

Effects of Collaborative and Adaptive Teaching Strategies on Students' Learning Outcomes in Civic Education in Senior Secondary Schools in Osun State, Nigeria

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ABSTRACT

The study investigated the effects of Collaborative, Adaptive and Conventional teaching strategies on attitude, performance and retention ability of secondary school students in Civic Education in Osun state. The study had three objectives and three null hypotheses. Pretest-posttest-control group quasi-experimental research design was adopted for the study. The researcher randomly selected an intact class of 40 students from each of the three local governments for the study. The three classes were randomly assigned to instruction using collaborative, adaptive and conventional instructional strategies. The students in the three groups were taught Traffic Regulations and Inter-Personal Relationship. Five instruments were used for data collection. The hypotheses were tested at 0.05 level of significance using Analysis of covariance (ANCOVA). Results revealed among others that there was a significant effect of the strategies employed on students' performance in Civic Education ($F=10.801$, $p<0.05$). It was concluded, among others, that collaborative teaching strategy is more effective in improving learning outcomes of students in Civic Education than adaptive and conventional teaching strategies. The study recommended among others that collaborative and adaptive teaching strategies are hereby recommended to be incorporated into the secondary school curriculum as studies have found them to have positive significant effects on students' learning outcomes in Civic Education.

Keywords: Collaborative, Adaptive, Conventional, Strategy, Achievement, Attitude, Retention

INTRODUCTION

Various scholars have given several definitions as regards what Civic Education is all about. According to Falade and Adeyemi (2015) Civic Education is a discipline that is concerned with the development of values, social norms skills and democratic ideals in the citizen. They further said that civic education is the training for equity, justice, responsibility, freedom, patriotism, honesty and obedience to the rules and regulations of a nation. Through Civic Education, students are expected to:- (i) It also means citizens; (ii) understand their political and civic context; (iii) know their social and economic rights as well as political and civil rights; and (iv) understand the roles, rights and responsibilities of citizenship. According to United Nations Development Programme (2004), Civic Education is generally understood to comprise three elements; civic knowledge, civic skills and civic disposition.

Civic knowledge refers to citizens' understanding of the workings of the political system and of their own political and civic rights and responsibilities (e.g. the rights to freedom of expression and to vote and run for public office, and the responsibilities to respect the rule of law and the rights and interests of others).

A cursory look at the above objectives tallied with the objectives of Education as stipulated in the National Policy on Education FRN (2013) that identified the following as the aims and objectives of education in Nigeria is to:- (i) inculcate of national consciousness and national unity; (ii) the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society; (iii) train the mind in the understanding of the world around; and (iv) equip students with appropriate skills, abilities and competences both mental and physical as equipment for the individual to live in and contribute to the development of his society. This

explained why scholars view Civic Education as a discipline capable of bringing up responsible and informed citizens in a nation becomes clearer when the burden of the incidence of crimes and other anti-social behaviours, non-performance of government functionaries and agencies and community members are weighed. It then means that the introduction of Civic Education into the current educational system is in the right direction because more responsible citizens who are ready to serve the nation and be accountable are being trained right from the school.

Teachers are impetus for the realization of any objectives of an educational programme. Using of right method to teach at the right time and who masters the curriculum content of the subject he teaches determine the realization of educational goal. Studies in the past such as Sandor (2009) Saka and Oyetade(2011) Print and Lange (2012) Gbadamosi (2013) and Gruilfoile and Brady (2014) have indicated that high quality classroom instruction must remain at the foundation of civic learning in order to cultivate well-rounded democratic citizen. They equally stressed the need for the Civic Education teacher to make use of modern teaching strategies, instructional aids and relevant practical examples in order for the teaching and learning of the subject to be effective.

It has been observed that conventional method of teaching could not help teachers in communicating effectively with students who wonder about the reason for the meaning of and the relevance of what they study (Discovery 2004). This situation has led the researcher to experiment with other innovative strategies such as Collaborative and Adaptive strategies. Collaborative strategy can be defined as an instructional method in which students' team together on an assignment. In this method, students can produce the individual parts of a larger assignment individually and then "assemble" the final work together. As a team, students engaged in collaborative learning, work together toward a common academic goal. Collaboration itself entails the whole process of learning. This may include students teaching one another, students teaching the teacher, and of course, the teacher teaching the students to clarify issues.

Adaptive teaching according to Ikwumelu, Oyibe and Oketa (2015) is an approach aimed at achieving a common instructional goal with learners whose individual differences such as prior achievement, aptitude, or learning styles differ. Adaptive teachings, according to Borich (2011) apply different instructional strategies to different groups of learners so that natural diversity prevailing in the classroom does not prevent any learner from achieving success. Adaptive teaching strategy involves remediation and compensatory approach. The first approach is proactive in nature where learners are provided with the basic or prerequisite knowledge or skill necessary for him to benefit from the planned instruction, such as student centred discussion and question and answer session. The second approach (compensatory) is reactive in nature where the choice of an instructional method is based on its efficacy in compensating for lack of basic knowledge or skill among the learners. In adaptive learning experience, each student literally sees a different course based on his/her individual learner profile and demonstrated progress. In adaptive teaching strategy, different content is presented to different learners, which can be determined by a pre-test or formative knowledge check but will more likely be based on his or her performance during learning time. Franzon and Assar (2009) described the design of a personalized teaching method that is based on an adaptive taxonomy using Felder and Silverman's learning styles and which is combined with the selection of the appropriate teaching strategy and the appropriate electronic media. They discovered that Students are able to learn and to efficiently improve their learning process with such method. Adaptive learning strategy creates a student experience that is modified based on a student's performance and engagement with the course materials.

Attitude as a concept is seen as an individual way of thinking, acting and behaving. Okwilagwe (2002) posited that the development of the right attitude to academic matters is a basic achievement of intrinsic worth. Ogunkola (2002) maintains that attitude of the learner towards science would determine the measure of the learner attractiveness to the subject. Attitude, which invariably influences the learner's achievement in the subject, is also

applicable to the learning of Civic Education in the schools. Adeyemi (2013, 2014) and Adeyemi and Ijiwole (2014) assert that attitude play an important role in the teaching–learning process because it has the ability to predispose an individual to action that has some degree of consistency which can be evaluated as either positive or negative. Students' attitude towards a subject determines their success in that subject. In other words, favourable attitude results to good achievement in a subject. This suggests that students' attitude towards Civic Education could be enhanced through effective teaching-learning strategies. Therefore, it is believed that innovative teaching strategies have more positive influences on learning effectiveness than individual teaching does (Bullough, Young, Birrell, Cecil and Winston, 2003; Hoogveld, Paas and Jochems, 2003; Vidmar, 2005).

One problem often described by educators is that students do not retain information. The truth is, the beauty of learning is lost when the learnt material is forgotten, and this is particularly common for knowledge acquired in school. Since poor retention lowers the bar of student's performance, promoting better achievement in students becomes a challenge that teachers encounter day to day in the course of performing their professional duty. For instance, teachers have to spend extra time re-teaching concepts that have once been taught in previous lessons or previous year. The cycle of learning, forgetting and re-learning affects students' achievement and can contribute to student's frustration. Although, in a study conducted by Terenzini, Cabrera, Colbeck, Parents and Bjorklund (2001), which sought to evaluate whether active and collaborative teaching methods were, indeed, more effective than conventional instructional approaches in promoting students' design skills and, if so, to what degree. Results indicated that "ECSEL" students (i.e., those taking courses taught using active and collaborative approaches to teaching design) reported statistically significant advantages in a variety of learning outcome areas when compared with "non-ECSEL" students, who were enrolled in conventionally taught courses. The need therefore arises to investigate how much these learning strategies (Collaborative and Adaptive) would help in improving academic performance of students in

Civic Education, enhance retention of Civic Education concepts and ensure the development of right attitude towards the subject.

The re-introduction of Civic Education into the current educational system is in the right direction because more responsible citizens who are ready to serve the nation and be accountable are being trained right from the school. With the above in mind, its teaching requires innovative teaching strategies, such as collaborative and adaptive teaching strategies among others, with the utmost intention of enhancing students' performance, develop positive attitude as well as aiding retention of the learnt concepts of the subject. The extent to which these strategies would affect students' learning outcomes in Civic Education therefore needs verification. This is to ensure that students gain maximally from it and consequently, lead to achieving national goals and the objectives of education in Nigeria, hence this study. Based on this, the researcher (i) investigate the effect of collaborative, adaptive and conventional instructional strategies on students' performance in Civic Education; (ii) examine the effect of the three strategies on students' retention ability of learned concepts in Civic Education; and (iii) determine the effect of the three strategies on students' attitude towards Civic Education.

Research Hypotheses

- H₀₁: There is no significant effect of collaborative, adaptive and conventional strategies on the academic performance of the students in Civic Education.
- H₀₂: There is no significant effect of the three teaching strategies on students' retention ability in Civic Education.
- H₀₃: There is no significant effect of the three strategies on students' attitude towards Civic Education.

METHODOLOGY

The study adopted the pretest- posttest quasi experimental research designed to verify the effects of collaborative, adaptive and conventional teaching strategies in improving students' learning outcomes in Civic Education.

The design is represented schematically as follows:

O₁ X₁ O₃ Experimental group 1
 (collaborative)
 O₂ X₂ O₄ Experimental group 2 (Adaptive)
 O₃ X₃ O₅ Control group 3 (conventional)

O₁ and O₅ are the pre-test scores of the experimental group, while O₃ is the pretest score of the control group. Similarly, O₂ O₄ and O₅ are their respective posttest scores

X₁ students taught with collaborative instructional strategy

X₂ students taught with adaptive instructional strategy

X₃ students taught with conventional instructional strategy

The researcher targeted 120 SS II students in senior secondary school in three local governments in Osun state using simple random sampling technique. One school from each of the three local governments used was randomly selected. An intact class of 40 students was selected through random sampling technique. Two classes were randomly assigned experimental groups and one was assigned control group. Five research

instruments were used for the study. These include: Civic Education Achievement Test (CEAT), Student's Attitude Questionnaire (SAQ), Instructional Guide on Collaborative Strategy (IGCS), Instructional Guide on Conventional Strategy (IGCS) and Instructional Guide on Adaptive Strategy (IGAS). CEAT contained 30 questions with four options on concepts in traffic regulations and inter personal relationship. The five instruments were validated before use and yielded the values of 0.79, 0.81, 0.76, 0.82 and 0.83 respectively using split half for SAQ and cronbach alpha for the remaining four instruments. The instrument was administered on all the participants after the treatment as posttest as well as a retention test after two weeks. SAQ had 20 items that solicited for students' attitude towards Civic Education while the remaining three instruments for the strategies made use of clear-cut instructional guides with each peculiarity. The teaching lasted for eight weeks. Data collected were analyzed using ANCOVA.

RESULTS

Hypothesis One: There is no significant effect of collaborative, adaptive and conventional strategies on the academic performance of the students in Civic Education.

Table 1: Descriptive Statistics of the effects of the three strategies on students' academic performance.

Strategies	Mean	Std. Deviation	N
Collaborative	23.9	3.38018	40
Adaptive	22.3	3.86437	40
Conventional	19.95	4.44309	40

Table 1 showed the mean scores of the students' performance having been exposed to Collaborative, Adaptive and Conventional Strategies as 23.90, 22.30 and 19.95 respectively. It was revealed that students exposed to Collaborative

Strategy performed best when compared with other two strategies with mean score of (\bar{x} =23.90). Further analysis to test the significant effect of the three strategies is presented in Table 2.

Table 2: Analysis of Covariance (ANCOVA) of the performance of students exposed to Collaborative, Adaptive and Conventional Strategies.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	334.574a	3	111.525	7.271	0	0.158
Intercept	2037.625	1	2037.625	132.854	0	0.534
Pre-Test	18.774	1	18.774	1.224	0.271	0.01
Strategies	331.305	2	165.653	10.801	0	0.157

Error	1779.126	116	15.337
Total	60458	120	
Corrected Total	2113.7	119	

a. R Squared = .158 (Adjusted R Squared = .137)

Table 2 showed the effects of Collaborative, Adaptive and Conventional Strategies applied on student’s academic performance in Civic Education. The strategies employed were seen to have significant effects on the performance of the students (F=10.801, p<0.05). Therefore, the null hypothesis stating that there is no significant effect of Collaborative, Adaptive and Conventional

Strategies on students’ academic performance was not accepted. Hence, there is significant effect of Collaborative, Adaptive and Conventional Strategies on students’ academic performance in Civic Education. A partial eta squared value of 0.157 showed that 15.7% of the variance in the post test score of the students is accounted for by the strategies.

Table 3: Post Hoc Analysis of effect of the three strategies on students’ academic performance using Pair-wise comparisons.

(I) Strategies	(J) Strategies	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
Collaborative	Adaptive	1.6	0.876	0.07	-0.134	3.334
	Conventional	4.273*	0.923	0	2.445	6.102
Adaptive	Collaborative	-1.6	0.876	0.07	-3.334	0.134
	Conventional	2.673*	0.923	0.005	0.845	4.502
Conventional	Collaborative	-4.273*	0.923	0	-6.102	-2.445
	Adaptive	-2.673*	0.923	0.005	-4.502	-0.845

*. The mean difference is significant at the .05 level.

As shown in Table 3 of Pair-wise comparisons of students’ performance scores, it was revealed that there is no significant difference in the interactive effect of Collaborative and Adaptive Strategies (Mean Difference=1.600, p>0.05). But the reverse was the case for others as there are significant differences in the interactive effects of Adaptive and Conventional Strategies (Mean

Difference=2.673, p<0.05) and Conventional and Collaborative Strategies (Mean Difference=4.273, p<0.05).

Hypothesis Two: There is no significant effect of the three teaching strategies on students’ retention ability in Civic Education.

Table 4: Descriptive Statistics of the effects of the three strategies on students’ retention ability

Strategies	Mean	Std. Deviation	N
Collaborative	25.18	2.84	40
Adaptive	23.35	4.81	40
Conventional	20.78	3.58	40

Table 4 showed the mean scores of the students’ retention ability having been exposed to Collaborative, Adaptive and Conventional Strategies as 25.18, 23.35 and 20.78 respectively. The table revealed that the retention ability of students

exposed to Collaborative Strategy is the best among the three strategies with mean score of (\bar{x} =25.18), indicating that students taught Civic Education with the strategy had better retention ability than their colleagues in other groups. Further analysis to test

the significant effect of the three strategies is presented in Table 5.

Table 5: Analysis of Covariance (ANCOVA) of the retention ability of students exposed to Collaborative, Adaptive and Conventional Strategies.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	393.232a	3	131.077	8.873	0	0.187
Intercept	1786.243	1	1786.243	120.92	0	0.51
Post-Test Strategies	2.282	1	2.282	0.154	0.695	0.001
Error	311.594	2	155.797	10.547	0	0.154
Total	1713.568	116	14.772			
Corrected Total	66140	120				

a. R Squared = .187 (Adjusted R Squared = .166)

Table 5 showed the effect of Collaborative, Adaptive and Conventional Strategies on students' retention ability in Civic Education. The strategies employed were seen to have significant effect on the retention ability of the students ($F=10.547$, $p<0.05$). Therefore, the null hypothesis which stated that

there is no significant effect of Collaborative, Adaptive and Conventional Strategies on students' retention ability was not accepted. A partial eta squared value of 0.154 showed that 15.4% of the variance in the retention test score of the students is accounted for by the strategies.

Table 6: Post Hoc Analysis of effect of the three strategies on students' retention ability in Civic Education using Pair-wise comparisons.

(I) Strategies	(J) Strategies	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
Collaborative	Adaptive	1.768*	0.872	0.045	0.042	3.494
	Conventional	4.259*	0.931	0	2.415	6.103
Adaptive	Collaborative	-1.768*	0.872	0.045	-3.494	-0.042
	Conventional	2.491*	0.885	0.006	0.738	4.245
Conventional	Collaborative	-4.259*	0.931	0	-6.103	-2.415
	Adaptive	-2.491*	0.885	0.006	-4.245	-0.738

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

As shown in Table 6 of Pair-wise comparisons of students' retention ability scores, it was observed that there is a significant difference in the interactive effect of Collaborative and Adaptive Strategies (Mean Difference=1.768, $p<0.05$). Likewise, there are significant differences in the interactive effects of Adaptive and Conventional

Strategies (Mean Difference=2.491, $p<0.05$) and Conventional and Collaborative Strategies (Mean Difference=4.259, $p<0.05$).

Hypothesis Three: There is no significant effect of the three strategies on students' attitude towards Civic Education.

Table 7: Descriptive statistics of students' attitude towards Civic Education

Strategies	Mean	Std. Deviation	N
Collaborative	17.13	2.32	40
Adaptive	16.38	2.23	40
Conventional	15.75	2.68	40

The result presented in Table 7 showed the mean scores of the students' attitude having been exposed to Collaborative, Adaptive and Conventional Strategies as 17.13, 16.38 and 15.75 respectively. The table showed that students exposed to Collaborative Strategy exhibited the

strongest attitude towards Civic Education among the three strategies with the highest attitudinal mean score of (\bar{x} =17.13). Further analysis to test the significant effect of the three strategies is presented in Table 8.

Table 8: Analysis of Covariance (ANCOVA) of the performance of students exposed to Collaborative, Adaptive and Conventional Strategies.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	49.946a	3	16.649	2.877	0.039	0.069
Intercept	669.495	1	669.495	115.702	0	0.499
Pre-Attitude	12.03	1	12.03	2.079	0.152	0.018
Strategies	47.819	2	23.909	4.132	0.018	0.067
Error	671.22	116	5.786			
Total	33062	120				
Corrected Total	721.167	119				

a. R Squared = .069 (Adjusted R Squared = .045)

The result, as presented in Table 8, showed $F=4.132$, $p<0.05$ indicating the existence of significant effects of Collaborative, Adaptive and

Conventional Strategies on the attitude of the students toward Civic Education, thus the hypothesis was not accepted.

Table 9: Post Hoc Analysis of effect of the three strategies on students' attitude to Civic Education using Pair-wise comparisons.

(I) Strategies	(J) Strategies	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
Collaborative	Adaptive	0.831	0.541	0.127	-0.241	1.902
	Conventional	1.622*	0.564	0.005	0.504	2.74
Adaptive	Collaborative	-0.831	0.541	0.127	-1.902	0.241
	Conventional	0.791	0.55	0.153	-0.298	1.881
Conventional	Collaborative	-1.622*	0.564	0.005	-2.74	-0.504
	Adaptive	-0.791	0.55	0.153	-1.881	0.298

As shown in Table 9 of Pair-wise comparisons of students' attitudinal mean scores, it was also observed that there is no significant difference in the interactive effect of Collaborative and Adaptive Strategies (Mean Difference=0.831, $p>0.05$) as well as Conventional and Adaptive Strategies (Mean Difference=0.791, $p>0.05$). But

the reverse was the case in the interactive effect of Collaborative and Conventional Strategies as there was significant difference at (Mean Difference=1.622, $p<0.05$).

DISCUSSION

The finding of hypothesis one indicated that there was a significant effect of collaborative, adaptive and conventional teaching strategies on students' performance in Civic Education. This tallied with the findings of Vaughn, Hughes, Schumm and Klinger (1998) and Thousand, Villa and Nevin (1994), who were of the views in their various findings that collaborative teaching assists teachers in ensuring that learners benefit maximally from the teaching and learning process and as a result, academic attainment of learners are improved. Also, the findings of Franzon and Assar (2009) were also in consonance with the above findings, using adaptive strategy, students were able to learn and to efficiently improve on their learning process.

In addition, the study showed that there was a significant effect of collaborative, adaptive and conventional teaching strategies on students' retention ability in Civic Education. These findings also collaborated with the views of Terenzini, Cabrera, Colbeck, Parents and Bjorklund (2001), whose findings indicated that active and collaborative approaches to instruction are more effective than conventional lecture method in promoting students design skills. Their results further statistically reported significant advantages in a variety of learning outcome areas when compared with "non-ECSEL" students, who were enrolled in conventionally taught courses. This implied that with the use of collaborative and active instructional strategies, students gain in communication skills, design skills and group participation skills. Their results have implications for accreditation, classroom management, curriculum, faculty development and the recruitment and retention of under – represented groups in Engineering. This present study is an effort to improve pedagogical practices in the classroom. Collaborative and adaptive teaching strategies are important and suggest ways to approach the group work.

Finally, the study revealed that there was a significant effect of collaborative, adaptive and conventional teaching strategies on the attitude of students towards Civic Education. The fact was equally upheld by Bullough, Young, Birrell, Cecil and Winston (2003), Hoogveld, Paas and Jochems (2003), and Vidmar (2005), in their various studies

that students showed higher learning outcomes compared to the control group. It is therefore worth nothing that collaborative and adaptive teaching strategies are effective and innovative strategies in teaching and learning process.

CONCLUSION

The results of this study provided empirical evidence that collaborative and adaptive teaching strategies are effective in improving students' learning outcomes in Civic Education at senior secondary schools' level. The results also revealed that collaborative and adaptive teaching strategies in the classroom have the potentials to elevate the learning of students beyond the superficial and into the deeper learning that remains for a lifetime.

The findings of this study provided empirical support for beliefs about the greater effectiveness of collaborative and adaptive learning compared with traditional approach to developing students' attitudinal skills towards Civic Education. Therefore, an understanding of group dynamics on the part of the teacher coupled with collaborative and adaptive teaching strategies will go a long way in promoting teaching and learning process.

RECOMMENDATIONS

1. Collaborative and adaptive teaching strategies are hereby recommended to be incorporated into the secondary school curriculum as studies have found them to have positive significant effects on students' learning outcomes in Civic Education.
2. Also, since the two strategies are learner centered, sufficient activities be provided by Government in schools so as to afford the students' ample opportunities to broad on their horizons.
3. Teacher educators and their institutions should not only include collaborative and adaptive learning strategies in their curriculum but should also provide practical experiences for pre-service teachers to be well equipped in the use of the strategies.
4. School administrators should provide necessary funds to teachers and students who will make use of the strategies.

5. Training and re-training programme should be organized for teachers in Civic Education in order to be abreast of the innovation in the teaching of the subject.
6. Civic Education curriculum should be reviewed to incorporate the use of collaborative and adaptive learning as strategies for teaching and learning Civic Education concepts.

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