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Scope and Editorial Policies

Nigerian Journal of Applied Psychology is primarily meant to publish reports which can make professional as well as non-professionals utilize psychological principles in making the human organism more mentally and physically healthy. The journal is meant to make it possible for many more people to utilize psychological principles in their day-to-day activities. One of the aims of the journal is therefore to report articles which when read by people may increase their self-understanding, awareness, problem-solving capacities, creativity and improved adaptive and coping behaviour strategies. The Journal is an Applied Psychology Journal par excellence. The Journal publishes reports, which may have applications to individuals in the family, educational contexts, health delivery systems, and criminal justice systems. Articles, which can analyze and help to solve many problems of society, are also welcome.

The editorial policy of the journal will use the following order of publication preference.

1. Reports that suggest practical ways of eliminating, reducing or managing certain socially, undesirable behaviour patterns.
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3. Review articles that expose the various strategies of managing certain maladaptive behaviours.
4. Theoretical or speculative reports for heuristic consideration in problem solving.
5. Book reviews especially review of books that contain some do-it-yourself psychology.

Nigerian Journal of Applied Psychology is considered to include psychology, which may be utilized in the following ways for alleviating human problems:

- | | |
|----------------------------|---------------------------|
| - By an individual | - Industry |
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| - Counselling | - Hotel organization |
| - Criminal justice systems | - Parenting |
| - Town and urban planning | - Family life education |
| - Prisons etc. | |

General Information and Manuscript Preparation Manuscript Preparation

1. Two copies of manuscript of typed doubled space on one side of A4 paper submitted along with electronic copy.
2. Each manuscript should contain Name and address of the author including his institutional affiliation, abstract, introduction and the body of the paper.
3. Each page should be numbered consecutively in the upper right hand corner beginning with the Title page.
4. Papers should not exceed 20 pages including references.

Manuscripts

1. The title page contains a concise but information statement, which should not be more than 15 words.
2. Below the Title should be written the author's names in order, first name, middle name and family name last with the highest degrees. The department of the author, and his/her institutional affiliation.
3. Abstract – The abstract of the manuscript should not be more than 150 words. It should be on page 2 of the manuscript. Abstract should state concisely the purpose(s) of the paper, basic segments and general principles to be put across to readers.
4. If the paper is the report of the study, it should include background, methodology, analyses and results.
 - (a) Background includes introduction, and review of literature central to the study.
 - (b) Methodology should include concise explanation of design, sample and sampling procedure, instruments and their psychometric characteristics plus a well-explained procedure.
 - (c) Results should be presented in form of tables to which reference is made in brief descriptions.
5. References should be written in alphabetical orders. The reference list should include only the cited works within the body of the paper. Reference should follow the APA system.

The format to be followed in writing the reference is as below:

- (a) Family name of the author
- (b) The Initials

- (c) The year of Publication
- (d) The title of the paper
- (e) The journal or book in which paper is published
- (f) If a journal, the volume and pages
- (g) If a book, the city and the publisher.

6. Manuscript Submission

All manuscript should be submitted to the Editor-in-Chief

Professor Chioma Asuzu

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Effects of Mastery learning and Individualised Instructional Strategies on Students' Achievement in Social Studies in Lagos State

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Abstract

The study investigated the effects of mastery learning and individualised instructional strategies on students' achievement in Social Studies in Lagos State. The study adopted pre-test – post-test control group in a quasi-experimental design, while a multi-stage sampling technique was employed to select a sample of 150 students for the study. Four validated instruments, namely: Mastery learning and Individualised-instructional Strategy Questionnaire ($r = 0.74$); Socio-economic Background Questionnaire ($r = 0.86$); Students' Self-Efficacy Questionnaire ($r = 0.64$) and Social Studies Achievement Test ($r = 0.76$) were used to gather information in this study. Data obtained were analysed using Analysis of Covariance (ANCOVA) at 0.05 level of significance. The main effect of treatment was significant on students' achievement in social studies ($F_{(3, 1231)} = 8.971$; $P < 0.05$). The interaction effect of treatment and socio-economic background was significant on students' achievement in social studies ($F_{(4,123)} = 5.794$; $P < 0.05$). The second-order interaction effect of treatment, socio-economic background and self-efficacy was significant on students' achievement in social studies ($F_{(2,123)} = 6.360$; $P < 0.05$). The results indicated a significant main effect of treatment on students' achievement in Social Studies. The study thus recommends that social studies teachers should be encouraged to employ mastery learning teaching strategy in the teaching-learning process in order to enhance desirable learning outcomes while students should be motivated to develop self-efficacy as this would help them become efficient in their studies.

Keywords: Mastery learning, Individualised-instruction, Achievement in social studies, Self-efficacy

Introduction

Education is recognised globally as a veritable tool for a nation's growth and development. It inculcates the learner's creativity by exploring the natural and local environment. The use of appropriate teaching method is critical to the successful teaching and learning. Therefore, teaching methods a teacher adopts is one factor that may affect students' achievement (Mills, 1991). The lecture and other conventional methods are mainly teacher-centered and subject-content-driven (Liddle, 2002). These methods discourage learners' initiative, curiosity and creativity and do not allow them to interact effectively with their peers and learning materials. This has resulted in students' loss of interest, reduced class participation and poor learning achievement.

Given this, Oriaifo (2002) advocated the use of more effective methods of teaching of which Mastery Learning Approach (MLA) and individualised instruction can be examples of such techniques. Mastery learning idea was introduced in American schools in the 1920s as reflected in the work of Washborn (1922) cited in Block (1971). The idea emanated from the view that many learners have enough intellectualability to master all that the teacher has to teach. Mastery learning is an approach to learning intended to bring all students to a pre-established level of mastery on a set of instructional objectives (Block and Anderson, 1975). Students are taught to well-defined objectives, formatively assessed, given corrective instruction if needed, and then summatively assessed. This model provides teachers with timely feedback about the progress and deficiencies of students in meetingspecific instructional goals and presents a curriculum that provides extra time and opportunities for all students to gain mastery. The strategy allows students to study material unit after unit until they master it(Guskey, 2007). Mastery of each unit is shown when the student acquires the set pass mark of a diagnostic test. Mastery Learning Approach helps the student to acquire prerequisite skills to move to the next unit. The teacher must also do task analysis and state the objectives before designating the activities.

Moreover, it may seems at first that the mastery learning theory neglect the concept of individual differences in human ability and what

psychologist and other social scientists have found to be largely true that most human attributes are normally distributed. It is not the case, as mastery learning explains intellectual abilities differently. Some individuals learn fast while others are slow but practically, all can learn. Mastery learning is an alternative method of teaching and learning that involves the student reaching a predetermined mastery of one unit of instruction before being allowed to the next unit. Bloom (1968) made a number of specific productions about the gain from mastery learning procedures. One is that, in classes taught for mastery, 90% of the students will achieve at that level previously reached by the top 5% which means that typical scores in mastery learning classrooms should be around the ninety-eight percentile. The concept of mastery learning does not have a universally accepted definition. Collins and Halverson (2009) explained mastery learning as a process when an individual has reached a minimum level of performances that has been established as an objective for a particular skill or concept.

Individualised instruction is a method of instruction in which content, instructional materials, instructional media, and pace of learning are based upon the abilities and interests of each individual learner. Individualised instruction is not the same as a one-to-one student-teacher ratio or one-to-one tutoring, as it may seem, because economically, it is difficult, if not impossible to have a teacher for each student (Olatoye, Aderogba and Aanu, 2011). Therefore, throughout the history of education, the notion of lecturing has not been challenged as a time-effective teaching method, though alternative pedagogical models have been proposed. For example, the Educational Research Associates (2001) concluded that placing greater reliance upon well-designed instructional materials can hardly be less efficient than the lecture method but yield a huge net benefit by allowing teachers to focus on the needs and problems of individual students (Olatoye and Adekoya, 2010). Individualised instruction is like direct instruction, which also places greater reliance upon carefully prepared instructional materials and explicitly prepared instructional sequences. But where direct instruction is very rigidly structured for children in primary school, individualised instruction is recommended only for students of at least junior high school age, and presumes that they have greater self-discipline to study more independently (Yusuf, 2005). Thus, individualised instruction has

points of contact with the constructivism movement in education, started by the Swiss Biologist, Jean Piaget, which states that the student should build his or her learning and knowledge. Individualised Instruction, however, presumes that most students of secondary school age still lack the basic knowledge and skills to direct most of their own curriculum, which must be at least partially directed by schools, teachers and home in term of socio-economic background (Okebukola, 1985) cited in Olatoye and Adekoya (2010).

Socio-economic background is the foundation for children's development, as such family background in terms of family structure, size, socio-economic and educational background play an important role in students' educational attainment and social integration (Osunloye, 2008). Also, Asikhia (2010) noted that family educational and socio-economic background influence students' learning achievement; these two are lumped together because they are related, and one may rightly say that they are married and hence should not be divorced. He opines that socio-class or status could be defined more objectively by using such indices as occupation, income and education. Wealth is strongly correlated with education and occupation ; these other factors are usually included when socio-economic status is measured. Schulz (2005) discovered that socio-economic background is an important explanatory factor in many disciplines like health, child development and educational research.

Self-efficacy in academic pertains to students' perceived capability to manage his/her learning behaviour, to master academic materials and to fulfill academic expectations (Matsushima and Shiomi, 2003), likewise, Pajares and Schunk, (2001) describes self-efficacy as a person's evaluation of his or her ability or competency to perform a task, reach a goal or overcome a difficulty. Self-efficacy can have different meanings in varying contexts. Thus, when in an academic setting, it is important that "academic" self-efficacy can be used or measured rather than "generalized" self-efficacy. Furthermore, it influences how students think, feel, motivate , and act (Steffen, McKibbin, Zeiss, Gallagher- Thompson and Bandura, 2002).

Social studies is a compulsory subject which students must offer at the junior secondary school and pass because it is one of the core subjects. It

is a requirement for admission at the senior secondary school level. In line with the National Policy on Education (FGN, 2013) objectives, social studies teaching and learning provide learners with the opportunities to reflect critically upon events and issues to examine the present, make connections with the past, and are able to consider the future. It also assists the learners to understand their roots, comprehend their context, recognize the commonality of people, appreciate the delicate balance of rights and responsibilities in an open society and at the same time develop the habit of thoughtful analysis of the real world. Social studies by its nature can be very effective in promoting critical thinking. This is simply because the content is within the immediate experiences of the students, it is popular among students and its concepts tend to feature extensively among the topics and since the aim of teaching social studies is not to feed the students with facts, the ability of the teacher to frame specific and adequate questions which should not only help the student to give and discuss answers they provide, rather it helps them to think beyond the specifics. In the same vein, Olabisi (2011) observed that social studies content is designed to provide the most vital knowledge all Nigerian students should necessarily consume and acquire as good Nigerians.

The issue of teaching methods and their effect on secondary schools social studies students' achievement has been a very important issue in the recent times. The importance of social studies in the growth and development of any nation cannot be overemphasized. It is apparent that social studies cannot thrive without using appropriate instructional delivery methods. Future development of any nation in the fields of social science depends on how well the social science subjects are taught. However, results released by examining bodies revealed that achievement of junior secondary school students in Basic Education Certificate Examination Social Studies fluctuate over the years.

This fluctuating learning achievement have generated a great deal of concern among the stakeholders in educational sub-sector in Nigeria, resulting from the fact that Social Studies as a school subject is very important to the survival of society in general and to an individual in particular. It exposes learners to survival challenges and how individuals can integrate within society. Several researchers have attempted to identify factors responsible for the fluctuating students' achievement in

junior secondary school Social Studies. Most of the literature reviewed buttresses the fact that teaching strategies may be the major factor causing student achievement fluctuation. The researchers, therefore, investigated the effects of mastery learning and individualized instructional strategies on students' achievement in Social Studies in Lagos State.

Hypotheses

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

Ho1: There is no significant main effect of treatment on students' achievement in social studies

Ho2: There is no significant main effect of socio-economic background on students' achievement in social studies.

Ho3: There is no significant main effect of self-efficacy on students' achievement in social studies.

Ho4: There is no significant interaction effect of treatment and socio-economic background on students' achievement in social studies.

Ho5: There is no significant interaction effect of treatment and self-efficacy on students' achievement in social studies

Ho6: There is no significant interaction effect of socio-economic background and self-efficacy on students' achievement in social studies.

Ho7: There is no significant interaction effect of treatment, socio-economic background and self-efficacy on students' achievement in social studies.

Methodology

The study adopted a pre-test – post-test control group in a quasi-experimental design. This design was considered appropriate because intact classes were used. The intact classes were randomly assigned to treatment groups. The 3x2x2 factorial design allows variables that are not manipulated to be included by building them into the research design.

Table 1: 3x2x2 Factorial matrix

Treatment						
Mastery Learning Teaching Strategy (Experimental) T ₁			Individualised Instructional Teaching Strategy (Experimental) T ₂		Discussion Teaching Strategy (Control) T ₃	
Self-efficacy						
Socio-Economic Background	High	Low	High	Low	High	Low
High						
Low						

The population of the study includes all the junior secondary school two (JSS II) students in Lagos State. The reason for this choice was that, they are not under pressure of any external examination, as this helped them to give their full attention to the research work. Multi-stage sampling technique was adopted for this study. There are twenty (20) local government areas (LGA) and 37 Local Council Development Areas (LCDA) in Lagos State. The LCDAs have the same status in the states administration, though they are not listed in the Constitution of the Federal Republic of Nigeria. However, for the purpose of this study, they were taken as LGAs. There are six (6) Educational districts in Lagos State. Three (3) districts were randomly selected. Simple random sampling technique was employed in selecting two (2) public schools from each of the selected district making a total number of six (6) schools. A simple random sampling technique was used to select an intact class of JSS 2 students of Social Studies class.

The selection criteria are;

- (a) The scope of work covered by the school.
- (b) Year of the establishment (not less the 5 years): To ensure that the schools have the instructional materials for teaching the subject.

(c) Experienced Social Studies teacher (5 years and above) to ensure that the research assistants are those with teaching qualifications with at least a B.Ed degree in Social Studies.

(d) At the school level, intact classes were assigned to treatment. In all, students in Junior Secondary School two (JSSII) from the six schools selected from three selected educational district in Lagos state participated in the research. Two schools for each treatment and one hundred and fifty (150) students eventually participated in the study. Four validated instruments were used to collect information in the study. These are: Mastery learning and Individualised-Instructional Strategy Questionnaire (0.74); Socio-economic Background Questionnaire (0.86); Students' Self-Efficacy Questionnaire (0.65); and Social Studies Achievement Test. These instruments were administered on the participants with the assistance of six research assistance, over four weeks. Analysis of Covariance (ANCOVA) was used to analyse data gathered.

Results

Ho1: There is no significant main effect of treatment on students' achievement in social studies

Table 2: Summary of 3x2x2 Analysis of Covariance (ANCOVA) of Post Test Students' Achievement in Social Studies by Treatment, Parental Socio-economic Background and Self-efficacy

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	35.967 ^a	24	1.499	5.976	.000	.538
Intercept	6.644	1	6.644	26.495	.000	.177
Pretest	.272	1	.272	1.085	.300	.009
Treatment	6.749	2	2.250	8.971	.000	.180
Socio-Economic Background	1.789	3	.596	2.378	.073	.055
Self-efficacy	1.267	3	.422	1.684	.174	.039
Treatment * Parental Socio-Economic Status	5.812	4	1.453	5.794	.000	.159
Treatment * Self-efficacy	1.327	4	.332	1.323	.265	.041
Socio-Economic background * Self-efficacy	1.095	4	.274	1.092	.364	.034
Treatment * SEB * Self-efficacy	3.190	2	1.595	6.360	.002	.094
Error	30.844	123	.251			
Total	1084.000	147				
Corrected Total	66.811	146				

a. R Squared = .538 (Adjusted R Squared = .448) SEB = Socio-Economic Background

Table 2 shows that the main effect of treatment is significant on students' achievement in Social Studies $F_{(3, 1231)} = 8.971$; $P < 0.05$. Therefore we do not retain the null hypothesis Ho_1 , which states that treatment has no significant main effect on students' achievement in social studies. The partial eta squared of 0.180 implies that treatment accounts for 18% of the observed variance in students' achievement in Social Studies.

Table 2b: Estimate Marginal Means and Standard Error on Treatment and Control Group

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Mastery Learning Strategy	2.842 ^a	.153	2.539	3.144
Individualised Instructional Strategy	2.670 ^a	.096	2.480	2.860
Control Group	2.556 ^a	.067	2.423	2.688

Table 2c: Post Hoc: Mean Difference Pairwise Comparisons of Treatment and Control Group

(I) Treatment	(J) Treatment	Mean Diff (I-J)	Std. Error	Sig. ^a	95% Confidence Interval for Difference ^a	
					Lower Bound	Upper Bound
Mastery Learning Strategy	Individualised Instructional Strategy	.172	.181	.343	-.185	.529
	Control Group	.286	.167	.089	-.044	.616
Individualised Instructional Strategy	Mastery Learning Strategy	-.172	.181	.343	-.529	.185
	Control Group	.114	.117	.332	-.118	.346
Control Group	Mastery Learning Strategy	-.286	.167	.089	-.616	.044
	Individualised Instructional Strategy	-.114	.117	.332	-.346	.118

In order to assess the source of significant difference in treatment and control group, LSD Post-hoc Multiple Range test was used to ascertain the source of the significance and see the direction and the quantity of variation due to treatment (mastery learning strategy, individualised instructional strategy and control group). There was a significant difference at alpha level $P < 0.05$. Table 2b and c shows that the mean of mastery learning strategy group is the highest (mean = 2.84), followed by individualised instructional strategy group (mean = 2.67) and control group (mean = 2.56), respectively. It could be inferred that mastery learning strategy is effective at teaching Social Studies in secondary schools.

Ho2: There is no significant main effect of socio-economic background on students' achievement in social studies.

Table 2 reveals that the main effect of socio-economic background is not significant on students' achievement in Social Studies $F_{(3,123)} = 2.378$; $P > 0.05$. Therefore, we do not reject the null hypothesis Ho2 which states that socio-economic background does not significantly affect students' achievement in Social Studies. Partial eta squared of 0.055 implies that socio-economic background accounts for 5.5% or 6% of the observed variance in students' achievement in Social Studies.

Ho3: There is no significant main effect of self-efficacy on students' achievement in social studies.

Table 2 reveals that the main effect of self-efficacy is not significant on students' achievement in Social Studies $F_{(3,123)} = 1.684$; $P > 0.05$. Therefore, we do not reject the null hypothesis Ho2 which states that there is no significant main effect of self-efficacy on students' achievement in Social Studies. Partial eta squared of 0.039 implies that self-efficacy accounts for 3.9% or 4% of the observed variance in students' achievement in Social Studies.

Ho4: There is no significant interaction effect of treatment and socio-economic background on students' achievement in social studies.

Table 2 shows that interaction effect of treatment and socio-economic background is significant on students' achievements in Social Studies $F_{(4,123)} = 5.794$; $P < 0.05$. Therefore, we do not retain the null hypothesis

Ho₄ which states that there is no significant interaction effect of treatment and socio-economic background on students' achievement in social studies. The partial eta squared of 0.159 implies that interaction effect of treatment and socio-economic background accounts for 15.9% or 16% of the observed variance in students' achievement in Social Studies.

Ho₅: There is no significant interaction effect of treatment and self-efficacy on students' achievement in social studies

Table 2 shows that interaction effect of treatment and self-efficacy is not significant on students' achievements in Social Studies $F_{(4,123)} = 1.323$; $P > 0.05$. Therefore, we do not reject the null hypothesis **Ho₄**, which states that there is no significant interaction effect of treatment and self-efficacy on students' achievement in social studies. The partial eta squared of 0.041 implies that interaction effect of treatment (mastery learning and individualized-instructional strategies) and self-efficacy accounts for 4.1% of the observed variance in students' achievement in Social Studies.

Ho₆: There is no significant interaction effect of socio-economic background and self-efficacy on students' achievement in social studies. Table 2 shows that the interaction effect of socio-economic background and self-efficacy is not significant on students' achievements in Social Studies $F_{(4,123)} = 1.092$; $P > 0.05$. Therefore, we do not reject the null hypothesis **Ho₄** which states that there is no significant interaction effect of socio-economic background and self-efficacy on students' achievement in social studies. The partial eta squared of 0.034 implies that the interaction effect of socio-economic background and self-efficacy accounts for 3.4% of the observed variance in students' achievement in Social Studies.

Ho₇: There is no significant interaction effect of treatment, socio-economic background and self-efficacy on students' achievement in social studies.

Table 2 shows that the second-order interaction effect of treatment, socio-economic background and self-efficacy is significant on students' achievement in Social Studies $F_{(2,123)} = 6.360$; $P < 0.05$. Therefore, we do not retain the null hypothesis H_{07} which states that there is no significant interaction effect of treatment, socio-economic background and self-efficacy on students' achievement in Social Studies. The partial eta squared of 0.094 implies that the interaction effect of treatment, socio-economic background and self-efficacy accounts for only 9.4 % of the observed variance in students' achievement in Social Studies.

Discussion of Findings

The result of the significant effect of treatment (mastery learning and individualized-instructional strategies) buttresses the assertion and findings of authors and researchers. The findings of this study occur as a result of the importance of teaching strategies on students' assimilation and acquisition of necessary knowledge in school subjects (social studies inclusive). That is, students' perform better when the appropriate teaching strategies are adopted. The result supports Guskey (2007) cited in Abodunrin (2010) who asserted that mastery learning reduces achievement gaps among varying group of students (Guskey, 2007). Similarly, Bloom (1985) asserted that with mastery learning, the students are helped to master each learning unit before proceeding to a more advanced learning task to contrast to conventional instruction.

The result from this study affirmed that Achuifusi and Mgbemena (2012) investigated the effects of mastery learning approach on the academic achievement of senior secondary two students in Physics. The result reveals that, mastery learning is seen to enhance learning greatly and the recommendation is that mastery learning should be encouraged for use by teachers in place of the lecture method. Likewise the result aligns with, Yildiran and Aydin (2005) studies the effects of mastery learning and co-operative, competitive and individualistic learning environment organizations on achievement and attitudes in Mathematics and English in a private school in Istanbul and Turkey. The findings indicate that mastery learning students' scores are significantly higher in comparison than those under conventional instruction in terms of their summative test scores.

The result of the first order interaction effect of treatment (mastery learning and individualized-instructional strategies) and socio-economic background that is significant on students' achievement in Social Studies and the result buttresses Ajila and Olutola (2000) Eweniyi, (2005) who asserted that the state of the home affects individual since the parents are the first socializing agents in an individual's life. This is because a child's family background and context affect his reaction to life situations and his level of performance. Family structure in terms of single and two parent families has been noted in the literature to influence students' achievement and mental development significantly. This is because providing a supportive learning environment at home requires parents' time as much as financial resources (Eweniyi, 2005). Socio-economic background is the foundation for children's development, as such family background in terms of family structure, size, socio-economic and educational background play important role in students' educational attainment and social integration (Osunloye, 2008).

Also, the result supports Asikhia (2010), who posited that family educational and socio-economic background influence students' learning achievement. The author asserted that socio-class or status could be defined more objectively by using such indices as occupation, income and education. In the same vein, Chen (2009) studied the effects of socio-economic background, ability and student achievement in rural China and discovered that parental education is found to be key determinant of student learning achievement, but the roles of father's education and mother's education differ across child gender and levels of ability. In addition, Ushie, Onongha, Owolabi and Emeka, (2012) submitted that various aspects of the family economic, social and cultural conditions consistently impact the literacy performance of students in all countries.

In line with the above assertion, Hill, Castelino, Lansford, Nowlin, Dodge, Bates and Pettit (2004) had also argued that socio-economic status of parents do not only affect academic performance, but also makes it possible for children from low background to compete well their counterparts from high socio-economic background under the same academic environment. Moreover, Smith, Fagan and Ulvund (2002) asserted that significant predictor of intellectual performance at age eight

years included parental socio economic status. In the same vein, other researchers had posited that parental Socio-economic status could affect school children as to bring about flexibility to adjustment to the different school schedules (Guerin, Reinberg, Testu, Boulenguiez, Mechkouri, and Toutou, 2001).

The result of main effect of self-efficacy that is not significant on students' achievement in Social Studies is at variance with the assertion and findings of researchers and authors. For instance, Polychroni and Anagnostou (2006) see self-efficacy as individuals' conviction that they can successfully perform given academic tasks at designated levels also seen as the extent to which students believe that they will be able to succeed in school. It has been identified as a positive predictor of academic performance within various disciplines (Shumox, and Lomax, 2001; Polychroni and Anagnostou, 2006). Also, Chapell and Blanding, (2005) concluded that academic self-efficacy had the strongest effect on academic outcomes, Bandura (1993) cited in Shunk, (2003) postulates that self-efficacy affect college outcome by increasing students motivation and persistence to master challenging academics tasks and by fostering the efficient use of acquired knowledge and skills.

Likewise, the finding of this study on self-efficacy negates the discovery of Abesha (2012) who conducted a study to examine the effects of parenting styles, academic self-efficacy and achievement motivation on students' academic achievement by employing an ex-post facto research design. A self-report questionnaire was used in gathering the data for the study among the first-year undergraduate students with a sample of two thousand one hundred and sixteen having females to be seven hundred and sixty-three and one thousand three hundred and fifty-three males. The study results show that academic self-efficacy had a significant and positive mediated effect (i.e. through achievement motivation) on academic achievement.

In the same vein, the outcome of this study is at variance with the discovery of Hodgkin and Marchesini, (2003) who also reported self-efficacy to be a strong predictor of college students' performance. Moreover, Jung and Sosik, (2003) findings suggest that academic self-efficacy beliefs can be used to predict college students' academic performance and persistence. Likewise, Pajares (2005) In a study reported that academic self-efficacy beliefs had a significant and positive

effect on the academic achievement of college students. In another study of college students, Klomegah (2007) examined the extent to which academic self-efficacy, self-set goals, assigned goals and ability predicted academic performance and whether these constructs were better predictors of college success than the traditional variable of high school GPA. The result from the study shows a moderate positive correlation between high school GPA and academic performance. Meanwhile self-efficacy, self-set goals, assigned goals and ability altogether accounted for 40% of the variance in academic performance. From the assertion and discoveries of different researchers on self-efficacy and academic achievement, one can rightly conclude that there is a significant relationship between students' self-efficacy and academic achievement in economics.

Self-efficacy is shown to be with choice of task, motivational level and effort and perseverance with the task (Aremu. and Ogbuagu, 2005; Adegbola, 2001). Low self-efficacy is associated to low academic motivation such as not persisting at a task or not working hard (Shunk, 2003). Adeyemo (2007) studied a sample of three hundred undergraduate first and second-year students and academic self-efficacy had a significant and positive effect on academic achievement. moreover, the study negates the discovery of Akanni (2014) who studied a sample of one thousand eighty students and found that academic self-efficacy had a positive relationship with students' achievement.

Conclusion

The paper investigated the effects of mastery learning and individualised instructional strategies on students' achievement in Social Studies in Lagos State. A teacher's teaching method is one factor that may affect students' achievement. Therefore, the appropriate teaching method is critical to successful teaching and learning. The lecture and other conventional methods are mainly teacher-centered and subject content is driven. These methods discourage learners' initiative, curiosity and creativity and do not allow them to interact effectively with their peers and learning materials. This has resulted in students' loss of interest, reduced class participation and poor learning achievement.

Recommendations

The findings summarized above have far-reaching educational implications for teachers, students and school managers. Therefore, the following recommendations were made:

- Teachers should be encouraged to employ mastery learning strategies in the teaching and learning process to enhance students' desirable learning outcomes.
- Individual students should be motivated to develop self-efficacy as this would facilitate efficiency in their study.
- School managers should create enabling environment to make teachers productive and stimulate students to learn.

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