



EFFECT OF ADVANCE ORGANISER TEACHING STRATEGY ON UPPER BASIC STUDENTS' ACADEMIC PERFORMANCE IN SOCIAL STUDIES IN BENUE STATE

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Abstract

The study investigated the effect of advance organiser teaching strategy on Upper Basic Students' Performance in Social Studies in Benue State, Nigeria. The study was guided by one research question and one hypothesis, formulated and tested at 0.05 level of significance. Quasi-experimental design, the non-equivalent pre-test post-test research design was used. The population was 14,800 (7,702 male and 7,098 female) Social Studies Students. The sample was 139 upper basic II Social Studies students from four (4) co-educational government grand-aided schools in Makurdi metropolis, Benue State, using multistage sampling procedures. One instrument was used for data collection and it was named Social Studies Students Performance Test (SSSPT). The instrument was validated by three experts before the trial test. SSSPT was analysed using Kuder Richardson 21 formula (K-R21), which gave a reliability coefficient of 0.89. Two research assistants were trained and used for the study. Data collected were analysed using mean and standard deviation to answer the research question and analysis of covariance (ANCOVA) to test the hypothesis at 0.05 level of significance. The finding showed a significant difference in the mean performance scores of upper basic II students taught Social Studies using advance organiser teaching strategy and those taught using demonstration method ($F(1,136) = 56.335$; $P = 0.000 < 0.05$). Based on the finding, the study recommended the use of advance organiser teaching strategy so as to enhance Social Studies students' performance.

Keyword: advance organiser, teaching strategy, students, academic performance, social studies.

Introduction

It is important that beneficiaries have full access to functional education for better and a more sustained understanding of the world. According to Tylor (1979) as cited by Utulu (2021), education is described as a process of changing the behaviour patterns of the beneficiaries. Looking at the 21st century demands on education, Feathers as cited by Gyuse (2014) sees education not as how much one has committed to memory or how much one knows and what he or she does not know. It is knowing where to go and find out what one needs to know; and it is knowing how to use the information one gets. By implication, education should enable the beneficiaries to know where to obtain what they do not know. They should also know how to make use of the information they got as they were being educated (Agogo, 2017). This may be one of the reasons for the introduction of Social Studies education as an interactive subject of man in his environment.

The emergence of Social Studies in Nigerian school curriculum was part of the general culture and value response to the problems of neglect of social culture and value orientation. Accordingly, Zaria and Bulya (2017) informed that Social Studies develops skills and attitudes that enables learners to deal with and also manage the forces of the world. However, Utulu, Zaria, Okwori and Ode (2016) defined Social Studies as the learning of man's interaction with his physical and social environment for mutual benefits.

Social Studies is a subject that is used to solve many problems concerning man and his dynamic environment. However, there has been high rate of failures of students in Social Studies in Nigeria. Opoh, Adams and Akai (2017) found an inconsistent trends in students' performance in Social Studies Basic Education Certificate Examination (BECE) from 2017 to 2022, then from 2019 to 2023. This may be why Aminu (2015) had opined that if Social Studies curriculum must be effectively implemented for results, its teachers should be able to identify interactive and student-centred teaching strategies that would stimulate learners to high academic performance in Social Studies.

The poor students' academic performance in Social Studies was noticed from the decline in Social Studies academic performance by learners due to poor teaching strategies adopted by most

teachers (Shamija, 2015). The persistent use of conventional teaching methods has contributed to learners' poor performance. Consequent on this, there is the need for the use of innovative teaching strategies, such as advance organiser teaching strategy to possibly enhance the students' performance in Social Studies (Birabil, 2020).

Advance Organiser is a cognitive instructional strategy that is used to promote the learning of new information. It is a teaching strategy that aids students in establishing connections between their prior knowledge and the incoming lesson that is being taught (Salisu & Aliyu, 2023). By implication, Nooren and Abdul (2019), opined that advance organiser serves as a tool to properly introduce the existing knowledge so as to bridge the newly introduced knowledge for meaningful learning to take place. The advance organiser teaching strategy was propounded by David Ausubel based on the theory of meaningful verbal learning (Ausubel, 1962). This meaningful verbal learning helps to strengthen cognitive structures.

There are different types of results or effects of advance organiser on the intended learners (Ni, Rohadi & Alfana, 2016). These types include expository, narrative and graphic. However, this study applied the expository advance organisers, which makes use of pictures as illustrations to help in learning linkage with the existing cognitive structure. They are therefore designed to use the pictures to link with the prior knowledge of the learners (Noreen & Abdul, 2019). This means that the incoming knowledge (advance organisers) must have relationship with the existing knowledge cognitive structures.

To create meaningful verbal learning according to Sunasuan and Songserie (2021) is to address three areas which are:

- i. How knowledge content is organised
- ii. How the cognitive structure works to connect new concepts in the newly introduced knowledge and
- iii. How teachers can effectively implement the ideas about the content and learning when presenting the new materials to the learners (or the students). They are used by the learners to "organise and interpret" the incoming new knowledge for meaningful learning. Accordingly, Ausubel (1960) informed that an advance organiser is best selected based on its

suitability, integrative and interrelatedness to the materials they precede to be learned by the learners.

Several studies found a possible relationships between the academic performance by Social Studies students and the use of advance organisers (Salisu & Aliyu, 2023; Atomatofa, 2013; Isah, 2018; Wada, 2018). They established:

- i. Significant difference in the mean academic performance of Social Studies between students exposed to advance organiser strategy and those exposed to traditional methods in North-West zone of Nigeria.
- ii. Advance organiser effectively improves performance and retention of knowledge.
- iii. Advance organiser showed superiority in enhancing students' performance in Social Studies.
- iv. It found efficacy of advance organiser in improving the academic performance and engagements of students in Social Studies.

Conventional lecture teaching method is a method in which the teacher verbally delivers a pre-planned body of knowledge to the learners. In most of such methods, the teacher does most of the talking and demonstration while the students listen attentively. In the demonstration teaching method, there is not much students' interactions, though they are exposed to the instructional materials during such learning process (Agogo, Ogbeba, Damkor-Ikpa & Agogo, 2018).

Research Question

This study was guided by one research question.

1. What is the difference in the mean performance scores of students taught Social Studies using advance organiser teaching strategy and those taught using demonstration method?

Hypothesis

One hypothesis was formulated and tested at 0.05 level of significance.

1. There is no significant difference in the mean performance scores of students taught Social Studies using advance organiser teaching strategy and those taught using the demonstration method.

Research Method

This study adopted quasi-experimental non-

equivalent pre-test post-test research design, where intact classes were randomly assigned. This experimental design explored the cause-effect relationship between the independent and the dependent variables (Agogo & Achor, 2019; Emaikwu, 2015). The use of the intact classes ensured that school programmes are not disrupted.

The study was carried out in the schools within Makurdi metropolis of Benue State, Nigeria. The population for the study was 14,800 Social Studies students in upper basic II (7,702 male and 7,098 female) students in 273 upper basic II in the 2022/2023 academic session in Social Studies. This is a steady class with no external examinations. The sample for the study was 139 upper basic II Social Studies students (98 male and 41 female) students.

One instrument was used for data collection. It is Social Studies Students' Performance Test (SSSPT), which consisted of two sections, A and B. Section A was on personal data of the respondents, while section B consisted of 40 items of multiple choice questions with four options of A, B, C and D. The items in pre-SSSPT and post-SSSPT were the same except that, items were reshuffled before used as post-SSSPT.

Face and content validation were carried out on the instrument and the lesson plan. SSSPT was given to three experts in Social Studies education and in Test and Measurement, all from Rev. Fr. Moses Orshio Adasu University, Makurdi. The SSSPT instrument was trial tested on 31 Social Studies students, who were not part of the research but within the area of study. SSSPT was analysed using Kuder Richardson formula – 21 (K-R21), and it gave a reliability coefficient of 0.89. The use of Kuder Richardson was because the items in the instrument were dichotomously scored.

Psychometric analysis was carried out on SSSPT. This was an attempt to determine the quality of the test items of difficulty and discrimination of how the options function in distracting examines (Nworgu, 2015). A total of three items of SSSPT were dropped, leaving the 37 items that were used in the research study. According to Emaikwu (2015), an instrument with reliability coefficient of 0.50 and above is reliable for use for the study.

The data were collected with a help of four

research assistants; Social Studies teachers handling the classes selected for both experimental and control groups. The SSSPT instrument was given to the Social Studies students as both, pre-test and post-test. The post test was administered after treatment. Two of the research assistants employing advance organiser teaching strategy were trained for four days (that is the experimental group). The control group employed demonstration conventional teaching method, and were not trained. The teaching lasted for five weeks before post-test was administered. This was to determine the effect of teaching strategies used in the study.

The data generated were analysed according

to the research question raised and the hypothesis formulated. The research question was answered using mean and standard deviation, while hypothesis was tested using Analysis of Covariance (ANCOVA). This was used to correct the initial difference, and to control the likely non-equivalence of the intact classes that were used for the study.

Results

The results of the data analysis and interpretation were presented. The decision rule for the ANCOVA was that, null hypothesis was rejected if the P-value was less than 0.05 and not rejected if otherwise.

Research Question

What is the difference in the mean performance scores of upper basic II students taught Social Studies using advance organiser teaching strategy and those taught using the demonstration method?

Table 1: Mean performance scores of upper basic students taught Social Studies using Advance Organiser Teaching Strategy and Demonstration method.

Strategies			Pre performance	Post performance	Mean Gain
Advance Organiser Teaching Strategy	Mean		22.04	30.65	8.52
	N		71	71	
	SD		3.49	1.85	
Demonstration method	Mean		21.54	26.25	4.71
	N		68	68	
	SD		2.64	4.67	
Mean Difference					3.81

Table 1 shows the mean performance scores of upper basic students taught Social Studies using advance organiser teaching strategy and those taught using demonstration method. The table shows that 71 students were taught Social Studies using advance organiser teaching strategy and 68 students taught Social Studies using demonstration method. The table shows that the mean performance scores of students taught Social Studies using advance organiser teaching strategy is 22.04 with a standard deviation of 3.49 in pre-test and 30.56 with a standard deviation of 1.85 in post test. The mean performance scores of students taught Social Studies using

demonstration method is 21.54 with a standard deviation of 2.64 in pre-test and 26.25 with a standard deviation of 4.67 in post test.

In addition, table 1 shows that the mean gain in performance scores of students taught Social Studies using advance organiser teaching strategy is 8.54 while that of students taught Social Studies using demonstration method is 4.71. The difference in the mean performance scores of upper basic students taught Social Studies using advance organiser teaching strategy and those taught using the demonstration method is 3.81 in favour of students in the advance organiser teaching strategy class.

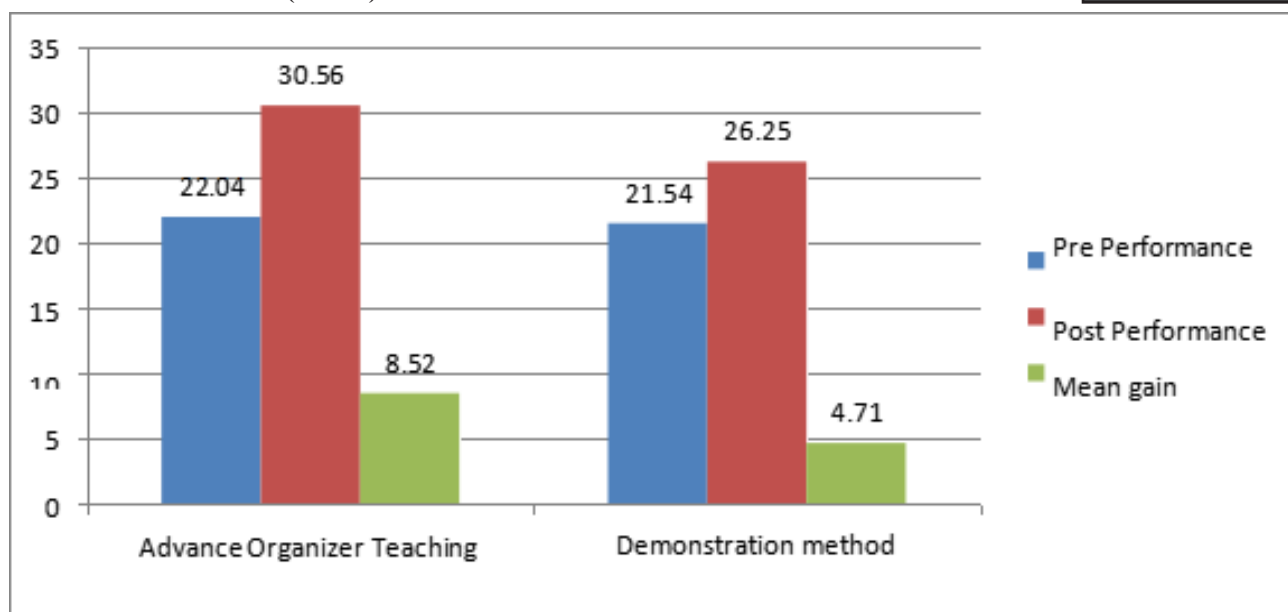


Figure 1: Pretest, Posttest and Mean Gain in Performance Scores of Upper Basic Students taught Social Studies using Advance Organizer Teaching Strategy and Demonstration Method.

Hypothesis

There is no significant difference in the mean performance scores of upper basic students taught Social Studies using advance organiser teaching strategy and those taught using the demonstration method.

Table 2: ANCOVA of Performance Scores of Upper Basic Students Taught Social Studies using Advance Organiser Teaching Strategy and Demonstration Method.

Dependent Variable: post performance

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared	Decision
Corrected	978.860 ^a	2	489.430	48.388	.000	.416	
Model							
Intercept	833.060	1	833.060	82.362	.000	.377	Sig
Pretest	332.628	1	332.628	32.886	.000	.195	
Strategy	569.807	1	569.807	56.335	.000	.293	
Error	1375.587	136	10.115				
Total	114887.000	139					
Corrected Total	2354.446	138					

a. R Squared = .416 (Adjusted R Squared = .407)

Table 2 shows that $F(1,136) = 56.335$; $P = 0.000 < 0.05$.

The partial eta square of 0.293 obtained for strategies means that 29.3 percent of mean performance scores of students in Social Studies is accounted for by the strategies employed. Thus, the null hypothesis is rejected. This implies that there is a significant difference in the mean performance scores of students taught Social Studies using advance organiser teaching strategy and those taught using the demonstration method. Therefore, there was significant difference in the mean performance scores of upper basic students taught Social Studies using advance organiser teaching strategy and those taught using the demonstration method.

Discussion of Findings

This study investigated effect of advance organiser teaching strategy on upper basic students' performance in Social Studies in Benue State, Nigeria. The adoption of advance organiser teaching strategy as an experimental approach serves as a tool that is used to introduce the lesson topic. This helps to show the relationship between what the students are about to learn and the information they already learned.

The difference in the mean performance scores of upper basic students taught Social Studies using advance organiser teaching strategy and those taught using the demonstration method was 3.81 in favour of students taught using advance organiser teaching strategy. The study revealed that there was significant difference in the mean performance scores of upper basic students taught Social Studies using advance organiser teaching strategy and those taught using the demonstration method.

This implies that the use of advance organiser teaching strategy to teach Social Studies boosts upper basic students' performance better than demonstration method. The finding agrees with Sunasuan and Songsern (2021) that the students' achievement after using the advance organiser model to meet the criteria of 80, by influencing meaningful learning of new concepts and improve academic achievement. The finding agrees with Birabil (2020) that advance organiser teaching strategy improved students' academic achievement. The finding further agrees with Agba and Alachi (2020), that the use of videotaped teaching strategy when appropriately marched with specific instructional goals helps

students to perform at higher levels and tends to significantly enhance students' performance in Social Studies compared to the conventional demonstration method.

According to Nomor, Orniyefa and Akoja (2020), there is a significant difference in the mean performance scores of students taught Social Studies using simulation teaching technique and those taught using conventional technique, which agrees with the finding of this study. The finding further agrees with Adedola and Fakunde (2015) that there is a significant mean effect of treatment on students achievement in Social Studies.

Conclusion

The study arrived at the conclusion that the use of advance organiser teaching strategy enhanced Social Studies students' academic performance. This means that the use of advance organiser teaching strategy helps to improve Social Studies students' performance, so it should be sustained.

The study recommended that the Social Studies teachers should learn the use of advance organiser teaching strategy to teach Social Studies to sustain high academic performance in the upper basic level of education.

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