



ASSESSING CROSS RIVER STATE TERTIARY INSTITUTIONS STUDENTS AWARENESS ON THE CURRENT CONCEPTUAL PEDAGOGICAL SHIFT IN EDUCATIONAL SYSTEMS DELIVERY

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ABSTRACT :

This research endeavour directs attention to the full view appreciation of how students of tertiary institutions in Cross River State are aware of the new conceptual educational pedagogy which emphasizes child centered — participatory learning. It aims at exploring the extent of success or failure of the current educational philosophy from students view point of adequate understanding and adoption of the key tenets of the current paradigm towards sustainable knowledge acquisition.

The background of the study elaborates on the inherent distinction between the old teacher-centered, dependent, pedagogy and the current conceptual, child-centered, problem-solving, science-oriented system of knowledge delivery, which is said to be rooted in the Global Millennium Development Goal (MDG) understanding of the right of the child in the teaching/learning process. It is also further stressed that, the hallmark of the current paradigm finds vivid expression in Jerome Bruner's (1960) "Spiral Curriculum".

The problem statement visualizes the existing orientation of the learner in respect of how informed they may be with respect to their level of understanding of the benefits of this system to their overall sustainability. This seems to suggest that student's orientation may not be in the same direction with the avowed philosophy of this current paradigm shift.

The objectives encapsulate (i) the essence of student's awareness and appreciation of the new conceptual learning (ii) appreciation of such inherent features of the new system such as problem-solving, the extent of student's adoption of the current system, student's ability to distinguish between the old and new system and so on and so forth. The inherent elements of the research significance/justification were equally highlighted. The key outline of the literature follows the outline of the objectives of the study. Accordingly, the methodology embraced, area of study, population of the study, sampling procedure, instruments for data collection, method of data collection and technique of data analysis. The decision rule following the hypothesis test favours the adoption of the null hypothesis indicating that there is no significant variation in student perception of the new pedagogical system in tertiary institution.

Introduction:

It has been a long established fact that the nature and content of a society's educational system must be a clear reflection of the society's value system (Jones 1983). This implies that if an educational goal or objective must serve the avowed needs of the society, it must be tailored towards the society's aspirations. This further indicates that educational pedagogies must be realistic and dynamic at all points in time. In a rapidly changing world there is need for a corresponding paradigm shift in all facets including the educational programmes.

For a long time Nigeria was basking in the old British colonial system of education with much emphasis on teacher-centered orientation and with much premium on rote-dependent learning. This system favoured cognitive learning instead of conceptual/organismic perspective of knowledge. It did little to serve the needs of the individual learner/nor that of the society as a whole since it deemphasizes problem-solving inculcation of knowledge.

The flaws of this system of education provided the move for paradigm shift. This informed the new Millennium Development Goal (MDG) philosophy of education which harps on child-centered learning. This education paradigm shift is based on the precept of "conceptual learning". Conceptual mode of inquiry provides for independent learning, organismic learning or discovery learning. Here the learner is allowed to interact and appreciate the environment and make sense out of it. This is a re-enactment of Jerome Bruner's "Spiral Curriculum", which emphasizes independent learning or self-discovery learning. This is a variant of the critical pedagogy which places emphasis on repetition (iteration) based on the tenet of enactive (participatory), iconic (imagery) and symbolic enquiry and discussion learning, (Hall 1978). These are the guiding principles of the new MDG philosophy based on the recognition of the rights of the child. The main tenets of the new MDG paradigm are (i) "minds-on", (ii) "Brains on" and ¹¹1-

lands on" pedagogy. This means recognition of Blooms (1956) taxonomy of educational objectives. Hence the principle of all-round development of the individual.

This research therefore endeavours to appraise the extent to which the learners, particularly students of tertiary institutions are recognizing and embracing this current ideal which is fundamental to their overall current and future sustainability in life.

PROBLEM STATEMENT

Like others spheres of life, education is witnessing pragmatic transformation in its principles and practice in different parts of the world so as to properly align with current global practice of change. This change requires sufficient awareness and acceptance by all stakeholders in a bid to ensuring its effective implementation at all levels. The global, national, local and classroom objectives will be defeated unless there is convergent appreciation by these stakeholders. Provided there is positive awareness and understanding among the relevant parties the menace of examination malpractice, poor academic performance in examination, apathy towards learning and a whole gamut of other educational ills will be ameliorated.

The students are the "Guinea pigs" in this experiment of change. Once they appreciate the current modus operandi of the new orientation, the more workable our educational efforts. This study therefore tries to unravel the true elements of the student's readiness and understanding of the current educational value system and its relevance to their current and future social and otherwise sustainability.

JUSTIFICATION OF THE STUDY

Educational delivery system at the classroom environment involves a friendly interaction between the learner and the facilitator. The facilitator's mode of instructional delivery is a model of mutual cooperation between the mentor and mentee.

Where the objective of instructional delivery system delivery is not well appreciated by both parties then, there will be a break in the communication loop, This study therefore stands to provide a glaring road map to teachers, curriculum

designers and the various parties concerned on the extent of awareness and appreciation of the learners towards the objective of the new conceptual system of delivery which involves scientific, organismic and programmed system of knowledge delivery.

The findings of this new model application will yield insights into the level of success achieved so far in the direction of the avowed philosophy of the current system. This will provide the basis for improvements through curriculum review or re-design. The teacher in the immediate classroom context will be informed on possible ways of adjusting his operational strategies towards creating a friendly class interaction forum. The learners will be practically conscientised on the need to align to this model for purposes of achieving sustainable learning.

Objective

The specific objective of this study is:

- to examine students awareness and understanding of the participatory mode of institutional system delivery.

LITERATURE REVIEW

The New Pedagogical Personality

Every element has a personality or identity which may also be regarded as its attribute or nature. This attribute has already been alluded to in the introduction to this study. As already stated the new education systems pedagogy is the child-centered-participatory learning. Before proceeding to an elaboration of the personality of the current pedagogy, let us briefly attempt a definition of pedagogy as gleaned by extant literature in the field.

Kapur (2020) held that pedagogy is an encompassing term that is concerned with what the instructors do to influence the learning of others. That, it relates to all the interactions, experiences, tasks and activities, routines and events, planned and unplanned in teaching. Further on that "the concept of pedagogy is regarded as a complicated phenomenon comprising of a variety of practices supported by the principles that are acquired through training and as a result of professional experience of the individual. Again, that pedagogy is defined as the key level for bringing about improvement in the academic performance of students. Overall, there are plethora of definitions of this term but the underlying meaning dove-tails on the methodological philosophy of knowledge, that is, the direction and emphasis of a society's educational goal or philosophy. In this sense and in line with the global order of events, Nigeria has shifted from the old, colonial system of teachers-centered system of education to the new pedagogy of child-centered learning.

Origin and Features of the Child Centered Learning

Phara (2022) provided a broad view explanation on the origin and inherent features of child-centered learning.

Its origin, is to be credited Jean Rousseau whom he (phara) called "Father of child centric Education. Also he admonished the contributions of theorists like John Dewey, Jean Piaget, and Lev Vygotsky with their collections of works that focused on how students learn. The works of these theorist informed the move to students centered learning, according to the report. Dewey has been regarded as the advocate of pragmatist education who advocated that learning is a social and experiential process which should be made active through learning by doing.

Another influential advocate of this pedagogy was said to be Carl Rogers based on his ideas of the formation of the individual. Here was said to solicit the only learning which significantly influences is "self-discovery". There was also Montessori, a former student of Rousseau, who also made significant impression on child-centered learning. The ideas of these scholars brought to bear on the "theory of self determination" which derives from the notion of the degree to which an individual's behavior is self-motivated or self-determined.

Lev Vygotsky also made significant imprint by his notion of "Zone of proximal development." This also alludes to scaffolding which means taking the students above their normal level of development whereby in certain cases children learn from their peer or from each other. The child centered tenets reflects Bruner's (1960) spiral curriculum which was later re-visited in a review by Johnston (2012). He categorically stated that "the spiral curriculum is predicated on cognitive theory advanced by Jerome Bruner (1960) using the original expression of Bruner, he posited that "we begin with the hypothesis that any subject can be taught in an intellectually honest environment to any child at any stage of development.

The key propositions of Bruner's advocacy were highlighted to include ENACTIVE, ICONIC and SYMBOLIC. Enactive represents practical interaction with objects; iconic relates to manipulation with the images of the object and symbolic means manipulation of the representation of the object.

Smith et al (2016) in their concept of "responsive pedagogy" appeals to the true essence of child-centered pedagogy which is the true spirit or personality of the new paradigm advocated by the New Millennium Development Goal order. The pedagogy prescribes that "children of today and citizens of the future have to learn how to search for information and to be capable of taking control of their own learning to acquire relevant knowledge and that most of all they have to believe in their own competence to learn, develop and contribute to society" (Smith et al 2016). This pedagogy bears the true features of the child centered learning in many of its advocacies which are in line with the spiral curriculum such as:

1. Bell's (2010) problem-based learning for the 21st century which prescribes "project based learning, 21st century skills, inquiry, authentic learning, motivation and creativity.
2. David et al (2014) premium on affective learning which predicates on mastering social and emotional skills, such as academic self-efficacy, academic motivation, social connections, importance of school and managing psychological and emotional distress.
3. Taminau et al (2014) concept of "On demand education" which focuses on recognition of the right of the learner in his or her choice of learning experience. This has been said to be akin to the form of cyclical learning which is synonymous to Kolbs (1984) model of "experiential learning". Here learning is seen as system of practice and practice is to demand, active engagement. In other words, experiential learning or education on demand is a form of activity based learning which is an inherent feature of the spiral curriculum.
4. Zimmerman (2011) also advocated that by strengthening students social emotional skills academic performance will be enhanced.
5. There is also the position held by Van Manen (1995) that responsive pedagogy requires thoughtfulness and pedagogical tact.
6. For all said and done, child-centered learning which is the true perspective of the current New Millennium Development and Educational Philosophy requires adequate attention to the learner in the context of today's world perspective and the future of our society.

METHODOLOGY OF THE RESEARCH

The outline of the methodology of the study is as follows:

Research Design

This study design is a form of action research design aimed, at identification of inherent problems besetting effective implementation of the new conceptual pedagogy of child/learner-centered instructional system design.

Area of Study

The area is Cross River State situated at the South-South zone of Nigeria. The direct focus of the study is state public owned tertiary institutions in the state. Private-owned institutions are excluded. Institutions included here are located in the north, central and southern parts of the state. From north to south, they include, Federal College of Education (FCE), Obudu, the three campuses of the University of Cross River State in Yala, Ogoja and Obubra, College of Management, Ugep, the Cross River State College of Education, Akamkpa, the University of Calabar and the main campus of the University of Cross River State, Calabar. From this list representative samples will be derived.

Population of the study

The population of this study comprises mainly final year students selected through sampling from the different campuses/faculties and departments.

Sampling Techniques

Sampling was based on the following approach:

1. **Representative Cluster/Area Selection:** Here one cluster each was drawn from each zone namely North, Central and South.
2. Within the selected campuses representative departmental ratios were drawn.
3. Within the universe selected, Random sampling was employed to select the final sample size.

Sample Size

The final sample size envisaged was five hundred subjects derived from five campuses sampled.

INSTRUMENT FOR DATA COLLECTION

The main instrument employed for the study was the research questionnaire which will be administered to elicit information from the respondents.

METHOD OF DATA COLLECTION

The procedure for data collection was as follows:

1. Field preliminary visit for sample selection and creation of rapport with the respondents and campus authorities.
2. Induction/training of field assistants for data administration and collection.
3. Campus to campus field data collection based on questionnaire «CIS administration. Five major visits was undertaken to acquire data from each campus.

METHOD OF DATA ANALYSES

Data was analysed using the statistical techniques of one-way analysis of variance (ANOVA).

Data presentation and Analysis

Hypothesis I

There is no significant variation in tertiary institution student's perception or awareness of the new systems delivery in educational productivity.

Table 1: Data Presentation

The table below convey field data acquired based on students awareness or rating of the understanding and applicability of the new conceptual pedagogy in educational systems delivery.

Table 1: Students rating of their evaluation of the new conceptual pedagogy in education

S/No.	Students Parameters of Awareness	Agree	Strongly Agree	Disagree	Strongly Disagree	Total
1.	Are you aware of the participatory mode of the new systems delivery?	92	117	52	41	302
2.	Do you appreciate the problem-solving feature of the New conceptual systems delivery?	131	107	45	37	320
3.	Are you readily embracing the tenets of the new systems Delivery	146	87	41	51	325
4.	Do you understand the inherent differences between the old and new systems delivery	48	81	93	86	308
5.	Do you understand the existing weakness/strength of the new systems delivery?	42	54	97	88	281

Anova: Single Factor

Groups	Count	Sum	Average	Variance
Are you aware of the participatory mode of the new systems delivery?	4	302	75.5	1245.667
Do you appreciate the problem-solving feature of the New conceptual systems delivery?	4	320	80	2134.667
Are you readily embracing the tenets of the new systems Delivery	4	325	81.25	2253.583
Do you understand the inherent differences between the old and new systems delivery	4	308	77	398
Do you understand the existing weakness/strength of the new systems delivery?	4	281	70.25	697.5833

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	298.7	4	74.675	0.055483	0.99364	3.055568
Within Groups	20188.5	15	1345.9			
Total	20487.2	19				

Note: from table 1 above, four hundred subjects were interviewed using the 4 point likert scale to elicit the student's evaluation awareness of the new conceptual pedagogy in knowledge systems delivery.

The table conveys the field data generated for the awareness parameters fielded in the interview process. The technique of analysis of variance was explored in testing hypothesis stated below.

* 0.05 alpha Level

Accept the null hypothesis, since $F_{crit} (3.055568) > F (0.055483)$. There is no significant variation in tertiary institution student perception or awareness of the new systems delivery in educational productivity

Discussion of Results/Findings

Following table 1 above, five parameters were employed in the instrument based on field data collection. The instruments were carefully selected in line with the key tenets of the philosophy of the current conceptual pedagogy. The data were analysed using the technique of one way analysis of variance (ANOVA). The results of the hypothesis showed that the F - (Critical) of 3.055568 is more than F value of 0.055483 at 0.005 level of confidence, the null hypothesis is accepted while the alternative is rejected.

It therefore follows that there is no significant variation in tertiary institutions students perception of the new pedagogical tenet of child centered learning. Hence, the students convergent mode of perception is reflected in the average values of the ANOVA single factor analysis. Right through from factor 1 – 5, the marginal difference between the responses is less perceptible. This means that student are significantly in full view of the personality and applicability of the system of learning in educational productivity. Their full scale awareness of the participatory feature of the new system satisfying several theoretical underpinnings such as Kolbs (1984) model of experiential learning which demands active engagement which is equally conformal with Bruner's (1960) advocacy of enactive learning embodied in this spiral current.

Their (students) adoption of the understanding of problem-solving orientation of the new pedagogy lean's squarely on Bells (2010) proposition on problem based learning which characterizes the feature of education for the 21st century. This advocacy emphasizes project based learning focused on skills acquisition, inquiry learning, authentic learning, motivation and creativity, inherently, this ambit of the new pedagogy has been currently actualized in that most of our current University graduates no more depend on Civil Service Occupation but rather strive towards self-help useful engagements. This means that several ambits of the new pedagogy are taking roots.

The third parameter bordering on acceptability of the new pedagogy by the students was overwhelmingly affirmed in the Positive, which further satisfies Smiths (2016) advocacy held that "children and citizens of the future have to learn how to search for information and to be capable of taking control of their own learning and to acquire relevant learning and that most of all they have to believe in their competence to learn develop and contribute to society". In essence, the key elements of this pedagogy is manifesting in most learners as can be seen by their emerging new orientations in class attendance, examination ethics and overall attitudinal flair.

Items 4 and 5 are less too appealing to the respondent as shown by their responses. This is evident by the fact that as they are quite ignorant of the inherent differences between the old and new system, they as well less informed about their differences.

Essentially, going by the students convergent approbation of the new systems pedagogy, there is much likelihood they that current/future direction of our educational systems with appeal to the different accolades given to the new system such as:

- David et al (2014) notion of affective learning which hinges on mastering social and emotional skills, academic self efficacy, academic motivation, social importance of school and managing psychological distress.
- Tammau et al (2014) concept of "on demand education focuses on recognizing the right of the child in his or her choice of learning which indeed is the core tenet of the new system.
- Zinner (2011) who advocated that by strengthening students Social and emotional students academic performance will be enhanced and
- Finally Manen (1995) who held that "responsive pedagogy requires thoughtfulness and pedagogical tact.

The challenge therefore remains that educational policy makers and stake holders of education at all level must shift emphasis in their policy framework and planning towards the new direction.

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