

Effective Civic Education Pedagogy: Efficiency of Supplementary Tutoring on Students' Learning Outcome in Civic Education

Edore Clifford Ogheneakoke

Department of Social Science Education, Delta State University, Abraka, Nigeria

E-mail: drogheneakokeclifford@gmail.com

Ayegbunam Francis Ikenga

Department of Political Science, Delta State University, Abraka, Nigeria

E-mail: faikenga@delsu.edu.ng

Rachael Oke Misan-Ruppee

Department of Social Science Education, Niger Delta University, Irri Campus, Nigeria

Email: misruppee@gmail.com

Sunday Obro*

Department of Social Science Education, Delta State University, Abraka, Nigeria

E-mail: Sobro@delsu.edu.ng

*Corresponding Author

Williams Pius Akpochafo

Department of Social Science Education, Delta State University, Abraka, Nigeria

Email: wpakpochafo@delsu.edu.ng

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Abstract

This research aims to 1) explore the efficacy of Supplementary Tutoring (ST) on students' learning outcome and 2) determine if students will differ in their scholarly performance by gender when instructed with ST. The research adopted a quasi-experimental design. A sample of one hundred and seventy (170) students were involved in the research. The study employed the Supplementary Tutoring Learning Outcome Test (STLOT) instrument for data gathering. Data were analyzed with mean statistics, t-tests, and ANCOVA statistics. The findings revealed that ST improved students' learning outcome in CE as it reinforced concepts that had been taught or imparted in a regular classroom. Also, students differ in their learning outcome by gender; the ST instructional approach favored male students. This study supports the earlier study outcomes that ST is effective as an instructional tool for improving students' learning outcome in CE. Further, it is an approach for developing instructional approaches to enhance instruction and learning in CE. It was recommended that the ST method should be integrated or incorporated into the curriculum of teacher training institutions; CE

teachers should receive professional development training in ST and other school instructional methods; socially constructed philosophies of gender should be considered in the usage or application of ST in CE instructions.

Keywords: Civic Education Pedagogy, Civic Education, Efficiency of Supplementary Tutoring, Supplementary Tutoring, Students' Learning Outcome

1. Introduction

Education is a crucial tool for the progress of a nation, and its absence would make it difficult to envision what the world would have been without it. Education catalyzes advancing technology, society, politics, and the economy. It serves as a mechanism by which society guarantees its stability. The school system instructs young individuals on societal norms and required conduct. The National Education Policy of Nigeria (FRN, 2014) explicitly described education as a strategic tool for promoting national development. Education imparts individuals the necessary knowledge and skills to adapt to evolving circumstances effectively. Communities establish schools not merely to uphold cultural preservation and ensure continuity but also to facilitate progressive transformation. Education, along with other social institutions, catalyzes societal change. It has been utilized to alter economic, political, and social structures.

Civic Education (CE) is a mandatory subject in senior secondary schools/education, alongside other cross-cutting disciplines, that aims to fulfill the aims of education (Misan-Ruppee, Obro & Akpochofo, 2023). It primarily seeks to cultivate democratic principles, citizens' social norms, values, and skills. Ige and Orungbemi (2013) asserted that CE equips learners to actively engage in societal norms and practices. It is highly relevant since its main objective is to familiarize pupils with democratic teaching or socialization by promoting the endorsement of citizens' democratic ideals and conducts/behaviors. According to Falade and Adeyemi (2015), CE is viewed as an educational tool within a sovereign state that aims to make citizens or individuals aware of social and political issues, encourage social integration, develop skills and competencies, foster social responsibility and productivity, and eventually aid in the state's overall progress

Going by the significance attributed to CE, it is vital to employ a suitable instructional approach that facilitates the attainment of its goals and enhances democratic principles in this discipline. Teachers utilize various instructional techniques to deliver CE in the classroom, including the lecture strategy.

The lecture technique is a frequently employed approach in the instruction of CE. This approach is alternatively acknowledged as the talk and chalk approach/method (Obro, 2022). This approach prioritizes the teacher, implying that the instructor takes the stage throughout the course, while the learners assume a passive role as listeners. Throughout the implementation/ application of this approach, the teacher exerts control over the instruction, while the learners have minimal involvement. In this context, the educator (teacher) is seen as the principal information provider, with the students acting as mere consumers of that information (taught). The technique offers the advantage of efficiently covering a substantial area within a brief timeframe.

Nevertheless, it possesses many vulnerabilities (Obro, 2023). Specifically, it is distinguished by an emphasis on instructor conduct rather than student conduct, limited student interaction/engagement with educational resources, and delayed assessment of students' progress. In his study, Ololobou (2009) established that the lecture technique is ineffective and recognized its continued use as a fundamental flaw that hampers higher performance in the humanities. Considering these limitations, it is vital to promote alternative, suitable approaches for the instruction and acquisition of CE. Various pedagogical approaches can be employed in CE instruction/teaching. Nevertheless, the researchers are intrigued by the utilization of the ST approach.

Supplementary Tutoring (ST) will likely enhance the instruction and acquisition of CE. ST, called shadow education, private tutoring, after-school courses, or out-of-school tuition, encompasses several structured coaching methods conducted outside regular school hours (Bray, 2017). The supplementary nature refers to tutoring services in addition to conventional schooling. Students receive additional instruction in several disciplines to enhance their educational progress at school or at home. Although schools remain the primary establishment for educating students, the widespread application of ST implies that learning occurs outside of the classroom as well. ST enables learners to deepen their understanding of academic topics and subjects, receive additional instruction to address learning gaps, or prepare for standardized tests and public exams. However, other studies have found no correlation between students' performance and whether or not they received private tutoring.

Gender is a socially constructed concept that distinguishes males and females based on biological differences. This distinction has resulted in society assigning distinct tasks, responsibilities, conducts/behaviors, and mannerisms to each gender (Obro, Ogheneakoke & Akpochafo, 2021). The term refers to specific cultural patterns of behavior associated with the genders, which have a strong psychological basis and carry societal implications. Sex refers specifically to the differentiation between males and females based on biological characteristics. On the other hand, gender encompasses a wider array of variables such as personality traits, social roles, sexual orientation, and personal identity, which are founded on an individual's understanding of themselves.

2. Literature Review

2.1 Civic Education

CE focuses on cultivating citizens' values, democratic ideals/principles, skills, and social norms. Utulu (2011) argues that CE is highly significant as its intention and aim is to familiarize learners with democratic ideals and teaching by fostering the endorsement of democratic values, ethics, and behaviors among citizens. CE is the educational process in an independent nation that enables social and political awareness among citizens, promotes social integration, develops social and competent skills, and encourages social responsibility for optimal development, efficiency, and productivity, all in the nation's best interest (Okan & Lawal, 2011). The programme aims to educate youngsters about their rights and responsibilities. It allows learners to cultivate a strong reverence for the law and a deep fondness for a Nation. CE includes comprehension of the regulations governing democratic existence and its core tenets. It instructs individuals about the structure and functioning of the political system, with a particular emphasis on each community member's entitlements, responsibilities, and

obligations. The objective of CE is to promote the cultivation of conscientious citizenry. It is to provide learners with the necessary political, cultural, and democratic principles and values to effectively and productively participate as citizens. Balogun and Yusuf (2019) have outlined the primary goals of Civic Education in secondary schools as follows:

- Improve pupils' comprehension of the interconnectedness between individuals of different genders, the government, and the larger community/society.
- Highlight the structure/organization of the government, its roles, its obligations to the citizens, and the responsibilities of the citizens towards the government.
- Enhance the instruction and learning of nascent civic matters/issues;
- Nurture and develop students on their responsibility and commitment to their civic duties and obligations towards society.
- Instill in students a genuine dedication to the norms and values of the society.
- Raise the declining ethical standards of young individuals in society.

Civic Education is the means and process of imparting knowledge and skills related to fairness, impartiality, accountability, liberty, love for one's country, integrity, and adherence to the principles and laws that govern a civil society (Falade, 2012). CE encompasses arrays of methods and endeavors that attempt to boost the capability or skill of both young individuals and adults to actively participate or involve in a democratic society by effectively exercising their rights and fulfilling their obligations.

2.2 Supplementary Tutoring (ST)

Supplementary Tutoring (ST), often branded as private tutoring, shadow education, or out-of-school Tutoring, encompasses various structured tutoring techniques in academic areas outside of regular school hours (Gupta, 2020). Students receive ST in multiple settings such as schools, homes, commercial institutions, or community organizations to enhance their learning outside regular school hours. Although schools remain the foremost educational institution for children, the widespread use of ST indicates that learning can also occur outside of regular school hours. Through participation in ST, students can enhance their comprehension of academic subjects, receive additional teaching to address deficiencies, and prepare for system-wide standardized assessments and national external examinations (Gupta, 2021b).

ST is a so-called shadow education because it exists alongside mainstream schooling and mirrors the regular school system. As the school system expands, so does the ST system, and as the curriculum in schools evolves, so does the curriculum in ST (Bray, 1999). In their study, Baker, Akiba, LeTendre, and Wiseman (2001) provided a more precise definition of ST as educational activities outside of school that resemble formal schooling and are utilized by students to enhance their educational opportunities. They also noted that it encompasses organized, structured learning opportunities that resemble processes found in schools. The authors propose that shadow education is prevalent globally, with a significant presence in Singapore, Taiwan, Greece, Hong Kong, Japan, Korea, and Turkey.

Supplementation refers to providing additional instruction that reinforces and expands upon the subjects already taught in school. Privateness refers to the provision of tutoring services at a personal cost. Academic disciplines pertain specifically to the primary areas of

study, excluding music, art, and athletics. This term has been extensively utilized in subsequent international research on ST.

Shadow Education and Supplementary Tutoring are frequently used interchangeably (Lee & Shouse, 2011). Nevertheless, the literature also acknowledges the distinctive subtleties associated with each term. ST is commonly associated with individualized one-on-one instruction, whereas shadow education refers to additional lessons that supplement the teachings in the typical school system (Byun & Park, 2012).

Research literature indicates that ST has become a universal phenomenon in at least two aspects. ST is inherently diverse, spanning various societies irrespective of government type, cultural heritage, or economic structure (Sobhy, 2012; Bray & Kwo, 2013). Furthermore, it functions as both an outcome and a driver of globalizing educational influences. The statement highlights the significance of education in achieving occupational success, the function of exams in categorizing students, and the tendency of most governments to permit certain profit-oriented education providers to function with limited regulation (Bray & Kwok, 2013; Bray, 2013).

2.3 Gender and Learning Outcome of Students in Supplementary Tutoring (ST)

In Egypt, a study conducted by Elbadawy, Ahlburg, Assad, and Levison (2004) revealed that families with a better socio-economic status (SES) were more inclined toward endorsing individual and group tutoring. He was astonished by the absence of a substantial disparity between genders in their probability of receiving ST; females were equally as likely as boys to receive teaching. Ngugi (2011) examined the impacts of ST on students' learning outcome. The study produced data that necessitated using both qualitative and quantitative analysis methodologies. The results demonstrated that ST significantly enhances students'/pupils' learning outcome. The study ultimately revealed that private extra tuition may yield certain academic advantages, but it could also have a detrimental effect as students and teachers experience weariness.

The study by Ezenwosu and Nworgu (2013) explored the usefulness of ST and students gender on learning outcome. The study findings indicated that students who were taught through ST demonstrated significantly superior performance compared to students in the non-experimental group. The results also suggested that the learning outcome of male pupils surpassed that of their female peers/students. Mori (2015) found that students' engagement in ST differs on gender basis. In her research, Damayanthi (2018) examined ST's influence on students' learning outcome in Sri Lanka. Using a questionnaire, data were gathered from a survey that involved a stratified random sample of six hundred (600) Year seven (7) to eleven (11) students. Research has ascertained that ST has a beneficial impact on students' learning outcome.

3. Research Objectives

3.1 To establish the effect of Supplementary Tutoring (ST) enhance students' learning outcome in CE.

3.2 To ascertain gender effect on students r learning outcome in CE when taught using ST.

Research Questions (RQs)

RQ1. Will Supplementary Tutoring (ST) enhance students' learning outcome in CE?

RQ2. Does students' gender affect their learning outcome in CE when taught using ST?

Hypotheses

Hypothesis 1: Implementing ST will not enhance students' learning outcome in CE.

Hypothesis 2: CE students' learning outcome will not be affected by gender when taught using ST.

4. Research Methodology

The study employed an experimental design, with the experimental group receiving ST and the control group following the standard lecture method. The study sample involved one hundred and seventy (170) students. Students were picked from two chosen schools using a multistage sampling approach. In the initial sampling phase, one local government area was selected from each of the two senatorial districts and was accomplished by a simple random sampling methodology. The second stage involved a single school chosen from the two specified local government areas using basic random selection procedures, following the procedure as mentioned earlier. The data collection employed cluster and stratified sampling methodologies.

Furthermore, the students were categorized into two groups on a gender basis, specifically male (boys) and female (girls). Following the sample selection, participants were allocated to the experimental/treatment group and control (non-experimental) groups. Put simply, a group was assigned to ST and the other to the control (non-experimental) group using the traditional lecture method. Only schools that satisfied the specific requirements of this research/study were intentionally chosen.

The study sample exhibited comparable demographic characteristics to the study population, encompassing factors like same geographical region, cultural background, socio-economic status, school curriculum, and scheme of work. The two schools were far apart, and to avoid interference, no school was given duplicate treatment. The topics covered in the experiment were not previously taught in any schools designated for the study. The class arms employed for the study were chosen randomly using dice.

4.1 Instrument

The study employed the Supplementary Tutoring Learning Outcome Test (STLOT) as the research instrument. The STLOT consists of two (2) components. Section A consists of students' biographical information, whereas Section B consists of 25 multiple-choice items/questions with one correct or right answer and four incorrect answers. The STLOT addressed the subjects of citizenship, the requisite Skills for safeguarding our historical customs and beliefs, and national consciousness, integrity, and unity. The STLOT was made using an accurate blueprint.

4.2 Instrument administration

A group/unit of 170 students underwent a six-week intervention consisting of ST and lecture methods. Preceding the experimentation, the students underwent a pretest utilizing the

STLOT. Subsequently, the subjects were instructed using ST and the lecture approach. A post-test was administered after the six (6) weeks experiment to determine the student's learning outcome.

4.3 Data Analysis

The statistical mean was utilized to assess data derived from the pre-test and post-test to address the research inquiries. Also, the student t-test and ANCOVA statistics were employed to evaluate the hypotheses.

5. Research Results

5.1 RQ1: Will Supplementary Tutoring (ST) enhance students' learning outcome in CE?

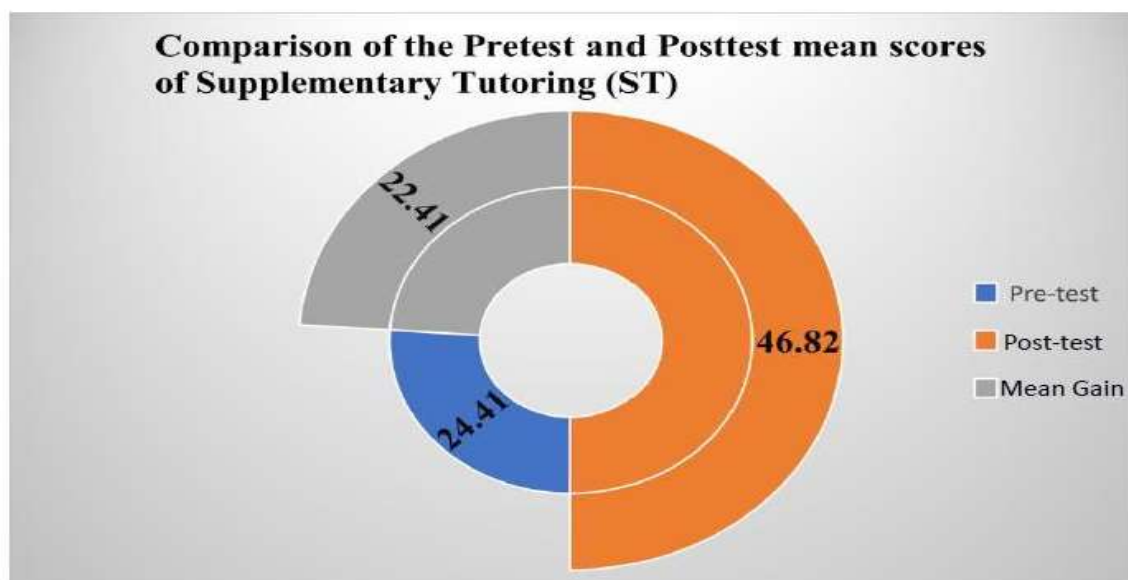


Figure 1. Students' pretest and posttest performance in Supplementary Tutoring (ST)

Table 1: Pretest and Posttest of Students' Learning Outcome instructed with ST

Approach	Test	N	X	SD	Mean Gain
Supplementary Tutoring	Pre-Test	85	24.41	4.12	22.41
	Post-Test	85	46.82	6.72	

Table 1 compares the average results obtained by students before and after receiving ST. The analysis reveals that the Pre-Test performance of the students have a mean of 24.41. Similarly, the Post-Test has a mean of 46.82. The average increase is 22.41, indicating a disparity between the pretest and posttest mean performance of students who received ST. The variance in their average scores may be attributed to extraneous influences; however, the disparity in the post-test can be accredited to the impact of the instructional methods employed.

5.2 RQ 2: Does students' gender affect their learning outcome in CE when taught using ST?

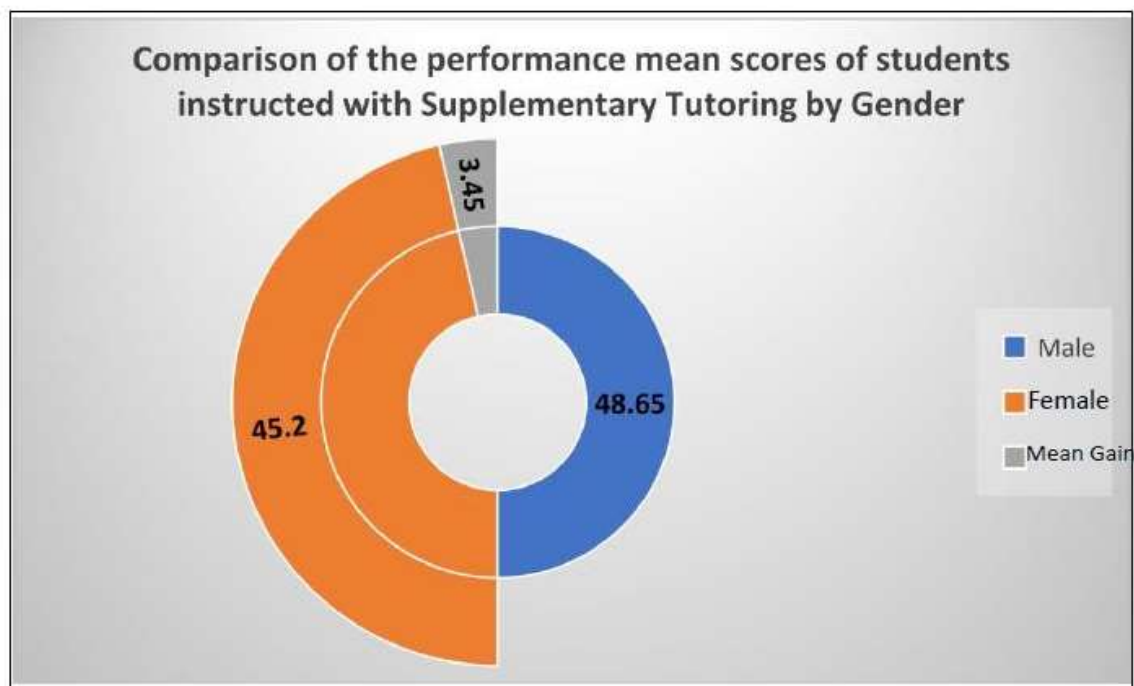


Figure 2: Pretest and posttest performance in ST based on Gender.

Table 2: Assessment of Learning Outcome Scores of Students instructed with ST on gender basis

Approach	Gender	n	Mean	SD	Mean gain
Supplementary Tutoring	Male	40	48.65	5.21	3.45
	Female	45	45.20	7.31	

Table 2 assesses the average learning outcome scores/performance of students taught using ST on gender basis. The analysis reveals that male students' average learning outcome scores is 48.65. In contrast, the average learning outcome scores of female students is 45.20. The average increase is 3.45, indicating a discrepancy between male and female students who received ST.

Hypotheses Testing

Hypothesis 1: Implementing ST will not enhance students' learning outcome in CE.

Table 3: t-test analysis examining the discrepancy between the Pretest and PostTest scores of students taught using ST.

Test	n	Mean	SD	df	t	P	d
Pre-Test	85	24.41	4.12				
Post-Test	85	46.82	6.72	84	25.91	.000	0.89

$\alpha = .05$

Table 3 displays the result of the t-test analysis conducted to compare the discrepancy between the pretest and posttest learning outcome scores using ST. The learning outcome indicates that the t-value is 25.91, with a p-value less than 0.05. Consequently, the null hypothesis is rejected. There is a substantial disparity in the pretest and posttest results of students who received ST. This suggests that ST is a successful teaching approach. The discrepancy between the pretest and posttest learning outcome scores is substantial, as shown by the value of 0.89. Consequently, the variations found can be accredited to the provision of ST.

Hypothesis 2: CE students' learning outcome will not be affected by gender when taught using ST.

Table 4: ANCOVA statistics examining the disparity in Students' Learning Outcome Scores in ST by Gender.

Source	Type III Sum of Square	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Mode	218.539 ^a	2	109.269	2.506	.088	.058
Intercept	5526.306	1	5526.306	126.728	.000	.607
Pre	29.287	1	29.287	.672	.415	.008
Gender	215.946	1	215.946	4.952	.029	.057
Error	3575.814	82	43.607			
Total	190152.000	85				
Corrected Total	3794.353	84				

a. R Squared = .058 (Adjusted R Squared = .035)

Table 4 presents the finding of an Analysis of Covariance, indicating a notable disparity in the average improvement scores/learning outcome of male and female students who received ST. The statistical analysis yielded a significant result, with $F(2, 85) = 4.952$, $P < 0.05$. Male students taught using ST achieved higher learning outcome compared to their female peers, suggesting a gender disparity in the efficacy of ST. These findings indicate that male students who received ST achieved higher learning outcome than their female peers.

6. Discussion

The result of hypothesis one indicate that using ST resulted in more remarkable improvement in students' learning outcomes in contrast to the lecture instructional strategy. Consequently, pupils exposed to ST demonstrated greater improvement than pupils exposed to the lecture approach/method. This implies that ST is efficacious and enhances students' learning outcomes. This is for the reason that students' posttest performance/scores surpass their pretest levels/scores, suggesting that ST is a productive instructional approach/method.

This discovery implies that students will gain more from using ST. ST is designed to help students better grasp abstract ideas/concepts or topics. This result corroborates with that of Buchmann, Condrón, and Roscigno (2010), Liu, 2012, Baily (2012), Zhang and Liu (2016), Damayanthi (2018), Soeung, Neau, Seng, Chim and Lorn (2019), Bo, 2021, Pov, Kawai and Matsumiya (2021), and Khan and Em (2022), who reported and concluded that ST substantially enhanced students' learning outcomes. Additionally, the finding validated that of Loyalka and Zakharov (2016), who demonstrated that ST enhanced students' learning outcomes. This outcome could be attributed to ST's interactive and remedial nature, which provides additional instruction after regular school hours to reinforce and clarify challenging concepts tutored in the regular classroom. ST heightened the interest of the students in the course content. This is for the fact that it ensures that pupils actively participate in the classroom activity of recalling school instruction, which becomes challenging when remedial measures are required. The finding contradicts that of Sun, Shafiq, McClure, and Guo (2020), Xu (2020), and Nhem and Kobakhidze (2022), who found no ST effect on students' learning outcome.

The finding of hypothesis two provided evidence that the social construct of gender significantly affected students' learning outcome. Male students who received ST achieved higher learning outcome compared to their female peers, suggesting that ST exhibits a gender bias in male students' favors. One possible explanation for this discovery is that male students may demonstrate greater confidence in seeking clarification and addressing concerns compared to their female peers, who have a tendency to be more reserved in group settings. Studies indicate that male students often receive greater teacher attention and assert dominance in classroom settings. Regarding the quantity of conversation, boys engage in more talk than girls. This is not only due to the frequency with which they speak but also because they use more words and occupy more time throughout the conversation. This finding aligns with Archard's (2012) research, which shows that female students have lower confidence levels than male students when prompted to participate in classroom discussions. The result is unswerving with that of Ezenwosu and Nworgu (2013), who demonstrated that male students tutored with ST achieved higher marks or learning outcome than their female counterparts.

7. Conclusions

The results of this study demonstrated that ST had a positive effect on students' learning outcome and is an efficient teaching approach for CE instruction and learning in schools. It was concluded that ST improved the learning outcome of students in CE as it reinforced concepts that have been taught or imparted in a regular classroom and that the learning outcomes of students will be enhanced if CE instructors incorporate ST. Therefore, instead of limiting students to only normal-time teaching, ST should be encouraged and utilized, for it would enhance students' learning outcome. ST, when incorporated, would advance or boost students' learning outcome. Also, students responded to ST in diverse ways by gender. ST instructional approach leans towards male students, influencing their learning outcomes in CE.

8. Study Limitations

In several respects, the study had limitations. First, just a subset of students from intact courses were involved, and research assistants were regular teachers of CE. It did not take into account the participants' background characteristics, including gender, experience, personality,

and attitude, which could have potentially influenced the findings. The research/study was conducted using a small sample size of 170 pupils distributed among two schools. It may be difficult to draw wider conclusions from this study due to these limitations.

9. Recommendations

9.1 ST method should be integrated or incorporated into the curriculum of teacher training institutions.

9.2 Civic education teachers should receive professional development training in ST and other school instructional methods.

9.3 Socially constructed philosophies of gender should be considered in the usage or application of ST in CE instruction and learning.

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