

Effect of Advance Organizers Strategy on Learning Civic Education in Lower Primary Schools

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Abstract

The importance of effective learning to learners especially the children cannot be exaggerated. Effective learning for children will go a long way in their future endeavours. To this end, the examination of the Advance Organizers Learning Strategy on effective acquisition of knowledge/skills for primary education pupils is a direct way of making children to learn directly to achieving goals. Advance Organizers Learning Strategy has been found effective in the teaching of some school subjects. It is against this background that the study establishes if the strategy will enhance knowledge in Civic Education among lower primary schools pupils. Seventy five pupils were chosen out of a population of primary three pupils in primary schools in Ile-Ife. The schools were purposively chosen because it's good academic status. The pupils in primary three were randomized to classes of A, B, and C.

A is the Advance Organizers Group while class B is the Verbal Instruction Group and C is the Control Group. Group A was taught with Advance Organizers plus Verbal Instruction, Group B was taught with Verbal Instruction only, while Group C was not taught at all. Tests were given to the pupils which included the pre-test and the post-test. Results show that the Advance Organizers Learning Strategy aided learning and the male pupils performed academically better than the female pupils. The strategy was recommended for teaching Civic Education in Primary schools and it was recommended that females should be assisted to meet up their male counterpart's academic status.

Keywords:- Advance Organizers., Learning Strategy, Civic Education, Lower Primary School

Introduction

Civic Education was introduced to primary and secondary schools between 1950s and 1970s. The curriculum then addressed some aspects of Citizenship Education. Civic Education that time taught students mostly the aspect of leadership. Students crammed the names and positions occupied by leaders. The duties and functions of organizations were also crammed as the questions meant for testing knowledge in this subject areas were mostly the fill-in-the gap objective questions.

The objectives of the subject were not so clear and so the achievement of a specific goal besides passing it for certificate purpose could not be determined.

After independence in 1960 and the discovery of petroleum in the country, there was a rapid growth in the economic sector and so the population of job seekers increased in state capitals and the interest in education rose up as the oil boom witnessed rise in establishment of schools and free education was mounted in some parts of Nigeria. Example was the free education programme of the Western Region which encouraged youth to seek white Kola jobs.

The change in the economy allowed heavy concentration of the masses in state capitals and so there was an increase in social ills. Social values of individuals from different nations that constitute the country reduced drastically because of the infiltration of foreign values. The urge for getting rich very quickly increased and so many negative behaviours to the African traditional beliefs were exhibited by youths and there came a high risk of social insecurity for members of the society in the country.

The problems of dishonesty, lack of patriotism, rise in armed robbery, political riots, looting, arson and incessant acts of criminality called for a rethinking of a better school curriculum that would properly infuse moral and citizenship education in learners. The belief is that if children are properly taught the values identified in social studies, when they grow older they would behave properly and in accordance to the social values expected of a Nigerian citizen.

Social studies embraced many objectives which can be categorized into two major aspects. These aspects include the achievement of citizenship education goals and the embracement of social competency objectives by learners.

In the recent times in Nigeria, Social Studies has started facing criticisms from the members of the society because the problem of social insecurity, negative attitudes of youth to social issues such as lack of cooperation, examination malpractices, stealing, money laundry, human ritual activities, sex abuse, human trafficking, and many more misdemeanors occur in the country at very high rates.

These led to the idea of re-introducing a new Civic Education that could properly make learners behave ideally in the society. Adeniran (2010) opined that the events of the recent past have indicated that Nigeria is facing the

threat of losing its much cherished sense of nationhood, cultural identity and indeed hospitable spirit. Civic education in this new sense was defined by Odanye, (2012) as an academic discipline which aims to inculcate positive attitudes and behaviours that are considered acceptable to the society in learners. In the same vein, Usman, (2011) wrote that Civic Education means the range of academic contents that expose students to decent values, as well as the rights and responsibilities of citizens of an heterogeneous democratic society. Civic Education in Nigeria is suppose to achieve the following objectives according to the National Board for Technical Education to:

- i. expose the Nigerian students to the basic concept and provision of the constitution and its relevance towards the socio-cultural diversity of the country.
- ii. instill in the students the consciousness and awareness of democratic values, socio-political institutions and the citizens right and obligation of the society.

Civic Education is currently taught in Nigeria using teachers of Social Studies or specialists in the field of Social sciences. This is because presently there is no specialists in the subject area. Also, there is still no correspondent teacher education programme that directly addressed the subject. Textbooks in this subject areas are still written by specialists in Social Studies, Political Science or Sociology. In view of this assertion. Teachers of the subject especially those teachers who were not trained in the act of teaching and yet to attend seminars or academic programmes in the recent times for effective teaching need to be acquainted with developments in teaching area. To this end, this research specifically examined if the Advance Organizers Learning Strategy would enhance academic achievement especially at the lowest primary schools level in Civic Education. It is also to examine if there would be any significant difference in the academic achievement of students based on gender differences. The use of Advance Organizers Learning strategy has been found useful in some school subjects. The strategy has enhanced learning in subjects like English Language, Ausubel (1960), Ausuble (1962), Ausubel and Fitzgerald (1962) Adesina and Ogbomdah (2005) Odejobi and Adesina (2005) Social Studies, Chemistry and Yoruba.

The use of this strategy is not yet popular in Civic Education as the subject was re-introduced few years ago. The achievement of the goals of Civic Education cannot be compromised as it is a serious way of reuniting the people of the country towards attaining identified national goals and objectives.

Statement of the problem

Civic Education was re-introduced into Nigerian schools recently. It was ascertained to become a compulsory subject to students up to the Senior Secondary School level. The importance is as in result of the need to check moral decadence of Nigerian citizens especially the youths and the encouragement of ideal behaviours which will give honours to Nigerians in home and abroad. The need for these requirements is evident since it would be an impetus to national growth and development of the country in all ramifications.

Towards this assertion, there is need for searching for noble means of inculcating knowledge to students in this area. Hence this study.

This study therefore finds answers to the following questions:-

1. Will there be any significant difference in the academic attainment of lower primary school pupils after been taught Civic Education concept with the Advance Organizers Learning Strategy and verbal instruction Teaching method?
2. Will there be any significant difference in the academic attainment of lower primary school pupils based on gender differences?

Hypothesis

The following hypotheses were generated for the study:-

- (i) There is no significant difference between the academic achievement of pupils of lower primary school after being taught Civic Education concept using the Advance Organizers Learning Strategy and verbal instruction method.
- (ii) There is no significant difference between the academic achievement of lower primary schools male and female students after, being taught using the Advance Organizers Learning strategy and conventional method.

Significance of the study

This study is significant as it will contribute to the body of knowledge on how effectively Civic Education could be taught at the lower primary school level. It will also explain the controversy surrounding the doubts in academic performances differences between male and female pupils.

Methodology

The research design used for this study is the Pre-test Post-test. Control group quasi experimental design.

The population for the study of the primary three pupils in primary schools in Ile-Ife. While the sample comprised of a primary school in the town which was purposively chosen for the study because of its large population and the high standard of academic excellence associated with the school.

The primary three class comprised a total of 75 pupils which was randomized to three classes as show in table 1 below:-

Table 1: Randomized primary three pupil into Treatment Groups:

S/No	Groups	No of pupils	Treatment
1	A	25	Advance organizers + verbal instruction Group (AD+VI) (VI)
2	B	25	Verbal Instruction only Group (VIG)
3	C	25	Control Group (CG)

Instrument

1. Diagrams and pictures drawn on cardboards for explanation of the content taught in the subject.
2. The pretest and the posttests on Civic Education.

The diagram represent the objects of explanation and the pictures presented to pupils show the evidence of the subject matter. They specifically show the tenets that pupils were expected to know the tests contained the same content (10 objective questions) but were arranged in different orders for use at the levels of Pre-test and Post-test.

Validation of instrument

The tests items and the pictures and diagrams were presented to two primary education specialists for feting and corrections. A test and measurement specialists read through the test and ascertained its fitness for the set of pupils.

Treatment procedure

Five weeks were used for the treatment. The first week was used to introduce the subject matter of the research to the school authority and approval was got with the time-table of operation.

The second week was used to administer the pre-test and the scripts were marked and ascertained that the pupils did not have a prior knowledge of what the researcher intended to teach pupils.

The third week was used for teaching the Groups A (Advance Organizers Group) and Group B (Verbal Construction Group).

The fourth week was left out for the students to read what they were taught. While in the fifth week a pot-test was conducted for the three groups (AB&C)

Data Analysis

Data were collected and analysed using t- test statistical analysis

Results

The results of the findings are shown in tables 2 and 3 below:-

Hypothesis 1:

- (i) There is no significant difference between the academic achievement of pupils of lower primary school after being taught Civic Education content using the Advance Organizers Learning Strategy and verbal instruction.
- (ii) There is no significant difference between the academic achievement of male and female pupils after, being taught using the Advance Organizers Learning strategy and verbal instruction method.

Table 2: t- test Analysis showing Academic performance of lower primary school class three pupils taught with the Advance Organizers Learning strategy and those taught with verbal instruction method.

Group	N	X	s.d	Df	T	P (2-tailed)
A: Advance Organizers + Instruction Groups	25	51.7	7.27	24	7.39	0.000
Group B: Verbal Instruction Method Group	25	48.8	7.48			

The t-test table shows the analysis of academic performance of pupils in Civic Education. Group A had an average of 51.7 while Group b had the average of 48.8 the calculation at the degree of 0.005 significant level, there was significant difference between the academic performance of Group A and Group B. group a which is the had a better academic performance over the (Group B).

This means that the Advance Organizers Learning Strategy enhanced academic achievement in Civic. Education among lower primary school pupils. The usefulness of this strategy was supported by the findings of Ausubel (1960) Ausubel (1962) Ausubel and Fitzgerald (1962) Adesina & Ogbondah (2005).

Hypothesis 2:

There is no significant difference between the academic achievement of male and female pupils after, being taught using the Advance Organizers Learning strategy and verbal instruction method.

Table 3: t- test analysis showing academic performance of male and female pupils after been taught with the advance organizers learning Strategy + verbal Instruction and Verbal instruction method only.

Group	N	X	S.D	DF	T	P (t-tailed)
Male	25	61.36	7.274	24	11.42	0.000
Female	25	44.16	3.120			

The analysis above shows that male pupils had an average of 61.36 in their academic performance while the second group (female counterpart) had an average of 44.167. When the means were compared, it was found that the male students had a better academic performance over their female group. This means that the male pupils performed academically better in Civic Education than their female counterpart. This is in line with the assertion of the support that male and female pupils may not have the same academic achievements in same schools subjects.

Conclusion and Recommendations

Based on the findings of the research above it could therefore be concluded that:-

1. Advance organizers strategy enhanced learning in Civic Education
2. The strategy is useful for teaching in lower primary schools.
3. Male pupils performed better than their female counterpart in Civic education at the lower primary school level.

It was therefore recommended that

1. Teachers of Civic Education are encouraged to make use of the advance Organizers Learning Strategy in their teaching.
2. The strategy could as well be tested in upper primary school sector in order to know whether the strategy enhances learning or otherwise.
3. Female students should be encouraged in their academic endeavour's so as to make them have a close academic performance to their male counterpart.

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