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Research Article

Applying Assessment Supported Instructional Model for Enhancing Social Studies Students' Academic Performance

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Abstract

This research delved into how Assessment Supported Instructional Method can affect the learning and Social Studies students' academic performance, moderated by gender and school location. Three research questions and three hypotheses were formulated and subjected to data analysis. The study was supported by Jean Piaget Theory of constructivism. A quasi-experimental pre-test and post-test research procedure was employed. Eighty-six (86) male and female students of Social Studies from two schools were selected and sampled out of a population of 4,374 students. The purposive sampling technique was used to select the schools, while intact classes were used for students. The tool for data collection was an academic performance test titled "Assessment Supported Instructional Test" (ASIT). The reliability of the data collection tool was determined using a test-retest method, and a Pearson's Product-Moment Correlation Coefficient (r) of 0.88 was derived. Mean and standard deviation were applied to answer research questions, and the T-test was used for hypothesis testing at a 0.05 level of significance. Afterwards, the collected data were analysed and the following findings were reported. The study established that the use of ASIM can enhance the performance of Social Studies students academically; there was no significant or moderating effect of gender and school location on the social studies students' academic performance taught with ASIM. Following these findings, it was recommended that Social Studies teachers should start adopting the Assessment Support Instructional Model (ASIM) in teaching the subject.

Keywords: Academic performance, Assessment, Gender, Instructional Model, School Location and Social Studies.

Introduction

Academic performance is the extent to which a student has attained their short- or long-term educational goal, and it is a significant variable in the educational environments. Daniel (2020) described academic performance as the degree of success with which students complete their educational tasks and studies. Academic performance is also seen as the capacity to learn, retain information, and express one's knowledge orally or in writing (Okorie, 2014; Abaido, 2018). Academic performance also relates to the achievement of learning objectives, the results of students' education, or, more specifically, the degree to which a student has achieved the specified learning goals.

The level of academic performance obtained by a student can determine the ability of the student to graduate and proceed to his or her chosen career. However, achieving high academic performance may become very difficult for students when assessment-based teaching methods are not applied in the process of teaching and learning. Odey & Ekuri (2024) noted that the academic performance of many students in Social Studies has not been very encouraging; therefore, there is a need for improvement. This improvement can be achieved by utilizing appropriate assessment-based teaching methods (Kuok, 2023).

A significant problem that has been noticed to be a causal factor in low performance among Social Studies is that enthusiasm for learning is low and at a less than optimal level (Daniel, 2019). The problem can be traced to teachers' continuous usage of passive instructional methods and a lack of active assessment of students' learning, characterized by students' lack of competitiveness in responding to questions from the teacher. Likewise, many teachers only make do with the traditional lecture form of teaching, without any assessment. The learning process seems to be too teacher-focused and less student-active. Assessment, which is an essential element that could help in achieving optimal learning objectives, is always ignored (Atubi, 2023). Therefore, adopting the Assessment Supported Instructional Model (ASIM) in enhancing the academic success of students is the primary objective of this research.

The choice of teaching method by the teacher can have a significant impact on how well students perform. Oke (2020) suggested that the result of the teaching-learning process, such as mean scores, grades, and marks, indicate how effectively a teaching method was applied. According to Oigara (2011) and Rehayu, et al. (2024), assessment-centred teaching methods like ASIM have proven to be advantageous to learners because they make learners more involved in the lesson rather than being redundant recipients. The use of assessment approaches such as ASIM, which can drive critical thinking, is being ignored. Similarly, it has also been observed that Social Studies teachers do not adopt teaching methods that are motivating and help students achieve high academic performance (Kumar et al., 2021). For instance, it is not uncommon to find some teachers teaching students activity-based topics in Social Studies with only the lecture method most of the time, especially when it is necessary.

ASIM is proactive in motivating students to perform better academically. Observations have also shown that applying assessment approaches like ASIM in teaching is more effective than teacher-centered ones (Van-Tassel, Baska, 2021). This is because the teacher-centered approach, which portrays the teacher as a dictator, is becoming fast outdated. ASIM is a teaching method that places strong emphasis on using assessment as a tool to enhance student learning and academic performance (Shephard 2019). Owodunni (2019) asserted that ASIM is a distinct form of assessment-centred instruction and a departure from the traditional pedagogy. Assessment-supported instruction can enhance students' learning and academic performance by introducing assessment and competition into the learning process.

ASIM uses a a variety of techniques, such as pre-assessment, formative assessment, and summative assessment, to track students' progress, give feedback, and adjust instruction as necessary. Additionally, ASIM emphasizes the use of the evaluation in conjunction

with the lesson's objectives to provide students with a student-centered and well-rounded education (Van Tassel-Baska, 2021). It is critical to note that Rehayu, et al., (2024) argued and supported the usage of ASIM in classroom environments to promote strategic learning. This is because when learners are assessed, they become self-conscious and pay close attention to their work and task performance. Through feedback from assessment, they achieve academic success and gain active control over how they learn. Similarly, Xiao and Yang (2019) also supported the application of evaluation to aid secondary school students' self-regulated learning in the English language.

In addition, ASIM provides teachers the opportunity to assess relevant and needed information about what their students learn, and evaluate them before, during, and after instruction. It also equips the teachers with knowledge about students' interests and learning styles. ASIM can take the form of a paper-and-pencil test or an oral-based performance. ASIM provides teachers with evidence that could help them effectively tailor instructions to students' needs. Decisions such as choosing the lesson content, instructional materials, pacing, and special learning activities (Xiao & Yang, 2019). Therefore, we can conclude that ASIM is an assessment-based instructional method and has the potential to enhance Social Studies students' academic performance.

An important intervening variable of concern in this research is gender, as it relates to differences in academic performance among students of both genders. Ogheneakoke (2015) and Akhogbai et al (2024) viewed gender as a range of characteristics that distinguishes males and females, particularly in the masculine and feminine attributes assigned to them. Gender is a variable that can cause variation in the impact of teaching methods such as the ASIM. Dania (2014) posited that male learners may most likely suffer from academic difficulties due to their nature, playfulness, and hyperactivity. On the other hand, girls are calmer and tend to internalize their emotions, whereas boys are more extroverted in their behaviour. According to Sanli & Sarac (2016), boys are more susceptible to experiencing changes in academic performance among Social Studies students. At the same time, Atubi (2024) recorded a higher academic achievement with female students than their male peers. It is therefore necessary to include the variable of gender as a moderating factor in the study to determine whether it will have any impact on students' academic performance while teaching Social Studies using ASIM. The findings from this study could provide empirical evidence to support or refute the results of other studies on the impact of teaching methods on academic performance.

School location is another intervening variable studied. According to Aina (2019) and Atubi (2024), students with parents who live in urban regions do better in their academics than pupils whose parents live in rural areas with less access to educational resources. Akpomudjere (2020), Ntidi & Edoho (2017), and Essien (2017) all reported that school location has no compelling effect on academic performance in their various studies. The quality of housing, classroom facilities, healthcare, school resources, and professional development opportunities are among the reasons why many teachers decline rural postings, even though rural areas can offer family-oriented environments, lower crime rates, fresh air, and an improved quality of life (Owoeye & Yara, 2011). Yalcin (2022) and Atubi (2024), who support those as mentioned earlier, believe that there is an achievement gap between urban and rural schools, in favour of those schools

located in urban areas. Thus, this is an important issue today because previous attempts to overcome this gap have primarily been urban-biased.

No consensus has been found in the literature that ASIM supports high performance among students; how such potential can be afforded through Social Studies teachers' adoption of ASIM in Social Studies classrooms remains under-explored. On this premise, the study determined the effectiveness of ASIM, with a view to enhancing the academic performance of school students in Social Studies. Therefore, the problem of this study in statement form is "What is the effect of Assessment Supported Instructional model (ASIM) on Social Studies students' academic performance? To direct the research, three research questions and three hypotheses were formulated, addressed, and tested.

Research Questions

1. Can the Assessment Support Instructional Model (ASIM) have a positive effect on Social Studies students' academic performance?
2. Can gender moderate the aftereffect of Assessment Support Instructional Model (ASIM) on Social Studies students' academic performance?
3. Can school location intervene in the effect of Assessment Support Instructional Model (ASIM); on Social Studies students' academic performance?

Hypotheses

The following hypotheses were formulated and tested at the 0.05 level.

1. There is no positive effect of the Assessment Support Instructional Model (ASIM) on Social Studies students' academic performance.
2. Gender did not moderate the effect of Assessment Support Instructional Model (ASIM); Social Studies students' academic performance.
3. School location did not moderate the effect of Assessment Support Instructional Model (ASIM); on Social Studies students' academic performance.

Theoretical Framework

Constructivist Theory was the theoretical foundation in this. The Theory was propounded by the educational psychologist Jean Piaget in 1972. According to the constructivist Theory, individuals can actively construct information and gain knowledge from their personal experiences (Fox, 2001). As a result, the Theory examines how learners generate meaning independently through real-world and personal experiences. According to the Theory, knowledge is also influenced by recent occurrences and past knowledge. The tenets of constructivist Theory are as follows: humans develop knowledge, gain new information, and build upon prior knowledge. Knowledge is gained through creation and cannot be received abstractly; therefore, learning should be an active process. Hence, students should actively engage with methods and procedures such as assessment, which can help them construct meaning from learning.

The constructivist Theory is highly relevant to the Assessment-Supported Instructional Model (ASIM) and its impact on students' academic performance in Social Studies, as ASIM aligns with constructivist learning principles. ASIM promotes active involvement

and learning, just as ASIM's constructivism places a strong emphasis on the idea that learners construct knowledge via interactions and experiences (assessment). Through integrating assessment into learning, using practical exercises, group work, problem-solving, asking questions, and giving assignments, the constructivist Theory is replicated. With ASIM, students' comprehension and retention of Social Studies concepts will be improved, and academic performance will increase (Razak et al., 2019; Zheng & Mustappha, 2022). Secondly, the constructivist Theory promotes student-centered learning, where students play a participatory role in their own learning process. ASIM prioritizes student involvement by allowing them to explore and discover knowledge through assessment by the teacher. This synergy can foster a deeper understanding of Social Studies topics and help students connect new information to their prior knowledge, leading to improved academic performance.

Finally, and most importantly, the constructivist Theory promotes authentic assessment by assessing students' knowledge and abilities in relevant settings and through adopting project-based teaching, giving assignments, giving research papers, and students' presentations. These assessments help teachers evaluate their students' academic standing; thus, constructivist Theory, in general, has a significant impact on ASIM and how it affects the educational performance of Social Studies students.

Methodology

The research blueprint for this study was the quasi-experimental pre-test-post-test with a non-equivalent, non-randomized group. A quasi-experimental design is a type of design that does not provide for full control of extraneous variables, primarily because of the lack of random assignment of subjects to groups. Intact classes were used, and there was no random assignment of subjects into treatment groups. The population for this study comprised the four thousand three hundred and seventy four (4,374) students in Upper Basic 2 in Ethiope East Local Government Area (Source: The Ministry of Education in Delta State, 2025). The sample of the research consisted of 86 students drawn from two selected schools. The purposive sampling approach was employed in determining the two mixed secondary schools (one rural and one urban).

The data collection tool in the study was a test titled "Assessment Supported Instructional Test" (ASIT). The questions in the tool were adapted from past questions of the Basic Education Examination Certificate (BECE). The instrument consisted of two sections, labeled A and B. Section A required demographic information, especially gender and school location. At the same time, Section B had 50 multiple-choice items and was validated by one Social Studies lecturer and one expert in Measurement and Evaluation at Delta State University, Abraka. The reliability was done in a different school apart from the sampled ones, using 30 upper basic two students. The instrument was administered twice, and the scores from the initial and follow-up administrations were related using PPMC, and a reliability index of 0.88 was established. This indicated that the instrument was reliable.

Instructional Procedure

Firstly, the two teachers from the two schools used in the study were jointly trained by the researcher on the Assessment Supported Instructional Model (ASIM) for three days.

The first day was spent discussing the definition, nature, and procedures of the Assessment Supported Instructional Model (ASIM). The second day was spent on training the teachers on how to assess the students while teaching them simultaneously, using a step-by-step treatment procedure developed by the researcher. The last day was spent on practical activities on using the Assessment Supported Instructional Model (ASIM).

At the beginning of the study, the students were given a pretest, after which they were taught using ASIM for six weeks. The teacher introduces the day's topic to the ASIM group of students. After that, teachers developed the subject by sharing the content of the lesson and teaching the students in detail. During the treatment, the teachers asked repeated questions to assess the previous knowledge of students on all the topics that were taught. The teachers also gave the class exercises/class work to do on every topic immediately after the lesson; the class work was marked and graded on the spot. The students made significant efforts in answering both the oral and written assessments.

Using the ASIM, the teachers observed the students' strengths and shortcomings and assessed the extent to which they had understood the topics and content of the lesson. Any topic that the students performed poorly on was revised diligently, which produced an impressive outcome. The results and observations from these assessments were used by the teachers to refine the lesson, giving particular attention to the areas of weakness that were identified. To further examine the pupils and get them ready for the following session, the teacher assigned them assessment questions at the conclusion of the lesson to take home and return in the next lesson. At the end of the treatment, which lasted for six weeks, there was a brief revision of all the previous lessons. After the revision, the post-test was administered to the students. At the end of the experiment, the data collected were subjected to both descriptive and inferential statistics. The mean and standard deviation were the statistical tools used to answer the research questions. At the same time, the paired sample t-test was employed to test all hypotheses at a 0.05 level of significance.

Ethical Consideration

To maintain ethical standards and principles in this study, the researchers took permission from the two school heads before proceeding to obtain the consent of both teachers and students who participated in this study. Also, the researchers made sure that the identity of all participants was kept confidential.

Results

Research Question One: Can the Assessment Support Instructional Model (ASIM) have a positive effect on Social Studies students' academic performance?

Table 1. Assessment Support Instruction Model (ASIM) and Academic Performance.

Academic Performance	N	Mean ($\overline{X}$)	SD	Standard Error
Pre-Test	86	40.1	11.47	1.40
Post-Test	86	67.91	15.30	1.87

Table 1 shows the descriptive statistics of the academic performance of students taught using ASIM. The means were 40.16 and 67.91 in their pretest and posttest scores, respectively. This shows that their posttest scores after being exposed to the ASIM are higher than their pretest scores before being exposed to the ASIM. This implies that there is a positive effect of the ASIM on the academic performance of Social Studies students.

Research Question 2: Can gender moderate the effect of the Assessment Support Instructional Model (ASIM) on Social Studies students' academic performance?

Table 2. Gender and academic performance of students taught with ASIM.

	N	Mean ($\bar{X}$)	SD	Standard Error
Male	38	70.65	16.85	3.51
Female	38	66.48	14.42	2.17
Total	86	137.13	31.27	5.68

Table 2 revealed that the Social Studies academic performance of male and female students taught using ASIM. According to their performance, it showed 70.65 and 66.48 for male and female students, respectively. There was a difference in the academic performance of students exposed to ASIM based on gender. This implies that the treatment was more beneficial for the male students than for the female students. However, the consequence of this difference was determined in hypothesis 2.

Research Question 3**:** Does school location moderate the effect of the Assessment Support Instructional Model (ASIM) on the academic performance of Social Studies students?

Table 3. School Location and academic performance of students taught with ASIM.

	N	Mean ($\bar{X}$)	SD	Standard Error
Urban	59	69.22	14.60	2.11
Rural	27	64.57	16.91	3.88
Total	86	133.79	31.51	5.99

Table 3 presents the academic performance of urban and rural students in Social Studies, as taught using ASIM. According to their performance, it showed 69.23 and 64.58 for urban and rural students, respectively. There is a difference in the academic performance of students exposed to ASIM based on location. This implies that ASIM was more beneficial to urban students than rural. However, the significance of the difference was tested in hypothesis 3.

Hypothesis 1: There is no positive effect of the Assessment Support Instructional Model (ASIM) on Social Studies students' academic performance.

Table 4. T-test statistics on the effect of ASIM on the academic performance of students.

ASIM	N	Mean ($\bar{X}$)	Df	t.cal	t-crit	P (sig)	Decision
Pre-test	86	40.16	85	12.50	1.99	0.00	Reject
Post-Test	86	67.91	85				

P<0.05; P calculated > 1.99 at df of 85

According to the t-test statistics above, a significant difference in the ASIM teaching method exists in Social Studies students' academic performance in Delta State. This is because the calculated P-value of 0.00 is less than the 0.05 alpha level of significance, and the computed t-value of -12.50 is greater than the t-critical value of 1.99 at a degree of freedom (df) of 85. Their mean scores were 40.16 and 67.91 for pretest and posttest, respectively, in their academic performance, showing that they had increased academic performance in Social Studies after being exposed to the treatment of ASIM. This implies that a significant effect exists with the ASIM teaching treatment on the academic performance of social studies students. Therefore, the null hypothesis, which stated that there is no significant effect of the ASIM teaching method on Social Studies students' academic performance, is hereby rejected.

Hypothesis 2: Gender did not moderate the effect of Assessment Support Instructional Model (ASIM); on the academic performance of Social Studies students.

Table 5. T-test sample statistics on the moderating effect of gender on ASIM and Academic Performance.

ASIM	N	Mean ($\overline{X}$)	Df	t.cal	t-crit	P (sig)	Decision
Male	38	26.32	85	1.061	2.00	0.292	Accept
Female	48	55.25					

P Calculated >0.05 T Calculate < 2.00 at df of 85.

The outcome of the t-test statistics in Table 5 showed that there is no significant difference between male and female students' academic performance taught using ASIM. This could be because the calculated p-value of .292 is higher than the 0.05 alpha level of significance, while the t-value calculated is 1.061, which is lower than the t-critical value of 2.00 at df of 85. Their calculated mean of academic performance in Social Studies was 70.65 and 66.48 by male and female students, respectively. Consequently, the null hypothesis, which says there is no difference in the Assessment Support Instructional Model (ASIM) on the academic performance of students by gender, is hereby accepted and retained.

Hypothesis 3: School location did not moderate the effect of Assessment Support Instructional Model (ASIM), on Social Studies students' academic performance.

Table 6. T-test sample statistics on the moderating effect of school location on ASIM and Academic Performance.

ASIM	N	Mean ($\overline{X}$)	Df	t.cal	t-crit	P (sig)	Decision
Urban	59	69.22	85	1.123	2.01	.265	Accept
Rural	*27*	*64.57*					

P Calculated >0.05 T Calculated < 2.00 at df of 85.

The outcome of the independent sample t-test statistics showed that there is no significant difference in the performance between urban and rural students taught using

ASIM. This is because the calculated p-value of .265 is higher than the 0.05 alpha level of significance, while the t-value calculated is 1.123, which is lower than the t-critical value of 2.00 at df of 85. The estimated mean academic performance in Social Studies was 69.22 for urban students and 64.57 for rural students, respectively. Consequently, the null hypothesis, which states there is no significant effect of Assessment Support Instructional Model (ASIM); on the academic performance of students based on school location, is hereby accepted and retained.

Discussion

The main objective of this study was to investigate the effect of the Assessment Supported Instructional Model (ASIM) on Social Studies Students' Academic Performance. The study also examined how gender and school location moderated students' academic performance with ASIM. The first findings of the study revealed that there is a compelling effect of the ASIM on the academic performance of students. This indicates that there is a positive effect of the ASIM Social Studies students' learning and academic performance. This has proven that ASIM is an instructional method that can improve learning outcomes. It is intended to make sure that students' comprehension levels are accurately determined at every stage of the teaching and learning process.

Furthermore, it could also be attributed to the fact that ASIM encourages teachers to choose what the student needs to learn, what the student should know, and the method or methods by assessing students in a class as relatively homogeneous groups of learners. Since ASIM allows teachers to evaluate the students to identify their areas of difficulty, ASIM seems to be a suitable method for enhancing Social Studies students' academic performance. This method, when used in teaching Social Studies, could sustain interest in learning Social Studies and, by extension, students' performance. Therefore, the conclusion reached implies a significant aftereffect of the ASIM teaching method on Social Studies students' academic performance. This finding is similar to the findings of Owodunni (2019), Xiao & Yang (2019), Makondo & Makondo (2020), Teng (2022), Atubi (2023), and Rehayu et al. (2024). The authors investigated the impact of the Assessment-Supported Instructional Model (ASIM) on the academic performance of learners in Social Studies and other subjects. Among other things, the results demonstrated that ASIM is better than the traditional teaching approach in enhancing students' academic performance.

Secondly, findings showed that gender had no significant effect on the academic performance of students taught social studies with ASIM in this study. These results might be because both the males and females were serious about the experiment. Similarly, it could be because boys and girls were given equal treatment in handling assessment activities. This finding aligns with the study carried out by Akpochafo & Oghenakoke (2015), Adigun et al. (2015), and Abaidoo (2018). These studies reported an insignificant difference between male and female social studies students. According to Abdu-Raheem (2012), male and female students perform equally, suggesting that gender differences in academic accomplishment are insignificant. This finding is in line with investigations of other authors on the effect of gender on students' academic achievement. However, the findings are in contrast to Dania (2014); Bamidele and Adekola (2017); Abaidoo (2018) & Atubi (2024). The studies found a significant difference

in the academic performance between male and female students in their various studies. Therefore, this study concluded that there was no portentous difference reported between the performance of male and female students regarding the usage of ASIM.

Finally, the outcome of the third also showed that there is no remarkable effect of school location on Social Studies students' academic performance, regardless of whether they live in urban or rural areas, when taught using ASIM. This is in line with the study carried out by Essien (2017), who investigated the impact of school location on the Social Studies students' academic performance and found no relationship between location and achievement. This may be connected with the possibility that ASIM is a student-friendly teaching method, hence students from both rural and urban backgrounds can easily relate. This finding suggests that educational chances using ASIM are high in Social Studies education. This finding is unique as previous attempts to fill this gap have shown chiefly that urban students are better poised to perform better academically than their rural counterparts. This finding is similar to the studies carried out by Akpomudjere (2020), Ntibi & Edoho (2017), and Essien (2017). The authors mentioned investigated how school location can affect the academic performance of students in Mathematics, Social Studies, and Business Studies. Their findings presuppose that location had no discernible effect on students' academic performance. On the other hand, Atubi (2024) and Yalcin (2022) reported a significant difference in the performance of rural and urban students, in favour of those in urban areas.

Conclusion

The conclusion reached in this study is that the impact of ASIM on Social Studies students' academic performance is real. ASIM will be beneficial to education researchers, curriculum developers, Social Studies teachers, Social Studies students, and parents. Therefore, employing ASIM for the educational experience of social studies students can also enhance their academic performance, as well as their capacity for assessment-based learning. Policy implications imply that Social Studies teachers will also receive evidence-based insights into assessment methods from this study. It will give them fresh approaches to teaching and help them involve their students during classes to support active learning. In addition to developing thorough assessments and fostering a more student-centred learning environment, teachers can improve their pedagogical abilities and skills. Finally, the study also found that the effects of gender and school location do not moderate the use of ASIM in enhancing the academic performance of social studies students.

Limitations of the Study

First, the subjects were treated by Social Studies teachers acting as research assistants, without considering their qualifications and experience; the study's findings might have been impacted if more qualified and experienced teachers were used as assistants. Secondly, the time for the teaching approach was just six weeks. This may not provide the students with enough time to become accustomed to the ASIM. Thirdly, the lessons taught were confined to those in the school curriculum; other lessons could have benefited more from the application of ASIM.

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