

Effects Of Multidimensional Teaching Strategies On Academic Performance Of Junior Secondary School Students In Social Studies Education

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Abstract: The modern trends in the field of methodological approaches in teaching are based on the use of multidimensional teaching strategies. Thus, the purpose of this study is to look into the effects of multidimensional teaching strategies on academic performance of junior secondary school students in social studies education. The main objective of the research is to determine the effects of using the multidimensional teaching strategies on academic performance among junior secondary school social studies students of demonstration secondary school, Federal College of Education, Zaria. The research would adopt the quasi-experimental, pre-test, non-equivalent, control group design. An intact classes would be used for the study (i.e JSS III). The research would be carried out in demonstration secondary school of federal college of education, Zaria, Kaduna state. Data for the study would be collected from the four classes in JSS III comprising one hundred and sixty students as sample size. The instrument to be used for this study is multiple objective test entitled "social studies achievement test" (SOSAT).

Keywords: Effects, Multidimensional, Teaching Strategies, Junior Secondary School, Social Studies Education

I. INTRODUCTION

The development of desirable social attitudes and values in students is one of the aims of education. Instruction to achieve this has been an important element of traditional education, Muslim, Christian, private, and government controlled education which is formal education. In the attempt to lead students to develop desirable attitudes and values, the following questions need to be asked. What should be taught? What methods should be used in teaching attitudes and values? This study is addressed to the question of methodology for attitudes and value education. A consideration of the effects of multi – dimensional teaching strategies, that is, discussion, role play and inquiry methods to teach desirable social attitudes towards leadership and develop social values such as peace, love, loyalty and honesty to students is the primary concern of the study.

The family and religious leaders are generally recognized as the agents most suitable for the teaching of attitudes and values. Increasingly, however, teachers have responsibility in this area as stated FRN (2004:8) in which the effective learning of attitudes for survival of the individual and the Nigerian society is emphasized.

According to the government, the secondary schools should "raise a generation of people who appreciate these values specified under our broad national aim, and live as good citizens" (FRN, 2004:10). It is stated that one of the aims of social studies education in Nigeria is to develop in students positive attitudes of togetherness, comradeship, and cooperation towards healthy nation; the inculcation of appropriate values of honesty, integrity, hard-work, fairness and justice at work and play as one's contribution to the development of the nation (Adaralegbe, 1980:P16) to achieve these objectives, social studies can be taught, learnt, and lived

using multi-dimensional teaching strategies in junior secondary schools in an atmosphere where students are able to maintain such attitudes that are conducive and encourage economic development which will enable students to participate in the life of the community, and on leaving school, be able to still function as innovators and doers of good things in the society.

A. STATEMENT OF THE PROBLEM

This research intended to investigate the effects of multi – dimensional teaching strategies on academic performance of junior secondary school social studies students of Federal College Education (FCE) Demonstration Schools Zaria, Kaduna state in order to establish their effects in teaching some selected social studies concepts among junior secondary school (JSS). The treatment factor implied teaching three topics under “LEADERSHIP” by the investigators to these students, in order to find out the effects of using multidimensional teaching strategies/methods. The study will therefore be guided by the following question of statement of the problem.

To what extent do the multidimensional teaching strategies contribute to effective learning of social studies concepts among Junior Secondary School Students in Demonstration Secondary School Federal College of Education, Zaria (FCE) Kaduna State?

B. THE OBJECTIVES OF THE STUDY

This study intends to achieve the following objectives;

- ✓ To find out the effects of using multi-dimensional teaching strategies /methods in teaching some selected social studies concepts to Junior Secondary School (JSS III) students in Kaduna State.
- ✓ To determine the effects of multidimensional teaching strategies on academic performance of Junior Secondary School Social Studies students of Demonstration Secondary School FCE, Zaria, in Kaduna State
- ✓ To suggest which teaching strategy is best to be employed by teachers of social studies in day-to-day teaching and learning activities in the classroom.

C. BACKGROUND AND JUSTIFICATION OF THE STUDY

Although all other curriculum areas help in one way or the other to develop leadership qualities in the area of citizenship education, Social Studies should assume the major responsibility in this field because of the nature of the subject. Social studies gives an opportunity for students, especially at the Junior Secondary School level, to learn important social, political and natural questions, such as attitudes to destitute, poverty, different types of government, leadership qualities, types of leadership, injustice and corruption. Thus students can be given an early opportunity of knowing about the problems of society, studying them in depth, and doing something practical to help in the society through community service. When properly organized through effective multidimensional teaching strategies, social studies activities

arouse the student’s desire to know more about his world and assist him to develop skills, techniques, concepts, attitudes and values required for observation, recording, communication and interpretation of information and data that are scientific, historical and geographical.

D. RESEARCH HYPOTHESIS

For the purpose of this research, the following hypotheses were formulated:

- ✓ There is no significant difference between discussion and role-play methods while comparing their effectiveness on academic performance of junior secondary school students in Social Studies Education.
- ✓ There is no significant difference between discussion and inquiry methods while comparing their effectiveness on academic performance of junior secondary school students in Social Studies Education.
- ✓ There is no significant difference between role-play and inquiry methods while comparing their effectiveness on academic performance of junior secondary school students in Social Studies Education.
- ✓ There is no significant difference among the multi-dimensional teaching strategies while comparing their effectiveness on academic performance of junior secondary school students in Social Studies Education.

II. REVIEW OF RELATED LITERATURE

A. INTRODUCTION

Most objectives for social studies teaching include entries on attitudes and values. By and large, these entries provide honour, past practices in written statements of objectives, and encourage a teacher to achieve them course of study, but they seldom find reality in the class room. In this study, therefore, an attempt will be made to find out the effects of using multidimensional teaching strategies to bring out effective academic performance among JSS (III) social students in Kaduna state. The learning activities were structured and centered on the use of multidimensional teaching strategies to teach some selected social studies concepts among students of junior secondary (III).

B. WHAT ARE MULTIDIMENSIONAL TEACHING STRATEGIES?

Multidimensional teaching strategies are process of using varieties of methods to teach some selected concepts in social studies contents. Teaching strategy is the particular way of how a teacher organizes the different techniques used in the classroom to achieve the purpose of eclectic method. Therefore, for the purpose of this study, the researchers used the variety of teaching techniques such as role-play, inquiry, and discussion as strategies to inculcate in students attitudes and values for the citizenship in Nigeria.

C. NATURE OF MULTIDIMENSIONAL TEACHING STRATEGIES

The whole issue of teaching Social Studies concepts in JSS classroom is centered on the teacher, students and curriculum. However, it is pertinent to add that resources and teaching methods are ingredients necessary for effective teaching and learning activities.

The methods of teaching Social Studies in JSS are unavoidable tools for teaching or learning situation. It is common agreement among psychologists that students differ from one another in learning. The fact makes the work of the teacher too complex. The teacher has to appeal to the various senses of the students through education methods to make them learn. Equally, the teacher has to use appropriate multidimensional teaching strategies to make them learn.

D. MULTIDIMENSIONAL STRATEGIES FOR THE TEACHING OF SOCIAL STUDIES ATTITUDES AND VALUES

Multidimensional teaching strategies are structured in order to provide effective learning experiences through role – playing, and inquiry, discussion and demonstration methods. These learning experiences can be effectively achieved through the use of multidimensional teaching strategies.

According to Kupolati (1989) through multidirectional teaching strategies, students create their own situations of particular incidents or happenings. One other assumption underlying role – playing and inquiry methods is better understood if they are shown to students and made real for them. In real life, learning is from models and role-playing; it is seeing how other people handle situations. Thus giving them Opportunity not only to learn but to practice possible solutions to their own conflicts (Abraham 1990:60).

E. ADVANTAGES OF MULTIDIMENSIONAL TEACHING STRATEGIES

Multidimensional teaching strategies have many advantages in teaching/learning situation. The researchers therefore selected the multidimensional teaching strategies to say little on the advantages. The researchers thereby selected them, because they are highly motivating and allow both bright and less bright students to participate actively and hence, develop desirable social attitudes and values; they also encourage creativity, independent thinking and decision making, thus making it suitable for almost all curricular activities in the secondary schools Kupolati (1990)

Akerejola expresses how multidimensional teaching strategies easily lend themselves for incorporating skills of reading, computation, writing, group development, cooperation and communication skill which are necessary for effective citizenship training.

Akerejola (1995) went further to say that multidimensional teaching strategies are activity oriented involving cognitive, affective and psychomotor domains. Other benefits to be derived from the multidimensional teaching strategies have been noted by Shaftel and Shaftel (1967). Taylor (1976) and Clark (1977) as quoted among other

writers in the field by Gambo (1991). According to Gambo, their research showed that multidimensional teaching strategies are beneficial for students because they:

- ✓ Approximate the natural ways students gain information.
- ✓ Provide a reason to learn.
- ✓ Promote transfer of learning.
- ✓ Stimulate critical thinking, by encouraging students to analyze situation and make practical decisions; and
- ✓ Teach students how to cooperate as well as compete among themselves, promoting skills of social participation.

III. RESEARCH DESIGN AND PROCEDURE

A. INTRODUCTION

The Purpose of this section is to describe the research method used. There are various methods that an investigator could use in gathering data. Thus, using a particular method depends on some situations, such as time that could be used in gathering data. Therefore, the researchers decided to choose the present method not because it is easy but, because they feel it has maximum efficiency, to make them have the relevant data. The type of research to be conducted by the investigators is to find out the effects of multidimensional teaching strategies on the academic performance among junior secondary school in Demonstration Secondary School F.C.E. Zaria of Kaduna state.

B. METHODOLOGY

The researchers adopted the quasi-experimental, pre-test, post-test and non-equivalent design. Intact class was used for the study. Specifically, the research utilized all the multidimensional teaching strategies and taught the students to find out the most effective among them

The research was carried out in Demonstration Secondary School Federal College of Education Zaria of Kaduna State. One class of Junior Secondary School was used, that is JSS III A.

C. PROCEDURE USED FOR DATA COLLECTION

Data for the study was collected from the class (JSS III A) A total of thirty students participated in the study as sample.

D. INSTRUMENT USED FOR DATA ANALYSIS

The instrument used for this study was multiple objective test instruments entitled Social Studies Achievement Test (SOSAT). It had two sections A and B. section A sought personal information on the student with respect to name of student, name of school, gender (sex), age and date of test. Section B consisted of forty two (42) multiple choice objectives test item that covers the contents taught. Each test item is followed by four options (a – d) from which the students selected the correct alternative. Test items covered the concepts taught during the study in the three lower level of

cognitive domain of “knowledge, comprehension and application”.

The SOSAT was subjected to both face and content validation by specialists in Social Studies education as well as measurement and evaluation. The draft was subjected to face validation by two Junior Secondary School social studies teachers.

The SOSAT was subjected to content validation exercise using test blue print. In addition, the researchers subjected the SOSAT to analysis to verify the difficulty and discrimination indices of the items. The test of internal consistency for the SOSAT was conducted using the K – R 20 approach; the SOSAT yielded internal consistency index of 0.91 considered sufficiently high.

IV. RESULTS

A. HYPOTHESES RESULTS

	Value	Df	Prob.
Pearson Chi-Square	238.53	144	.000
Likelihood Ratio	112.581	144	.975
N of Valid Cases	31		

Source: Field Survey, 2017 and IBM SPSS Statistics, 20

Table 4.1.1: Hypothesis 1: Discussion and Role Play

In table 4.1.1 hypothesis compared students’ performances based on Discussion and Role Play methods. The result of the chi square (Pearson product moment coefficient) is 238.53 while the probability value is 0.000 showing that there is a significant difference in students’ performance based on the two teaching methods applied. The implication of this result is that teaching methods tend to influence to some extent the level of students’ performance.

	Value	Df	Prob.
Pearson Chi-Square	228.55	144	.005
Likelihood Ratio	121.760	144	1.000
N of Valid Cases	31		

Source: Field Survey, 2017 and IBM SPSS Statistics, 20

Table 4.1.2: Hypothesis 2: Discussion and Inquiry

In Table 4.1.2, hypothesis 2 compared students’ performances based on Discussion and Inquiry methods. The result of the chi square (Pearson product moment coefficient) is 228.55 while the probability value is 0.005 showing that there is a significant difference in students’ performance based on the two teaching methods applied. The implication of this result is that teaching methods tend to influence to some extent the level of students’ performance.

	Value	Df	Prob.
Pearson Chi-Square	183.95	126	.001
Likelihood Ratio	102.17	126	.941
N of Valid Cases	31		

Source: Field Survey, 2017 and IBM SPSS Statistics, 20

Table 4.1.3: Hypothesis 3: Role Play and Inquiry

In Table 4.1.3, hypothesis 3 compared students’ performances based on Role Play and Inquiry methods. The result of the chi square (Pearson product moment coefficient) is 183.95 while the probability value is 0.001 showing that there is a significant difference in students’ performance based

on the two teaching methods applied. The implication of this result is that teaching methods tend to influence to some extent the level of students’ performance.

	Value	Df	Prob.
Pearson Chi-Square	282.58	224	.005
Likelihood Ratio	121.760	224	1.000
N of Valid Cases	31		

Source: Field Survey, 2017 and IBM SPSS Statistics, 20

Table 4.1.4: Hypothesis 4: Discussion, Inquiry and Role Play

In table 4.1.4, hypothesis 4 compared students’ performances based on the methods of teaching employed by the researcher. The teaching methods under consideration are Discussion, Inquiry and Role Play. The result of the chi square (Pearson product moment coefficient) is 282.58 with the probability 0.005 indicates that there is a significant difference in students’ performance based on the teaching methods applied. The implication of this result is that teaching methods tend to influence to some extent the level of students’ performance.

B. DISCUSSION

In all the 4 hypotheses tests, the null hypotheses (known as hypothesis of no difference) are rejected at all levels of significance (1%, 5% and 10% levels of significance). This implies the acceptance of the alternative hypotheses that there is significant difference in students’ performance based upon the teaching methods used. Also the results indicate that students’ performance depends on the teaching methods since the performance varies with the variation in teaching methods.

V. SUMMARY, CONCLUSION AND RECOMMENDATION

A. INTRODUCTION

The purpose of this study was to investigate the effects of multi-dimensional teaching strategies on the academic performance among junior secondary school social studies students of federal college of education (FCE) demonstration schools zaria, Kaduna state, in order to establish their effectiveness in teaching some selected social studies concepts among junior secondary school (JSS). It aimed at finding out the most effective teaching method out of the multi-dimensional teaching methods used in the study.

B. SUMMARY

This study was carried out in one school of junior secondary using thirty-one students, for the purpose of the study, four hypotheses were advanced. The four null – hypotheses were tested using chi-square (pearson product moment co-efficient).the researcher utilized al the three multi-dimensional teaching strategies i.e Discussion, Inquiry and Role play, and taught the students to find out the most effective among them by comparing the test scores the students have scored.

Hypothesis one compared the test scores in discussion and role play and the result showed that there is a significant difference in students' performance based on the two teaching methods applied.

Hypothesis two compared the test scores in discussion and inquiry and the result showed that there is a significant difference in students' performance based on the two teaching methods applied.

Hypothesis three compared the test scores in role play and inquiry and the result showed that there is a significant difference in students' performance based on the two teaching methods applied.

Hypothesis four compared all the three multi-dimensional teaching strategies and the result showed that there is a significant difference in students' performance based on the three multi-dimensional teaching applied.

C. CONCLUSION

The results supported the major conclusion that there were significant differences between the three multi-dimensional teaching strategies in all the four test results, conducted and scored by the students. The implications of the results were that significant differences were found between all the three multi-dimensional teaching strategies in the teaching of the selected social studies concepts to the junior secondary school students in the classes. Secondly, the three multi-dimensional teaching strategies were not the same; as such they differ in making students' to perform better.

D. RECOMMENDATION

This study showed that there were significant differences between the multi-dimensional teaching strategies when used to teach some selected concepts in social studies to students of junior secondary schools. Therefore, teachers of junior secondary schools in Nigeria should be undergoing periodical workshops on how to use the three multi-dimensional teaching strategies in teaching social studies education.

There is ample need to conduct periodical seminars, workshops and conferences for junior secondary schools social studies teachers to be organized by the educational

resource centre's in conjunction with the Universal Basic Education Commission (UBEC) in various states of the Nigerian federation on the use of multi-dimensional teaching strategies in teaching social studies education.

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