

UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.6;
https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355. January-June, 2021
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363

ACADEMIC JOURNALS
expand your knowledge
http://www.academicjournals.org

EFFECTS OF SCAFFOLDING TEACHING STRATEGY ON THE ACADEMIC ACHIEVEMENT OF STUDENTS IN SOCIAL STUDIES FOR VALUE REORIENTATION AND NATIONAL DEVELOPMENT

Dr. LOUISA OBY UNUGO
Department of Social Studies
Ebonyi State College of Education,
Ikwo, Ebonyi State, Nigeria.
07032969511; obyunugo@Gmail.com

ABSTRACT

This study investigated effect of scaffolding teaching strategy on the academic achievement of students in Social Studies for value reorientation and National development. It also studied the interactive effects of scaffolding and gender on achievement of Upper Basic School students in Social Studies. Two research questions guided the study. The study adopted the quasi experimental pre-test, post-test, control group design. The sample consisted of eighty (80) upper basic 2 students drawn from two government schools in Imo State. Purposive sampling technique was used to assign the schools to experimental and control groups. The instrument for data collection was the Social Studies Achievement Test (SSAT). Mean and standard deviation were used for the analyses of the data. Findings revealed that scaffolding teaching strategy improved the achievement of students, and males were better receptors of the instructional strategy. In conclusion, for students to achieve classroom objectives, teachers are therefore employed not to stick to a particular method of teaching but should endeavour to use varieties of teaching methods taking cognizance of the topic and the needs of the students. Some recommendations were made which includes that Teachers should regularly use scaffolding teaching strategy to enhance the effectiveness of their instructions and improve the academic achievement of students in Social Studies.

Keywords: Scaffolding, Academic Achievement, Social Studies.

UNIJERPS

Introduction

According to Adaralegbe (1980) Social Studies is defined as problem – solving approach discipline. Barth in Livingstone (2012) sees 'Social Studies as a seemless web and. Kissock in Akinola (2011) defines Social Studies is a course of study which helps the society to impact, skill, ideas, values etc and equally inculcate the spirit oneness among people. Comparative Education Study and Adaptation Centre (CESAC) in Akinola (2011) views Social Studies as a field of study that is concerned with the way man lives in and interacts with his/her social and physical environments and how sciences and technology help him to live well in those environments. From the foregoing, Social Studies could be defined as the planned and unplanned process by which individuals acquire values, attitudes, skills and knowledge, which will make them useful to themselves and society at large. It is also a programme of study, which is designed to produce effective citizens with global values.

The concept of Social Studies can be understood within the context of the objectives, which underlie the philosophy and aims of society's education (National Teachers Institute, NTI, 2000). This is true of all countries, which have Social Studies in their school curricula. Every society's educational aims and goals are developed to help achieve its national objectives. Eboh (1993) opines that Social Studies, as a course of study intends to tackle the problems of human survival, differs in concept, according to the needs of different societies. Consequently, in Nigeria and other parts of the world, Social Studies has no single universally accepted definition. While some educators believe that Social Studies is just another way of studying geography and history in a more digestible form, some others maintain that it is simply another name for civic education (Ikwumelu, 2003). Thus, Wronski in Bozimo and Ikwumelu (2005) avers that what Social Studies is, or should be, vary from country to country, because even within a single nation, experts are divided on the issue. The subject has thus been described differently by different persons as extended civics, elementary Social Science and general studies.

The lack of adequate skills and experience observed on the part of the students has been blamed on a number of factors. Chidiume (2005) and Nwali (2014) laid the blame on the teaching method adopted by the teacher in

teaching Social Studies and other Social Science subjects.

Conceptual Clarification

Scaffolding is a communication process where presentation and demonstration by the teacher is contextualized for the learner. The performance of the study is coached, articulate and elucidated by the learner as support is gradually being removed (Alake and Ogunseemi, 2013). Margaret (2005) and Omiko (2013) in their studies saw scaffolding as the assistance (parameters, rules or suggestions) a teacher gives to the students in a learning situation. Margaret added that scaffolding is a learning process designed to promote a deeper level of learning. Scaffolding is the support given during the learning process which is tailored to the needs of the students with the intention of helping the students to achieve their learning objectives.

Sawyer (2006) stated that scaffolding is the provision of support to promote learning when concepts and skills are being first introduced to the students. He further expatiated that these supports may include; resources, a compelling task, templates and guidance on the development of cognitive and social skills. He added that these supports are gradually removed as the students develop autonomous learning strategies, thus promoting their own cognitive, affective and psychomotive learning skills and knowledge. The teacher therefore, offers assistance with only those skills that are beyond the students' capability.

In order to carry out scaffolding strategy the teacher must first identify and determine:

i) What students can accomplish independently;

ii) What students can accomplish with guidance (in other words, teacher determines the students' zone of proximal development; and

iii) Teacher then provides the instructions that are just enough to support the learner in task beyond reach without teacher's support.

Levels of scaffolding support may vary such that, a great deal of support is given when the teacher models the targeted task, giving individual verbal explanations that identify the element of the content and strategy. Little support would be when the teacher only provides cues to some aspects of the

task in response to what students have already mastered. Beed, Hawkins and Roller (1991) in Alake and Ogunseemi (2013) have described levels of support that lie between these two extreme as:

1. Assisted modelling: Students are encouraged to participate in the completion of the task;

2. Element identification: the teacher identifies the elements of the intelligent behaviour as the students complete task; and

3. Strategy naming: the teacher refers to the name of the strategy and students employ it on their own.

Academic Achievement

Epunam (1999) defines academic achievement as the learning outcomes of the child. These include the knowledge, skills and ideas acquired and retained through their course of study within and outside the classroom situation. Similarly, La Shawn (2011:7) refers to academic achievement as 'standardized test scores, grades, and overall academic ability and performance outcomes'. The concept of academic achievement also refers to the achievement by individuals, of objectives related to various types of knowledge and skills. These objectives are socially established based on the age, prior learning and capacity of individuals with regard to education, socialization and qualification.

More specifically, academic achievement could be understood better by focusing on the terms 'academic' and 'achievement' separately. Academic pertains to school subjects like liberal arts or to the spheres of ideas and abstraction, while achievement is delimited to knowledge attained or skills developed by pupils usually in the schools and measured by tests scores assigned by teachers (Oganwu and Reuben, 2013).

Social studies

Engle in Okam (1998) explains that Social Studies could be seen as a discipline in its own right, intermingling knowledge from all the Social Science disciplines and dealing directly with social ideals and problems as they occur to the average citizen. This implies that Social Studies should be developed as a separate discipline with its own separate structure and should make use of facts, concepts, and generalizations acquired from the Social science disciplines in order to deal with social issues and problems.

Social Studies is viewed as the best preparation for responsible citizenship; extracting information from stories on traditional Social science that are supposed to influence the moral and character training of young people. Social Studies is also associated with the behaviour of learners. According to Adaralegbe in Okpala and Bamidele (2006), Social Studies is not expected to make good citizen out of all who learn it rather the programme will have some impact on the behaviour of the citizen in relation to his civic, social and political affairs.

In order to achieve value reorientation and national development in Nigeria, instructional methods should be such that will enhance the active participation of students and therefore, improve their academic achievement for increased national productivity. This study therefore, investigated the effect of scaffolding teaching strategy on the academic achievement of students in Social studies for value reorientation and national development.

Statement of Problem

The teaching of Social studies in Nigerian Secondary Schools has been with the use of traditional method of instruction. However, the achievement of students in the subject especially at upper basic level has consistently remained poor. This may imply that students are not learning from the use of this method of teaching. This study therefore, determined the effect of introducing scaffolding teaching strategy in Social Studies classroom on students' learning outcome.

Research Questions

This study was guided by the following research questions:

1. What are the effects of gender on students' achievement in Social Studies using scaffolding method?
2. What are the effects of scaffolding on upper basic school students' achievement in Social Studies?

Methodology

The research design adopted a quasi-experimental pre-test, post-test control group type. The sample for the study consisted of eighty (80) upper basic 2 students drawn from two government upper basic schools purposively selected from two Local Government Areas in Imo State. Random sampling method was used to assign the schools to experimental and control groups through the toss of a coin with each school comprising of mix abilities and gender.

The instrument for data collection was a researcher made Social studies Achievement Test (SSAT) which was duly validated by two experts in Measurement and Evaluation and one Social Studies Teacher with reliability coefficiency. The experimental group was taught using scaffolding strategy (SCS) while the control group was taught using the traditional method (TRM). The data collected were analyzed using mean and standard deviation.

Results

Research Question 1: What are the effects of gender on students' achievement in social studies using scaffolding method?

Table 1: shows the effect of Gender on Students' Achievement in Social Studies using Scaffolding Method of Teaching

Gender	No. of Students	MEAN	SD
Male	50	22.46	4.66
Female	30	19.84	4.35

Table 1 shows that the male students had a mean score of 22.46 and standard deviation of 4.66, while the female students had a mean of 19.84 and standard deviation of 4.35, a mean difference of 2.62 and standard deviation of 0.31 in favour of the male students indicating that the male were better receptors of the teaching strategy.

Research Question 2: What are the effects of scaffolding on Upper basic school students' achievement in Social Studies?

Table 2: The Effects of Instructional Scaffolding Method on Upper basic School Students' Achievement in Social Studies

Group	No. of Students	MEAN	SD
Treatment	40	26.67	5.13
Control	40	18.21	3.94

Table 2 reveals that students exposed to scaffolding teaching strategy (treatment group) had a mean score of 26.67 and standard deviation of 5.13, while those exposed to conventional instructional method (control group) had a mean score of 18.21 and standard deviation of 3.94 indicating that a clear mean difference of 8.46 exists between the treatment and the control group in favour of the treatment group indicating that scaffolding teaching strategy enhances students learning and achievement more than the conventional method of instruction.

Discussion

The result of the analysis revealed that students taught with scaffolding strategy performed better than their counterparts taught with the conventional method. The study confirmed the effectiveness of scaffolding as stated by winnips (2001) that learning becomes easy when students receive adequate support. It is also in support of Alake and Oguneeemi (2013) that scaffolding is a temporary support for students learning until the student can perform task independent of the support. It also agrees with Akani (2015) as explained that scaffolding is in form of couching or modelling that supports students as they develop new skills or learn new concept. When the students achieve competence, the support is removed and the student continues to develop the skills or knowledge on his/her own.

Conclusion

The implication of the result of this study is that it is better to teach students using scaffolding strategy (SCS) than the traditional method (TRM). For students to achieve classroom objectives, teachers are therefore employed not to stick to a particular method of teaching but should endeavour to use varieties of teaching methods taking cognizance of the topic and the needs of the students.

Recommendation

The female students should rise up to the expectation by developing the sense of competition with their counterparts to improve on their performances in science subjects at large and Social Studies in particular. Also the school authority and Ministry of Education should organize regular conferences, workshops etc on improved and innovative teaching methodology like scaffolding teaching strategy which enhance the academic achievement of students and also supervise the teaching and learning process to make sure that

teachers use instructional strategies like scaffolding which will enhance the attainment of classroom goals.

References

Adaralegbe, A. (1980). *The Nigerian social studies programme retrospect and prospect in social studies, teaching issues and problems.* Benin City Ethiopia Publishing Corporation.

Akani. O (2015). Impact of instructional scaffolding on students' achievement in Chemistry in secondary schools in Ebonyi State of Nigeria. *International Journal of Education, Learning and Development*, 3 (7) 74-83.

Alake, E. M and Ogunseemi, O. (2013). Effects of scaffolding strategy on learner's academic achievement in integrated science at the upper basic school level. European Scientific Journal, 9(19) 149-155.

Chidiume, M. (2005). Effective science teaching through the use of scaffolding Approach: A way out. A paper presented at the International symposium on the cultural implication of science Education Ahmadu Bello Univeristy, Zaria. Nov. 21-24

Eboh, S. (1993). *Students Socio-economic background and attainment*. Journal of Social studies. 1 (2) 41-48

Epunam, O. (1999). Influence of school environmental variables on academic performance as perceived by students. *Unpublished M. Ed. Thesis.* Imo State University, Owerri.

Ezeudo, C. A. (2004). An introduction to research method in social science, Lagos: sunshine International Publishers, Nig. Ltd

Federal Ministry of Education (FME). (2004). National policy on computer education. Lagos: Nigeria Educational Research Council NERDC 4th edition.

Ikwumelu, S. N (2003). *Foundation of teaching of social studies*. Owerri: Whyte & Whyte Publishing.

Kareem, A.A (2015). Effects of computer assisted instruction on students' academic achievement and attitude in social studies in Osun State, Nigeria, *Journal of Emerging Trends in Educational Research and Policy studies* (JETERAPS). 6(1): 69-73.

La Shawn, C.B. (2011). *Rehabilitation and counselor education.* An *unpublished Ph.D. Thesis Graduate college*: The University of IOWA, LOW CITY, IOWA.

Kissock in Akinola, D. (2011). Teachers' assessment of contribution of Social Studies curriculum in achieving millennium development goals in North Central Zone, Nigeria. Unpublished Ph.D thesis, University of Abuja.

National Teachers' Institute (2000). *NCE course book on issues in the teaching and learning of primary school social studies cycle* 2.

Nwali, M. A. (2014) Effect of instructional scaffolding on junior secondary school students' achievement in computer science in Ikwo Local Govt Area of Ebonyi State. Unpublished undergraduate project, Ebonyi State University, Abakaliki.

Oganun, P and Reuben, D. (2013). Parenting styles and students' academic achievement in social studies in Nigeria schools. *Journal of faculty of social sciences, Ignatius Ajuru University of Education,* Port-Harcourt. 12(6) 1 -6.

Okam, C. (2002). The social studies curriculum: Tasks confronting the teacher in Nigeria secondary schools. *The Jos Journal of Education 6(1): 37-42.*

Okpala, J and Bamidele, M. (2006). *Fundamental of social studies for Universities*. Nsukka: Prize Publishers Ltd.

Omiko A. (2014). Chemistry education for life and service to humanity: Panacea for wealth creation and national development in Nigeria.*Journal of Advancement in Education and Computing. International Journal of Scientific and Allied Research* (IJSAR-JAEC) 1 (3) 29-35

Omiko, A. (2013). The use of Information and Communication Technology (ICT in teaching and learning of chemistry in secondary schools in Nigeria: Challenges and remedies. *Journal of Qualitative Education.* 9(2) 71-76.

Oxford Advanced Learner's English Dictionary. 6th Edition (2015). Walton Street, New York. Oxford University Press.

Sawyer, R. K. (2006). The Cambridge handbook on learning of science. New York Cambridge University Press.

Winnips, J.C (2001). Scaffolding – by – design: A model for world web based learner support. Doctorate dissertation, faculty of Educational science and Technology, University of Tweente, Enschede Netherlands.