COMPARATIVE EFFECTIVENESS OF STORYTELLING AND ENTER EDUCATE STRATEGIES IN THE TEACHING OF CIVIC EDUCATION IN LOWER PRIMARY SCHOOLS IN OSUN STATE, NIGERIA

Dr B.A Adeyemi

Institute of Education

Faculty of Education

Obafemi Awolowo University

Ile-Ife, Osun State, Nigeria.

ABSTRACT

The study investigated the participatory levels of lower primary school pupils in the use of storytelling and enter educate strategies in the teaching of civic education. It also examined the differences in the pre-test and post-test of the two teaching strategies. It compared the difference in the performance of pupils taught with the two strategies, and finally examined the influence of gender of pupils on their participatory levels in storytelling activities. These were with a view of improving pupils' performance in the use of the two teaching strategies. The study adopted quasi experimental research design. The population consisted of pupils learning Civic Education in lower primary schools in Osun State. The sample consisted of 60 pupils drawn from two intact classrooms in a conveniently selected primary school in Osun State. Three research instruments were constructed by the investigator and were validated before used. Two research questions emanated and were answered, and four research hypotheses were tested and verified. The results showed that 51.7 % and 66.7% of the pupils demonstrated low participatory level and positive perception in storytelling and enter educate respectively. The results further showed that there was a significant difference in the pre-test and post-test scores of learners taught with storytelling strategy ($t = -11.845$; $p<0.05$). Also, there was a significant difference in the pre-test and post-test scores of learners taught with enter educate strategy ($t = -11.319$; $p<0.05$). Furthermore, there was a significant difference in the performance of pupils taught with storytelling and enter educate strategies ($t = -1.867$; $p>0.05$). Finally, sex has a significant influence on pupils' participatory level in storytelling activities ($\square2=9.714$; $p<0.05$). The study concluded that storytelling and enter educate strategies are both effective in the teaching of civic education in lower primary schools in Osun State.

© Ideal True Scholar

INTRODUCTION

The philosophy of Nigerian Education as vividly stated in the country's national policy on Education (2004) is based on the provision of Education that emphasises the integration of the individual into a sound and effective citizen with equal educational opportunities for all. The fact that numerous subjects exist in the school curriculum for learners implies that they are capable of facilitating the realisation of the nation's philosophy of Education.

Civic Education is one of the subjects incorporated in Universal Basic Education programme as one of the objectives set up in Nigeria for the attainment of the Millennium Development Goals (MDGs). It is a subject that is highly imperative for effective training of all round development of a child. It is believed that if the subject is properly taught right from primary school level, it will assist pupils at formative primary education in the development of national values and civic traits. It will also help in promoting national consciousness, unity and patriotism in Nigeria.

The purpose of teaching Civic Education is to create interest, desire and positive values in the learners, for this to be achieved there is the need for effective teaching strategies that will facilitates effective learning of the subject. Not only that, studies in the past (Adeyemi 2008; Adeyemi 2012; &Iroegbu 2014) have attributed poor performance in subjects to inadequate and ineffective strategies. This prompted strategies for teaching of Civic Education at formative years. It is in the light of this background that the study examined storytelling and enter educate strategies in the teaching of Civic Education at lower primary school level in Osun State.

It is not a gainsaying to say that civic education as a discipline requires appropriate strategies for its teaching. No wonder, storytelling and enter educate teaching strategies are considered in this study. National Council of Teachers of English (2005), defined storytelling as relating of a tale to one or more listeners through voice and gesture. They emphasize that it is not congruent with simply acting

out a drama or reacting to story form memory or texts but it is the creation of mental images of the element of a story through voice and gesture to an audience. Through the telling of a story, the teller and the audience give complete attention and engage in learning experience. Storytelling has proved to be an effective way of coding knowledge in oral culture because it enables pupils to remember information very easily and passed on to others. According to Abrahamson (1998), storytelling forms the very foundation of teaching profession. To him, storytelling education has been associated with children in the lower grades; there is now greater evidence that the use of storytelling in higher education is being recognized as a powerful teaching and learning tool and one that has proven effective across all academic disciplines.

Enter educate on the other hand implies education and entertainment. It has been defined as a hybrid genre that relies heavily on visual material, on narrative or genre-like formats, and more informal and less didactic styles of address (Buckingham and Scanlon, 2000). Enter educate integrates fun into the learner process thus it suggests effortless and entertaining learners learning without any pain. In enter educate strategy, animation is often used to reduce the learners cognitive load and enables them to focus on a long duration (Okan, 2003; Garzotta & Ferfori 2006; Prensky 2007; Miller &Pennycuff 2008). Enter educate as a teaching strategy has been used to specific knowledge through the entertainment medium. It has been used as entertainment to address such health and social issues as substance abuse, immunization, teenage pregnancy, Hiv/Aids, and cancer (Madej 2003; Lee 2004; Resnick 2004; &Sanchez 2009). It is also called entertainment.

There is therefore the need for this present study which focuses attention on more effective strategies on teaching civic education as a right step in the right direction if more effective teaching strategy is established.

Statement of the Problem
The unceasing demand for acquisition of knowledge has led teachers to search for better teaching strategies to enhance effective instructional processes. Storytelling and Enter educate instructional strategies appear to be promising in this respect. Although they are traditional methods, their effectiveness appeared to be looked down; hence this study.

Objectives of the Study
This study is determined to investigate the participatory levels of lower primary school pupils in the use of storytelling and enter educate strategies in the teaching of civic education. It also set out to examine the differences in the pre-test and post-test of the two teaching strategies. It will compare the difference in the performance of pupils taught with the two strategies, and finally will examine the influence of gender of pupils on their participatory levels in storytelling activities.

METHODOLOGY
The design for this study was quasi experimental research design. The study population consisted of lower primary school pupils learning civic education in Osun State. The sample consisted of 60 pupils drawn from two intact classrooms in conveniently selected primary schools in Ile-Ife, Osun State. Three research instruments were developed by the researcher for this study, namely: Achievement Test in Civic Education (ATCE), Instructional Inventory on Storytelling Strategy (IISTS) and Instructional Inventory on Enter Educate Strategy (IIEES). The three instruments were validated by the investigator. ATCE consisted of 20 objectives test on four units in civic education at primary three levels. This instrument was validated with the use of K-R 20 and it yielded 0.76 reliability coefficient. IISTS consisted of two sections. Section A centred on demographic variables while section B consisted of 10 items centred on pupils participatory level in the teaching of civic education using storytelling strategy. Cronbach alpha was used to validate the instrument and it yielded 0.78 values. IIEES also consisted of two sections. Section A focused on Demographic variables while section B consisted of nine items that elicited information on pupils perception on enter educate strategy in the teaching of civic education. Cronbach alpha was equally used to validate the instrument and it yielded 0.79 values. The data collection lasted for a month. Data analysis involved simple percentage, t-test and chi-square statistics.

RESULTS
Research Question 1: What is the participatory level of pupils during storytelling activities in civic education class?

To answer this question, pupils' responses to section B of IISTS were scored based on the items in the inventory as rated by the investigator. The individual respective scores were summed up to build their measure of participation. The mean and standard score of the group score were 32 and 5.2 respectively. Scores below the group mean score were considered as having a low level of participation. Scores within the mean score and one standard deviation above the mean score (i.e. 32-37) were considered as moderate level of participation while those with scores of 38 and above were considered as high participatory level. The result is presented in table 1 below.

Table 1 show that 51.7% of the pupils had low participatory level when employing storytelling strategy in the teaching of Civic Education. Also,

30% of the pupils had moderate participatory level while 18.3% of the pupils were found among those with high participatory level when employing storytelling strategy in the teaching of civic education in the classroom. There is an indication from this result that more than 50% of the pupils that participated in the study demonstrated low participatory level in storytelling strategy in the teaching of civic education.

Table 1: Pupils' participatory level during a storytelling activities in civic education classes

Pupils' Participatory Level	Frequency	Percent (%)
Low	31	51.7
Moderate	18	30.0
High	11	18.3
Total	60	100.0

Research Question 2: How do pupils perceive the introduction of enter educate in the teaching of civic education?

To answer this research question, learner's responses to section B of IIEES based on the items in the inventory as rated by the investigator. The individual respective scores were summed up to build their measure of perception. The mean and standard scores of the group score were 17.9 and 3.8 respectively. Pupils whose scores were less than the group mean score were considered as having negative perception while those with and above the group mean score were considered as having positive perception. The result is subsequently presented in Table 2 below:

Table 2: Pupils' perceptions on the introduction of enter educate in the teaching of civic education

Pupils Perception	Frequency (f)	Percent (%)
Negative	20	33.3
Positive	40	66.7
Total	60	100.0

Table 2 above shows that the majority (66.7%) of the sampled pupils had a positive perception to the introduction of edutainment in the teaching of civic education while 33.3% of them had negative perception. This result concludes that the majority of the pupils were favourably disposed to the introduction of edutainment in the teaching of civic education.

Research Hypothesis 1: There is no significant difference in the pre-test and post test scores of pupils taught with storytelling strategy.

To test this hypothesis, pupils' scores on both pre-test and post-test were subjected to paired sample T-test of significance. The result is presented in Table 3 below:

Table 3: Paired samples T –test of significant difference of pre and post test scores

Paired Sample Statistics		Mean	N	Std. Deviation	t	df	P
Pair 1	S-pre	4.3667	30	1.90251	-11.845	29	.000
	S-post	8.9667	30	.88992			

Table 3 shows that the mean scores of pupils on pre-test and post-test were 4.3667 and 8.9667 respectively. Furthermore, the t-value obtained was -11.845 at p = 0.000, with 29 as the degree of freedom. Since the p-value is less than 0.05, the null hypothesis is therefore rejected. We can conclude that there is significant difference in the pre-test and post-test scores of pupils taught with storytelling strategy. This result is an indication that storytelling strategy is effective in teaching civic education.

Research Hypothesis 2: There is no significant differences in the pre-test and post-test scores of pupils taught with enter-educate strategy.

To test this hypothesis, pupils' scores on both pre-test and post-test were subjected to paired sample T –test of significance. The result is presented in Table 4 below:

Table 4: Paired samples T –test of significant difference of pre and post test scores

Paired Sample Statistics		Mean	N	Std. Deviation	t	df	P
Pair 1	E-pre	4.9000	30	1.74889	-11.319	29	.000
	E-post	9.3667	30	.76489			

Table 4 shows that the mean scores of pupils on pre-test and post-test were 4.9000 and 9.3667 respectively. Furthermore, the t-value obtained was -11.319 at p = 0.000, with 29 as the degree of freedom. Since the p-value is less than 0.05, the null hypothesis is therefore rejected. We can conclude that there is significant difference in the pre-test and post-test scores of pupils taught with enter-educate strategy. This result also confirm that enter-educate strategy is effective in teaching civic education.

Research Hypothesis 3: There is no significant differences in the performance of pupils taught with storytelling and enter educate strategies.

To test this hypothesis, post test scores of pupils taught with storytelling and enter-educate strategies were subjected to T-test. The result is presented in table 5 below:

Table 5: T –test of significant difference in performance of pupils taught with storytelling and enters-educate strategy

	Group	N	Mean	Std. Deviation	T	df	p
Scores of post –test	Storytelling	30	8.9667	.88992	-1.867	58	.067
	Enter-educate	30	9.3667	.76489			

Table 5 shows that the mean scores of post-test of pupils taught with storytelling and enter-educate strategies were 8.9667 and 9.3667 respectively. Furthermore, the t-value obtained was -1.867 at p = 0.067, with 58 as the degree of freedom. Since the p-value is greater than 0.05, the null hypothesis is therefore upheld and it can be concluded that there is no significant difference in the performance of pupils taught with storytelling and enter-educate strategies.

Hypothesis 4: Sex of the pupils will have no significant influence on their participatory level in storytelling activities.

To test this hypothesis, pupils' participatory levels were cross tabulated with the sex and the chi-square value was obtained. This is presented in Table 6 below

Table 6: Cross tabulation of pupils participatory level and sex

Learners Participatory Level	Sex			χ^2	df	p
	Boys	Girls	Total			
Low	18(30.0%)	13(21.7%)	31(51.7%)			
Moderate	5(8.3%)	13(21.7%)	18(30.0%)			
High	1(1.7%)	10(16.7%)	11(18.3%)	9.714	2	.008
Total	24(40.0%)	36(60.0%)	60(100.0%)			

Table 6 shows that out of the 60 pupils that participated in the activities 51.7% of them participated at low level, 30% of them were girls while 21.7% were boys. It also revealed that 30% of the participants had moderate participatory level and 21.7% of them were girls while 8.3% were boys. Pupils' with high participatory level constituted 18.3% of the total participants. It can also be observed that 16.7% of them were girls while 1.7% were boys. The Chi square value obtained is 9.714, df = p < .05. Since p-value is less than 0.05, the stated null hypothesis is therefore rejected. It can be concluded that sex has a significant influence on pupil's participatory level in storytelling activities.

DISCUSSION OF FINDINGS
The findings of this study shows that majority of the primary school pupils had a negative perception of the introduction of storytelling teaching strategy in the teaching of civic education. From the results, their participatory level was low with 51.7%. This implies that pupils in this category are likely to look on and listen passively during lesson. This study collaborated the view of Rose & Nicholl (1997), Wallace (2000) and ECK (2006) who indicated in their findings support for the use of storytelling as an effective teaching method and were still of the view that the effectiveness of storytelling technique is highly dependent on the skills of the teacher and the relevance of such stories to the content of the subject matter. This implies that if the story is not relevant to the course content, there is every tendency on the part of pupils to indicate low level of participation.

The results of the second research question indicates that majority of the students are favourably disposed to the introduction of enter educate in the teaching of

civic education out of the totality of learners sampled. This implies that learning was more meaningful during the lesson in which teaching strategy was adopted. This findings supported the views of previous studies such as, Resnick (2004);Garzotto and Forfori (2006) and Prensky (2007) who argued that the introduction of enter educate into learning enhances the instructional process and effective learning

The results of the first hypothesis indicated that there was a significant difference in the pre-test and post-test scores of learners taught with storytelling strategy. This implies that the strategy is effective in teaching civic education. This study supported the view of McDrury & Alterio (2003); and Remenyi (2005) that students progressed from their initial reactions towards making deeper understanding and personal associations as they reflectively engaged in critical analysis and changed behaviour/knowledge about themselves and others.

The results of the second hypothesis also indicated that enter educate is an effective teaching strategy in the teaching of civic education as there was a significant difference in the pre-test and post-test when employed enter educate strategy. The results was in consonance with the views of Olson and Clough (2001) and Resnick (2004) that were equally in support of enter educate as an effective teaching strategy.

The results of the third hypothesis indicated that no significant difference existed in the performance of pupils taught with storytelling and enter educate strategies. This implies that both teaching strategies are of the same level and therefore effective which

also supported the views of Mello (2001); McDrury & Alterio(2003); Resnick (2004); Simmons (2006) and Sanchez (2009)

The results of the last hypothesis indicated that sex have significant influence on pupils participatory level in story telling activities. This finding agreed with the views of Kara & Yeslyhurt (2008).

CONCLUSION AND RECOMMENDATIONS

From the results and findings of this research, it is concluded that storytelling and enter educate strategies are effective in the teaching of civic education at lower primary schools. In addition, in order to discourage passivity of pupils in the course of lesson, pupils have to be involved and participate at high level. Also, the management of schools should facilitate the equipment needed for the effective utilization of the teaching strategies. There should be cooperation between the pupils and staff for the enhancement of the teaching strategies.

REFERENCES

Abrahamson C. (1998), Storytelling as a pedagogical tool in Higher Education. Education 118 (3) Retrieved October 7, 2003 from the Ebsco Host Database

Adeyemi B. A. (2008) The efficacy of peer-tutoring as an effective mode of instruction in Social Studies. Journal of Sociology and Education in Africa 7(1) 149-160.

Adeyemi B. A. (2012) Effects of Computers Assisted Instruction (CAI) on Students 'Achievement in Social Studies in Osun State, Nigeria. Mediterranean Journal of Social Sciences 3(2) 269-277.

Buckingham, D. & Scanlon, M. (2000).That is edutainment: media, pedagogy and the market Place. Paper presented to the International Forum of Researchers on Young People and the Media-sydney.

Buckingham, D. & Scanlon, M. (2005) Selling. Learning: Towards a political economy of edutainment media. Media, culture & society 27(1) 41-58

Eck, J. E. (2006). An analysis of the effectiveness of storytelling with Adult learners on supervisory management. A research paper submitted in partial fulfilment of the requirement for the Master of Science degree career and Technical Education. University of Wisconsin – Stout. Menomonic, WI

Federal Republic of Nigeria (2004) National Policy on Education, Lagos: Federal Ministry of Education.

Garzotto, F. &Ferfori, M. (2006).Fatez: storytelling edutainment experiences in 2D and3D collaborative spaces. Proceedings of the 2006 conference on Interaction design and children pp 113-116

Iroegbu, V. S. (2014). Effect of Play-way teaching strategy on primary school pupils' acquisition of Basic Science concepts. Ife Journal of Educational Studies 15 (2) 19-27

Kara Y. &Yesilyurt, S. (2008) Comparing the impacts of tutorial and edutainment software programmes on students' achievements, misconceptions and attitudes towards Biology. Journal of Science Education & Technology 17(1)32-41

Lee, J. (2004) Study on the storytelling of exhibition design. An unpublished master's thesis Kyonggi University.

Madej, K. (2003) Towards digital narrative for children from Education to entertainment. A historical perspective; ACM Computer in Entertainment 1(1) 1-17

McDrury, J. &Alterio, M. (2003) Learning through storytelling in higher education London: Kogan page.

Mello, R. (2001). Building bridges: How storytelling influences teacher and student relation- Ship. In Proceedings, Storytelling in the Americas Conference. St. Catherine, ON; Brooks University Press Eric Document Reproduction Services N0 ED457088

Mello, R. (2001). The power of storytelling. How oral narrative influences children's relation- Ship in classroom. International Journal of Education & the Arts 2(1). Retrieved March 19, 2009 from http://ijea.org

Miller, S & Pennycuff, L (2008). The power of story: Using storytelling to improve literacy Learning. Journal of Cross Disciplinary Perspectives in Education 1(1) 36 – 43

National Council of Teachers of English (2005). Position statement from the committee on storytelling. Teacher storytelling: Retrieved June 25, 2006, from http://www.ncte.org/about/over/positions/category/curr/107637

Okan, Z. (2003). Edutainment: Is learning at risk? British Journal of Educational Technology 34(3) 255 – 264

Olson J. K. & Clough M.P. (2001). Technology tendency to undermine serious study a cautionary note. The Clearing House 75(1)

Prensky, M (2007). Changing Paradigms from "being taught" to "learning on your own with   guidance" Educational Technology. Available online at www.marcprensky. com/writing/default/asp.

Remenyi, D. (2005). Tell me a story – A way of knowledge. The Electronic Journal of Business Research Methodology 3(2) 133 -140

Resnick, M. (2004). Edutainment? No thanks. I prefer playful learning. (PDF document) Retrieved from : IIK. Media.mit.edu/papers/edutainment.pdf.

Rose c. &Nicholl, M.J. (1997). Accelerated learning for the 21st century. The six-step plan to Unlock your master-mind. USA. Dell.

Sanchez, J. (2009). Pedagogical Applications of Second Life Library. Technology Reports 45(2) 21-28

Simmons, A. (2006). The story factor: Secret of influence from the art of storytelling. (Revised edition). New York, NY: Perseus Books Group.

Wallace, C. (2000). Storytelling: Reclaiming an age-old wisdom for the composition classroom. Teaching English in the Two – Year College 27(4) 434-439