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### Perceived Effect of Contemporary Teaching Methods on the Academic Achievement of Students in Social Studies in Imo State

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#### Abstract

This study investigated the perceived effect of contemporary teaching methods on the academic achievement of students of Social Studies in Alvan Ikoku Federal College of Education, Owerri. Four specific purpose and four research questions guided this study. The design of the study was descriptive research survey design. The choice of this research design was considered appropriate because data was collected from primary sources in order to find out or investigate on its advantages of identifying attributes of a large population from a group of individuals. The research area for this work was Alvan Ikoku Federal College of Education Owerri Municipal Council. Purposive sampling technique was used to select 150 respondents from the department of Social Studies. The instrument used for the

study was structured questionnaire. The face and content validity of the instrument was determined by the project supervisor who fine-tuned it and certified it fit for administration. Data obtained from the questionnaire were analyzed using statistical mean and standard deviation. The findings of this study revealed amongst others that the use of collaborative approach leads to high academic performance among students of Social Studies, in Alvan Ikoku Federal College of Education, Owerri. Based on the findings of the study, some recommendations were made which includes that government should provide facilities that promote active learning environment since these approaches such as collaborative and mobile learning method.

**Keywords:** Contemporary Teaching Methods, Academic Achievement, Social Studies

#### Introduction

The globalization of the world has made various school systems to rethink ways learners can acquire skills and knowledge that would enable them explore and function effectively in the twenty-first century society. Critical in this drive are the teaching methods that provide measures of addressing declining academic achievements often experienced among students especially in tertiary institutions, particularly in Nigeria. According to Master (2015), in the quest to overcome the learning challenges faced by teachers and students in higher institutions and support deeper learning to improve students' academic achievement, researchers have postulated the use of contemporary teaching/learning methods. These contemporary teaching methods refer to the 21st century teaching/learning methods that are learners' centred; encourage life-long learning and enhance acquisition of skills for quality delivery in workplace. They include but not limited to: participatory, personalize, problem-based, collaborative, motivational, creative and innovative, tools, strategic questioning, mobile technologies, social media, real-world activities, metacognitive skills, right relationships, learner-centered model, learning without boarder, life-long, open education and accredited and credential non-traditional learnings (Gijsbers & van Schoonhoven, 2012; Leadbeater, 2008; Learnovation, 2009; Redecker & Punie, 2013). Among the above-mentioned contemporary teaching methods; collaborative and mobile technology learning approaches were considered in the course of this study.

In the education system and learning process, the student's achievement in academic activities is of great concern. According Nuthana and Yenagi cited by Mendezabal (2013), the academic achievement is a major factor used to evaluate student's overall abilities and capacities and normally determined by the examination results. Also, it reveals the quality of educational training offered by academic institutions. Aremu (2003) describes "poor academic achievement as achievement that is adjudged by the examiner and some other significant as falling below an expected standard". The effect of reduced academic achievement is not only devastating to the learners and the parents but is equally important on the society with regards to lack

of workforce in every area of the economy and politics. More so, there is an assumption that male students perform better than their female counterparts which sometimes can retrogress the confidence of female students and invariably create an associated problem of self-concept vis a vis attitudinal change. This study, however, examined the perceived influence of contemporary teaching methods on academic achievement of students of Social Studies in Alvan Ikoku Federal College of Education, Owerri. It concentrates majorly on the extent the use of collaborative and mobile technology approaches in teaching-learning process will improve the students' academic achievement in the face of factors responsible for poor academic achievement.

### Statement of the Problem

The recurring experience of decline in academic achievement of tertiary institutions in Religion, especially Alvan Ikoku Federal College of Education, particularly in examinations has become a great concern to parents, teachers and management of schools in our society. This poor academic achievement in Social Studies occurs yearly and more students are running away from Social Studies as a course. This alarming rate of poor achievement in Social Studies may be attributive to challenging factors such as teacher-centred instructional method, poor and inadequate learning facilities, inflexible learning arrangement, poor funding, unqualified teachers, and non-digital tools for learning among others (Asikhia, 2010; Master, 2015). Also, research has shown that "transmission" or lecture model which has been seen as an obstacle to effective and efficient learning still posed as the preferred teaching-learning method by teachers in tertiary institutions especially in Alvan Ikoku Federal College of Education, Owerri. The researcher therefore wonders if the use of contemporary teaching methods could improve the academic achievement of students of Social Studies in Alvan Ikoku Federal College of Education, Owerri.

### Research Questions

The following research questions will guide this study:

1. To what extent does the use of collaborative approach in teaching/learning process influence the academic achievement of students of Social Studies, in Alvan Ikoku Federal College of Education, Owerri?
2. How does the use of mobile technology approach in teaching/learning process influence academic achievement of students of Social Studies in Alvan Ikoku Federal College of Education, Owerri?
3. In what ways does the implementation of contemporary teaching methods affects the academic achievement of students in Social Studies in Alvan Ikoku Federal College of Education, Owerri?
4. What are the solutions to the factors that effects the implementation of contemporary teaching methods in Social Studies in Alvan Ikoku Federal College of Education, Owerri.

### Method

The design of this study was descriptive research survey design. The choice of this research design was considered appropriate because data was collected from primary

sources in order to find out or investigate on its advantages of identifying attributes of a large population from a group of individuals. The design was suitable for the study as the study sought to examine the perceived effect of contemporary teaching methods on the academic achievement of students of Social Studies in Alvan Ikoku Federal College of Education, Owerri. The population of this study comprises of the entire second year students in the department of Social Studies, school of Arts and Social Sciences, Alvan Ikoku Federal College of Education, Owerri Imo State, which are 1,355. The sample of this study comprised of 150 students purposively selected from the department of Social Studies. Purposive sampling technique was used to select the entire students in second year so as to be able to ascertain the difference in the academic achievement of this department. The instrument used for the study was structured questionnaire which comprises of two section, A and B. Section "A" was contain personal information of the respondents, while section "B" consists of questionnaire items used to elicit information from the respondents. The response made was on the four-point likert scale of strongly agree (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD).

The questionnaire was designed by the researcher and submitted to two experts in measurement and evaluation. These experts subjected the instrument to thorough scrutiny in order to ascertain the clarity, relevance and adequacy of the research instrument. The researcher was reconstructed the instrument based on the suggestions of the experts, then submitted it to the project supervisor who ensured the face and content validation of the instrument. The prepared questionnaire was administered personally to the participants on face-to-face basis. They were encouraged to be independent in their responses. However, opportunity was given to the respondents to answer questions and return it to the researcher. This was to avoid bias responses might arise due to fear. Thus, the respondents supplied their names. The data used by the researcher was mean statistics. This was employed to analyze or interpret the responses of students in the questionnaire. The technique was chosen due to it's simplicity in manipulations and interpretations.

$$\text{Therefore, } x = \frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$$

Decision Rule: This means that, a mean of 2.5 is the unit of acceptance. So, any number below 2.5 was rejected.

### Data Analysis and Result

**Table 1:** Demographic information of respondents (N=150)

| Characteristics | Frequency | Percentage |
|-----------------|-----------|------------|
| <b>Gender</b>   |           |            |
| Male            | 58 (44)   | 42.5 (55)  |
| Female          | 92 (36)   | 57.5(45)   |

**Research question 1:** To what extent does the use of a collaborative approach in the teaching/learning process influence the academic achievement of students of Social Studies, in Alvan Ikoku Federal College of Education, Owerri

**Table 2:** Mean Ratings of Respondents on extent does the use of collaborative approach in teaching/learning process influence the academic achievement of students of Social Studies, in Alvan Ikoku Federal College of Education, Owerri

| S. No | Items  | $\bar{X}$ | SD   | Remarks |
|-------|--|-----------|------|---------|
| 1     | Reduced teacher's authoritarianism promotes class discussions and maximum application of students' abilities which enhance academic performance. | 2.85      | 0.92 | SA      |
| 2     | A good student-teacher relationship in the classroom supports student personal academic performance.   | 2.81      | 0.96 | SA      |
| 3     | Students perform well in class as they take control over their study and highly motivated.   | 3.27      | 0.80 | SA      |
| 4     | Teachers allowing students to work together  | 2.88      | 0.94 | SA      |
|       | Grand Mean and Standard Deviation (SD)   | 2.95      | 0.91 | SA      |

Source: Field Work 2021

The Table 2 revealed that when students have control over their work causes high academic performance with mean score of 3.25 and less teacher's authoritarianism, good student-teacher relationship and reduced lack of self-discipline and self-confidence, students working together, were the various mean scores were accepted with a grand mean of 2.95 (above 2.50 mean criterion) showing that the use of collaborative approach leads to high academic performance among students of Social Studies, in Alvan Ikoku Federal College of Education, Owerri.

Research question 2: How does the use of mobile technology approach in teaching/learning process influence academic achievement of students of Social Studies in Alvan Ikoku Federal College of Education, Owerri

**Table 3:** Mean Ratings of Respondents on use of mobile technology approach in teaching/learning process influence academic achievement of students of Social Studies in Alvan Ikoku Federal College of Education, Owerri

| S. No | Items   | $\bar{X}$ | SD   | Remarks |
|-------|---|-----------|------|---------|
| 5     | Use of mobile device can assist students and teachers to have access to unrestricted varieties of information or materials on any subject matters and improve students' academic performance. | 3.31      | 0.76 | SA      |
| 6     | Students develop character of patience in the classroom and beyond as they share ideas through Internet which supports better academic performance.   | 3.12      | 0.92 | SA      |
| 7     | Use of mobile device can cause students to be distracted during teaching-learning process and affects their academic performance.   | 1.32      | 0.62 | D       |
| 8     | Teachers' access to information on ways to improve teacher's competence in subject matter, lessons preparation, and effective communication via mobile device enhances students' performance. | 3.15      | 0.69 | SA      |
|       | Grand Mean and Standard Deviation(SD)   | 2.92      | 0.81 | SA      |

Source: Field Work 2018

The responses on Table 3 showed that unrestricted access to information and materials, developing character of patience,

teacher's competence, and a grand mean of 2.90 (above 2.50 mean criterion) shows that the responses were accepted and that the use of mobile learning approach in teaching/learning situation enhances high academic performance of students of Social Studies, in Alvan Ikoku Federal College of Education, Owerri.

Research question 3: In what ways does the implementation of contemporary teaching methods affects the academic achievement of students in Social Studies in Alvan Ikoku Federal College of Education, Owerri?

**Table 4:** Mean Ratings of Respondents on ways the implementation of contemporary teaching methods affects the academic achievement of students in Social Studies in Alvan Ikoku Federal College of Education, Owerri

| S. No | Items  | $\bar{X}$ | SD   | Remark |
|-------|--|-----------|------|--------|
| 9     | Male students tend to share ideas together when given difficult task in class          | 2.65      | 0.92 | SA     |
| 10    | Female students are enthusiastic to innovation in the classroom                        | 3.01      | 0.81 | SA     |
| 11    | Female students are more motivated in trying out new learning methods in the classroom | 3.27      | 0.67 | SA     |
| 12    | Male students pay attention to details in the classroom than Female students           | 2.94      | 0.74 | SA     |
|       | Grand Mean   | 2.97      | 0.79 |        |

Source: Field Work 2018

Table 4 shows the responses of students on the different ways the implementation of contemporary teaching methods affects the academic achievement of students in Social Studies in Alvan Ikoku Federal College of Education, Owerri. The grand mean of 2.97 (above 2.50 mean criterion) shows that contemporary teaching methods, affects the academic achievement of students in Social Studies in Alvan Ikoku Federal College of Education, Owerri.

Research question 4: What are the solutions to the factors that effects the implementation of contemporary teaching methods in Social Studies in Alvan Ikoku Federal College of Education, Owerri.

**Table 5:** Mean Ratings of respondents on the solutions to the factors that effects the implementation of contemporary teaching methods in Social Studies in Alvan Ikoku Federal College of Education, Owerri

| S. No | Items   | $\bar{X}$ | SD   | Remark |
|-------|---|-----------|------|--------|
| 13    | Learning in small-peer group enhances students concentration and improves their academic performance and reduce the effect of gender.   | 3.21      | 0.77 | SA     |
| 14    | Students build safe, positive learning climate of inquiry which promotes academic excellence when they learn in group.  | 2.76      | 0.81 | SA     |
| 15    | Students interaction on areas of academic and emotional difficulties outside the classroom through mobile devices can improve the students' academic performance and reduce the effect of gender. | 2.72      | 0.67 | SA     |
| 16    | Students build up nature of kindness in the learning environment as they share ideas through Internet which enhances better academic performance.   | 3.43      | 0.84 | SA     |
|       | Grand Mean and SD   | 3.03      | 0.77 |        |

The responses on Table 5 shows the responses of students on the different solutions to the factors that effects the implementation of contemporary teaching methods in Social Studies in Alvan Ikoku Federal College of Education, Owerri. The grand mean of 3.02 (above 2.50 mean criterion) indicates that the identified solutions outlined were accepted.

### Discussion of Findings

The findings on Table 2 showed that the integration of collaborative teaching-learning approach in the classroom situation improves students' academic performance. When students take control over the study, teacher's authoritarianism is less, and students learn in small-peer group; self-confidence, self-discipline and good student-teacher relationship tend to be built, academic obstacles are overcome and high academic performance attained. This finding agreed with Srinivas, as cited in Laal *et al* (2012) who stated that collaborative approach enables students to be responsible for each other's learning as well as their own, hence improving on their academic success. Barron and Darling Hammond (2008) asserted that the use of collaborative teaching-learning method helps students to develop ability to work in team, solve complex problems and apply knowledge gained through on lesson or task to other circumstances.

Table 2 identified and revealed that the use of mobile technology approach via mobile devices in the teaching-learning environment tends to improve academic performance among students in secondary school students in Port Harcourt Metropolis. Its ability to enable students always have access to information and materials from the Internet, develop friendly character traits, exposure to meaningful teaching practices as teacher's competence is facilitated through access to tips on better ways of preparing and presenting lessons including contemporary teaching methods and students' privilege to learning at anytime, anywhere cause them to perform academically high.

The finding agrees with Liu (2010) and West (2013) that mobile learning allows students access to any type of information at anytime and anywhere. Vavoula and Sharples (2009) stated that mobile technology approach helps students to construct spontaneous learning situation and advance through everyday life by negotiating knowledge and meanings through interaction with setting, people and technology. The finding also agreed with the view of Major (2016) that the use of mobile learning enables students to listen and provide feedback or reflect on what they do, practice higher-level skill such as evaluation and constructive critique and as well develop characters like patience, kindness and encouragement in the classroom and beyond as they share ideas during activities.

### Conclusion

From the findings, contemporary teaching methods such as collaborative and mobile learning approaches are of importance for high academic performance both for male and female students. Using such teaching method will not only ensure that classroom objectives are met which is the objective of teaching and learning, it will also ensure that students varied learning needs are considered while teaching. Gender difference also can be reduced in the classroom with the use of these teaching method or a combination of varied teaching methods. This ensures that both high performing students and low achievers are carried along.

### Recommendations

Based on the findings, the following recommendations were made:

1. Educational curriculum planners should ensure the strategies of collaborative and mobile technology instructional approaches are included in the instructional curriculum of secondary schools.
2. Management of secondary school Board and principals should see to the frequent use of contemporary teaching methods, especially collaborative and mobile technology instructional approaches, by teachers in the classroom situation.
3. Government should provide facilities that promote active learning environment since these approaches such as collaborative and problem-based learning methods demand flip classrooms.
4. A functional information and communication technology centre (digital room) be established in all secondary schools to motivate the use of mobile learning approach.
5. A motivating reward mechanism should be institutionalized to encourage teachers' de-emphasis on the use of traditional methods of teaching and embrace contemporary ones.

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