

**EFFECT OF SIMULATION STRATEGY ON PRIMARY SCHOOL PUPILS  
PERFORMACE IN CIVIC EDUCATION IN NIGERIA**

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**Abstract**

The study examined the effect of simulation game strategy on pupils' performance in civic education in primary schools. The study adopted quasi-experimental design using a total of 24,998 pupils in Yobe State as the population of the study, with 87 as sample size selected purposively from experimental and control schools respectively. Data was collected using teacher made test titled 'Civic Education Performance Test (CEPT)'. The instrument was validated, pilot tested, analyzed using Pearson Product Moment Correlation (PPMC/PPMR) and found reliable at 0.74. The data collected was analyzed using descriptive statistics of mean and standard deviation and inferential statistics of independent t-test. Findings of the study revealed that pupils taught civic education using simulation game instructional strategy performed significantly better than those taught using conventional method of teaching in primary schools in Yobe State and simulation game instructional strategy improve the performance both male and female taught civic education in primary schools. Based on the findings of the study, it was recommended that civic education teachers should make use of simulation game instructional strategy since it was found suitable for teaching-learning and capable of yielding positive pupils' academic performance and pupils of both gender should be taught civic education using simulation game strategy with due consideration to suitability of the lessons' contents.

**Key words: Effect, Simulation Game Strategy, Civic Education, Pupils' Performance**

## **Introduction**

In Nigeria, education is seen as the pivot of any meaningful development, be it social, economic, technological and political (Ezekwesili, 2006). It is the process of providing information to an inexperienced person to help him/her develop physically, mentally, socially, emotionally, politically and economically (Offorma, 2009). It is also seen as the process through which individuals are made functional members of their society (Ocho, 2005, as cited by Oyenuga, 2010). Thus, it is a process through which the young or inexperienced person acquires knowledge, values and skills, which are needed to enhance his/her potentialities and self-actualization.

Evident to this, the Federal Republic of Nigeria (2013), sees the school as a socializing agent that is responsible for realising the values, attitude and needs of the learners upon which the policy states the educational goals for Nigeria to include: the inculcation of national consciousness and national unity; the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society; the training of the mind in the understanding of the world around; and the acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live and contribute to the development of his society. These national educational aims and objectives have sufficiently proposed an effective civic education that inculcates desired attitudes, values, skills, abilities, competences and knowledge for the survival of the individual, the Nigerian society and the world around.

For Nigeria to successfully attend the aforementioned goals, relevant subjects have to be taught in schools as contained in the National curriculum among which Civic Education as a sub-set of religion and national values curriculum is included; where it is concerned with how citizens exercise their rights as free human beings (Kerr et al., 2006). In this respect, Etetegwung (2007), perceives civic education as the bedrock of national co-existence, values and identity in Nigeria. The main philosophy behind the teaching and learning of civic education in Nigerian schools at primary, junior and

senior secondary levels according to National Orientation Agency (NOA, 2006) was to produce an effective citizens and of forging a cohesive society that will support nation building by a way of classroom mediation of curriculum programmes. In the same vein, Civic Education has been viewed by many academics as a course of study that is geared towards producing responsible and law abiding citizens (Ukegbu et al., 2011). For instance, Ukegbu et al. (2009) outlined objectives of Civic Education to include: developing and transforming the Nigeria youths into effective and responsible citizens by making them law-abiding; creating awareness of one's rights, duties and obligations as citizens of this great nation and also to appreciate the rights of other citizens; and helping the young people to acquire a sense of loyalty, honesty, discipline, courage, dedication, respect, patriotism, hard work. It inculcates in students, the spirit of nationalism and desirable habits, values and attitudes, particularly primary school pupils who are very much curious at the age of schooling.

Primary school pupils that are within the range of 6-12 years are in better position to be taught Civic Education considering their curiosity and young nature in order to inculcate in them the spirit of nationalism and desirable habits, values and attitudes for democratic and general wellbeing of themselves and the society at large. These desirable values would better be imparted when appropriate strategies are used.

The teaching and learning strategies and learning opportunities are also important in achieving the goals and objectives of teaching Civic Education. Civic Educations' teachers are free to select the appropriate learning activity depending on the aim of a lesson, classroom environment, peculiarities of learners, discussed topics and other educational factors. Reference to this, Gyulbudaghyan, et al. (2007), encouraged the Armenian Civic Education teachers to utilize an army of teaching methods and techniques like simulation games, dramatization, and brainstorming among other strategies. They further stressed that the practical experience will develop active citizenship skills and dispositions among students, willingness and skills for realizing

personal responsibility as a citizen. The school graduates should be able to analyse various situations independently, express and defend personal opinions and attitudes, and develop action plans.

Despite the recommendations of innovative strategies like simulation games, dramatization, and brainstorming among other strategies for Civic Education teaching by Gyulbudaghyan, et al. (2007), it was still reported in a study conducted by Ezegebe et al., (2016), that the lecture method dominates other approaches in the teaching of Civic Education at Upper Basic Education level, students were made passive learners. Teachers' poor usage of participatory approaches to instruction like simulation game, field trip, discussion, dramatization, debate and inquiry as indicated in their study is a big challenge to implementation of Civic Education contents at Upper Basic Education level. Perhaps the challenges to interactive and or participatory teaching and learning at the classroom level are compounded by the traditional structures and culture of the teacher-centered approach that perpetuates the one way teacher transmission of ideas but encourages limited engagement in teaching.

According to Adediran et al., (2012), most of the Nigerian Civic Education teachers seem not to carry out instruction using participatory approaches such as simulation game, field trips, inquiry and dramatization despite their relative advantage. It could probably be that Civic Education teachers don't use participatory approach either because they lack knowledge of such method or because they are not fully aware of the efficacy of Civic Education in solving social problems in the society.

It is in line of the above notion that a feasibility study was carried out by the researcher to see whether simulation game strategy is being employed by Civic Education teachers in primary schools in Yobe State, Nigeria, and it was found not employed by Civic Education teachers in the study area which appears to be one of the basis for low pupils' performance in Civic Education, and as well seems to be one of the factors

resulting to poor inculcation and acquisition of social, democratic, moral values and citizenship skills in the mind of Nigerian younger generation.

It is on the basis of this that the researcher was prompted to embark on this study to examine the Effects of Simulation Game Strategy on Pupils' Performance in Civic Education in Primary Schools in Yobe State, Nigeria, with the intent to reveal the suitability or otherwise of simulation game strategy in teaching Civic Education in Primary Schools. And this will be of great relevance to curriculum planners, civic education teachers among others in the selection of appropriate teaching strategies.

### **Statement of the Problem**

Civic Education as it is being taught in school as part of religion and national values curriculum was introduced in to Nigerian primary, junior and senior secondary schools with the view to prepare learners especially the youths, to carry out their roles as citizens of the country. However, civic education teaching ought to be taught using innovative teaching strategies such as simulation game and dramatization among other teaching strategies as recommended by Gyulbudaghyan et al., (2007), for the learners to perform academically better and develop active citizenship skills and dispositions, willingness and skills to realize personal responsibility as a citizen.

Instead of the foregoing ideal, it was concluded in a study conducted by Ezegbe et al., (2016), that the lecture method dominates other approaches in the teaching of Civic Education at Upper Basic Education level, students were made passive learners. Teachers' poor usage of participatory approaches to instruction like simulation game, role play and dramatization strategies as indicated in their study is one of the big challenges to implementation of Civic Education at Upper Basic Education level. Perhaps the challenges to interactive and/or participatory teaching and learning at the classroom level are compounded by the traditional structures and culture of the teacher-centered approach that perpetuates the one way teacher transmission of ideas

but encourages limited engagement in teaching. According to Adediran et al., (2012), most of the Nigerian Civic Education teachers seem not to carry out instruction using participatory approaches such as simulation game, field trips, inquiry and dramatization despite their relative advantages. This appears to be one of the bases for low pupils' performance in Civic Education, and as well seems to be one of the factors resulting to poor inculcation and acquisition of social, democratic, moral values and citizenship skills in the mind of Nigerian younger generation.

Consequent to this, the researcher examined the Effects of Simulation Game Strategy on Pupils' Performance in Civic Education in Primary Schools in Yobe State, Nigeria to see whether the strategy in question can be used to improve the academic performance of civic education pupils in the study area, and to identify the performance of male and female pupils taught using simulation game strategy and thereafter assist in the development of active citizenship skills and dispositions among pupils, willingness and skills for realizing personal responsibility as Nigerian citizen.

### **Objectives of the Study**

The objectives of the study are to:

- i. examine the performance of pupils taught civic education using simulation game instructional strategy and those taught using conventional method of teaching in primary schools in Yobe State; and
- ii. ascertain the performance of male and female pupils taught civic education using simulation game instructional strategy in primary schools in Yobe State.

### **Research Questions**

The following research questions were used to guide the study:

- i. What is the performance of pupils taught civic education using simulation game instructional strategy and those taught using conventional method of teaching in primary schools?

- ii. To what extent does the performance of male and female pupils taught civic education using simulation game instructional strategy in primary schools differs?

### **Research Hypotheses**

The following hypotheses were put forward to guide the study:

Ho<sub>1</sub>: there is no significant difference between the performance of pupils taught civic education using simulation game instructional strategy and those taught using conventional method of teaching in primary schools.

Ho<sub>2</sub>: there is no significant difference between the performance of male and female pupils taught civic education using simulation game instructional strategy in primary schools.

### **Methodology**

The research design employed in the conduct of this study was quasi-experimental design. The population for this study was twenty four thousand nine hundred and ninety eight (24,998) pupils, while eighty seven (87) pupils were used as sample size upon which 42 and 45 primary 'A' pupils selected purposively from experimental and control schools respectively. Data was collected using teacher made test. The instrument used was tagged Civic Education Performance Test which was validated, pilot tested, analyzed using Pearson Product Moment Correlation (PPMC/PPMR) and found reliable at 0.74. The data collected was analyzed using descriptive statistics of mean and standard deviation and inferential statistics of independent t-test. The choice of independent t-test was made due to the fact that the data generated was continuous and it was found to be parametric in nature.

## Result

### Description of Study Variables

This section shows the frequency and percentage of the bio-data of the respondents:

**Table 1:**  
*Frequency and percentage of Experimental and Control*

<b>Groups</b>	<b>Frequency</b>	<b>Percentage</b>
Experimental Group	42	48.3%
Control Group	45	51.7%
<b>Total</b>	<b>87</b>	<b>100%</b>

Table 1 presents the frequency and percentage of the experimental group and Control group. Based on this table, 42 (48.3%) of the respondents were experimental group while the control group 1 is made up of 45 (51.7%). This means that both experimental group and control group were properly represented in the study.

**Table 2:**  
*Frequency and percentage of Male and Female*

<b>Groups</b>	<b>Frequency</b>	<b>Percentage</b>
Male	46	53%
Female	41	47%
<b>Total</b>	<b>87</b>	<b>100%</b>

Table 2 presents the frequency and percentage of male and female. Based on this table, 46 (53%) of the respondents were male while the female is made up of 41 (47%). This means that both male and female were properly represented in the study.



**Research Question 1:** What is the performance of pupils taught civic education using simulation game instructional strategy and those taught using conventional method of teaching in primary schools?

**Table 3:**

*Descriptive statistics of mean and standard deviation for research question one*

Groups	N	Mean	SD
Experimental Group	42	13.57	3.171
Control Group	45	6.27	3.292
Mean gain		7.3	

Table 3 revealed that, experimental group has the mean scores of 13.57 with the standard deviation of 3.171 while the control group has the mean scores of 6.27 with the standard deviation of 3.292 and the mean gain is 7.3. This result show that the pupils taught civic education using simulation game instructional strategy have better mean score than those taught using conventional method of teaching in primary schools in Yobe State.

**Research Question 2:** To what extent does the performance of male and female pupils taught civic education using simulation game instructional strategy in primary schools in Yobe State differ?

The post-test scores of male and female pupils in experimental group were recorded and analysed to see the performance of male and female pupils taught civic education using simulation game instructional strategy in primary schools in Yobe State.

**Table 4:***Descriptive statistics of mean and standard deviation for research question two*

Groups	N	Mean	SD
Male	20	6.95	1.834
Female	22	6.51	1.096
Mean gain		0.44	

Table 4 show the mean scores of 6.95 and standard deviation of 1.834 for male while the control female recorded the mean scores of 6.51 with the standard deviation of 1.096 and the mean gain is 0.44. This result indicated that the male have a better mean score than female counterpart taught civic education using simulation game instructional strategy in primary schools in Yobe State. However, the mean gain is not significant.

### Hypotheses Testing

The two hypotheses formulated were tested using independent sample t-test statistics at 0.05 level of significance. The tests were as follows:

**Hypothesis One:** there is no significant difference between the performance of pupils taught civic education using simulation game instructional strategy and those taught using conventional method of teaching in primary schools in Yobe State.

**Table 5:**

*Performance of Pupils Taught Civic Education Using Simulation Game Instructional Strategy and Those Taught Using Conventional Method of Teaching*

Groups	N	Mean	SD	t-cal	Df	$\alpha$	t-crit	P-value	Decision
Exp.	42	13.571	3.171	27.736	85	0.05	12.58	0.000	Rejected
Cont.	45	6.267	3.292						

Table 5 revealed the mean score of 13.571 and the standard deviation of 3.171 for the experimental group, while the control group recorded the mean score of 6.267, with the standard deviation of 3.292. It is also observed the t-calculated value of 27.736 and the p-value of 0.000 ( $P < 0.005$ ). However, the null-hypothesis which said there is no significant difference between the performance of pupils taught civic education using simulation game instructional strategy and those taught using conventional method of teaching in primary schools in Yobe State is therefore rejected. This is because, there was a significant difference between the performance of pupils taught civic education using simulation game instructional strategy and those taught using conventional method of teaching in primary schools in Yobe State.

**Hypothesis Two:** there is no significant difference between the performance of male and female pupils taught civic education using simulation game instructional strategy in primary schools in Yobe State.

**Table 6:**

*Difference Between the Performance of Male and Female Pupils Taught Civic Education Using Simulation Game Instructional Strategy*

Group s	N	Mean	SD	t-cal	Df	$\alpha$	t- crit	P-value	Decisio n
Male	20	6.95	1.834	24.567	85	0.05	6.38	0.215	Retained
Female	22	6.51	1.096						

Table 6 revealed that male recorded the mean score of 6.95 and the standard deviation of 1.834, while female recorded the mean score of 6.51, with the standard deviation of 1.096. The table also revealed the t-calculated value of 24.567 and the p-value of 0.215 ( $P > 0.005$ ). Therefore, the null-hypothesis which said there is no significant difference between the performance of male and female pupils taught civic education using simulation game instructional strategy in primary schools in Yobe State is hereby

retained. This is because there was no significant difference in the extent to which gender difference affect the academic performance of pupils taught civic education using simulation game instructional strategy in primary schools in Yobe State.

### **Discussion of Findings**

As a result of descriptive and inferential analysis generated from the data collected by the researcher, the two major findings were discussed as follows: the inferential analysis on table 5 revealed the mean score of 13.571 and the standard deviation of 3.171 for the experimental group, while the control group recorded the mean score of 6.267, with the standard deviation of 3.292. It was also observed the t-calculated value of 27.736 and the p-value of 0.000 ( $P < 0.005$ ). Thus, there was a significant difference between the performance of pupils taught civic education using simulation game instructional strategy and those taught using conventional method of teaching in primary schools in Yobe State.

The descriptive analysis on Table 3 revealed that, experimental group has the mean scores of 13.57 with the standard deviation of 3.171 while the control group has the mean scores of 6.27 with the standard deviation of 3.292. This result show that the pupils taught civic education using simulation game instructional strategy have better mean score than those taught using conventional method of teaching in primary schools in Yobe State. This finding agreed with finding of Sulaiman et al., (2016) who found that simulation technique was found to be very significant predictor as the mean performances of student taught with simulation game technique was much higher and better than those taught using lecture method in the cause of lesson presentations in their respective classes.

Analysis on Table 6 revealed that male recorded the mean score of 6.95 and the standard deviation of 1.834, while female recorded the mean score of 6.51, with the standard deviation of 1.096. The table also revealed the t-calculated value of 24.567 and

the p-value of 0.215 ( $P > 0.005$ ). Thus, there was no significant difference in the extent to which gender difference affect the academic performance of pupils taught civic education using simulation game instructional strategy in primary schools in Yobe State. The result is in agreement with the finding of Gilbert (2009), who found that there is no significant difference in male and female students' achievement when exposed to the same simulation teaching method.

### **Conclusion**

Based on the findings of this study the researcher concluded simulation game strategy as learner-centered have positive effects on teaching civic education and it is use to improve the performance both male and female taught civic education in primary schools.

### **Recommendations**

The researcher with due consideration to the findings of this study recommended as follows:

- i. civic education teachers should make use of simulation game instructional strategy since it was found suitable for teaching-learning and capable of yielding positive pupils' academic performance; and
- ii. simulation game instructional strategy as pedagogical strategy should be applicable in teaching both male and female since it was found suitable in improving the performance of both gender.

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