



Contextualized Learning Instructional Method and Students' Academic Achievement in Social Studies in Akwa Ibom State

KEYWORDS

SSAT, CLIM, TCM, CONCEPTUALISED LEARNING

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ABSTRACT *The study Investigated Contextualized Learning Instructional Method and Students' Academic Achievement in Social Studies by adopting an experimental study of pre-test, post-test control group design. Two research questions and two null hypotheses guided the study. The sample of the study consists of 225 JS3 students and were selected using the stratified proportionate sampling technique. The instrument, SSAT used had reliability coefficient of 0.83 using the Pearson Product Moment Correlation formula (PPMC). Data generated were analyzed using descriptive statistics – mean and standard deviations for answering the research questions while Paired t-test and independent t-test were used to test the hypotheses. Results revealed that CLIM was most facilitative than TCM. Also the study showed that urban students performed better than their rural counterparts in terms of location.*

INTRODUCTION

Social studies became a core subject in education after World War II in 1945. It was mainly the issues that developed both during and after the war that gave rise to its development as a separate school subject to help bridge the gap created by intercultural differences (Credo on Social Studies 1968) in fadeiye (2008).

Ezegbe (2008); Mezieobi, Fubara and Mezieobi (2008) pointed out that its antecedent was civic education or social education which was taught in the Nigerian primary schools as civics while in secondary schools it was

taught in the garb of the discrete traditional disciplines (Economics, History, Geography, Religion, Political Science etc) whose main aim was to enable students to become responsible citizens. With time, social studies encompassed not only civic education and intercultural communication but:

an integrated field of study that attempts to study man in depth within the ramification of his dynamic environment, as well as equipping him with positive knowledge, attitude, values and adaptive interactive skills for the purpose of producing a socio-civically competent, humane and effective citizenry who can contribute positively to the good of the society (Odogbor,2010:199)

Studies conducted by Adekunle (1984) showed that different teaching methods appear in social studies texts for teaching social studies. Some of these are: the inquiry method, role plays, games and simulation, demonstration, question and answer, field trip, guided discussion, lecture, problem solving, dramatization, home assignment, construction, project and computer assisted instruction.

In Nigeria, studies conducted by Onwukwe (2010) and Abimbade (2012) showed that lecture method is the predominant teaching method mostly used by teachers in public schools since they lack the necessary teaching facilities. This method is as well used in teaching social studies instruction in schools in Akwa Ibom.

The Lecture method is a reading process or an oral meth-

od used to present information or to teach people about a particular subject. This method is the oldest teaching method, and is a one way channel of information transfer whereby an instructor is the central focus. Typically, an instructor will stand before a class and present information for the students to learn or will write on the chalk board while students' involvement in the teaching method is just to listen and sometimes copy some notes if necessary. However, the use of lecture method is much criticized as a teaching method in the school system.

Critics on the lecture method (Bligh (1998), Edward (2006), Bozimo & Ikwumele (2009); Scerbo, Warm, December, and Grash (1992) pointed out that lecturing often used by teachers in public schools is a one-way method of communication, and is contrasted to active teaching adopted in some private schools. It represents a continuation of oral tradition in contrast to textual communication in books and other media.

Mezieobi 1994 in (Uchegbu et al. 1997) emphatically criticized the method as the oldest method of teaching social studies which the teacher assumes a dominant and authoritarian posture in the learning process, the teacher talks as if he is a repository of knowledge to passive listening students who unquestionably see the teacher's presentation as sacrosanct. He pointed out that this method is peculiar in public schools since they lack learning facilities.

Nevertheless, modern lecture method generally incorporates additional activities, like writing on a chalk-board, exercise, class questions and discussions, or students presentations. The use of multimedia presentation software such as Microsoft Power Point has changed the form of lectures through integration of video, graphics, websites, or prepared exercise. Critics such as Edward (2006) contend that this style of lecture bombards the audience with unnecessary and possibly distracting or confusing graphics.

Bligh (2000) in his book "what's the use of lectures?" argues that the lecture method "represents a conception of education in which teachers who knows give knowledge to students who do not and are therefore supposed to have nothing worth contributing". Based on his review of numerous studies, he concludes that lecturing is as effec-

tive, but not more effective, as any other teaching method in transmitting information. Nevertheless, lecturing is not most effective method for promoting students taught, changing attitudes or teaching behavioural skills. (File:///:/users/Downloads/Lecture-Wikipedia,the free encyclopedias).

There has been much debate as to whether or not the lecture method actually improves students learning in the classroom. Argument against this method by different scholars in the field Mezieobi (1994); Bozimo and Ikumelu (2009) emphasized that it places students in a passive (rather than active) role and encourages one-way communication. It is based on the assumption that a teacher is an embodiment of knowledge while the learners are ignorant and receptive. In most cases, there is no room to ask and answer questions; hence the method is referred to as "chalk-and-talk" method of teaching.

In every educational system, the issue of student's academic achievement is very crucial in the sense that the quality of school, teacher quality, teaching methods and every other input determines the output which is student's academic achievement. This is why the Nigerian government in 1999 declared (public schools) education as basic free and compulsory for its entire citizen. In addition, individuals and organizations have made concerted effort to establish private schools to ensure that the best is derived as output from the educational system.

These efforts notwithstanding, are being considered to be responsible for the gap and great disparity in academic achievement between public and private school students, which has been a matter of concern to all stakeholders of education in Nigeria. However, many factors such as – un-conducive learning environment, the physical setting of a school, quality of teachers, method teaching, and learning materials, are being considered to be responsible for the gap. Akwa Ibom children attend public or private school. The school setting affects their learning either positively or negatively. Ebong (2009) pointed out that "much of reliable variable of students or learners academic achievement is attributed to the attitude of the learners and of the environment. However, this indicates that there is a strong correlation between student's social class and educational achievement. Family's judge the importance of teaching and learning process of their children in schools differently. Some well to do families register their children in private schools equipped with learning facilities that can enhance learner's knowledge as well as knowing the application of such knowledge, While others the reverse.

Based on the above criticisms and observation, Bligh's early editions of his book (what's the use of lectures) suggested alternative teaching technique -contextualized teaching and learning method, which is believed can enhance students' academic achievement be it in public or private school.

Contextual learning is an effort to use real-world situations to make social studies topics meaningful and relevant. For instance, in teaching a topic "causes of malaria" using the conventional method, a teacher will do the following: stand in front of a class or walk about in a class teaching/talking or dictating his lesson note. This dominant posture of a teacher supports the belief of the teacher as a repository of knowledge. (Dike, 1999).

Under contextual teaching a teacher searches for a pond filled with larva and helps children to observe the larva as

it develops to pupa and adult mosquito. Without ponds we will have no malaria. In the same manner, a teacher that is teaching the topic "implications of using different means of transportation" can lead the learners to the park, airport or sea shore. He can link up with how bad roads, reckless drivers, bad maintenance of vehicles among others can lead to accident.

Contextual learning must not involve only real-life situations. Dike (2006) stressed that Contrived experiences in the form of games, simulations, role plays, pantomimes can help learners to have vicarious experiences. Contextual Teaching and Learning (CTL) in social studies seek to provide answers to questions in the gap created between the traditional approaches to teaching and learning of social studies in the following ways.

The contextualized teacher would seek to address questions as what are the best ways to convey the many abstract concepts that were taught using the lecture method so that students can retain what they learn.

What are the approaches to be adopted so that individual lesson can be understood and be interconnected upon each other in social studies?

How can a social studies teacher facilitate his teaching competencies effectively with students who seem to be bored about the meaning and relevance of what they study?

How can the minds of students be opened so that they can learn concepts and techniques that will open the door for opportunity for them throughout their lives?

Lastly, how can we close the gap between resources available to support idealistic academic pursuit and those needed for student's real-life experiences in our schools and society?

Therefore, an attempt is made here in the form of a study to provide answers to the questions raised above. This constitute the thrust upon which our study is based.

Objectives of the Study

To determine the influence of CLIM on students' mean achievement in social studies as measured by their pre test and post test mean scores.

To assess the influence of CLIM on students' mean achievement in social studies based on location.

Research Questions

The following research questions guided the researcher in the conduct of the study

1. How influential is CLIM on students' mean achievement in social studies as measured by their pre-test and post-test mean scores?
2. To what extent does CLIM influence students' mean achievement in Social studies based on their location?

Research Hypotheses

The following null hypotheses (Ho) guided the researcher in making decision concerning the study being investigated.

There is no significant influence of CLIM on students'

mean achievement in social studies as measured by their pre and post-test mean scores.

There is no significant difference of CLIM on students' mean achievement in social studies based on their location.

Significance of the Study

It is the hope of the researcher that the result of this study will be of immense benefit to the social studies students and teacher in the junior secondary schools, ministry of education and the stake holders of education.

The interest of the learner in social studies learning is maximally protected. The social studies learner is no longer in a fix on why studying a given concept as the real life application of the concept outside the classroom is certain and known. Realizing the importance of studying the concept and their applications to human lives help the learner to see how such knowledge applies in our society. It will open the eyes of the learner to career prospects, other than that offered by the conventional approach that is academic intention.

The social studies teachers stands to gain in that he will no longer spend much time attempting to explain imaginary concepts inherent in some social studies topics or teaching in isolation. The teacher thus builds a lesson on learners' previous experiences to ensure that no missing links exists, and relates their relevance to life in the society. The knowledge reservoir of the teacher is increased. The teacher becomes a co-learner, rather than a custodian of knowledge. Hence, a learning community of learning environment enables the teachers and learners to learn from one another. Such package will also enable the teachers to design learning environments that incorporate as many different forms of experiences as possible-social, cultural, physical in working towards the desired outcomes.

The ministry of education (MOE) also stands to benefit from the study. As a sub-system designed with the responsibility of creating the needed manpower of any given country, it strives to provide qualitative education to her citizenry. Therefore CTL in social studies will serve as a reference material to the ministry of education and policy maker

CTL in social studies instruction will be of significance to the instructional designers in that it will not only ensure the statement of objectives, but also include making such objectives known to the learners before hand. It will also help in establishing templates on which lessons are anchored, real-life experiences that relates to the lesson, and learning principles.

Scope of the Study

The main focus of this study was on contextualized learning instructional method. The study was delimited to Ikot Ekpene and Abak Local Government Area, Akwa Ibom North West of Akwa Ibom State, Nigeria. Four public and four private co-educational junior secondary schools from the area were used. Two hundred and twenty five (225) JS3 social studies students were used for the study, while eight (8) social studies teachers (4 from public and 4 from private) were used in teaching the students 5 topics for a period of six weeks concurrently using the two methods of contextualized and teacher centered methods

Area of Study

The study covers 4 public and 4 private secondary schools

in Ikot Ekpene and Abak Local Government Areas under Akwa Ibom North West. The schools includes State College, Ikot Ekpene (Urban Public), State Secondary Commercial School, (urban public), palmgrove Christian Seminary, Utu Abak (Urban private)

Community Secondary Commercial School, Ikot Inyang, Ikot Ekpene (Rural Public) Central Comprehensive Secondary School: Afaha Obong, Aba (Rural Private) Secondary Commercial School, Ndon Ide Ikot Ekpene (Rural Public)

Maria Brown Comprehensive Secondary School Ikot Edong, Abak (Rural Private) Secondary Commercial School, Ndon Ide Ikot Ekpene (Rural Public) and Maria Brown Comprehensive Secondary School Ikot Edong, Abak (Rural Private)

Research Design

The study adopted a quasi-experimental design of non-randomized pre-test, post-test control group. This design involves the administration of pre-test and post-test to two intact group of experimental and control. This design was adopted because of the use of intact class in the study in order to control and eliminate Multiple Treatment Interference (MTI)

Population of Study

The population for this study covered students of the eight (8) secondary schools in Ikot Ekpene and Abak local government areas of Akwa Ibom State. This was made up of six thousand, eight hundred and sixty eight (6,868) JS3 students representing 95% of the total population of the students in the concerned local government areas.

Sample and Sampling Technique

A stratified proportionate sampling technique was used to select 225 JS3 Social Studies students from four (4) public and four (4) private co-educational secondary schools both in Ikot-Ekpene and Abak L.G.A. of Akwa Ibom State based on location, 4 urban and 4 rural and gender male and female. A random sampling technique was used to designate two schools from each of the locations (urban and rural) as "experimental" and "control" respectively.

Instrument used for data collection

The instrument used for the collection of data for the study was Social Studies Achievement Test (SSAT). The SSAT was developed by the researcher and consisted of fifty (50) multiple choice items and intended to determine students' academic achievement in Social studies. There were 4 options of choice for each item of the question. The SSAT was used as Pre-test, reshuffled and used as post-test on all study groups.

Students in the experimental group were taught with contextualized instructional method (CLM) while same topics were taught to control groups using Teacher Centred Method (TCM) for six weeks.

Validity of the Research Instrument

Copies of the SSAT were given to subject specialist especially social studies teachers as well as experts in educational measurement and evaluation for vetting. The specialist and experts vetted the SSAT in terms of face validity, plausibility, content validity, simplicity of vocabulary, sentence structure and the relevance to the content. The SSAT used was based on the input in terms of correction effected and comments by the measurement experts and subject specialist.

Reliability of Instrument

The reliability of the SSAT instrument for this study was conducted using test re-test method on thirty (30) students randomly selected from the research population who were not part of the sample of the study. The scores were analyzed using the Pearson Product Moment Correlation (PPMC) statistics with a reliability coefficient of 0.83

Procedure for Data Collection

The researcher personally administered the social studies Achievement Test as pre-test to both experimental and control groups. After completing the instrument, the researcher collected them back immediately and their performances were scored in percentages using the marking guide prepared for the study. Adequate time was given for the completion of the test.

Method of Data Analysis

The research questions raised in this study were answered using mean and standard deviation as statistical techniques. Paired t-test and independent t-test analyses were used for hypotheses

Results

Table 1.1 Research Question 1: How influential is CLIM on students' mean achievement in social studies as measured by their pre-test and post-test mean scores?

Test	N	Mean	SD	Mean gain
Clim post-test	151	37.15	6.11	11.19
Clim pre-test	151	25.96	4.71	

Result in table 1.1 revealed that the mean scores of students taught with CLIM were 37.15 and 25.96 for their post and pre-test respectively. Also their standard deviation for the post and pre-test were 6.11 and 4.71 with a mean gain of 11.19. Based on this mean gain, it could be deduced that the use of CLIM is influential on students' mean achievement in social studies.

Table 1.2 Research Question 2: To what extent does CLIM influence students' mean achievement in social studies based on their locations?

Location	N	Pre-test		Post-test		Mean Gain
		Mean	SD	Mean	SD	
Urban	120	26.66	4.50	38.53	5.64	11.87
Rural	31	23.26	4.59	31.77	4.79	8.51

Result in table 4.2 revealed that the urban students' mean gain of 11.87 is higher than the rural students mean gain of 8.51. This shows that CLIM had influenced the students' mean achievement in social studies based on their location as the urban students' achieved better than rural students by the mean gain difference of 3.36. However, the post test mean scores of the urban and rural students are depicted in figure 1.

Figure 1

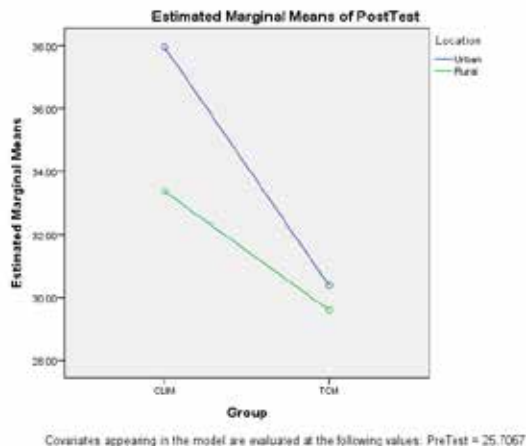


Table 1.3 Summary of paired t-test analysis on the influence of CLIM on students' mean achievement in social studies

Test	N	Mean	SD	Df	t-cal	Significance
CLIM post test	151	37.15	6.11	150	25.35	0.000
CLIM pre test	151	25.96	4.71			

Result of table 1.3 revealed that the t-calculated (t-cal) value was 25.35 at the degree of freedom 150 and 0.000 level of significance. This showed a significant difference as 0.000 level of significance is lower than the probability level of 0.05 for this study. (P<0.05). On this basis, null hypothesis 1 was rejected at 0.05 level as there was significant influence of CLIM on students' mean achievement in social studies.

Table 1.4 Summary of independent t-test analysis

Location	N	Pre-test		Post-test		Df	t-cal	Significance
		Mean	SD	Mean	SD			
Urban	120	26.66	4.50	38.53	5.64	149	6.12	0.000
Rural	31	23.26	4.59	31.77	4.79			

Result in table 1.4 revealed that the calculated t-value of 6.12 was obtained at a degree of freedom 149 and 0.000 significant level. This is less than 0.05 the probability level for this study (P<0.05). Therefore null hypothesis 2 (Ho₂) for this study was rejected at 0.05 alpha level as there was a significant difference in students' mean achievement in favour of the urban students.

Discussion of findings

The collected data were analyzed quantitatively and qualitatively. After the scoring procedure, mean and standard deviation were calculated and the result revealed that the mean scores of students' taught with CLIM were 37.15 and 25.95 for their post and pre-test respectively. The standard deviation of same set of students 'taught with CLIM were 6.11 and 4.71 with a mean gain of 11.19. The implication here indicate that the use of CLIM had more influence on

students; achievement in social studies that TCM.

The study also revealed a significant difference in student's achievement in social studies for students' taught using both contextualized learning instruction method and teacher centered method in terms of location. The hypotheses were rejected at 0.05 alpha level as there were significant difference between students' taught using both contextualized method and teacher centered method. This agrees well with the findings of Bell and Gilbert (1996).

Conclusion

In the present study, it can be concluded that contextualized learning method is more facilitative than the Teacher Centered Method in terms of students' achievement. And also, location of schools has reasonable effect on students' mean achievement when taught with similar teaching method.

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