

EFFECT OF INTEGRATIVE TEACHING APPROACH ON STUDENTS' ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOL MATHEMATICS

By

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Abstract

In this paper we examined the effectiveness of integrative teaching approach on students' academic achievement in senior secondary school mathematics. The samples were made up of eighty (80) SSS2 students with ages ranged between 13 and 19 years and were selected from two intact classes. There were two treatment groups: experimental group (strategy) and control group (convectional). Data were analysed using ANCOVA and results showed that students in the integrative group had higher achievement score in mathematics than their colleagues in the convectional group. The findings of this study point out that students' learning in highly structured subjects such as mathematics can be enhanced by giving them maximum opportunities to participate in teaching and learning processes in the classroom. A major implication of this study is that mathematics teachers should avoid dominating the teaching and learning activities in the mathematics class as this may be harmful to students.

Keywords: *Integrative teaching approach, strategy, convectional, achievement*

1.0 Introduction

The primary purpose of teaching at any level of education is to bring a fundamental change in the learner. To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level exit outcomes. In the traditional approach the primary purpose of teaching at any level of education is to bring a fundamental change in the learner, (Tebabal & Kahssay 2011). In the traditional approach, many teaching practitioners widely applied teacher-centered methods to impart knowledge to learners comparative to student-centered methods. Until today, questions about the effectiveness of teaching methods on student learning have consistently raised considerable interest in the thematic field of educational research (Hightower 2011) . Moreover, research on teaching and learning constantly endeavour to examine the extent to which different teaching methods enhance growth in student learning. Quite remarkably, regular poor academic achievement by the majority students is fundamentally linked to application of ineffective teaching methods by teachers to impart knowledge to learners. Substantial research on the effectiveness of teaching methods indicates that the quality of teaching is often reflected by the achievements of learners.

According to Ayeni (2011), teaching is a process that involves bringing about desirable changes in learners so as to achieve specific outcomes. In order for the method used for teaching to be effective, Entwistle (2000) maintains that teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered. Moreover, research on teaching and learning constantly endeavour to examine the extent to which different teaching methods enhance growth in student learning. Substantial research on the effectiveness of teaching methods indicates that the quality of teaching is often reflected by the achievements of learners. The present practice of mechanically applying the same methods to dull, average as well as the bright children could be responsible for much of the ineffectiveness of instruction given in schools. In the classroom, instructions are prepared with the average students in focus.

The above average of fast learners feel bored whereas slow learners or below average students remain passive and day by day they become poor in the subject. Research evidences show that failure of large magnitude, high drop-out and stagnation rate etc. may occur because of accumulated learning deficit brought about by non- insistence on mastery of materials learnt at each of the earlier stages. What is imperative then is an innovative proposal for change, a significant department from current practice, a redirection of education for this country. An integrated approach allows learners to explore, gather, process, refine and present information about topics they want to investigate without the constraints imposed by traditional subject barriers. An integrated teaching approach allows students to engage in purposeful, relevant learning. Integrated learning encourages students to see the interconnectedness and interrelationships between the curriculum areas. Rather than focusing on learning in isolated curriculum areas, an integrated is based on skill development around a particular theme that is relevant to the children in the class. Integral to the model of integrated learning is the inquiry approach. Students are active learners who research, interpret, communicate, and process learning to both others and themselves.

Inquiry approaches allow for students to construct meaning using their prior knowledge on a subject, and new knowledge gained during the learning process. The perennial problem of poor achievement of students in Mathematics has remained a matter of great concern to all. The persistent failure in mathematics has become a major concern as it is quite seen as a factor leading to the inability of secondary school students to secure admission into Higher Institution of Learning as Mathematics is a major prerequisite for admission process. The failure of the higher percentage of student in a mathematics class is an equal failure of the teacher, a claim which may not be true. Also Mathematics tends to be regarded as a masculine domain. The literature in gender studies suggests that society as a whole believes that females are less Mathematically capable than males, Bharath (2007).

In particular with reference to mathematics education it is seen that issues related to gender and mathematics are complex. During some years back, there were more research studies published concerned with gender and mathematics than in any other area. Simpson (2015) opined that gender issue in the learning of mathematics cannot be explained in a simplified manner because there is the multiplicity of forces and environments that operate apart from gender, which influences a child's learning of mathematics. The issues of gender in mathematics may vary due to socioeconomic status and ethnicity, school environment, the mind-set of the teacher among other things.

Despite the introduction and implementation of different teaching methods/strategies suggested by researchers, the achievements of students in mathematics have persistently been poor, hence the need of exploring the integrative teaching approach as a teaching methodology which will improve the academic achievement of secondary school students in mathematics.

2.0 Purpose of the Study

The broad objective of this work is to examine the effect of Integrative teaching approach on students' academic achievements in secondary school mathematics, other specific objective includes:

- i. To examine the effect of integrative teaching approach on students academic achievement in Mathematics.
- ii. To assess the effect of gender on academic achievement of students offering Mathematics.
- iii. To examine the joint effect of integrative teaching approach and gender on academic achievement of students in mathematics.

3.0 Statement of Hypothesis

- H₀₁:** There is no significant main effect of Integrative Teaching Approach on students' achievement in secondary school Mathematics.
- H₀₂:** There is no significant main effect of gender on students' achievement in secondary school Mathematics.
- H₀₃:** There is no significant interaction effect of integrative teaching approach and gender on students' achievement in secondary school Mathematics.

4.0 Methodology

This study adopted an experimental research design. All public senior secondary school students of Ijebu ode Local Government Area, Ogun State constitute the target population. Two schools were purposively selected for this study, one of the school selected serves as experimental group and the other as control group. Simple random sampling technique was used to select eighty SSII students from the two schools. In each senior secondary school, the researcher makes use of each mathematics teacher as research assistances.

5.0 Data Analysis

The statistical analysis of the data gathered for this study were performed by using descriptive and inferential statistics. The descriptive statistics that were employed include mean and standard deviation, Analysis of Covariance (ANCOVA). The rationale for the use of the statistical tools employed in this study was based on the nature of the hypothesis tested.

6.0 Analysis and Presentation of Data

6.1 Testing Of Hypotheses

Hypothesis one: There is no significant main effect of Integrative Teaching Approach on students' achievement in secondary school Mathematics.

Table 1: Two way analysis of Covariate (ANCOVA) of students' achievement scores on Integrative teaching method, gender and interaction.

Source	Type III sum of squares	Df	Mean square	F	Sig.
Corrected Model	846.938	4	211.735	65.581	.000
Intercept	46.242	1	46.242	12.358	.010
Covariate	545.140	1	545.140	145.691	.000
Strategy	8.556	1	8.556	.086	.000
Gender	.322	1	.322	2.287	.026
Strategy * Gender	.948	1	.948	.253	.618
Error	130.961	75	3.742		
Total	12470.000	80			
Corrected Total	977,900	79			

R-Squared = .034(Adjusted R Squared = 0.34)

The ANCOVA of students' achievement scores presented on Table 1 revealed that the effect of Integrative teaching method in Mathematics at .05 level of significant. The F- value of .086 for treatment is significant at .000 which is less than .05 alpha levels and thus the null hypothesis was rejected. We then conclude that there is significant main effect of integrative teaching approach on students' achievement in secondary school Mathematics. This implies a significant difference in the mean achievement scores of students taught using integrative teaching approach as instructional guide and those taught using the conventional method as an instructional guide.

Hypothesis Two: There is no significant main effect of gender on students' achievement in secondary school Mathematics.

From Table 1, the F- value of 2.287 for gender difference is significant at .026 which is less than .05 alpha levels and thus the null hypothesis was rejected and we then conclude that there is significant main effect of gender on students' achievement in Mathematics.

Hypothesis Three: There is no significant interaction effect of integrative teaching Method and gender on students' achievement in secondary school Mathematics.

From **Table 1**, the F- value of .253 values for treatment and gender difference interaction is significant at .618 which is greater than .05 alpha levels and thus the null hypothesis was accepted and we then conclude that there is no significant interaction effect of integrative teaching method and gender on students' achievement in Mathematics.

7.0 Conclusion

The findings of this study revealed that integrative teaching approach had significant effect on students' achievement in Mathematics with reference to some selected senior secondary schools in Ijebu-ode Local Government Area of Ogun state, Nigeria. The study reviewed related and recent literatures which gives a strong empirical foundation. The data were analysed using the analysis of covariance (ANCOVA). Student taught with integrative teaching approach performed better than those taught with the conventional method. The findings of this study is consistent with some of the earlier findings and assertions by researchers such as (Adegoke 2010, Rodriques & Bell 1995) which states that students taught by teacher who adopts integrative approach showed superiority over students taught by the conventional approach in acquisition and attitude towards knowledge. Sequel to the above assertions, it is obvious from the findings of the present study that the integrative teaching approach is more effective than the conventional method in enhancing students' achievement in Mathematics. This could be attributed to the fact that the integrative teaching approach is student-centered and activity-based as against the teacher-centered nature.

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EFFECT OF PEER PRESSURE AND TIME MANAGEMENT ON SECONDARY SCHOOL STUDENTS IN MATHEMATICS IN OYO STATE, NIGERIA.

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Abstract

This study investigates the effect of peer pressure and time management on the academic performance of secondary school students in mathematics. The study adopted a survey research design. The population of the study covered all senior secondary school (SS 2) students in Afijio Local Government Oyo, Oyo State. A simple random sampling technique was used in selection of one hundred (100) SS2 students that participated in the study. Self designed structured questionnaire was used to collect data from the participants in the study. Test- retest method was used to estimate the reliability of the instruments using Pearson Moment Correlation Coefficient ($r = 0.88$). Three hypotheses were tested in this study using Analysis of variance (ANOVA) and Pearson Monument Correlation Coefficient result revealed that there exist relationships between the variables which include peer pressure, time management and academic performance in mathematics. Based on findings, it was recommended among others that trained counselors should be sent to all schools and parents should keep close eyes on their wards.

Keywords: Academic, Management, Mathematics, Peer- pressure and Performance

Introduction

Emotional activities are geared towards ensuring that students achieve mastery of educational objectives. In school, the extent to which these objectives have been achieved is determined by their level of peer pressure, time-management as student's success is reflected in their academic performance. Peers play a large role in the social and emotional developments of adolescents (Allen, Mac Garland and Etharney, 2005). Their influence begins at an early age and increases through the teenage years, it is natural, healthy and important for adolescents to have and rely on friends as they grow and mature. Hardscastle (2002) defined a peer could be any one you look up to in behavior or someone who you would think is equal to your age or ability. On the other hand, the term "pressure" implies the process that influence people to do something that might not otherwise choose to do.

According to Hartney, (2011) peer pressure refers to the influences that peers can have on each other. Peer pressure is emotional or mental forces from people belonging to the same social group (such as age, grade or status) to act or behave in a manner similar to themselves (Weinfield, 2010). Jones, (2010) defined peer pressure as the ability of people from the same social rank or age to influence another of same age bracket, peer pressure is usually associated with teens although its influence is not confined to teenagers alone. Mature adults, teens, young adults and children can be seen doing things in order to be accepted by their peers. Peer pressure is commonly associated with episodes of adolescents risk taking (such as delinquency, drug abuse, sexual behaviours), because these behaviors commonly occurs in the company of peers. It can also have positive effects when youths are pressured by their peers towards positive behavior such as volunteering for charity or excelling in academics (Kellie, 2013).

However, peers can also have a negative influence. They can encourage each other to skip classes, steal, and cheat, use of drugs or alcohol or become involved in other risky behaviours. Majority of adolescents with substance abuse problems began using drugs or alcohol as a result of peer pressure. Negative peer pressure may influence in various ways like joining group who drink alcohol, smoke cigarette and Indian hemp among others. It may also lead to the decision to have a boy friend/girl friend. Peer pressure indulges youth into loitering about in the streets, watching films and attending parties during school hours, taping as alternative to stealing which may eventually graduate into armed robbery (Arief, 2011). Study shows that may popular students who do not manage their time well make lower grades than less socially accepted adolescent (Hartney, 2011). This possibly due to the fact that popular students may spend more time worrying about their social life rather than studying.

Time management has to do with planning and scheduling activities, organizing tasks in a prioritized order and allocating time to the tasks according to their order of importance and helping one achieve desired objectives (Achunime, 2005). Time management is the ability to manage and control time (Lakein, 2003). The use of planners, calendars and the likes are effective tools in managing time. Time management is the art of arranging, organizing, scheduling and budgeting one's time for the purpose of generating more effective work and productivity (Lakein, 2003). Time management is important for everyone, while time management books and seminars often focus on business leaders and cooperation's, time management is also crucial for students, teachers, professionals and home makers. Time management is mostly self-management. One may be right to say that time management is the ability of an individual or group of individuals to make proper use of time in order to achieve set goals.

Time management is explained as behavior that is believed to aid production and alleviate stress, productivity (Misra, 2000). Implementing time management strategies help to organize aspects of one' life, therefore, allowing one's time to complete all the tasks necessary to reduce one stress level. In completing the task on schedule, a student will also enhance his academic performance. It can be deduced from Misra (2000) view, that a secondary school student who spends his/her time on irrelevant things instead of concentrating on studies may end up having poor academic performance. The issue of students loitering about, holding parties at the expense of their studies tends to suggest that students in Afijio Local Government do not manage their time well. Hence, academic performance might be affected.

Statement of the Problem

There have been downward trend in the academic performance of secondary school students in Mathematics in Nigerian and in Afijio local government area, Oyo, Oyo state in particular. Parents, teachers, curriculum experts have also expressed considerable concern about this poor performance in external mathematics examination such as West African Examination Council (Weinfield, 2010). These groups of individual tends to point accusing fingers on the effect of negative peer pressure and poor time management as being responsible for poor academic performance in mathematics. These factors are suspected for the luring of secondary school students into engagement in negative habits such as excessive drinking of alcohol, smoking of Indian hemp, engagement in unhealthy sexual behaviours of secondary school students as well as cultist activities and other maladjustive behaviours that

distract them from academic pursuit. These unhealthy behaviours of adolescents which in turn impacts poor academic performance make the researcher to ask “why the Nigerian secondary school students not very concerned about the current trend on their academic performance in Mathematics examination? Could it be that they are insensitive to the possible negative influence of peer pressure and poor time management on their academic performance. It is in view of these concerns that his study was carried out to determine the effect of peer pressure and poor time management on their academic performance (Kellie, 2013).

Purpose of the study

Specifically, the study intends to find out the level of peer pressure among secondary school students, find out the level of time management among secondary school students, determine the effect of peer pressure on academic performance of secondary school students in mathematics, determine the effect of poor time management on the academic performance of secondary school students in mathematics and determine the relationship among peer pressure, time management and academic performance of secondary school students in mathematics.

Research hypotheses

The following null hypotheses postulated were tested at 0.05 level of significance.

- H₀₁: There is no significant relationship between secondary school students' peer pressure and their academic performance in mathematics.
- H₀₂: There is no significant relationship between secondary school student's time management and their academic performance in mathematics.
- H₀₃: There is no significant relationship among peer pressure, time management and the academic performance of secondary school students in mathematics.

Significance of the study

Theoretically, the findings of this study will help to clear some of the theoretical assertion by some of the theorists on which this study will be anchored on as theory of social control. On the practical aspect, the findings from this study will be of immense benefits to the counselors, teachers, the society, school and researchers.

To the counselor, it will help to create discipline in the life of secondary school students. When this is done there will be sanity, peace and order which will enhance the moral tone of the school as well as the society. It will also help the counselor to know the right technique to adopt in modifying negative peer pressure. The teacher will equally benefit from the findings of the study because the findings will help them know what is expected of them as role models. The findings of the study will directly lead to raising of our standard of education because experience has shown that disciplined students learn faster and perform better academically than undisciplined students.

Therefore, the findings of this study will help the school produce students who can contribute meaningful towards the development of the nation in future. The findings of the study will be made known to public by organizing conferences, workshops and seminars to inform them of the positive and negative effect of peer pressure and proper utilization of time. This will help sensitize secondary school students by making them to be aware of the merits of good peer pressure and time management. Finally, the results of the work will be of great help to future researchers.

Scope of the study

The study is delimited to secondary school students in Afijio local government, Oyo state. The study will be restricted to students in SS 2. They were chosen because it is expected that they have spent five years in the school and they have acquired the experience of both positive and negative peer pressure and how it can affect their performance. Academic performance is delimited to the students' cumulative average score of mathematics in a session.

Methodology

The research design adopted for this study was a survey research design. This study established the effect of peer pressure and time management on the academic performance of secondary school students in Afijio Local Government, Oyo State.

The population of this study consists of all senior secondary school II students in Afijio Local Government, Oyo State which contains about one thousand students.

A sample of one hundred (100) students from SS II class which represented ten percent (10%) was used for this study. This sample was selected by simple random sampling technique. The selection was done in the following ratio;

- Awe High school (25 students)
- Oladokun Grammar School (25 students)
- Ilora Grammar School (25 students)
- Jobele Community Grammar School (25 students)

The instrument used for this study was a research self designed structured questionnaire. The questionnaire was divided into two parts. The first part contains the demographic data while the second part contained the items on the subject matter. To ascertain the validity of the instrument, it was given to two experts in the field of test and measurement in Emmanuel Alayande College of Education, Oyo, Oyo State. For reliability, it was administered on samples selected secondary schools in Atiba local government of Oyo state. Pearson moment correlation coefficient was used to determine the reliability coefficient that gives 0.88 which is considered to be reliable.

The researcher together with the research assistant used Direct Delivery method to administer the questionnaire to the students. The purpose of the research assistant is to help distribute the questionnaire to the students and educate the students on the purpose of the study and how questionnaire was administered. The researcher and the research assistant will administer the questionnaire to the respondents and collect it back immediately on completion.

Results

The data analysis was done using Pearson Moment Correlation coefficient and Analysis of variance (ANOVA) to test the hypothesis while the demographic data was analyzed using simple percentage.

Table 1: Percentage Distribution of student by sex

Sex	Number	Percentage
Male	33	33
Female	67	67
Total	100	100

From the table 1 above, the number of male respondents is 33 (33%) and female is 67 (67%).

Table 2 percentage distributions of students by age

Age	Number	Percentage
Below 15	29	29
15Above	71	71
Total	100	100

The table 2 above showed that 29 (29%) of the respondents are above 15 and 71 (71%) of the respondents are below the age of 15.

H₀₁: There is no significant relationship between secondary school students peer pressure and their academic performance in mathematics.

Table 3: Mean, standard deviation and Pearson moment correlation coefficient of secondary school students peer pressure and their academic performance.

Group	X	S.D	r	P	Remark
Peer pressure	7.27	1.83	0.06	0.05	Reject the null hypotheses
Academic performance	7.15	2.2			

From the table 3 above ($r = 0.06$) is greater than critical value (0.05) therefore; we reject the null hypothesis and accept the alternative hypothesis that there is significant relationship between the peer pressure and academic performance.

H₀₂: There is no significant relationship between secondary school student's time management and their academic performance in mathematics

Table 4: Mean standard deviation and Pearson moment correlation coefficient of secondary school students' time management and their academic performance.

Group	X	S.D	r	P	Remark
Time Management	8.16	2.16	0.14	0.05	Reject the null hypotheses
Academic performance	7.66	3.11			

The table 4 above showed that the ($r = 0.14$) is greater than the critical value (0.05), we reject the null hypothesis and accept the alternative hypothesis there is relationship between secondary school students time management and their academic performance.

H₀₃: There is no significant relationship among peer pressure, time management and the academic performance of secondary school students in mathematics

Table 5: Analysis of variance (ANOVA) on relationship among peer pressure, time management and the academic performance of secondary school students.

Source of Variation	DF	SS	MS	F Ratio	F Critical	Remark
Between group	2	238.24	119.12	7.37	3.15	Reject null hypothesis
Within group	97	1567.87	16.16			
Total	99					

The table 5 above showed that ($F_{(2,97)} = 3.15$) is greater than critical value (3.15). We therefore reject the null hypothesis and accept the alternative hypothesis that there is significant relationship among peer pressure, time management and academic performance of secondary school students.

Discussion of findings

Result from table 1 of the date analysis shows that female respondents are higher than male respondents. The researchers also found out that age is a determinant of effect of peer pressure and time management on their academic performance in mathematics in their ability to think. Thinking faculty of secondary school students depends vastly on their age. The explanation for this is that students who are below the age of 15 can easily be influenced by the pressure they get from peers and cannot managed their time properly on their own without the help or supervision by parents, teachers or counselor.

Result from table 3 showed that there is a high peer negative pressure on secondary school students which has made them deviate from studying their book .Secondary school students were affected by the negative pressure they get from their peers and this had made them to perform woefully in mathematics. This is corroborated by the view of Weinfield (2010). The result of this study shown in table 4 and 5 shows that there is a significant relationship between time management and academic performance of secondary school students and there is a significant relationship among peer pressure, time management and academic performance of secondary school students. This implies that the peer group of secondary school students follows is the type that does miss class and loiters about instead of attending lessons. This assertion is supported by Lakein, (2003). The researcher is of the opinion that proper management of time on the other side of secondary school students could bring better academic performance.

The analysis showed that there was a significant relationship between peer pressure and academic performance of secondary school students in mathematics in Afijio Local Government area of Oyo State. It also revealed that there was a significant relationship between time management and academic performance of secondary school students in Afijio Local Government area of Oyo State. There was a significant relationship among peer pressure, time management and academic performance of secondary school students with regards to gender. Based on the result of the findings peer pressure and time management had negative effect on the academic performance of secondary school students because of their inability to manage their time properly and the pressure they get from their peers.

Summary and Conclusion

The result of this study has some obvious implications to teachers, guidance counselor, the society and the students between peer pressure, time management and academic performance of secondary school students in Afijio Local Government area of Oyo State. It is the relationships

that exist that made them to know why they are in school and also disassociate themselves from bad friends because bad communication corrupts good manners.

The finding showed that there is a low level of time management among secondary school students. This means that secondary school students do not manage their time well in terms of supervision by their parents. Hence, parents should monitor their ward and make sure they read their books. The fact that female secondary school students performed slightly higher than male secondary school students means that female secondary school student have more time for their studies and hence improved in academic performances. The few male secondary school students that received negative relationship, the school guidance counselor should work on them and let them know the effect of negative peer pressure to academic performance. Teacher should ensure that they do their assignment as at when due.

Recommendations

Based on the findings of this study, the following recommendations are made;

- Trained counselor should be posted to all secondary schools so as help counsel few adolescent with negative influences.
- Parents should have effective supervision and should not allow other home environmental factors to distract their children.
- Mathematics teachers should make mathematics topics more practical than theory.
- Instructional resources that can arrest and keep attention of students should be provided by the concerned authorizes, that is, government, school management.
- Mathematics teachers should be able to improvise instructional materials when not available to make his/her teaching interesting.

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