

**ENHANCING POLITICAL KNOWLEDGE AND ATTITUDES
AMONG SECONDARY SCHOOL STUDENTS:
A COMPARATIVE STUDY OF TWO ACTIVE
LEARNING TECHNIQUES**

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Abstract

In this experiment, two active learning techniques with reference to Role-play and Moral dilemma was compared with modified lecture method in enhancing achievement outcomes in political education. The participants were 360 Senior Secondary School II Students attending six secondary schools in Ibadan metropolis. They were exposed to four political education concepts under the three methods for eight weeks. Treatment was preceded by a pre-test and a post-test was administered thereafter. The results of the study show that learners exposed to political education concepts through Role-play and Moral dilemma techniques improved in grades and gained in knowledge over and above those exposed to modified lecture. Gender and subject specialization were found to significantly interact with treatment. Some implications of the findings for teacher preparation in civic and political education and future research are highlighted. The paper hereby recommended that two active learning should be encourage in teaching students to enhance the students cognitive affective and psychomotor in political

knowledge of students, also teacher should be more proactive in performing special role to play in teaching the students lastly, Curriculum planning and implementation should be more effective and efficient in teaching students.

Keywords: Democracy; Political culture; Role-play; Moral dilemma; Franchise, Electoral system.

Introduction

Much energy has been spent on the justification for the inclusion of political education in Nigeria's school curriculum. Audsley et. al (2013) have convincingly argued that schools have unique and vital roles to play in the education of citizens for effective functioning in a democratic setting. The need to provide appropriate political education for school children in Nigeria has been largely advocated since the inception of democratic rule in 1999. Emphasis was placed on ways of enhancing student's political knowledge and raising their political attitudes so that they could be properly oriented towards effective and positive political participation. The move to teach the basic tenets of the constitution in our schools and the translation of the constitution into some local languages (Guardian, 2002; Nigerian Tribune 2007) has called for a development of a programme of Curriculum Instruction aimed at enhancing political literacy among students in secondary schools. The invaluable place of education in the transformation of consciousness lend credence to the need to use education for the creation of political awareness in the people, particularly the youths, as the government intends to use education as a vehicle for achieving national unity (FGN Revised 2013). According to Aydilek (2024) defines education is the prime determinant of political culture, ideology, and the history of their society, economy and policy. Therefore, for democracy to germinate and thrive, the necessary and required healthy environment must be created. Nigerian youths are expected not just to learn the virtues and ideals of democracy; they should also internalize the essential democratic ethics and be given the political orientation and the opportunity to practice democratic ideals. Political education has

therefore been identified as an intervention strategy to arrest the low level of political culture in Nigeria particularly, the Nigerian secondary school students who are regarded as leaders of tomorrow.

Within this context, the success of any education programme according to (United Nations Educational, Scientific and Cultural Organisation, 2020) depends to a large extent on the actual teaching learning process. Burcu YavuzTabak (2021) observed that there is the need to adopt, certain techniques and methods which is capable of promoting democratic culture within the school system and ultimately among citizens. According to them, a change from the traditional, autocratic teacher students' relationship to a democratic one in which the teacher takes the learner as companions and engages in collective activities in needed. However, many schools have observed that though conventional method is most widely used for instructional delivery, yet it's often abused with no guarantee that it may lead to effective learning. Akintunde 2004, Falade 2007). Despite much theoretical emphasis in recent years on active learning and learner centered instruction, the Nigerian education system is yet to experience and embrace these techniques. There is therefore the need for teachers to understand and promote learning activities that can facilitate and enhance learning in classroom. This study was concerned with investigation the effects of role-play and moral dilemma techniques on secondary school students, achievement in political education. Specifically, it determined the:

- i. main effect in the mean post-test scores of students exposed to political education under the three instructional mode;
- ii. interaction effect of treatment on the mean post test scores of male and female subjects exposed to the three treatments condition; and
- iii. interaction effect of treatment and specialization on the mean post-test scores of subjects exposed to the three treatments condition.

Hypotheses

H₀ 1: There is no significant main effect in the mean post-test scores of students exposed to political education under the three instructional mode.

H₀2: There is no significant interaction effect of treatment on the mean post test scores of male and female subjects exposed to the three treatments condition.

H₀3: There is no significant interaction effect of treatment and specialization on the mean post-test scores of subjects exposed to the three treatments condition.

Methods

A quasi-experiment pre-test, post-test, control group design was adopted in this study to determine the effects of two active learning techniques on secondary school students achievement to political education. The moderating influence of gender and subject specialization was also investigated. A 3x3x2 factorial matrix made up of two experimental groups (role-play and moral dilemma groups), and control group (modified lecture method group) subject specialization at three levels (Social Science, Arts and Sciences) and gender at two levels (male and female) was utilized.

The multi-stage sampling procedure was adopted to select 360 senior secondary II students (185 males and 175 females) from six co-educational secondary schools that are distantly located from each other in Ibadan metropolis. Each of the schools was assigned randomly to experimental group 1 and 2 and control group with two schools each for experiment 1 and 2 and control group. The instrument used in the study had been validated in an earlier study by Adelekan (2009). The validation of the original materials involved a pilot-test, peer review and face and content validity. A Political knowledge Achievement Test (PKAT) was developed and used in the experiment. The PKAT was a 25 item multiple-choice objectives test which focused on the first levels of cognitive domain (knowledge, comprehensive, application and analysis as defined by Bloom (1956). Three items were generated on each of the four topics for a level of objectives. The instrument was adapted from Adelekan (2009) using the kuder Richardson Formular 21 (r21) for an estimation of internal consistency of the items, a reliability co-efficient of an estimation of internal consistency of the items, a reliability co-efficient of 0.84 was obtained. The post-test performance scores (at the cognitive

level of thinking) were subjected to analysis of Co-variance pre-test scores as covariate. Scheffe post hoc, t-test and graphs were also used to trace the source of the observed significant among the groups.

Results

H₀ 1: There is no significant main effect in the mean post-test scores of students exposed to political education under the three instructional mode.

Table 1: Summary of 3x3x2 ANCOVA of the Post-Test Achievement Scores of Subjects According to Treatment, Subject Specialization and Gender

Source of Variation	Sum of Squares	df	Mean Square	F	Sig. of F
Covariate	8668.8334	1	8668.8334	1505.683	.000
Main effects(combined)	1095.523	5	219.105	38.056	.000
Treatment	848.864	2	242.432	73.719	.000*
Subject	213.145	2	106.572	18.510	.000*
Specialization	33.514	1	33.514	5.821	0.16*
Gender	119.127	8	14.891	2.586	.009*
2-way interactions	69.982	4	17.496	3.039	.018*
Treatment X Subject	45.427	2	1.401	3.945	.020*
Specialization X Subject	3.718	2	1.859	0.244	.428*
Treatment X Specialization					
Gender	171.195	4	42.799	7.434	.000*
Gender X Subject					
Specialization	100.54.68	18	558.593	97.022	.000*
3-way Interactions	1963.277	341	5.757		
Treatment X subject Specialization X Gender	12017.96	359	33.476		
Explained					
Residual					
Total					

* Significant at $p < .05$

Table 1 indicates that mode of instruction had a significant effect on variations in subjects' achievement scores ($F_{(12,341)} = 73.719$; $p < .05$). Thus, hypothesis 1 is rejected. MCA in Table 2 shows the magnitude of subjects' mean achievement score in each of the treatment group and the control.

H₀2: There is no significant interaction effect of treatment on the mean post test scores of male and female subjects exposed to the three treatments condition.

Table 2: Multiple Classification Analysis (MCA) of the Post-Test Achievement Scores According to Treatment, Subject Specialization and Gender

Variation + Category	N	Unadjusted deviation	Eta	Adjusted for independents + covariates deviation	Eta
Treatment					
Moral dilemma	120	3.94		2.41	
Role Play	120	-3.96	.558	-2.13	.322
Control					
Subject Specialization					
Science	118	-3.13		-0.86	
Arts	116	-1.2		-0.58	
Social Science	126	4.02	.345	1.33	.241
Gender					
Male	185	1.2		0.31	
Female	175	-1.27	.098	-0.33	.056
Multiple R ²					.901
Multiple R					.812

Table 2 shows that subjects in the experimental group 1 exposed to political education concepts through moral dilemma technique obtained the highest adjustment mean score of ($\bar{x} = 19.92$) while those in the experiment II exposed to political education concepts through role play technique had an adjusted mean score of ($\bar{x} = 17.22$). The control group obtained the lowest adjusted mean score ($\bar{x} = 15.38$).

H₀₃: There is no significant interaction effect of treatment and specialization on the mean post-test scores of subjects exposed to the three treatment condition.

Interaction Effect of Treatment and Subject Specialization on Students' Achievement in Political Education

The summary of the ANCOVA as show in Table 1 shows that there is a significant interaction effect of treatment and subject specialization on students' achievement score ($F_{(4,341)} = 3.039$; $p < .05$). This hypothesis is not rejected.

The interaction effect of treatment and subject specialization on student's achievement is presented in Figure 1.

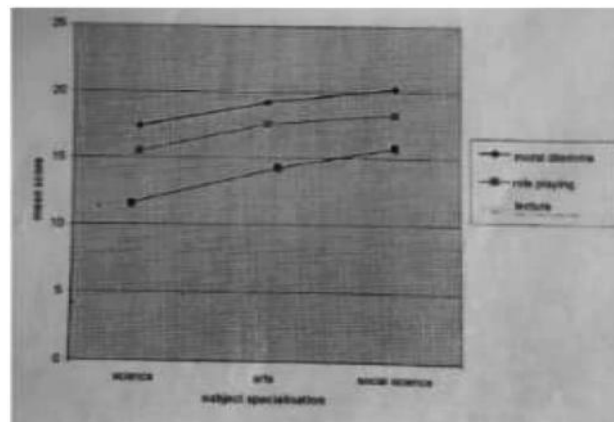


Fig. 1: Interaction of Treatment and subject Specialization on Students' Political Knowledge

From Figure 1, it is obvious that there is an ordinal interaction between treatment and subject specialization with respect to students' achievement. The figure shows that across the three subject specializations. (i.e Science, Arts and Social Science), the moral dilemma instructional group had the highest achievement score followed by those in the Role Play techniques while students exposed to the conventional method consistently fell below the other two groups in achievement scores.

Interaction Effect of Treatment and Gender on students' Political Knowledge

Analysis of covariance (ANCOVA) shown in Table 1 was used to test this hypothesis. Result in the table shows that there is a significant interaction effect of treatment and gender on students' political achievement score ($F_{2,341} = 3.945; p < .05$). Thus, hypothesis 2 is rejected.

To clarify further on this finding, figure II is a graphical illustration of the interaction effect of treatment and gender on students' political achievement scores.

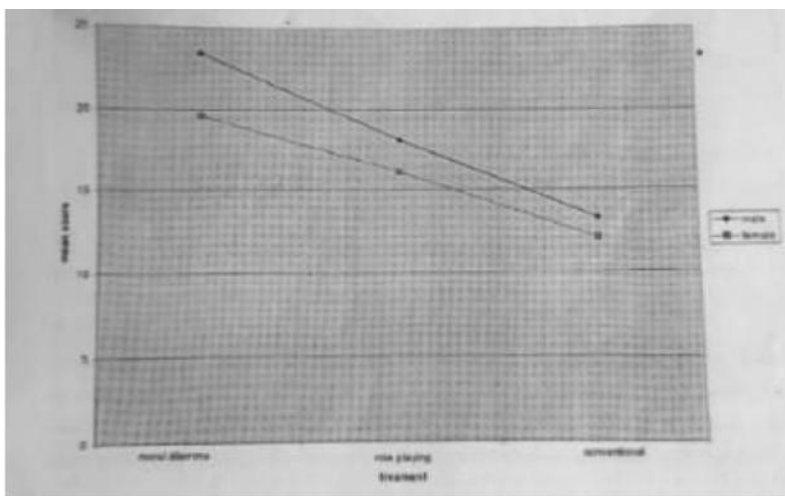


Fig. 2: Interaction of Treatment and Gender on Students' Political Achievement

From Figure 2, it could be observed that in each of the three treatment groups (i.e moral dilemma, role play) male students consistently performed better than their female counterparts in achievement scores. Further, the t-test statistic was computed for each of the two treatment groups and control to compare male and female students' achievement scores in each of the treatment groups.

Table 3: T-test Comparison of Male and Females Students' Achievement Across the Two Treatment and Control Group

Treatment	Gender	N		Student Development	df	t-value	Sig	Remark
Moral dilemma	Male	68	23.45	425	118	8.417	.000*	Significant
	Female	52	19.62	703				
Role Playing	Male	65	18.12	3.19	118	6.121	.000*	Significant
	Female	55	16.10	5.30				
Control	Male	72	13.26	4.07	118	4.006	.035*	Significant
	Female	48	12.05	6.10				

*Significant at $p < .05$

Table 3 shows that in the moral dilemma group, male students performed better than their female counterparts (male = 23.45; female = 19.62). Also, in the role-play group, male performed better than the female students (male = 18.12; female = 13.26) while this trend is the same with the control group (male = 13.26; female = 12.05).

Discussions

The investigator disentangled the significant two way and three way interaction effects. These are illustrated in Figures 1,2 and 3 respectively. Each of the figures shows ordinal interaction and such that students exposed to moral dilemma and Role play group performed better than their counterparts in the control group irrespective of the student's subject specialization (Figure 2).

One of the intervening variables in this study is the gender of the students. The finding on the two hypotheses as shown in table 1

and 2 indicated that gender has a significant main effect on the variation on the political knowledge of students. This interpreted to mean that in each of the treatment groups, male consistently performed better than their female counterparts in achievement scores.

On subject specialization, as presented in Table 1. Shows that subject specialization had a significant effect on student's political knowledge. The reported significant effect of subject specialization according to the results showed that social science students performed better than Arts science students across the three treatment groups.

Conclusion

One significant outcome of this study is that the two active learning techniques (Moral dilemma and Role-play used have been found to positively affect students cognitive affective and psychomotor in political knowledge of students. The findings have also revealed that the two techniques used are capable of reducing gender gap in student's political knowledge. It was discovered that female students require special assistance to overcome their weaknesses in respect of learning political education concept. It is therefore observed that teachers have a special role to play in putting extra in their teaching by way of encouraging and motivating students particularly, the female students to participate actively in teaching learning processes.

The significant effects of gender on student's interaction effects involving treatment subject specialization and gender also have some implications.

Recommendations

In the light of this Curriculum developers should re-organize social studies and other related Subjects curriculum to make it more inviting for girls in the teaching-learning processes. There is therefore the need for well organised training programmes for classroom teacher's both at national and local levels in order to expose them to the skills and competences required in using moral dilemma and role play techniques in teaching political education concepts and

other related subjects at enhancing students political knowledge and promote positive attitudes towards civic engagement.

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