

NEWSPAPER ANTICIPATION GUIDE AS AN INTERVENTION TO SENIOR SECONDARY SCHOOL STUDENTS ACADEMIC ACHIEVEMENT IN CIVIC EDUCATION

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Abstract

The study investigated the effects of newspaper anticipation guide on students' achievement in Civic Education. The study adopted a pre-test–post-test control group, quasi-experimental design. Two hundred and eleven (211) students were randomly selected for the study. A research instrument titled Civic Education Achievement Test (CEAT) with a reliability of $r = 0.90$. The data collected were analysed using descriptive statistics such as the mean and standard deviation and inferential statistics of ANCOVA. Results from these findings have shown considerable improvement in the civic education achievement posttest of students' taught with Newspaper Anticipation Guide. it was recommended that Civic education teacher educators and civic education teachers at all levels should further investigate the use of Newspaper Anticipation Guide strategy as a mode of instruction in the classroom setting and that there is need to organize seminars and workshop to train in-service civic education teacher with intention of making them acquire skills in the application of this new strategy.

Introduction

One innovative approach in the teaching and learning of Social Studies and Civic Education is the "Newspapers in Education" (Simons et al., 2019). Mavunga, (2019) defined Newspaper in Education (NIE) as a cooperative effort between a newspaper and a local school system to use the newspaper as a tool for instruction. In other words, NIE calls for using newspapers as additional tool and invaluable classroom resource for improving teaching and learning. Since the *New York Times* started the first NIE programme in the 1930s, the use of newspapers has increasingly been canvassed for Civic Education in the United States of America and other parts of the world. However, the NIE approach is relatively new in much of Africa, particularly Nigeria. This is possibly because of the low-level development of the relationship between the mass media and educational institutions. A semblance of the NIE model currently in operation in Nigeria is the sale of a few newspapers at reduced prices in some of the Nigerian tertiary institutions. However, the link between these "campuses papers" and lecture contents in these institutions is loose, if there is any at all, and it appears that the invaluable contributions of newspapers in the teaching and learning of subject contents in Nigerian educational institutions is yet to be appreciated.

Newspapers have potentials for motivating readers to learn about contemporary national issues, including crises and conflicts. For example, in many urban centres, it has been observed that young and old Nigerians do congregate around newspaper stands and vendors on daily basis to read and discuss headlines of newspapers and magazines. Discussions at many of these newspaper stands do sometimes develop into heated arguments, depending on the nature of the

topics under focus. If such practice is promoted within the school setting, “discourse analysis of newspaper headlines” (Boczkowski et al., 2020) can foster skills like critical thinking, retention of information, problem-solving and questioning of information source in the classroom situation. Da San Martino et al., (2019) stated that newspaper analysis or discourse aims at establishing “a reliable measure of what news and information is appearing in a newspaper and in what proportions” (p.1). This enhances the use of newspapers “for desirable civics projects and to help to eliminate undersigned conditions to serve reader as friendly counsellor information bureau and champion of his (or her) rights (Radbourne, 2023). Hence, newspaper contents could be extracted and used to teach specific concepts in Civic Education within the Newspaper in Education (NIE) approach.

Newspapers can be a very vital tool in curriculum organisation and teaching. The newspaper is the perfect textbook because it is written at a level that many adolescents can read, some with ease, and successfully learn about content while practicing the chosen literacy skill (Bohr, 2020). Reflection of what goes on in the society is what is being reported daily in the newspapers; hence they provide a link or connection between the society and the classroom. Newspapers create awareness of current issues of and indeed a daily context for much of what is taught in Social Studies and Civic Education. For instance, Duke, et al (2021) found that the instructional approach based on using newspapers in a Social Studies course provided a classroom structure which enabled highly motivated 3rd and 4th grade students in Social Studies willing to participate in discussion.

The use of the conventional lecture method is widely reported to dominate classroom activities for Social Studies and Civic Education in Nigerian schools (Foo et al, 2021). Unlike the innovative strategy such as anticipation guide (AG) and conventional method (CM) involves the domination of the teaching-learning processes by the subject teacher, leaving little or no room for the contribution of learners. A typical lecture consists of three main stages: introduction, presentation and conclusion. At the introductory stage, the teacher brings up the topic of the day and links it with some possible experiences of the students. During the presentation, he/she breaks down the aspects of the topic and speaks to them like a story teller. Finally, the teacher asks some questions at the end of the lesson in form of summative evaluation. Even at this concluding stage, the opportunity given to the students to contribute to the lesson is very limited Bhat & Bhat,(2019).

The lecture method is not encouraged in the teaching and learning of Social Studies and Civic Education mainly because it does not promote students’ participation, unlike in the innovative approaches Campbell, D. E. (2019). However, findings from the reports of Olajide, et al (2020) have shown that lecture may be useful in handling some aspects of these school subjects. In this study, the conventional lecture as practised in schools would be used as control, with the assumption that the selected Civic Education concepts would normally be covered within a school arrangement during the period of the experiment in two other schools.

Self-efficacy have been widely mentioned as one of the major influencing variables in the literature on students’ achievement in and attitude to school subjects generally and Civic Education in particular. self-efficacy refers to one's perceived capabilities to learn or perform actions at designated levels.” Schun & DiBenedetto (2021, p. 5). However, moderating influence of self-efficacy in the learning of school subjects have continue to be inconclusive. For example, whereas Tus (2020) found a strong relationship between self-efficacy and academic performance of students, Trautner & Schwinger, (2020) concluded that there was no significant interaction effect between self-efficacy and instructional strategy. So, inconclusive moderating influence self-efficacy in literature have made it to be chosen as interning variables in this study in order to

explore whether they will significantly influence the outcomes of the use of the Anticipation Guide on Peace Education concepts of Civic Education.

Every nation in the world should and must be interested in the ways in which their young ones are preparing for civic engagement. Today's reality has made it an obligation to equip young ones with civic skills and values for civic competence for improvement in constitutional democracy. While Civic Education was introduced and implemented in Nigerian schools for more than two decades as one of the national strategies for addressing the country's multifarious socio-economic and political problems. The issue is that there has been an escalation of social problems and political crises in the country. This probably suggests that not much has been achieved in terms of effective "Civic Learning" in Nigerian schools and there is urgent need to explore new ways of reversing the ugly trends. Newspapers offer perspectives for much of what is studied within the four walls of school especially in Civic Education classes. The capacity to connect theoretical issues or abstract concepts to everyday events lies in newspapers reports. However, the opportunities offered for civic learning through newspapers may not have been utilized effectively in classroom interactions in Nigerian schools. From the reports highlighted in the background to the proposed study, only few studies may have been conducted on how to teach Civic Education in Nigeria and other African countries using the newspapers. This creates a gap in the methodology of Civic Education with reference to the use of newspaper anticipation guide. This gap constitutes another source of challenge to this researcher. Newspapers offer perspectives for much of what is studied within the four walls of school especially in Civic Education classes. The capacity to connect theoretical issues or abstract concepts to everyday events lies in newspapers reports. However, the opportunities offered for civic learning through newspapers may not have been utilized effectively in classroom interactions in Nigerian schools. From the reports highlighted in the background to the proposed study, only few studies may have been conducted on how to teach Civic Education in Nigeria and other African countries using the newspapers. This creates a gap in the methodology of Civic Education with reference to the use of newspaper anticipation guide. This gap constitutes another source of challenge to this researcher. Also, while some studies have applied learning together as a strategy in Cooperative Learning in Civic Education, none of the available ones compared the strategy with the newspaper anticipation guide strategy and the reports of the existing studies are still inconclusive. This creates an additional gap which the study intends to contribute towards addressing. The study also investigates the moderating effects of self-efficacy on the civic education outcomes.

Objectives

The objectives of this study is to:

1. Investigate the effects of newspaper anticipation guide on students' achievement in Civic Education.

Research Question

The following research questions was answered in this study

1. What is the effect of newspaper anticipation guide on students' achievement in Civic Education?

Research Hypothesis

The following research hypotheses were answered in this study

1. Is there any statistically significant effect of newspaper anticipation guide on students' achievement in Civic Education

Methodology

The study adopted a pre-test–post-test control group, quasi-experimental design. The target population for this study comprises of all SSII Civic Education students in senior secondary schools in the two Senatorial districts of Lagos State, Nigeria. The multi-stage sampling technique was adopted to select the participating SS II students in two schools of senatorial districts. One school was randomly selected from each senatorial district through balloting. In each school, an intact arm of SS II class was also selected through ballot where there was more than one arm for involvement in the study. All the schools that were selected were co-educational in order to allow for involvement of both (male and female) gender categories. Subsequently, the two classes/schools were allocated to the one treatment and control groups - Newspaper Anticipation Guide (NAG) and Control Group with the Conventional Method (CM)- this was done through balloting. A research instrument titled Civic Education Achievement Test (CEAT) was employed in the study. The drafts of the instruments were made available to a team of five experts in Social Studies Education and Educational Evaluation, for the purpose of face and content validity. The instrument was then pilot-tested using test re-test model in a secondary school not involved in the main study. The responses were analysed using correlation coefficient method which gave reliability coefficient of 0.90 for Civic Education Achievement Test (CEAT) which was adjudged adequate for its use in the study. The data collected were analysed using descriptive statistics such as the mean and standard deviation to answer the research question and inferential statistics to analyse the research hypothesis.

Results

Research Question 1: Which of the newspaper anticipation guide and conventional strategies will lead to higher post-treatment civic academic achievement mean score among the secondary school students?

Table 1: Distribution of Pre and Post-test Achievement Scores of Students Scores in Civic Education Concepts According to Instructional Strategies

Teaching Strategy		N	Mean	SD	Min.	Max.	Range	Mean -Gain
Newspaper Anticipation Guide	Pre-test	105	16.15	8.34	1	43	42.00	26.82
	Post-test	105	42.97	4.79	22	50	28.00	
Conventional Method	Pre-test	106	12.58	6.97	1	32	31.00	9.89
	Post-test	106	22.46	8.76	4	41	37.00	
Total	Pre-test	211	14.37	7.66	1	43	42.00	18.36
	Post-test	211	32.72	6.78	4	50	46.00	

Table 1 shows that the students taught with Newspaper Anticipation Guide approach had the higher post-test mean score (mean=42.97, SD=4.79) than the control group which had mean score of (mean = 22.46, SD = 8.76) in the post-test of civic education achievement scores test. Both the standard deviation and range however revealed a measure of dispersion in the scores of the two

groups. Furthermore, positive mean-gains were recorded at the end of the treatment, across the two groups. Students taught using Newspaper Anticipation Guide strategy had the highest achievement mean-gain of 26.82, while the students taught using the conventional method with the achievement mean-gain of 9.89. This result shows considerable improvement in the civic education achievement post test of students' taught with Newspaper Anticipation Guide.

Research Hypothesis

There is no statistically significant effect of newspaper anticipation guide on students'

achievement in Civic Education

Table 2: Summary of the Analysis of Covariance Test on Students' Civic Education Achievement

Score

Tests of Between-Subjects Effects						
Dependent Variable: Post achievement test						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	34118.172 ^a	15	2274.545	155.429	.000	.891
Intercept	20435.954	1	20435.954	1396.470	.000	.830
Pre achievement	55.710	1	55.710	3.807	.052	.013
Teaching Strategy	185.741	2	92.871	6.346	.002	.042
Error	4185.328	286	14.634			
Total	377223.000	302				
Corrected Total	38303.500	301				

a. R Squared = .891 (Adjusted R Squared = .885)

Discussion of Findings

This study revealed that there is a differential effect of newspaper anticipation guide, and conventional method on achievement of Senior Secondary School Students in civic Education concepts. The results (Tables 1.0) shows that the students taught with Newspaper Anticipation Guide approach had the highest mean score than the students taught with conventional method in the post-test of civic education achievement test. This result shows considerable improvement in the civic education achievement post test of students' taught with Newspaper Anticipation Guide. This finding supports the earlier findings of Da San Martino et al., (2019) who had earlier indicated that there will be tremendous in informational reading skill of Senior Secondary Schools Students if newspaper anticipation guide are used.

Previous findings clearly indicated that there would be tremendous informational reading skill of Senior Secondary Schools Students if newspaper anticipation guide are used. This is supported by Trautner & Schwinger, (2020) in their separate studies. It was established that, anticipation Guide improved the reading ability of their lower grade students. The finding of this study corroborates these, by showing that anticipation guide improves students learning achievement. Also, the result is in consistent with the findings of Tus, (2020); Foo et al, (2021); Olajide et al, (2020) who had found differential effects of student-centered teaching strategies on students'

achievement. This finding might be due to the novelty of the newspaper anticipation guide strategy which the students found interesting.

Conclusion

Many authors have discussed the roles of instructional strategies in students' achievement in civic education. Several studies have emphasized on the need for instructors to develop their capacity in finding different ways for removing instructional barriers. Bhat & Bhat,(2019). argued that unless appropriate methodology is deployed, Civic Education lessons may continue to witness little or no impact on the society as witnessed in more than four decades of teaching Social Studies in Nigeria. Newspaper Anticipation Guide is an active learning and teaching strategy which enables the teacher to build necessary domains of knowledge. This study investigated the effects of Newspaper Anticipation Guide on Senior Secondary School Students achievement in Civic Education concepts. From the findings of the study, Newspaper Anticipation Guide strategy could be used effectively to teach civic education concepts.

Recommendations

In respect of the findings in this study, the following recommendations are made:

1. Civic education teacher educators and civic education teachers at all levels should further investigate the use of Newspaper Anticipation Guide strategy as a mode of instruction in the classroom setting.
2. Since Newspaper Anticipation Guide strategy enhances the meaningful learning of civic education concepts, there is, therefore the need to further train teachers on the use of this teaching strategy.
3. There is need to organize seminars and workshops to train in-service civic education teachers with the intention of making them acquire skills and techniques required to successfully apply Newspaper Anticipation Guide strategy in the teaching and learning of civic education concepts.
4. The teacher trainers should Endeavour to expose pre-service teachers to method of critical thinking and creative teaching this will in-turn allow pre-service teachers to provide opportunities for their students to develop understandings, skills and abilities necessary to function productively. Pre-service teachers must be taught with student-centred approaches of teaching civic education such as Newspaper Anticipation Guide strategy because this student-centered approach can be used to shape pre-service civic education teachers' perceptions on learning and thinking and enhance their scores in civic education.

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