

ENHANCING STUDENTS' ACHIEVEMENT IN ELECTION CONTENTS AMONG SENIOR SECONDARY SCHOOL GOVERNMENT THROUGH MASTERY LEARNING AND CONSTRUCTIVIST INSTRUCTIONAL MODELS

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Abstract

This study investigated the effect of mastery learning and 5Es constructivist-based instructional models on senior secondary school students' achievement in election contents of Government subject. The design of the study is a quasi-experimental non-equivalent group research design. The population of the study comprised 9,345 SSII students who offer Government subject. The sample size for this study is 90 SSII students. The instrument for data collection comprised an achievement test developed by the researcher titled "Government Achievement Test" (GAT). The research questions were answered using mean and standard deviation. The hypotheses were tested using analysis of covariance (ANCOVA) at a 0.05 level of significance. The result showed that the 5Es constructivist enhanced students' achievement more than the mastery model and conventional method. And that the 5Es constructivist instructional model enhanced male and female students' achievement more than the mastery learning model. Based on the findings of this study it was recommended that Government teachers should utilise 5Es constructivist-based instructional model for enhancing students' achievement and closing the gap between male and female students.

Keywords: Government subject, election contents, students, mastery instructional approach, 5Es Instructional Approach

Introduction

Election is considered extremely important to the processes of democratization and democracy consolidation since they are the observable yardstick needed to evaluate citizens' political participation. Fagunwa (2016) emphasized that democracy cannot stand without a free and fair election deeply rooted in the mass participation of people in a given country. This implies that election is one most necessary steps towards democracy. Heywood (2013) stressed that an election is a mechanism by which individuals and groups of great political desire are designated in public office to account and to be forced to introduce policies that reflect public opinion. In practice, elections raise essential concerns such as the public offices subjected to the elections, the qualification of voters and the political candidates, the casting of votes and finally the competence of the election process as governed by fair and free principles (Bacud, 2017).

Government as a subject plays an important role in contemporary Nigerian society, especially concerning the understanding of election and electoral processes in a democratic setting. The knowledge of Government lays a strong foundation for

students' understanding of the dynamics of the Nigerian political system and socio-political situation as well as avails them the opportunity to understand the sophisticated workings of their political system, thereby placing the students in a vantage position to participate fully in the decision-making processes in their adult life (Ogijawa & Udo, 2015). Therefore, promoting students' achievement in Government at the secondary school level directly affects students' active engagement in election-related activities.

Students' achievement in Government refers to their scholastic standings concerning the standard goal or set-up objective. Achievement is an act of achieving a result gained by efforts, the quality and quantity of students' work (Britus, 2014). Britus further stated that academic achievement is a measure of knowledge gained through the educational process, usually indicated by test scores, grade point averages and degrees. Academic achievement concerns students' performance on a standard measurement such as a performance test, a skill test and an analytical thinking test (Nneji, 2013).

Poor achievement of students in the Government subject is evidenced in the Chief Examiner of WAEC report (2019), where it has been demonstrated that students failed to understand the demand of the questions related to the election concept, which led to poor performance of students in Government. Furthermore, in the Nsukka Education zone, data from the Post Primary School Management Board, Nsukka zone ([PPSMB], 2022) emphasized that students' achievement in Government in West African Examinations Council (WAEC) is on the decline in . The statistics from the sampled results showed that in 2018, 13.9% scored "A", in 2019, 71% scored "A", in 2020, 31% scored "A", while in 2021, 30% scored "A" respectively. This analysis shows that apart from 2019, students' performance in other years has been poor. These concerning trends prompted the researcher to explore how the 5Es (Engage, Explore, Explain, Elaborate, and Evaluate) constructivist instructional and mastery models could improve students' understanding of election-related topics in Government.

5Es teaching cycle requires the students to do more than just report on a topic but, go beyond the simple memorization of facts and regurgitation of information to the realm of creating new and deeper understanding (O'Brien, 2013). Each of the 5Es describes a phase of learning and each phase begins with the letter "E": Engage, Explore, Explain, Elaborate and Evaluate (Ajaja & Eravwoke, 2012). According to Ajaja and Eravwoke (2012) engagement is to pique students' interest and get them personally involved in the lesson; exploring ensures that students are involved in the topic thereby providing them with a chance to build their understanding, offers students with the opportunity to begin to communicate what they have learned and be able to explain their ideas. In addition, elaboration ensures that students are allowed to use their new knowledge and continue to explore its implications, while evaluation ensures that students and teachers determine how much learning and understanding has taken place.

5Es model allows students and teachers to experience common activities, to use and build on prior knowledge and experience, to construct meaning and to continually assess their understanding of a concept. Some empirical evidence has revealed that the 5Es teaching model could enhance students' achievement. Researchers like Ezeamagu (2012) revealed that the 5Es model was more effective than other teaching models in enhancing students' performance and retention in mathematics. Similarly,

Tagbo (2014) revealed that the 5Es constructivist instructional approach was superior to a conventional instructional method (lecture) in facilitating students' achievement and attitude to chemistry. Based on these empirical findings, it does appear that the 5Es instructional constructivist-teaching model might enhance students' achievement towards the learning of election-related content in Government subject. However, the current study will focus on the extent to which the 5Es instructional model of the constructivist approach and mastery model would enhance students' achievement to election-related content in Government.

The mastery learning model has been defined by scholars in different perspectives. According to Wambugu and Changeiywo (2008), the Mastery Learning Model is an instructional model that provides students with unlimited opportunities to demonstrate mastery of content taught by breaking down the subject matter to be learned in units, each with its objectives and assessment. In other words, students are assessed when a particular unit is completed and some whose scores are below the mastery percentage would be given more opportunity to attain the mastery. Kazu, Kazu, and Ozdemir (2015) see the mastery learning model as a model of learning that enables students to learn at their own pace and capacity till they reach the ultimate goal of the unit of the lesson. This implies that students work at their own pace through the corrective measures by the teacher when they cannot reach the stipulated mastery on the first attempt.

To apply mastery learning, Aviles as cited in Rana (2017) outlined some steps which include defining mastery, planning, motivating and clarification. Defining mastery; this first step involves deciding what students will learn, from the curriculum, designing diagnostic tests and deciding on the instructional units that cover two weeks with specific objectives. The second step involves planning to illustrate the subject of each unit and how to attach the student care, developing the steps of the students' feedback that will be used for the test after each unit, deciding the mastery level (75% to 80%) and developing alternative tests. The third step involves motivating students and creating awareness of the objectives of the lesson, the teacher illustrates the contents of the first unit of the lesson using a conventional method and moves to illustrate the mistakes and finally, the teacher allows the students to master the learning opportunities through exercising extra work and diagnosing the learning difficulties. The final step involves teachers' clarification of certain degrees, which must be reached for them to reach mastery. The teacher could classify them using A, B, C, and D. Based on these stipulated steps, the mastery-teaching model could enhance students' achievement and attitude towards election-related content in Government subjects.

Some researchers have affirmed the effectiveness of the instruction model on students' achievement in other subjects. Through corrective and re-assessment techniques of mastery learning, Damavandi and Shekari (2010) indicated that mastery learning offers students multiple opportunities to achieve success, leading to increased self-confidence and improved readiness to learn. Rani (2014) stated that the mastery learning model provides a strong modern approach to students' acquisition of knowledge in the learning in the classroom. Moreover, Elaldi (2016) reported that there was a significant difference between post-test scores of the mastery and conventional groups favouring the mastery group in reflective thinking activities of medical students' achievement. Based on these previous researches, Mastery learning could be seen as

a remedial process aimed at bringing students to a level of mastering a concept through involving students in relevant hands-on, frequent assessment and feedback, corrections with emphasis on cues, motivation, allotment of more time on task and reinforcement through assignments (Abakpa, & Iji, 2008; Adeymo & Babajide, 2014). However, these findings are yet to be certified if they will apply to Government students, thus, the need for this study.

Gender is the culturally ascribed attributes of males and females. Gender according to Otamba (2013) is a social characteristic that distinguishes between males and females in the aspect of their behaviours, activities and attitudes. This means that gender refers to the various characteristics assigned to men and women by a given society. Ezeudu and Obi (2013) asserted that gender is a major factor which influences career choice and subject interest of students. Researchers have expressed diverse views about gender and achievement, especially in election-related content. Researchers like Ibrahim (2015) revealed that males and females in all ability groups exposed to the 5E teaching cycle performed equally well and had also no difference in their retention abilities. Again, Chowdhury (2016) found that the Constructivist approach was found equally effective for both boys and girls in improving their achievement towards mathematics. On the contrary, Raheem (2012) found that males performed better than females in mathematics, science and social science while females also did better than males in arts except in Yoruba. Nnamani and Oyibe (2016) found that there was a significant main effect of gender on the mean achievement of secondary school students in Social Studies. Since there are conflicting results on the influence of gender factors on students' achievement the researchers investigated the extent to which 5Es constructivist and mastery-learning models could bridge the gap between male and female students' achievement in election-related content in Government.

This study made significant contributions to the theories guiding this study. The finding of this study showed that 5Es constructivist instruction and mastery are effective in enhancing students' achievement in election-related contents of Government, thereby strengthening the tenets of the theories of mastery learning (Bloom, 1968) and constructivist learning (Vygotsky 1978). Furthermore, students would benefit from the findings of the study if these models are integrated into teaching Government in the sense that it would encourage self-effort in learning among students, which will make them sort solutions themselves and perform better in examinations related to election contents. This would help in the reduction of low rates of voter turnout, and voter and political apathy, and enhance their active participation in political and electoral processes as active citizens. The finding of this study will make a momentous impact on the Sustainable Development Goal (SDG), Goal 4, which promotes inclusive and equitable quality education, and lifelong learning opportunities for all (Monaco, 2024).

Statement of the Problem

Democracy cannot stand without a free and fair election deeply rooted in the mass participation of people in a given country. In other words, the election is one most necessary steps towards democracy. The inclusion of election concepts in the Government curriculum was perhaps to ensure that citizens properly internalize the electoral processes, which manifests in students' achievement in Government subject.

Regrettably, evidence has shown that students' academic achievement in Government is below average (Chief Examiner of WAEC, 2019). Available statistics from the Nsukka education zone have shown that students' achievement has been consistently poor. According to the Chief examiner of the WAEC report, students failed to understand the demand of the questions related to the election concept, which led to poor performance of students in Government. However, empirical evidence has established that 5Es constructivist and mastery learning models could be effective in enhancing students' achievement. Therefore, this study established the extent 5Es constructivist's instructional model and mastery model could enhance students' achievement in election-related content in Government subject as well as close the gap between male and female students' achievement.

Research Questions

The following research questions were posed for the study

1. What are the mean achievement scores of senior secondary school students taught Government using 5Es of constructivist and those taught using mastery models?
2. What is the influence of gender on students' achievement in election concepts using the 5Es of constructivist and mastery learning models?

Hypotheses

The following null hypotheses were formulated, and tested at a 0.05 level of significance.

Ho₁: There is no significant difference in the mean achievement scores of senior secondary school students taught election-related content in Government using 5Es of constructivist and those taught using mastery models .

Ho₂: There is no significant influence of gender in the mean achievement scores of students on election-related content in Government.

Methodology

The design of the study is a quasi-experimental non-equivalent research design, involving two intact experimental groups. This is in line with Matins-Umeh (2009:391) who observed that "quasi-experimental design permits deliberate control and manipulation of the learning conditions to some extent" and Nworgu (2015: 109) who observed that quasi-experimental research design is used "where a random assignment of subjects to experimental groups is not possible and "in this case, intact or pre-existing groups are used". The study was conducted in Nsukka Educational Zone. The choice for this area was based on the fact that student's achievements in Government in the area are poor and the area is one local Government with the largest secondary schools (PPSMB, 2019).

The population of the study is 9,345 SSII co-educational secondary school students that offer Government subject in the education zone in four intact classes in the 2020/2021 session. The sample size for this study is 111 SSII students using a multistage sampling technique. In the first stage, purposive sampling techniques were used to select four co-educational secondary schools, two from urban areas and two from rural areas. The same purposive sampling technique was used to select one class each from the four sampled schools. Simple random sampling involving balloting with

withdrawal and replacement was used to assign the technique of instruction to the four selected classes.

The instruments for data collection comprise an achievement test titled “Government Achievement Test” (GAT) which was developed by the researcher. GAT is made up of two sections, A and B. Section A consists of students’ data while section B, consists of thirty questions on the Government achievement test. Similarly, four lesson plans were also designed based on steps of the instructional model of mastery 5Es constructivist model, mastery models and control group. The Government Achievement Test (GAT) was subjected to face and content validation. The instruments and lesson plans were face-validated by three experts from the University of Nigeria, Nsukka. The corrections and suggestions of the experts were used to fine-tune the current copy of the instruments and lesson plans. The content validity of the GAT was carried out using a test blueprint. The lesson plans also were trial-tested in secondary schools in different educational zones from the area of the study. Two periods each were used for MLM and 5Es. This trial test helped to find out the strengths and weaknesses of the lesson plans as regards the organization and characteristics of the two teaching models. This also served as a revelation during the training of teachers who will implement the lesson plans. The GAT used for this study was pilot-tested and the data generated from the trial test were used to test the internal consistency using the Kuder-Richardson formula 20 (K-R 20). The internal consistency coefficient of 0.802 for GAT was established.

The actual experiment was conducted by the regular Government teachers in each of the sampled schools using lesson plans developed by the researcher for each instructional method. In groups one and two where MLM and 5Es instruction models were used, the teachers taught the students using the models, while in the control group, the teacher taught using a normal lesson plan. The experiment lasted for four weeks. The researcher, to control some extraneous variables took the following steps: Since the randomization of subjects is not possible due to school administrative constraints, one different school was assigned to each of the three groups. The groups consist of: Group 1 (MLM), Group (5Es), and Group 3 (Control). To eliminate the Hawthorn effect by possible students faking when a new teacher is introduced, the regular Government teachers in the sampled schools carried out the actual instructional presentation. To ensure conformity to experimental procedure, experimental conditions and effective implementation, the researcher prepared the lesson plans that were used for the experimental groups. The researcher discussed extensively the lesson plans and experimental conditions with the teachers. Again, the researcher organized microteaching for the teachers to ensure the effectiveness of the experiment. The teachers were briefed to: be familiar with the contents, performance objectives, and activities of students and teachers in teaching and learning the units of instruction. Agree with the researcher as regards the lesson plans prepared by the researcher. Be familiarized with the operational concepts of the study such as the election contents. The training of teachers lasted for one week.

The researcher visited the schools to solicit the cooperation of the school authorities in carrying out the programme. The researcher also explained to them the purpose, the benefits to be derived from the programme and the idea behind the training of Government teachers as research assistants. All the participants signed the

Consent form and they were informed that they could withdraw from the programme at any time. The researcher administered the pre-tests to the participants using the validated GAT and the results were carefully recorded before the treatment session, which lasted for four weeks. The GAT test was reshuffled and re-administered to both the experimental groups as a post-test. This was after four weeks of treatment programme for the experimental groups and control group. The researchers monitored the exercise and then collected the entire answer scripts, scored and generated data which were subjected to statistical analysis.

The research questions were answered using mean and standard deviation. The hypotheses were tested using analysis of covariance (ANCOVA) at a 0.05 level of significance. Alpha level using Statistical Package for Social Sciences (SPSS) computer application. Again, initial group differences were taken care of statistically by using the pre-test scores as a covariate to the post-test scores using analysis of covariance (ANCOVA).

Results

Research Question 1: What are the mean achievement scores of senior secondary school students taught Government using 5Es of constructivist and those taught using mastery models

Table 1: Mean scores and standard deviations of students taught with 5Es of constructivist and mastery models in Government.

Model	No	Mean Pretest	Std deviation	Mean Posttest	Std Deviation	Mean Difference
Mastery	35	10.94	1.37	24.89	2.41	13.95
5Es constructivist	37	11.38	1.30	26.63	1.00	15.25
Conventional method	39	11.06	1.41	15.20	1.80	4.14

Table 1 shows the mean achievement scores of senior secondary students taught Government with mastery learning, 5Es constructivist model, and conventional method. In a class where the mastery model was used, students had a mean achievement score (Mean [M] = 10.94, Standard Deviation [SD] = 1.37) at the pre-test. At the post-test, students had a mean achievement score (M=24.89, SD = 1.37). The table shows the mean gain of 13.95. Similarly, in the class where the 5Es constructivist model was used, students had a mean achievement scores (M = 11.38, SD = 1.30) at pretest. At the post-test, students had a mean achievement scores (M = 26.63, SD = 2.41). Students' exposed to 5Esconstructivist had a mean gain of 15.25. In the Control class where no treatment model was used, students had a mean achievement scores (M = 11.06, SD = 1.41) at the pre-test. At the post-test students had a mean achievement score (M = 15.20, SD = 1.80). Students taught with conventional method had a mean gain of 4.14. The mean gain score of 15.25 for students taught with 5Es is higher than the mean gain score of 13.95 for students taught with the mastery model, and 4.14 for students taught with the normal teaching method. Hence, the 5Es constructivist enhanced students' achievement more than the mastery model in election-related contents in Government while the mastery model enhanced students'

achievement more than the conventional method. However, the post-test standard deviations showed students taught with the mastery model had higher dispersion in their scores around their group mean score compared to their counterparts. In other words, the variability of individual scores was higher in the classroom where the mastery model was utilized compared to the 5Es constructivist and control group.

Hypothesis 1: There is no significant difference in the mean achievement scores of senior secondary school students taught with 5Es of constructivist and mastery models on election-related content in Government.

Table 2: ANCOVA analysis of significant differences in the mean achievement scores

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Remarks
Corrected Model	2754.432 ^a	3	918.144	281.385	.000	
Intercept	685.142	1	685.142	209.977	.000	
Pretest	3.395	1	3.395	1.041	.310	
Method	2730.902	2	1365.451	418.472	.000	Significant
Error	349.135	107	3.263			
Total	59095.000	111				
Corrected Total	3103.568	110				

a. R Squared = .888 (Adjusted R Squared = .884)

In Table 2 analysis of covariance was conducted to compare the mean achievement score of senior secondary school students taught election-related contents in Government with mastery learning and those taught with 5Es constructivist. The Table shows that there was no statistically significant different in the mean achievement scores of the students due to instructional models ($F(111) = 418.472, P = .000 > .05$). This indicates that there was a significant difference in the mean achievement scores of students taught Government with a mastery-learning model, 5Es constructivist model, and conventional method. Therefore, the null hypothesis was rejected while the alternative was accepted.

Table 3: Pairwise Comparisons of Mean Differences

(I) Model	(J) Model	Mean Difference (I-J)	Std. Error	Sig. ^b
Mastery	5Es	-1.680*	.419	.000
	Control group	9.704*	.429	.000
5Es constructivist	mastery	1.680*	.419	.000
	Control group	11.383*	.420	.000
Conventional method	mastery	-9.704*	.429	.000
	5Es Constructive	-11.383*	.420	.000

The data in Table 3 showed the pairwise comparison of mean scores of students' election-related contents in Government using the mastery learning model, 5Es constructivist model, and conventional method. The mean score of students exposed to the mastery model was compared to the 5Es model and conventional method and the result indicated that the mean achievement score of students in the mastery model class was significantly lower than students in the 5Es constructivist model class and higher than students in the conventional method. Similarly, the mean achievement score of students in the 5Es class was compared to students in the mastery and Conventional method and the result indicated mean score of students in the 5Es constructivist class was significantly greater than the mean scores of students in both mastery and conventional method classes. Finally, the mean score of students in the control class was compared to the mean scores of students in mastery and 5Es classes and it was found to be significantly lower.

Research question 2: What is the influence of gender on students' achievement in election concept using 5Es of constructivist and mastery learning models?

Table 4: Mean scores and standard deviations of male and female students' achievement in election concept

Model	No	Male Post-test		Female Post-test	
		Mean	SD	Mean	SD
Mastery	35	24.17	2.50	25.61	2.50
5Es	37	26.61	0.98	26.64	1.05
Conventional method	39	14.73	1.49	15.55	1.96

The data in Table 4 is the mean achievement scores of male and female senior secondary students taught Government with mastery learning, 5Es constructivist model, and conventional method. In a class where the mastery model was used, male students had a mean achievement scores (M = 24.17, SD = 2.50) while female students had a mean achievement score (M= 25.61, SD = 2.50). In addition, in the class where the 5Es constructivist model was used, male students had mean achievement scores (M = 26.61, SD = 0.98) while female students had a mean achievement score (M = 26.64; SD =1.05). Finally, in the conventional class where no treatment was used, male students had a mean achievement scores (M = 14.73, SD = 1.49) while female students had a mean achievement score (M = 15.55, SD = 1.96).

Therefore, the mean scores of male and female students exposed to the 5Es instructional model are more than the mean scores of male and female students exposed to the mastery learning model and conventional group. Hence, the 5Es constructivist instructional model enhanced male and female students' achievement more than the mastery learning model and conventional. The standard deviation of 2.50 for male and female students exposed to mastery learning is higher compared to standard deviation scores of 0.98 for male and 1.05 for female students taught Government with 5Es constructivist as well as 1.49 and 1.96 for conventional method. In

other words, the variability of individual scores was higher in the classroom where the mastery model was utilized compared to the 5Es.

Hypothesis 2: There is no significant influence of gender in the mean achievement scores of students on election-related content in Government.

Table 5: ANCOVA analysis of significant differences in the mean achievement scores of male and female students.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Remarks
Corrected Model	2777.025 ^a	6	462.838	147.408	.000	
Intercept	704.782	1	704.782	224.465	.000	
Pretest Model	1.487	1	1.487	.474	.493	
Model	2714.186	2	1357.093	432.218	.000	
Gender	14.532	1	14.532	4.628	.090	Significant
Model * Gender	9.094	2	4.547	1.448	.240	
Error	326.542	104	3.140			
Total	59095.000	111				
Corrected Total	3103.568	110				

a. R Squared = .895 (Adjusted R Squared = .889)

In Table 5, an analysis of covariance was conducted to compare the mean achievement score of male, and female senior secondary school students taught Government with mastery learning, and those taught with the 5Es constructivist learning model. The Table shows that there was no statistically significant difference in the mean achievement scores of male and female students due to instructional method ($F(111) = 4.628, P = .090 > .05$). This indicates that students' gender does not influence their achievement when exposed to mastery and 5Es constructivist instructional models. Therefore, the null hypothesis, which states that there is no significant influence of gender in the mean achievement scores of students on election-related contents in Government, was accepted while the alternative was rejected.

Discussions

This study revealed that students exposed to the 5Es constructivist learning model achieved higher than students in the mastery model and control group classes in election-related content in Government. This could be attributed to the efficacy of 5E instructional techniques such as engagement, explain, explore, elaborate and evaluate. These techniques of the 5Es instructional model provide students with activities that make them active in carrying out classroom learning activities as well as homework and assignments, which translate to higher achievement. For instance, the engagement technique allows students to actively participate in lesson activities such as discussion, and debate, among others; exploring and explaining provide avenues for students to get

information or ideas from different perspectives and clarify the information using common examples. These activities students engaged in translated to higher achievement since they exposed them to active participation in the learning processes. The difference in mean achievement scores of students due to instructional models was statistically significant. Hence, the gap in mean achievement scores of students exposed to these two instructional models is much. The finding of this study supported the finding of Ezeamagu (2012) who revealed that the 5Es model was more effective than the conventional method of teaching in enhancing pupils' performance and retention in mathematics. Also, the finding of this study is in agreement with the finding of Udeobasi and Nzurike (2014) who revealed that students exposed to the 5Es instructional method achieved higher compared to students exposed to the conventional method.

This study found that the 5Es instructional model enhanced male and female students' achievement more than the mastery learning model and control group. ANCOVA analysis indicates that there was no significant difference in the mean achievement scores of male and female students due to instructional models. The efficacy of the 5Es instructional model in enhancing male and female students could be attributed to the exploration feature of 5Es where students critically examine a unit of instruction to provide a common example of how the concept works or how it can be applied in a particular context. Similarly, explaining and elaborating features of 5Es teaching techniques provide the students the opportunity to express themselves about their prior knowledge and understanding of units of instruction. Hence, the 5Es instructional model engages both male and female students with active learning activities, which translates to equal achievement. The finding of this study is in disagreement with the findings of Mwanda (2016) who revealed that when students are exposed to constructivist instruction, girls learn and perform better in biology than boys. The finding of this study is concomitant with the findings of Daniel (2012) who reported that there was no significant difference in academic achievement of male and female students at the pre-test, post-test and delayed post-test levels respectively.

The findings of this study have practical implications for teachers, students and curriculum planners. This study found that the mastery learning model enhanced students' achievement in election-related contents of Government subjects more than the 5Es constructivist instructional model. This implies that the instructional techniques of the mastery model enhance students' achievement in election-related contents of Government subjects more than 5E instructional techniques. Hence, the model of instruction employed by teachers determines the level of achievement of students in election-related contents of Government.

This study found that male and female students taught Government with the 5Es instructional model achieved higher compared to male and female students taught with the mastery model and conventional method. This implies that instructional techniques of the 5Es instructional model close the gap between the male and female students' achievement in election-related contents of Government at the senior secondary school level. Therefore, the model of instruction determines the wider or closer of male and female students' achievement in election-related content.

This study is the first of its kind to demonstrate the effectiveness of 5Es constructivist and mastery instructional models in enhancing the achievements of senior

secondary school students in election-related content in Government subjects. It has been proven that the mastery model is more impactful in enhancing students' achievements while the 5Es instructional model is more efficacious in bridging the gap between male and female students' achievement than the mastery model. Furthermore, this study has some limitations. For instance, this study involved classroom teaching, limited sample was used for the study; hence, the generalizability of the findings to all students may be hampered. However, these hindrances did not invalidate the result of the findings as it has made some useful contributions to knowledge in education in general and teaching and learning of Government in particular.

Conclusion

This study has established that mastery learning and the 5Es instructional model are effective in enhancing students' achievement in election-related content in Government subjects at senior secondary schools. Specifically, this study has established also that the 5Es constructivist instructional model has been proven more effective in enhancing students' achievement in election-related content in Government. These two models are gender friendly as they enhance both male and female students' achievement in Government subjects. As a result, we recommend that secondary school Government teachers utilize the 5Es instructional model to enhance students' achievement in election-related content in Government subjects. Further studies can be done on the effectiveness of 5E instructional and mastery learning models on students' motivation, interest, and efficacy.

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