MULTIPLE PERSPECTIVES AND LEARNING OUTCOMES IN MULTI-CULTURAL EDUCATION AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN OGUN STATE

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Abstract

This study investigated the multiple perspectives and learning outcomes in multi-cultural education among junior secondary school students in Ogun state. The study adopted a quasi-experimental design with samples that consisted of one hundred and eighty seven (187) participants drawn with self-selection sampling technique from two selected schools. Two research instruments were used for the study: Multiple perspective training package (MPTP) and Multi cultural education achievement test (MEAT) (r=0.81), the administration lasted for four weeks. Data collected were analysed using descriptive statistics and ANCOVA. The result of the analysis shows that multiple perspectives contributed more significantly than conventional method in enhancing learning outcome of the students in Multicultural education.

Based on the findings, it is recommended that multiple perspectives will be of immense benefit in improving academic achievement of students in Multi cultural education aspect of social studies and hence the training should be inculcated in the curriculum of social studies educators.

Key words: Multiple perspectives, Conventional Method, Multi-cultural education, Learning outcomes.

Introduction

The multi cultural nature of Nigeria has made the issue of cultural diversity an important discuss in the country's educational system. Nigeria has about 250 ethnic groups with each group having similar but distinct cultural beliefs, values and backgrounds. Nigeria therefore cannot distance herself from Multi cultural education, since the diverse cultures in the nation must reflect in new educational system (Mapuranga & Bukaliy, 2014). The Nigerian state has always being a multi cultural society with the number of ethnic groupings that is from 250 and beyond, this rank's her the 'third most ethnically and linguistically diverse country in the world' (Blench & Dendo, 2003). Therefore, in implementing the Multicultural education curriculum successfully in Nigeria, teachers must take into cognizance the cultural and ethnic diversities of their students (Halah, 2016). From the above submission, multicultural education can be defined as an educational system that presents equal educational experiences to diverse cultural/ethnic groups, students from various social class or groups. Mapuranga and Bukaliy (2014) further states that Multicultural education focuses on changing educational process to promote the ideals of democracy in a diversified society such as Nigeria.

Multicultural education as a teaching technique is based on values which stressed on cultural diversity within a society that has diverse ethnic and cultural background. The idea of Multicultural education is on increasing educational equity for all learners, which integrate contents, concepts, principles and

theories. It is an emerging field of study which aims at creating equal educational opportunities for students from diverse, culture, ethnic, social class and religious backgrounds (Adetoro & Omiyefa, 2012). Multicultural education relates to education and instruction designed for diverse ethnic, religious social groups and cultures of different backgrounds in an educational system (Keith, 2011). It aims at empowering all students to become knowledgeable, conscious, caring, and active citizens in an ethnically and culturally polarized society (Banks, 1993). Multicultural education helps students to develop positive self-concepts, appropriate knowledge, dispositions, and skills to relate and respect other people's views. It incorporates the diversity of students and equality in education(Geneva, 1994, Golnick & Chinn, 2009**).**At the junior secondary school level Multi cultural education will help to in still in the students, the right types of attitude and values of respect for others cultural and ethnic differences; develop the values of social justice, equity for others and respects other students' rights; enhance in them right attitude and values necessary for harmonious living, and developed skills of critical thinking, inquiry and problem-solving in the students (Green, 1989; Gollnick & Chinn, 2002).

Multicultural education teaching techniques is built on values of consensus building, respect, and fostering cultural pluralism within pluralized societies (Wilson, 2012). Aydin (2013) states that the goal of Multicultural education is to consider the ethnic, cultural, religious and racial differences of students and using it to contribute to the knowledge, skills and behaviours of students. One of the major issues facing Multicultural education is how to provide fair education for students and as well achieve social justice (Gordon, 1999). Therefore, for an educational system to be seen to be fair, it must consider the perspectives of the students from different diversities (Banks, 1988). If we are to teach towards social justice therefore, there is the need for the teacher to understand the culture, race and cultural diversity of the students' which will help him to develop social action skills and an understanding of the evidence of individual and institutional prejudice (Nieto, 1996).

Researches on methods of teaching Multicultural education within our schools remain inconclusive and this serves as one of the speculations for this study. Banks (1996) advocates transformative knowledge within the classroom affirming that for students to understand diversity they must be taught to look at events from many perspectives. Multiple perspectives as stated by Warren (2007) is an approach in education which focuses on the development of consciousness on looking at issues with new and improved perspectives which goes beyond already established local prejudice. Warren further stresses that multiple perspective encourages consideration of others and development of critical thinking skills.

One of the challenges that the developers of the new curriculum always encountered is to determine how the content and learning resources will include all perspectives. However, this may not be possible, thus this makes the development of a multiple perspectives approach becoming important so as to give students opportunity to see issues from different multiple perspectives (Warren, 2007). Since it would not be reasonable to expect learners to have adequate knowledge of all of the perspectives in an increasingly diverse society of the world, learners must be encouraged to develop the cognitive abilities, attitudes and values to recognize and appreciate multiple perspectives. Multiple perspective engagement requires an approach that is founded upon skills of critical thinking, inquiry and problem solving so as to help the students understand and appreciate the perspectives, if we will developed in the students the consciousness of demonstrating empathy.

However, principle of Multicultural education is not only limited to equity techniques as the only way to solve the problems created by the acculturation perspectives. Also, increasing interrelationship among all ethnic groups in Nigerian and with the recent challenges face by the country which are related to ethnic associated, loss of hope in Nigeria by the youths, agitation for resource control and restructuring and terrorism, our educational systems needs to embrace the global views of Multicultural education, if we are to move beyond current challenges and

continue to live as one and indivisible nation and tolerate each other diverse views on issues in a pluralistic society. Critical Multicultural education must address issues like assessment and discipline policies since they are often unfair to student who come from a minority background. Social Studies curricula and resources, and in education in general, have tends to emphasize one perspective at the expense of others. Though, from the perspective of the 'winner', conventional approaches of teaching history have ignored and marginalized the ideas, contributions and perspectives of 'the other'. The inclusion of a diversity of experiences and perspectives is viewed as central to the development of active and responsible citizens in a democratic and pluralistic society. The inconclusive nature of research on the appropriate methods of teaching Multicultural education has raised speculations for the use of multiple perspectives as a strategy in enhancing learning outcome in Multicultural education among junior secondary schools students in this study. While some experts routed for direct instruction others advocates transformative knowledge within the classroom affirming that for students to understand diversity they must be taught to look at events from many perspectives. The fact that the potentialities of multiple perspectives have been found in other academic fields, makes the researcher proposes for its usage in Multicultural education and to determine whether the multiple perspectives strategies can achieve the same results in Multicultural education aspect of social studies and in Nigerian society.

Hypotheses

The following hypotheses are tested at 0.05 alpha level

$H_0 1$: There is no significant difference in the mean post-test achievement scores of students exposed to Multicultural education under different instructional strategies.

$H_0 2$: There is no significant difference in the mean post-test achievement scores of students exposed to Multicultural education under different instructional strategies based on ethnicity.

$H_0 3$: There is no significant interaction effect of the treatment and ethnicity on the post-test mean achievement scores of students in Multicultural education outcome.

Methods

The study adopts a quasi-experimental, involving one experimental group and one control group using pre-test, treatment and post-test design. The subjects for the study comprised of Army Day Secondary School, Alamala, Abeokuta and Army Day Secondary School, Owode-Yewa. A purposive sampling technique was used in selecting the institutions for the study and self-selecting sampling procedure was used in selecting the subjects. The researcher made use of 187 Junior secondary school two students. The student's age rang's from 11 to 14years old. from which 91 students were selected from Army Day Secondary School, Alamala, Abeokuta and 96 students selected from Army Day Secondary School, Owode-Yewa using ethnic affinity as inclusive criteria. The participants in Army Day Secondary School, Alamala, Abeokuta were exposed to Multiple perspectives strategies while the participants in Army Day Secondary School, Owode-Yewa were used as the control group and they were exposed to conventional strategy.

Two instruments were used, namely, Multiple Perspectives Instructional Package (MPIP) and Multicultural Achievement Test (MAT). MPIP and CMIP are teaching materials used to expose the students to Multicultural education, while (MAT) is the assessment instrument. The procedural instruments focused on the topics selected from the key concepts of Multicultural education related issues. To establish the contents and face validity of this instruments copies were given to some experts in the field of education. This was to ascertain the suitability of the instrument in terms of language, presentation, clarity and applicability. Based on the experts observations necessary modifications were made. Also, a field trial of the instruments was carried out on a randomly selected 35 JSS two social studies students that did not take part in the main study. The reliability

index was calculated using split half the value was achieved at the 0.81 reliability level. The programme was run for eight weeks. On the first week of the programme, a pre-test was conducted for the students on the selected themes from multicultural/social studies education-related areas to know their entry level. After the pre-test, the subjects in the experimental groups were exposed to six weeks interactive sessions during which they were taught topics related to Culture, Ethnicity, Inter group - Marriages. Each session lasted for 40 minutes per day and this consisted of presentations by the researcher and activities by the learners, while the participants' subjects in the control group were also exposed to the selected topics for three weeks using conventional method. This was followed by the post-test given and administered on the learner by the researcher. The multiple perspectives lessons were designed using fishbowl teaching and learning procedure. They are done in step by step interactive manner, as contained below. The procedure takes the following patterns: selecting a topic for the fishbowl; setting up the room; student's preparation; teacher structure the discussion and rules of discussion and debriefing the fishbowl discussion.

Results

H_{01}: There is no significant difference in the mean post-test achievement scores of students exposed to Multicultural education under the different treatment conditions.

Table 1: Summary of the Analysis of Covariance Test on Students' Achievement Score in Multicultural Education According to Teaching Strategies and Ethnicity

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1534.745[a]	6	255.791	18.960	.000
Intercept	2969.461	1	2969.461	220.101	.000
Pretest	28.413	1	28.413	2.106	.148
Strategies	1378.294	1	1378.294	102.161	.000
Ethinicity	2.505	2	1.253	.093	.911
Strategies * Ethinicity	40.283	2	20.142	1.493	.227
Error	2428.442	180	13.491		
Total	70335.000	187			
Corrected Total	3963.187	186			

R Squared = .387 (Adjusted R Squared = .367)

Table 1 presents the result of the main and interaction effects of treatment and ethnicity on the students achievement in civic education at .05 significance. The table shows that there were significant main effects of instructional strategy ($F_{(2,180)}$ = .000, P < 0.05) on the mean post test achievement scores of the students exposed to Multicultural education. Hence, the null hypothesis one (H_{01}) is rejected.

H_{02}: There is no significant difference in the mean post-test achievement scores of students exposed to Multicultural education under different treatment conditions base on ethnicity.

The result in table 4.7 revealed no significant main effect of ethnicity on the students' post-test achievement scores in Multicultural education ($F_{(2,180)}$ = .755, P > 0.05). This outcome implies that the post-test mean achievement scores of students based on ethnicity are not significantly different at the .05 significant level. Hence, null hypothesis two cannot be rejected.

Ho3: The result of the 2-way interaction effect in table 4.7 revealed a significance interaction effect of treatment and

ethnicity on the students' achievement scores in Multicultural education ($F_{(2,180)}$=0.69, P > 0.05). This result implies that there is no significant combined influence of the teaching strategies and ethnicity of the students on their achievement scores in Multicultural education concepts. Hence, the null hypothesis three cannot be rejected.

Discussions

On the influence of the teaching strategies on the knowledge of students exposed to different teaching conditions, the findings from the descriptive statistics revealed that the post-test mean scores was higher in the multiple perspective groups than the conventional method groups. The highest influence of multiple perspectives with its potential in improving students understanding and participation in cultural related issues. The result of this study seem to confirm the findings Clark and Gorski, 2002; Cushner, McClelland, and Stafford, 2000 who stressed that Multicultural education enhance the development of creative problem-solving skills in the students. In addition, result of the descriptive statistics showed the pattern of performance of students scores based on ethnicity. The post –test scores showed that the three regions recorded mean gain scores with the northerners haven the highest mean gain scores. Also, the level of performance within the three group rose above the pre-test scores across the three groups. This supported the work of Bank (1987) who states that Multicultural education have the potentials of regenerating vitality of society and encourages development of understanding among different cultures.

The findings from the Analysis of co-variance revealed a significant main effect of instructional strategies on students learning outcomes in Multicultural education. The result of this study seems to confirm the findings Sleeter and Grant (1999) and Warren,(2007) who discovered significant effects of innovative methods over conventional methods in their studies. However, this result run in contrary to the findings of Adetoro (2014) who

found no significant difference in the performance of students in peace education aspect of social studies.

Conclusion

The study examines the effects of multiple perspectives on the learning outcomes in Multicultural education among junior secondary school students in Ogun State. A significant main effect of multiple perspectives on students learning outcomes in Multicultural education was recorded. This showed that multiple perspectives have the potentials of improving the learning come of students in multicultural education.

Recommendations

Multiple perspective is more efficient and effective than conventional method in acquisition of Multicultural education and in developing positive attitude towards cultural differences. Hence, the employment of multiple perspective is strongly recommended for the teaching of Multicultural education. Teachers and pre-service teachers need to be familiarize with the use of these strategies through workshop and seminars. Curriculum planners and other implementation agencies should begin to popularize multiple perspective strategies in Nigeria.

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