and training people for all forms of work.

Education, whether formal or informal, requires an appropriate curriculum where subjects and activities are drawn in relation to the educational objectives, needs, interest and aspirations of both the society and learners. Whatsoever form/type that it takes, it should be considered as a major process in the maintenance and transformation of societies. In this context, formal education could be viewed as a deliberate attempt by group of persons to effect changes in the behaviour of individuals by providing certain learning opportunities. On the other hand, informal or traditional education may be regarded as the process whereby behavioural changes occur as a result of daily experiences which are not deliberately organized for these

purposes.Curriculum is mostly concerned with the former, which are the deliberate and planned attempts to change behaviour. However, some unplanned experiences of the learner may also occur as incidental or unplanned consequences or unintended outcomes of planned curriculum.

Schools are established for the attainment of individual and societal needs and goals. The school uses the curriculum to achieve the aforementioned goals or meet their needs. This requires long period of training where learning activities and contents must be systematically planned and guided under the guidance of the teacher. The school is established to preserve the cultural heritage of the society, transmit the cultural accumulated knowledge and skills as well as transform the society (Esu, Enukoha&Umoren, 2009). The basic purpose of the school curriculum is to inculcate, transmit, train and install the accumulated knowledge and skills into the students under the guidance of the teacher. It is also to preserve and transform the society. In essence, the school curriculum may be considered as a means to propagate and popularize the culture of the people and inculcate in students the basic philosophy of the nation. This view influences school practices, hence the curriculum is geared towards the academic performance of educational objectives and realization of national values.

The school curriculum is planned and guided in such a way that it could be used to address some societal issues and challenges. Curriculum contains knowledge, skills and values that are used to tackle some challenges especially those that are as a result of changes in the social, cultural, technological and political values in the society. For example, challenges and issues such as gender, information and communication technology, entrepreneurial skills, human trafficking, sexuality change, computer education, HIV/AIDS and climate change are being incorporated into the school curriculum. A big question is:Why their inclusion? The answer to this question is not far-fetched. Suffice to say that in order to have a far reaching result on solution to these societal problems and needs, the government and other agencies should look up to education and the school curriculum to effect positive changes in this direction. Also in

schools, facilities, teachers and curriculum materials are provided to facilitate the realization of the educational goals of the school curriculum.

It is worthy to emphasize that the school curriculum cannot on its own carry on the curriculum functions without instructional leaders. Acquisition of skills, values, knowledge and attitudes is very important and necessary for living. The school curriculum is, therefore, used to produce man power in all fields of endeavour for the society/nation (Esu, 2012).

The content of the Social Studies curriculum at the upper basic level is an integration of concepts, values, attitudes, skills, principles and generalizations from a wide variety of disciplines to help students understand the problems of the complex physical, social and technological environment. The organization of content using conceptual approach is popular in Social Studies because problems and issues cut across subject barriers.Therefore, it draws upon many disciplines. Moreover, the child sees the world as a globe.Thus, issues and problems are better presented as a whole rather than in bits. This is why concepts, ideas, events or objects are arranged in spiral form in the curriculum (Utulu, 2002).

The main center of organization of Social Studies curriculum at junior secondary school level is around societal themes that the approach could be capable of addressing.The issues of value re-orientation, poverty eradication, peace and dialogue, family life, HIV and AIDS education, critical thinking and life coping skills have been adopted as central ideas and problems concerning the functioning of society. The curriculum of Social Studies at upper basic level is also in line with the theory of the Gestalt psychologist that says the whole is greater than the sum of its parts (Utulu, 2002).

C. Meaning of HIV/AIDS and HIV/AIDS Education

HIV stands for Human Immune Deficiency. It is the virus that causes AIDS. When a person is infected with the virus, his or her body fluids such as blood, semen and vaginal secretions will contain HIV and antibodies against the virus. The virus stays in the body and slowly destroys the body's defence mechanisms. The duration of time it takes for a person infected to fall ill varies and takes between several months to seven years. Therefore, an infected person can spread the virus unknowingly (Akinsolu, 2004).

When the virus has destroyed the body immune system, the symptoms of AIDS begin to manifest. At this stage of full-blown AIDS, the body's natural defense system is weakened, and the infected person becomes vulnerable to some kinds of infection such as prolonged neck, groin, armpit, persistent cough, skin infections and unexplained weight loss (Shaffers, 2004). Those infections occur because people with AIDS have lost most of their natural defence against certain infections, and so are unable to fight them off.

AIDS is a state of immune suppression caused by the retrovirus. This virus infects a subset of peripheral blood lymphocytes.The T4 helps cells, which orchestrate many of the functions of the cellular immune system. The infected cells loss their functional capacity and die permanently. The defect of cellular immunity leads to a susceptibility to infection with opportunistic agents frequently, protozoa or fungal in nature. The author further states that the cellular immune defects also lead to the development of particular groups of tumors notably Kaposis Sarcoma and non-Hodgkin's Lymphoma.

In Nigeria, the HIV/AIDS is devastating. Being the most populous country in Africa, Nigeria accounts for about 8 percent of the burden of HIV/AIDS. To ensure further reduction in the prevalence percentage among the upper basic students in Nigeria and further reduction in the percentage of infection in Benue State in particular, the information in the form of campaign strategies should be carried to schools and other public centers. This will make students to take personal responsibilities of their own health by adopting safer sexual behaviour or avoiding behaviours that may place them at the risk of HIV/AIDS infection. It should be remembered that

prevention is better than cure. The prevention of HIV/AIDS infection through education is an aspect of what the present study intends to achieve among Upper Basic IIstudents in Kogi State, Nigeria.

Education entails training of the mind, body and personality of the individual to grow into a full and healthy person. This implies that education should involve helping student to develop intellectually, morally, physically, socially and emotionally. HIV/AIDS education, which is an important aspect of education, is the total package of information and activities describing the cause, effect, prevention, empathy for AIDS/STD patients, lack of cure of HIV/AIDS with the challenge of changing people's behaviour. Mishra (2005) defines HIV/AIDS education and sensitization as the process of making known to people how AIDS is spread and what it is. It is a mass campaign to create awareness about HIV/AIDS. HIV/AIDS education is information about HIV/AIDS that make a difference between living a long healthy life and its catastrophic condition.

HIV/AIDS education is, therefore, viewed in this research work as information about prevention of infection, using and acting on information particularly, improving quality of life, reducing discrimination and stigmatization as well as relating well with the people affected and infected with the epidemic. This is in line with Kusumayati's (2006) view that HIV/AIDS education is designed to disseminate information on HIV/AIDS among the young generation to respond against the epidemic. The author states that the general objectives of this education are for learners to understand the history of the disease and be familiar with the concept and relate it to HIV/AIDS secondly, Kusumayati informs that through HIV/AIDS education, learners will develop a compassionate attitude in looking toward the problems of people living with HIV/AIDS. This means that learners can contribute to prevent the spread of HIV/AIDS among young people. This is also in line with objectives of National Educational Research Development Council[NERDC, (2003)] that HIV/AIDS education is designed to help the youth acquire knowledge, attitudes and skills to enable them understand the nature causes and mode of

HIV/AIDS transmission or infection. This may help learners to develop the right attitudes that will assist individuals to reject biased information/myths relating to HIV/AIDS/STD infection. Thirdly, HIV/AIDS education is intended to develop in the youth, the necessary skills for healthy human relationship. Fourthly, the learners should develop responsible discussion by exhibiting behaviour that will protect them and others from HIV/AIDS infection. Fifthly, learners should develop respect for the right to privacy and confidentiality of people infected with HIV/AIDS/STDs while recognizing the benefits of the continued participation of HIV/AIDS patients in the community and compiling and disseminating comprehensive information on available HIV/AIDS/STD service centers in Nigeria using relevant referral procedure.

HIV/AIDS education is not just the prevention of infection only.There is more to that based on various opinions and views enumerated and analyzed on what is regarded as HIV/AIDS education, it is pertinent to draw a conclusion on the general opinions. HIV/AIDS education is not education that provides more preventive information but prepares an individual for a healthy living or association with others most especially those infected and affected with HIV/AIDS, and if already infected how to live a life free from new infection and how not to further spread the disease. It is an interactive educational system where students are taught the preventive measures, the signs and symptoms, using and acting on information, improving quality of life, reducing discrimination and stigmatization and relating well with people who are infected and affected with HIV/AIDS.

D. Concept of Interest

Interest is one's disposition towards a certain task. It is manifested in how an individual responds to issues generally. Interest is capable of spurring one to action or deterring a person from engaging in certain tasks. It is relative in application as what interests one person may not interest another person as interest is not identical in every situation. This is aptly substantiated by Onah, Umeano and Ezeanwu (2015) that interest is a subjective feeling of concentration or

persisting tendency to pay attention and enjoy some activity or content. Interest is seen as a powerful psychological trait that has an overwhelming influence on learning, which is why Onah et.al (2015) opined that some students, no matter their intellectual capability may never learn until their interest is stimulated. It is a very strong variable in learning and hence the justification to be thoroughly understood as a concept. Interest is one's personal disposition towards a given phenomenon. Lexically, it is the feeling of wanting to know or learn about something or wanting to be involved with and to discover more about something.

Typhoon International Corporation (2004) defined interest as attention with a sense of concern; lively sympathy or curiosity; and the power to excite or hold such attention (in something). It can be seen also as a person one has about something. According to Paul (2014) interest could be seen as a psychological state of engagement, experienced in the moment, and also a predisposition to engage repeatedly in particular ideas, events, or objects over time. Hornby (2015) defined interest as "wanting to know more about something, the feeling one has when one wants to know or learn more about something or somebody.

Obodo in Onah et.al (2015) defined interest as the attraction which forces a child to respond to a particular stimulus. According to Onah et.al (ibid), interest is an aspect of affective domain that has to do with one's readiness to like or dislike something. Interest could be aroused in an individual by an activity that tends to satisfy the individuals' need.

From the various definitions of interest, it is safe to regard interest in learning as not only a powerful psychological trait but also as a predictor variable which, symbolically, is a double – edged sword or bi-directional in effect. This is because it's absence or lack of interest results in mystification and low interest towards a given task, while its presence spurs one into action and demystifying in effects. This results from the fact that nothing, according to Kpolovie, Joe and Okoto (2014), important happens without a cause or in total isolation of associated factors. That cause or associated factor is interest among other such causes or factors like psychological, sociological and environmental factors as reported by Kpolovie et al (2014).

The overwhelming significance of interest in learning is such that it cannot be overlooked even though there are ample evidences according to Kpolovie et al (2014) that "much attention was not accorded the role of interest in learning till of recent that some researchers in the field of psychology are trying to focus attention on the possible roles that interest could play in learning, motivation and in the overall development of the human being..." Among the various roles of interest in learning, it serves as a drive towards the new, the edgy and the exotic. Both the urge to approach or engage in certain events and the urge to avoid some events lie in the realm of interest. Interest is a critical factor in learning and as seen by Adodo and Oyeniyi (2013). It is the basis for motivation in learning as it has the capacity to facilitate or hinder the rate of learning. According to Kpolovie et al (2014) interest in learning also makes one to have an overwhelming magnetic feeling, a sense of being captivated, enthralled, invigorated and energized to cognitively process information much faster and more accurately in addition to working harder and smarter with optimum persistence.

Results of findings of the investigation of interest in learning as reported by Paul (2014) are impressive as it was found out that "interest can help us think more clearly, understand more deeply and remember more accurately". The foregoing by Paul (2014) buttresses Silvia's (2006) assertion that interest increases attention to a text, makes people process a text more deeply as well as promotes good meta – cognitive strategies. In a nut shell interest as empirically reported by Adodo and Oyeniyi (2013) and Kpolovie et al (2014) among other researchers has an overbearing influence on students' academic performance. That is, interest brings about academic performance. On this note, it is quite instructive and very much in order to investigate the teaching of value-laden HIV/AIDS contents using Raths-Harmin-Simon's valuing-process strategy for promoting students'interest and academic performance in Social Studies in Kogi State, Nigeria.

E. Students' Interest in HIV/AIDS Contents in Social Studies

Interest is an important variable in learning. One can only achieve an objective for any activity when he/she is interested in it. On the other hand, lack of interest inhabits learning. Oladele (2005) defines interest as the persistent tendency to pay attention and enjoy some activity or event. The author further explains that interest is a powerful motive and should be sustained for meaningful learning to take place. Iweka (2006) defines interest as the zeal or willingness to participate in any activity from which one derives some pleasure. The definition explains the fact that when one is interested in an activity, he or she is likely to achieve what he or she wants.

Brain-Quote (2011) notes that to be interested is to engage the attention of, to awaken interest in, and to excite emotion or passion in, on behalf of a person or thing, as the subject did not interest him, to interest one in charitable work. One web meaning of interest by Princeton (2010) is that it is a sense of concern with and curiosity about someone or something. Interest is a kind of force that propels somebody to gain the goal set before him or her. Instructional resources which students are exposed to during teaching and learning process could help to arouse the interest of learners.

Agbi (2006) states that interest is the interaction which forces or compels a child to respond to a particular stimulus. In other words, a child develops interest for a particular stimulus that arouses and attracts him or her. In a classroom situation, if a child finds a lesson interesting or if the teachers' method is interesting, the child will definitely pay attention to the lesson.

In matters relating to interest, the thing perceived has a special attraction for mind and stands out among the other presentation.By implication, interest is able to compel attention. It then follows that interest cannot be forced, but must always come as a result of the students' desire to satisfy a need.Adodo and Ogenyi(2013) also views interest as an emotionally oriented behavioural trait, which determines students' vigour in backing educational programmes or other activities. The interest in a particular thing is a feeling manifested in an activity to become

absorbed in an experience and to continue to participate in that activity, from which some form of pleasure is derived with zeal or passion. Interest in a given subject is an important internal factor, which not only determines the level of willingness to learn the subject, but also enhances positive attitude towards it. From the foregoing, interest influences the willingness to learn and initial successful interaction while the subject induces interest and strengthens the willingness to learn it.

Silvia (2006) views interest from two perspectives namely (1) interest as the cause of action and (2) interest as the effect of an activity. The author further explains that interest becomes the cause of certain actions.For instance, people do certain things they do because they are interested in them. In this kind of situation, interest acts as a drive or motivation that propels individuals to act in such ways. On the other hand, interest becomes the effect of an activity.For instance, students develop interest in a particular subject because of the teacher's method of presenting the learning materials in the subject. In this respect, students are bound to pay attention as the lesson progresses if that particular lesson and the teacher's instructional strategies are of interest to them. This is why Osuafor (2001) posits that it is important to discover what children are interested in what we want them to learn. It could be inferred that interest is indispensable for learning, and without interest, real education may not be achieved. The present study is to investigate the effect of the teaching value-laden on upper basic students' academic performance and interest in HIV/AIDS contents in Social Studies curriculum in Kogi State. This is why students must be motivated to develop interest in HIV/AIDS Education to avoid behaviour that may place them at the risk of HIV/AIDS infection.

F. Meaning of Values, Valuing and Value Clarification

According to Addi (2014), values are often referred to as reasons, beliefs, convictions or virtues that guide human action; and serve as principles, standards or criteria for people's behaviour, choices and decisions. Bello (2011) refers to values as human conceptions of the desirable. The author reiterates that values are objects that people consider desirable and worthy of pursuit in their thoughts, feelings and actions. These objects include materials such as wealth or abstract quality, state of mind and heart like truthfulness, happiness, peace and justice. Bello (2011) lists objects that are desirable to man to include human beings people cherish their parents, children, wives, husbands, friend, neighbours and colleagues. This idea is suggested in the definition of values by Kolo (1997) which described values as anything that an individual cherishes which could be an idea, a material object or a person.

A person's values are simply the personal standards or criteria he/she uses in decision making. Values viewed in this direction serve as guides to human behaviour. That is to say they have their corresponding opposites that are desirable versus undesirable, right versus wrong, good versus bad, positive versus negative. Values as abstract qualities refer to beliefs about what actions are good and desirable and therefore ought to be. For instance, abstaining from pre-marital sex could be referred to as a good value, and as such, desirable. However, negative values imply beliefs about what actions are bad and undesirable and consequently ought not be, like having pre-marital sex.

Values guide human conducts in the society. They regulate human and societal behaviour. Accordingly, Igborgbor (1994) opine that personal and group behaviours are dependent on the values of that person or the group. In the light of this, students' behaviour and/or reactions towards HIV/AIDS contents in Social Studies could be affected by their values/value system. Students' value system refers to the students' value orientations. That is what they are made to believe by their parents and the environment. If the value orientation that students have from their different backgrounds could affect their reactions towards HIV/AIDS contents of Social Studies in Secondary school, then, there is need for values clarification for

meaningful comprehension of HIV/AIDS related topics in Social Studies for enhanced students' achievement.

Raths' et al (1978) conceptualize that value clarification is influenced by many individuals' inability to make decisions due to pressure or confusion, which hinders their pursuit of purposeful lives. Successfully clarifying individuals' values was thought to cultivate change in these indecisive and apathetic individuals' behaviours by bringing awareness to their life, non-judgmentally accepting their values as well as others' values, continuing to reflect on values, and empowering people to self-direct their lives (Raths et al., 1978). Thus, Ohilaand Audu (2015) refer to value clarification as the process of assessing the effect of personal value on decision making. The author reiterates that value clarification is a method of education in morality and ethical principles that occur by bringing people together to share their opinions and values perspective. This exposes the participants to different ideas and permits them to appreciate the relative nature of values (Barker, 1999).

Dana (2014) refers to value clarification as exploration exercises, in which individuals are typically asked to rank order their values and describe values that are most important to them. To Stacey, Sheridan, Jennifer, Lindy, Ziya, Jianwen and Michael (2014), values clarification (VC) is a process by which people form and communicate the relative desirability of decision options and their features. Values clarification is a self-assessment process that enables someone to discover the content and strength of his/her own system of values. Values clarification teaches that behaviour should be the result of free, uninfluenced, autonomous choice based on personal analysis of a given situation coupled with the moment's emotions and desires. Values clarification teaches that behaviour is not morally good or evil.Rather, wise or foolish behaviour can vary according to time, place and circumstance. Values clarification teaches children to shun traditional morality and family rules.

Values clarification emerged in the educational field in an effort to educate youth about many areas of life such as gender roles, love, health and race in a way that allowsthem to form

their own opinions and decisions without a substantial influence from society (Ohila&Audu, 2015). The process of values clarification is further rooted in and stems from the conception of humanity which argues that human beings hold the possibility of being thoughtful and wise and that the most appropriate values will come when people employ their intelligence freely and wisely. Ohila and Audu(2015) argue that society's impact on youth is not necessarily negative, but that there are too many contradicting agents that could influence youth which are likely to confuse their values.

Values clarification can be done in more explicit ways. Examples include ranking and rating different features of decision options to facilitate a decision (ranking and rating), and viewing others engaged in decision making and identifying one's own similarity to the values of individuals making those choices (social matching). The essence of applying the values clarification strategy in the teaching and learning process is not to teach specific values, but to make students aware of their own personally held values and the way in which their values compare to those of friends, adults, different groups in society, and even other societies in other times. It supposes that values are not transmitted or taught, but learned directly from an individual's life experiences. Values clarification does not tell you what values one should live by, but provides one with a method that lets one discover what values his/her lives by. What gives our life its meaning and relevance is our values. Value clarification offers reflection on personal moral dilemmas at which point values may be analyzed (Ohila&Audu, 2015).

Values clarification helps students to form a stronger self-concept by creating awareness and acceptance of their feelings, which was meant to help children cope with issues to ultimately help them understand their own values. Values clarification assists people to think through life's confusions so that they might be less confused and so they might learn skills of self-direction that will serve them in the future (Harmin, 1979). Kirschenbaum (1977) states that values clarification is not meant to guarantee any outcomes besides increased awareness of one's values, but clarifying values can possibly lead to positive outcomes in other domains. Value

clarification may be used to reducing the racial academic performance gap in academic performance, increase acceptance of health related issues, and academic success. However, little research has addressed the mechanism or mechanisms through which values clarification exercises impact outcomes, particularly academic performance (Dana, 2014), hence the need for the present study on the effect of values clarification on students' academic performance and interest in Social Studies which is a value laden course.

Values clarification has different models. The models of values clarification include Raths, Harmin and Simon's model, the moral dilemma teaching model, Jack Frankel's exploring feelings' model, Sweeny and Parson's social Issue model,Jayasuriya, Harts,Oliver and Shaver models. This study is concerned with values clarification instructional model of Harmin and Simon's valuing process model. Harmin and Simon's valuing process model (1966) emphasize choosing freely from alternatives after thoughtful consideration of the consequences of each alternative. The valuing processes emphasized by this model are: first, choosing one's beliefs and behaviours which include choosing from alternatives, choosing after consideration of consequences and choosing freely. Second, pricing one's beliefs and behaviours that involveprizing, cherishing and publicly affirming when appropriate. Third it involves acting on one's belief.That means acting and acting with pattern, consistency and repetition.

In values clarification instructional model, the instructor is no longer a teacher as the word is traditionally understood in lecture instructional strategy, but rather a facilitator, who confronts students with dilemmas to resolve. The teacher is not supposed to indoctrinate students with any type of "pre-packaged formula and conclusions," such as Christian morals, truths or the teaching of the Islam.Rather, it is to "get the student to analyze, verbalize and reflect upon the problems he/she faces" and to "motivate the young person to formulate a rationale for their behaviour, one that will be meaningful to him/her. Despite what the teacher is or is not supposed to do in a typical values clarification exercise, he/she obviously has a degree

of control on the direction of the lesson. When a class is brainstorming, the teacher can introduce one-sided points causing a particular opinion to seem very appealing or very harsh.

On a general note, to carry out values clarification instructions using the Harmin and Simon's valuing process model certain procedures are expected to guide the teacher. The Social Studies teacher

I) Begins the lesson with opening up activities which focus on low risk issues.

II) Requires students to indicate their position on an issue in an overt and explicit manner.

III) Accepts students' responses without judgment or evaluation and discourages any attempts by students to challenge or mock each other's position.

IV) Asks students to explain or provide reasons for holding a specific value position. This is the clarification aspect of the strategy.

V) Whenever possible, the teacher related to issues that have historical import or are related to current social or political concerns.

The role of the teacher in values clarification is to engage students in activities that cause them to wrestle with such issues as war, family, health and a whole range of human relationships. Teachers themselves are supposed to remain neutral in discussions. They restrict their efforts to conveying of information and skills, and the concept of teachers as special people responsible for the character and moral development of young human ones.

G. Value Clarification Instructional Strategies

No successful teaching and learning can take place without appropriate choice and adequate application of teaching methods. Teaching method, according to Eze (1998),deals with all aspects of what happens in a classroom during a teaching/learning session and even some times before and after it, including preparation for and remedial work after. Teaching method deals with the way through which classroom instruction is executed to foster learning which could be done by discussing, demonstrating, role playing or by asking students questions related

to the subject matter under discussion to facilitate learning (Odo, 2015). The author adds that teaching methods may include lecture, demonstration, story telling and questioning. Teaching methods employ some instructional strategies to foster learning.

Basically, teaching as a profession cannot be successfully done without the use of some strategies (Tukura, 2015). According to Ejimonye (2015), instructional strategies refer to planned ways on how to carry out teaching and learning exercise for a better academic achievement. Teaching strategies refer to actions of the teacher towards imparting knowledge, values, attitudes, norms, practice and aspirations on learners (Okonkwo, 2014). Okonkwo reiterates that instructional strategy is a plan or a programme that is extensively used to ensure that a certain message or lesson is passed from the teacher to students. It includes all approaches that a teacher may take to actively engage students in learning. To Nuhu (2014), it connotes plans for success in classroom instruction. Nuhu further explains that instructional strategy involves the sequencing or ordering of the techniques a teacher intends using in a class. An instructional strategy is the technique and procedure, used by the teacher for facilitation of learning contents in a conducive environment. The foregoing views seems to corroborate that of Nosiri (1999) that instructional strategies in the context of what happens in the classroom denotes a number of manoeuvres that comprise a system or pattern of teaching. It refers to teaching skills harnessed by the teacher including all other actions that cannot be identified easily with particularly named teaching skills such as certain teacher/pupil demonstrations, mannerisms and questions (Ezegbe, 2014; Okonkwo, 2014; Okeke, 2013). Some scholars use instructional strategies and teaching methods interchangeably while they are not actually the same. This study focuses on Raths, Harmin and Simon Valuing Process (RHSVP) values clarification instructional strategy.

H. Raths, Harmin and Simon Valuing Process (RHSVP) Values Clarification Instructional Strategy

Raths, Harmin and Simon Valuing Process (RHSVP) values clarification instructional strategy has discovery and inquiry instructional strategies.

Discovery Instructional Strategy

Discovery instructional strategy is one of the ways for teaching Social Studies in upper basic schools. It is derived from the root word 'discover' which means to find out. Basically, discovery instructional strategy refers to a teaching and learning approach that allows students to find out facts themselves by exposing them to exploratory tasks. Discovery instructional strategy encourages divergent thinking, allows students to find out information by themselves and generates students' enthusiasm at examining issues logically (Odo, 2015). It is an instructional strategy that allows the students to find the answers to learning problems themselves (Tukura, 2015). According to Okeke (2013) it is a learner-centered instructional strategy where the learner is exposed to challenging situation(s) that will force him/her to find the fact, truth or answers on his or her own through the guidance of the teacher. The process of discovery instructional strategy involves identification of a problem, analysis of the information in order to arrive at possible solution and using the solution to generalize (Odo, 2015). In discovery instructional strategy, opportunities are given to students to find out new truth, new rules and new method of tackling a problem as well as new values themselves (Tukura, 2015). This could be achieved through the use of questions based on why, what, where, when, how and who to help the students to find their bearing (Akpochafo, 2014). In employing discovering instructional strategy, students could be asked by the Social Studiesteacher to find out the meaning of HIV/AIDS, its origin, causes and consequences. This kind of task would make them to explore every opportunity to arrive at a solution to the problem. When such a solution is found, the student will not forget it soon because he/she actually partook in the processes that led to the discovery or answer.

However, discovery instructional strategy has some demerits. Onyemerekeya (2003) states that discovery instructional strategy leads students into confusion and frustration from

apparent lack of visible progress and achievements. Ojukwu, Mbaebie and Anyabolu (2005) stress that discovery instructional strategy is time consuming.

Discovery instructional strategy has relationship with values clarification instructional strategy based on Harmin and Simon's Valuing Process (RHSVP). Basically, values clarification instructional strategies emphasize the fact that values are not imparted to learners through indoctrination but are formed by exposing them to the identification of problem, analysis of the information in order to arrive at possible solution and using the solution to generalize. Using discovery instructional strategy gives opportunities to students to find out new truth, new rules and new method of tackling a problem as well as new values themselves. Therefore, both discovery and value clarification instructional strategies are exploratory and experimental and could be used to teach HIV/AIDS contents inSocial Studies in upper basic school in order to enhance students' academic performance and interest in the subject.

Inquiry Instructional Strategy

Inquiry is one of the participatory instructional strategies recommended for teaching Social Studies (Federal Ministry of Education, 2007). It is a pedagogic strategy instruction where learners are made to provide solution to certain problems through guided investigation (Odo, 2015). Accordingly, Ejimonye (2015) states that inquiry instructional strategy refers to teaching and learning that allows the learners to investigate fact about a concept by themselves through teachers' guide or directives which may be in form of questioning the learner or by giving them learning tasks that would make them to conduct a search for basic information about the subject matter. In a seeming related exposition, Baraya and Idoga, (2014) define inquiry as instructional strategy which involves the act of investigating; a search by questioning, research and to request information towards problem solving in a society. Longvwem, Pwaspo and Makanjuola (2014) state that inquiry instructional strategy comprises public discourse, decision making and citizen involvement in standards that expects students to investigate their world as social scientists by using scientific thinking to identify issues and to solve problems

that lead to workable solutions. It is a learner-centred approach to instruction where a teacher guides students to discover facts on their own regarding a phenomenon or a topic of study (Babatunde, 2014). To Livingstone (2012), inquiry means to find out or simply a method of finding out. This view seems to be in consonance with Onyemerekeya (2003) who states that inquiry instructional strategy involves the learner in the process of investigating, searching, defining a problem, formulating hypothesis, adhering and interpreting data and arriving at a conclusion.

The benefits of inquiry instructional strategy cannot be overemphasized in teaching and learning processes. Basically, Oyesikun in Oyesikun (2014, pp. 148-149) seem to summarize the relevance of the inquiry instructional strategy to comprise:

> "Stimulation of intellectual curiosity which in turn brings about discovery of new ideas, fact, information, knowledge and theory; helps to develop the skill of objective analysis in students; it suites all levels of education; helps students to be focused and goal oriented; develops in students the skill of drawing inference on issues they are confronted with and hence, making students to be good decision makers; and encourages active participation of students in the teaching –learning process".

Inquiry instructional strategy has relationship with the values clarifications instructional strategy based on Harmin and Simon's Valuing Process (RHSVP). Basically, values clarification instructional strategies emphasize the fact that values are not imparted to learners through indoctrination but are formed through exposing them to tasks that will make them explore their environment in order to form their own values based on their stream of consciousness. Thus, both inquiry and values clarification instructional strategies are exploratory and experiential, and could be used in teaching HIV/AIDS content of the upper basic Social Studies curriculum so as to enhance students' academic performance and interest in Social Studies.

I. Students' Academic Performance in Social Studies

It is necessary to recognize that low or high academic performance of students occur in schooling. Achievement, according to Maxwell, Lambeth and Cox (2015), is the gain in scores toward mastery. Hornby (2015) opine that it is the act of reaching out to attain, especially by effort. Academic performance is something that somebody has succeeded in doing, usually with effort, as well as the act or process of finishing something successfully. Schnitzer in Anaduaka (2008) defines academic performance as the one designed to assess current performance in an academic area. Academic performance is viewed as an indicator of previous learning.Therefore,academic performance test is often used to predict academic success.

Individual academic performance as Schnitzer points out is determined by comparison of results with average scores derived from large representative or local examples. For instance, statistics has shown mass failure in Mathematics in senior secondary school certificate examination through academic performance scores (Anaduaka, 2008). Academic performance test/measures are designed to assess the effect of a specific programme or instruction. They could be useful in identification of an area of students' strengths and weakness, and thus, the emphasis is on what the learner has learned at a specified period. Academic performance is a systematic and purposeful qualification of learning outcomes. This implies the determination of the degree of attainment of individuals in tasks, courses or programme to which individuals were sufficiently exposed. Tyler in Okoye(2001) sees academic performance as a set of questions or problem to determine how much an individual know about some subject area.

According to Nworgu (2015),academic performance test can only be valid if it is able to assess the three domains: cognitive, affective and psychomotor. It should be comprehensive to cover all educational objectives.Unfortunately, the author observes that emphasis has been on cognitive domain alone leaving the two other aspects unconcerned whereas HIV/AIDS education impacts also on the affective and psychomotor domains of educational objectives. Academic performance test is limited to standardized, published instrument designed and constructed by specialists in measurement and evaluation.

Ali (2006) notes that academic performance tests could be standardized or teacher- made. Some of the examples of the standardized tests are the West African Senior School Certificate Examination (WASSCE), the General Certificate in Education (GCE) and the National Examination Council (NECO). The teachers' class assignment and tests are teacher made tests. Nworgu (2015) notes that teacher-made test comprises all the test constructed by individual class teachers or group of teachers for the purpose of assessing students' academic performance in various subject areas. According to the author, they could be quizzes, mid-term tests and end of year examinations. Teacher-made tests can broadly be divided into two, namely free-response and structured-response tests. In the free-response type the tester exercises freedom in deciding what responses he will give for each item. This type of test can further be divided into two: extended free-response and restricted free-response tests. In the extended free-response tests, the testee is given the freedom to answer questions in as many pages as possible, while in the restricted free response test, he is given limited space within which to put down his/her answers. The restricted free-response tests include short answer and completion tests. The shortness of the answers required here could vary from a phrase to a number of lines. The extended free-response tests clearly belong to essay test. The structured response tests are those for which alternative answers to a question are provided and the testee is to select the most correct answer. They purely belong to the group of items referred to as objective test items (Okoye, 2001).

Okoye further states that academic performance test can be used for different types of instructional evaluation. These forms of test are placement, formative, diagnostic and summative. In summary, both the standardized and teacher-made tests fall under the this instructional evaluation. Academic performance tests are used for educational researches, planning and placement of individuals in special classes or selection of students for college admission, scholarships and award. The author also states that academic performance tests serve as a basis for a person's own analysis of his potentialities and handicaps. This analysis motivates him or her to higher academic performance and possible corrections that enable him to adjust

accordingly. The author further explains that whether a child does well or not at school is not just dependent on any attributethe child happens to be born with. Instead, it is a complex response to his family and home environment, his community and its values, his peers and other social contacts, his teachers or schools and overall assessment.

Academic performance depends to a very large measure of a child's perception of himself, his education and how much value he places on academic achievement. Okoye (2001) stresses that intelligence is not the only factor that contributes to school achievement.There are students who perform below their predicted ability as determined by intelligence test, and these are called underachievers, and there are also overachievers too. Personal effort, application to work, good study habits, willingness to ask for help and take good corrections where and when necessary, motivation, ability to succeed and be successful in life and other social factors with intelligence are fully involved as a student is determined to excel in his academic endeavour in life. This study, therefore,investigated the effect of RHSVPinstructional strategy in Upper Basic II students' academic performance and interest in HIV/AIDS contents in Social Studies curriculum in Kogi State.

J. Gender and Students' Academic Performance in Social Studies in Upper Basic Class

There are several definitions of gender from researchers and experts in education.According World Health Organization (WHO, 2019), gender refers to socially constructed roles, behaviour, activities and attributes that a given society considers appropriate for men or women. It may imply masculine and feminine roles associated to males and females in the society (Okonkwo, 2014). Uzoegwu (2004) refers to gender as varied socially and culturally constructed roles, qualities and behaviour that are ascribed to men and women in different societies. In support of this, Mckay (2003) sees gender as the sum of cultural values, attitudes, roles, practices and characteristics based on sex. The author further states that gender reflects and perpetuates particular power relations between men and women. In this research, gender is seen as the state of being male or female.Gender as a cultural construction developed

by the society to distinguish the roles, behaviours, attitude, mental and emotional characteristics expected of an individual on the basis of being born either male or female.

There are controversies among researchers on influence of gender on students' academic performance and interest (Onuoha, 2010;Okeke, 2013;Ejimonye, 2015; Odo, 2015). Accordingly, Nwaubani, Ogbueghu, Adeniyi and Eze (2016), female students achieved better than their male counterparts in Economics using think- pair share instructional strategy. Akuma (2005) states that males outperformed their female counterparts in map work when lecture method is used.Ede and Onyia (2004) state that males perform better than females in Economics when taught with lecture method. However, some researches were of neutral documentation that gender has no significant influence on students' achievement. Okeke (2013) found that male and female students have almost equal academic performance when exposed to project-based method. Similarly, Onuoha (2010) reported that male and female students have equal academic performance when taught with concept mapping instructional strategy.

In contrast, Ekweoba and Nji (2015) documented that PBL is not gender-bias on students' interest in Economics. Atomatofa (2013) found no significant gender difference in the activity-based constructivist group. Ojoh (2013) conducted a study on the effect of gender on students' academic performance in HIV/AIDS contents in Chemistry and found that gender has no significant effect on students' academic performance in HIV/AIDS contents in Chemistry. Nonetheless, there seem to be little works on the effects of model of values clarification instructional strategies on gender academic performance and interest in HIV/AIDS contents in upper basic Social Studies.

K. Role of a Teacher in an Activity Based Learning

The role of a teacher is to set tasks that help students arrive at an understanding of the concepts.Generally the teacher is:

1. A planner, an organizer and evaluator.

2. Facilitator.

3. Decision maker.

4. Knowledge imparter

5. Disciplinarian

6. Evaluator

But specifically, the teacher makes learning challenging and motivating by selecting appropriate materials. Interactive learning provides ample practice in skills and scientific attitudes.

Constraints of ABL Strategy

ABL has the following constraints:

Time factor: the students can get carried away by activities.Teachers with pressure of completing the syllabus on time may find conventional (demonstration) strategy more convenient.

Large Classes: The teacher may not be able to move freely and monitor all groups, and cannot provide individual attention.

Passivity: ABL is just as in conventional classroom where a few students always actively participate when others remain passive listeners.

Digression: The students tend to move away from topic/concepts under discussion and activity.

Expensive: Large numbers of materials are required for instructions.Therefore, more money will be needed for purchasing these materials for effective ABL strategy.

2.4 Empirical Studies

A number of researches have been carried out with regards to instructional strategies and academic performance and interest in Social Studies and in some other subjects that have a bearing to this present study.

Studies on Values Clarification Instructional strategies and students' academic performance

Oliha and Audu (2015) investigated the effectiveness of value clarification and self-management techniques in reducing dropout tendency among secondary schools students in Edo State. It adopted a quasi-experimental design precisely pre-test-post-test non-equivalent control group design.The sample consisted of 72 students (36 males and 36 females) from four secondary schools in Edo state of Nigeria. Analysis of covariance (ANCOVA) was used to test the effectiveness among the independent variables on dropout tendency. Values clarification was identified as the most effective in the treatment of dropping out tendency as SM ($P<.05$). Based on this result, the study advocated the use of VC for the treatment of dropping out tendency among secondary school students. The relationship between the reviewed study and the present study is that both of them were on values clarification. This implies that the method of reviewed work could influence the present study. Nonetheless, the two studies differ in that the reviewed study was on effectiveness of value clarification and self-management techniques in reducing dropout tendency among secondary schools students in Edo State, while the present study was on effects of values clarification instructional models on students' academic performance and interest in HIV/AIDS contents in Upper Basic II Social Studiescurriculum in Kogi East Education Zone, Kogi State. The former was conducted in Edo State while the later will be carried out in Kogi State.

Maxwell, Lambeth and Cox (2015) examined the effects of inquiry-based learning (IBL) on the academic achievement, attitudes, and engagement of fifth-grade science students. It adopted a quasi-experimental design precisely pretest-post-test non-equivalent control group design. Convenience sampling techniquewas used to select participants from two of the four fifth-grade classes. Participants were from two science classes (N=42). The experimental group received IBL instruction, while the control group received traditional instruction. The instruments used for the study include Physical Science Knowledge Assessment (PSKA),

Survey of Science Attitudes (SSA) and Engagement Checklist. Pretest and posttest were used to measure students' academic performance during the 6-week study. Science Attitudes Survey was administered to students pre-intervention and post-intervention to assess overall student attitudes about science. Student engagement was measured 3 days a week with student engagement checklist. Field notes recorded by the teacher-researcher were used for additional documentation. Students in the IBL group scored higher than students in the traditional group on the academic performance posttest, although not statistically significant. Students who received IBL instruction showed a slight statistically insignificant decrease in their positive attitudes towards science but higher engagement as compared to students who received traditional instruction. The relationship between the reviewed work and the present study is that both studies adopted quasi experimental research design. This implies that the method of the reviewed study could facilitate the present study. Nonetheless, the two studies differ in that the reviewed work was done to determine the effect of inquiry-based learning (IBL) on academic achievement, attitudes, and engagement of fifth-grade science students while the present study determined the effect of values clarification instructional model on students' academic performance and interest in Social Studies.

Abdi (2014) conducted a study on effect of inquiry-based learning method on students' academic performance in Science Course. It adopted a quasi-experimental precisely pre-test-post-test non-equivalent design. A total of 40 fifth grade students from two different classes were involved in the study. They were selected through purposive sampling method. The experimental group was instructed through inquiry-based learning method whereas the other group was traditionally instructed. The experimental study lasted eight weeks. To determine the effectiveness of inquiry-based learning method over traditional instruction, an academic performance test about sciences which consisted of 30 items was administered as pre-test and post-test to students both in the experimental and control groups. For the statistical analysis, Analysis of Covariance (ANCOVA) was used. The results showed that students who were

instructed through inquiry-based learning achieved higher score than the ones who were instructed through the traditional method. It was also revealed that there is a significant difference in the means score of students taught science education using inquiry-based instruction supported 5E learning cycle than those taught using traditional approach. The reviewed study and the current study share some similarities. The relevance of the highlighted work to the current study is that it helps the researcher to identify inquiry-based learning methodas one of the instructional strategies for teaching and learning science courses as well as HIV/AIDS content in Social Studies curriculum. Inquiry-based learning method shares the feature of high students' involvement in teaching and learning process which a feature of values clarification instructional strategy. Also, the statistical method of analysis adopted by the former study can as well benefit the later. However, the two studies differ significantly in that the study under review used inquiry-based learning method while the present study used models of values clarification instructional strategy in determining students' achievement. The reviewed study was carried out in a foreign country while the present study was conducted in Nigeria, precisely in KogiEast Education Zone of Kogi State.

Usulor (2012) carried out a study to determine the effect of cooperative learning instructional strategy on basic school students' academic performance in Social Studies in AbakalikiEducation Zone, Ebonyi State. The study adopted a quasi-experiment design. The sample consisted of 201 JS II students from two secondary schools in Abakaliki Education Zone. One research question and two null hypotheses were formulated to guide the study. The research question was answered using mean and standard deviation.Analysis of Covariance (ANCOVA) was used to test the null hypotheses at alpha level of 0.05. The result indicated that cooperative learning instructional strategy is more facilitating for teaching Social Studies than the conventional instructional strategy. The study concluded that students achieved highly usingStudents' Team Academic performance Division of cooperative model instructional strategy. The relationship between the reviewed study and the current study is that the reviewed

study identified cooperative learning as an instructional strategy that involves group of students' interaction in classroom which values clarification also does. Thus, the reviewed study could facilitate the present study. However, both studies differ significantly. For instance,Usulor conducted the study in Abakiliki Education Zone, Ebonyi State while the present study was conducted in KogiEast Education Zone, Kogi State. Usulor used cooperative learning instruction strategy, while the present study used values clarification instructional model.

Abdu-Raheem (2012) investigated the effect of problem-solving method of teaching on secondary school students' academic performance and retention in Social Studies. The researcher adopted quasi-experimental, pre-test, post-test, control group design. The sample for the study consisted of 240 Basic School Class II students randomly selected from six secondary schools in Ekiti State, Nigeria. The instrument used for the study was Social StudiesAcademic performance Test (SSAT) designed and validated by the researcher consisting of 40 multiple-choice items designed to measure the students' academic performance and retention in Social Studies. Four hypotheses were raised and tested at 0.05 level of significance. The data were analyzed using t-test and ANCOVA. The results showed a significant difference between the mean academic performance scores of students in the experimental and control groups. There was a significant difference between the pre-test mean scores and academic performance mean scores of students in the experimental and control groups. There was a significant difference between the mean retention scores of students in the experimental and control groups. There was a significant difference between the mean academic performance scores and themean retention scores of students in the experimental and control groups. It was discovered in the study that problem-solving method is more effective than conventional lecture method in improving students' academic performance and retention in Social Studies. The relevance of the reviewed study to the present study is that the reviewed study identified problem-solving as an instructional strategy that involves group of students' interaction in classroom which values clarification does. Thus, the statistical method of the reviewed study could facilitate the present

study. However, both studies differ significantly. For instance Abdu-Raheem carried out the study in Ekiti State, while the present study was conducted in KogiEast Education Zone, Kogi State. Abdu-Raheem used problem solving instruction strategy, while the present study used values clarification instructional model.

Bello (2011) conducted a study on the effectiveness of values clarification counselling in minimizing value-conflicts among secondary school students in Ondo State. It adopted a quasi-experimental design precisely pre-test post-test non-equivalent group design. A sample of 40 students was randomly selected from two secondary schools based on their pre-test scores on Value-Conflicts Scale (VCS) designed by the researcher. The 40 subjects were randomly assigned to four groups and treated with Values Clarification Counselling (VCC) on six values (independence, wealth, knowledge, honesty, co-operation and justice.) After a post-treatment test, the respondents were categorized into low, medium and high value-conflicts groups based on their assessment scores. Results were analyzed on pre-test post-test basis using paired t-test to test the three hypotheses related to each of the levels of conflicts. Two hypotheses related to low and high value-conflicts levels were rejected while that on medium conflicts level was upheld. Findings revealed that VCC was effective in minimizing value-conflicts among subjects of the high value conflicts. However, it was concluded that the effects are short-term and the long term effect might reveal the effectiveness of the technique with the other two levels. The relevance of the reviewed study to the present study is that the reviewed study identified values clarification as instructional strategy in counselling as well as for teaching. Thus, the statistical method of the reviewed study could enhance the present study. However, both studies differ significantly. For instance Bello conducted the study in Ondo State while the present study wasconducted in KogiEast Education Zone, Kogi State. Bello used values clarification in counselling, while the present study used values clarification instructional models for teaching HIV/AIDS content in Basic School Social Studies curriculum.

Nwaubani (2008) investigated the effectiveness of two values clarification strategies of moral dilemma and exploring feelings in enhancing students' performance in some value concepts in Social Studies. It adopted a quasi-experimental pre-test and post test control group design, using two experimental groups and one control. The sample consisted of 240 JSSIII students randomly selected from six co-educational public schools in Lagos metropolis. Three null hypotheses were tested at 0.05 level of significance. Instruments for data collection were Social StudiesAcademic performance Test (SSAT), Social Studies Attitude Questionnaire (SSAQ) and Knowledge of Values Skill Test (KVST). All the instruments were validated and tested for reliability through expert advice and try outs. Data collected were analyzed with the use of Analysis of Covariance (ANCOVA) and Scheffe Multiple Range Comparison test at 0.05 level of significance. The findings showed that both strategies enhanced cognitive and affective learning outcomes effectively. The relationship between the reviewed study and the present study is that both of them dwell on the relative effectiveness of two values clarification strategies in enhancing students' academic performance in some value concepts in Social Studies. This suggests that method of the reviewed study could facilitate the present study. However, the highlighted study and the present study differ in that the reviewed work was conducted using two values clarification strategies of moral dilemma and exploring feelings while the current study was conducted using Raths, Harmin and Simon valuing process model (RHVPMS) using HIV/AIDS contents of Social Studies curriculum in KogiEast Education Zone, KogiState.

Ademola (2006) conducted a study on effect of future wheel instructional strategy on students' academic performance in HIV/AIDS contents in Biology. The study was conducted in OttaEducation Zone of Ogun State. The study used quasi-experimental research design. The study involved two experimental groups and two control groups. The study sampled 220 students. Biology Academic performance Test (BAT) was used as an instrument for data collection. Data collected were analyzed using Analysis of Covariance (ANCOVA). Treatment

was administered to the experimental group while the control group was taught without any treatment. The result of the study showed that future wheel instructional strategy has significant effect on students' academic performance in HIV/AIDS contents in senior secondary school Biology. Ademola's (2006) study is similar to the present study since both studies use quasi-experimental design and were interested in students'academic performance in HIV/AIDS. The point of difference between them, however, is that while Ademola's study was on biology in senior secondary school, the present study was on Social Studies at Upper Basic School level. Ademola's study was conducted in Ogun State while the present study was in KogiState. Since both studies' aim was to find out the students' academic performance in HIV/AIDS contents, their relationship is clearly evident, hence its inclusion in this present study.

Chi (2005) investigated the effect of a value clarification program on value clarification in juvenile delinquents in middle school in South Korea. The purpose of this study was to identify the effects of a value clarification program on value clarification in juvenile delinquents. The study employed a two-group pre-post test study design. Data were collected from 16 respondents from September, 29 to December. 26, 2003 at middle school in Seoul, Korea.Nine respondents constituted the control group, while the experimental group was composed of seven respondents. The experimental group showed a significant increase in value clarification after their participation in the program. Based upon the findings, it was concluded that a value clarification program was effective in improving value clarification in juvenile delinquents in the study. The relevance of the reviewed study to the present study is that it highlights the relative effectiveness of the values clarification in improving delinquent students' behaviour.Thecurrent study is also geared towards enhancing students' academic performance using values clarification. This implies that the method of the reviewed study will enhance the present study. However, the reviewed study and the current study differ in terms of location as the reviewed work was done in a foreign country while the current study was done in Nigeria, KogiEast Education Zone, Nigeria to be precise.

Studies on Value Clarification Instructional Strategies and Students' Interest

Nwaubani, Mezieobi, Odo and Okeke (2016) investigated the effect of field trip instructional strategy on students' academic performance and interest in Social Studies in Basic schools in Nsukka Education Zone, Enugu State, Nigeria. It adopted a quasi-experimental study of non- equivalent group design. Two research questions and two null hypotheses guided the study. A sample of 154 JSS2 students from two purposively selected secondary schools in Nsukka Education Zone, Enugu State Nigeria were used for the study. Social StudiesAcademic performance Test (SOSAT) and Social Studies Interest Inventory (SOSII) were developed, validated and used for data collection. The reliabilities were determined using the Kudder-Richardson's (K-R 20) and Cronbach Alpha Statistics which established reliability indices of 0.77 and 0.90 for the SOSAT and SOSII respectively. Mean and Standard Deviation were used to answer the research questions. Analysis of Covariance (ANCOVA) was used for testing the null hypotheses at 0.05 level of significance. The results indicated that students taught Social Studies with the field trip instructional strategy had better academic performance than their counterparts taught with the lecture method. Similarly, students taught Social Studies using field trip instructional strategy had higher interest in Social Studies compared to those taught with the lecture method. Furthermore, with respect to the hypotheses there was a significant difference in the mean academic performance and interest scores of students taught Social Studies in Basic schools using field trip instructional strategy and those taught using lecture method.

The relationship between the reviewed work and the present study is that the reviewed work identified field as an instructional strategy for teaching Social Studies and could also be used in teaching HIV/AIDS aspect of the subject. However, the reviewed study and the present study differ in that the reviewed work was conducted in Nsukka education zone using field trip instructional strategy, while the present study was conducted in KogiEast Education Zone, Kogi State using model of values clarification.

Ekweoba and Nji (2015) investigated the effect of Problem -Based Learning on students' interest in Economics. The study adopted quasi-experimental research design. The sample consisted of 120 SS2 students in Anambra West Local Government Area of AnambraState. Economics Interest Inventory (SII) was used for data collection. The collected data were analyzed using mean, standard deviation and ANCOVA. The results showed that PBL has a significant effect on students' interest in Economics. The findings also showed that PBL is not gender-bias on students' interest in Economics. It was recommended among others that teachers should incorporate PBL in their teaching and create intriguing activities that will help develop students' interest in Economics. The relevance of the reviewed study to the current study is that it identified Problem -Based Learning as a strategy for teaching economics in senior secondary schools which could be used in teaching Social Studies. The two studies have some areas of difference. The reviewed study and the present study differ in terms of location. Ekweoba and Nji conducted their study in Anambra West Local Government of Anambra state while the present study was conducted in KogiEast Education Zone of Kogi state. Ekweoba and Nji used problem-based learning as an instructional strategy for the experiment, while the present study used model of values clarification instructional strategy for treatment.

Torty and Offorma (2013) conducted a study on the effect of collaborative learning method on secondary students' interest in English Language tenses in Enugu Education Zone, Enugu State, Nigeria. The study adopted quasi-experimental design precisely pre-test post-test non-equivalent group design. The sample for the study was 217 SS2 students selected through simple random sampling technique. Data collected were analyzed using mean, standard deviation and Analysis of Covariance (ANCOVA). The result indicated that collaborative learning method increased the students' interest in English Language tenses more than the lecture method. The relationship between the reviewed work and the present study is that the reviewed work identified collaborative learning as method of teaching English Language tenses. This suggests that it could be used in teaching HIV/AIDS contents in Basic School curriculum.

Both studies differ in that the reviewed study used collaborative learning while the current study uses values clarification instructional model. The highlighted study was conducted using English Language tenses, while the current study was conducted using HIV/AIDS content in Basic School Social Studies curriculum. The reviewed study was carried out in Enugu Education Zone, Enugu State, while the present study was carried out in KogiEast Education Zone of Kogi State.

Oghene (2007) conducted a study on the effect of project method instructional strategy on students' academic performance and interest in HIV/AIDS contents in biology. The study was conducted in AgborEducation Zone of Delta State. The study adopted quasi-experimental research design. The study used two experimental groups and two control groups. The study sampled 200 senior secondary school Biology students. Biology Academic performance Test (BAT) and Biology Interest Scale were used for data collection. Treatment was administered to the experimental groups, while the control groups were taught without treatment. The data collected were analyzed using mean and standard deviation and Analysis of Covariance (ANCOVA). The result of the study showed that project method instructional strategy has significant effect on students' interest in HIV/AIDS contents in senior secondary school Biology. The study recommended among other things that senior secondary school biology teachers should incorporate project method in the teaching of HIV/AIDS contents in Biology. Oghene's study has a close link with the present study because both studies focused on students' academic performance and interest in HIV/AIDS contents in school subject and adopted quasi-experimental as research design. The difference is that while Oghene's study was on Biology in senior secondary schools in Delta State, the present study focused on Social Studies at Basic Schools in Kogi State.

Studies on Gender and Students' Academic performance

Atomatofa (2013) examined activity-based constructivist learning environment to minimize gender differences in a rural Basic Science classroom in Nigeria. The study was

carried out in Ugbokpa, a rural community in Mosogar town, EthiopeWest Local government Area of Delta State Nigeria. The objective of the study was to find out if male students taught Basic Science in an activity-based constructivist learning environment would perform equally as females taught in the same environment. It was also to find out if males taught in a conventional lecture-based learning environment would perform equally as females in the same environment. Two hypotheses were raised. Using t-test statistical analysis on the post-test scores of students from a test of Basic Science on topics they were taught for an eight-week period results showed significant differences in gender in the conventional lecture environment which was also the control group but no significant gender difference was found in the activity-based constructivist group. This shows that the constructivist environment can help to reduce gender differences. The relevance of the reviewed work to the present study is that it showed the relationship between instructional strategy, gender and students' achievement. Nevertheless, the work was in Basic Science using an activity-based constructivist learning environment while the present study relating to gender is on influence of gender on academic performance of students in Government using RHSVP value clarification instructional strategy. The t-test statistics was used for hypotheses testing in the reviewed work while the present study used ANCOVA for hypotheses testing.

Ojoh (2013) conducted a study on the influence of gender on students' academic performance in HIV/AIDS contents in Chemistry. The study was conducted in IdahLocal Government Area of Kogi State. It adopted quasi-experimental research design. The students were grouped in two which is made of male and female students. The study sampled 300 students. Chemistry Academic performance Test (CHAT) was used as instrument for data collection. Male and female students were taught the same HIV/AIDS contents. The data were analyzed using mean and standard deviation and Analysis of Covariance (ANCOVA). The finding of the study reviewed that gender has no significant effect on students' academic performance in HIV/AIDS contents in Chemistry. The study recommended that Chemistry

teachers should always consider gender as a variable that affects teaching and learning during classroom instructional delivery. Both studies have some link in area of the design (quasi-experimental). The two studies also used standard deviation and Analysis of Covariance (ANCOVA) as statistical tools. The major difference between the two studies is that, while Ojoh's (2013) study was on Chemistry at senior secondary school level, the present study focused on Social Studies at basic school level.

Keffi (2012) conducted a study on the influence of gender on students' academic performance in HIV/AID contents in Health and Physical Education. The study was conducted in Kumasi Education Region of Ghana. The study adopted quasi-experimental research design. The students were grouped into males and females. The study sampled 400 students. Health and Physical Education Academic performance Test (HEAT) was used for data collection. Male and female students were taught the same content. The data collected were analyzed using mean and standard deviation and Analysis of Covariance(ANCOVA). The major finding of the study was that, gender has no significant influence on students' academic performance in HIV/AIDS contents in Health and Physical Education. The study recommended among other things the continuous instructional delivery to ensure academic performance of students in schools notwithstanding their gender. The two studies are similar because they used gender as a variable and quasi-experimental design as the design for the study. The major difference between the two studies is that, while the former study was conducted in Ghana, the present study was in Nigeria.

Nzekwe (2010) conducted a study on the influence of gender on students' academic performance in HIV/AIDS contents in Biology. The study was conducted in AwkaEducation Zone of Anambra State. The study adopted quasi-experimental research design. The students were grouped into two male and female groups. The study sampled 300 senior secondary school Biology students. BiologyAcademic performance Test (BAT) was used for data collection. The researcher taught the two groups using the same lesson plan. The data collected were analyzed using mean and standard deviation and Analysis of Covariance(ANCOVA). The major finding

of the study was that gender has no significant influence on students' academic performance in HIV/AIDS contents in senior secondary school Biology. The study recommended among other things the continuous instructional delivery to ensure academic performance of students in schools notwithstanding their gender. Nzekwe's (2010) study has a link with the present study because the studies used gender as a variable and they were interested in students' academic performance in HIV/AIDS contents in school subjects, but while the former study was in Biology at senior secondary school level, the present study focused on Social Studies at Basic school level.

Musa (2009) conducted a study on the influence of gender on students' academic performance in HIV/AIDS contents in Social Studies. The study was conducted in Zaria Education Zone of Kaduna State. The study adopted quasi-experimental research design. The students were grouped into two male and female groups. The study sampled 200 basic school students. Social StudiesAcademic performance Test (SOSAT) was used for data collection. The researcher taught HIV/AIDS contents in Social Studies curriculum. The data collected were analyzed using mean and standard deviation and Analysis of Covariance (ANCOVA). The major finding of the study was that gender has significant influence on students' academic performance in HIV/AIDS contents in basic school Social Studies. The study recommended among other things that basic school Social Studies teachers should always put gender into consideration in classroom instructional delivery. Both studies have a link because they used quasi-experimental design and used gender as their variable. Also, the two studies are conducted in Social Studies however, while Musa's (2009) study was conducted in Kaduna State, the present study focused in Kogi State, particularly KogiEast Education Zone.

Studies on gender and students' interest

Iorpagher (2014) conducted a study on the influence of gender on students' academic performance and interest in HIV/AIDS contents in Christian Religious Studies (CRS). The study

was conducted in Katsina-AlaLocal Government Area of Benue State. The study adopted quasi-experimental research design. The students were grouped into two male and female. The study sampled 220 senior secondary school CRS students. CRS Academic performance Test and CRS Interest Scale were used as instruments for data collection. Both male and female students were taught the same HIV/AIDS contents in CRS curriculum. The data collected were analyzed using mean, standard deviation and Analysis of Covariance (ANCOVA). The major finding of the study was that gender has no significantinfluence on students' interest in HIV/AIDS contents in CRS at the senior level of secondary school. The study recommended continuous instructional delivery to arouse the interest of students notwithstanding their gender. The two studies have a link because they used mean score and ANCOVA as their statistical tools. The two studies used structured questionnaire to elicit responses from their respondents. However, the reviewed study was conducted in Benue State, while the present study was conducted in Kogi State, particularly KogiEast Education Zone.

Goodman (2013) conducted a study on the influence of gender on students' academic performance and interest in HIV/AIDS contents in Biologyin Obio-Akpor Local Government Area of Rivers State. The study adopted quasi-experimental research design. The students were grouped into male and female groups. The study sampled 250 senior secondary school Biology students. BiologyAcademic performance Test (BAT) and Biology Interest Scale were used for data collection. The male and female students were taught the same HIV/AIDS contents in Biology curriculum. The data collected were analyzed using mean and standard deviation and Analysis of Covariance (ANCOVA). The major finding of the study was that gender has no significant influence on students' interest in HIV/AIDS contents in senior secondary school Biology. The study recommended that continuous instructional delivery should be enhanced in teaching HIV/AIDS contents to ensure academic performance and interest of students in schools notwithstanding their gender. The study review guided the conduct of the present study. The two studies focused on HIV/AIDS contents in Nigeria. The two studies had gender as their key

variable. They both used quasi-experimental design as the design for the study. However, the former research was conducted in Rivers State, while the present study was conducted in Kogi State.

Ibe (2013) studied the effect of exposure to constructivist instruction on interest of male and female science studentsin Ohafia L.G.A., Abia state, Nigeria. Quasi-experimental design specifically the pre-test-post-test non-equivalent control group research design was used. Three research questions were answered using Mean and Standard Deviation (SD), and three hypotheses tested at 0.05 level of significance using ANCOVA. The sample consists of 162 Upper Basic II students from four intact classes from four schools out of 23 coeducational JS schoolsusing purposive sampling technique. Four schools were randomly assigned to constructivist instruction and traditional (lecture method) groups. Instrument for data collection was Basic Science Interest Inventory (BSII). The reliability was established using Cronbach Alpha and an internal consistency of 0.98 was found. Students' regular teachers exposed to training handled the teaching. The major findings were that students exposed to constructivist instruction developed higher interest in science than those exposed to lecture method. There was no significant difference between the mean interest scores of male and female students. Constructivist instruction was superior to lecture method irrespective of students'gender. The relevance of the reviewed study to the present study is that both of them used quasi-experimental design. The two studies considered influence of gender on students' interest. This suggests that the method of the reviewed study could facilitate the present study. However, the reviewed work and the current study differ in terms of location and the subject area. The highlighted study was conducted in Abia state using Basic Science while the present study was conducted in KogiEast Education Zone, Kogi State using Social Studies. The reviewed study used constructivist instructional strategy while the present study usedRHSVP model of values clarification instructional strategy.

Abubakar (2010) conducted a study on the influence of gender on students' academic performance and interest in HIV/AIDS contents in Basic Social Studies curriculum. The study was conducted in Zaria Education Zone of Kaduna State. The study adopted quasi-experimental research design. The students were grouped into male and female groups. The study sampled 200 basic school students. Social StudiesAcademic performance Test (SOSAT) and Social Studies Interest Scale were used for data collection. Both male and female students were taught the same HIV/AIDS contents. The data collected were analyzed using mean and standard deviation and Analysis of Covariance (ANCOVA). The major finding of the study was that gender has significant influence on students' interest in HIV/AIDS contents in basic school Social Studies. The study recommended that, basic school Social Studies teachers should always teach in such a way as to promote learning without gender interference. The two studies have a close relationship because both of them used the mean and standard deviation and Analysis of Covariance (ANCOVA) for data analysis and are conducted in Social Studies using quasi-experimental design.However, Abubakar's (2010) study was conducted in Zaria Education Zoneof Kaduna State, while the present study was conducted in Kogi State, particularly KogiEast Education Zone.

Onoja (2008) conducted a study on the influence of gender on students' academic performance and interest in HIV/AID contents in Social Studies. The study was conducted in AnkpaEducation Zone of Kogi State. It adopted quasi-experimental research design. The students were grouped into male and female groups. The study sampled 180 basic school students. Social StudiesAcademic performance Test (SOSAT) and Social StudiesInterest Questionnaire were used for data collection. The male and female students were taught the same HIV/AIDS contents in Social Studies curriculum. The data collected were analyzed using mean and standard deviation and Analysis of Covariance (ANCOVA). The major finding of the study was that gender has significant influence on students' interest in HIV/AIDS contents in basic school Social Studies. The study recommended that basic school Social Studies teachers should

always put gender in perspective in classroom instructional delivery. The two studies have some close nexus as both used gender as a variable. They also adopted quasi-experimental design. Both studies were in Social Studies. The major difference is that while Onoja's (2008) study was conducted in AnkpaEducation Zone of Kogi State, the present study centres in KogiEast Education Zone of Kogi State.

2.5 Summary

The theories adopted in this study are:Piaget's theory of cognitive development, Vygotsky's social development theory and Catania, Kegeles and Coates AIDS Risk Reduction Model.AIDS risk reduction model (ARRM) provides the frame work for explaining and predicting the behaivour change efforts of individuals especially in relationship to the sexual transmission of HIV/AIDS. The model also has been adopted to explore variety of long and short term health behaviour including sexual risk behaviours and transmission of HIV/AIDS. The theory by Vygotsky explained social development, how learners construct their knowledge of the environment through experience (prior knowledge). The learners previous knowledge can help arouse and bring out their abilities which may be latent in them for better understanding and learning. The findings of this study will either support or refute the propositions of the theories.

The concepts reviewed are Meaning, Nature and Aims of Social Studies and its Upper Basic Curriculum, Meaning of HIV/AIDS and HIV/AIDS Education, Students Interest in HIV/AIDS Contents in Social Studies,Meaning of Values, Valuing and Value Clarification, Value Clarification Instructional Strategies, Raths, Harmin and Simon Valuing Process (RHSVP) Values Clarification Instructional Strategy, Academic performance of Student in Social Studies, Gender of Upper Basic Social StudiesStudents, Role of a Teacher in an Activity Based Learning. HIV/AIDS education is information about prevention of HIV/AIDS, using and acting on information by particularly improving quality of life, reducing discrimination and stigmatization as well as relating well with the people affected and infected with HIV/AIDS. From the

review it is evident that there is a dearth of research works on value clarification learning in Social Studies in Nigeria particularly in the study area. Efforts by the researcher to locate such studies through journals, thesis or dissertations in libraries and the internet show that most of the works found are in foreign countries and not all the variables in the study are located in them. Literature reviewed on gender shows that there is no consensus on academic performance mean scores and interest ratings of male and female students in Social Studies. Since, there is no agreement on the findings of previous studies on gender, interest and academic performance in Social Studies, this study was conducted to find out the situation as it affects interest and academic performance in Social Studies in KogiEast Education Zone when an interactive strategy such as Raths, Harmin and Simon's valuing process is used for teaching.

The review of empirical studies indicated that only few works have been conducted using values clarification in determining students' academic performance and interest. The review of extant literature also revealed to the best of the researcher's knowledge that no study has been conducted on the teaching of value clarification instructional strategy on students' interest and academic performance in HIV/AIDS contents in Social Studies curriculum in KogiEast Education Zone. Thus, it became imperative to investigate the effect of teaching value-laden HIV/AIDS contents using Raths, Harmin and Simon's valuing process strategy on students'interest andacademic performance in Social Studies in Kogi State, Nigeria.

CHAPTER THREE

RESEARCH METHOD

3.1 Introduction

This chapter prescribe the procedures adopted for this study under the following subheadings research Design, Area of Study, Population, Sample and Sampling, Instrumentation, Validation of Instruments, Reliability, Methodof Data Collection and Method of Data Analysis.

3.2 Research Design

The quasi-experimental design was adopted for the study. It is the non-randomized, pre-test-post test control group design. Quasi-experimental design involves establishing cause and effect relationship. Such a design enables the production of the data to be observed under the control of the researcher in order to investigate cause and effects relationship (Jaiyeoba& Salami, 2006; Emaikwu, 2012a). Another reason for the choice of the design is that due to some administrative constraints in the school, intact classes are better used for such a study. The diagrammatic representation of the pre-test- and post-test experimental design is as follows:

EXPERIMENTAL	R	0_1	X_1	0_2
CONTROL	R	O_3	X	0_4

Source: Nworgu (2015)

Key

R- Random assignment to treatment group

X_1- Treatment given (Experimental group)

~X - No treatment (Control group)

O_1 andO_3- Pre-tests measures for the experimental and control groups respectively

O_2 andO_4- Post-tests measures for the experimental and control groups respectively

Figure 1: Diagrammatic Representation of the Study

3.3 Area of the Study

The study was carried out in KogiEast Education Zone of Kogi State of Nigeria. Kogi State popularly called the confluence state was created from eastern Kwara and western Benue

States on 16th September, 1991 with its capital in Lokoja. It has an area of 29,833 km^2 in the middle belt with a population of about 3,278,487. (2006 pop. census).Kogi is bounded by FCT and Niger State to the north, Benue State to the east, NassarawaState to the north east, Edo and Enugu states to the south east, Ondo and EkitiStates to the west, Anambra State to the south and KwaraState to the North West.

There are three main ethnic groups and languages namely; Igala, Ebira, and Okun (similar to Yoruba) with minorities like Bassa (Komo and Nge), a small fraction of Nupe mainly in Lokoja, Gwari, Kakanda, Oworo, OgoriMagongo and Eggan community inLokojaLocal Government Area. The state constitutes people whose occupations are majorly farming and civil service.KogiEast Education Zone consists of nine local government areas: Ibaji, Idah, Igalamela, Ofu, Dekina, Bassa, Omalla, Ankpa and Olamaboro. The zone is located between 7^0N and 6.7^08^0N and longitude 6^0E and 7^0E

Records from the Ministry of Education Headquarters Lokoja indicated that there are 1937 Junior Secondary Schools owned by government. The state has 1612 Senior Secondary Schools. There are twelve colleges of education owned by private individuals, five Schools of Health Technology and one State owned university; one Federal university and one religious organization university in the zone.

The choice of this area for the study was because the inhabitants (Igalas) are well known for their moral upbringing of children and wards which includes the regulation of all forms of pre-marital sexual intercourse. Despite this good attribute, it has been observed by the researcher that in some parts of KogiEast Education Zone, this high moral standard is not strictly adhered to as some of the students indulge in pre-marital sexual intercourse which often leads to transmission of HIV/AIDS and other sexually transmitted diseases. It is on this note that students in this area in particular and Kogi State in general, need HIV/AIDS education through values clarification instructional models to enable them avoid the risky sexual behaviours that may expose them to contraction of HIV/AIDS and other sexually transmitted diseases.

3.4 Population

The population of the study was 19,640 Upper Basic II students from 150 Universal Basic Education schools in KogiEast Education Zone for 2018/2019 academic session. This population according to Kogi State Ministry of Education, Lokoja, (2018) was made up of 10,750 male and 8,890 female students.

The decision to use only Basic II class is informed by the fact that the class was relatively stable. It was neither facing the problem of being freshly introduced to secondary education (as in the case of Basic 1) nor preparing for an end of course or external examination (as in the case of Basic III). It was therefore easy to obtain permission from the school authorities to use them for the study. Moreover, these students fall within ages of 12-15 years, so, they are the least likely to be infected with HIV/AIDS being a ready-made class for delivery of HIV/AIDS prevention efforts (The World Bank, 2004).

3.5 Sample and Sampling

The sample size for the study was 280 Basic II Social Studies students in eight intact classes from eight upper basic schools. These students wereselected from the schools using multistage sampling technique. Multistage sampling technique was used because it allowed sampling along local government and school levels. In the first phase, stratified sampling technique was used to select eight schools out of the 150 schools in four local government areas (Ankpa, Dekina, Olamaboro andIdah). Then, two schools were selected from each of the local government areas. Four schools were assigned to experimental group and the other four schools were assigned to control group (see Appendix G).

Secondly, purposive sampling technique was used to select eight intact classes of Basic II in the study area. The reason for the choice of purposive sampling technique was to avoid obstruction of the normal school process. Thirty-one Basic Education Schools were selected by the researcher. Only schools that had qualified Social Studies teachers for at least twelve (12) months, use the national curriculum and national value, and had covered JSI aspect of the Social

Studies theme as evidenced by inspection of scheme, records of work and students' note book will be used for the study.Thirdly, purposive sampling technique was once more used to select 280 Upper Basic II students that offeredSocial Studies as a school subject in eight intact Basic II classes from four basic schools out of 31 upper basic schools in KogiEast Education Zone which constituted the sample size for this study.

3.6 Instrumentation

Two instruments were used for data collection. They were;

i. HIV/AIDS Content Academic Performance Test (HACAPT)

ii HIV/AIDS Content of Social Studies Interest Inventory (HACSOSII)

3.6.1 HIV/AIDS Content Academic Performance Test (HACAPT)

The HACSOSAT was developed by the researcher. It contained two sections:A and B. Section A solicited information on the demographic variables. Section B of the HACSOSAT was developed based on a table of specifications (test-blue print) constructed by the researcher. Section B evaluated the learning outcome (achievement) of the Basic11 Social Studiescontents. The contents are meaning of HIV/AIDS, history of HIV/AIDS, causes of HIV/AIDS, problems of HIV/AIDS, care for the HIV/AIDS infected and affected and meaning of prevention, ways of preventing HIV/AIDS; meaning of PLWHA from JSII Social Studies curriculum served as a guide. These topics were chosen because they could be amenable to the values clarification instructional models as HIV/AIDS contents are value-laden issues in the society. The volume or weight of each topic determined the number of multiple choice questions that were generated from it **(**See Appendix B). The sectionwas made up of 50 multiple choice items with A, B, C and D options. (See Appendix A).

3.6.2 HIV/AIDS Content of Social Studies Interest Inventory (HACSOSII)

The HACSOSIIwas developed by the researcher to be used for data collection. It contained two parts: A and B. Part A sought information on demographic variables from the

respondents. On the other hand Part B had 20-items which elicited information on students' interest in meaning of HIV/AIDS, history of HIV/AIDS, causes of HIV/AIDS, problems of HIV/AIDS, care for the HIV/AIDS infected and affected and meaning of prevention, ways of preventing HIV/AIDS; meaning of PLWHA from Basic II Social Studies curriculum. Each item in Part B of HACSOSIIwas rated on a four point scale of Like Very Much (LVM) (4points), Like (L) (3points), Dislike (2points) and Dislike Very Much (DLVM) (I point) respectively.(See Appendix A).

In addition, lesson plans (condensed statement of the procedure for carrying out the teaching) entitled Raths, Harmin and Simon Valuing Process Model Lesson Plans (RHSVPMLPs) were prepared by the researcher and used for in the study (See Appendix I).

3.7 Validation of Instruments

The HIV/AIDS Content Academic performance Test (HACAPT) was content validated while HIV/AIDS content of Social Studies Interest Inventory (HACSOSII) was face validated by three experts. For the HACAPT, a table of specification was constructed using Bloom's taxonomy of educational objectives. The contents to be taught were prepared in a list to guide the valuators. One of the experts was in Measurement and Evaluation and the other two experts were of Social Studies background from the Department of Curriculum and Teaching, Faculty of Education, Benue State University, Makurdi, Nigeria. The experts were requested to scrutinize the instruments for proper wording of the items, clarity and appropriateness of the instruments to the respondents as well as the adequacy of the items in terms of content coverage. The observations of these experts were used for modification of the items to produce the final form of the instrument (See Appendix J).

The face and content validation was to ensure clarity, language accuracy and the consistency of the instruments. Based on the comments of valuators, some of the items were restructured in terms of structure and grammatical accuracy. Some of the items in HACAPT and HACSOSII were restructured. Then later, the instruments were used for trial testing to enable

the researcher determine the psychometric properties of the items and the workability of the design and procedures.

3.8 Reliability

The HACAPT and HACSOSII were used for trial testing on 30Upper Basic II Social Studies students from two different schools outside the main study area. The instruments were administered to the students by the researcher and collected immediately. The test scores obtained from HACAPT and HACSOSII were analyzed using Kuder-Richardson formula (K-R_{21}) for HACAPT and Cronbach Alpha formula for HACSOSII. The reliability coefficient of HACAPT was found to be 0.85, and that of HACSOSII was 0.83 (see Appendix D). These values fall within acceptable reliability coefficient standard range of 0.50 and 0.99 (Nworgu, 2015). Also, according to Dingley (2014), the reliability shows acceptable level of internal consistency as the value is greater than 0.50. This instruments are reliable. The results of the trial test were further subjected to psychometric analysis.

This psychometric analysis was an attempt to determine the quality of a test in terms of how difficult the test items may be and how discriminating the distracting ones. These were done by computing the difficulty, discriminating and distracter indices of the items that were administered to students. Some of the items in HACAPT were adjusted /modified in terms of grammatical structure and completeness and then selected because of their high difficulty index (see Appendix C).

- Nworgu(2015) recommends the following ranges:

1. For difficulty or easiness of indices: the acceptable range is from 0.30 – 0.70.
2. For discriminating index: the acceptable range is from 0.30 – 1.0.
3. The distracter index is usually dependent on number of options and 0.33 is ideal for 4-option format.

Items whose discrimination fall within acceptable level range of 0.30 – 1.0 as well as options whose distracters indices fall within acceptable range will be accepted. However, items

whose option falls below the acceptable level of distracter indices but discrimination indices fall within the acceptable range were adjusted or modified.

3.9 Method of Data Collection

A pre-test was first administered to the experimental and control groups before the commencement of the experiment the same week in each of the schools that was used for the study. The Raths, Harmin and Simon's Valuing Process Model Lesson Plans (RHSVPMLPs) was used in teaching the experimental groups while modified lecture method was used for the control group. After four weeks of the experimental teaching periods, the pre-test which was rearranged and re-numbered, was administered to the students in each group in the week as a post-test in the fourth week. The regular Social Studies teachers administered and supervised the post-test as research assistants for the study.

Training Procedure

Social Studies teachers teaching Basic II in the eight schools were given training before the study began. The purpose of the training was to enable the teachers of both groups (experimental and control) to understand value clarification instructional strategies and apply it in teaching thereby guaranteeing uniformity of instructional delivery (Appendix K).

Social Studies teachers teaching Basic II in the eight schools were given three days training before the study began. The three days of training were arranged to go well with the teachers' school activities. The training served as a guide to the limited time for the study.To train the research assistants, Raths, Harmin and Simon's Valuing Process Model Lesson Plans (RHSVPMLPs) for Experimental Groups were used while Teachers' Instructional Guide for Lecture Method and Lesson Plans for Control Groups were used.

On the first day of the training the teachers were instructed on how to teach the concept of meaning of HIV/AIDS, history of HIV/AIDS, causes of HIV/AIDS. problems of HIV/AIDS, care for the HIV/AIDS infected and affected and meaning of prevention, ways of preventing HIV/AIDS,meaning of PLWHA from Basic II Social Studies curriculum using Raths, Harmin

and Simon Valuing Process Model Lesson Plans (RHSVPMLPs) strategy to the experimental groups in their schools as well as how to administer the instrument. Two hours were used for the training of experimental group research assistants.

On the second day of the training, the teachers were instructed on how to teach the concept of meaning of HIV/AIDS, history of HIV/AIDS, causes of HIV/AIDS, problems of HIV/AIDS, care for the HIV/AIDS infected and affected and meaning of prevention, ways of preventing HIV/AIDS; meaning of PLWHA from Basic II Social Studies curriculum using the lecture method lesson plans to the control groups in their schools as well as how to administer the instrument. Teachers' Instructional Guide for Lecture Method and Lesson Plans for Control Groups were used to train the teachers that were given treatment to the control group. Two hours were used for the training of control group research assistants.

On the third day of the training, each of the research assistants was given copies of the Lesson Plans for Experimental Groups, Lesson Plans for Control Groups, HACAPT and HACSOSII to embark on a mock exercise for the administration of the research instruments in two schools (each for experimental and control) to ascertain their competence and reinforce their understanding on the exercise. An interactive session was held after the mock exercise.Approaches of the research assistants were harmonized and they were given enough materials to be use alongside the researcher on agreed dates of the study. Two hours were used for the mock exercise for the administration of the research instruments and another two hours were also used for the interactive session after the mock exercise.

Experimental Procedure

The students in the sampled schools were automatic participants in the study. The model lesson plans prepared and properly validated by experts were used by the experimental and the

control groups. The experimental activities of this study lasted for four weeks. The experiment was carried out during the normal Social Studies periods which were three periods per week.

During the 1st week, the research assistants gave the pre-test to the experimental and control groups before the commencement of the experiment. The students were taught meaning of HIV/AIDS. In the 2nd week, the students were taught history of HIV/AIDS. The 3rd week was used for teaching causes and problems of HIV/AIDS. In the 4th week, the students were taught care for the HIV/AIDS infected and affected and meaning of prevention, ways of preventing HIV/AIDS; meaning of PLWHA. In the 4th week, post-test was administered. TheSocial Studies teachers who were involved in the teaching also administered the post-test to the same groups at the end of the experimental session.

Control of Extraneous Variable

Extraneous variables are variables that may influence dependent variables but yet are not part of the study, such variables need to be controlled otherwise they produce effects that intervene with the effects of the experimental variable (Jaiyeoba&Salami, 2006). Therefore, for quasi-experimental research to achieve its effective results of enabling the researcher makes reliable and valid prediction, these extraneous variables that might alter the results of the study must be controlled. The researcher employed the following measures to hold the threat of the following constant. As identified by Ali (2006), a good design should be strong in both internal and external validity.

1. **Teacher Bias:** Regular Social Studies teachers of sampled schools were used in the experiment and control groups. Lesson plan prepared by the researcher was handed over to the teachers to reduce the effect of teacher variability that could affect the outcome of the experiment. The researcher monitored the regular teachers during the experiment to ensure the experiment is well conducted for optimum result. The researcher trained the teachers for one week on the Raths, Harmin and Simon's Valuing Process Model Lesson

Plans (RHSVPMLPs) before the commencement of the experiment. One teacher was used in each school.

2. **Interaction Affect:** To ensure there is no interaction of subjects across the study groups, sampled schools that belong to the experimental group are selected far apart. The researcher informed the teachers not to give the students any assignment in the process of the experiment.

3. **Group Difference Effect:** To eliminate error of non equivalence or effect of initial group difference from non-randomization of research subjects, intact classes were used for the experiment and control groups since there was no randomization of the research subjects. Nonetheless, Analysis of Covariance (ANCOVA) was used in data analysis to annul the effect of non-equivalent.

4. **Hawthorne effects:** This occurs when subjects (participants) become aware they are involved in an experimental testing which may enable them change their behaviour as a result of being observed and not the variables manipulated by the researcher. It sometimes leads to fallacious conclusion if it is not carefully controlled. In order to avoid creating any undue attention, no new teacher was used to teach Social Studies in the sampled school but the regular Social Studies teachers as research assistants.

5. **Treatment variations:** This threat depends on the experimental procedure of the study. When differences exist as a result of treatment given to the participants of the same group (experimental or control) in different schools by different research assistants, it threatened the validity of the research. In order to ensure the control of this threat, it was ensured that effectiveness and uniformity is given to all participants in either experimental or control group irrespective of the school location. TheSocial Studies teachers were given concerted training to be the research assistants in order to equip them with necessary knowledge and skills needed to carry out the experiment. Also, the lesson plans, learning guide, and research assistant guide lines for experimental and

control groups were handed over to the teachers to reduce teachers effect on the treatment.

3.10 Method of Data Analysis

Mean and Standard Deviation were used to answer the research questions. Hypotheses were tested using Analysis of Covariance (ANCOVA). The choice of ANCOVA was due to the fact that it provides method of statistical control of the differential in the criterion scores attributable to covariate that is in the case where experimental control of a covariate has not been done. Emaikwu (2012) asserts that ANCOVA is used to test data obtained from an experimental study involving intact groups as it takes care of the differences due to individual in the intact group whose equivalence on certain measure may not have been determined.

CHAPTER FOUR

ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the data collected for the study, analysis of data, interpretation and discussion of findings.

4.2 Analysis and Interpretation

Data analysis and interpretation are presented according to the research questions and hypotheses formulated for the study. Data related to each research question and hypothesis was presented on a separate table to aid comprehension of the analysis and interpretation of results. The data presented wereanalyzed using means and standard deviations to answer research questions. The hypotheses for the study were tested using Analysis of Covariance (ANCOVA) at 0.05 level of significance. The decision rule was that null hypotheses were rejected if the P-value was less than or equal to 0.05 and not rejected if otherwise.

4.2.1 Research Question 1:

What is the difference in the mean academic performance scores of Social Studies students taught HIV/AIDS contents in Social Studies using Raths, Harmin and Simon valuing process model strategy and those taught using modified lecture method?

The data which provide answer to this research question are presented in Table 1.

Table 1: Mean and Standard Deviation of Academic performance Scores of Students taught using Raths, Harmin and Simon Valuing Process Model Strategy and Lecture Method

	Method	N	Mean	Std. Deviation	Std. Error Mean	Mean Gain
Pre HACAPT	lecture method	168	14.14	4.24	.32	8.46
	RHMS Strategy	112	13.72	4.15	.39	
Post HACAPT	lecture method	168	22.60	5.03	.38	10.14
	RHMS Strategy	112	23.86	4.12	.38	
Mean difference						1.68

Table 1showsthat 112 students were taughtSocial Studies using Raths, Harmin and Simon valuing process model strategy,while 168 students were taughtSocial Studies using

lecture method. The table reveals that the mean academic performance score of students that were taught using Raths, Harmin and Simon valuing process model strategy was 13.72 with a standard deviation of 4.15 during pre-test while their post testmean scorewas 23.86 with a standard deviation of 4.12. The students that were taught Social Studiesusing lecture method had mean academic performance score of 14.14 with a standard deviation of4.24 during pre-test and 22.60 with a standard deviation of5.03 in post test. Table 1 further shows that the mean gain in academic performance scores of students that were exposed to Raths, Harmin and Simon valuing process model strategy was 10.14. On the other hand, the gain of those taught with lecture method was 8.46. The mean difference between thestudents' academic performance scores of those exposed to Raths, Harmin and Simon valuing process model strategy and those who were exposed to lecture method is 1.68 in favour of those exposed to Raths, Harmin and Simon valuing process model strategy.

4.2.2 Research Question 2

What is the difference in the mean interest scores of upper basic students taught HIV/AIDS contents in Social Studies using Raths, Harmin and Simon valuing process model strategy and those taught using Modified lecture method?

The data which provide answer to this research question are presented in Table 2.

Table 2: Mean and Standard Deviation of Interest Scores of Students Taught using Raths, Harmin and Simon Valuing Process Model Strategy and Lecture Method

	Method	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**	**Mean Gain**
Pre-HACSOSII	lecture method	168	2.82	.31	.02	0.02
	RHMS Strategy	112	2.80	.36	.03	
Post HACSOSII	lecture method	168	2.84	.39	.03	0.09
	RHMS Strategy	112	2.89	.38	.03	
Mean difference						0.07

The analysis of data on Table 2 shows that 112Social Studies students were taught using Raths, Harmin and Simon valuing process model strategy,while 168 students were taught using

lecture method. The table reveals that the mean interest rating of Social Studies students that were taught using Raths, Harmin and Simon valuing process model strategy was 2.80 with a standard deviation of 0.36 during pre-test while their post test scores was 2.89 with a standard deviation of 0.38. The Social Studies students that were taught using lecture method had mean interest rating of 2.82 with a standard deviation of 0.31 during pre-test and 2.84 with a standard deviation of 0.39 in post-test. Table 1 further shows that the mean gain in interest ratings of studentsexposed to Raths, Harmin and Simon valuing process model strategy was 0.09 and that of lecture method was 0.02. The mean difference between thestudents' interest ratingof those exposed to Raths, Harmin and Simon valuing process model strategy and those who were exposed to lecture method is 0.07 in favour of those taught using Raths, Harmin and Simon valuing process model strategy.

4.2.3 Research Question 3

What are the gender differences in the mean academic performance scores of upper basic students exposed to Raths, Harmin and Simon valuing process model learning of HIV/AIDS contents in Social Studies?

The data which provide answer to this research question are presented in Table 3.

Table 3: Mean and Standard Deviation ofAcademic performance Scores ofMale and Female Students Exposed to Raths, Harmin and Simon Valuing Process Model Learning

	Gender	N	Mean	Std. Deviation	Std. Error Mean	Mean gain
Pre-Achievement	Male	69	13.82	4.10	.49	9.96
	Female	43	14.53	4.48	.68	
Post Achievement	Male	69	23.78	4.66	.56	7.53
	Female	43	22.06	4.71	.71	
Mean difference						2.43

Table 3that 69 male and 43 female students were exposed to Raths, Harmin and Simon valuing process model learning. The mean academic performance score of male students was 13.82 with a standard deviation of 4.10 during pre-test while the post-test score was 23.78 with a

standard deviation of 4.66. The mean academic performance score of female students was 14.53 with a standard deviation of 4.48 during pre-test and 22.06 with a standard deviation of 4.71 in post-test. Table 3 further indicates that the mean gain of male and female students'academic performance before exposure to Raths, Harmin and Simon valuing process model learning was 9.96. After exposure, it was 7.53. The mean difference betweenacademic performance of male and female upper basic students exposed to Raths, Harmin and Simon valuing process model learning is 2.43 in favour of the male students.

4.2.4 Research Question 4

What are the gender differences in the mean interest scores of upper basic students exposed to Raths, Harmin and Simon valuing process model learning of HIV/AIDS contents in Social Studies?

The data which provide answer to this research question are presented in Table 4.

Table 4: Mean and Standard Deviation ofInterest Scores ofMale and Female Students Exposed to Raths, Harmin and Simon Valuing Process Model Learning

	Gender	N	Mean	Std. Deviation	Std. Error Mean	Mean gain
Pre-Interest	Male	69	2.85	.35	.04	0.00
	Female	43	2.90	.29	.04	
Post Interest	Male	69	2.85	.35	.04	0.14
	Female	43	2.76	.42	.06	
Mean difference						0.14

The analysis of data in Table 4 shows that 69 male and 43 female students were exposed to Raths, Harmin and Simon valuing process model learning. It further reveals that the mean interest rating of male students was 2.85 with a standard deviation of 0.35 during pre-test while that of post-test rating was 2.85 with a standard deviation of 0.35. The mean interest rating of female students was 2.90 with a standard deviation of 0.29 during pre-test and 2.76 with a standard deviation of 0.42 in post-test. The mean gain of students' interest rating before exposure to Raths, Harmin and Simon valuing process model learning was 0.00and 0.14 after

exposure. The mean difference between male and female upper basic students exposed to Raths, Harmin and Simon valuing process model learning is 0.14 in favour of female students.

4.2.5 Research Question 5

What is the interaction effect of methods and gender on the mean academic performance of upper basic students exposed to Raths, Harmin and Simon valuing process model strategy of HIV/AIDS contents in Social Studies?

The data which provide answer to this research question are displayed in Figure 2.

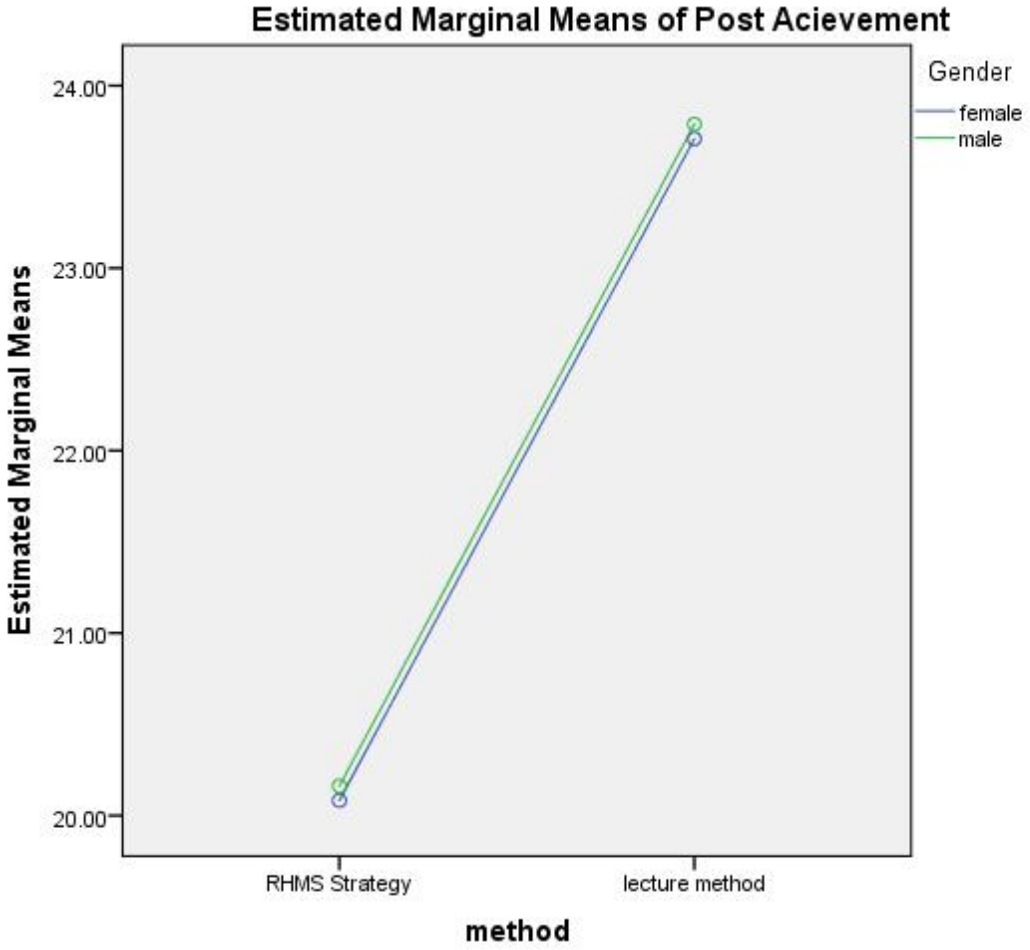

Figure 2: InteractionEffect of Methods and Gender on Mean Academic performance of Students in Social Studies

Figure 2 presents the profile plot showing the interaction effect of method and gender on students' academic performance in Social Studies. The interaction pattern shows that the plots

for males and females do not intersect though seem parallel lines are close to one another. This indicates that the interaction effect is very minimal.

4.2.6 Research Question 6

What is the interaction effect of methods and gender on the mean interest of upper basic students exposed to Raths, Harmin and Simon valuing process model strategy of HIV/AIDS contents in Social Studies?

The data which provide answer to this research question is presented in figure 3.

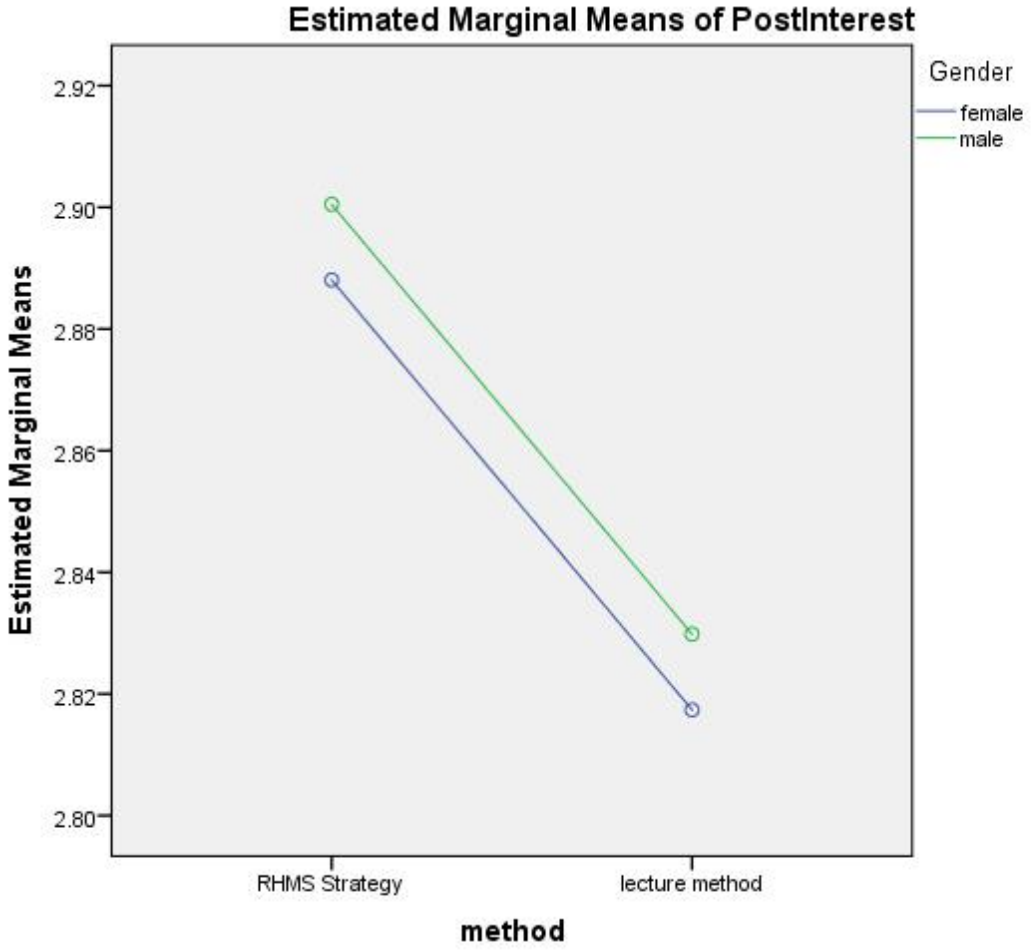

Figure3: Interaction Effect of Methods and Gender on the Mean Interest of Students in Social Studies

Figure 3 presents the profile plot showing the interaction effect of method and gender on students' interest in Social Studies. The interaction pattern shows that the plots for males and females do not intersect but parallel lines are far apart. This indicates that there is unlikelihood

to be a significant interaction because RHSVPMS for experimental pedagogy is the same for both male and female students' interest in Social Studies.

4.2.7 Hypothesis 1

There is no significant difference between the mean academic performance scores of upper basic students taught HIV/AIDS contents in Social Studies using Raths, Harmin and Simon valuing process model strategy and those taught using lecture method.

The data for testing this hypothesis are presented in Table 5.

Table 5: ANCOVA on Mean Scores of Students inRaths, Harmin and Simon Valuing Process Model Strategy and Lecture Method Classes

Dependent Variable: Post HACAPT

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	719.042[a]	3	239.681	12.018	.000
Intercept	7591.183	1	7591.183	380.626	.000
Gender	20.724	1	20.724	1.039	.309
PreAchievement	605.561	1	605.561	30.363	.000
Method	126.774	1	126.774	6.357	.012
Error	5504.526	276	19.944		
Total	155773.000	280			
Corrected Total	6223.568	279			

a. R Squared = .116 (Adjusted R Squared = .106)

Table 5 reveals that $F(1,279) = 6.357$; $p = 0.012 < 0.05$. The null hypothesis is therefore rejected. This implies that there is significant difference between the mean academic performance scores of Upper Basic students taught HIV/AIDS contents in Social Studies using Raths, Harmin and Simon valuing process model strategy and those taught using lecture method. Based on evidence from data analysis that there is significant difference between mean academic performance scores of Upper Basic II students taught HIV/AIDS contents in Social Studies using Raths, Harmin and Simon valuing process model strategy and those taught using lecture method.

4.2.8 Hypothesis 2

There is no significant difference between the mean interest scores of upper basic students taught HIV/AIDS contents in Social Studies using Raths, Harmin and Simon valuing process model strategy and those taught using lecture method.

The data for testing this hypothesis is presented in Table 6.

Table 6: ANCOVA on Mean Interest of Students on Raths, Harmin and Simon Valuing Process Model Strategy and Lecture Method

Dependent Variable: HACSOSII

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	.060[a]	2	.030	.198	.821
Intercept	2043.616	1	2043.616	13388.084	.000
Gender	.051	1	.051	.333	.564
Method	.012	1	.012	.080	.778
Error	42.283	277	.153		
Total	2260.000	280			
Corrected Total	42.343	279			

a. R Squared = .001 (Adjusted R Squared = -.006)

Table 6 reveals that $F(1,279) = 0.080$; $p = 0.778 > 0.05$. Thus, the null hypothesis is not rejected. This implies that there is no significant difference between the mean interest ratings of Upper Basic students taught HIV/AIDS contents in Social Studies using Raths, Harmin and Simon valuing process model strategy and those taught using lecture method. Evidence from data analysis indicates that no significant difference exists between the mean interest ratings of Upper Basic II students taught HIV/AIDS contents in Social Studies using Raths, Harmin and Simon valuing process model strategy and those taught using lecture method.

4.2.9 Hypothesis 3

There is no significant difference between the mean academic performance scores of male and female upper basic students exposed to RHSVPM learning of HIV/AIDS contents in Social Studies.

The data for testing this hypothesis are presented in Table 7.

Table 7: ANCOVA on Mean Academic performance Scores of Male and Female Students Exposed to RHSVPM Learning in Social Studies

Dependent Variable: Experimental group HACAPT

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	.056[a]	1	.056	.504	.479
Intercept	1341.532	1	1341.532	12156.191	.000
Gender	.056	1	.056	.504	.479
Error	18.319	166	.110		
Total	1407.000	168			
Corrected Total	18.375	167			

a. R Squared = .003 (Adjusted R Squared = -.003)

Table 7 reveals that $F(1,167) = 0.504$; $p = 0.479 > 0.05$. The null hypothesis is therefore, not rejected. This implies that there is no significant difference between the mean academic performance scores of male and female Upper Basic II students exposed to RHSVPM strategy of HIV/AIDS contents in Social Studies. Based on evidence from data analysis, no significant difference exists between the mean academic performance scores of male and female upper basic students exposed to RHSVPM learning of HIV/AIDS contents in Social Studies

4.2.10 Hypothesis 4

There is no significant difference between the mean interest scores of male and female upper basic students exposed to RHSVPM learning of HIV/AIDS contents in Social Studies.

The data for testing this hypothesis are presented in Table 8.

Table 8: ANCOVA on Mean Interest Scores of Male and Female Students Exposed to RHSVPM Learning in Social Studies

Dependent Variable: Experimental group HACSOSII

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	19.833[a]	1	19.833	.875	.351
Intercept	86394.000	1	86394.000	3810.656	.000
Gender	19.833	1	19.833	.875	.351
Error	3763.500	166	22.672		
Total	93948.000	168			
Corrected Total	3783.333	167			

a. R Squared = .005 (Adjusted R Squared = -.001)

Table 8 reveals that F(1,167) = 0.875; p = 0.351 > 0.05. Thus, the null hypothesis is not rejected. This implies that there is no significant difference between the mean interest ratings of male and female Upper Basic II students exposed to RHSVPM learning of HIV/AIDS contents in Social Studies. Based on evidence from data analysis, no significant difference exists between the mean interest ratings of male and female upper basic students exposed to RHSVPM learning of HIV/AIDS contents in Social Studies.

4.2.11 Hypothesis 5

There is no interaction effect of methods and gender on the mean academic performance of upper basic students exposed to RHSVPM strategy of HIV/AIDS contents in Social Studies.

The data for testing this hypothesis is presented in Table 9.

Table 9: ANCOVA on Interaction Effect of Methods and Gender on the Mean Academic performance of Students Exposed to RHSVPM Strategy

Dependent Variable: Post Academic performance

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	317.347[a]	3	105.782	5.248	.002
Intercept	3155.017	1	3155.017	156.526	.000
Gender	83.493	1	83.493	4.142	.044
Method	48.944	1	48.944	2.428	.122
Method* Gender	192.677	1	192.677	9.559	.163
Error	2176.903	108	20.157		
Total	62388.000	112			
Corrected Total	2494.250	111			

a. R Squared = .127 (Adjusted R Squared = .103)

Table 9 reveals that F(1,111) = 9.559; p = 0.163 > 0.05. The null hypothesis is not,therefore rejected. This implies that there is no significant interaction effect of methods and gender on the mean academic performance of Upper Basic II students exposed to RHSVPM strategy on HIV/AIDS contents in Social Studies. It therefore means that there is no significant interaction effect of methods and gender on the mean academic performance of Upper Basic II students exposed to RHSVPM strategy of HIV/AIDS contents in Social Studies.

4.2.12 Hypothesis 6

There is no interaction effect of methods and gender on the mean interest of upper basic students exposed to RHSVPM strategy of HIV/AIDS contents in Social Studies. The data for testing this hypothesis is presented in Table 10.

Table 10: ANCOVA on Interaction Effect of Methods and Gender on the Mean Interest of Students Exposed to RHSVPM Strategy

Dependent Variable: RHSM-Interest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	.235[a]	3	.078	.523	.667
Intercept	10.151	1	10.151	67.701	.000
Gender	.210	1	.210	1.402	.239
Method	.000	1	.000	.003	.960
Method* Gender	.031	1	.031	.208	.649
Error	16.193	108	.150		
Total	908.000	112			
Corrected Total	16.429	111			

a. R Squared = .014 (Adjusted R Squared = -.013)

Table 10 reveals that $F(1,111) = 0.208$; $p = 0.649 > 0.05$. The null hypothesis is therefore not rejected. This implies that there is no significant interaction effect of methods and gender on the mean interest ratings of Upper Basic II students exposed to RHSVPM strategy of HIV/AIDS contents in Social Studies. Based on evidence from data analysis, there is no significant interaction effect of methods and gender on the mean interest ratings of upper basic students exposed to RHSVPM strategy of HIV/AIDS contents in Social Studies.

4.3 Discussion of Findings

Findings arrived at in this research are discussed in this section. The study investigated the teaching of value-laden HIV/AIDS contents using Raths, Harmin and Simon's valuing process strategies to promote students' academic performance and interest in Social Studies in Kogi State. Since the population for the study consists of both male and female students, gender was incorporated as one of the moderating variables for comparison. Discussions of findings is based and tailored along the variables in the study as guided by the results of research questions and hypotheses.

4.3.1 Effects of Raths, Harmin and Simon Valuing Process Model Strategy on Students' Academic Performance

The findings revealed that there is significant difference between mean academic performance scores of Upper Basic students taught HIV/AIDS contents in Social Studies using Raths, Harmin and Simon valuing process model strategy and those taught using lecture method. This implies thatRaths, Harmin and Simon valuing process model strategy is more effective instructional method.The findings agree with thatof Oliha and Audu (2015) that value clarification is the most effective in the treatment of dropping out tendency thantraditional lecture method.The findingscorroborate that of Usulor, (2012) that cooperative learning instructional strategy is more facilitating for teaching Social Studies than the conventional instructional strategy. The findings also agree with that of Abdu-Raheem (2012) that significant difference exist between the mean academic performance scores of students in the experimental and control groups. The findings agree with that of Nwaubani (2008), Ademola (2006) that future wheel instructional strategy has significant difference on students' academic performance in HIV/AIDS contents in senior secondary school Biology.

Academic performance scores serve as basis for anindividual analysis of his potentialities and handicaps. Such analysis may motivate him or her to higher academic performance and possible corrections that enable him to adjust accordingly. Whether anindividual does well or not at school, it is not just dependent on any attribute he happens to be born with. Instead, it is a complex response to his family and home environment, his community and its values, his peers and other social contacts, his teachers or schools and overall assessment. Most importantly, it depends to a very large measure on his perception of himself, his education and much value he places on academic achievement. Intelligence is not the only factor that contributes to academic achievement, there are students who perform below their predicted ability as determined by intelligence test, and these are called underachievers, and there are also overachievers too. Personal effort, application to work, good study habits, willingness to ask for

help and take good corrections where and when necessary, motivates ability to succeed and be successful in life and other social factors with intelligence are fully involved as a student is determined to excel in his academic endeavour in life. The use of value clarification strategies in this study has shown its key role in enhancing students' academic performance in Social Studies.

4.3.2 Effect of Raths, Harmin and Simon Valuing Process Model Strategy on Students' Interest

The findings revealed that significant difference exist between the mean interest ratings of Upper Basic II students taught HIV/AIDS contents in Social Studies using Raths, Harmin and Simon valuing process model strategy and those taught using lecture method. This means that Raths, Harmin and Simon valuing process model strategy is more effective in arousing students' interest in HIV/AIDS contents of Social Studies.This finding agrees with that of Nwaubani, Mezieobi, Odo and Okeke (2016) that students taught Social Studies using field trip instructional strategy had higher interest in Social Studies compared to those taught with the lecture method. The finding also agrees with that of Torty and Offorma (2013) that collaborative learning method increased the students' interest in English Language tenses more than the lecture method. The findings agree with Oghene (2007) that project method instructional strategy has significant difference on students' interest in HIV/AIDS contents in senior secondary school Biology.

Interest is the cause of action or the effect of an activity. Interest becomes the cause of certain actions when people do certain things they do because they are interested in them. In this kind of situation, interest acts as a drive or motivation that propels individual to act in such ways. On the other hand, interest becomes the effect of an activity when students develop interest in a particular subject because of the teacher's method of presenting the learning materials in the subject. In this respect, students are bound to pay attention as the lesson progresses. Because the lesson and the teacher's instructional strategies are of interest to the students. It is important to discover what children are interested in what we want them to learn. Interest is indispensable for learning and without interest real education may not be achieved. Hence the use of value

instructional model may motivatestudents to develop interest in HIV/AIDS contents in Social Studies to avoid behaviour that may place them at the risk of HIV/AIDS infection.

4.3.3 Effect of Raths, Harmin and Simon Valuing Process Model Strategy on Academic Performance of Male and Female Students

The finding revealed that no significant difference exists between the mean academic performance scores of male and female Upper Basic II students exposed to RHSVPM learning of HIV/AIDS contents in Social Studies. This implies that Raths, Harmin and Simon valuing process model strategy is not gender bias.The findings agree with that of Nzekwe (2010), Keffi (2012) andOjoh (2013) that gender has no significant effect on students' academic performance in HIV/AIDS contents in Health and Physical Education and other subjects. The finding is also consistent of Atomatofa (2013) that no significant gender difference was found in the activity-based constructivist group. This shows that the constructivist instructional strategy and environment can help to reduce gender differences. However, the findings disagree with that of Musa (2009) that gender has significant influence on students' academic performance in HIV/AIDS contents in Basic school Social Studies.

Values clarificationinstructional strategyhelps both male and female students to form a stronger self-concept by creating awareness and acceptance of their feelings, which was meant to help them cope with issues that ultimately help them understand their own values. Value clarification instructional strategy also assists people irrespective of their gender to think through life's confusions so they might be less confused and so they might learn skills of self-direction that will serve them in the future. It is not meant to guarantee any outcomes besides increased awareness of one's values, but clarifying values can possibly enhance interest which may lead to positive outcomes in other domains without gender bias.

4.3.4 Effect of Raths, Harmin and Simon Valuing Process Model Strategy on Interest of Male and Female Students

The finding revealed that no significant difference existed between the mean interest ratings of male and female Upper Basic II students exposed to RHSVPM learning of HIV/AIDS contents in Social Studies.This means that Raths, Harmin and Simon valuing process model strategy is effective in arousing both male and female students' interest in HIV/AIDS contents of Social Studies. The findingcorroboratesIbe (2013) who found that even though students exposed to constructivist instruction developed higher interest in science than those exposed to lecture method,there was no significant difference between the compared mean interest scores of male and female students. Constructivist instruction was superior to lecture method irrespective of students'gender. The finding also agrees with Ekweoba and Nji (2015) that PBL is not gender-bias on students' interest in Economics. However, the findingdisagrees with that of Onoja (2008), Abubakar (2010), Goodman (2013); Iorpagher (2014) that gender has significant influence on students' interest in HIV/AIDS contents in Basic school Social Studies and other subjects.

The role of the teacher in values clarification instructional strategy is to engage students irrespective of their gender in activities that cause them to wrestle with such issues as war, family, health, and the whole range of human relationships while the teacher remain neutral in discussions. They restrict their efforts to conveying of information and skills, and the concept of teachers as special people responsible for the character and moral development of young students. No successful teaching and learning can take place without appropriate choice and adequate application of teaching methods.Thus value clarification instructional strategy fostersinterest asit was found in the present study.

4.3.5 Interaction Effect of Methods and Gender on Academic Performance of Students in Social Studies

The results showed that there was no intersection in interaction effect of methods and gender on the mean academic performance of Upper Basic II students exposed to RHSVPM strategy of HIV/AIDS contents in Social Studies. The interactive pattern between male and female students' academic performance in Social Studies in the experimental group methods did not intersect showing that there was no interaction rather the lines are parallel.

When two or more independent variables are involved in a research design there is more to consider than simply the main effect of each of the independent variables (also termed factors). That is, the effect of one independent variable on the dependent variable of interest may not be the same at all levels of the other independent variable. This means that the effect of one independent variable (treatment) may depend on the level of the other independent variable (gender). A factorial design was involved, in which the two independent variables (treatment and gender were "crossed" with one another so that there are observations at every combination of levels of the two independent variables.

In this study they never crossed and this was indicated by the fact that there was no significant interaction effect of treatment and gender on students' academic performance inSocial Studies. Thus, any main effect on students' academic performance in Social Studies, that is, treatment on academic performance could be said to be as a result of treatment, which is the Raths, Harmin and Simon Valuing Process Model Strategy. This contradicts the finding of Achor, Imoko and Ajayi (2010) that there was a significant interaction effect of method and gender on achievement. However, the study in reference was in mathematics and not Social Studies and that could have accounted for the differences. However, this could be subjected to further studies.

4.3.6 Interaction Effect of Methods and Gender on Interest of Students in Social Studies

The results showed that there was no significant interaction effect of methods and gender on the mean interest ratings of Upper Basic II students exposed to RHSVPM strategy of HIV/AIDS contents in Social Studies.The interactive pattern between male and female students' interest ratings in Social Studies in the experimental group methods did not intersect showing that there was no interaction rather the lines were parallel and far apart. In this study the lines never crossed and this was indicated by the fact that there was no interaction effect of treatment and gender on students' interest ratings in Social Studies when RHSVPM was used. Thus any main effect on students' interest in Social Studies, that is, treatment on interest could be said to be same for both male and female students in Social Studies, which is the Raths, Harmin and Simon Valuing Process Model strategy.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion, recommendations, limitations, suggestions for further studies and contributions to knowledge.

5.2 Summary

The study investigated the teaching of value-laden HIV/AIDS contents using Raths, Harmin and Simon's valuing process strategies and lecture method in promoting students' academic performance and interest in Social Studies in Kogi State. Specifically, the study determined the effects of Raths, Harmin and Simon valuing process model strategy and lecture method on students' interest as well asacademic performance in HIV/AIDS contents inSocial Studies. It also ascertained the effects of Raths, Harmin and Simon valuing process model strategy on mean interest as well as academic performance of male and female students in HIV/AIDS contents of Social Studies. Furthermore, the study investigated the interaction effect of methods and gender on the mean interest as well asacademic performance scores of students exposed to Raths, Harmin and Simon valuing process model strategy of HIV/AIDS contents in Social Studies. Six research questions wereraised which guided the study.Six hypotheses were formulated and testedat 0.05 level of significance. The study was anchored on Piaget's (1956) theory of cognitive development, Vygotsky's (1978) theory of social development and Catania, Kegeles and Coates' (1990) AIDS risk reduction model.

The study adopted quasi-experimental research design. The population comprised 19,640 Upper Basic II students from 150 Universal Basic Education schools. A sample of 280 Basic II Social Studies students in eight intact classes from eight upper basic schools was used for the study.Two research instruments namely, HIV/AIDS Content Academic performance Test (HACAPT) with reliability coefficient of 0.85 and HIV/AIDS Content of Social Studies Interest Inventory (HACSOSII) with reliability coefficient of 0.83 were used for data collection. The data collected were analyzed using mean and standard deviation to answer the research

questions and Analysis of Covariance (ANCOVA) to test the null hypotheses at 0.05 level of significance. The findings revealed that:

1. There was significant difference between mean academic performance scores of Upper Basic IIstudents taught HIV/AIDS contents in Social Studies using Raths, Harmin and Simon valuing process model strategy and those taught using lecture method.
2. Significant difference exists between the mean interest ratings of Upper Basic II students taught HIV/AIDS contents in Social Studies using Raths, Harmin and Simon valuing process model strategy and those taught using lecture method.
3. No significant difference existed between the mean academic performance scores of male and female Upper Basic II students exposed to RHSVPM learning of HIV/AIDS contents in social studies.
4. No significant difference also existed between the mean interest scores of male and female Upper Basic II students exposed to RHSVPM learning of HIV/AIDS contents in social studies.
5. There was no significant interaction effect of methods and gender on the mean academic performance scores of Upper Basic II students exposed to RHSVPM strategy of HIV/AIDS contents in Social Studies.
6. There was no significant interaction effect of methods and gender on the mean interest ratings of Upper Basic II students exposed to RHSVPM strategy of HIV/AIDS contents in Social Studies.

5.3 Conclusion

The study has established that the use of Raths, Harmin and Simon's valuing process strategies in teaching of HIV/AIDS contents promotes students' academic performance in Social Studies in Kogi State. It was also established that RHSVP strategy enhanced students' interest in HIV/AIDS contents in Social Studies. It was concluded that Social Studiesvalue-laden conceptsare better taught via Raths, Harmin and Simon's valuing process strategies, since the

students find themselves reassessing the importance of Social Studies and becoming more interested. The study also concluded that Raths, Harmin and Simon's valuing process strategies is gender friendly based on student's academic performance and interest in Social Studies.

5.4 Recommendations

The following recommendations were made in the light of the findings of this study:

1. Social Studies teacher should employ Raths, Harmin and Simon's valuing process strategies in their classroom interaction when teaching value laden topics since the strategy have the capacity to improve male and female students'academic performance and interest in the subject.
2. Teachers should regularly provide the structure and opportunity for learners to employ this learning Raths, Harmin and Simon's valuing process strategy.
3. In service training, seminars, work-shops and symposia should be organized by the state and federal ministry of education to trainSocial Studies teachers on how to use Raths, Harmin and Simon's valuing process strategies in teaching the subject.
4. State Universal Basic Education Board should make available Social Studies teachers' guide and workbook including modules on the use of Raths, Harmin and Simon's valuing process strategies for Social Studies teachers.
5. Raths, Harmin and Simon's valuing process strategies should be included in the training package of teacher education programme both in colleges of education and at university level to ensure that teacher-trainees acquire necessary skills to effectively implement the techniques.

5.5 Limitations

The researcher ensured that the research assistants from the sampled schools were professional teachers. However, it was not possible to have the Social Studies teachers with the same level of educational qualification and teaching experience for all the selected schools. The two day training notwithstanding, the varying Social Studies teachers' qualification and

experience might have had little differential impact on the experimental procedure as well as data collected, and hence, on the results of the study.

5.6 Suggestions for Further Studies

The following suggestions were made for further studies.

1. The study could be replicated using a larger area covering more local government areas within the sample state.
2. Similar studies could be carried out in other subjects and at other levels of education
3. A study on teachers' attitudes towards the use of Raths, Harmin and Simon's valuing process strategies could be carried out in the same study area using other forms of research design.

5.7 Contribution to Knowledge

The study providedpractical information and framework to future researchers particularly as it concerns the effect of Raths, Harmin and Simon's valuing process strategies on Upper Basic students' interest and academic performance in Social Studies Kogi State as it was found to have enhanced academic performance reasonably and interest. The study has shown that both male and female students have capacity for high academic performance and positive interest towards a subject if Raths, Harmin and Simon's valuing process strategiesisadopted. The study has contributed to knowledge in form of provision of empirical data that adds to the existing body of knowledge on teaching of value-laden HIV/AIDS contents using Raths, Harmin and Simon's valuing process strategies in promoting students' academic performance and interest in Social Studies in Kogi State. Such data had not existed before to the best of the researcherknowledge.

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APPENDIX A

INSTRUMENTS FOR DATA COLLECTION

HIV/AIDS CONTENT ACADEMIC PERFORMANCE TEST (HACAPT)

SECTION A

PERSONAL DATA

INSTRUCTION: Please provide your personal information as requested below.

School:……...

Gender Male ( ) Female ( ) **TIME:** 40 Minutes.

SECTION B

INSTRUCTION: Each question has options A-D. Circle ◯ the option you consider to be the best answer to each of the question.

1. HIV means ..... (a) Human Immuno Deficiency Virus (b) Human Immune virus (c) Human Immune deficiency Virus (d) Human Immunity virus
2. AIDS stands for (a) Acquired Immuno Deficiency Syndrome (b) Acquired immunity deficiency syndrome (c) Acquired immune syndrome (d) Acquire immune syndrome
3. Syndrome means (a) A group of signs and symptoms that occur together and characterize a particular abnormality (b) A group of signs and symptoms that occur separately and characterize a particular abnormality (c) A group of signs and symptoms (d) A group of symptoms that characterize sickness
4. Immune Deficiency refers to (a) Decrease or weakness in the body's ability to fight off infectious and illness (b) Interfering with immune system (c) Triggers with the immune system (d) Support the immune system
5. Virus is (a) a pathogen having the ability to replicate only inside a living cell. (b) a virus (c) a small animal without body (d) a small cell only
6. HIV virus has …….types only (a) 4 (b) 2 (c) 3 (d) 5
7. Which of these groups of HIV virus has the highest member of sub groups (a) HIV 1 (b) HIV2 (C) HIV N (d) HIV 3
8. AIDS is caused by the virus called…… (a) Typhoid (b) Hepatitis (c) HIV (d) I don't know

9. HIV/AIDS was reported in Nigeria in the year (a) 1986 (b) 1988 (c) 1990 (d) 1989

10. HIV can be transmitted through the following ways except. (a) Shaking hands (b) Sexual intercourse (c) Blood transfusion (d) Sharp objects

11. Symptoms of HIV infection include (a) Sleeping sickness (b) Fever (c) Bleeding from the hand (d) Measles

12. The following are symptoms of HIV infection except (a) Weight loss (b) Fever (c) Diarrhea (d) Pain in the teeth

13. The greatest problem that affects HIV status acceptance in Nigeria today is (a) Stigma (b) Syndrome only (c) the signs (d) poverty

14. Any one infected with HIV although healthy (a) cannot transmit the virus (b) can still transmit the virus (c) can only transmit the virus when he/she comes down (d) can not transmit the virus due to immunity

15. AIDS is a result of (a) HIV progression (b) too much of rashes (c) too much of sickness (d) too much of measles

16. The acronym PLWHA represents (a) Pious Living with HIV/AIDS (b) People Living with HIV/AIDS (c) Problem Living with HIV/AIDS (d) Peasants Living with HIV/AIDS

17. Unprotected sex means (a) Having vaginal sex (b) having anal sex regularly (c) having sex without a condom (d) Having sex with a condom

18. The vast majority of HIV infection in adults are transmitted through (a) mother to child (b) Hetero sexual (c) Sharp object (d) All of the above

19. The category of people that constitute the greatest percentage of the number of HIV/AIDS victims recorded in Nigeria is/are. (a) Men (b) Women and children (c) Boys (d) Girls

20. Pressure from…….. make many students to engage in pre-marital sex (a) Peers (b) Parents (c) Police (d) Principal

21. HIV/AIDS cannot be contacted by (a) Sleeping with the patience in the same room (b) copulating with the patience (c) touching the blood of the patience (d) all of the above.

22. Reinfections, which of these statement is true (a) Reinfection could occur with strain of HIV to which the client has no pre-existing immunity and these strain can recombine (b) A person with an infections with HIV cannot be reinfected (c) Every HIV infected can be reinfect if he/she doesn't abstain from pre-marital sex (d) Reinfection could occur always.

23. Protected sex refers to (a) having anal sex regularly (b) having sex with condom (c) having sex without condoms (d) having oral sex always

24. The absolute means of HIV prevention is (a)Abstinence (b) Use of condom (c) Withdrawal methods (d) inconsistent sex

25. Which of the following can transmit HIV (a) condom use (b) abstinence (c) inconsistent-condom use (d) proper condom use

26. Blood for transfusion must be…….. before use (a) Screened (b) seen (c) observed (d) taken

27. HIV/AIDs can be prevented through (a) charting with HIV patients (b) living irresponsible life (c) not touching HIV patients (d) use of condom during sexual intercourse

28. Blood stained sharps can only cause HIV if (a) the blood is infected with HIV (b) the blood is sterile (c) the colour of blood is black (d) If there is plenty of blood stains

29. Other form of infection that infects humans like HIV/AIDS is (a) sleeping sickness (b) gonoherea (c) headache (d) malaria

30. The following are types of viral infections that affect humans except: (a) HIV/AIDS) virus (b) Hepatitis B & C virus (c) Ebola virus (d) Malaria fever

HIV/AIDS CONTENT OF SOCIAL STUDIES INTEREST INVENTORY (HACSOSII)

PART A

INSTRUCTION: Please provide your personal information as requested below.

Name of School:……
Gender Male ( ) Female ( ) **TIME:** 40 Minutes.

PART B

Indicate your degree of interest in each of these statements by ticking (√) in the appropriate column.

KEY: LIKE VERY MUCH (LVM); LIKE (L); DISLIKE (D); DISLIKE VERY MUCH (DVM).

S/N	ITEM STATEMENT	LVM	L	D	DVM
1.	I like participating in lesson on HIV/AIDS content of Social Studies				
2.	I like asking questions on the meaning of HIV/AIDS during Social Studies lessons on such content				
3.	I like writing notes in HIV/AIDS contents of the Social Studies lessons				
4.	I like participating in assessment on HIV/AIDS content of Social Studies curriculum				
5.	I like listening to HIV/AIDS programmes on radio and television				
6.	I like discussing issues about HIV/AIDS with my fellow students				
7.	I like reading HIV/AIDS contents in Social Studies texts books				
8.	I like reading issues that concern HIV/AIDS on newspapers				
9.	I like advising my fellow students to abstain from any sexual activity that would make them contact HIV/AIDS after lessons				
10.	I like telling my fellow students to practice abstinence				
11.	I like warning my fellow students to avoid pre-marital sexual intercourse				
12.	I like answering questions during HIV/AIDS lesson in Social Studies				
13.	I shying away from any discussion on HIV/AIDS				
14.	I hate seeing people leaving with HIV/AIDS				
15.	I like advising people living with HIV/AIDS to continue managing their lives				
16.	I like helping other students to know about the causes of HIV/AIDS				
17.	I like helping other students to know about the consequences of HIV/AIDS to the carrier				
18.	I like helping other students to know about the consequences of HIV/AIDS to the society				
19.	I like doing further studies to find out more information about HIV/AIDS at my private time				
20.	I like calling Social Studies teacher whenever it is time for HIV/AIDS lesson in Social Studies.				

APPENDIX B

Table of Specifications for HIV/AIDS Content Academic Performance Test (HACAPT)

Levels of Educational Objectives							
Contents (Topics)	**Knowledge 35%**	**Comprehension. 30%**	**Application 15%**	**Analysis 10%**	**Synthesis 7%**	**Evaluation 3%**	**Total 100 %**
Meaning of STIs and HIV/AIDS 25%	(4.38) 4	(3.75) 3	(1.87) 2	(1.25) 1	(0.63) 1	(0.63) 1	**12**
History of HIV/AIDS 20%	(3.50) 3	(3.00) 3	(1.50) 1	(1.00) 1	(0.50) 1	(0.50) 1	**10**
Causes of HIV/AIDS and problems of HIV/AIDS 20%	(3.50) 3	(3.00) 3	(1.50) 2	(1.00) 1	(0.50) 1	(0.50) 1	**11**
Care for the HIV/AIDS infected and affected and Meaning of prevention, ways of preventing HIV/AIDS; Meaning of PLWHA 35%	(6.13) 6	(5.25) 5	(2.63) 2	(1.75) 2	(0.88) 1	(0.88) 1	**17**
Total 100%	**16**	**14**	**07**	**5**	**4**	**4**	**50**

APPENDIX C

PSYCHOMETRIC ANALYSIS OF HACAPT

Item	Difficulty Index	Discrimination index	Distractor Index				Remark
			A	B	C	D	
1	0.33	0.27	0.33	0.22	0.22	0.11	Selected
2	0	1	0	0	0	0	Not Selected
3	0.42	0.88	0.22	0.22	0. 11	0. 11	Selected
4	0.33	0.72	0.33	0. 11	0. 11	0.33	Selected
5	0.51	0.83	0.11	-0.11	0.11	0. 11	Selected
6	0.11	0.16	0.11	-0.11	0	0	Not Selected
7	0.33	0.94	0.11	0. 11	0. 11	0.11	Selected
8	0.56	0.28	0.33	-0.22	-0.11	0. 11	Selected
9	0.33	0.5	0. 22	0.11	-0.44	0.56	Selected
10	-0.11	0.61	-0.22	0.33	0	-0.11	Not Selected
11	0.11	0.28	0.22	-0.11	-0.11	0	Not Selected
12	0.44	0.83	0. 22	0.11	0.11	0. 22	Selected
13	0	0.56	0.11	-0.44	-0.11	0.44	Not Selected
14	0.33	0.56	0. 22	0.11	-0.11	0. 22	Selected
15	0.44	0.89	0.22	0. 33	-0.22	0. 33	Selected
16	-0.22	0.89	0	-0.22	0.22	0	Not Selected
17	0.33	0.11	0.22	0.22	0.11	-0.11	Selected
18	0. 33	0.61	0. 33	0.22	0.11	0.33	Selected
19	0.11	0.94	0	0.11	0	-0.11	Not Selected
20	0.11	0.94	0	0	-0.11	0.11	Not Selected
21	0.33	0.17	0.11	0.22		-0.33	Mod/Selected
22	0.33	0.83	-0.11	0.33	-0.11	0.11	Selected
23	0.33	0.83	0.33	-0.22	0.11	0. 33	Selected
24	0.11	0.89	-0.22	0.22	0	0	Not Selected
25	0.11	0.94	0	-0.11	0	0	Not Selected
26	0.72	0.94	-0.11	0.11	0. 33	0. 33	Selected
27	0.11	0.79	0	0.22	-0.22	0	Not Selected
28	0.67	0.94	-0.11	0. 33	0.11	0. 33	Selected
29	0	0.44	-0.56	0.11	0.67	-0.22	Not Selected
30	0.66	0.33	0.33	0. 33	-0.11	-0.22	Selected
31	0	0.67	-0.33	0.67	-0.11	-0.22	Selected
32	0.56	1	0	0	0	0	Not Selected

33	0.44	0.72	0.44	0. 33	0.56	-0.11	Selected
34	0	0.44	0.44	-0.11	0	-0.33	Not Selected
35	0	1	0	0	0	0	Not Selected
36	0	0.89	0	0	0	0	Not Selected
37	0.44	0.33	0.22	-0.22	0.22	0.22	Selected
38	-0.22	0.33	0.22	-0.22	0	0	Not Selected
39	0.22	0.33	-0.11	0.22	0	-0.11	Mod/Selected
40	0. 33	0.89	0. 33	0.22	-0.11	0.11	Selected
41	0. 33	0.56	-0.11	0.11	0.11	-0.11	Selected
42	0.33	0.83	0. 33	-0.33	0.33	0. 33	Selected
43	0.78	0.72	0.11	0. 11	-0.11	0.22	Selected
44	0.33	0.83	0. 11	-0.22	-0.11	0.33	Selected
45	0	1	0	0.	0	0	Not Selected
46	0.44	0.78	0.44	-0.11	0. 11	-0.33	Selected
47	0.56	0.5	-0.22	-0.56	0. 11	0.78	Selected
48	0.22	0.11	0.11	-0.33	0.22	0. 11	Selected
49	-0.22	0.11	0	0	-0.22	0.22	Not Selected
50	0.11	0.17	0	0	0.11	-0.11	Not Selected

Distractors index of 0 do not appeal to any respondent. Positive distractor index is preferred modify item with negative

APPENDIX D

Reliability of the Instruments

Reliability of HIV/AIDS Content Academic Performance Test (HACAPT)

Applying

$$\text{K-R}_{21} = r_t = \frac{k}{k-1}\left(1 - \frac{\sum P_i q_i}{S_t^2}\right)$$

where,

K = Number of Items

= 30

$\sum P_i q_i = 0.5371$

$S_t^2 = 3.1195$

After substituting we have,

$$r_t = \frac{30}{30-1}\left(1 - \frac{0.5371}{3.1195}\right)$$

$$= \frac{30}{29}\left(1 - \frac{0.5371}{3.1195}\right)$$

$$= 1.03448(1 - 0.1722)$$

$$= 1.03(0.8278)$$

$$\text{K-R}_{21} = 0.85$$

Reliability of HIV/AIDS Content of Social Studies Interest Inventory (HACSOSII)

Reliability

```
[DataSet1] C:\Users\user\Documents\OnaloAli.sav
```

Output Created		01-OCT-2018 10:15:20
Comments		
Input	Data	C:\Users\user\Documents\OnaloAli.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	30
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /STATISTICS=DESCRIPTIVE SCALE CORR COV /SUMMARY=TOTAL MEANS VARIANCE COV CORR.
Resources	Processor Time	00:00:00.06
	Elapsed Time	00:00:00.17
	Analyst	Barnabas O. Ellah

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.834	.840	20

Item Statistics

	Mean	Std. Deviation	N
VAR00001	2.6000	1.13259	30
VAR00002	3.0000	.74278	30
VAR00003	3.4333	.81720	30
VAR00004	3.0667	.52083	30
VAR00005	3.5000	.82001	30
VAR00006	3.2000	.80516	30
VAR00007	3.7667	.77385	30
VAR00008	3.2000	.92476	30
VAR00009	3.7667	.67891	30
VAR00010	3.3667	1.09807	30
VAR00011	3.2667	.69149	30
VAR00012	2.8333	1.11675	30

VAR00013	3.8000	.66436	30
VAR00014	3.6667	.80230	30
VAR00015	3.1667	.83391	30
VAR00016	3.6000	.77013	30
VAR00017	3.0333	.49013	30
VAR00018	3.9667	.18257	30
VAR00019	3.1000	1.06188	30
VAR00020	2.7333	1.08066	30

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.303	2.600	3.967	1.367	1.526	.144	20
Item Variances	.694	.033	1.283	1.249	38.483	.125	20
Inter-Item Covariances	.139	-.303	.859	1.162	-2.830	.040	20
Inter-Item Correlations	.208	-.350	.751	1.100	-2.146	.070	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00001	63.4667	61.292	.240	.	.839
VAR00002	63.0667	59.720	.571	.	.820
VAR00003	62.6333	55.757	.852	.	.805
VAR00004	63.0000	64.345	.264	.	.832
VAR00005	62.5667	65.082	.081	.	.841
VAR00006	62.8667	58.120	.656	.	.815
VAR00007	62.3000	64.148	.167	.	.837
VAR00008	62.8667	63.154	.191	.	.838
VAR00009	62.3000	62.079	.400	.	.827
VAR00010	62.7000	57.390	.495	.	.822
VAR00011	62.8000	60.028	.590	.	.820
VAR00012	63.2333	55.702	.592	.	.816
VAR00013	62.2667	62.961	.324	.	.830
VAR00014	62.4000	66.041	.011	.	.844
VAR00015	62.9000	55.334	.870	.	.804
VAR00016	62.4667	58.120	.691	.	.814
VAR00017	63.0333	62.654	.506	.	.826
VAR00018	62.1000	66.714	.025	.	.836
VAR00019	62.9667	57.206	.529	.	.820
VAR00020	63.3333	60.851	.285	.	.835

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
66.0667	66.823	8.17453	20

APPENDIX E

SCORING GUIDE

Scoring Guide to the HIV/AIDS Content Academic performance Test (HACAPT)

1	A	11	A	21	A
2	A	12	D	22	C
3	A	13	A	23	B
4	A	14	B	24	A
5	A	15	A	25	C
6	A	16	B	26	A
7	D	17	C	27	D
8	C	18	B	28	A
9	A	19	B	29	B
10	A	20	A	30	D

APPENDIX F

SCHEME OF WORK

The JSS Social Studies curriculum is three years programme starting from JSS One to JSS Three. Below is the JSS Social Studies curriculum.

JSS ONE

S/No.	THEMES	TOPICS
1.	Introduction to Social Studies	• Meaning and scope of Social Studies • Nature of Social Studies • Objectives of Social Studies • Importance of Social Studies
2.	People and their environment	• Meaning and types of environment e.g. physical and social environment • Features of physical and social environment • Environmental problems and solutions • Social environment, meaning and types of social instrument e.g. primary (family) and secondary social groups causes, effects and steps in conflicts resolution. Safety in the environment. Need for safety and measures for safety.
3.	Socialization. Its agents and processes	• Meaning and significance and process of socialization • Agents of socialization • Effects of socialization
4.	Culture	• Meaning and components of culture • Features of culture • Uniqueness of Nigerian culture • Cultural similarities and differences in Nigeria people
5.	Social issues and problems contemporary social issues and problems	• Meaning and identification of contemporary social issues in Nigeria. • Causes, effect and solution e.g. HIV/AIDS • Meaning of HIV/AIDS • Causes of HIV/AIDS • Problem of HIV/AIDS • Care for the HIV/AIDS infected and affected • Prevention of HIV/AIDS
6.	National unity and integration	• Meaning of national unity and integration • Needs to national unity and integration • Symbols of Nigerian unity e.g. National Anthem, the pledge, currency and the constitution etc. • Measures for promoting national unity.

JSS TWO

S/NO	THEMES OF TOPIC	UNITS

1	Contemporary social issues and problems	Meaning of STIs and HIV Meaning of AIDS Meaning of virus Meaning of Syndrome History of HIV/AIDS Causes of HIV/AIDS
2	Contemporary social issues and problems continues	Problem of HIV/AIDS Care for the HIV/AIDS infected and affected
3	Contemporary social issues and problems continues	Meaning of prevention, ways of preventing HIV/AIDS; Meaning of PLWHA
4	National Unity and Integration	Meaning of national unity and integration Needs to national unity and integration
5.	National Unity and Integration continues	Symbols of Nigerian unity e.g. National Anthem, the pledge, currency and the constitution etc.
6	National Unity and integration continues	Measures for ensuring national unity and integration
7	People and their environment	Social groups- meaning, primary social group, secondary social group; Group behaviour
8	Culture	Marriage- meaning, types, forms of marriage, functions of marriage
9	Social issues and problems	Drug abuse Drug trafficking
10	Social issues and problems continues	Poverty Corruption Cultism
11	Modern science and technology and societal development.	Meaning of science and technology. Types of traditional science and technology. Some traditional sciences and technology influenced by modernization.
12.	Revision and examination	Revision and examination
13.	Examination and closing	Examination and closing

S/No.	**THEMES**	**TOPICS**
1.	People and their environment	• Social groups • Group behavior
2.	Culture	• Marriage •
3.	Social issues and problems	• Drug abuse • Drug trafficking • Poverty • Corruption • Cultism
4.	Science, technology and society	• Science and technology in development • Modern science and technology and

		societal development
5.	Communication	• Communication • Information and communication technology (ICT)
6.	Family I Family II	• Living together in the family • Types of food in our culture • Common dresses in our culture • Common hair styles • Adornments • Religion
7.	School community	• Our school
8.	Community	• Members of school community
9.	Science technology and society	• Home appliances • Dangers in the wrong use of appliances
10.		• Accidents in the school • Preventing and taking care of accident in the school
11.	Storage	• Meaning and ways of storage • Things we store and why we store them
12.	National Economy	• Savings and ways of saving
13.	National Economy	• Keeping money in the bank. • Resources. • Meaning and means of transportation • Advantages and problems of modern • Means of transportation
14.	Health Issues	• Harmful substances • Drug abuse • Water supply

JSS THREE

S/No.	THEMES	TOPICS
1.	Social value	• Trafficking in children and women • Harmful tradition practice • Population education • Family life education
2.	Peace and conflicts	• Peace • Conflicts
3.	National Economy	• National economy • Sectors of Nigerian economy • Nature of Nigerian economy • Economy reform measures in Nigeria • Privatization, commercialization deregulation • Economic institutions
4.	Science technology and society	• World transportation systems
5.	World issues	• Global international cooperation

APPENDIX G

SAMPLE IN EACH LGAs OF THE STUDY.

LGA	NUMBER OF SCHOOLS	NUMBER SAMPLED
ANKPA	34	2
BASSA	10	
DEKINA	36	2
IBAJI	7	
IDAH	8	2
IGALAMELA/ODOLU	8	
OFU	10	
OLAMABORO	34	2
OMALA	12	
Total150 8		

4 Schools each for experimental and control groups

APPENDIX H

SELECTED SCHOOLS WITH SAMPLE

	SELECTED SCHOOLS WITH SAMPLE			
S/NO	**SCHOOLS**	**SUBJECTS**	**M**	**F**
1	Excellent Glory Secondary School, Ankpa	40	17	23
2	Ankpa Divisional Community Grammy School	40	21	19
3	Saint Peter And Paul Academy, Egume	40	10	30
4	Sulab Secondary School	50	33	17
5	Ogogu Community Secondary School, Ogugu	25	9	16
6	Christ the Good Shepherd Academy, Anyigba	40	16	24
7	Saint Peters' College, Idah	40	40	-
8	Holy Rosary College, Idah	25	-	25

Source: Kogi State Ministry of Education, Lokoja

APPENDIX I

MODEL LESSON PLANS FOR THE EXPERIMENTAL GROUP

Lesson Plans on HIV/AIDS content (meaning of STIs and HIV/AIDS, History of HIV/AIDS, Causes of HIV/AIDS and problems of HIV/AIDS, Care for the HIV/AIDS infected and affected and Meaning of prevention, ways of preventing HIV/AIDS; Meaning of PLWHA.) in Social Studies Curriculum usingRaths, Harmin and Simon Valuing Process (RHSVP) values clarification instructional strategy for the Experimental group

LESSON 1

SUBJECT: SOCIAL STUDIES
TOPIC: Meaning of STIs and HIV/AIDS
DURATION: 35 Minutes
CLASS: JS II
Age: 12+
SEX: MALE/FEMALE

Instructional Objectives: By the end of the lesson, students should be able to:

(1) State the meaning of the acronym STIs and HIV;

(2) Write the full meaning of the abbreviation AIDS

(3) Explain the term virus

(4) Differentiate between HIV and AIDS

(5) Explain the stages of HIV/AIDS development in the human body

Entry Behaviour: Students have been hearing of sexually transmitted infections.

Instructional Techniques: Inquiry, Discovery, and questioning.

Instructional Materials: A cardboard sheet drawn with people suffering from AIDS

INSTRUCTIONAL PROCEDURE

Steps	Content development	Teachers' activities	Students' activities
I	Introduction	The teacher assess the entry behaviour by asking the following questions: 1) Have you seen people suffering from any sickness? 2) How do they look? 3) How do they feel? 4) Do they change from stage to stage as they live with the sickness? The teacher introduces the topic of the lesson as 'HIV/AIDS infection'	The students listen and answer the teacher's questions.
II	Meaning of HIV/AIDS	The teacher tells the students that HIV means Human Immuno Deficiency Virus. On the other hand AIDs stands	The students in their different

		for Acquired Immune deficiency Syndrome. It is caused by virus known as HIV. People contact HIV/AIDS through injection of drugs using stringe from an infected person, bisexual relationship among others. When one contracts the virus the initial symptom is brief influenza. As the infection progresses, it interferes more and more with the immune system making the carrier more prone to common infections like tuberculosis as well as opportunistic infections and tumors. The late symptom of the infection is known as AIDS.	groups listen to the teacher. Make their contributions and ask questions
III	Choosing one's beliefs and behaviours.	The teacher grouped the students and asks them to find out the meaning of HIV, AIDS, state who contracts HIV/AIDS and when is it contracted. The teacher asks the students whether they want to contact HIV/AIDS? The Teachers asks them whether contracting HIV/AIDS is good? The teacher controls the discussion. The teacher moderates their views and shone students from neglecting one another's views.	The students in their different group suggests what they think about the question.
IV	Pricing one's beliefs and behaviours	The teacher asks the students why they think HIV/AIDS is good or not to be contracted	The students individually give responses from their different groups.
V	Acting on one's beliefs	The teacher finds out the students' persistence with newly formed values by asking them what they will do to avoid contacting the scourge.	The students in their different groups brainstorm and state their stance.
VI	Evaluation	The teacher evaluates the lesson using the following questions: (1) State the meaning of the acronym HIV; (2) Write the full meaning of the abbreviation AIDS (3) Explain the term virus (4) Differentiate between HIV and AIDS (5) Explain the stages of HIV/AIDS development in human body	The students answer the questions

VII	Closure	The teacher praises any outstanding groups. The teacher gives the students assignment on the history of HIV/AIDS.	The students listen and take down the home work.

LESSON 2

SUBJECT: SOCIAL STUDIES
TOPIC: History of HIV/AIDS
DURATION: 35 Minutes
CLASS: S II

Age: 12+
SEX: MALE/FEMALE

Instructional Objectives: By the end of the lesson, students should be able to:

1) Trace briefly the history of HIV/AIDS;
2) Discuss briefly what you think about the activities that brought about the HIV/AIDS

Entry Behaviour: Students have been hearing of HIV/AIDS.

Instructional Techniques: Inquiry, Discovery, and questioning.

Instructional Materials: A cardboard sheet drawn with people suffering from AIDS.

INSTRUCTIONAL PROCEDURE

Steps	**Content development**	**Teachers' activities**	**Students' activities**
I	Introduction	The teacher assess the entry behaviour of the students by asking them the following questions: 1) Is it possible for an individual to trace the origin of a sickness in the body? 2) If traced do you think the sickness will have a definite date on when and how it started? 3) Why do we trace the origin of any sickness in our body? The teacher introduces the topic of the lesson as history of HIV/AIDS.	The students answer the questions.
II	History of HIV/AIDS	The teacher tells the students that AIDS is caused by the human immune deficiency virus (HIV), which originated in non-human primates in Central and West Africa. While various sub-groups of the virus acquired human infectivity at different times, the global pandemic had its origins in the	The students listen to the teacher and make their contributions.

		emergence of one specific stain- HIV-1 subgroup M- in Leopoldville in the Belgian Congo in the 1920s. The origin of AIDS and HIV has puzzled scientists ever since the illness first came to light in the early 1980s. The first recognized cases of AIDS occurred in the USA in the early 1980s. A number of gay men in New York and California suddenly began to develop rare opportunistic infections and cancers that seemed stubbornly resistant to any treatment. At this time AIDS did not have a name, but it quickly became obvious that all the men were suffering from a common syndrome. The discovery of HIV, the Human Immunodeficiency virus, was made soon after. While some were initially resistant to acknowledge the connection, there is now clear evidence to prove that HIV causes AIDS.	
III	Choosing one's beliefs and behaviours.	The teacher asks the students to trace the historical origin of HIV/AIDS. If the disease is peculiar to young people or old people, boys or girls? If HIV/AIDS started with sharing sharp objects with infected persons or otherwise? The teacher controls the discussion. The teacher moderates the students' views and discourages them from neglecting one another's views.	The students in their different groups think about the question and answer them
IV	Pricing one's beliefs and behaviours	The teacher asks the students to give the answers they have about the origin of the HIV/AIDS .	The students in their different groups give answers on HIV/AIDS chequered history.
V	Acting on one's beliefs	The teacher find out the students' persistence with newly formed values by asking them where they think HIV/AIDS originates. The teacher re-affirms their belief or values.	The students in their different groups brainstorm and state HIV/AIDs originates.
VI	Evaluation	The teacher evaluates the lesson using the following questions: 1) Trace briefly the history of HIV/AIDS; 2) Discuss briefly what you think about the activities that brought about the HIV/AIDS	The students answer the teacher's questions
VII	Closure	The teacher praises the outstanding	The students listen and take

		groups. The teacher gives the students assignment on the causes of HIV/AIDS.	down the home work.

LESSON 3

SUBJECT: SOCIAL STUDIES
TOPIC: Causes of HIV/AIDS
DURATION: 35 Minutes
CLASS: JS II
Age: 12+
SEX: MALE/FEMALE

Instructional Objectives: By the end of the lesson, students should be able to:

1) List five causes of HIV/AIDS;
2) Enumerate five consequences of HIV/AIDS;

Entry Behaviour: Students have been hearing of HIV/AIDS.

Instructional Techniques: Inquiry, Discovery, and questioning.

Instructional Materials: A cardboard sheet drawn with people suffering from AIDS.

INSTRUCTIONAL PROCEDURE

Steps	Content development	Teachers' activities	Students' activities
I	Introduction	The teacher assess the entry behaviour of the students by asking them the following questions: 1) What do you think causes some sicknesses or diseases? 2) Do you think people can contract some diseases through sexual intercourse? 3) If one contracts any disease, does it has any side disturbance on him/her. The teacher introduces the topic of the lesson as causes and consequences of HIV/AIDS.	The students answer the teacher's questions.
II	Causes and consequences of HIV/AIDS	The teacher tells the students that HI/VAIDS is caused by unprotected vaginal, anal, or oral sex with an infected partner whose blood, semen or vaginal secretions enter your body; Sharing needles, syringes and other injecting equipment; transmission from mother to baby before or during birth or by breastfeeding; sharing sex toys with someone infected with HIV/AIDS; healthcare workers accidentally pricking themselves with an infected needle and blood transfusion.	The students in their different groups listen to the teacher, make their contributions and ask questions.

		The teacher highlights the consequences of contracting the HIV/AIDS thus; it destroys family name, destroys ones' immune system, could lead to stigmatization and could lead to death of the infected person.	
III	Choosing one's beliefs and behaviours.	The teacher asks the students to discuss the causes of HIV/AIDS. The Teacher asks the students to reason into the consequences of HIV/AIDS? The teachers asks the students whether they can engage in anything that is capable of causing HIV/AIDS? The teacher asks them whether they want to die consequent upon contracting HIV/AIDS. The teacher controls the discussion. The teacher moderates the students' views and discourages them from neglecting one another's views.	The students in their different groups answer the teacher's question and make their contributions.
IV	Pricing one's beliefs and behaviours	The teacher asks the students reason for the causes and consequences of HIV/AIDS.	The students in their different groups brainstorm the teacher's question and make their contributions among themselves.
V	Acting on one's beliefs	The teacher find out the students' persistence with newly formed values by asking them whether there are factors that could cause HIV/AIDS. Do you think HIV/AIDS has some consequences? The teacher re-affirms their belief or values on causes and consequences of HIV/AIDS. The teacher monitors the group discussion.	The students in their different groups brainstorm and state the causes and consequences of HIV/AIDs.
VI	Evaluation	The teacher evaluates the lesson using the following questions: 1) List five causes of HIV/AIDS; 2) Enumerate five consequences of HIV/AIDS;	The students answer the questions
VII	Closure	The teacher praises the outstanding groups. The teacher gives the students assignment on Care for the HIV/AIDS infected and affected and Meaning of prevention, ways of preventing HIV/AIDS; Meaning of PLWHA.	The students listen and take down the home work.

LESSON 4

SUBJECT: SOCIAL STUDIES

TOPIC: Care for the HIV/AIDS infected and affected and Meaning of prevention, ways of preventing HIV/AIDS; Meaning of PLWHA
DURATION: 35 Minutes
CLASS: JS II
Age: 12+
SEX: MALE/FEMALE

Instructional Objectives: By the end of the lesson, students should be able to:

1) List five ways HIV/AIDS patients could be cared for ;
2) What is prevention?
3) State five ways HIV/AIDS could be prevented;
4) Write the full meaning of PLWHA
5) Write five roles of PLWHA
6) State nine cannons of PLWHA
7) List five ways people with HIV/AIDS are treated by the society
8) How do you relate with anybody living with HIV/AIDS?

Entry Behaviour: Students have been hearing of HIV/AIDS.

Instructional Techniques: Inquiry, Discovery, and questioning.

Instructional Materials: A cardboard sheet drawn with people suffering from AIDS.

INSTRUCTIONAL PROCEDURE

Steps	Content development	Teachers' activities	Students' activities
I	Introduction	The teacher assess the entry behaviour of the students by asking them the following questions: 1) How do you care for your siblings that are seek? 2) Do you still stay with them and eat with them? 3) Can you help prevent any sickness or disease? The teacher introduces the topic of the lesson as Care for the HIV/AIDS infected and affected and, meaning of prevention, ways of preventing HIV/AIDS; Meaning of PLWHA.	The students listen and answer the questions.
II	Care for the HIV/AIDS infected and affected and Meaning of prevention, ways of preventing HIV/AIDS;	The teacher tells the students that HI/VAIDS patients can be cared for by not stigmatizing against them, interacting with them as social interaction with PLWHA does not make one to contract the disease, dinning together with PLWHA, attending school with them, or even sitting very close to	The students in their different groups listen to the teacher and express their excitement.

	Meaning of PLWHA	them in the church or mosque; to prevent or control HIV/AIDS people should sterilize sharp objects before use, test blood before transfusion, practice abstinence, use condoms when they cannot practice abstinence mostly the unmarried people, and adhere to proper use of personal protective equipments in hospitals; The acronym PLWHA stands for People Living with HIV/AIDS. It is both a concept and registered organization. The federal ministry of health frowns at stigmatization of people living with HIV/AIDS. The law provides for their care. Their medicine in the government-owned hospitals and clinics used to be free, PLWHA are not to be sacked by their employers both in private and public work places, they are not to be denied employment so long as they are healthy enough to work and they are not to be socially quarantined or segregated against, they are to be accorded their full rights as enshrined in the Nigerian constitution among other ways the PLWHA can be cared for. The teacher highlights the roles of PLWHA as association to include; it brings people living under this condition together to form an interest group; it gives an individual a soothing hope that he/she is not the only one under this condition; through the association philanthropists and even government gain easy access to them for re-orienting them or even giving them assistance and/ or helps; it provides a quick and easy interactive forum between the HIV sero-negative and the suspecting public and it also helps the government and faith-based organizations in organizing seminars aimed at educating the masses towards developing a positive mind about PLWHA. The teacher states the cannons of PLWHA thus; consult and adopt a medical HIV counsellor; visit the nearest government clinic for a free HIV-routine drugs; sleep well, do regular exercise, avoid alcoholic drinks, self medication, smoking and feats of anger, avoid self pity, use good condom,	

		join the association of PLWHA for its associated benefits and trust and believe in God for total healing.	
III	Choosing one's beliefs and behaviours.	The teacher asks the students to state how the PLWHA can be cared for. The Teacher asks the students to reason into control measures to HIV/AIDS. The teacher asks the students whether they can stay with PLWHA in any public place? The teacher asks them whether governments and concerned philanthropists should stop caring for people living with HIV/AIDS? The teacher asks them whether it is good for an HIV/AIDS infested person to join the association of PLWHA?. The teacher controls the discussion. The teacher moderates the students' views and discourages them from neglecting one another's views.	The students in their different groups answer the questions..
IV	Pricing one's beliefs and behaviours	The teacher asks the students to explain reason for their answers.	The students in their different groups answer the question.
V	Acting on one's beliefs	The teacher tries to find out the students' persistence with newly formed values by asking them whether there are ways of caring for people living with HIV/AIDS.The teacher monitors the group discussion.	The students in their different groups answer the question.
VI	Evaluation	The teacher evaluates the lesson using the following questions: 1) List five ways HIV/AIDS patients could be cared for ; 2) What is prevention? 3) State five ways HIV/AIDS could be prevented; 4) Write the full meaning of PLWHA 5) Write five roles of PLWHA 6) State nine cannons of PLWHA 7) List five ways people with HIV/AIDS are treated by the society	The students answer the questions

		8) How do you relate with anybody living with HIV/AIDS?	
VII	Closure	The teacher praises the outstanding groups. The teacher corrects some misleading impressions and the lesson ends.	The students watch the teacher and take down notes.

LECTURE METHOD FOR THE CONTROL GROUP

Lesson Plans on HIV/AIDS content (meaning of STIs and HIV/AIDS, History of HIV/AIDS, Causes of HIV/AIDS and problems of HIV/AIDS, Care for the HIV/AIDS infected and affected and Meaning of prevention, ways of preventing HIV/AIDS; Meaning of PLWHA.) in Social Studies Curriculum using Lecture Method for the Control Groups.

LESSON 1

SUBJECT: SOCIAL STUDIES
TOPIC: Meaning of HIV/AIDS
DURATION: 35 Minutes
CLASS: JS II
Age: 12+
SEX: MALE/FEMALE

Instructional Objectives: By the end of the lesson, students should be able to:

1) State the meaning of the acronym HIV;
2) Write the full meaning of the abbreviation AIDS
3) Explain the term virus
4) Differentiate between HIV and AIDS
5) Explain the stages of HIV/AIDS development in human body

Entry Behaviour: Students have been hearing of infections.

Instructional Techniques: Lecturing method.

Instructional Materials: A cardboard sheet drawn with people suffering from AIDS.

INSTRUCTIONAL PROCEDURE

Steps	Content development	Teachers' activities	Students' activities
I	Introduction	The teacher assess the entry behaviour of the students by asking them the following questions: 1) Have you seen people suffering from any infections? 2) How do they look? 3) How do they feel? 4) Do they change from stage to stage as they live with the infection? The teacher introduces the topic of the lesson as 'HIV/AIDS infection'	The students answer the questions. The students ask the teacher questions
II	Spring Board	The teacher tells the story about Aba. Aba is the son of a notable pastor in a known Pentecostal church in Ado village. One day Aba woke up in the morning and see rashes all over the body. Apart from the rashes, he started feeling signs of vomiting and before a	The students observe the teacher as the story goes. They answer the teacher's questions in their different groups. The students ask the teacher questions

		while he filled everywhere with vomits of all that he took in the previous night. After one week the sickness projected to the level of making him week as if he suffers from influenza. The rashes refused leaving his private parts and escalated to wound like sores all over the body. At this juncture Aba did not know what to do. The family members from the father down the drain started asking him series of questions pertaining to different diseases. The teacher asks the students questions on likely things that would have brought about Aba's pathetic health condition.	
III	Students re-state or summarise the content of the study	The teacher tells the students that HIV means Human Immune Deficiency Virus. On the other hand AIDs stands for Acquired Immune deficiency Syndrome. It is caused by virus known as HIV. People contact HIV/AIDS through injection of drugs using syringe from an infected person, bisexual relationship among others. When one contracts the virus the initial symptom is brief influenza. As the infection progresses, it interferes more and more with the immune system making the carrier more prone to common infections like tuberculosis as well as opportunistic infections and tumors. The late symptom of the infection is known as AIDS.	The students watch the teacher and put down important points. The students make contribution to the discussion and ask the questions
IV	Students describe how they feel and how other students feel about the situation.	The teacher asks the students about their feelings on the condition of Aba in the story presented. The teacher asks the students to write out what people may feel about the nature of Aba's sickness? The teacher controls the discussion. The teacher moderates their views and shone students from neglecting one another's views.	The students give their views and feelings about the nature of Aba's sickness and that of others. The students ask the teacher questions
V	Teacher encourages students to empathize with the central figure and explore their own feelings with reasons.	The teacher asks the students how do they feel about Aba in his health condition? The teacher controls the discussion. The teacher moderates their views and shone students from neglecting one another's views.	The students in their different groups give varying answers.

VI	The students make warranted generalizations about how people would feel in similar situation to that of the person in dilemma.	The teacher asks students how they will feel if they were Aba? The teacher controls the discussion. The teacher moderates their views and shone students from neglecting one another's views. The teacher tells them that one should not die because of contracting any sickness but should try and manage it through appropriate health agencies.	The students make contributions and ask the teacher questions
VII	Evaluation	The teacher evaluates the lesson using the following questions: 1) State the meaning of the acronym HIV; 2) Write the full meaning of the abbreviation AIDS 3) Explain the term virus 4) Differentiate between HIV and AIDS 5) Explain the stages of HIV/AIDS development in human body	The students answer the questions and ask their own questions.
VIII	Closure	The teacher praises the outstanding students. The teacher gives the students assignment on the history of HIV/AIDS.	The students listen and take down the home work.

LESSON 2

SUBJECT: SOCIAL STUDIES
TOPIC: History of HIV/AIDS
DURATION: 35 Minutes (2 periods a week; 70 Mins)
CLASS: JS II
Age: 12+
SEX: MALE/FEMALE

Instructional Objectives: By the end of the lesson, students should be able to:

1) Trace briefly the history of HIV/AIDS;
2) Discuss briefly what you think about the activities that brought about the HIV/AIDS

Entry Behaviour: Students have been hearing of HIV/AIDS.

Instructional Techniques: Lecturing method.

Instructional Materials: A cardboard sheet drawn with people suffering from AIDS.

INSTRUCTIONAL PROCEDURE

Steps	Content development	Teachers' activities	Students' activities
I	Introduction	The teacher assess the entry behaviour of the students by asking them the following questions: 1) Is it possible for an individual to trace the origin of a sickness in the body? 2) If traced, do you think the sickness will have a definite date on when and how it started? 3) How do we trace the origin of any sickness in our body? After the students' responses, the teacher introduces the topic of the lesson as history of HIV/AIDS.	The students answer the questions. The students ask the teacher questions
II	Spring Board (story of a pathetic situation)	Anita was very hungry and was trying any business both genuine and illicit as to make ends meet. Some wealthy men help her with some monetary gifts after making some sexual advances with her. She enjoys it and was faring well. One day because she looks like an animal before the men she was committing sexual immorality with, one of them asks her to have sex with the dog for higher payment. Anita without thinking of what could be the consequence of such action slept with the dog. After the incident, she started having itches around her body including her private parts. She was diagnosed and was found positive of viral infection called HIV/AIDS. She cried deeply and regretted her actions. She later dies of the scourge.	The students observe the teacher. They ask questions
III	Students re-state or summarise the content of the study	The teacher tells the students that AIDS is caused by the human immune deficiency virus (HIV), which originated in non-human primates in Central and West Africa. While various sub-groups of the virus acquired human infectivity at different times, the global pandemic had its origins in the emergence of one specific stain- HIV-1 subgroup M- in Leopoldville in the Belgian Congo in the 1920s. The origin of AIDS and HIV has puzzled scientists ever since the illness first came to light in the early 1980s. The first recognized cases of AIDS occurred in the USA in	The students watch the teacher and put down important points. The students ask the teacher questions

		the early 1980s. A number of gay men in New York and California suddenly began to develop rare opportunistic infections and cancers that seemed stubbornly resistant to any treatment. At this time AIDS did not have a name, but it quickly became obvious that all the men were suffering from a common syndrome. The discovery of HIV, the Human Immunodeficiency virus, was made soon after. While some were initially resistant to acknowledge the connection, there is now clear evidence to prove that HIV causes AIDS.	
IV	Students describe how they feel and how other students feel about the situation	The teacher asks the students about their feelings on the condition of Anita in the story presented. The teacher asks the students to write out what people may feel about Anita's experience? What do you think others feel about Anita's experience? The teacher controls the discussion. The teacher moderates their views and shone students from neglecting one another's views.	The students narrate different views on their feelings about the Anita's experience. The students ask the teacher questions
V	Teacher encourages students to empathize with the central figure and explore their own feelings with reasons.	The teacher asks the students how do they feel about Anita's sexual experiences? The teacher controls the discussion. The teacher moderates their views and shone students from neglecting one another's views.	The students give varying answers and ask the teacher questions
VI	The students make warranted generalizations about how people would feel in similar situation to that of the person in dilemma.	The teacher asks students how they will feel if they were Anita? The teacher controls the discussion. The teacher moderates their views and shone students from neglecting one another's views. The teacher tells them that one should not die because of contracting any sickness but should try and manage it through appropriate health agencies.	The students make different generalizations. The students ask the teacher questions

VII	Evaluation	The teacher evaluates the lesson using the following questions: 1) Trace briefly the history of HIV/AIDS; 2) Discuss briefly what you think about the activities that brought about the HIV/AIDS	The students answer the question
VIII	Closure	The teacher praises the outstanding groups. The teacher gives the students assignment on the causes of HIV/AIDS.	The students ask questions and take down the home work.

LESSON 3

SUBJECT: SOCIAL STUDIES

TOPIC: Causes of HIV/AIDS

DURATION: 35 Minutes

CLASS: JS II

Age: 12+

SEX: MALE/FEMALE

Instructional Objectives: By the end of the lesson, students should be able to:

3) List five causes of HIV/AIDS;
4) Enumerate five consequences of HIV/AIDS;

Entry Behaviour: Students have been hearing of HIV/AIDS.

Instructional Techniques: Lecturing method.

Instructional Materials: A cardboard sheet drawn with people suffering from AIDS.

INSTRUCTIONAL PROCEDURE

Steps	Content development	Teachers' activities	Students' activities
I	Introduction	The teacher assess the entry behaviour of the students by asking them the following questions: 1) What do you think causes some sicknesses or diseases? 2) Do you think people can contract some diseases through sexual intercourse? 3) If one contracts any disease, does it has any side disturbance on him/her. From the students' responses, the teacher introduces the topic of the lesson as causes and consequences of HIV/AIDS.	The students answer the questions. The students ask the teacher questions
II	Spring Board (story of a pathetic situation)	Haruna used to be careless with almost everything about his life. He lives a carefree life. Haruna goes to cutting salon to have his hair cut with public clipper; plays with picked syringes which occasionally punctures his hands; and above all engages in premarital sexual relationship with the members of the opposite sex. Haruna practices homosexuality (having sex with his co man mostly when no girl accepts him for such immoral activities). There is nothing evil that Haruna is not characterized with. One day Haruna started having itchings around the body including his private parts. He went for diagnosis and he was diagnosed HIV positive. He collapsed, although was later resuscitated. On hearing that Haruna is HIV positive, some village people started isolating him, mocking him, saying that he was not well groomed by the parents, calling him a disappointment to the family among other ridicules they level on him. He lost social recognition.	The students observe the teacher telling the story. They ask questions.
III	Students re-state or summarise the content of the study (on Causes and consequences	The teacher tells the students that HI/VAIDS is caused by unprotected vaginal, anal, or oral sex with an infected partner whose blood, semen or vaginal secretions enter your body;	The students watch the teacher and put down important points. The students ask the teacher questions

	of HIV/AIDS)	Sharing needles, syringes and other injecting equipment; transmission from mother to baby before or during birth or by breastfeeding; sharing sex toys with someone infected with HIV/AIDS; healthcare workers accidentally pricking themselves with an infected needle and blood transfusion. The teacher highlights the consequences of contracting the HIV/AIDS thus; it destroys family name, destroys ones' immune system, could lead to stigmatization and could lead to death of the infected person.	
IV	Students describe how they feel and how other students feel about the situation.	The teacher asks the students about their feelings on the causes of Haruna's health condition as presented in the story. The teacher asks the students to write out what people may feel are the causes of Haruna's contraction of the scourge? What do you think others feel about what caused Haruna to contract the HIV/AIDS? What do you feel are the consequences of contracting HIV/AIDS? What do you think others feel about the consequences of Haruna's contracting the HIV/AIDS scourge? The teacher moderates their views and shone students from neglecting one another's views.	The students give different views on their feelings about the causes of Haruna's health condition and the consequences of HIV/AIDS. The students ask the teacher questions
V	Teacher encourages students to empathize with the central figure and explore their own feelings with reasons.	The teacher asks the students how do they feel Haruna's positive HIV/AIDS status with him? The teacher controls the discussion. The teacher moderates their views and shone students from neglecting one another's views.	The students give varying answers. The students ask the teacher questions
VI	The students make warranted generalizations about how people would feel in similar situation to that of the person in dilemma.	The teacher asks students how they will feel if they were Haruna? The teacher controls the discussion. The teacher moderates their views and shone students from neglecting one another's views. The teacher tells them that one should not die because of contracting any sickness but should try and manage it through appropriate health agencies.	The students give different answers and ask the teacher questions

VII	Evaluation	The teacher evaluates the lesson using the following questions: 1) List five causes of HIV/AIDS; 2) Enumerate five consequences of HIV/AIDS;	The students answer the questions
VIII	Closure	The teacher praises the outstanding groups. The teacher gives the students assignment on Care for the HIV/AIDS infected and affected and Meaning of prevention, ways of preventing HIV/AIDS; Meaning of PLWHA.	The students ask question and take down the home work.

LESSON 4

SUBJECT: SOCIAL STUDIES
TOPIC: Care for the HIV/AIDS infected and affected and Meaning of prevention, ways of preventing HIV/AIDS; Meaning of PLWHA, roles of PLWHA and the canons of PLWHA
DURATION: 35 Minutes
CLASS: JS II
Age: 12+
SEX: MALE/FEMALE

Instructional Objectives: By the end of the lesson, students should be able to:

1) List five ways HIV/AIDS patients could be cared for ;
2) What is prevention?
3) State five ways HIV/AIDS could be prevented;
4) Write the full meaning of PLWHA
5) Write five roles of PLWHA
6) State nine cannons of PLWHA
7) List five ways people with HIV/AIDS are treated by the society
8) How do you relate with anybody living with HIV/AIDS?

Entry Behaviour: Students have been hearing of HIV/AIDS.

Instructional Techniques: Lecturing method.

Instructional Materials: A cardboard sheet drawn with people suffering from AIDS.

INSTRUCTIONAL PROCEDURE

Steps	Content development	Teachers' activities	Students' activities
I	Introduction	The teacher assess the entry behaviour of the students by asking them the following questions: 1) How do you care for your siblings that are seek? 2) Do you still stay with them and eat with them? 3) Can you help prevent any sickness or disease? From the students' responses, the teacher introduces the topic of the lesson as Care for the HIV/AIDS infected and affected and, meaning of prevention, ways of preventing HIV/AIDS; Meaning of PLWHA.	The students answer the questions and ask the teacher questions
II	Spring Board (story of a pathetic situation)	Ikechukwu contracted HIV/AIDS unknowingly. He was constantly sick. One day he went for medical test and was diagnosed HIV positive. His people on knowing his HIV status ex-communicated him; treat him with utter dejection and rejection. He became worried. One of his friends on hearing about Ikechukwu's health challenge came and advised him to join association of people living with HIV/AIDS (PLWHA) so that he can receive some helps. Ikechukwu on joining the association learnt that he was no alone in the scourge and made his status known to the public. From that point on, he starts teaching people what they should do to avoid contracting HIV/AIDS such as abstinence, use of condom if they must have premarital sexual intercourse, avoid sharing sharp objects among others. He urged people who contracted HIV/AIDS to make their status known so that they can help themselves and the society as well.	The students observe the teacher tell the story. They ask questions.
III	Students re-state or summarise the content of the study (Care for the HIV/AIDS infected and	The teacher tells the students that HI/VAIDS patients can be cared for by not stigmatizing against them, interacting with them as social interaction with PLWHA does not make one to contract the disease, dinning	The students watch the teacher and put down important points. The students ask the teacher questions

	affected and Meaning of prevention, ways of preventing HIV/AIDS; Meaning of PLWHA)	together with PLWHA, attending school with them, or even sitting very close to them in the church or mosque; to prevent or control HIV/AIDS people should sterilize sharp objects before use, test blood before transfusion, practice abstinence, use condoms when they cannot practice abstinence mostly the unmarried people, and adhere to proper use of personal protective equipments in hospitals; The acronym PLWHA stands for People Living with HIV/AIDS. It is both a concept and registered organization. The federal ministry of health frowns at stigmatization of people living with HIV/AIDS. The law provides for their care. Their medicine in the government-owned hospitals and clinics used to be free, PLWHA are not to be sacked by their employers both in private and public work places, they are not to be denied employment so long as they are healthy enough to work and they are not to be socially quarantined or segregated against, they are to be accorded their full rights as enshrined in the Nigerian constitution among other ways the PLWHA can be cared for. The teacher highlights the roles of PLWHA as association to include; it brings people living under this condition together to form an interest group; it gives an individual a soothing hope that he/she is not the only one under this condition; through the association philanthropists and even government gain easy access to them for re-orienting them or even giving them assistance and/ or helps; it provides a quick and easy interactive forum between the HIV sero-negative and the suspecting public and it also helps the government and faith-based organizations in organizing seminars aimed at educating the masses towards developing a positive mind about PLWHA. The teacher states the cannons of PLWHA thus; consult and adopt a medical HIV consellor; visit the nearest government clinic for a free HIV-routine drugs; sleep well, do regular exercise, avoid alcoholic drinks,	

		self medication, smoking and feats of anger, avoid self pity, use good condom, join the association of PLWHA for its associated benefits and trust and believe in God for total healing.	
IV	Students describe how they feel and how other students feel about the situation.	The teacher asks the students about their feelings on how Ikechukwu was treated by his people because of contracting HIV/AIDS as presented in the story. The teacher asks the students to write out what people may feel how to treat people that contracted HIV/AIDS? What do you think others feel about ways of preventing HIV/AIDS? What do you feel are the roles of PLWHA in preventing HIV/AIDS? The teacher controls the discussion. The teacher moderates their views and shone students from neglecting one another's views.	The students give different views on their feelings about the way Ikechukwu was cared for by his people on contracting HIV/AIDS and preventing HIV/AIDS. The students ask the teacher questions
V	Teacher encourages students to empathize with the central figure and explore their own feelings with reasons.	The teacher asks the students how do you feel about the way Ikechukwu was treated by his family members on contracting HIV/AIDS? The teacher controls the discussion. The teacher moderates their views and shone students from neglecting one another's views.	The students give varying answers and ask the teacher questions
VI	The students make warranted generalizations about how people would feel in similar situation to that of the person in dilemma.	The teacher asks students how they will feel if they were Ikechukwu? The teacher controls the discussion. The teacher moderates their views and shone students from neglecting one another's views. The teacher tells them that one should not die because of contracting any sickness but should try and manage it through appropriate health agencies like the PLWHA.	The students give varying answers and ask the teacher questions
VII	Evaluation	The teacher evaluates the lesson using the following questions: 1) List five ways HIV/AIDS patients could be cared for ; 3) What is prevention? 4) State five ways HIV/AIDS could	The students answer the questions

		be prevented; 5) Write the full meaning of PLWHA 6) Write five roles of PLWHA 7) State nine cannons of PLWHA 8) List five ways people with HIV/AIDS are treated by the society 9) How do you relate with anybody living with HIV/AIDS?	
VIII	Closure	The teacher praises the outstanding groups. The teacher corrects some misleading impressions and the lesson ends.	The students watch the teacher and take down notes. The students ask the teacher questions

APPENDIX J

VALIDATION OF INSTRUMENTS

Department of Curriculum and Teaching,

Faculty of Education,

Benue State University,

Makurdi.

17th August, 2018.

Sir/Madam,

REQUEST FOR VALIDATION

I am a doctorial student of Department of Curriculum and Teaching, Faculty of Education, Benue State University, Makurdi. I am presently conducting a research on the "Effects of Raths, Harmin and Simon's Process Strategy and Cognitive Load on Academic performance and Interest on Upper Basic Students in Social Studies." Kindly assist in handling the face and content validation of my instruments titled "HIV/AIDS Content of Social StudiesAcademic performance Test (HACSOSAT), HIV/AIDS Content of Social Studies Interest Inventory (HACSOSII) and HIV/AIDS Content of Social StudiesCognitive Load Inventory (HACSOCLI). Please judge the suitability and clarity of the instruments for the study. Attached herewith is the Social Studies scheme of work for the period of Instruction.

Your necessary and urgent attention to this request will be highly appreciated.

Yours faithfully,

Onalo Ali
The Researcher.

APPENDIX K

TRAINING GUIDE FOR RESEARCH ASSISTANTS

Preamble

A. Social Studies teachers teaching Basic II in the eight schools will be given threedays training before the study begins. The three days of training will be on agreement to go well with the teachers activities. The training will serve as a guide to the limited time for the study.To train research assistants Teachers' Instructional Guide for Inquiry Method, Teachers' Instructional Guide for Discovery Method and Lesson Plans for Experimental Groups, Teachers' Instructional Guide for Lecture Method and Lesson Plans for Control Groupswill be used.

B. To acquaint research assistants with skills to administer and retrieve same

i. HIV/AIDS Content of Social StudiesAcademic performance Test (HACSOSAT)

ii HIV/AIDS Content of Social Studies Interest Inventory (HACSOSII)

C. Research Assistants and Qualifications

i. Eight research assistants will be used (names withheld)

ii. NCE& B ED (Social Studies Education).

D. Approach to the subjects

Research assistants will be advised to be polite to the school authority, the social studies teachers and the students who are the subjects of the research.

E. Honesty

Research assistants will be reminded that research is a serious activity that requires discipline and honesty. They are to ensure that information provided on the HACSOSATand HACSOSIIare correct and not based on speculation.

F. Time

Research assistants are to note that there is time frame within which the study is being carried out. They are to administer the questionnaires to the respondents and allow them enough time to respond to items on the questionnaire.

DAY 1 TRAINING

Preamble

The purpose of the training is to enable the teachers of both groups (experimental and control) understand value clarification instructional strategies and apply it in teaching thereby guaranteeing uniformity of instructional delivery.

On the first day of the training the teachers will be trained on how to teach the concept of meaning of HIV/AIDS, History of HIV/AIDS, Causes of HIV/AIDS and problems of HIV/AIDS, Care for the HIV/AIDS infected and affected and Meaning of prevention, ways of preventing HIV/AIDS; Meaning of PLWHA from Basic II Social Studies curriculum using Raths, Harmin and Simon Valuing Process Model Lesson Plans (RHSVPMLPs) strategy to the experimental groups in their schools as well as how to administer the instrument.Teachers' Instructional Guide for Inquiry Method, Teachers' Instructional Guide for Discovery Method and Lesson Plans for Experimental Groups will be used to train the research assistants that will give treatment to the experimental groups. Two hours will be used for the training of experimental group research assistants.

DAY 2 TRAINING

On the second day of the training the teachers will be trained on how to teach the concept of meaning of HIV/AIDS, History of HIV/AIDS, Causes of HIV/AIDS and problems of HIV/AIDS, Care for the HIV/AIDS infected and affected and Meaning of prevention, ways of preventing HIV/AIDS; Meaning of PLWHA from Basic II Social Studies curriculum using the lecture method Lesson Plans to the control groups in their schools as well as how to administer

the instrument. Teachers' Instructional Guide for Lecture Method and Lesson Plans for Control Groups will be used to train the teachers that will give treatment to the control group. Two hours will be used for the training of control group research assistants.

DAY 3 TRAINING

On the third day of the training, after two days of intensive training, each of the research assistants will be given copies of the Lesson Plans for Experimental Groups, Lesson Plans for Control Groups, HACSOSATand HACSOSIIto embark on a mock exercise for the administration of the research instruments in two schools (each for experimental and control) to ascertain their competence and reinforce their understanding on the exercise.An interactive session will be held after the mock exercise, approaches of the research assistants will be harmonized and they will be given enough materials to be use alongside the researcher on agreed dates of the study.Two hours will be used for the mock exercise for the administration of the research instruments and another two hours will be used for the interactive session will be held after the mock exercise.

APPENDIX L

Data Analysis

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Frequencies

Notes

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	Analyst	Barnabas O. Ellah

Statistics

Gender

N	Valid	280
	Missing	0
Mean		1.4000
Std. Deviation		.49078

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	168	60.0	60.0	60.0
	Female	112	40.0	40.0	100.0
	Total	280	100.0	100.0	

Statistics

method

N	Valid	280
	Missing	0
Mean		1.4000
Std. Deviation		.49078

Method

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	lecture method	168	60.0	60.0	60.0
	RHMS Strategy	112	40.0	40.0	100.0
	Total	280	100.0	100.0	

RQ1

Group Statistics

	method	N	Mean	Std. Deviation	Std. Error Mean
PreHACSOSAT	lecture method	168	14.1488	4.24354	.32740
	RHMS Strategy	112	13.7232	4.15295	.39242
Post HACSOSAT	lecture method	168	22.6071	5.03287	.38829
	RHMS Strategy	112	23.8661	4.12310	.38960

RQ2

Group Statistics

	method	N	Mean	Std. Deviation	Std. Error Mean
PreHACSOSII	lecture method	168	2.8229	.31022	.02393
	RHMS Strategy	112	2.8282	.36043	.03406
PostHACSOSII	lecture method	168	2.8495	.39385	.03039
	RHMS Strategy	112	2.8914	.38471	.03635

RQ3

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Pre-Achievement	Male	69	13.8261	4.10149	.49376
	Female	43	14.5349	4.48462	.68390
Post Achievement	Male	69	23.7826	4.66801	.56196
	Female	43	22.0698	4.71772	.71945

RQ4

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Pre-Interest	Male	69	2.8551	.35461	.04269
	Female	43	2.9070	.29390	.04482
Post Interest	Male	69	2.8551	.35461	.04269
	Female	43	2.7674	.42746	.06519

Ho1

Univariate Analysis of Variance

Between-Subjects Factors

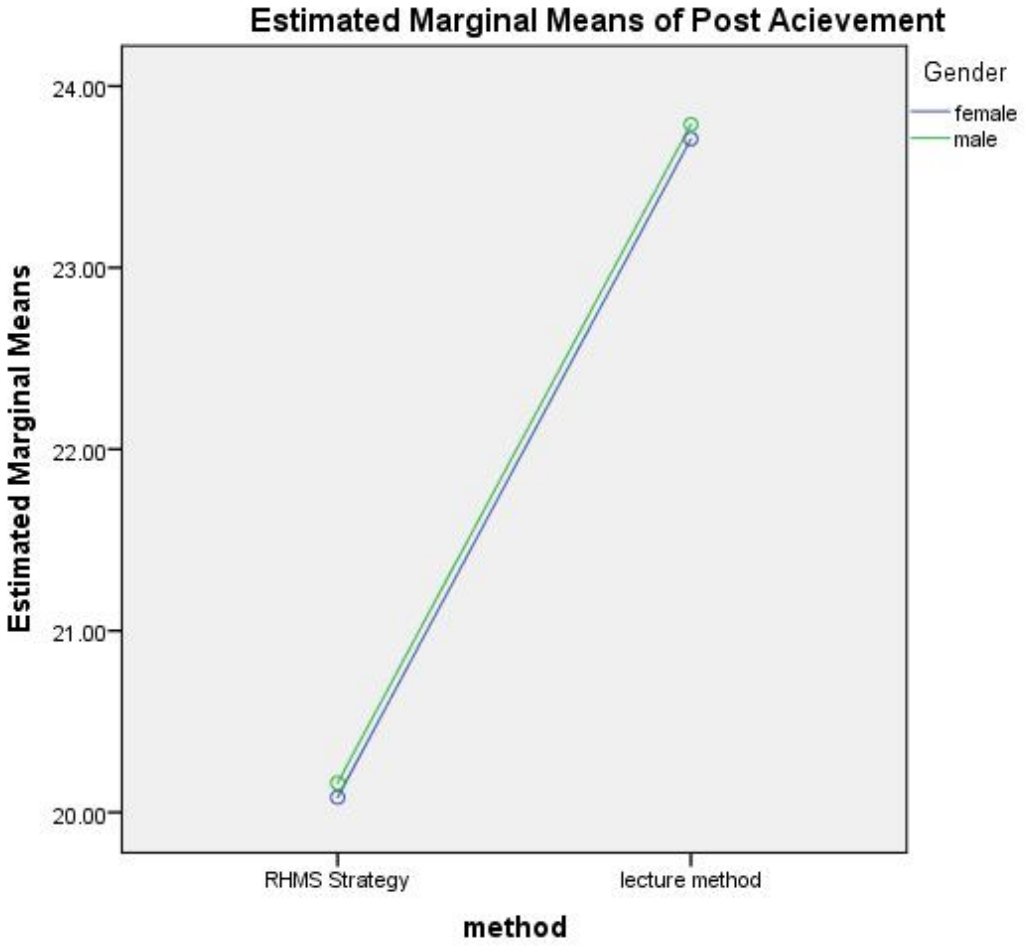
		Value Label	N
Gender	1.00	Male	168
	2.00	Female	112
Method	1.00	lecture method	168
	2.00	RHMS Strategy	112

Tests of Between-Subjects Effects

Dependent Variable: Post HACSOSAT

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	719.042[a]	3	239.681	12.018	.000
Intercept	7591.183	1	7591.183	380.626	.000
Gender	20.724	1	20.724	1.039	.309
PreAchievement	605.561	1	605.561	30.363	.000
Method	126.774	1	126.774	6.357	.012
Error	5504.526	276	19.944		
Total	155773.000	280			
Corrected Total	6223.568	279			

a. R Squared = .116 (Adjusted R Squared = .106)



Profile Plots

Ho2
Univariate Analysis of Variance

Between-Subjects Factors

		Value Label	N
Gender	1.00	Male	168
	2.00	Female	112
Method	1.00	lecture method	168
	2.00	RHMS Strategy	112

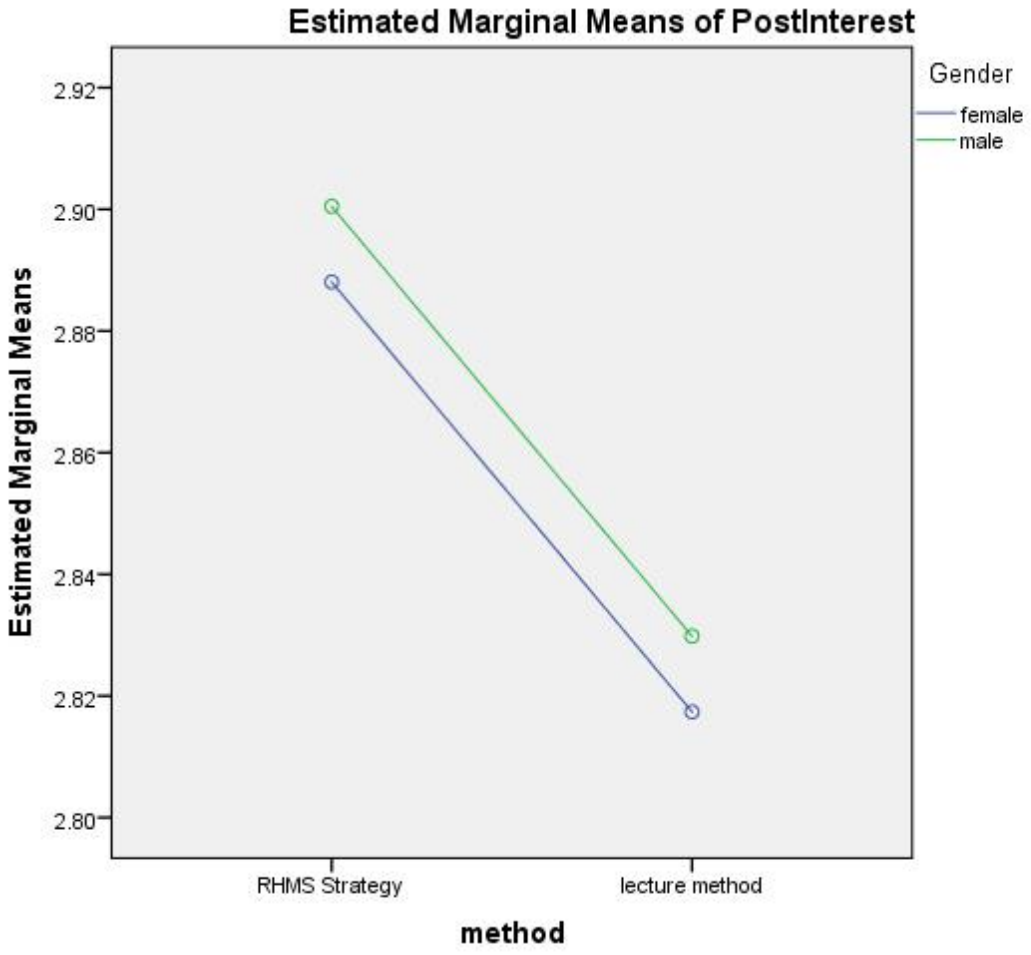
Tests of Between-Subjects Effects

Dependent Variable: HACSOSII

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	.060[a]	2	.030	.198	.821
Intercept	2043.616	1	2043.616	13388.084	.000
Gender	.051	1	.051	.333	.564
Method	.012	1	.012	.080	.778
Error	42.283	277	.153		
Total	2260.000	280			
Corrected Total	42.343	279			

a. R Squared = .001 (Adjusted R Squared = -.006)

Profile Plots



Ho3

Univariate Analysis of Variance

Between-Subjects Factors

		Value Label	N
Gender	1.00	Male	100
	2.00	Female	68

Tests of Between-Subjects Effects

Dependent Variable: Experimental group HACSOSAT

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	.056[a]	1	.056	.504	.479
Intercept	1341.532	1	1341.532	12156.191	.000
Gender	.056	1	.056	.504	.479
Error	18.319	166	.110		
Total	1407.000	168			
Corrected Total	18.375	167			

a. R Squared = .003 (Adjusted R Squared = -.003)

Ho4

Univariate Analysis of Variance

Between-Subjects Factors

		Value Label	N
Gender	1.00	Male	100
	2.00	Female	68

Tests of Between-Subjects Effects

Dependent Variable: Experimental group HACSOSII

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	19.833[a]	1	19.833	.875	.351
Intercept	86394.000	1	86394.000	3810.656	.000
Gender	19.833	1	19.833	.875	.351
Error	3763.500	166	22.672		
Total	93948.000	168			
Corrected Total	3783.333	167			

a. R Squared = .005 (Adjusted R Squared = -.001)

Ho5

Univariate Analysis of Variance

Between-Subjects Factors

		Value Label	N
Gender	1.00	Male	69
	2.00	Female	43
Method	1.00	lecture method	82
	2.00	RHMS Strategy	30

Tests of Between-Subjects Effects

Dependent Variable: Post Acievement

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	317.347[a]	3	105.782	5.248	.002
Intercept	3155.017	1	3155.017	156.526	.000
Gender	83.493	1	83.493	4.142	.044
Method	48.944	1	48.944	2.428	.122
Method* Gender	192.677	1	192.677	9.559	.163
Error	2176.903	108	20.157		
Total	62388.000	112			
Corrected Total	2494.250	111			

a. R Squared = .127 (Adjusted R Squared = .103)

Ho6

Univariate Analysis of Variance

Between-Subjects Factors

		Value Label	N
Gender	1.00	Male	69
	2.00	Female	43
Method	1.00	lecture method	82
	2.00	RHMS Strategy	30

Tests of Between-Subjects Effects

Dependent Variable: RHSMInterest

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	.235[a]	3	.078	.523	.667
Intercept	10.151	1	10.151	67.701	.000
Gender	.210	1	.210	1.402	.239
Method	.000	1	.000	.003	.960
Method* Gender	.031	1	.031	.208	.649
Error	16.193	108	.150		
Total	908.000	112			
Corrected Total	16.429	111			

a. R Squared = .014 (Adjusted R Squared = -.013)