SELF-MANAGEMENT STRATEGIES AND MASTERY LEARNING'S IMPACTS ON CIVIC EDUCATION AMONG SENIOR SECONDARY SCHOOL STUDENTS

Adekola Kamil Lasisi[1], Islamiyyah Olajire Ibraheem[2], Ismail Alabi Muibudeen[3]
Al-Hikmah University Ilorin, Nigeria[1,2]
Federal College of Education (Special) Oyo, Oyo State, Nigeria[3]
E-mail: aklasisi@alhikmah.edu.ng

Abstract

This study examined self-management strategies and mastery learning's impacts on learning outcomes in civic education among senior secondary school students in Ilorin metropolis. The study employed a pretest, post-test and control group quasi-experimental design using a 3 x 2 x 3 factorial matrix. The population of this study comprised all the SS2 students in public senior secondary schools in Ilorin South. Stratified random sampling techniques were used to select the 75 SS2 students for the study. Data collected was analysed using t-test and analysis of variance (ANOVA). The result of the findings revealed that both self-management strategies and mastery learning significantly contribute to improved learning outcomes in civic education. Students who engaged in self-directed learning and mastery-oriented approaches demonstrated enhanced understanding and mastery of civic education concepts. It was recommended that there is a need to raise student awareness about the benefits of self-management and mastery learning. Encouraging students to take ownership of their learning, set goals, and adopt strategies that align with their learning styles.

Keywords: self-management strategies; mastery learning; civic education; learning outcomes.

Abstrak

Penelitian ini menguji strategi manajemen diri dan dampak penguasaan pembelajaran terhadap hasil belajar pendidikan kewarganegaraan pada siswa sekolah menengah atas di kota metropolitan Ilorin. Penelitian ini menggunakan desain quasi eksperimen pretest, post-test dan control group dengan menggunakan matriks faktorial 3 x 2 x 3. Populasi penelitian ini terdiri dari seluruh siswa SS2 di sekolah menengah atas negeri di Ilorin Selatan. Teknik pengambilan sampel acak berstrata digunakan untuk memilih 75 siswa SS2 untuk penelitian ini. Data yang dikumpulkan dianalisis menggunakan uji-t dan analisis varians (ANOVA). Hasil penelitian menunjukkan bahwa strategi manajemen diri dan penguasaan pembelajaran berkontribusi signifikan terhadap peningkatan hasil pembelajaran pendidikan kewarganegaraan. Siswa yang terlibat dalam pembelajaran mandiri dan pendekatan berorientasi penguasaan menunjukkan peningkatan pemahaman dan penguasaan konsep pendidikan kewarganegaraan. Disarankan perlunya meningkatkan kesadaran siswa tentang manfaat manajemen diri dan penguasaan pembelajaran. Mendorong siswa untuk mengambil kepemilikan atas pembelajaran mereka, menetapkan tujuan, dan mengadopsi strategi yang selaras dengan gaya belajar mereka

Kata kunci: *strategi manajemen diri; penguasaan pembelajaran; pendidikan kewarganegaraan; hasil belajar.*

INTRODUCTION

There is a rising decadence of morals, values, attitudes and alarming rates of social vices such as rape extensive unfold cultism popularly recognized as ITU (International Terrorist Union) amongst senior secondary students, human trafficking and prostitution amongst females in senior secondary institutions recognized as (pappa connection), drug abuse, night-time clubbing, dependency to social media and undesirable pregnancies. All these have contributed to bad educational success and the mindset of students in the direction of several topics along with civic education. Thus, these shape the bedrock of most instances in which expert Educational and Counseling psychologists cope with educational, vocational and socio-personal challenges in a variety of consumers in schools. The development of cognitive abilities, behavioural characteristics, attitudes, and values deemed essential for responsible citizenship and a productive social life are the metrics used to assess the quality of education. The fundamental tenet of education in Nigeria is to give every citizen the knowledge, abilities, and moral principles necessary for them to get the most out of their citizenship in society, lead fulfilling lives, and contribute to the progress and welfare of their neighbourhood.

It is observed by Oyeyemi (2012) that Civic Education builds college students' attitudes, morals and values critical for desirable citizenship and nice lifestyles in society. The introduction of Civic Education into the college curriculum as an obligatory difficulty performs a landmark function in supplying the know-how and skills required for students" effectivity and effectiveness. Civic Education is an indispensable element of whole-person training which pursues fostering students' high-quality values and attitudes through the college curriculum and the provision of assorted learning experiences. Civic Education is diagnosed extensively as being of extremely good significance for the economic well-being of countries due to the fact of the proper morale and values of the citizenry. Therefore, civic training is the kind of academic and knowledge activities, particularly meant to create awareness and educate proper values, attitudes and behaviours that are acceptable to the society in the place a character lives (Enyiaka et al., 2018). This information about Civic Education demonstrates its importance as a subject that should be taken and passed at the secondary school level.

Self-management strategy is the use of behavioural concepts to control one's unsatisfactory behaviour to bring

about a desired change. Self-management techniques are part of a therapy plan that incorporates psychological, biological, and social interventions to improve civic education student learning results as much as possible. Self-management strategies refer to the ability of individuals to regulate and control their behaviour, thoughts, and emotions to achieve personal and academic goals. Self-management is a crucial skill for academic success as it empowers learners to take responsibility for their learning process, set goals, monitor progress, and implement effective study habits (Hoon et al., 2018). The process of mastering a specific learning target is known as a mastery learning strategy. This strategy was refined by Guskey (2022) and is based on Benjamin Bloom's Mastery for Learning Model. The concept that learning should be structured into sequential steps is sometimes referred to as the "mastery learning strategy." (Guskey, 2007). Mastery learning is an instructional approach where students must achieve a predetermined level of proficiency in a topic before progressing to the next one. Mastery learning focuses on ensuring that all students reach a high level of understanding before moving on, fostering a deeper and more comprehensive understanding of the subject matter.

The self-management strategies and mastery learning exert some impact on learning outcomes. This includes Increased Motivation and Engagement. Self-management strategies, such as goal setting and monitoring progress, can enhance students' motivation and engagement in the learning process (Zhu & Doo, 2022). Mastery learning, with its focus on achieving mastery, provides a clear goal for students to strive toward. Again, Improved Retention and Understanding are also an impact of the intervention on the learning outcome (Koşar & Bedir, 2018). This implies that Both self-management strategies and mastery learning contribute to enhanced retention of information and a deeper understanding of concepts, as students engage in more active and intentional learning processes. It helps in achieving Individualized Learning. Both approaches support individualized learning experiences. Self-management allows students to tailor their learning to their preferences, and mastery learning ensures that each student progresses at their own pace (Oloko, 2016). Enhancement of critical thinking is another impact. The emphasis on mastery in learning encourages critical thinking skills. Students are motivated to understand concepts thoroughly, fostering analytical thinking and problem-solving abilities.

Long-term retention: is associated with the impact. Mastery learning, coupled with self-management strategies, contributes to long-term retention of knowledge. By ensuring a strong foundation of understanding, students are better equipped to build upon their knowledge in future learning endeavours. Research has shown that the combination of self-management strategies and mastery learning positively influences academic achievement, leading to higher grades and overall success in learning outcomes.

Marsh et al. (2005) revealed that changes in academic achievement are influenced by changes in academic self-concept. However, the opposite is also accurate: success results in modifications to one's academic self-concept. They therefore give backing for the model of reciprocal effects. The findings of Guay et al (2003) also support a relationship of the sort of reciprocal effects between prior academic self-concept and subsequent academic achievement in the early and middle elementary grades. In this study, students in grades 2, 3, and 4 were assessed annually over three years. For all three age cohorts, there was more support for the self-enhancement model (which holds that academic achievement predicts subsequent achievement) than the skill-development model (which holds that academic self-concept predicts subsequent

achievement). In a sample of upper-middle and high school pupils from Australia. Early evidence in favour of the reciprocal effects concept was presented by Marsh and Yeung (1997). Reading, science, and maths academic achievement were found to positively predict later academic self-concept in the path models they estimated. However, these findings seem to support the notion that both academic self-concept and achievement can impact one another. Although this predictive association was marginally stronger than the predictive relationship between academic self-concept and subsequent achievement.

The integration of self-management strategies and mastery learning has a substantial positive impact on learning outcomes, fostering deeper understanding, motivation, and individualized learning experiences. These approaches contribute to the development of lifelong learning skills and set the foundation for academic success. Based upon this conviction, this study intended to study the impact of self-management strategies and mastery learning on the learning outcome in Civic Education among secondary schools in Ilorin South Local Government Area of Kwara State.

Statement of the Problem

In the realm of education, the integration of self-management strategies and mastery learning is often seen as a

promising approach to enhancing learning outcomes. However, despite the potential benefits, several significant challenges and issues warrant attention and investigation. The key problems associated with the impact of self-management strategies and mastery learning on learning outcomes include the application and consistency of self-management strategies and mastery learning practices across educational settings can vary widely. Inconsistencies in implementation may lead to disparities in student experiences, hindering a comprehensive understanding of their combined impact on learning outcomes. The successful implementation of self-management strategies and mastery learning relies heavily on teacher expertise and preparedness (Zhu & Doo, 2022). Challenges may arise if educators lack the necessary training to effectively incorporate these approaches into their teaching methods, potentially diminishing their impact on student outcomes.

Student resistance to adopting self-management strategies and mastery of learning techniques may present a significant hurdle. Factors such as varying learning preferences, motivational levels, and prior educational experiences can influence the extent to which students engage with and benefit from these approaches. The integration of self-management strategies and mastery learning may require additional resources, including time, technology, and instructional materials. Limited resources in educational institutions can impede the comprehensive implementation of these approaches, affecting their potential impact on learning outcomes. Traditional assessment methods may not align seamlessly with the principles of mastery learning, which emphasizes individualized progress. The challenge lies in developing and implementing assessment strategies that accurately capture and measure the depth of understanding achieved through self-management and mastery learning. Equity concerns may emerge if certain student populations, such as those with diverse learning needs or from disadvantaged backgrounds, face barriers to fully participating in and benefiting from self-management strategies and mastery learning initiatives (Oloko, 2016). Establishing the long-term sustainability of self-management strategies and mastery learning practices within educational systems poses a potential challenge. Without ongoing support, professional development, and institutional commitment, these approaches may struggle to maintain their positive impact on learning outcomes over time.

Addressing these problems requires a comprehensive understanding of the intricate dynamics surrounding the

integration of self-management strategies and mastery learning. Research endeavours and educational interventions need to focus on mitigating these challenges to fully realize the potential benefits and positive impact on learning outcomes for all students. Scholars and researchers have worked on the student learning outcomes in several subjects including Civic Education from various literatures reviewed and to the best of the researchers" knowledge, none of them has combined the mastery learning and self-management strategies in enhancing students learning outcomes in Civic Education in Ilorin South Local Government. According to the literature that has been reviewed, academics and researchers have worked on improving students' learning outcomes in a variety of subjects, but none have combined mastery learning and self-management strategies to improve student's learning outcomes in civic education in Ilorin South LGA. To improve civic education learning outcomes for senior secondary school students in Ilorin South LGA, the researcher wants to determine how well self-management and mastery learning strategies work among secondary school students in Ilorin South LGA.

Purpose of the Study

The main purpose of the study is to determine the effectiveness of self-management techniques and mastery learning intervention on learning outcomes of Civic Education among secondary school students in Ilorin South Local Government Area of Kwara State. The study specifically examined the following:

1. To determine the effect of self-management techniques on learning outcome of Civic Education among secondary school students in Ilorin South Local Government Area of Kwara State; and

2. To determine the effect of mastery learning intervention on the learning outcome of Civic Education among secondary school students in Ilorin South Local Government Area of Kwara State.

Hypotheses

The following hypotheses were tested at 0.05 significance level.

1. There is no significant difference in the gain scores (pre- and post-experimental scores) of the experimental group 1 and the control group.

2. There is no significant difference in the gain scores (pre- and post-experimental scores) of the experimental group 2 and the control group.

METHOD

This study employs a pretest, post-test and control group quasi-experimental design. The population of this study consisted of all SSS2 students in Ilorin South Local Government Area offering Civic Education. The target population are all SSS2 students in the three purposively selected schools for the study. Purposive and simple random sampling techniques were used to select 25 students from each of the selected schools. The three randomly selected secondary schools are Government Day Secondary School, Tanke Road, Ilorin; Unity Community Secondary School, Unity/Taiwo Road, Ilorin and Government Secondary School, Omode, Ilorin. These schools were respectively used as venues for the experimental group 1, experimental group 2 and the control group. Experimental group 1 members were treated with Self-management Techniques, experimental group 2 was treated with mastery learning technique and the control group was treated with placebo. The only instrument of the study is the Achievement Test on Civic Education. The face, content and construct validity of the instrument was ensured by giving the fast draft of the intstrument to the experts in testing and assessment as well as political science education. The corrections of these expert are imputed in the final draft. Thirty copies of the final draft were administered to 30 students in Goverent Day Secondary School, Adeta Ilorin. The internal consistency type of reliability of the test was established by using the split-half. The reliability coefficient of the test returned 0.75, which is good enough a reliability for a good test. The final copy of the test contains 50 multiple-choice objective questions. The participants in each of the experimental group were engaged for six weeks and were given the treatment packages (Self-management Technique and mastery learning). The participants in the control group were also engaged for six weeks and were given the plasbo. The pre-experimental and post-experimental assessments were conducted in the first and sixth week respectively. The data generated were subjected to independent sample t-test statistical procedure. The inclusion criteria used were Participants must be senior secondary school students; Participants must be 14 years and above; The participants must be offering Civic Education as a subject. Volunteerism; participants must be ready to actively participate without any persuasion. Exclusion criteria used were the participants below 14 years were not allowed to participate in the treatment sessions; Participants that scored 41 marks and above were excluded; Participants obtained parental consent. The limitations

of this study include its inability to use more than 75 participants. More qualified participants were excluded. Many schools were also not used because of the experimental nature of the study. The limitation of this study also included its inability to collect qualitative data to buttress the quantitative findings.

RESULTS AND DISCUSSION

Testing of the Hypotheses

H01: There is no significant difference in the gain scores (pre-and post-experimental scores) of the experimental group 1he control group

difference in the gain scores of the experimental group 1 and the control group.

H_{02}: There is no significant difference in the gain scores (pre- and post-experimental scores) of the experimental group 2 and the control group.

Table 2 shows the result obtained from testing hypothesis two. From the table, it is shown that t. calculated is 3.54, the degree of freedom is 48 and the significance is 0.00. Since the significant level is less than 0.05, the null hypothesis is rejected. Thus, there was a significant difference in the gain scores of the

Table 1
t-Test Table Showing the significant difference in the Gain Score of the Experimental Group Treated with the Self-management Techniques and the Control Group

Variable	No	Mean	St. Dev	Df	t. Cal	Sig.	P
Experimental Group	25	57.63	7.23	48	4.62	0.00	**
Control Group	25	43.83	6.34				

** (Significant at 0.05 critical region)

Table 2
t-Test Table Showing the difference in the Gain Scores of the Experimental Group 2 and the Control Group

Variable	No	Mean	St. Dev	Df	t. Cal	Sig.	P
Experimental Group	25	55.72	7.13	48	3.54	0.00	**
Control Group	25	43.83	6.34				

** (Significant at 0.05 critical region)

Table 1 shows the result obtained from testing hypothesis one. From the table, it is shown that t. calculated is 4.62, the degree of freedom is 48 and the significance is 0.00. Since the significant level is less than 0.05, the null hypothesis is rejected. Thus, there was a significant

experimental group 2 and the control group.

Discussion of Findings

The result of hypothesis one shows that there is a significant difference in academic achievement of students in civic education among students exposed to self-

management and those who did not. Hypothesis two revealed that there was a significant difference in the attitude of students to civic education among students exposed to mastery learning and those who did not. Also, the hypothesis reinstated the null- hypothesis and showed that there was a significant interaction effect of self-management on academic achievement and attitude to Civic Education among Senior Secondary School Students. Theoretical foundations from influential psychological theories provide a conceptual basis for understanding how self-management techniques impact learning outcomes in Civic Education. Empirical support is drawn from a range of studies that explore the practical application and effectiveness of these strategies in various educational contexts. Integrating both theoretical and empirical perspectives contributes to a comprehensive understanding of the positive impact of self-management techniques on learning outcomes in Civic Education

Hypothesis two was also rejected showing that there is a significant interaction effect of self-management on academic achievement and attitude to Civic Education among Senior Secondary School Students. Ratnaningsih and Gunawati (2020) explored the impact of mastery learning in online civic education

courses. The findings indicated that mastery learning strategies positively influenced student learning outcomes in the online environment. Oloko (2016) studied the implementation of mastery learning principles in high school civics classes. The results indicated positive effects on student achievement and understanding in civic education. Theoretical underpinnings from influential educational theories, combined with empirical evidence from meta-analyses and specific studies in civic education contexts, form a robust foundation for understanding the positive impact of mastery learning on learning outcomes in civic education. This theoretical and empirical integration contributes to the rationale for implementing mastery learning strategies in civic education settings.

CONCLUSION

The study examined the effects of self-management strategies and mastery learning on learning outcomes in civic education among senior secondary school students in Ilorin Metropolis. The findings revealed that both self-management strategies and mastery learning are significantly effective in ensuring improved learning outcomes in Civic Education. Students who engaged in self-directed learning and mastery-oriented

approaches demonstrated enhanced understanding and mastery of civic education concepts. The treatment packages were effective because both packages have been previously and differently used to manage behaviour anomalies. The following recommendations were made that educational institutions should consider integrating self-management strategies and mastery learning principles into the curriculum. This would provide students with structured opportunities to develop independent learning skills and a deeper understanding of civic education. Regularly assess the implementation and impact of these approaches through continuous evaluations, ensuring that they remain effective and adaptable to evolving educational needs. Raise student awareness about the benefits of self-management and mastery learning. Encourage students to take ownership of their learning, set goals, and adopt strategies that align with their learning styles.

PERIODICALS

Enyiaka, J. U., Aminigo, I. M., & Osaat, S. D. (2018). Basis of Civic Education in The Philosophy of Aristotle: A Nigerian Reflection. *International Journal of Research and Review*, 5(9), 31-42.

Guay, F., Marsh, H. W., & Boivin, M. (2003). Academic self-concept and academic achievement: Developmental perspectives on their causal ordering. *Journal of Educational Psychology*, 95(1), 124.

Guskey, T. R. (2007). Closing achievement gaps: revisiting Benjamin S. Bloom's "Learning for Mastery". *Journal of Advanced Academics*, 19(1), 8-31.

Guskey, T. R. (2022). *Implementing mastery learning*. Corwin Press.

Hoon, T. S., Kee, K. L., & Kamalu, N. S. M. (2018). *Self-management strategies in a student-driven learning environment*. In Online Course Management: Concepts, Methodologies, Tools, and Applications (pp. 358-367). IGI Global.

Koşar, G., & Bedir, H. (2018). Improving knowledge retention via establishing brain-based learning environment. *European Journal of Education Studies*. 4(9), 208-218. http://dx.doi.org/10.46827/ejes.v0i0.1781

Marsh, H. W., & Yeung, A. S. (1997). Causal effects of academic self-concept on academic achievement: Structural equation models of longitudinal data. *Journal of Educational Psychology*, 89(1), 41.

Marsh, H. W., Trautwein, U., Lüdtke, O., Köller, O., & Baumert, J. (2005). Academic self-concept, interest, grades, and standardized test scores: Reciprocal effects models of causal ordering. *Child development*, 76(2), 397-416.

Oloko, S. O. (2016). Effects of Mastery Learning and Self-Management Strategies on Learning Outcomes in Civic Education Among Senior Secondary School Students in Ibadan, Nigeria. *Doctoral dissertation, Faculty of Education, Department of Counselling and Human Development Studies*, University of Ibadan, Nigeria).

Oyeyemi, T. K. (2012). Evaluating peace education as mainstream curriculum: A study of Nigerian junior secondary schools. *Doctoral* dissertation. University of Phoenix.

Ratnaningsih, R., & Gunawati, D. (2020). The Effect of Students' Perceptions on Civic Education Learning on the Mastery of Concepts. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal),* 3(1), 104-111.

Zhu, M., & Doo, M. Y. (2022). The Relationship Among Motivation, Self-Monitoring, Self-Management, And Learning Strategies of MOOC Learners. *Journal of Computing in Higher Education*, 34(2), 321-342.