

PARADIGM SHIFT TOWARD COLLABORATIVE LEARNING IN IMPLEMENTATION OF SECONDARY SCHOOLS CURRICULUM IN KATSINA STATE, NIGERIA

Muhammad Bawale

Department of educational Foundations
Faculty of education, Federal University Dutsin-Ma

Abstract

The study investigated paradigm shift towards collaborative learning in implementation of secondary schools curriculum in Dutsinma Local Government Area Katsina State. The study was conducted using descriptive survey design. The population of the study comprised of three hundred and twenty five (325) teachers in the five public secondary schools. Sample of ninety nine (99) teachers were selected from the entire population using purposive sampling technique. A researcher designed questionnaire was used for data collection. Two hypotheses were formulated for the study and tested using chi-square statistics at 0.05 level of significance. The study revealed that there was significant difference. In the opinion of secondary schools teachers on their knowledge of collaborative learning base on gender. The study revealed that the attitude of secondary school teachers towards implementation of school curriculum using collaborative learning was negative. The study recommended that: the ministry of education and head of schools should ensure that teachers implement the use of collaborative learning and strictly practice it in the school in order to improve the teaching and learning skills in Nigeria schools. Debates among students should constantly be organized to improve learners' communication skills in English.

Key Words: Collaborative; Curriculum; Implementation; Learning; Paradigm.

Introduction

Many strategies were used to ensure that learning experiences are imparted into learners, in order to bring permanent changes in their behaviors. This is not unconnected with the fact that the desire of educationalist is to make learners attain self reliance and also become problem solvers base on the units of instructions they are exposed to. If learners are to attain self reliance and also be responsible for their action, there is the need for them to have major stake in what they learn. It is against this backdrop that there has been a paradigm shift from strategies of teaching that are teacher centre to that of student centre. One of such strategies is collaborative learning otherwise known as cooperative learning which places learners in the centre of learning activities. In this situation, learners are principal actors in the theatre of learning while the teacher remains a moderator or a facilitator in the process of teaching and learning

PAGE 1

(Balley, 2016). In a lesson where collaborative learning is used in imparting knowledge, learner's full participation is required to cooperatively work in manipulation of learnt skills or demonstration of knowledge acquired in practical terms (Ayaduray, 2017). Collaborative learning requires pragmatic approaches in its usage hence every effort geared towards its application has to be practical in nature.

The term paradigm refers to model or patterns in which a particular thing is done and ability to have a clear understanding about it by rising questions concerning such a situation, building links and generating predictions (Ausubel, 2018).

Generally speaking, there are major components that characterize a paradigm shift from teacher centered to learner centered teaching and learning situations. These components can be deduced as: greater attention is focused on the role of learners rather than the external stimuli learners are receiving from their environment, thus, the centre of attention shifted from teacher to student. This shift is generally known as the move from teacher centered instruction to learner-centered instruction, which places emphasis on learning process rather than on the products that learners produce.

Okam (2014) subscribes that curriculum is an "all embracing concept which implies a subject matter, content area, a disciple being rendered by an authority or teacher within the framework of classroom in a school system, in order to achieve predetermined objectives ". Curriculum is a series of planned and unplanned learning activities which a child is exposed to in the course of his development, the aim of which makes him fully develop his potentials so as to function effectively in the community. Okeke (2019).

It is crucial to acknowledge that a worthwhile curriculum is an engine that drives societies. For it determines the type of people society wants to have, the type of life / culture and the type of society people want evolve and sustain (Williamson and Sarah, 2019). New technologies invariably excite a creative explosion of new ideas for ways of doing teaching and learning, although the technologies themselves are rarely designed with teaching and learning in mind. To get the best from them for education we need to start with the requirements of education, in terms of both learners' and teachers' needs. The argument put forward in this paper is to use what we know about what it takes to learn, and build this into a pedagogical framework with which to challenge digital technologies to deliver a genuinely enhanced learning experience.

The paper is therefore an attempt to investigate classroom teachers' knowledge and use of collaborative learning in implementation of secondary school curriculum in Katsina State, Nigeria.

Statement of problem

Today, as the educational sector is faced with series of changes and reforms, it is good to reflect on matters concerning collaborative learning in dissemination of knowledge

due to its nature. Numerous teaching strategies have been developed to accommodate the needs of the students. One of these strategies involves the use of collaborations in teaching and learning (Barau, 2013).

The problem of lack of awareness towards the use of collaborative learning is increasing in Nigeria as it cuts across the secondary and tertiary institutions. Many researchers conducted research on collaborative learning but not similar to this.

The study therefore seeks to examine paradigm shift towards collaborative learning in implementation of secondary school curriculum so as to promote the integrity of school certificates.

Literature Review

In application of collaborative learning in implementation of school curriculum, various techniques have been adopted. They all agreed that the techniques adopted have to be student centered and will require them collaborating in carrying out learning activities in the lesson. Below are some of the techniques put forward for usage in collaborative learning.

Learner autonomy: To exercise learner autonomy, learners need to have opportunity to make choices regarding the nature of curriculum that is defused in the school as this would make them feel responsible for their own learning (Crookes, 2018). Learner autonomy involves learners being aware of their own ways of learning, so as to utilize their strengths and weaknesses. Intrinsic motivation plays a central role in learner autonomy. The teacher no longer shoulders the entire burden of running the classroom. A form of democratization takes place with students taking on more rights and responsibilities for their own learning as they work together to solve a particular problem (Voght, 2020).

The concept of learner autonomy fits in collaborative learning as it emphasizes the role of the learner rather than the role of the teacher. It focuses on the process rather than the product and encourages students to develop their own purposes for learning and to see learning as a lifelong process. Learner autonomy is sometimes misunderstood as referring to only learners being able to work alone. However it could be observed that by collaborating with their peers, learners have moved away from dependence on the teacher to collaborating in their learning activities. Group activities help students harness that power and by so doing they build their pool of learning resources because they can receive assistance from peers, not just from the teacher.

According to (Bamford, 2018) students can collectively choose reading materials that match their own interests and level of proficiency. If they begin to read a material and later find out that it does not appeal to their interest and proficiency they can switch it

to another one. It is believe that extensive reading could aid students in developing interest and appreciating the knowledge so gained from the material they have read. Self assessment serves as another technique that could be used for students to develop their autonomy in learning. The idea is for learners to develop their own internal criteria for the quality of their work, rather than being dependent on external evaluation often by the teacher, as the sole judge for their strength and weaknesses. Developing these internal criteria enables learners to make informed decisions about how to move their learning forward. With self assessment, students no longer have to wait for the teacher to tell them how well they are doing and what they need to do next. They can do this by initiating evaluation strategies such as constructive criticism. The teacher remains generally the more knowledgeable and experienced person in the classroom, but the goal is for students to move forward and perhaps even beyond the teacher's level of evaluation (Chamot, 2018).

Cooperative Learning: Cooperative learning also known as collaborative learning consists of a range of concepts and techniques for enhancing the value of students to student interjection. In other words rather than teacher just asking students to work together and hoping all goes well, cooperative learning offers teachers ideas for helping group activities succeed. A teacher may device various activities that could encourage group activities among learners in the process of teaching and learning. For cooperative learning to be successful a number of issues must be addressed. One of these issues is the teaching of collaborative skills, such as disagreeing politely, constructive criticism, asking for help and giving examples and explanations to students that term to encourage cooperative learning may help them accustomed to working with others for achievement of academic tasks (Crookes, 2018). Thus cooperative learning activities need to be developed and encouraged in lessons where collaborative learning is employed (Liang, 2018). Another means of employing cooperative learning is to foster an atmosphere in which cooperation acts not just as a technique but also a topic for learning and value embraced in the learning activities (Sapon-Shevin, 2019). Students may be asked to write a composition about the times that they or people whom they interacted with had collaborated with others which brought positive results

Purpose of the Study:

The General purpose of the study was to identify the paradigm shift towards collaborative learning in implementation of secondary schools curriculum in Katsina State. Specifically the study seeks to:

3. Identify the difference between secondary school teachers on their knowledge of collaborative learning based on gender.
4. Identify the difference between the secondary teachers on their attitudes towards implementation of school curriculum using collaborative strategy of teaching based on experience.

Research Questions

The following research questions guided the study:

1. Is there significant difference between secondary schools teachers on their knowledge of collaborative learning based on gender?
2. Is there significant difference between the secondary teachers on their attitude towards implementation of school curriculum using collaborative teaching based on experience?

Hypotheses

The following hypotheses will be tested for the study:

HO₁: There is no significant difference between secondary schools teachers on their knowledge of collaborative learning based on gender.

HO₂: There is no significant difference between the secondary teachers on their attitude towards implementation of school curriculum using collaborative teaching based on experience.

Methodology

The study will adopt descriptive survey research design. This is the fact that survey research tries to determine the status of phenomena under investigation. It involves collecting numerical data to answer questions concerning “the vital facts of people and their beliefs, opinions, attitudes, motivations and behaviours” (Kerlinger as cited in Evans, 2012).

The population for the study comprised of all the 325 teachers in the five public secondary schools in Dutsinma local Government area in Katsina State. The schools include; Government Pilot secondary school, Government science secondary school, Government Girls Day Secondary School, Government Girls Day Arabic Secondary school and community Day Secondary School.

The sample size of the study will comprise of 99 teachers in the two (2) selected secondary schools in Dutsinma local Government. The schools are Government science secondary school with fifty (50) teachers and Government girls day Arabic secondary school with forty nine (49) teachers. The selection will be guided by Krejcie and Morgan, (2006) maintained that a population beginning from 300 to 400 would require the use of 99 as sample.

The researcher used purposive sampling technique in selection of both the two (2) secondary schools with intact classes and random sampling technique in selecting the 99 teachers therein for the study. The study will use a researcher designed questionnaire titled ‘Questionnaire for participants in implementation of secondary schools curriculum (QPISSC)’. It will developed by the researcher to elicit information from the sample population. Moderated four (4) Likert – Type rating Scale, SA = Strongly

Agree (four points); A =Agree (three points); D = Disagree (two points) and SD = Strongly Disagree (one point) will be use to score the responses to positive items, while reverse will be the case in scoring negative worded items on the questionnaire.

The researcher will sought the permission of school principals in administration of questionnaire. With the help of research assistance, the questions will be administered and collected within a defined period.

Hypotheses Testing

H0₁ There is no significant difference among secondary school teachers on the knowledge of collaborative learning base on gender.

Table 1 teacher’s knowledge on collaborative learning

Gender	chi cal	chi-crit	Dif	P
Male	26.04	1.14	0.05	1 0.00
Female	19.483	1.139	0.05	1 0.00

Table 1 showed that the chi-square calculated of the responses by the male teachers is greater than the chi- square critical (26.043 > 1.141), at 0.05 level of significance. Similarly, the responses of female teachers presented in the table above indicated that the chi-square calculated is greater than chi-square critical (19.483 > 1.139), at 0.05 level of significance. Based on the foregoing, the null hypothesis states that there is no significant difference on the knowledge of secondary teachers on collaborative learning based on gender is rejected.

H0₂: There is no significant difference in the attitude of secondary school teachers towards implementation of school curriculum using collaborative teaching base on experience.

Table 2 attitude of teachers toward implementation of school curriculum using collaborative teaching

Experience	Chi-cal	Chi-crit	Level of Sigf	Df	P
One-five yrs	24.149	1.188	0.05	1	0.00
Five-ten yrs	17.393	1.222	0.05	1	0.00

Table 2 showed that the chi-square calculated of the responses by the teachers who have one to five years working is greater than the chi-square critical ($24.149 > 1.141$), at 0.05 level of significance. Similarly, the responses of teachers with five to ten years working experience presented in the table above indicated that the chi-square calculated is greater than chi-square critical ($17.393 > 1.222$), at 0.05 level of significance. As such the null hypothesis is rejected.

Findings

This study analyzed the effect of collaborative learning in implementation of secondary schools curriculum in Katsina State, Nigeria.

The finding revealed that there is no significant difference between secondary schools teachers on their knowledge of collaborative learning base on gender.

Similarly, there is no significant difference between the secondary schools teachers on their attitude towards implementation of school curriculum using collaborative teaching base on experience.

The study therefore revealed that the result of hypothesis one has significant difference in the option of secondary schools teachers on the knowledge of collaborative learning base on gender. The result of hypothesis two also revealed that there is significant difference in the attitude of secondary schools teachers towards implementation of school curriculum using collaborative teaching base on experience.

Discussion

Collaborative learning is one of the aspects of learning that accounts for a paradigm shift in the process of and learning in school system. As with learner autonomy, the use of group activities places students at the centre of attention, offering them means of having more rights and taking responsibilities of their own learning. The process is also enhanced as students interact with one another by discussing the methods used in arriving at a solution to a particular problem. Additionally, collaborative learning acknowledges the place of affect in education, highlighting the importance of positive interdependence, the feeling among group members that the group sinks or swims together. Positive interdependence helps students feel support and belonging at the same time that they are motivated to try hard to assist the group in reaching its goals. To establish cooperation as a value the class can look at what processes in the school, such as norm-referenced evaluation and in society such as contests with only one winner, promote competition as a value. The class also think about how to establish a better balance between competition and cooperation, e.g. by students working in groups to do service learning projects in their communities. Indeed, project work to be discussed further as one implication of another of the changes flowing from the paradigm shift is becoming increasingly common in education. Projects such as those involving service learning, offer students an opportunity to break down the artificial walls that often separate students from the wider world.

Recommendations

Base on the findings of the study, the following were therefore recommended;

8. The Ministry of Education and head of schools should ensure that teachers implement the use of collaborative learning and strictly practice it in the school in order to improve the teaching and learning skills in Nigeria schools.
9. Teachers should improvise instructional materials that will aid students in order to improve in their interaction.
10. Modern system of teaching should be adopted in the schools to improve learning.
11. Debates among students should constantly be organized to improve learners spoken English.
12. Government should employ more qualified teachers to teach in secondary schools.
13. Training and re-training should be organized for teachers to improve their communication skills.
14. Government and teachers should help to develop a positive attitude towards English language particularly as it is official language in school.

References

- Ayaduray, J, & Jacobs, G.M. (2017). Can learner strategy Instruction Succeed? The case of higher order questions and elaborated responses.
- Bailey, K.M & Nunan, D. (Eds) (2016). Voices from the language classroom. New York Cambridge University press.
- Bejarano, Y., Levine, t. (2017). The Skilled use of interaction strategies: Creating a framework for Improved small-group communicative interaction.
- Brinton, D.M. (2019). Content – based second language instruction. New York: Newbury House.
- Brown, H. D (2014). Principles of language learning and teaching (3rd ed.). Upper saddle river, NJ: Practice Hall Regents.
- Chamot, A.U & O'Malley, J.M (2014): The CALLA Handbook: Implementing the cognitive Academic Learning Approach. Reading, MA: Addison-Wesley.
- Cheng, W. & Warren, M. (2016). Hong kong students' attitudes toward peer assessment in English Language Courses. Asian Journal of English Language Teaching, 6, 61 – 75.
- Christison, M.A. (2016). Teaching and Learning languages through multiple Inteeigences.

- Crookes, G. & Lehrer, A (2018). Aspects of process in a critical pedagogy teacher education course.
- Csikszentmihalyi, M. (2020). Flow: The psychology of optimal experience. New York: Harper & Row.
- Deller, S. (2020). Lessons from the learner: Student – generated activities. London: Longman.
- Freeman, D. (2019). Teacher training, development and decision making: A model of teaching and related strategies. TESOL Quarterly, 23,27,45.
- Fullan, M. G, Benette, C. (2009). Linking Classroom and School Improvement. Educational Leadership, 47(8).
- Goodman, K. goodman, Y. and Hood, W. (2019). The whole language evaluation book. Portsmouth, N.H: Heinemann.
- Halpern, D.F. (2017). Critical thinking across the Curriculum. Mahwah, NJ: Lawrence Erlbaum.
- Johnson, D.W. & Johnson, R.T (2014). Learning together and alone (4th ed.). Boston: Allyn and Bacon.
- Kagan, S. (2014). Cooperative learning. San clement CA: kagan Publications.
- Kinsley, C.W & Mcpherson, K. (eds) (2015). Enriching the curriculum through service learning. Alexandria, VA: Association of supervision and curriculum Development.
- Liang, X, Mohan, B.A. (2018). Issues of cooperative learning in classes: A literature review. Canada Journal 15 (2).
- Macano, E. (2017). Collaborative Learning and autonomy. Clevedon, Avon:
- Marchant, C. (2012). Radical ecology: The search for a livable world. New York: Routledge.
- Paul, R. W. (2015). Critical thinking: How to prepare students for a rapidly changing world. Santa Rosa, CA: Foundation for critical thinking.

Sapon – Shevin, M. (2019). Because we can change the world: A practical guide to bulding cooperative, inclusive classroom communities. Boston: Allyn and Bacon.

Voght, G. M. (2020). New paradigm for higher education in the twenty first century. 269p.

Vygotsky, L.S (2018). Mind in society (ed. By M. coloe, V. John-steiner, S. Scribner and E. Souberiman). Cambridge M.A. Harvard University press.

Van Lier, L. (2016). Interaction in the language Curriculum: Awareness, autonomy & authenticity. London. Longman.