

Effects of Individualized and Cooperative Learning Strategies on Performance of Students in Economics in Lagos State

Nwachukwu P.O
Senior Research Officer

Nigerian Educational Research and Development Council, (Nerdc) 3, Jibuwu Street Yaba, Lagos

E-mail: olisanwachukwu@gmail.com

Abstract

The study compared the effects of the two learning strategies on the academic performance of students in economic achievement test. 400 students, from five secondary schools were selected in Lagos state. Instruments use was; Economic Achievement Test (ECOAT). Three hypotheses were tested at 5% level of significance. Data collected were subjected to t-test statistics. The results showed that students in cooperative class performed better than individualized class and there is significant difference between academic performance of male and female students exposed to group learning. Based on these findings, it was recommended that cooperative learning strategies should be introduced at the secondary school level of education to enhance high academic performance of students, Social and emotional benefits should be built into individualized class so that learning becomes attractive

Keywords: Individualized, Cooperative, Strategies, Achievement, Economics Students

Introduction

Individualized learning is a process of learning which allows learner to pursue his own learning in his way and at his own speed. This process of learning was borne out of deeper psychological knowledge of individual difference (Anih, 2007). Igwe (2007) identified the gains from individualized learning to include; learner can progress at the pace best suited to him, allows the bright child to accelerate ahead and the slow learner is prevented from being pursued too fast, helps the learner with special difficulties whether physical, psychological, emotional or cultural to develop initiative and independence in the learner, gives the teachers a clear idea of each learner's progress.

Anowor (2008) acknowledged igwe's contributions, that individualized learning still have its negative impacts, according to Anowor, he said that the system (individualized learning) places a heavy task in the teacher's shoulder because he ensure that there are sufficient learning materials for all the students to work with, deprives learners of the social and emotional benefits of group works, and learning becomes dull without the element of competition among the learners. Cooperative learning can be viewed as learning within a group and by the group. This process deviates from the traditional process where the teacher imparts knowledge acquired by him to the learner. It is learning generated by the people in order to solve a problem or tackle problems given to them (Akabogu, 2009).

Omenyi (2007) and Chukwumah (2008) found that cooperative learning is better than individualized learning; and that cooperative learning leads to cross-fertilization of ideas i.e. there is interchange of ideas and experiences in the solution of problems, provides opportunity for immediate and essential feedback, and makes for greater involvement through participation of members. Further contributions, Udenya (2009) said cooperative learning enhance the broadening of verbal ability, and leads to skillful presentation of viewpoints. In further analysis between individual and cooperative learning, Ikitde and Edet (2004) stated cooperative learning strategy is superior in achievement measure in social science. Olagunju (2004) in his findings stated individualized learning has no significant difference between male and female performance of students in social science. Ugwu (2008) and Okorie (2009) also found that cooperative learning gives significant difference between male and female students in social sciences. Udemba (2001) and Sabina (2011) in their reports said that students in cooperative class had the greatest attitude change and position feeling than those in the individualized class.

Since these differences influence the ways in which the individual learns and performs, it is expected that differential instructional strategies be adopted in teaching social sciences to enhance academic performance. Most social science teachers know that teaching is most efficient when teachers take into account individual difference in students, because of variations in their mental abilities, past achievements, learning rate, innovation, interest and mode of learning.

Purpose of the study

The main purpose of the study is to determine the effects of individualized and cooperative learning strategies on performance of students in economics in Lagos state.

Research questions

1. What is difference between academic performance of students exposed to individualize and those exposed to cooperative learning strategies in economics?
2. What is difference between academic performance of male and female students exposed to individual learning strategy?
3. What is difference between academic performance of male and female students exposed to cooperative learning strategy?

Hypothesis

The following null hypotheses were tested at 0.055 level of significant.

1. There is no significant difference in the academic performance of students exposed to individualize and those exposed to cooperative learning strategies in economics.
2. There is no significant difference in the academic performance of male and female students exposed to individual learning strategy
3. There is no significant difference in the academic performance of male and female students exposed to cooperative learning strategy

Methods

Population of the study

The targeted population of the study is 1,500. It's consisted of two categories which include students (male and female) all from selected senior secondary schools which were selected randomly from Shomulu Local Government Area of Lagos state.

Area of the study

The study covers senior secondary schools which were selected randomly from Shomulu Local Government Area of Lagos state.

Sample and sampling procedure

The descriptive survey was utilized for this study; the sample consisted of 1500 participants. Five (20) senior secondary schools were randomly chosen for the study with a total of 400 students forming the sample size of the study. The students in each were (20) students and they were divided into individual and the group classes respectively [10 in each group]. The students were exposed to two weeks of teaching instructions. The same lesson notes with the same objects and evaluation questions on selected topics from economics, including basic tools for economic analysis, for quantitative, demand, supply and international economics. The lesson was developed for 40 minutes duration. At the end of the two week's instruction, the Economics Performance Test (ECOPT), which consists with option A-E, was administered to the students. The results of the students that participated in the study were scored by allocating 5 points to students that distinction (A), 4 points to good (B), 3 points to credit (C) 2 points to pass (D) and 1 point to fail (F).

The researcher and five researcher assistants participated in the field administration and retrieval of the 400 economic question papers questionnaires. The questions were based in West Africans Examination Council (WAEC), 2012 and 2013 and National Examination Council (NECO) 2012 and 2013 which were randomly given to students. The comparison of arithmetic mean and standard deviation, were calculated and subjected to Fisher's t-test statistics and null hypotheses were tested at 0.05 level of significance. The reliability was found to be 0.61% for (EAS) which proved it competent and effective for the study.

Method of data analysis

Data collected for the study were analysed using inferential statistics used was t-statistics for the hypothesis 1 to 3 which was tested at 0.05 level of significance. The researcher and three researcher assistants participated in the field administration and retrieval of the 400 questionnaires.

Data Analysis and Findings

The table 1 below shows the results of academic performance of students exposed to individualized and cooperative strategies

Hypothesis 1: There is no significance difference in the performances of students exposed to individual and cooperative learning strategies.

Table 1: Comparison of arithmetic means, standard deviations and the t-test of students exposed to individual and cooperative learning strategies.

Table 1, indicated that the t-calculated value of 2.78 is greater than the t-critical value of 2.47. Hence the null hypothesis is rejected. Therefore there is significance difference in the performances of students exposed to

individual and cooperative learning strategies.

Table 2 below shows the academic performance of male and female exposed to individual learning strategy.

Hypothesis 2: There is no significant different in the academic performance of male and female students exposed to individualized learning strategy.

Table 2: Comparison of arithmetic means, standard deviations and the t-test of male and female students exposed to individual learning strategy

Table 2, presented the t-calculated value of 0.78 for male and female students exposed to learning strategies and t-critical of 2.47. Since t-cal is less than t-critical. The hypothesis is retained. This show that male and female performed equally in the individual classes.

Table 3 below shows the academic performance of female and male students exposed to cooperative learning strategy in economics.

Hypothesis 3: There is no significance difference in the academic performance of male and female students exposed to cooperative strategy in economics.

Table 3: Comparison arithmetic means standard deviation and t-test of male and female students exposed to cooperative learning strategy.

Table 3 shows that t-cal value of 6.07 for males and students exposed to cooperative learning is greater than t-cri of 2.47. The null hypothesis is rejected. It means that male students performed higher than female students in the cooperative learning.

Table 4 below shows the influence of individual and group learning strategies on students' attitude toward economics.

Discussion of Findings

From Table 1, the result of the test Hypothesis 1 indicated significant difference in the academic performances of students exposed in individual and group learning strategies in Economics. The findings agreed with Ikitche and Edet (2004), Omenyi (2007) and Chukwumah (2008) that cooperative learning is better than individualized learning.

Table 2 shows that, the null hypothesis was retained, because there is no significant difference between the male and female students in individualized class. This may be due to the reason that there is no cross-fertilization of ideas during learning. The findings were in support of Olagunju (2004), Ani (2009), Nwachukwu (2010) individualized learning, has no significant difference between male and female performance of students in social sciences. Table 3 shows that the hypothesis indicated significant difference in the academic performance of male and female students exposed to cooperative learning. It shows that male students performed higher than the female students of the same class. This result agrees with, Omolu (2007), Fennema (2008), Nwachukwu (2011), Ugwu (2008), Okorie (2009) and Osafehinti (2007).

Conclusion

The researcher concluded that there is a significant difference in the academic performance of students exposed to individualized and group learning strategies in Economics, there is significant difference in the academic performance of male and female students exposed to group learning and there is significant different in the attitude formation of students exposed to individualized and cooperative learning strategies in economics.

Recommendation

Based on the findings, the following recommendations were made that: adequate teacher should be employed to reduce the heavy task on the teacher's shoulder, for state adopting individualized method, social and emotional benefits should be built into individualized class so that learning becomes attractive and finally, state should encourage group learning all level of education particularly the secondary school level to enhance high academic performance.

References

- Anowor, A.C. (2008). Introduction of teaching methods, for Senior Secondary School Teachers. *Enugu state university press*.
- Anih, S. (2007). Fundamentals, Innovation and Issues in Education. *Enugu institute of ecumenical education press*
- Fennema, O.K. (2008). Difference of female and males in mathematics classes. *Journal for research in mathematics education*. 12(1), 40-53.
- Nwachukwu, P.O. (2010). Gender difference in physic achievement in secondary schools in two local government areas of Delta state. *NASHER Journal*, Vol.9, 9-12.
- Okorie, J. U. (2009). Fundamental of teaching practices Enugu, *Nigeria, fourth dimension publishing co. ltd*
- Omenyi, B. O.. (2007). The Significance and use of Individualization and Corporative Learning Strategies in

Nigerian Secondary Schools. *Oxford international press Onitsha*

Omole D.O.K. (2007) Comparison Study of Students' Performance of School-Based Assessment and Certificate Examination at the Upper Basic Education Level in FCT. *Nigerian Journal of Educational Research and Evaluation* vol. 7, 50-56.

Osafehinti, I. O. N (2007). Sex differences in interaction and achievement in cocoperative small groups. *Journal of educational psychology*, 76 (1), 33-34.

Pius, O. (2009) "Strategies for Improvement in Teaching of Economics in Senior Scondary School." *Unpublished P.G.D.E. project, FCE(T) Asaba*

Chukwumah .O (2008). A functional approach to education in Nigerians Enugu *Sneap Press, Enugu*

Sabina A. Udemba E. (2011). The role community of inquiry in Nigerian Secondary Schools. *Enugu Sneap Press Enugu*

Table 1

Variable	N	X	SD	df	t-calculated	t-critical
Cooperative class	200	3.28	0.88	198	2.78	2.47
Individual class	200	3.23	0.87			

$P > 0.05$

Table 2

Variable	N	X	SD	df	t-calculated	t-critical
Male	100	3.28	0.88	198	0.78	2.47
Female	100	3.63	0.93			

$P < 0.05$

Table 3

Variable	N	X	SD	df	t-calculated	t-critical
Male	100	3.88	0.59	198	6.07	2.47
Female	100	3.06	1.04			

$P > 0.05$

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:
<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

