

Effects Integrating Personalized Learning Environment On Students' Achievement in Social Studies in Secondary Schools in Imo State.

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ABSTARCT: *This study is aimed at determining the effects integrating Personalized Learning Environment on students' achievement in social studies in secondary schools in Imo State, Nigeria. A Quasi-experimental research design with non-equivalent intact groups, pre-test and post- test was adopted in this study. The population of the study comprised the entire Upper Basic(Junior Secondary School) students of 94,963 with 47,481 male and 48,481 female in the 68 secondary schools in Owerri Zone 1 of Imo State. Purposive sampling technique was used as the sample techniques. 39 Jss 2 students (19 male and 20 female) in one school were in treatment one (personalised learning environment) group, while 43 Jss 2 students (21 male and 22 female) in the school were in treatment two (lecture method) group. The instrument for data collection was Researcher Made Social Studies Achievement Test (RMSSAT). The items in the instrument were subjected to content and face validation by five specialists, three specialists from Educational Measurement and Evaluation and two from Educational technology. The reliability of the research instrument was established using Kuder-Richardson (K-20) and this gave a reliability coefficient of 0.86. Mean and standard deviation were used to answer the research questions while the hypotheses were tested using Analysis of Covariance (ANCOVA) F- test statistics at 0.05 level of significance was used to interpret the result. From data analysed, the findings from study are: Personal Learning environment is effective in the improvement of*

students' academic achievement and also revealed that personal learning is more effective on the male students than on the female students. The study recommended among others that: since the use of personalized learning environment has been found to enhance achievement in social studies, teachers of social studies should employ this technologically enriched method to teach students in the classroom more especially those abstract to topics.

KEY WORDS: personalized learning environment, achievement, social studies

INTRODUCTION

Education is the greatest, appropriate and vital components of human resources for developmental activities. The presence of education today is accorded a place of pride in many countries for their growth to help mankind” Their is no disbelief that the significant of education cannot be emphasized because there is no country that has prospered without educating her citizens. Education is an implement for the achievement of suitable skills, mental and physical ability and capacity. It is also an tool for individuals to donate to the development of his/her society (Lawal 2015). Based on the observations of education by dissimilar authorizes, one can say that education is a procedure by which an individual obtains physical and social skills required by the society in which he/she is born into in order to be valuable to him/herself and subsidize societal growth (Otutola, 2008).

Social studies is a programme of study were the individuals obtain knowledge, understanding, skills, attitudes and action that help the learner to be useful in the society and his environs. It considers importantly, the relationships human being have with one another. Therefore, it is very important in the overall development of nations and mankind generally. In Nigeria, Social Studies is one of the key subjects in the Junior Secondary School curriculum, and signifies one of the contemporary curricular preparations which emphasis on interdisciplinary study that seek to explain the composite problems of man in entirety (Salinas 2012).

In the school system, contemporary curricular centers on interdisciplinary study that seeks to explain the complex difficult of man in the society. The overview of social studies as a subject in Nigeria rose up greatly to assist the citizens obtain knowledge and also to recognize further about the society and their environs. It is clear that the reduction in standard of social studies performance in schools is undeniably due to instructive methods implemented by teachers in schools. Against this backdrop, Adekola (2016) asserted that teacher needs to apply two or more teaching – learning strategies so as to have a better and significant learning results since there is no particular teaching-learning style that is totally the best.

It is a common exercise in Nigeria for a teacher to stand before the students in the classroom and delivers his lesson through verbal instruction while the students listen, take notes and stayed inactive during the course of the teaching processes. This method is teacher-centered methodology; the teacher controls the class and students admit what the teacher articulates without questioning or contributing to the lecture (Olarinonye, 2001).

In modified learning, pupils and teachers collaborate to design students' educational content to solve teaching-learning problems. This means that students, apart from carrying out assigned tasks, also have the opportunity to start their own learning experiences and go for projects of interest. For instance, school students in Information Communication Technology (ICT) class could make their own personalized cumulative assessment, by selecting the technology they like to learn more about either through Facebook, WhatsApp, Blog, Instagram etc. and then come up with a project based on the skills they would like to master at their own pace. In this approach, teachers are clever to support and scaffold the pupils in increasing personalized learning targets that pose challenges to their equals and then asses the extent they were able to undertake those targets. This approach affords students a better opportunity in their education and helps them to develop skills within their areas of interest.

Personalized learning Environments (PLEs) are those Web 2.0 kits and services through which handlers (teachers) access, create, supervise, and share knowledge and instructional materials in order to showcase their educational difficulties and bring to light their learning desires (Attwell 2015). These environments enable handlers to control and accomplish their learning. Teachers can share lecture materials with their colleagues while, students can also share their lecture notes, take home assignments and other reading materials and, engage in group learning activities with their peers and classmates in these environments (Roberts & Butler, 2014). In a similar view, Owens (2006) noted that learners, in PLEs are also allotted active role by placing them at the center of the learning procedure thus, raising their control of their own learning at the same time. Furthermore, they do not only access learning content but also form content themselves and share the contents with other pupils (Strippling, 2009). Thus, with this support, they can accomplish their own learning and work in the direction of their educational goals.

In personal learning environment the teacher is more vital to revolutionize students' classroom knowledge for making students for an ever-changing world with immeasurable access to all type of information. This approach permits students to advance in areas of interest, and also directs them to take strong role in their education, bringing out their purposes and reasons for achievement under the tutelage of their instructor(s). the best ways to assist students achieve their learning goal are to comprehend and know their strengths, weaknesses, inspirations, and needs. This procedure helps in creating a "profile" of each of the students. By accessing pupils on their present situation, rather than on key targets such as tests or projects, one can have a

much better idea of their progress and know the best way to support and challenge progress of their learning.

One way to bring in more formative assessment into your classroom and shape more detailed learning profiles of your students is to divide larger assignments into smaller units which they can accomplish for feedback. This approach permits you to have a detailed look at the students' advancement and determine how to meet their learning desires.

Educational Technology make available to students many prospects to engage in using, the learning material at their own pace. For example, the teacher can create a classroom website and post interesting articles or game videos like Duolingo or Sheppard Software for students to view and practice their skills outside the classroom.

Educational arrangements should incorporate self-initiated, self-chosen learning and then down grade planned teaching to limited, noticeably specified occasions (Milson, 2002). With a growing set of free and simple resource, such as a group applications, will be relaxed to support one's ongoing social and mental learning and other activities. There are two routes of development for personalized learning. The first is prepared by and for the learner, which includes applications, social media, and linked software. The other path is determined by school goals and interests, primarily in the method of adaptive learning. In this pathway, adaptive learning is allowed by intervention-concentrated machine intelligence that understand data about how a pupils learns and answers by varying the learning environment based on their needs.

While the conception of personalized learning is individualized by design, dissimilar from person to person, and constructed around a vision of life-long learning. The goal line of integrating more personalized learning tacticin to schools is to enable students to learn attheir own, and prove their knowledge in a manner that is individually their own. As Cope (2011) remarked, Students must be taught to generate their own mental approaches, and to reassure a view of learning as an on-going, open-ended procedure in which meaning is fashioned by the learner, not simply distributed by authority.

In a personalized learning style, mastery students learn at their own step, proceeding to the next idea only after accomplishment a prescribed degree of mastery over the earlier concept. Teachers assist mainly as facilitator and mentors rather than lectures. Peer communication is also encouraged. Redding (2014) asserted that "Youtube, iTunes, U, Facebook, and further social media applications afford students with channels to discover new content, broadcast their own, and advance digital portfolios they can transmit with them and build upon throughout their official schooling and life-long learning.

This individualized learning style is measured solvable because the underlying technologies required to support personalized learning are readily obtainable now. For instance, a students'

group of apps straight from their smart phones signify their collection of interests. With hundreds of thousands of apps accessible in numerous marketplace, it is informal to see that no two people are expected to share the particular same set. Everyone has distinct preferences, and approaches learning and exploration in a different way; this is the basic idea of personalized learning style.

Lecture teaching method has been one way communication that makes the students passive learners rather than mere active learners. It is an organized verbal presentation of a subject matter where the teacher dominates the exercise for a long period of time without the students' contributions and involvement. Researchers have observed that lecture teaching method is not an effective way of impacting knowledge to the learners (Eze, 2008).

In the lecture teaching method, the teacher organizes resources, prepares outline and present it to the students who may have little or no interest in the subject (Oduwaye, 2011). Lecture teaching method is a one – way approach of communiqué where the teacher's voice dominates, whereas, people remember only about 20 percent of what they hear. If this method is used with a large group, it does not take care of individual difference; and as such, slow learners may become helpless and the brilliant ones may be restless (Eze, 2008).

Effective learning is acquisition of knowledge and permanent in change for habitual utilization of the newly acquired knowledge or experience (Ottia, 2016). Such teaching/learning proves that what is not well understood will not allow for permanence in learning. In addition, to students under achievement in social studies, poor teaching method also creates gender difference (Adigwe, 1992). The achievement and the result of schools out of error or instruction provide a stand for channeling children into acceptable gender activities. Okoye, (2013), went on to state that gender is socially and biologically term that is used to characterized male and female. Differences in any subject area accomplishment due to gender have triggered a lot of worry to society and educational system. The impact of gender on students' academic attainment has not been concluded. For instance Baron (2008) opined that personalized learning approach embraces the active participation of male and female students. Similarly, in another study Selwyn (2009) established a significant difference that male students do better than their female colleagues when taught using personalized learning environments. Environment. Hicks, Doolittle and Lee (2004) in their findings revealed that male students' retention in the use of personalized learning environment is more effective than the female students in the aspects of examination scores and learning attitudes.

Statement of the Problem

The performance of students in social studies have not been satisfactory over the years. The performance of students in JSS2 from 2016 to 2019 in three selected secondary schools namely Comprehensive Secondary school Amakohia, Comprehensive secondary school Uratta and Comprehensive Secondary school Emekuku shows that students that passed up to credit was 30% of the total students that took examination. That is 70% and above did not perform well in

the examination. This poor performance may be attributed to faulty instructional strategy. The lecture method used in teaching particularly in social studies, is not yielding the needed and desired result. The lecture method appears to encourage achievement in external examinations. Hence the question, could the integration of personalized learning environment bring greater achievement on students in social studies in Junior Secondary Schools? The need to ascertain this fact therefore spurred the researcher to go into this study.

Purpose of the Study

The main purpose of this study was to ascertain the effects of integrating personalized learning environment and on students' academic achievement and retention in social studies in Junior Secondary Schools in Imo State. Specifically the study sought to:

1. Determine the mean achievement scores of students taught Social studies with personalized learning environment and those taught with lecture method at pre-test and post-test;
2. Determine the mean achievement scores of male and female students taught Social studies with personalized learning environment at post-test;
3. Find out the mean achievement scores of male and female students taught Social Studies with lecture method at post-test;

Research Questions

The following research questions were posed to guide the study;

1. What are the mean achievement scores of students taught Social studies with personalized learning strategy and those taught with lecture method at pre-test and post-test?
2. What are the mean achievement scores of male and female students taught Social studies with personalized learning environment at post-test?
3. What are the mean achievement scores of male and female students taught Social studies with lecture method at Post-test?

Hypotheses

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

- H₀₁:** There is no significant difference between the mean achievement scores of students taught Social studies with personalized learning strategy and those taught with lecture method at pre-test and post-test.
- H₀₂:** There is no significant difference between the mean achievement scores of male and female students taught Social studies with personalized learning environment at post-test.
- H₀₃:** The mean achievement scores of male and female students taught Social studies with lecture method at post-test do not differ significantly.

METHODOLOGY

The research design employed for this study is a quasi-experimental design involving two non-equivalent/intact groups with pretest, treatments and posttest. The study was conducted in Imo State, Nigeria. This work involved one level of experimental (personalized learning strategy) and one control group (traditional teaching strategy with emphasis lecture teaching method).

The population of the study comprises all the 94,963 Junior Secondary Schools Students in the 275 public secondary schools in Imo State during the 2022/2023 academic year. (Source: Statistics department of Secondary Education Management Board (SEMB), Owerri, 2023).

The sample for the study comprises of 82 JSS2 students in the two co-educational schools selected for the study. Purposive cum stratified random sampling technique was used to select the sample for the study. Random sampling was used to select two education zones from the six education zones in Imo State. The researcher purposively selected one co-educational school from each of the selected education zones in the State. This is because gender is involved in the study. Then stratified – purposive sampling was used to select one class (JSS2) out of the three classes (JSS1 – JSS 3) offering Social Studies. The JSS2 students were purposively selected because they are in non examination class and they are very easy for the researcher to access. One intact JSS2 class from each of the selected schools constituted the sample of the study. Specifically, the sample consist of 19 male and 20 female students in the treatment group 1 ad 21 male and 22 female students in the treatment group 11.

The instruments employed for data collections in this study are the researcher-made social studies Achievement tests (RMSSAT I and RMSSAT II). RMSSAT I contains 50 multiple choice test items with four options (A-D) in which the respondents were to study carefully to choose the most appropriate answer by ticking the letter bearing the correct option. The items were drawn from 95 the JSS 2 first term scheme of work which the students have already studied and were used for the pre-testing. The second instrument RMSSAT II also contains 50 multiple choice test items with four options (A-D) in which the respondents were to study carefully to choose the most appropriate answer by ticking the letter bearing the correct option. The items were drawn from JSS 2 second term scheme of work during which the treatment was carried out. The relevant content was obtained from the officially published syllabus and the recommended textbooks for the subject and also from the question the researcher and the social studies teachers formulated during teaching and learning. The researcher consulted the unit plan to review the instructional objective in other to make sure that all levels of the cognitive and affective domains were covered. Each test item was allocated one mark and this gave a total of 50 marks each for the two test instruments.

The social studies Achievement Tests (RMSSAT I and RMSSAT II) constructed by the researcher, along with the purpose of the study, research questions and hypotheses were presented to three

specialists in social studies/Educational technology and two specialist in Educational Measurement and Evaluation for content and face validation. The validators were asked to study the instruments and judge whether or not the instruments measure correctly what they were supposed to measure. They were asked to examine and critique the instruments in order to: determine the appropriateness of the test for the purpose of the study; determine if the items were within the ability level of the junior secondary school two students; and identify any error, ambiguity or repetition in the items and make suggestions as appropriate. Their useful comments, observations, contributions and corrections were followed to review both the RMSSAT I and RMSSAT II. Test blue prints were also developed for the items of each of the test instruments for content validity. .

A pilot testing of the instrument on thirty (30) students in Emekuku High School in Owerri North L.G.A. was done. This school is outside the study area but it has the same characteristics as the schools used. Trial testing enabled the researcher to determine the clarity of the items, its readability, appropriateness and adequacy and as well as helped to determine the actual time. The time duration for the test was estimated using the average time taken by the first and last subject to complete the test. The data obtained from the response of students in the trial testing were used to estimate the reliability of the instrument. Scores of the SSAT were used to estimate the reliability co-efficient of the instrument using Kuder Richardson (K-R-20) which yielded a reliability index of 0.86. Kuder Richardson (K-R-20) was used because the test items consisted of multiple choice objective questions that were scored .

The instrument (RMSSAT) was administered on all the 82 social studies students in the two sampled junior secondary schools for the study as shown in the appendix. The administration of instrument was done when the students were in the first term 2017/2018 academic session. The social studies teacher teaching these students helped in administering the testing of their students. The allotted for the testing was 1 hour 20 minutes. The students were asked to indicate their gender at the scripts. The subjects were supervised throughout the testing period. At the end of the testing, script were collected from the students, marked and treatment on both the personalized learning and lecture groups, pre-test were giving to the students to know their initial differences on the ability level among the sampled students. The pre-test was based on the (RMSSAT). The result was kept by researcher as the social studies teachers continued with their treatments.

The scripts were collected, marked scored. The data collected were analyzed. The statistical tools that were used in the analysis of data are mean, standard deviation and analysis of covariance (ANCOVA). The research questions were answered using mean and standard deviation while the hypotheses were tested using ANCOVA statistics at 0.05 level of significance. The choice of ANCOVA was based on the fact that the study employs. Quasi-experimental design which involves the comparison of the mean of the two group using pretest result as covariate for the

post test and to take care of the initial differences. Decision Rule: the hypotheses decision rule was used on the calculated F-cal against the tabulated F-tab. In this case, if the calculated is greater than the tabulated, the hypothesis is rejected but if otherwise, it is accepted. But in the case of using SPSS version 21, the rejection of the hypotheses was based on the comparison of the SPSS p-value or significance level in the output directly with the chosen 0.05 alpha level of significance. When the p-value is equal to or less than the chosen alpha, the null hypothesis is rejected, but if otherwise, the null hypothesis will be accepted.

RESULT

Research Question One: what are the mean achievement scores of the students taught social studies with personalized learning strategy and the students taught with lecture method at pretest and posttest?

Table 1: Result of the achievement scores of the students in the two groups.

Group	N	Pre-test	SD	Post-test	SD	Mean
		Mean		Mean		
Personalized Learning:	39	17.77	1.93	35.70	2.36	17.93
Lecture Method:	43	16.51	1.67	30.09	3.57	13.58

The result in Table 1 shows the mean post-test scores of the students in the two treatment groups which are 35.70 and 30.09 respectively. This indicates that students taught Social studies with personalized learning approach performed better than those taught with lecture method. The table also shows the pre-test mean achievement scores of the students in the two groups which are 17.77 and 16.51 respectively. The mean gain scores of the scores of the students taught with personalized learning approach and those taught with lecture method are 17.93 and 13.58 respectively. This also indicates that students taught Social Studies with personalized learning performed better than those taught with lecture method. The posttest for the students in the personalized learning and lecture method group respectively indicate that the students' scores did not deviate much from the mean scores.

Hypothesis One: There is no significant difference between the mean achievement scores of the students taught Social studies with personalized learning approach and those taught with lecture method.

Table 2: Summary of ANCOVA test for difference in the mean achievement scores of students taught Social studies with personalized learning approach and those taught with lecture method.

Test of Between – Subjects Effects

Dependent Variables: Post-test

Score	Type III Sum of Square	df	Mean Square	F	Sig.
Corrected	993.778 ^a	2	496.889	93.663	.000
Intercept	160.001	1	160.001	30.160	.000
Pretest	328.887	1	328.887	61.995	.000
Group	333.012	1	333.012	62.772	.000
Error	419.100	79	5.305		
Total	89658.00	82			
Corrected Total	1412.878	81			

Table 2 shows the group significance value of 0.00 which is less than 0.05 alpha level of significance. Thus, the null hypothesis is rejected. This indicates a personalized learning approach and those taught with lecture method.

Research Question Two: What are the mean achievement scores of the male and female students taught Social studies with personalized learning strategy at posttest?

Table 3: Mean achievement scores of the students taught Social studies with personalized learning strategy according to their gender

Gender	N	Pre-test Mean	SD	Post-test Mean	SD	Mean Gain
Male	19	18.11	1.82	36.26	1.86	18.15
Female	20	17.45	2.01	35.35	2.74	17.90

The result in Table 3 shows that the male students taught with personalized learning strategy had a gain score of 18.15 while their female counterparts had a gains core of 17.90. this indicates that the male students performed better than the female students. The low standard deviation scores of 1.85 and 2/74 for the male and female students respectively at post test indicates that the students' scores are close to the mean score.

Hypothesis Two: There is no significant difference between the mean achievement scores of the male and female students Social studies with personalized learning approach

Table 4: Summary of ANCOVA test for difference in the mean achievement scores of male and female students taught with personalized learning approach.

Score	Type III Sum of Square	df	Mean Square	F	Sig.
	115.711 ^a	2	57.885	21.575	.000
Corrected	171.732	1	171.732	64.007	.000
Intercept	107.646	1	107.646	40.121	.000
Pretest	1.041	1	1.041	.388	.537
Group	96.588	36	2.683		
Error	50182.000	39			
Total	212.359	38			
Corrected Total					

Result in Table 4 shows the gender significance value of 0.537 which is greater than 0.05 alpha level of significance. Thus, the null hypothesis is accepted. This indicates no significant difference between the mean achievement scores of male and female students taught Social studies with personalized learning approach.

Research Questions Three: What are the mean achievement scores of the male and female students taught Social studies with lecture method at posttest?

Table 5: Mean achievement scores of the male and female students taught with lecture method.

Gender	N	Pre-test Mean	SD	Post-test Mean	SD	Mean Gain
Male	21	16.76	1.51	30.43	3.94	13.67
Female	22	16.27	1.80	29.77	3.24	13.50

In table 5, the result shows that the male students taught social studies with lecture method had a gain score of 13.67 while their female counterparts had a gain score of 13.50. This indicates a difference in the performance of the students with regards to their gender in favour of the males. The low standard deviation scores of 3.94 and 3.24 for the students indicate that the students' scores did not deviate much from the mean scores

Hypothesis Three: There is no significant difference between the mean achievement scores of the male and female students taught Social studies with lecture method.

Table 6: Summary of ANCOVA test for difference in the mean achievement scores of male and female students taught with lecture method.

Tests of Between – Subjects Effects

Dependent Variable: Post-test

Score	Type III Sum of Square	Df	Mean Square	F	Sig.
Corrected	230.264 ^a	2	115.132	15.081	.000
Intercept	19.620	1	19.620	2.570	.117
Pretest	225.643	1	225.643	29.557	.000
Group	.011	1	.001	.011	.970
Error	305.364	40	7.634		
Total	39476.000	43			
Corrected Total	535.638	42			

Table 6 reveals the gender significance value of 0.970 which is greater than 0.05 alpha level of significance. Thus, the null hypothesis is accepted. This and female students taught Social studies with lecture method.

Summary of Findings

- The mean achievement score of the students taught Social studies with personalized learning approach was higher than that of those taught with lecture method. And this difference is significant.
- The mean achievement score of the male students taught Social studies with personalized learning approach was higher than that of their female counterparts. However, the difference is not significant.
- The mean achievement score of the male students taught Social studies with lecture method was higher than that of their female counterparts. This difference was also not significant.

DISCUSSION OF FINDINGS

The discussion of findings was presented with respect to the specific objectives of the study.

The mean achievement scores of the students taught Social studies with personalized learning approach and those taught with lecture method at pretest and posttest.

The mean achievement scores of the students taught social studies with personalized learning approach was higher than that of the students taught with lecture method and the difference was found to be significant. Both groups showed positive difference between pre-test scores and post-test scores which reveals a positive performance. Thus the findings indicate that the learning achieved by the students taught with personalized learning approach was significantly higher than that of those taught with lecture method. This is in agreement with Dabbagh and Kitsantas (2012) who ascertained that personalized learning environment can improve attitude of students towards the subject as well as their academic achievement. This could be because the use of personalized learning environment gave the students opportunity too construct their own concept and think deeply.

According to Thornton (2008), teaching as a continuous process brings about desirable changes in a learner through the use of appropriate method. Mayfield (2003) asserts that learning is constructive process and knowledge requires active participation on the part of the learner and the teacher. Oduwaye (2011) also confirmed this finding that Personalized Learning Instructional Strategy (PLSIS) is more effective in enhancing students' performance than lecture teaching method. That is, integrating personal learning environment is helpful in improving secondary school students' achievement in Social studies.

The mean achievement scores of the male and female students taught with personalized learning approach

The mean achievement score of the male students taught social studies with personalized learning approach was higher than that of their female counterparts. However, this difference is not significant which indicates that the students' achievement in the treatment group I (personal learning approach) is not associated with their gender. That is, the students' achievement is not dependent on their gender but significantly depends on the treatment. This finding is in consonant with the findings of Atwell (2007) that the achievement of the students taught with personalized learning is not significantly different according to their gender at post-test, suggesting that gender had no significant influence on the achievement of students, because achievement is a function of orientation and not gender. This is also in agreement with the findings of Abdu Raheem (2012) that there was no significant difference in students' access to e-learning facilities with regards to gender.

The mean achievement scores of the male and female students taught Social Studies with lecture method

The mean achievement score of the male students taught social studies with lecture method was higher than that of their female counterparts. This difference was also not significant. This also indicates that the students' academic achievement is not associated with their gender. Nzewi (2010) confirmed this on their study on the effect of students' gender and school environment on

the students' learning outcomes in basic technology in secondary schools that students' gender has no significant influence on their learning outcomes.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The personalized learning method should be used by the teacher in teaching social studies and other subjects in secondary schools. Teachers should alternate their teaching methods to incorporate other teaching methods, instead of relying only on the lecture teaching method.
2. Government should encourage social studies teachers to attend workshops, in-service training, seminars and conferences where they can be acquainted with the strategies, approaches and method of teaching social studies.
3. The government should provide (ICT) Information Communication Technology to schools so that the teacher can learn more on the use these teaching methods.
4. Curriculum designers and planners should incorporate the personalized teaching method into the social studies curriculum.

CONCLUSION

The use of personalized learning strategy in teaching and learning of social studies has a positive effect on the students' academic achievement and retention in social studies in the secondary schools. The achievement scores of the male and female students were not dependent on the mode of instruction. That is, students' gender has no significant influence on their achievement in social studies. The increase in the students' performance is attributed only to the use of personalized learning strategy. Therefore, it is hoped that the findings of this study would encourage more teachers to incorporate personal learning environment to enhance instruction and help students reach desired learning outcomes.

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