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Effects of Two Intervention Strategies on Achievement in Sociology of Education Among NCE Part-Time Students in some Colleges of Education Centres in Ibadan

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Abstract

Reading skill and self-efficacy techniques were used as intervention strategies in enhancing academic achievement of sandwich learners in colleges of education. The pre-test, post test, control, quasi experimental design with 3x2x2 factorial matrix was adopted. Non proportional random sampling technique was used to select sandwich freshmen from the three state colleges of education sandwich centres in Ibadan. Cap method was used to select 50 participant each from each centre assigned to study's skill (SS) self efficacy (SE) and control group (CG). Three hypotheses were tested at 0.05 level of significance. Three instruments were used; study skill assessment scale ($r=0.79$), self efficacy scale ($r=0.85$) and Sociology of Education Achievement Test ($r=0.93$). The data collected were analyzed using Simple Percentage, Frequency Count, Analysis of covariance (ANCOVA), multiple classification analysis (MCA) and descriptive statistics of mean and standard deviation. There was significant main effect of the treatment on the academic achievement of the participants ($F_{3, 146} = 77.203, P < .05, \eta^2 = .514$). There was significant main effect of marital status ($F_{2, 147} = 10.414, P < .05, \eta^2 = .066$) while there was no significant main effect of gender ($F_{2, 147} = .869, P > .05, \eta^2 = .000$). Reading skill and self efficacy strategy were effective in enhancing academic achievement of sandwich learners in colleges of education. Therefore, they should be introduced in colleges of education to enhance the academic achievement of sandwich learners.

Introduction

The beneficiaries of non-conventional education are faced with challenges that are social, academic, and psychological in nature. Non-conventional learners, perhaps for the first time, are now faced with a new learning environment and the expectation that they will have independent learning skills and the capacity to engage in activities that require self-direction and self-management of learning (McLoughlin & Marshall, 2000). The majority of adult students have a range of activities, commitments and responsibilities impinging on their learning. Many have to cope with full-time jobs. They have to divide time among their various roles. Studying is just a part of the many parts they have to balance in their daily lives. Several researches have argued that non-conventional students normally experience role conflict because they are studying and living at home. They have to set time aside to study. Non-conventional students are typically older, attend school on part-time basis and often juggle a full-time job along family responsibilities (McGivney, 2004). Apart from role conflict, other factors found to explain students' academic achievement include general college preparation, lack of guidance and information prior to enrollment, and lack of support from faculty (Pierrakeas, 2004). Other researchers have found that student characteristics such as confidence, reading ability and time management skills play a

role in successful education (Miller, Rainer, & Corely, 2003). This paper is therefore out to introduce two strategies that can be used as support services by colleges of education to enhance their students academic performance irrespective of the various challenges they are going through.

Literature Review

The term 'student support' or 'learner support' has been used very broadly and has been used in relation to a range of diverse activities. It includes prevention, intervention, transition and "follow up services that are vital parts of a comprehensive educational programme which are expected to enhance the learners' motivation towards successful self-directed learning (Isabel, 2001). Such activities include tutoring and teaching; counseling and advising, students' orientation programmes, learning and study skill assistance, self efficacy training, academic advising, career and personal counseling; and administrative activities like library and information systems. Of all the support services, self-efficacy and study skill trainings are very essential for the realization of positive academic achievement among adult learners. While self-efficacy is the needed impetus for persistence and resilience in the face of difficulties, the study skills are essential for developing the right attitudes and habits.

Self-efficacy is the most cultural and pervasive influence on choices learners make, their goals, the amount of effort they apply to a particular learning task, how long they persevere at school task in the face of failure or difficulty, the amount of stress they experience and the degree to which they are susceptible to depression (Bandura, 2001). It is one's judgment of one's own capabilities and competence within a specific framework and it indicates to a greater extent, what learners do and the efforts they put in them. Bong and Skaalvik (2003) defined academic self- efficacy as one's self-perceived confidence to successfully perform a particular academic task. The higher the sense of efficacy of sandwich learners, the greater their efforts, persistence and resilience. The beliefs they develop about their academic capabilities determine what they do with the knowledge and skill they possess and also determines how much effort the sandwich learners will expend on their academics, how long they will persevere when confronting obstacles, and how resilient they will be in the face of adverse situations (Pajare, 2002). Researchers had found that self efficacy beliefs could significantly affect academic achievement. (Loo & Choy, 2012). In the academic setting, many studies have shown that there is a positive and significant correlation between self efficacy with academic achievement (Purze 2011). Vuong, Brown - Welty and Tracz (2010) examined the effects of self-efficacy on academic success with a sample of 1, 291 college sophomores and found that self efficacy beliefs had significant and positive effects on academic achievement of students.

Besides the problem of low self - efficacy among most sandwich students, there has also been an observed low trend in the study skills of these set of students. Studies revealed that poor study habits exist among the students particularly the fresh ones (Braunstein, Lesser & Pescatrice, 2008). They lack the specific skills that students need to develop in order to be effective learners. Study skill is an approach applied to learning, which generally is critical to success in schools and is considered essential for acquiring good grades. Some of the most common study skill strategies students' use are: motivational techniques, reading skills, listening skills, critical thinking skills, time management skills, note taking skills, test taking skills, organisational skills and study habit.

Reading is well integrated into our educational systems generally, such that educational success is almost synonymous with reading success. Reading forms the foundation for further learning and without the ability to read effectively, a learner

will experience difficulty in learning. Success in reading very often ensures success in other subjects (Pretorius, 2002). Bohlmana and Pretorius (2002) carried out a research among a group of students enrolled for Mathematics and found that weak readers are only achieving reading comprehension levels of 50% or less, which effectively means that half of what they read, they don't understand, with dire consequences for their academic performance.

Family obligations can obstruct educational success. Marital status was found to predict sandwich learner's academic performance. There is also a significant relationship between marital status and academic performance of sandwich learners (Powell, Conway & Ross, 2003). Thomas, Rayior and Al-marzooqi (2012) explored the influence of marital status on cumulative grade point averages (CGPA) across all undergraduate students attending a multi-campus federal university within the united Arab Emirates and discovered that married students (males and females) had higher CGPAs than their unmarried counterparts which shows that being married appears not to have any obvious detrimental effect on academic achievement. In a study of 100 students enrolled in community college in Florida, marital status was a significant predictor of course outcomes and findings of the study suggested that more single students performed above average with grades increasing by "one letter grade" when compared to married students (Coleman, 2001). Egwustu and Umeora (2007) explained that marriage and child bearing may serve as an additional burden on the Nigerian married students affecting her academic performance. In their research, they examined the academic records of the participants and found that the married female had more resit examination than their male and single female counterparts. Potokri (2012) in his study of the academic performance of married students in Nigeria Higher education discovered the women student performance differs from that of the single women. Gender is a cultural construct that distinguishes the roles, behaviour, mental and emotional characteristics between females and males developed by society (Udousoro, 2011). There have been evidence of growing gender gaps in educational achievement (Hillman & Rothman, 2003) and literature also established a significant relationship between gender and academic performance (Adedipe, 1986). Oludipe (2012) examined the gender difference in student's academic achievement in Basic Science and the findings revealed that there was no significant difference in academic achievement of male and female students. He thereby adduced that studies vary in their

learning contexts which may include the subjects under study, the methodology, populations, research class as well as the classroom settings. It is worthy to note that the result of this research is not in consonant with some of the previous researches carried out. Kolawole (2007) conducted a research on the effect of competitive and cooperative learning strategies on Nigerian students academic performance in mathematics and found that males performed better than females while Abuu-Hilal (2003) said females are more motivated and they are higher achievers than males.

Statement of the Problem

It is quite disheartening that most of the sandwich learners in most of Colleges of Education are ill-equipped to deal with the demands of effective studying after an initial academic break, because they do not possess the self directed skills which among others include study skill, self discipline, time management and self confidence. Most of them had left school for long before returning and they engage in divers responsibilities such as work, family, social activity among others which do not allow them to cope effectively with their learning. The stress and anxiety they

priorities setting towards achieving their learning goals. The consequences of this, is the poor rate of academic achievement among these sandwich learners. If an urgent intervention is not taken, majority of the beneficiaries of the sandwich programme will not be well equipped to take up the responsibilities of teaching.

Objectives of the Study

The objectives of the study are to:

- determine the main effects of reading skill and self efficacy strategies on the academic achievement of sandwich learners in colleges of education.
- examine the moderating effect of gender on the academic achievement of sandwich learners in colleges of education.
- examine the moderating effect of marital status on the academic achievement of sandwich learners in colleges of education

Significance of the Study

This study is of paramount importance because it will buttress the effectiveness of study skill and self efficacy in boosting the academic achievement of sandwich learners thus leading to the realization of educational objectives and producing intellectually sound teachers who would be able to defend their certificates. The study would serve as an eye opener to the Colleges of Education running sandwich programs so that it will assist them to understand the usefulness of study skills and self efficacy strategies and thus establish and develop services that can improve learners both morally and academically.

Scope of the Study

Three State Colleges of Education in South West, Nigeria were used for this research. The choice of the schools was based on the fact that their sandwich programmes are well established and reputable. Three study centres were further selected purposively for the study. These are:

Emmanuel Alayande College of Education Oyo, with Lagelu study centre; Osun State College of Education, Ila Orangun with Monatan study centre and Micheal Otedola College of Primary Education, with Adekile Goodwill study centre.

Hypotheses

- Ho₁: There is no significant main effect of treatments on academic achievement of Sandwich Learners in Colleges of Education
- Ho₂: There is no significant interaction effect of Gender on Academic Achievement of Sandwich Learners in Colleges of Education
- Ho₃: There is no significant interaction effect of Marital Status on Academic Achievement of Sandwich Learners in Colleges of Education

Methodology

The study adopted the pretest, post test, control, quasi experimental design.

Population and Sampling Techniques

The population of the study comprised of NCE freshers offering Sociology of Education as a course in the sandwich learning mode of the three study centres of the purposively selected States Colleges of Education. Non proportional random sampling technique was used while Cap method was used to select 50 Fresh men each from Lagelu, Adekile Goodwill and Monatan High School to make 150 participants.

Instrument:

The three instruments used for this study were adapted; study skill assessment scale, self efficacy scale, and sociology of education achievement test. The instruments were used for both the pre and post test. The instruments were trial tested to ensure its reliability using the Chronbach Alpha. The reliability coefficient of each instrument was study skill assessment ($r=0.79$), self efficacy skill ($r=0.85$), and sociology of education achievement test ($r=0.93$).

Procedure of Research

After the course has been taught in the three centre, the researcher conducted the pre-test (for all the experimental groups and control group) and thereafter commenced intervention strategy for the treatment groups. The experimental group one was exposed to reading skill instructional strategy while the experimental group two was exposed to self-efficacy instructional strategy. Each was divided into a period of eight weeks while each session lasted for an hour. At the end of the sessions, both the experimental and control group were subjected to post-test with the aim of observing the effect of the intervention strategies on the participants academic achievement.

Method of Data Analysis

The researcher used Analysis of Covariance (ANCOVA), Multiple Classification Analysis (MCA) as well as descriptive statistics of percentages, mean and standard deviation to analyse the data collected.

Results

Demographic Information of the Respondents.

Table 1: Distribution of the Respondents by Sex

Sex	Frequency	Percentage
Male	71	47.3
Female	79	52.7
Total	150	100.0

Table 1 above shows that 71 (47.3%) of the respondents were male while 79 (52.7%) were female. Majority of the respondents were female and one can conclude that more female engage in sandwich programme than male.

Table 2: Distribution of the Respondents by Marital Status

Marital Status	Frequency	Percentage
Single	52	34.7
Married	98	65.3
Total	150	100.0

Table 2 revealed that 52 (34.7%) of the respondents were single while 98 (65.3%) were married. Conclusively, most of the sandwich participants were married.

RESULT AND DISCUSSION

There is no significant main effect of treatment groups on Academic Achievement of sandwich learners in Colleges of Education.

Table 3: Table showing the Descriptive statistics of the Treatment groups on Academic Achievement of Sandwich Learners in Colleges of Education in the study

Treatment Group	Mean	Std. Deviation	N
Treatment I (Oyo)	35.2000	4.6203	50
Treatment II (Osun)	31.4000	4.7595	50
Control group (Lagos)	23.1600	4.4325	50
Total	29.9200	6.8085	150

Table 4: ANCOVA table showing the significant main effect of treatment groups on Academic Achievement of sandwich learners in colleges of education

Source	Sum of Squares	DF	Mean Square	F	Sig.	Size Effect (η^2)	Remark
Covariates	3811.006	3	1270.335	59.905	.000	.552	
Pretest	22.686	1	22.686	1.070	.303	.007	
Main effects:							
Treatment group	3274.301	2	1637.150	77.203	.000	.514	Sig.
Residual	3096.034	146	21.206				
Total	6907.041	149					

Table 5 Multiple Classification Analysis (MCA) showing the direction of the difference in the analysis of Students' Academic Achievement based on Treatment groups

Variable + Category	N	Unadjusted variation	Eta	Adjusted for independent + covariates deviation	Beta
Grand Mean = 29.92					
Treatment Group:					
• Treatment I	50	5.28		5.11	
• Treatment II	50	1.48		1.50	
• Control	50	-6.76		-6.61	
			.74		.72
Multiple R-squared					.552
Multiple R					.743

In the table, the mean scores of the different Treatment Group:

Treatment I (Grand mean $(29.92 + 5.28) = 35.20$,

Treatment II (Grand mean $(29.92 + 1.48) = 31.40$,

Control (Grand mean $(29.92 - 6.76) = 23.16$;

Interpretation and Discussion

Table 3 above shows the mean scores of the different Treatment Groups as: Treatment I (35.2000), Treatment II (31.4000) and Control group (23.1600). Table 4 shows that there

was a significant main effect of Treatment Groups on Academic Achievement of Sandwich Learners in Colleges of Education ($F_{(3,146)} = 77.203, P < .05, \eta^2 = .514$). Hence, the null hypothesis is rejected. Table 5 above an M.C.A table showing the direction of observed differences in the treatment groups. From the table, it is shown that treatment group one (Reading Skill group) has the highest post-test mean score of academic achievement (35.20); this is followed by treatment group two (Academic self-efficacy group) with 31.40 as post-test mean score and control group with 23.16. The explanation for the effectiveness of study skill strategies (reading) is not far fetched. The finding is in consonance with the previous researches.

Similarly, the effectiveness of self efficacy strategy over the control group in the improvement of the participants for this study is not strange as it has been proven to play a pivotal role in academic motivation. Vuong, Brown Welty and Tracz (2010) examined the effects of academic self efficacy on academic success with a sample of 1,291 college Sophomores and found that self efficacy beliefs had a significant and positive effect on academic achievement of students.

There will be no significant main effect of Gender on Academic Achievement of Sandwich Learner in Colleges of Education

Table 6: Table showing the Descriptive statistics of Gender on Academic Achievement of sandwich learners in colleges of education in the study

Gender	Mean	Std. Deviation	N
Male	30.3478	6.0156	46
Female	29.7308	7.1506	104
Total	29.9200	6.8085	150

Table 7: ANCOVA table showing the significant main effect of Gender on Academic Achievement of sandwich learners in College of Education

Source	Sum of Squares	DF	Mean Square	F	Sig.	Size Effect(η^2)	Remark
Covariates	537.888	2	268.944	6.207		.078	
Pretest	525.745	1	525.745	12.134		.076	
Main effects: Gender	1.183	1	1.183	.027	.869	.000	n.s.
Residual	6369.152	147	43.328				
Total	6907.040	149					

Interpretation and Discussion

Table 6 shows the mean scores of the different gender groups as: male ($x=30.3478$) and female ($x=29.7308$). In Table 7 above, there was no significant main effect of Gender on Academic Achievement of Sandwich Learners in Colleges of Education ($F_{(2,147)} = .869, P > .05, \eta^2 = .000$). Hence, the null hypothesis is accepted. Fig 2 further gave the graphical illustration of the mean score of male and female participants

This means that there is no difference in the academic measures of both male and female participants. This is not surprising. Most of the studies carried out reveal that there may be significant difference or none depending on the subject in question. Oludipe (2012) examined the gender difference in student's academic achievement in Basic Science and the findings revealed that there was no significant difference in

academic achievement of male and female students. He thereby adduced that studies vary in their learning contexts which may includes the subjects under study, the methodology, populations, research class as well as the classroom settings. It is worthy to note that the result of this research is not in consonant with some of the previous researches carried out. Kolawole (2007) conducted a research on the effect of competitive and cooperative learning strategies on Nigerian students academic performance in mathematics and found that males performed better than females while Abuu-Hilal (2003) said females are more motivated and they are higher achievers than males.

There is no significant main effect of Marital Status on Academic Achievement of Sandwich Learners in Colleges of Education

Table 8: Table showing the Descriptive statistics of Marital Status on Academic Achievement of sandwich learners in Colleges of education in the study

Marital status	Mean	Std. Deviation	N
Single	27.9615	3.9306	52
Married	30.9592	7.7419	98
Total	29.9200	6.8085	150

Table 9: ANCOVA table showing the significant main effect of Marital status on Academic Achievement of sandwich learners in Colleges of Education

Source	Sum of Squares	DF	Mean Square	F	Sig.	Size Effect(η^2)	Remark
Covariates	958.155	2	479.077	11.838	.000	.139	
Pretest	652.874	1	652.874	16.133	.000	.099	
Main effects: Marital status	421.449	1	421.449	10.414	.002	.066	Sig.
Residual	5948.885	147	40.469				
Total	6907.040	149					

Table 10: Multiple Classification Analysis (MCA) showing the direction of the difference in the analysis of Students' Academic Achievement based on Marital Status

Variable + Category	N	Unadjusted variation	Eta	Adjusted for independent + covariates deviation	Beta
Grand Mean = 29.92					
Marital status:					
• Single	46	-1.96		1.79	
• Married	104	1.04		-.79	
			.19		.18
Multiple R-squared					.108
Multiple R					.329

The mean scores of the different Marital Status:

Single (Grand mean (29.92 - 1.91) = 27.96;

Married (Grand mean (29.92 + 1.04) = 30.96

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