

African Research Review

An International Multi-Disciplinary Journal, Ethiopia

Vol. 4 (3b) July, 2010

ISSN 1994-9057 (Print)

ISSN 2070-0083 (Online)

Comparative Effects of Tri-Polar Eclectic Teaching Approach on Students Academic Performance in Social Studies (Pp.24-34)

Olugbenga, Ajere - Department of Educational Foundation and Counselling, Adeyemi College of Education, Ondo
E-mail: olujere@yahoo.com

Olusegun, Omolua - Department of Educational Foundation and Counselling, Adeyemi College of Education, Ondo

Abstract

This is an experimental study that examined the comparative effects of Tri-polar Interactionist teaching strategy on the academic performance of Junior Secondary School III students of Adeyemi Demonstration secondary School Ondo in social studies. The instrument used for the study includes scheme of work, lesson notes prepared by the researcher and the result of the administered tests on the basis of the research conducted. Two groups of 25 students each were taught the same content and within six weeks using the conventional method and Tripolar Teaching Strategy comprising of enquiry, questioning and discussion methods. The findings showed that the students taught using Tri-polar Teaching strategy performed better at the higher and middle lowest level than students taught using conventional method. Based on the finding it was recommended that the configured teaching strategy tagged “Tri-polar” should be adopted for teaching and learning in Nigerian

schools because of its enormous advantage in stimulating independent learning among others.

Introduction

In the history of teaching profession, several teaching methods and strategies have been developed by renowned experts and scholars in education. Teaching methods and strategies are developed and derived to enhance academic improvement and assist in the delivery and transmission of tutelage and pedagogy in the classrooms. They are also for better comprehension of subject-matter by the learners, although many of the teaching methods and strategies were developed by foreign experts without due consideration to Nigerian cultural setting and learning environment. Some of the teaching methods being used in schools have become obsolete with the emergence of information and communication technology (ICT) which has opened up unlimited opportunities for learners to learn on their own and gain access to global information and data than even the teachers.

In any teaching and learning situation, interaction between the teacher and students can only be fruitful through the adoption of appropriate teaching strategy. There are several ways of classifying instructional methods in the classroom: The teacher centred, the student centred, and the content centred. The teacher centred method is the situation where the teacher dominates and controls most of the activities in the classroom, for instance, the story telling, lecture and demonstration methods where the learners look only on the teachers to learn. The student centred method is the situation where the students are allowed to play dominant role as reflected in the laboratory, Inquiry and project methods of learning.

In the art of teaching and learning there are multifarious and multifaceted challenges in the aspect of instruction in the classroom. Some of these challenge encountered range from wrong application of instructional method and adherence to the status-quo in teaching and learning which have not provided the desired assistance in the appropriate transmission of knowledge and skills. The regimentation to Precambrian type of teaching methods which are no longer fashionable and in tune with the present level of societal change serve as serious clog in the wheel of progress in teaching and learning. The whole world is now a global hamlet where students have access to scientific facts than even the teacher who relies on the dissemination of absolute facts in the textbooks. These developments necessitate the abandonment of most the old teaching methods to save the teachers from avoidable embarrassments

in the classroom. The students in the urban centres and those from high socio-economic status (SES) use Information and Communication Technology equipments to find out facts on several issues which a less committed teacher may be ignorant of such concepts or issues. Hence, the classroom becomes a highly competitive and challenging atmosphere for both the learners and teachers.

Some of the students nowadays spend a greater number of their time to access facts through the internet using cyber cafes, lap tops, and even mobile phones. It therefore becomes imperative to metamorphous from a single method of teaching and adopt a consolidated, configured and agglomerated teaching strategy to deliver and transmit knowledge and skills adequately in the classroom through Inquiry – Questioning – Discussion (EQD) otherwise referred to as Tri-Polar teaching strategy (TPTS) in this work. Tri-Polar teaching strategy is developed as a cumulative and broad-based teaching strategy to control most of the obstacles in the effective delivery of tutelage and pedagogy in the classroom. Over the years in Nigeria, several teaching methods have been monopolized and abused without achieving the desired objectives in teaching and learning due to several intervening variables confronting them. The Nigerian environment, cultural diversities, global social change and technology have prevented the effectiveness and relevance of most teaching methods.

The Tri-polar teaching strategy is a three way, cumulative and multifaceted teaching strategy which ensures the utilization of available opportunities to derive proper transmission of knowledge and skills in the classroom. It involves the usage of three in one teaching–methods such as Inquiry–Questioning – Discussion being used at a time with the students and parent (TSP) actively involved in teaching and learning. It also ensures a proactive approach to teaching and learning through the School-Home-Society (SHS).

Several researches and studies have been conducted by various experts on teaching methods and mode of instructions in the classroom but little efforts had been made to research into ‘Cumulative method’ of teaching which is applicable to all fields at any level and ‘incompliance’ with societal changes and Nigerian environment. Fafunwa (1974) reported on using indigenous language to teach science subjects, Ajayi (2007) in his finding reported that English-Yoruba bilingual language is the most appropriate for teaching chemistry and other science related subjects and courses, Abdulkareem and Andrew (1998) also stated that for practical work Inquiry method is the

pragmatic method of teaching in primary and secondary school level and so on. This study investigated experimentally into a cumulative method of teaching otherwise designed as Tri-Polar teaching strategy as a teaching method to be used in Nigerian schools in order to assist the country in her quest for technological advancement, independency, interdependency and self – reliance. It is a universally acceptable fact that, teachers’ access to what to be taught and learnt in the classroom by the learners is the only advantage they have over their students and not as a result of superior intelligence or robust knowledge possessed by them.

Obiahiagbon (2008) declared that the school under educated him, killed and stymied his intellectual capability and development –through wrong application of teaching method which did not give room for adequate capacity building. According to him, his intellectual attainment was through self-development by reading always and acquainting himself with the dictionary and other learning materials for high sounding vocabulary and erudite display of intellectual prowess.

Oyebanji (2000) carried out a study to examine the effects of inquiry and lecture methods on the cognitive achievement of integrated science students. The study showed that the students who were taught by the inquiry method performed significantly better than those taught by lecture method. It was therefore suggested that there is need to have three types of interaction. Students, Students- Materials and students –teachers in the science classroom to facilitate students understanding of science contents. Abdullahi (1982) also observed that Modern science curricular emphasizes students’ involvement in science learning through practical work in the laboratory. Examples of the Nigerian science projects which placed emphasis on laboratory work were tested as Nigerian Integrated Science Project (NSSP) developed by Comparative Education Study and Adaptation centre(CESAC). The emphasis is on keeping with the demand of science which requests certain skills to be developed in pupils such skills include ability to plan an experiment and analyse the practical problems into its component parts, perform experiments, integrate the results of the experiment and draw conclusions.

Methodology

The study was conducted via a quasi-experimental design. The design involved the pre-test, post-test, non randomised, control and non randomised equivalent groups (Stanley and Campbell 1966). Quasi experimental design has been known to be particularly strong in controlling threats to informal

validity (Okebukola, 1984). In the submission of the later, the quasi-experimental research is usually characterised by rigorous management of experiment variables and hypotheses testing and random assignment to treatment condition is necessary.

There were two groups, the experimental group and a control group. Subjects in the two groups were presented with the social studies academic performance test by the researcher. The control group was taught conventionally while the experimental group was taught through tri-polar-teaching- Strategy (TTS) of Inquiry-Discussion and Questioning (IQD). The target population for the study was Social Studies students of 'JSS II' in the Adeyemi College of Education Demonstration Secondary School, Ondo. The choice of JSS II students was informed by the fact that the students have been exposed to enough basic concepts in Social Studies serving as a means of assessing the students' level of understanding social studies concepts. The research instrument that were used are scheme of work and lesson notes prepared by the researcher and Social Studies academic performance test to determine the effect of Tri- polar Teaching-Strategy on students academic performance in comparison with the students taught through the conventional method.

The Social Studies Academic Performance Test (SSAPT) is an objective fill in the gap test comprising of twenty questions developed by the researcher to cover two social studies, topics. The test items were based on Social studies concepts of junior secondary school curriculum. The test items were selected from the past questions on the two topics, (From 2002-207) as well as the recommended social studies text books.

The instruments were validated using experts in Social Studies in the school and experienced social studies lecturers in the University and Colleges of Education. A pilot study was conducted using intact classes of junior secondary school II in the divisions of control and experimental groups. The study was conducted so as to enable the researcher to gain useful insight into the flaws that might manifest in conducting the main study for modifications. The researcher visited the school for one week to get acquainted with the students, school personnel and relevant authorities. During the second week, the researcher declared his intention and sought the cooperation of the experts in the field while the fourth and fifth week was used for the research itself. At the sixth and seventh weeks the researcher administered the tests and collected the scripts for analysis. After the experiment had been

conducted and the students' scores in pre-test and post test obtained, the data generated were analysed using t-test statistical model.

Hypotheses

Ho 1:

There is no significant difference in the performance of higher level scores of students taught using Tri-polar Eclectic Teaching Approach and those taught using Talk-Chalk method for interaction in social studies.

Ho 2:

There is no significant difference in the performance of Middle level scores of students taught using Tri-polar Eclectic Teaching Approach and those taught using Talk-Chalk method for interaction in social studies.

Ho 3:

There is no significant difference in the performance of lower level scores of students taught using Tri-polar Eclectic Teaching Approach and those taught using Talk-Chalk method for interaction in social studies.

Results

Hypothesis 1

There is no significant difference in the performance of higher level scores of students taught using Tri-polar Eclectic Teaching Approach and those taught using talk and chalk method for interaction in social studies.

Table 1 – shows t-test analysis of the performance of higher scores of students taught using Tri-Polar Eclectic Teaching Approach and those taught using talk and chalk method.

Table I shows that when performance scores of the treatment group was compared with the control group, significant differences/ was observed. The t-calculated was more than t-critical therefore the hypothesis was not retained.

Hypothesis 2

There is no significant difference in the performance of Middle level scores of students taught using Tri-polar Eclectic Teaching Approach and those taught using talk and chalk method for interaction in social studies.

Table 2 – shows t-test analysis of the performance of middle scores of students taught using Tri-Polar Eclectic Teaching Approach and those taught using talk and chalk method.

Table 3 shows that the t-calculated was more than t-critical at 0.05 alpha level. This shows that when the performance scores of both groups were compared, significant differences was observed. Therefore the hypothesis was not retained.

Hypothesis 3

There is no significant difference in the performance of lower level scores of students taught using Tri-polar Eclectic Teaching Approach and those taught using talk and chalk method for interaction in social studies.

Table 3 shows t-test analysis of the performance of lower scores of students taught using Tri-Polar Eclectic Teaching Approach and those taught using talk and chalk method.

The table shows that when the lower level scores of students were compared, the t-calculated of 1.96 was more than the t-critical of 0.60 which means that the hypothesis was not retained.

Summary of the major findings

1. The student taught using Tri-Polar Eclectic Teaching Approach performed better than their counterparts taught using the talk and chalk teaching method of student – Teacher medium. This means that using the Tri-Polar Eclectic Teaching Approach for knowledge and skills transmission is more effective than using talk and chalk fact for teaching and learning.
2. Students taught using Tri-Polar performed better Eclectic Teaching Approach at high level when compared with their counterparts taught through absolute fact delivery system. This means that Tri-polar Eclectic Teaching Approach is better than talk and chalk method.
3. Students taught using the Tri-Polar teaching strategy performed better at the middle level than their counterparts taught using talk and chalk. This still affirms to the fact that Tri-polar Eclectic

Teaching Approach is better used for average learners for effective teaching and learning.

4. Student taught using the Tri-Polar Eclectic Teaching Approach performed better at the lower level than students taught using the talk and chalk approach for teaching and learning in the classroom. This shows that even the weak students or slow learner taught using Tri-Polar Eclectic Teaching Approach stand to derive more benefit in the classroom than those taught using the old method.

The findings agree with Allele-Williams (2002) which emphasized the abandonment of the age –long methods of teaching the learners were seen not heard. Teachers taught, pupils listen and later reproduce the facts that were fed, during examination. The children outside Africa were compared with their counterparts in Europe and America where there is ample opportunity and encouragement to observe their environment, ask questions and proclaim doubts where not convinced. The result also agree with George Herbert Mead in Henry (2007) as symbolic interactionist approach focuses on written and spoken language in teaching/learning process. The finding further agrees with Mosley and Thompson (1995) in Schaefer (2005) where observation were made that interactionists are interested in how individual interest with one another whether they are cohabiting partners or long-time married couples. In their study it was observed that when fathers and mothers are involved with their children reading, and homework, they get along better with others and are more responsible.

Ajayi (2007) also reported that the students taught on the selected chemistry concept of the integrated science curriculum using English –Yoruba Bilingual instruction medium achieved better than students taught using either Yoruba or English language. This submission also agrees with the trend of the findings in this study.

The findings also agreed with Obiahiagbon (2008) which declared that any learning process without –learners input and contributions is tantamount to under-education killing and stymied of intellectual development. The declaration condemned absolute knowledge transmission by the teachers as it does not allow intellectual growth through self development.

Recommendations

Based on the findings of the study, the Following recommendations were made:

1. That the students should be given the course content ahead by time to enable them prepare for the next class. Both the teacher and the learners should prepare for the classes with serious Inquiry into the issue to be addressed in the next class.
2. That the interaction in the classroom in Nigerian schools should take after the United Kingdom and the United states of America where students are given the opportunity to prepare for the next class like their teachers.
3. That teaching and learning in the classrooms should be interactive in nature where learners are allowed to actively participate during lessons and through discussions and questioning.
4. That absolute fact delivery should be discouraged as a means of knowledge and skills delivery in Nigerian schools to create room for academic development and growth.
5. That the government as a matter of urgency should establish pedagogical centres in tertiary institutions cross the country where teachers and academic staff in tertiary institution will be exposed to the rudiments of new teaching methods with the aim of enhancing the pedagogical skills of teachers and academic staff. This could also be done through organization of seminars and workshops at designated centres during vacation periods.

Conclusion

In most Nigerian schools the tradition or conventional teaching methods are being used for teaching and learning. This development dose not augur well for effective teaching and learning because the teachers still dominate knowledge and skills delivery in the classroom, without proper involvement of the learners in classroom activities.

The Tri-Polar model which is a three edged sword combined together to be used as a teaching strategy in the classroom in Nigerian schools is capable of addressing most of the vacuums that have been created by the absolute fact delivery systems that have lingered for a very long time in the transmission of tutelage and pedagogy in most Nigerian schools. This is true because it encompasses the usage of Inquiry, questioning and discussion at the same time in knowledge and skills transmission. The learners are also afforded the opportunity of participating actively in teaching and learning process with ample opportunity to exact their freedom, display their innate potentials and

breach the gap between the home and the school. The students are also encouraged to utilize the learning facilities within and outside the school for knowledge and skills acquisition. It is therefore worthwhile to integrate the Tri-Polar Eclectic Teaching Approach into knowledge and skills transmission and acquisition in Nigerian Schools.

Table 1: High level performance

Variable	Mean	St. Dev.	Df	Calculated t	t-table	R
Group 1	66.00	6.60	13	2.28	1.96	S
Group 2	75.00	0.00				

At 0.05 level of significant

Table 2: Middle level performance

Variable	Mean	St. Dev.	Df	Calculated t	t-table	R
Group 1	47.38	3.07	16	1.96	1.09	S
Group 2	49.63	4.96				

. P= 0.2924

Table 3: Low level performance

Variable	Mean	St. Dev.	Df	Calculated t	t-table	R
Group 1	30.17	6.85	12	1.96	0.60	S
Group 2	32.67	7.66				

**5 level of significance.*

S - significant difference

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