EFFECTS OF KELLER PLAN AND ACTIVITY INSTRUCTIONAL STRATEGIES ON STUDENTS' ATTITUDE AND PERFORMANCE IN MATHEMATICS IN OSUN STATE, NIGERIA

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Abstract

The study examined the effects of Keller Plan and Activity Instructional Strategies on secondary school students' performance and attitude towards Mathematics in Osun State. The study adopted a pretest-posttest control group quasi-experimental design. The population of the study comprised all the public secondary schools in Osun State, Nigeria. The sample consisted of 200 respondents using multistage sampling procedure. Two validated instruments titled 'Mathematics Performance Test (MPT)' and 'Student's Attitudinal Questionnaire Scale (SAQS)' were used for data collection. Data collected were analysed using frequency count, mean and standard deviation. Analysis of Covariance (ANCOVA), t-test and Multiple Classification Analysis (MCA) were used to test the hypotheses at 0.05 level of significance. The findings showed that the use of Keller Plan and Activity Instructional Strategies had improved students' performance and attitude towards Mathematics in secondary schools in Osun State. The study revealed that there was a significant difference in the pre-test and post-test mean scores of students in the experimental and control groups. There was also a significant different in the pre-test and post-test attitudinal mean scores of students in the experimental and control groups. Based on the findings, it was recommended that Mathematics teachers should enhance the innovative instructional process by using Keller Plan and Activity Instructional Strategies in the teaching and learning process in order to facilitate the high level of students' performance in Mathematics. Also, here is need for inclusion of Keller Plan and Activity Instructional Strategies in the secondary school curriculum as alternative teaching strategies that would develop better attitude and improve the academic performance of Mathematics students.

Keywords: Keller plan, Activity instructional strategies, Attitude, Students' performance.

Introduction

Mathematics is a fundamental activity. It is a way of making sense of the world. Mathematics is the science of patterns, number, space and quantity and it is a very useful subject and necessary to all in the society. It is equally carry certain amount of competence in basic Mathematics for the purpose of commercial activity, business transaction, politics and decision making. Mathematics is a subject that has its influence in every facet of human life: academic, economic, science and technology and day to day activities. As a science, Mathematics can be experimented, observed and applied and as a study area, it

can be taught, learnt and understood from these perspectives. It is clear that Mathematics is a subject of everyday application.

Mathematics as a school subject has over the years attracted the interest of educators and researchers who are concerned about its teaching and learning. It is important to the extent that it occupies a central position in the curriculum (Amao & Onasanya, 2010). Okebukola (2004) referred to Mathematics as a central intellectual discipline of the computational society and it is a relationship which revolves around the elementary practice of counting, measuring and description of shapes and objects (Odeyemi, 2004). It is therefore a major aspect of our educational system since its application cuts across all area of human endeavors. For instance, from social or economic perspective, Mathematics is a creation of human mind, concern primarily with ideas, processes and reasoning.

Mathematics provides powerful universal language and intellectual tool for abstraction, generalisation and synthesis. It is the language of science and technology. Mathematics enables us to probe into the natural universe and to master our environment so as to change societal expectations and standard of living. Mathematics skills are highly valued and sought after. It could also be said that Mathematics training disciplines the mind, develops logical reasoning and as well as analytical and problem solving skills to a high degree (Afolabi, 2006).

Kolawole and Oluwatayo (2004) observed that Mathematics is of central importance to modern society. It is essential in physical science, technology, business, financial service and many areas of Information and Communication Technology (ICT). It is also of growing importance in Biology and Medicine as well as in most scientific and industrial researches and development; it is increasingly being reviewed that many complex systems and structure in the modern world can only be understood through Mathematics and that most of the design and control of high technology system depends largely on mathematical input and output. Odeyemi (2004) said that secondary school students with learning disabilities generally make inadequate progress in Mathematics. Their performance is often limited by a variety of factors, including prior low achievement, low expectation for success and inadequate instruction.

Mathematics is a model for thinking, for developing scientific structure for drawing conclusions, and for solving problems. It is a subject that deals with facts, as a result, Mathematics instruction is a training of logical thinking. It is a means of solving many problems. It is confronted with finding solutions to problems that have not been produced by a similar type. Its greatest virtue is its flexibility and the high esteem at which it is held as a trending discipline is partly due to its illustrious pedigree (Ernest, 2004).

Emphasising the importance of Mathematics, Udousoro (2011) made it clear that knowledge of the sciences remains superficial without Mathematics. It is the only subject that is most commonly studied globally. Mathematics is the melting point of most disciplines. It is uniquely essential and hence has an unparalleled number of learners globally. It also provides solution to the problems of quantity and quality as well. It is daily used by all and sundry. Mathematics as a subject is a friend to many but loved by a very few; that is why Udousoro (2011) referred to it as the central

intellectual discipline of technological societies. Mathematics is highly needed today much more than before since a lot of equipments based on digital development is going on and calculations are becoming much more complex.

As a result, one cannot escape Mathematics as there is real value in and real-life applications for it. Mathematics has beauty just as it has patterns. It is a tool and it is a language even as it has many uses. So, there is need for students to be properly prepared and equipped to face the challenges ahead if all they will be effective in this present age. People who have become more and more skeptical towards Mathematics saw it as discipline that pursues needless complications, inventing unrealistic problems and prescribing solving methods within the frame of elementary Mathematics.

Learning of Mathematics depends on the way it is presented to the learner, the way the teacher teaches the subject; present it and the way the learner actively interacts with the subject and environment within which learning takes place (Ogbemudia & Ajasa, 2014). With the increase in science knowledge in the world over much demand is placed and emphasis is laid on the teacher's instructional knowledge and practice, the learner and the environment in the whole process of teaching and learning of Mathematics (Adesoji & Ibraheem, 2009). Mathematics is the study of the measurement, relationship and properties of quantities and sets, using numbers and symbol, arithmetic, algebra, geometry and calculus are branches of Mathematics.

Relative to the other school subjects, secondary school students do not perform well in Mathematics and poor Mathematics appears to have made a student report Mathematics as most disliked subject. The student's poor academic performance and negative attitude towards Mathematics had been blamed on the poor methodology of teaching. This poor performance of students in Mathematics examination at the primary and secondary levels of education (which deteriorates from year to year) may have negative influence on the students and may accelerate drop-out rate of students. However, observation revealed that teaching of Mathematics at the primary and secondary schools in Nigeria has not been very impressive.

Students' performance in Mathematics is declining every year. This calls for an urgent solution so that the aims of founding it will not be defeated. This problem is attributed to poor methods of teaching employed by Mathematics teachers. Chief Examiners Reports (2013-2017) of West African Examinations Council (WAEC) revealed that there is a sharp decline in the performance of students offering Mathematics. In the report, he attributed the unstable performance of students to lack of exposure to some viable methods and this deprives students the opportunity of independent study and lack of good approach to solve Mathematics problems. Invariably, this will even count on their performance in other standard examinations and could also have adverse effect on their performance in higher institution. Popoola (2008) made different efforts to seek different solutions to the performance of students in Mathematics, some of which include the use of teaching strategies like cooperative and competitive methods, guided inquiry, heuristic problem solving and programmed instruction strategies, all aimed at to alleviating the achievement in Mathematics, but a lot is still left to achieved.

Keller Plan (KP) otherwise known as Personalised System of Instruction (PSI) and Activity Instructional Strategy (AIS) were observed as two methods of teaching that have not been put into common practice in the teaching of Mathematics, as it is believed that they are student-centred methods of teaching. These methods afford much time to students to execute what could be a means of enhancing students' performance in the subject.

Keller Plan (Personalised Instruction) is imperative to enhancing the positive transfer of learning. In the learning of Mathematics, the students are exposed in varied quantifiable experiments, problems and exercises in order to master the necessary skills. In order to achieve the mastery of these skills, formative interaction activities are to be executed in a constructive learning experiment. The Keller Plan places emphasis on the traditional lecture and tutorial format. It makes great use of printed as well as recorded materials which students used to study individually, or by sharing ideas with each other through discussion or in a competitive manner. The audio tutorial plan of instruction provides an excellent way by which modern college teaching may be more systematic and individualised. The Keller Plan lays more emphasis on the importance of written work. The teacher gives practice to the learners on carefully prepared assignments consisting of section from standard textbook. The specific distinctive of Keller Plan include: self pacing, where each student works individually at his own pace, student is not forced to work at the speed of the teacher or other students; use of multimedia, where essential subject matter is presented to writing, on tape, on film and by computer; importance of written work, in which the related stress upon the written work in teacher-student communication is emphasised (Eyre, 2007).

Activity Instructional Strategies (AIS) is a technique adopted by a teacher to emphasis his or her method of teaching through activity in which the students participate rigorously and being about efficient learning experiences. It is a child-centered approach. It is a method in which the child is actively involved in participating mentally and physically. Learning by doing is the main focus in this method. Learning by doing is imperative in successful learning since it is well proved that the more the senses are stimulated, the more persons learn. Akinsola and Animasahun (2007) mentioned that in an activity based teaching, learners willingly learn with enthusiasm, initialise and implement concepts relevant to their needs. Teacher needs to be actively involved in directing and guiding the students' analysis of the information. It requires active problem-solving by students in finding pattern in the information through their own investigation and analysis with continues practice in these processes, students learn not only the contents of the lesson but also develop many other skills. The activities used in this strategy can be generalised under the three categories: exploratory—gathering knowledge, concept and skills; constructive—get experience through creative work; expressional—presentations.

Students' academic performance in the school is influenced by various factors. According to Anderson, Anderson and Shapiro (2004), there are a set of individualised instructional ideas and practices that constantly help most students to learn excellently, quick and self confidently. These ideas and practices produce instructions that are systematic and sufficient help students when and where

they have learning difficulties. It provides a clear criterion of what constitutes mastery through these the activities will be well demonstrated to the learners to carry out the activity on their own. Therefore, there is the need to make the teaching of Mathematics more stimulating, the subject more attractive and meaningful for students to learn. Keller Plan is viewed as one of the technique of making teaching more interesting and effective.

It appears that there is inconsistency/ fluctuation in the performance of students in Mathematics which has been attributed to lack of exposure to better learning strategies. This perhaps had deprived students of excepted exercise. It had been a factor responsible for non-coverage of necessary topics in the syllabus which make most of the students lack adequate knowledge of the concepts required in tackling good numbers of Mathematics problems in Osun State secondary schools.

The following research questions have been raised in the study:

1. What is the performance and attitude of Senior Secondary School students in Mathematics?

2. Will the use of Keller Plan and Activity Instructional Strategies improve students' performance and attitude towards Mathematics?

Research Hypotheses

The following research hypotheses have been formulated in the study:

1. There is no significant effects in the pre-test and post-test mean scores of students in the experimental and control groups.

2. There is no significant effects in the pre-test and post test attitudinal mean scores of students in the experimental and control groups.

Methodology

The research design adopted was quasi experimental of pre-test, post-test control group design. The experimental group was exposed to Keller Plan and Activity Instructional Strategies. The control group was exposed to Conventional method of teaching. The population of the study consisted 18,173 public secondary school students in Osun State. Two hundred (200) Senior School Two (SS II) students were drawn from 8 secondary schools, using multistage sampling procedure.

At the first stage, simple random sampling technique was used to select three local government areas in Osun State. At the second stage, three secondary schools were chosen from the selected local government areas using stratified random sampling technique to cater for the variable of location (urban and rural). Purposive sampling technique was used for selecting the students in a school using an intact class to make a total of 200 in all and used for the study. Two instruments were used namely, Mathematics Performance Test (MPT) and Student's Attitudinal Questionnaire Scale (SAQS), for data collection. Test re-test method was used to determine the reliability of the instruments, and coefficients of 0.87 and 0.92 were obtained respectively, which was considered high enough for reliability. Data collected were analysed using descriptive (frequency counts, mean and standard deviation) and inferential statistics (t-test, Analysis of Covariance (ANCOVA) and Multiple Classification Analysis (MCA)) were used to test the hypothesis at 0.05 level of significance.

Results

Research question 1: What is the performance and attitude of Senior Secondary School students in Mathematics before treatment?

Table 1: Academic performance of students in Mathematics prior to treatment

Group	N	Performance in Mathematics		Attitude to Mathematics	
		Mean	SD	Mean	SD
Keller Plan Instructional Strategy	72	13.56	3.10	57.50	7.76
Activity Instructional Strategy	68	13.59	2.25	60.28	8.09
Conventional	44	14.30	3.17	57.89	7.43
Total	184	13.56	3.10	57.50	7.76

Table 1 reveals that Mathematics students exposed to Keller Plan instructional strategy had mean score of 13.56 while those in the Activity Instructional Strategy and conventional groups were 13.59 and 14.30 respectively prior to treatment. Similarly, pre-attitudinal mean score of students exposed to Keller Plan instructional strategy was 57.50 while their counterparts in Activity instructional and conventional groups were 60.28 and 57.89 respectively. This implies that the level of performance and attitude of Senior Secondary School students in Mathematics before treatment was generally low.

Research question 2: Will the use of Keller Plan and Activity Instructional Strategies improve students' performance and attitude towards Mathematics?

Table 2: Effect of Keller Plan and Activity Instructional Strategies on students' performance and attitude towards Mathematics

Instructional Strategies	N	Performance in Mathematics					Attitude to Mathematics				
		Pretest		Posttest		Mean Diff	Pretest		Posttest		Mean Diff
		Mean	SD	Mean	SD		Mean	SD	Mean	SD	
Keller Plan	72	13.56	3.10	28.33	5.05	14.77	57.50	7.76	133.60	21.81	76.1
Activity based	68	13.59	2.25	25.43	5.04	11.84	60.28	8.09	127.79	13.46	5.37
Conventional	44	14.30	3.17	18.57	4.17	4.27	57.89	7.43	64.66	8.54	1.11
Total	184	13.74	2.84	24.92	6.14	11.18	58.62	7.87	114.97	32.78	24.91

Table 2 reveals that students in the Keller Plan group had a mean score of 13.56 on performance in Mathematics while those in the Activity based and conventional group had mean scores of 13.59 and 14.30 respectively prior to treatment. After treatment, students taught using Keller Plan instructional strategy had the highest mean score of 28.33, closely followed by those exposed to Activity based instructional strategy with a mean score of 25.43 while their counterparts in the conventional group had the least mean score 18.57. Similarly, students in the Keller Plan group had a mean score of 57.50 on attitude towards Mathematics while those in the Activity based and conventional group had mean scores of 60.28 and 57.89 respectively prior to treatment. After treatment, students taught using Keller Plan instructional

strategy had the highest mean score of 133.60, closely followed by those exposed to Activity based instructional strategy with a mean score of 127.79 while their counterparts in the conventional group had the least mean score 64.66. This implies that the use of Keller Plan and Activity Instructional Strategies had improved students' performance and attitude towards Mathematics. The effect of Keller Plan and Activity Instructional Strategies on students' performance and attitude towards Mathematics

Hypothesis 1: There is no significant effects in the pre-test and post-test mean scores of students in the experimental and control groups

Table 3: ANCOVA showing students' performance in Mathematics

Source	SS	df	MS	F	P
Corrected Model	2631.750a	3	877.250	37.022	.000
Covariate (Pretest)	.243	1	.243	.010	.920
Group	2597.464	2	1298.732	54.809*	.000
Error	4265.185	180	23.695		
Total	121198.000	184			
Corrected Total	6896.935	183			

*p<0.05

The result in Table 3 shows that the computed F-value (54.809) obtained for the groups with a p-value <0.05 was significant at 0.05 level. The null hypothesis is rejected; implying that there is significant difference in the pre-test and post-test mean scores of students in the experimental and control groups. In order to determine the effectiveness of the treatment (instructional strategies) at enhancing students' performance in Mathematics, Multiple Classification Analysis (MCA) was used.

Table 4: Multiple Classification Analysis (MCA) of students' performance in Mathematics by treatment

Grand Mean=24.92					
Variable+ Category	N	Unadjusted Deviation	Eta^2	Adjusted for Independent +Covariate	Beta
Keller Plan	72	3.41	.38	3.08	.07
Activity based	68	0.51		0.21	
Conventional	44	-6.35		-6.26	
Multiple R				0.071	
Multiple R^2				0.005	

*p<0.05

Table 4 reveals that students exposed to Keller Plan instructional had the highest adjusted mean score of 28.00 (24.92+3.08) in Mathematics, closely followed those exposed Activity based instructional strategy; 24.71 (24.92+0.21) while the students in the conventional group had the lowest adjusted mean score of 18.66 (24.92+(-6.26). This implies that Keller Plan and Activity based are effective instructional strategies for enhancing students' performance in Mathematics. The treatment accounted for about 38% (Eta^2=0.38) of the

observed variance in students' performance in Mathematics

Hypothesis 2: There is no significant effects in the pre-test and post -test attitudinal mean scores of students in the experimental and control groups.

Table 5: ANCOVA showing students' attitude towards Mathematics by treatment

Source	*SS*	*df*	*MS*	*F*	*P*
Corrected Model	148112.519	3	49370.840	183.371	.000
Covariate (Pretest)	575.038	1	575.038	2.136	.146
Group	146638.161	2	73319.081	272.318*	.000
Error	48463.286	180	269.240		
Total	2628596.000	184			
Corrected Total	196575.804	183			

*p<0.05

The result in Table 5 shows that the computed F-value (272.318) obtained for the groups with a p-value <0.05 was significant at 0.05 level. The null hypothesis is rejected; implying that there is significant different in the pre-test and post -test attitudinal mean scores of students in the experimental and control groups. In order to determine the effectiveness of the treatment (instructional strategies) at enhancing students' attitude towards Mathematics, Multiple Classification Analysis (MCA) was used

Table 6: Multiple Classification Analysis (MCA) of students' attitude towards Mathematics by treatment

Grand Mean=24.92					
Variable+Category	N	Unadjusted Deviation	Eta^2	Adjusted for Independent +Covariate	Beta
Keller Plan	72	18.63	.75	20.14	
Activity based	68	12.82		12.22	
Conventional	44	-50.31		-50.05	
Multiple R				0.087	
Multiple R^2				0.008	

*p<0.05

Table 6 reveals that, with a grand mean of 114.97; students exposed to Keller Plan instructional had the highest adjusted mean score of 135.11 (114.97+20.14) in Mathematics, closely followed those exposed Activity based instructional strategy; 127.19 (114.97+12.22) while the students in the conventional group had the least adjusted mean score of 64.92 (114.97+(-50.05). This implies that Keller Plan and Activity based constitute effective instructional strategies for enhancing students' attitude towards Mathematics. The treatment accounted for about 75% (Eta^2=0.75) of the observed variance in students' attitude towards Mathematics.

Discussion

The study showed that the level of performance and attitude of Senior Secondary School students in Mathematics before treatment was generally low. The study showed that use of Keller Plan and Activity Instructional Strategies had improved students' performance and attitude towards Mathematics. At the end of the treatment, the post-test mean scores and standard deviation of the experimental and control groups showed that, there was a significant difference between the pretest and post-test mean scores of those exposed to Keller Plan. The performance of the students in the Keller Plan over Activity based and conventional was supported by the view of Akinsola and Animasahun (2007) that Keller Plan is one of the techniques of making teaching more interesting and effective.

The findings also showed that there was significant different in the pre-test and post-test attitudinal mean scores of students in the experimental and control groups. This is in support of Tobias (2000) who opined that teacher attitudes towards Mathematics factors such as educational background of parents, occupation of parents play crucial roles in influencing students' attitude towards Mathematics. Ernest (2004) also support that students have different attitudes toward Mathematics because the public image of Mathematics.

The result of the findings showed that there was significant difference in the pre-test and post-test mean scores of students in the experimental and control groups. The findings also showed that there was significant different in the pre-test and post-test attitudinal mean scores of students in the experimental and control groups. This is in support of Tobias (2000) who opined that teacher attitudes towards Mathematics factors such as educational background of parents, occupation of parents play crucial

roles in influencing students' attitude towards Mathematics.

Conclusion and Recommendations

From the findings of this study, it can be concluded that the adoption of Keller Plan and Activity Instructional Strategies help learners to stimulate positive attitude to the subject, thereby leading to a better academic performance in Mathematics. Based on the findings of this study, the following recommendations were made:

1. Mathematics teachers should enhance the innovative instructional process by deliberate use of Keller Plan and Activity Instructional Strategies in the learning process in order to facilitate the high level of students' performance in Mathematics.
2. The use of Keller Plan and Activity Instructional Strategies should be encouraged in teaching and learning of Mathematics to further stimulate positive attitude to the subject and enhance their academic performance.
3. There is need for inclusion of Keller Plan and Activity Instructional Strategies in the secondary school curriculum as alternative teaching strategies that would develop better attitude and improve the academic performance of Mathematics students.
4. As much as practicable, Mathematics department in the various secondary schools should be equipped with modern equipment and facilities such that students will be encouraged to pursue a profitable and sustainable career in Mathematics.

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EFFECTS OF ROLE PLAY AND CONVENTIONAL METHODS ON ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOL STUDENTS IN OSUN STATE.

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Abstract

The study investigated the effect of role play method on academic performance of Junior Secondary School students in Osun State. The study used a quasi-experimental pre-test, post-test design. Data were collected from 200 JSS II students using a stratified random sampling procedure from four Local Government Areas of Osun State. The instrument used for the data collection was (SSAT) Social Studies Achievement Test and was developed by the researcher, validated by expert in Social Studies Education. The research questions were answered using mean and Standard deviation scores, while the hypotheses were tested at 0.05level of significance using t-test. The study showed that students taught with role play method performed significantly better than those taught using conventional method. It was therefore concluded that the use of role play method is better than the conventional in improving academic performance in Social Studies. Based on the findings, it was recommended that government should encourage and emphasized the use of role play method while teaching the students.

Keywords: Role play, Method, Academic performance, Students

Introduction

It is worthy of note that Social Studies is an eclectic discipline which integrates various concepts from various fields of the social sciences, although it goes beyond the factual knowledge of the social science discipline. There are many teaching methods which social studies teachers should be aware of and use at the appropriate time. A sound knowledge of these teaching methods would help the Social Studies teacher to know, in what situation he/she could employ a particular method or a combination of methods. The point here is that a teacher should employ several teaching methods in a social studies lesson in order to arouse and sustain the interest of the social studies students. The teacher has a great role to play in imparting knowledge, in educating the child with the use of appropriate strategy. The parents therefore, put their hope and high