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The West African Journal of Education (WAJE) pioneered academic/professional publishing in the Sub-region in the late 1950s. It has also nurtured the development of a good number of academic journals that have expanded the frontiers of educational research and information exchange over the years. The WAJE, in its revised form maintains the goal of becoming the most widely cited education journal in the sub-region, hence the current efforts that are being made to enhance the quality of reports and other discourses published in it.

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- (c) disseminating information on educational development that are not usually easily available to academics and practitioners.

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The XXXVII Volume of WAJE is presented to the reading public in this edition. Ten equally exciting, carefully researched and well written articles that span many areas of education and evaluation are contained in the edition.

WAJE continues to produce quality articles in order to maintain her leadership position in the West African sub-region as a repository for academic and scientific information in the field of education and evaluation. The 10 articles covered interesting issues that include: Remedial Effect of Cognitive Reframing and Self-Acceptance Therapy on Enhancement of Optimism among Students Diagnosed with Learned Helplessness in Ibadan Metropolis; Effects of Computer Assisted Pedagogy, Time-Management and Students' Attitude on Achievement in Junior Secondary School Civic Education in Oyo State; Effect of Interactive Whiteboard Usage on Senior Secondary Students' Academic Achievement in Mathematics; Student and Teacher Characteristics as Correlates of Chemistry Practical Process Skills and Achievement of Senior Secondary School Students in Ibadan and Students' Attitude and Socio-economic Background as Correlates of Students' Academic Achievement in Junior Secondary Mathematics in Lagos State, Nigeria. Other articles addressed issues on Interaction Patterns of UBE Teacher Development Programme Beneficiaries in Junior Secondary Schools in South West, Nigeria; Personal Administrative Techniques for Public Senior Secondary Education Goal Achievement in Rivers State; Influence of School Plant Variables on Examination Malpractices in Kogi State, Nigeria: Implication for Policy and Practice; Promoting Students' Performance through School-Based Assessment in Public Secondary Schools in Umuahia North Local Government Area of Abia State and A Survey of Examination Malpractice in West African Senior School Certificate Examination in Nigeria

We present the rich XXXVII edition for your research consultation and reading pleasure.

Thank you.

Eugenia A. Okwilagwe
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Table tools in Microsoft Word are strongly recommended for inserting a table. Tables created with the tab key or drawn by hand are unacceptable. Each table should be bordered by three horizontal lines, two lines above and one below. All other lines (rows and columns within the table should not be visible). In essence tables when completed should flow in one piece with the text (See the example below).

Table 1.2: Adjusted Means for Treatment Effects and Critical Thinking

Independent Variable	Critical Thinking			95% Confidence Interval	
	M	SD	Std Error	Lower Bound	Upper Bound
Treatment					
(i) Collaborative task method	58.18	11.14	1.26	55.70	60.67
(ii) Self-directed learning	59.12	9.97	1.23	56.71	61.53
(iii) Collaborative task method & Self-directed learning	59.17	9.72	1.13	56.94	61.39
(iv) Traditional Method	57.71	12.75	1.16	55.42	59.99

Table Numbering and Citation

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Author(s) names, Year. Book title, Country and Publisher, e.g.

Adegoke, B. A. (2013). *Multivariate statistical methods for behavioural and social sciences research*, Ibadan: Estom Graphic Prints.

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Gillies, R. (2000). The maintenance of cooperative and helping behaviour in co-operative groups. *British Journal of Educational Psychology*, 70, 97-110.

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Alade, O. M. & Omoruyi, I. V. (2014). Table of specification and its relevance in educational assessment. *European Journal of Educational and Developmental Psychology*, 2(1), 1-17.

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Strijbos, J. W. & Martens, R. L. (2001) Group-based learning: dynamic interaction in groups. Euro-CSCL Conference 2001, Maastricht, the Netherlands. March, 22-24.

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Professor Eugenia A. Okwilagwe

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Effects of Computer Assisted Pedagogy, Time-Management and Students' Attitude on Achievement in Junior Secondary School Civic Education in Oyo State

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Abstract

Effects of computer assisted pedagogy, time management and students' attitude to achievement in junior secondary school civic education in Oyo State were investigated. The study adopted pre-test, post-test and control group quasi-experimental design using a 3x2x2 factorial matrix. Multi-stage sampling procedure was adopted to select two local government areas, eight junior secondary schools, 385 JSS II students and eight civic education teachers for the study. Seven null hypotheses and four validated instruments were used to collect data for the study. These are: Civic Education Achievement Test ($r = 0.83$); Civic Education Attitudinal Scale ($\alpha = 0.89$); Time Management Observation Scales for Teachers ($r = 0.75$) and Operational Manual of Instruction on Computer Assisted Pedagogy ($r = 0.73$). Data were analysed using analysis of covariance (ANCOVA) and multiple classification analysis (MCA). Major findings of this research work show that there is a significant effect of treatment on students' achievement; a significant effect of students' attitude on students' achievement and a significant interaction effect of treatment and student attitude towards students' achievement. There is no significant main effect of teachers' time management on students' achievement at $F_{(1,327)} = 46.793$ $P < 0.05$ and no significant interaction effect of teachers' time management and students' attitude towards students' achievement at $F_{(1,372)} 0.301$; $P > 0.05$. Thus, it is recommended that teachers as implementers of curriculum, must diversify in the use of instructional strategies, upgrade continually in knowledge, skills and abilities, inculcate the use of ICT in the classroom setting and learn to be effective time managers in classroom management and dissemination of instructions.

Keywords: Computer assisted pedagogy, Time-management, Students' attitude, Civic education

Introduction

Civic education plays a significant role in the development of a nation which because of its emphasis on good and effective citizenship. No nation can thrive beyond the civic values and traits demonstrated by her citizens as civic values constitute the necessary foundation of a virile nation. Martin Luther, cited in Adeyemi (2012) affirms that the prosperity of a nation depends not on the abundance of its revenue, the strength of its fortifications, the beauty of its public buildings, but on the number of its cultivated citizens. Agu (2010) argued that although Nigeria is blessed with abundant human and natural resources, there is not much meaningful development because many citizens are

intellectually and socially deficient. According to Okan and Lawal (2011), the problems of negative citizenship values have gravely militated against Nigeria's march towards effective and sustained socio-economic and political development. The retrogression and dilemmas which have engulfed the country since independence strongly underscore the need for value re-orientation through a commitment to the ideals rooted in civic education which will, in turn, foster growth, development and national transformation.

Starkey (1992) defines civic education as the explicit and continuing study of the basic concepts and values underlying a democratic political, community and a constitutional order. It also involves development of skills in making decisions about public issues and participating in public affairs. Civic education is a compulsory subject in primary and secondary schools. It draws on social studies curriculum content, government, law and citizenship and is concerned with the development of values, social norms, skills and democratic ideas and citizenship. The success of the civic education curriculum can only be achieved by providing qualified teachers, a challenge which educators, the nation's colleges of education, polytechnics and universities have risen up to, by reviewing their teacher preparation programmes in the context of knowledge of the subject matter, teaching skills and competencies.

The computer has become a tool for programme instruction. The use of computers in education is referred to as Computer Aided Instruction (CAI); Computer Assisted Learning (CAL); Computer Based Education (CBE); Computer Based Instruction (CBI); Computer Enriched Instruction (CEI) and Computer Managed Instruction (CMI). There are also new terminologies currently used in education, these are Web Based Training, Web Based Learning and Web Based Instruction. CBE and CBI are terms that can be referred to as computer use in any educational setting. Computer aided instruction is a narrower term that is often used to refer to drill and practice, tutorial or simulation activities. CMI is used to provide learning objectives, resources, record keeping, programme tracking and assessment of learner performance. Computer assisted pedagogy is an interactive instructional technique in which a computer is used to present the instructional material and monitor the learning that takes place. It uses a combination of text, graphics, sound and video to enhancing the learning process. The computer is used as a tool to facilitate and improve instruction using problem solving approaches to present topics and test students' understanding.

Computer Assisted Pedagogy and Learning (CAPL) promotes learner's ability to take intelligent and wise decision. Learning civic education through this approach will relate abstract topics to reality with the use of pictures, images and animations in solving difficult questions and moving students from known to unknown. For the teacher to be able to achieve his objectives under this approach, the ability to use time judiciously is crucial. No matter how creative a teacher is, if he cannot effectively manage his time in such a way as to inculcate classroom activities into his given time, it may affect the effectiveness of his instruction to learners and render the whole process a waste of precious time. This is why time management is considered along treatment in this study

Time management skill is an important skill that a teacher should possess to carry out the computer assisted pedagogy approach successfully. It involves effective and judicious use of time in planning, preparing for lessons, presentation and class control (Onuka, Virgy & Junaid, 2008). The teacher must create a classroom culture that increases achievement and decreases disruptions and distractions without eating into instruction time and inhibiting students' creativity or desire to learn. The teacher must create a learning focused environment, minimise off task behaviours, increase student engagement time, reduce every form of distraction, give clear instructions, create clearly defined class rules, build positive classroom culture and check that students understand the lesson. All these will prepare learners for success. Teachers should realise that time management starts at the first minute of the first day and the learner should be the centre of it all. Teachers should also be proactive and not reactive as this leads to productive learning. More than 50% of lesson time should be spent on interactive activities. Also of greater importance is students' attitude in this study.

The civic education teacher's success in carrying out classroom instruction depends on his or her 'creative efforts' sustained by a spirit of inquiry and exploration that brings into harmony the dynamic and unique relationship among students, the teacher and the subject. In this age of technological development, teachers have entered a period of professional competency. Teachers should master the skills required for successful teaching using the techniques which were introduced in this study. The computer assisted civic education pedagogy approach encourages and creates an environment in which students will actively participate in the learning process, take responsibility for learning, become better learners in terms of time management skills, are able to access the computer and evaluate their validity.

The nature of civic education places high demand on the student as the principal actor. How well he plays this role will directly or indirectly affect his achievement in civic education. In spite of this varying degree of deficiencies in learning, if the students are made to realise that what is desired of them as problem solvers is not only passing civic education in BECE but also turning out to be good, self-reliant and confident problem solvers and citizens, they will most likely work to meet this target. These can be described as learning outcomes which cannot easily be achieved using only conventional instruction method or the lecture methods which are teacher centered. A more learner centered approach is required. This has prompted the present study which will purposefully increase students' learning and achievement through creativity and planning on the part of the teacher. Civic education in the junior secondary school is a compulsory subject that has a core curriculum designed to broaden students' knowledge and outlook. Hence, there is need for a close study of the statistics of performance at the junior secondary school certificate examination level. It is believed that CAP, time management and students' attitude will bring a total view of students' achievement in junior secondary school civic education in Oyo State.

The objectives of civic education include the acquisition of relevant knowledge, skill, and problem-solving competencies. They also include inculcating in the learners,

boldness and value re-orientation towards life in particular and the society in general. Naturally, students appreciate learning new things from one another especially through the use of computers, role play and demonstration in groups at different levels of discussion. Several studies have looked at the effect of computer assisted instruction in other subjects, other than civic education, but have not investigated the effects of computer-assisted civic education pedagogy, time management and attitude on students' academic achievement in civic education in selected secondary schools in Oyo State. Therefore, the study sought to determine the effects of computer assisted civic education pedagogy, time management and attitude on students learning outcome in junior secondary school Civic Education in selected junior secondary schools in Oyo State.

Research Hypotheses

The study provides answers to the following null hypotheses:

- Ho₁: There is no significant main effect of treatment on students' academic achievement in civic education.
- Ho₂: There is no significant main effect of time management on student's academic achievement in civic education.
- Ho₃: There is no significant main effect of students' attitude on academic achievement in civic education.
- Ho₄: There is no significant interaction effect of treatment and time management on students' academic achievement in civic education.
- Ho₅: There is no significant interaction effect of treatment and student's attitude on students' achievement in civic education.
- Ho₆: There is no significant interaction effect of time management and students' attitude on students' academic achievement in civic education.
- Ho₇: There is no significant interaction effect of treatment, time management and students' attitude on student's academic achievement in civic education.

Methodology

(i) Research Design

The study adopted non randomized pre-test and post-test, control group quasi-experimental design with 3x2x2 factorial.

Experimental Group one = O₁ X₁ O₂

Experimental Group two = O₁ X₂ O₂

Control Group = O₁ X₀ O₂

Where O₁, represents pre-test scores for experimental group 1 and 2

O₂, represents post-test scores experimental group 1 and 2

X₁ = Treatment 1 (Computer Assisted Pedagogy)

X₂ = Treatment 2 (Computer Assisted Pedagogy + Lecture)

X₃ = Control Group (Conventional Method)

(ii) Sampling Technique and Sample

The target population is made up of all junior secondary school II students in Oyo State and their teachers. Multistage sampling technique was adopted for the study. At the first stage, Oyo state was clustered into three senatorial districts from which 33.3% was sampled. At the second stage, 33.3% of educational zones from the selected senatorial district were randomly selected and from the selected educational zone 55.0% of the Local governments were randomly selected. At the third stage, eight junior secondary schools from the selected local Government were purposively selected for the study, based on the availability of functional computers in the schools. Selected schools in Ibadan South West Local Government served as experimental group I & II using Computer Assisted Pedagogy while sampled schools in Iddo Local Government Area were used as the control group, using the conventional method. The next stage was the selection of intact classes of JSS II Civic Education students and their teachers. A total of 377 JSS II students and eight teachers were used as sample for the study.

(iii) Instrumentation

Four instruments, developed by the researchers, guided the study, namely: Civic Education Achievement Test (CEAT, $r=0.83$) for student, Civic Education Attitudinal Scale (CEAS, $r=0.89$) for students; Time Management Observation Scales (TMOS, $r=0.75$) for teachers and Operational Manual of Instruction on Computer Assisted Pedagogy (OMICAP, $r = 0.73$).

(iv) Data Analysis

The information collected was analysed using analysis of covariate (ANCOVA), at 0.05 level of significance.

Results

Table 1: Pre-test and Post-test Mean Scores of Students' Achievement in Civic Education through Learning Techniques

Learning Techniques	N	Pre-test		Post-test		Mean gain
		Mean	Standard deviation	Mean	Standard deviation	
CAP	150	18.73	4.423	24.05	3.422	5.32
CAP+Lecture	100	18.86	5.335	20.92	6.485	2.06
Conventional	135	17.28	5.438	17.65	5.886	0.37

As shown in Table 1, computer assisted pedagogy had the highest mean score ($\bar{x} = 5.32$) followed by computer assisted pedagogy + lecture ($\bar{x} = 2.06$) and conventional method ($\bar{x}=0.37$). The three treatment groups indicated improved mean scores in the post-test, as compared to the pre-test mean scores. Computer assisted pedagogy had the highest post-test mean score ($\bar{x}=24.05$), followed by computer assisted pedagogy + lecture ($\bar{x}=20.92$), while the conventional method group had ($\bar{x}=17.65$).The highest mean gain score

recorded by the computer assisted pedagogy group shows that the treatment had the highest positive impact on this group, followed by computer assisted pedagogy + lecture and the conventional group respectively.

Table 2: Pre-test and Post-test Mean Scores of Students' Achievement in Civic Education through Teachers' Time Management

Teachers' Time Management	N	Pre-test		Post-test		Mean gain
		Mean	Standard deviation.	Mean	Standard deviation	
Effective	240	18.36	5.038	21.20	5.861	2.84
Ineffective	145	18.08	5.153	20.99	5.920	2.91

Table 2 shows the pre-test and post-test mean scores of students' achievement in relation to teachers' time management. The mean score of students who were taught by teachers with ineffective time management ($\bar{x}=2.91$) was higher than that of students of teachers with effective time management ($\bar{x}=2.84$). The mean scores of the two levels of teacher's time management at the post- test were higher than the pre-test scores. The margin of increase in the mean recorded by students who were taught by teachers with ineffective time management was more than those taught by teachers with effective time management.

Table 3: Pre-test and Post-test Mean Scores of Students Achievement in Civic Education by Students' Attitude towards Civic Education

Students' Attitude towards Civic	N	Pre-test		Post-test		Mean gain
		Mean	Standard deviation	Mean	Standard deviation	
Positive	234	18.50	5.087	22.08	5.038	3.58
Negative	151	17.87	5.053	19.31	6.752	1.44

Table 3 shows the pre-test and post-test mean scores of students' achievement in civic education based on positive and negative attitudes towards civic education. The mean score of positive attitude students ($\bar{x}=3.58$) was higher than that of students with negative attitudes ($\bar{x}=1.44$). The post-test mean scores of both positive and negative attitude students were higher than the pre-test scores. It was also observed that both the pre-test mean score ($\bar{x}= 18.50$) and the post- test mean score ($\bar{x}=22.08$) of the positive attitude students were higher than those of the negative attitude students ($\bar{x}=17.87$) and ($\bar{x} = 19.31$) respectively. The higher mean gain recorded by students with positive attitude shows that the learning techniques benefited them more than students with negative attitude towards civic education.

Testing the Hypotheses

Hypotheses 1: There is no significant main effect of treatment on students' achievement in civic education.

Table 4: ANCOVA of Post-test Achievement by Treatment, Time Management and Students' Attitude

Source	Type III sum of squares	Df	Mean Square	F	Sig	Partial Eta Squared
Corrected Model	6.139.888 ^a	12	511.657	26.013	0.000	0.456
Intercept	3267.094	1	3267.094	166.099	0.000	0.309
Pre-test	2477.867	1	2477.867	125.974	0.000	0.253
Treatment	1840.800	2	920.400	46.793	0.000*	0.201
Time Management	4.778	1	4.778	.243	0.622	0.001
Attitude	282.785	1	282.785	14.377	0.000*	0.037
Treatment*Time Management	42.223	2	21.111	1.073	0.343	0.006
Treatment* Attitude	136.203	2	68.102	3.462	0.032*	0.018
Time Management* Attitude	5.930	1	5.930	0.301	0.583	0.001
Treatment*Time Management*Attitude	38.177	2	19.088	0.970	0.380	0.005
Error	7317.089	372	19.670			
Total	183116.000	385				
Corrected Total	13456.977	384				

R Squared = 0.456(Adjusted R Squared = 0.439)

Table 4 gives a summary of the effect of treatment, teacher time management and students' attitude on students' achievement in civic education. The table also indicates the significant main effect of treatment on students' achievement in civic education. It shows that, after adjustment for the covariate, civic education pre-test scores, the $F_{(2,372)} 46.793$; $p < 0.05$ was significant on students' achievement in civic education since, p value (0.000) was less than 0.05 alpha levels, there is a significant main effect of treatment on students' achievement in civic education. The partial eta squared estimated was 0.20%. This implies that learning techniques accounted for 20.1 percent of the variance observed in the post- test achievement test in civic education.

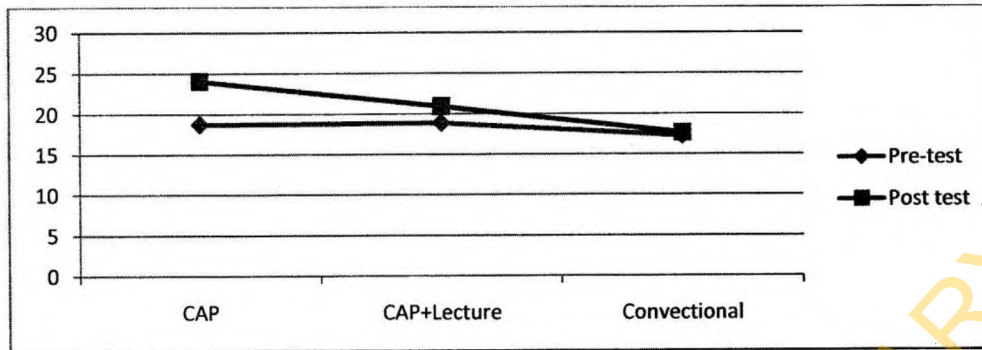


Figure 1: Pattern of Interaction of Treatment on Academic Achievement

Figure 1 is a pictorial representation of the difference among the three treatment groups. Students in computer assisted pedagogy group had a lower mean score in the pre-test, compare to CAP+lecture group, while students in the convectional group had the lowest mean score. At the post-test students in the computer assisted pedagogy group had the highest mean score while the control group had the lowest mean score. This signifies that students in the computer assisted pedagogy group achieved most through the treatment given to them.

Table 5(a): Bonferroni Post-hoc Multiple Comparison of Students' Achievement in Civic Education

1. Treatment (J) Treatment	Mean Difference (I-J)	Std. Error	P
CAP, CAP+Lecture	3.346*	0.626	0.000
Control	5.641*	0.585	0.000
CAP+Lecture, CAP	-3.346*	0.626	0.000
Control	2.296*	0.619	0.000
Control	-5.641*	0.585	0.000
CAP+Lecture	-2.296*	0.619	0.000

*= The mean difference is significant at $P < 0.05$

Table 5(b): Bonferroni Post-hoc Test of Achievement Score on Treatment

Treatment	N	Subset		
		1	2	3
Control	135	18.00		
CAP+Lecture	100		20.29	
CAP	150			23.64
Sig		1.000	1.000	1.000

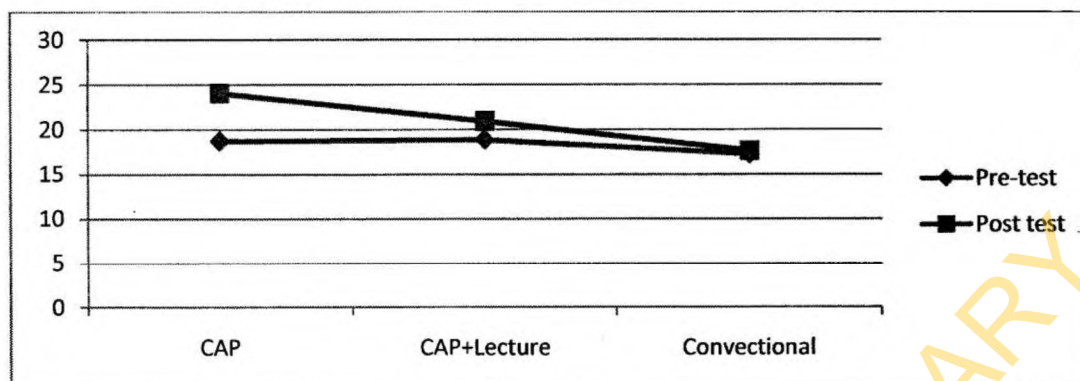


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	Control	2.296*	0.619	0.000
Control	CAP	-5.641*	0.585	0.000
	CAP+Lecture	-2.296*	0.619	0.000

*= The mean difference is significant at $P < 0.05$

Table 5(b): Bonferroni Post-hoc Test of Achievement Score on Treatment

Treatment	N	Subset		
		1	2	3
Control	135	18.00		
CAP+Lecture	100		20.29	
CAP	150			23.64
Sig		1.000	1.000	1.000

Table 5b shows that the two experimental groups are significantly different from the control group. For example, the CAP is significantly different (Mean = 23.64) from the control. Also the CAP + lecture, with a Mean of 20.29, is significantly different from the control group. Two methods contributed to the observed significant effect of treatment on students' achievement in civic education. Moreover, the experimental groups are significantly different from each other. Thus, all the methods jointly contributed to the main effect of treatment on achievement in civic education.

Table 6(a): Bonferroni Post-hoc Multiple Comparison of Students' Achievement in Civic Education Based on Students' Attitude

(I)	Attitude	(J) Attitude	Mean Difference (I-J)	Std. Error	P
Positive	Negative		1.887*	0.498	0.000
Negative	Positive		-1.887*	0.498	0.000

*= The mean difference is significant at $P < 0.05$

Table 6(b): Bonferroni Post-hoc Homogeneous Test Showing the Means in the Academic Performance of the Student's Attitude

Treatment	N	Subset 1	Subset 2
Positive	234	21.59	
Negative	151		19.71
Sig.		1.000	1.000

The multiple classification analysis further revealed that students that had positive attitudes obtained higher achievement scores with a mean of 21.59 compared with their counterparts with negative attitudes who had a mean of 19.71.

Discussion

The finding with respect to main effect of treatment on students' achievement in civic education indicated that there was a significant main effect of treatment on students' achievement in civic education. This means that computer assisted pedagogy have influence on students' academic achievement in civic education. Various studies have affirmed a clear difference between a computer-assisted class and a conventional class (Liu, 1992; Chun, 2006, Demrel, 2011). They argued that learning in these two different environments are clearly different. While the teacher's role is minimal in the computer classroom, the opposite is found in the conventional class. Hence, the study has revealed the effects of the use of computers in classroom. This finding is in line with that of Yusuf (2005) who posited that the field of education has been greatly affected by the use of computers which have undoubtedly affected learning and research. Demrel (2004) also

noted that it increased their level of attention and makes students understand their subjects better and greater.

The findings in terms of the main effect of time management on students' achievement in civic education, indicated that after the adjustment for the covariate, the $F_{(1,372)} = 0.243$; $p > 0.05$ indicating the main effect of teachers' time management on students' achievement in civic education. This implies that since the p-value (0.622) is greater than 0.05 alpha level, there is no significant main effect of teacher's time management on students' achievement in civic education. The result of the partial eta squared estimation was 0.001, which means that teacher's time management accounted for 0.1% of the variance observed in the post-test achievement test in civic education. Hence, we do not reject the null hypothesis.

The findings in terms of main effect of teachers' time management indicated that there is no significant main effect of teachers' time management on students' achievement in civic education. Reasons for this can be attributed to the computer assisted pedagogy which has increased students' level of attention in the classroom and enhanced understanding of the subject matter. This finding contradicts Adamson, Covic and Lincoln (2014) that time management is positively related to academic performance. Eilam and Aharon (2003) found out that time management skill of planning and organisation are positively related to students' course grade. However, Britton and Tesser (1991) reported that exposure of teachers to time management training can lead to improved use of time and completion of tasks.

With regards to the effect of students' attitude on achievement in civic education, findings indicated that after the adjustment for the covariate, $F_{(1,372)} = 14.377$; $p < 0.05$, indicating the main effect of students' attitude on students' achievement in civic education. Since p-value (0.000) is less than 0.05 alpha level, then there is a significant main effect of students' attitude on students' achievement in civic education. The partial eta squared estimated was 0.037. The implication of this is that students' attitude accounted for 3.7% of the variance observed in the post-test achievement score in civic education. Hence, we reject the null hypothesis.

The result of the main effect of students' attitude towards civic education indicated that there was a significant main effect of students' attitude on achievement in civic education. This finding corroborates that of Nicolaidon and Phillipou (2003), Diedrich (2010); Lipnevich and McCann (2011) who discovered that students display positive attitudes and behaviours that improve their performance when teachers create classroom routines, teach desired behaviours and establish normal perceived reinforcement and punishment that can also be utilised to trim down unwanted attitudes among students.

In terms of the interaction effect of treatment and time management on students' academic achievement in civic education, findings indicated that the interaction of treatment and teachers time management was not a significant contributor to students' achievement in civic education. Interaction effect of treatment and teachers' time management on students' achievement in civic education is indicated by $F_{(2,372)} = 1.073$; $p > 0.05$. Since p (.343) is greater than 0.05 alpha levels, it can be concluded that there is

no significant interaction effect of treatment and teacher's time management on students' achievement in civic education. Hence, we do not reject the null hypothesis. Research findings on the effect of time management interaction in adults are mixed. Some researchers have found out that time management training does not lead to differences in time management behaviours (Onuka, Virgy & Junaid 2008) while other researchers have reported that exposure to such trainings can lead to improved use of time and completion of tasks.

With regards to the interaction effect of treatment and student's attitude on students' achievement in civic education, findings indicated that the interaction effect of treatment and student's attitude towards civics on students' achievement in civic education is $F_{(2,372)} = 3.462$; $P < 0.05$. Since $p (0.032)$ is less than 0.05 alpha level, it could be concluded that there is a significant interaction effect of treatment and students' attitude towards civics on students' achievement in civic education. The partial eta squared estimated was 0.018. This implies that interaction effect of treatment and student's attitude towards civics accounted for 1.8% of the variance observed in the post-test achievement score in civic education. Therefore, we reject the null hypothesis. The finding is in line with that of Nicolaidon and Philippou (2003), who identified a positive correlation between students' attitude and students' academic achievement. Mato and De-la Toure (2010) and Diedrich (2010) also in separate studies in mathematics also confirm that the positive attitude of students lead to higher academic performance and achievement.

In terms of interaction effect of treatment, time management and students' attitude on students' achievement in civic education, the finding indicated that there is no significant interaction effect of teachers' time management and student's attitude towards civic education on students' achievement in the subject. Though, there is a dearth of research on time-management and academic performance, however, there is a growing body of research that suggests that time management is positively related to students' academic performance (Adamson, Covic & Lincoln, 2014).

With regards to interaction effect of treatment, time management and students' attitude towards civic on students' achievement in civic education, findings revealed that the interaction effect of treatment, teachers' time management and students' attitude towards civics on students' achievement in civic education is 0.970; $p > 0.05$. Having considered 0.380 to be greater than 0.05 alpha levels, it could be concluded that there is no significant interaction effect of treatment, teachers' time management and student's attitude towards civics on students' achievement in civic education.

Conclusion

Based on the findings of this study, it can be concluded that the treatment, that is computer assisted pedagogy approach was a potent determinant of students' academic achievement in civic education. Each of the variables did not significantly contribute to students' academic achievement on their own. It was noted that the interaction of the treatment, computer assisted pedagogy and students' attitude is a significant determinant of students' achievement in civic education.

Recommendations

The following recommendations are made based on the findings of the study:

- i. Teachers, as implementers of the curriculum must, diversify in the use of instructional strategies, upgrade continually in knowledge and skills, inculcate the use of ICT in the classroom setting and learn to be effective time managers in the dissemination of instructions.
- ii. Parents and guardians should encourage their wards to be computer literate and buy personal computers with which their wards can get familiar and obtain current information.
- iii. Employers of teachers should make computer literacy a prime consideration, in addition to paper qualification. They should encourage in-service training and other development programmes to help improve teachers' performance. They should encourage, motivate and inspire students to be creative as this will transform them to be superior achievers in academics.
- iv. Government being the sole provider of funds for public schools should make positive changes in the school system in Nigeria. Teachers should be monitored to make sure that they take their lessons at the appropriate time. Staff training seminars and workshops should be encouraged so that the teachers can function effectively in the school system.

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