# COGNITIVE LEARNING SKILLS AS CORRELATE OF STUDENT'S ACADEMIC ACHIEVEMENT IN SOCIAL STUDIES EDUCATION IN EBONYI STATE

**ATHANATIUS, IFEANYI IBEH Ph.D**

**Department of Educational Foundations, Ebonyi State College of Education, Ikwo**

**Email**: doctorathanatiusibeh@gmail.com

## Abstract

This study was carried out to examine cognitive learning skills as correlates of students' academic achievement in social studies education in ebonyi state. Two research questions were developed in line with the purpose of the study. Two null hypotheses were formulated and tested at 0.05 level of significance. The study adopted descriptive survey design. The population of the study is twenty five thousand, two hundred and ninety eight (25,298) SSI students in three education zones of Ebonyi State and the sample for the study comprised 395 respondents made up of 194 and 201 male and female SS I students respectively. The subjects were selected using Cluster Sampling technique with replacement; this sample was drawn using Yaro Yamane formulae for sample size. Researcher-developed rating scale titled "Cognitive Learning Skills rating scale (CLSRS) and Social Studies Achievement Test (SSAT) were the instruments for data collection. The instrument was face validated by three experts and reliability was determined using Cronbach Alpha statistics and the reliability got was 0.82.the administration and retrieval of instrument were through direct contact and use of research assistants. Data collected were analyzed using SPSS (Statistical Package for Social Sciences) version 18. Answers to research questions were sought using means and Spearman's rho correlation coefficient; while the hypotheses were tested with the help of Regression Analysis at 0.05 level of significance. The decision rule for this analysis says thus: if the P-value is less than 0.05 which is the level of confidence reject the hypothesis. Whereas if the P-value is greater than 0.05, Accept the hypothesis. The findings of the study revealed that; There is a positive relationship existing between student's cognitive learning skills and their academic mean achievement in Social Studies. There is a positive co-relationship existing between male students' cognitive learning skills and their academic achievement in social studies. The result shows that there is no relationship existing between female students' cognitive learning skills and their academic achievement in social studies. The result revealed that there is a significant relationship existing between cognitive learning skills and students' academic achievement score in Social Studies. The null hypothesis $H_0$ was rejected since P-value is less than confidence interval ($p<0.05$). the researcher recommended as follows: The Ministry of Education should sponsor public lectures, workshops and symposia for secondary school teachers where different forms of learning skills will be identified, discussed by experts in the field of social studies; Learning of specific cognitive skills should be incorporated as an aspect of the school curriculum. If this task is done, students will appreciate the importance of cognitive skills in their daily studies; It is also recommended that students should be made to undergo an educational training in the area of Cognitive Learning skills.

## INTRODUCTION

### Background to the study

According to cognitive psychologist, learning takes place through the interaction between the genetic factors (hereditary), and environmental ones (nurture). Cognition- represents the manner by which a human being acquires, stores, processes and uses information about the internal and external environment. Cognitive skills, or cognitive abilities, are the ways that your brain remembers reasons, holds attention, solves problems, thinks, reads and learns. Your cognitive abilities help you process new information by taking that information and distributing it into the appropriate areas in your brain. When you need that information later, your brain also uses cognitive skills to retrieve and use that information. By developing cognitive skills, you help your brain complete this process more quickly and efficiently, and you ensure that you understand and effectively process that new information.

Cognition mainly refers to things like memory, the ability to learn new information, speech, and understanding of written material. Ferreti and Butterfield (1989) see cognition as umbrella term for the process of perception, discovery, recognition, judging, memorizing, learning and thinking through which the individual obtains knowledge and conceptual understanding or explanation. Cognition- represents the manner by which a human being acquires, stores, processes and uses information about the internal and external environment.

Flavell, (1988) sees cognitive learning as acquisition by the learner of facts, concepts and principles through intellectualization. Cognitive skill involves all the mental process which the learner applies while learning. Cognitive skills are the core skills your brain uses to think, read, learn, remember, reason, and pay attention. Working together, they take incoming information and move it into the bank of knowledge you use every day at school, at work, and in life.

Brain training trains the cognitive skills the brain uses to think and learn. Your cognitive abilities help you process new information by taking that information and distributing it into the appropriate areas in your brain. When you need that information later, your brain also uses cognitive skills to retrieve and use that information. By developing cognitive skills, you help

your brain complete this process more quickly and efficiently, and you ensure that you understand and effectively process that new information.

In the workplace, cognitive skills help you interpret data, remember team goals, pay attention during an important meeting and more. These skills help you recall previous information that may relate to your organization's goals and help you make important connections between old and new information so you work more effectively.

According to Templeton (1995), cognitive skills are skills that are used by individuals to appraise or monitor their cognition. These skills are fundamental to successful reading. They include note taking, use of concept mapping and Mnemonic aids, cooperative scripts, rehearsals e.t.c.

Social Studies according to Mbakwem (2009), refers to those studies of man which seek to discover what is true about his actions by virtue of the fact that everywhere and indeed always he leads a group life. In social studies education cognitive skill is manifested in the learner's understanding of principles and mechanics, as well as the rules of motor activities. On the whole, the study sets out to investigate how cognitive learning skills correlate with students' academic achievement in Social Studies in Ebonyi State.

Presently, junior secondary school students' interest and academic achievement in social studies is declining. Lemchi (2001) noted that some students are losing interest in the subject, especially with the introduction of civic education in the education curriculum. Attitudes associated with Social Studies appear to affect students' performance in the subject. Also, many Social Studies teachers teach Social Studies without instructional materials and facilities (Mberengwa 2004). The quality of teachers and class room facilities are grossly inadequate and obsolete. From the foregoing it is evident that there is no one rule of thumb method can be given as a universal solution for all problems of Social Studies instruction. "It should now be apparent that there is no such thing as a method of teaching that is good for all subject matter at all times and in all places. Rather, there are methods by which, in a given situation, for a definite purpose, at some specified grade level, and with such instructional equipment as is available, a specified unit of subject matter organized in a specific way and placed in a certain sequence may be taught to students of a given kind and distribution of ability

and background of experience. In short, methods are instrumental and must be chosen and appraised in view of the ends to be reached and in the light of conditioning circumstances.

**Statement of the Problem**

The teaching and learning of Social Studies in Nigeria, and Ebonyi State in particular, are faced with many challenges. One of such challenges is the poor academic performance of the students.

A preliminary survey carried out by the researcher in some randomly selected schools in Ebonyi State in 2021 and 2022, NECO results revealed that they performed relatively poorly in their Junior Secondary School Certificate Examination in Social Studies. Out of 638 students that sat for social studies in 2021 JSSCE examination, from the sampled schools, only 38 got distinction, 339 had credit level while 334 had ordinary pass (EDC:2021). Also for 2022, no distinction, only 457 had credits while 603 had ordinary pass, others failed.

In the words of Olaewe, 2010, students appear not to take interest in schooling, in the study of Social Studies especially with the introduction of civic and other academic activities. The reasons for these have become a subject of national discourse involving the effects of cognitive learning skills among other factors. Though these expressions are personal opinions arising from observations, they however suggest the need to query the characteristics of these students. In other words, it has not been empirically established, comprehensively whether the poor academic achievement in Social Studies in Ebonyi State is as a result of such factors as cognitive learning skills.

Furthermore, students in the State have various study habits which they employ in their study of Social Studies as a subject. These study habits are of various forms. They include different kinds of cognitive learning skills and it is questionable whether all these factors put together affect the performance of students in Social Studies.

People in the State are at a loss as to whether the students' poor performance and lack of interest in Social Studies are as a result of the factors discussed above. The problem therefore; is cognitive learning skills a determinant of students' academic achievement?

**Scope of the Study**

The study was delimited to students' academic achievement and their Cognitive learning skills such as note taking, use of concept mapping, and use of Mnemonics e.t.c. Cognitive learning skills formed the independent variable while Social Studies Achievement Test (SSAT) result used for academic achievement scores is the dependent variable. Other variables discussed include gender as it relates to cognitive learning skills and academic achievement and concept of Social Studies.

**Purpose of the Study**

The general purpose of this study is to determine how cognitive learning skills of secondary school students relate to their academic achievements in Social Studies Education.

Specifically the study sought to:

1. ascertain the relationship between students' cognitive learning skills and their academic achievement in Social Studies.
2. ascertain the relationship between male and female students' cognitive learning skills and their academic achievement in Social Studies.

**Objectives/Significance of the Study**

The findings of this study if published will be of immense value to school guidance counselors, Social Studies Educators as well as Curriculum Studies teachers, students, parents, the Ministry of Education, and researchers.

Findings from this study if implemented would reveal to the Curriculum Studies and Social Studies teachers in secondary schools to the various forms of cognitive learning skills which if students employ will enhance their academic achievements. Consequently, the teachers can emphasize these skills while teaching the content areas of their subjects. The findings of this study will enable students become aware of necessary and relevant cognitive learning skills that will be very useful to them.

The findings would serve as a guide to researchers for further educational research in other areas similar to this. It will also add to the existing knowledge on, cognitive learning skills,

and students' academic achievement. Above all, the theoretical significance of this study shoes that the findings of the study will add to the already existing literature.

**Research Questions**

The following research questions guided the study:

1. What is the relationship between students' cognitive learning skills and their mean achievement in Social Studies?
2. What is the relationship between male and female students' cognitive learning skills and their academic achievement in Social Studies?

**Hypotheses**

The following hypotheses were formulated to guide the study and were tested at 0.05 level of Significance.

$HO_1$ Cognitive learning skills will not significantly relate with the academic achievement of secondary school students' in Social Studies

$HO_2$ There is no significance in the mean achievement scores of students on cognitive learning skills based on gender difference.

## RESEARCH DESIGN AND METHODOLOGY

**Research Design**

The researcher adopted a correlational survey design. A correlational research design according to Akuezuilo and Agu (2003) is one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group in order to establish the extent of relationship existing among them. The purpose of a correlational research is to determine relationship between the independent and dependent variables. Since the aim of this research was to study the extent of relationship among the entire population by collecting and analyzing data from a few representatives, the design is therefore suitable for the study. Thus, this design is appropriate for this study because the researcher will

collect data from the respondents in order to establish how family climate, peer pressure and cognitive learning skills relate to students' academic achievement in Social Studies in Ebonyi State of Nigeria.

**Area of the Study**

The study will be carried out in Ebonyi State. Ebonyi State is an inland south-eastern state of Nigeria. The state is situated in the south-eastern part of the country and shares boundaries with Benue to the north, Enugu to the northwest, Abia to the south-east and Cross River to the east. It has an area of 5,5333kmsq. Ebonyi state lies 6deg15'N,8deg05'E/,6.250degN, 8.083degE. (www.ngex.com/nigeria 29\10\2015).

**Population of the study**

The target population for this study comprised all the twenty five thousand, two hundred and ninety eight (25,298) SSI students in three education zones of Ebonyi State. Data collected from, Planning, Research and Statistics(PRS) SEB, Abakaliki (Sept., 2021) reveal that there are 25,298 SSI students made up of 12,509 and 12789 male and female SSI students respectively in Ebonyi State.

The focus of this study was SSI students that sat for Junior Secondary School Certificate Examination in 2021/2022. This is because they have been in the system long enough to experience a good impact of the school system.

**Sample and Sampling Technique**

The sample for this study comprised 395 respondents made up of 194 and 201 male and female SS I students respectively. The subjects were selected using Cluster Sampling technique with replacement. Uzoagulu (2011), on this holds that sampling with replacement ensures that each member of the population has an equal probability of being drawn. The researcher used Yaro Yamane formulae to determine the sample size. Furthermore, the researcher used proportionate sampling technique to select 30 schools (representing 7.4%) out of the 221 public schools in the state. The ratio for the schools thus: Onueke= 9schools, Afikpo=11 schools, and Abakaliki= 10 schools. The percentage ratio for the respondents in each zone is thus: Onueke

=116 respondents representing 29.35%; Afikpo zone=141 respondents representing 35.70%; while Abakaliki zone =138 representing 34.94%.

This gave 395 respondents from the 30 secondary schools and this constitutes 13.57% approximately 14% of the entire population. According to Howith and Cranner (2011), a sample size of 10 to 15 percent is adequate for a large population. In line with the above Boll and Gall cited by Uzoagulu (2011) suggested that for population up to 1000 use 20%; for 5000 use 10%; and for up to 10,000 use 5%. Since the population is large, the sample size is therefore considered adequate for the study.

**Instrument for Data Collection**

Researcher-developed rating scale titled "Cognitive Learning Skills rating scale (CLSRS) and Social Studies Achievement Test (SSAT) were the instruments for data collection. The instrument is made up of Part "A" and "B" Part A is on the personal data of the respondents. Part B is a 4-point scale and has one cluster. The Cluster has 10 items on cognitive learning skills while Social Studies Achievement Test (SSAT) is a 30 item objective questions centered on Social Studies. The results obtained from the SSAT were used to determine the academic achievement scores of the students.

**Validation of Instrument**

The face validity of the instruments was determined. The researcher presented copies of CLSRS and SSAT together with the purpose of the study, research questions and hypotheses to four experts, two taken from Social Studies and two from Measurement and Evaluation.

These experts were requested to go through the items and examine them in terms of clarity of the language used, relevance of items to the purpose of the study, the suitability of the items to the level of the respondents and coverage of the dimensions of the study.

**Reliability of the Instrument**

For the testing of reliability, the instrument was administered to 40 SSII secondary school students in Enugu State. The scores obtained from the respondents were collated to determine the correlation co-efficient. The Correlation Co-efficient of the sets of scores for the items in

each section was obtained using Cronbach Co-efficient Alpha. The reliability indice of 0.82 was obtained.

The choice of Cronbach Alpha is in line with Howith and Cranner (2011) who recommended Cronbach Alpha as a very useful statistical tool for determining the internal consistency of a homogenous instrument. They also recommended that co-efficient correlation index of 40 or above are high for any instrument.

Similarly, the reliability of SSAT was determined using test-re-test method. The test was first administered on 20 SSI students in Enugu State and after an interval of two weeks; the same test was administered on the same sample. The results gotten from the two sets of test administration were correlated using student's t-test for correlation. A reliability index of 0.45 was obtained for SSAT. This index is considered high for the study based on Howith and Cranner's recommendations. Both instruments were therefore considered adequate for the study.

**Method of Data Collection**

The researcher will administer the instrument using Direct Delivery Technique (DDT) with the help of well trained research assistants, one each from the three Education Zones in the State. Each research assistant will cover his or her own education zone. The direct method of questionnaire administration will be adopted in the distribution of the instrument. The researcher and the assistants will visit the respondents in their schools and administered the instrument on them. The direct method will be adopted in the data collection to minimize the loss of the instrument. The research assistants were instructed and trained on how to distribute and collect copies of the instrument from the respondents.

**Method of Data Analysis**

Data were collected and computed into the computer for analysis. SPSS (Statistical Package for Social Sciences) version 18 will be used for the analysis.

Answers to research questions were sought using means and Spearman's rho correlation coefficient; while the hypotheses were tested with the help of Regression Analysis at 0.05 level of significance. The decision rule for this analysis says thus: if the P-value is less than 0.05

which is the level of confidence reject the hypothesis. Whereas if the P-value is greater than 0.05, Accept the hypothesis.

For research questions the values are thus:

0.01 to 0.03= weak,
0.04 to 0.06= Borderline

0.07 to 0.09= very strong.

## DATA ANALYSIS AND RESULTS

**Research Question 1:** What is the Relationship between students' cognitive learning skills and their mean academic achievement in Social Studies?

**Table1**: **Spearman's rho Relationship between Students' Cognitive Learning Skills and their Academic Mean Achievement in Social Studies**

**Correlations**

| | | | SCORES | MEAN COGNITIVE LEARNING SKILLS |
|---|---|---|---|---|
| **Spearman's rho** | **SCORES** | **Correlation Coefficient** | **1.000** | **.291**** |
| | | **Sig. (2 – tailed)** | **.** | **.000** |
| | | **N** | **391** | **383** |
| | **MEAN COGNITIVE LEARNING** | **Correlation Coefficient** | **.291**** | **1.000** |
| | | | **.000** | **.** |

| | | | |
|---|---|---|---|
| **SKILLS** | **Sig. (2 – tailed)** | **383** | **387** |
| | **N** | | |

**. Correlation is significant at the 0.01 level (2-tailed).

The result in table 1 shows the spearman's correlation coefficient output indicating the level of co-relationship that exists between students' cognitive learning skills and their academic mean achievement in Social Studies. The result has accounted for a positive relationship existing between student's cognitive learning skills and mean academic achievement as the result accounts for a correlation coefficient ($r_s$) of 0.291 and a p-value of 0.000. The relationship that exists between students' cognitive learning skills and their mean academic achievement in Social Studies is a weak relationship.

**Table 2**: **Spearman's Correlation Coefficient Result for male and female students' cognitive learning skills and their academic achievement in Social Studies**

**Correlations**

| | | | **SCORES** | **MEAN COGNITIVE LEARNING SKILLS** |
|---|---|---|---|---|
| **Spearman's rho** | **SCORES** | **Correlation Coefficient** | **1.000** | **.422**** |
| | | **Sig. (2 – tailed)** | **.** | **.000** |
| | | **N** | **190** | **187** |
| | **MEAN COGNITIVE LEARNING** | **Correlation Coefficient** | **.422**** | **1.000** |
| | | | **.000** | **.** |

| | | | | |
|---|---|---|---|---|
| | **SKILLS** | **Sig. (2 – tailed)** | **187** | **191** |
| | | **N** | | |

**. Correlation is significant at the 0.01 level (2-tailed).

**Correlations**

| | | | **SCORES** | **MEAN COGNITIVE LEARNING SKILLS** |
|---|---|---|---|---|
| **Spearman's rho** | **SCORES** | **Correlation Coefficient** | **1.000** | **.110** |
| | | **Sig. (2 – tailed)** | **.** | **.124** |
| | | **N** | **201** | **196** |
| | **MEAN COGNITIVE LEARNING SKILLS** | **Correlation Coefficient** | **.110** | **1.000** |
| | | **Sig. (2 – tailed)** | **.124** | **.** |
| | | **N** | **196** | **196** |

**. Correlation is significant at the 0.01 level (2-tailed).

The result in table 2 shows the Spearman's correlation coefficient output reporting the level of co-relationship that exists between male students' cognitive learning skills and their academic achievement in Social Studies. The result has reported that there is a positive co-relationship exists between male students' cognitive learning skills and their academic achievement in social studies as the result accounts for a correlation coefficient ($r_s$) of 0.422 and a p-value of 0.000.

Table 2 above also shows the Spearman's correlation coefficient reporting the level of co-relationship that exists between female students' cognitive learning skills and their academic achievement in Social Studies. The result revealed that there is no relationship existing between female students' cognitive learning skills and their academic achievement in social studies as the result accounts for a correlation coefficient ($r_s$) of 0.110 and a p-value of 0.124 which is greater than 0.01 level of significance.

**Testing of Hypotheses**

**Ho1:** Cognitive learning skills will not significantly relate with the academic achievement of secondary school students' in Social Studies $p<0.05$.

**Table 3: Summary of Regression Analysis on the Cognitive learning skills and students' academic achievement score in Social Studies p<0.05.**

| Model Summary | | | |
|---|---|---|---|
| R | R Square | Adjusted R Square | P-value |
| 0.334 | 0.112 | 0.109 | 0.000 |

The table above shows a summary of the Regression Analysis output produced using SPSS 18. The result reveals that a significant relationship exists between cognitive learning skills and students' academic achievement score in Social Studies ($p<0.05$) as the p-value which accounts for 0.000 is less than 0.05 being the level of confidence, with R square = 0.112 and R= 0.334. This means that the researcher Reject $H_0$ and conclude that cognitive learning skills will significantly relates with the academic achievement of secondary school students' in Social Studies ($p<0.05$).

This result however shows that cognitive learning skills if employed by the students have significant influence on their academic achievement.

**Table 2: Analysis of covariance result for the difference in the mean achievement scores of students on Cognitive learning Skills based on gender difference**

**Tests of Between-Subjects Effects**

Dependent Variable: SCORES

| Source | | Type III Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Intercept | Hypothesis | 52422.710 | 1 | 52422.710 | 445.249 | .000 |
| | Error | 991.294 | 8.420 | 117.738[a] | | |
| MEANCOGNITIVELEARNINGSKILLS | Hypothesis | 5867.980 | 3 | 1955.993 | 4.495 | .154 |
| | Error | 1061.964 | 2.440 | 435.150[b] | | |
| Q1 | Hypothesis | 112.596 | 1 | 112.596 | .374 | .576 |
| | Error | 1122.314 | 3.727 | 301.157[c] | | |
| MEANCOGNITIVELEARNINGSKILLS * Q1 | Hypothesis | 1150.872 | 2 | 575.436 | 4.402 | .013 |
| | Error | 49147.185 | 376 | 130.711[d] | | |

a. .354 MS(Q1) - .015 MS(MEANCOGNITIVELEARNINGSKILLS * Q1) + .661 MS(Error)

b. .685 MS(MEANCOGNITIVELEARNINGSKILLS * Q1) + .315 MS(Error)

c. .383 MS(MEANCOGNITIVELEARNINGSKILLS * Q1) + .617 MS(Error)

d. MS(Error)

The result above shows that the calculated F-value is 4.402 for the effects of treatment on achievement scores of students' on cognitive learning skills based on gender difference while the P-value accounted for a 0.013. Our decision shall be made based on P-value, stating that if P-value is less than 0.05, then the researcher will reject the null hypothesis.

For the result, P-value which accounts for 4.402 is greater than 0.05, the researcher therefore accepts the null hypothesis which states that, there is no significant difference in the mean achievement scores of students on cognitive learning skills based on gender difference.

**Summary of Findings**

From the analyses above, the following findings were made:

1. There is a positive relationship existing between student's cognitive learning skills and their academic mean achievement in Social Studies.

2. There is a positive co-relationship existing between male students' cognitive learning skills and their academic achievement in social studies.

3. The result shows that there is no relationship existing between female students' cognitive learning skills and their academic achievement in social studies.

4. The result revealed that there is a significant relationship existing between cognitive learning skills and students' academic achievement score in Social Studies. The null hypothesis $H_0$ was rejected since P-value is less than confidence interval ($p<0.05$).

## SUMMARY, CONCLUSION AND RECOMMENDATIONS

### Discussion of Results

### Cognitive learning skills and Academic Achievement

The result of the study on table one which is on relationship between students' cognitive learning skills and academic achievement in social studies. The result has accounted for a weak positive relationship existing between student's cognitive learning skills and academic achievement, as the correlation coefficient ($r_s$) of 0.291 with a P-value of 0.000 was obtained. Meaning that, the correlation coefficient ($r_s$) value is greater than the P-value of 0.000. The information revealed that secondary school students employ cognitive learning skills-like Note taking, constant revision, co-operative scripts, use of mnemonics and concept mapping.

This finding agrees with Peck and Hannafin (1993) who observed that note- taking had been used by students as tool for many years and the value seemed widely accepted. Also in agreement with the findings of the study is Robin (1987) who concluded that accurate, organized note taking is one of the skills that was essential to success in conventional lecture discussion.

Furthermore, Marton (1993) and Rockline (1993) reported that the use of Co-operative script better enhanced achievement and retention. While, Ozigi (1981), and Jackson (1992) contented that notes were students' companion. They further stressed that there is relationship between student's academic achievements and their cognitive learning skills. This is because these skills assist students to recall and retrieve what they have learned.

In null hypothesis one; Cognitive learning Skills will not significantly relate with the academic achievement of secondary school students' in social studies ($P<0.05$).

Observation from the regression analysis (table 3) shows that a P-value of 0.000 which is less than 0.05 being our level of confidence, with R square = 0.112 and R = 0.334 was obtained. The researcher therefore reject Hypothesis ($H0_1$) and concludes that cognitive learning skills

will significantly relate to academic achievement of secondary school students' in social studies ($P < 0.05$).

Marton (1993) in consonance with the above result noted that the use of cognitive learning skills enhanced academic achievement and retention in learning. Supporting the above statement, Anderson (1990) opined that students who used cognitive learning skills in their studies achieved more than students who utilized the cognitive skills rarely. Similarly, Brown (1980) contented that there was positive relationship between students' cognitive skills and their academic achievement. The researcher therefore submits that students should be made to apply this cognitive learning skills during learning of Social Studies since the result of its usage were obvious in academic achievement.

**Male\Female Cognitive Learning Skills and Academic Achievement**

Observation from the analysis of Spearman's correlation coefficient result output at 0.01 levels of significance (table 3) shows that on the basis of male students' cognitive learning skills and their academic achievement in Social Studies. A correlation coefficient value of ($r_s$) –0.422 and a P-value of 0.000 were obtained. This implies that a positive co-relationship existed between male students' cognitive learning skills and their academic achievement in social studies.

Similarly, table 3 shows the result of Spearman's correlation coefficient on relationship between female students' cognitive learning skills and their academic achievement in Social Studies. The result showed that a correlation coefficient value of ($r_s$) 0.110 and a P–value of 0.124 was obtained; indicating that no relationship exists between female cognitive learning skills and their academic achievement. This implies that cognitive learning skills have nothing to do with gender. That is, whether one is male or female does not matter, the only thing that matters is the application of cognitive learning skills. Hence gender does not significantly affect the mean achievement. This means that the cognitive learning skills used by male and female secondary school students do not affect their academic achievement.

The findings of this study collaborate with Insomesea (1987) and Anyamene (2000) who found no difference between the achievements of males and females.

## Conclusion

Conclusively, from the literature and analysis of this work, the researcher has come to the following conclusions; that use of cognitive learning skills could actually go a long way in determining student's academic achievement; and finally, it was observed that gender has no influence in any of the issues, whether male or female same influence is received.

## Recommendations

1. The Ministry of Education should sponsor public lectures, workshops and symposia for secondary school teachers where different forms of learning skills will be identified, discussed by experts in the field of social studies.

2. Learning of specific cognitive skills should be incorporated as an aspect of the school curriculum. If this task is done, students will appreciate the importance of cognitive skills in their daily studies.

3. It is also recommended that students should be made to undergo an educational training in the area of Cognitive Learning skills.

## REFERENCES


Anderson, J.R. (1990). *Acquisition of Cognitive Skills,* New York: John Wiley and sons.

Asiebgu, C.E.(2015). Study habits and academic performance of secondary school students in Awka South Local Government Area of Anambra State In *National Journal of Educational LeadershipVol.2.*

Bandura, A. (1991). Social Cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes,* 50, 248–287.

Duru, V.N. (2011). *Curriculum Studies, Concepts, Development and Implementation*. Owerri: Avan Global publications.

Effiong, V.N, Edinyang, S.D. and Awhen, O.F. (2014).Teaching Social Studies with Concept Mapping Instructional Strategy. *Nigerian Journal of Social Studies and Civic Education.* 6 (1)245.

Jackson, B. (2012). Cognitive Approach to Study Strategies. Rockville: Md Aspen.

Kobal, D.,and Musek, J. (2001). Self- Concept and academic achievement: Slovenian and France. Personality and Individual Differences, 30(5), 887-899.

Nnachi, R.O. (2009), *Advanced Psychology of learning and scientific Enquiries.* Owerri: Totan Publishers.

Olaewa, D.O. (2010). Teachers' quality variables and students factors as determinants of academic achievement in mathematics among senior secondary schools students. An unpublished Ph.D, Thesis, Department of Guidance and Counseling, University of Ibadan.

Okoro, I. F. and Ibebuike, U. O. (2013). Climate change and the academic achievement of a child in *Nigerian Journal of Curriculum Studies.*