

KWARA STATE UNIVESITY, MALETE
The Green University for Community Development and Entrepreneurship

FACULTY OF EDUCATION

DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION

EFFECT OF CASE-BASED INSTRUCTIONAL STRATEGY ON PUPILS' ACADEMIC PERFORMANCE IN ENGLISH STUDIES IN ILORIN EAST LOCAL GOVERNMENT AREA OF KWARA STATE

BY

BLESSING FAVOUR JOSHUA
20/37ED/00485

JULY, 2024

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A RESEARCH PROJECT SUBMITTED TO THE FACULTY OF EDUCATION, DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION KWARA STATE UNIVERSITY, MALETE IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF EDUCATION DEGREE (B. ED) IN EARLY CHILDHOOD AND PRIMARY EDUCATION.

JULY, 2024

DECLARATION

I hereby declare that this research project titled **"Effect of Case-Based Instructional Strategy on Pupils' Academic Performance in English Studies in Ilorin East Local Government Area of Kwara State"** is my own work and has not been submitted by any other person for any degree or qualification at any higher institution. I also declare that the information provided are mine and those that at are not mine are properly cited and referenced.

Blessing Favour JOSHUA ----------

Student Name **Signature/Date**

CERTIFICATION

This is to certify that the research project **"Effect of Case-Based Instructional Strategy on Pupils' Academic Performance in English Studies in Ilorin East Local Government Area of Kwara State"** was carried out by Blessing Favour JOSHUA, Matric no (20/37ED/00485). The project has been read and approved as meeting the requirement for the award of Bachelor of Education (B.Ed.) degree in education in the Department of Early Childhood and Primary Education, Kwara State University, Malete.

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External Examiner Date

DEDICATION

This work is dedicated to the Almighty God.

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First and foremost, I wish to express my heartfelt gratitude to Almighty God for His unwavering guidance and direction from the inception of this project to its completion. His boundless mercy and grace have been my constant companions, and I will forever remain grateful for His blessings.

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ABSTRACT

This study examined Effect of Case-Based instructional strategy on pupils' academic performance in English Studies in Ilorin East Local Government Area of Kwara State. Pretest-posttest control group quasi-experimental design was adopted for this study. The population of the study comprised 168 primary school schools in Ilorin East LGA. Stratified random sampling technique was used to select 2 public and 2 private primary schools and purposive sampling technique was used to select an intact class of primary 5 in Ilorin East Local Government Area of Kwara State. Two research instruments were adopted for this study titled English Language Achievement Test(ELAT) and Instructional Package for English Language(IPE) which was used for data collection and four hypotheses were tested for the study. The test Re-test method was also employed to estimate the reliability coefficient of the instrument. Pearson Product Moment Correlation (PPMC) was used to establish the reliability coefficient of the instrument at 0.87. The findings of the study revealed that there was a significant main effect of treatment on pupils' academic performance in English Studies ($F(1,71) = 26.55$; $p < 0.05$; $\eta 2 = 0.27$),the findings of the study also revealed in hypotheses two that there was no significant interaction effect of case-based instructional strategy and gender on pupil academic performance ($F(1,71) = 0.09$; $p > 0.05$; $\eta 2 = 0.00$).the findings also revealed in hypotheses three that was a significant interaction effect of treatment and school type on pupils academic performance in English Studies($F(1,71) = 7.84$; $p < 0.05$; $\eta 2 = 0.10$)and there was no significant interaction effect of treatment, gender and school type on pupils academic performance in English Studies($F(1,71) = 0.76$; $p > 0.05$; $\eta 2 = 0.01$). Based on the research findings, it was recommended among others that: Given that the effectiveness of case-based instructional strategies varies with school type, educational policymakers should consider customizing the implementation of these strategies based on the specific needs and contexts of different school types.

Word Count: 317

CHAPTER ONE
INTRODUCTION

Background to the Study

In this increasingly interconnected world, the importance of English language cannot be overstated. It holds a pivotal role in global space, serving as a common medium of communication that transcends cultural and societal boundaries. Its significance lies not only in facilitating international discourse but also in fostering a mutual understanding among diverse communities. It is spoken as a native, second and foreign language in many countries of the world. It is a sign of literary in many countries, including Nigeria. Being proficient in English Language can enhance an individual's communication skills. Without being proficient in English Language, it might be difficult for an average Nigerians to read, write and interacts with intellectuals.

Within the school environment, English language plays a multifaceted role in shaping the educational landscape. It is a language that serve as a medium of communication for pupils, their peers and teachers in the school. According to Leung, Davison and Mohan (2014), it serves as the primary medium of instruction, allowing pupils to engage with various subjects, acquire knowledge, and express their thoughts coherently. Apart from being a stand alone subject, other subjects are taught using English language in Nigeria. The Nigerian government also ensured that pupils in the basic education system, from kindergarten through secondary school, have a solid grounding in English language. It is a compulsory subject to take in common entrance, WASSCE NECO, NABTEB and

other public examinations and must be passed to enable pupils enter secondary schools and universities. Thus, it is not an overstatement to assert that English is of great importance in Nigeria.

Irrespective of the types of schools, pupils' knowledge of English Language is measured through their academic performance. Academic performance could be seen as an index for determining academic success of pupils (Pavelea & Moldovan, 2020). It explains the educational efforts of pupils (Ugwuoke, 2019). According to Uroko (2015), the academic performance of a person is the individual's learning result. This encompasses information, abilities, and concepts gained over the course of education inside and outside of the classroom. It could also be referred to as successes recorded by pupils in an academic endeavour. It is a measure of a person's level of achievement of specified objectives that were the focus of activities in instructional environment, particularly in school (Nkonge & Muduli, 2024). It is the outcome of education which shows the extent to which pupils, teachers and schools have achieved their educational excellence.

The pervasive concern surrounding pupils' academic performance in Nigeria has been a longstanding issue since the inception of modern education in the country. Oribabor (2014) sheds light on the predicament faced by many Nigerian pupils, emphasizing their struggles in both spoken and written English. According to him, the challenges extend beyond mere comprehension, with a particular emphasis on the difficulty in writing and pronouncing English words like the native speakers. Saadu, Oreagba and Yusuf (2022) have also contributed to this discourse by attesting to the fact that the academic

performance of pupils in the English language is steadily dropping. This solidifies the notion that Nigerian pupils experience challenges in mastering English. The cumulative weight of these challenges poses a considerable threat to the overall educational landscape, warranting a comprehensive examination of the factors contributing to the diminishing proficiency in the English language among Nigerian pupils. Addressing this multifaceted issue is crucial for fostering a learning environment that nurtures language proficiency and academic excellence.

In the pursuit of academic excellence in English language, various stakeholders have continually laid emphasis on the use of innovative instructional strategies to enhance pupils' learning experiences. The future trends in education changed the present scenario and agreed to the inclusive approach which focuses more on innovative activities and pupil-centered knowledge acquisition (Wudeneh, 2020). Furthermore, the recommendation by the Federal Republic of Nigeria (2013) is that modern teaching techniques should be increasingly used and improved upon at all levels of educational system, particularly in English Language and Mathematics.

One of such teaching strategies that have been capturing the interest of researchers over the years is case-based instructional strategy. Case-based instructional strategy is one of the instructional strategies that is derived from constructivist theory (Idika, 2021). It is an inquiry-based teaching strategy because it uses case studies as tools to activate learning (Idika, 2021). A case study is a typical story that engages the reader by presenting an

impasse that can only be solved with a basic knowledge of scientific principles (McLean, 2016). It creates an atmosphere that elicits curiosity, interest and delight in the process of learning a task (Yalçınkaya & Boz, 2015). Cases are not mere examples or illustrations but serve as primary structure for learning to take place (Allchin, 2015). In addition, a case-based learning class provides a stimulating, engrossing and interesting environment where learners can broaden the desire to cooperate and engage others through discussions and sharing of ideas with their classmates in a teacher-facilitated environment. The pupils are usually placed in small groups thereby providing opportunities for them to recognize misconceptions and acquire a different orientation towards the concept (Williams, 2015).

According to Idika (2021), cases are usually made in two parts: (1) the case scenario or story/narration of an event for the purpose of instruction and (2) the questions relating to the case or story narrated. In some instances, cases are presented before the questions while in other situations the reverse is the case. According to Cam and Geban (2017), cases are to steer pupils' thoughts toward a conclusion or provide resources and relevant context for group discussion or a structured, constructive debate in class. A set of questions relating to the selected cases that can aid pupils to appraise the possible conclusions, perceptions, and subjects in the case are directed to the learners for the evaluative purposes. Also, an interesting case is expected to facilitate class/group discussions (Williams, 2015) because pupils are tasked to solve the problems presented in the case studies using their background knowledge.

The stories or cases may be presented in varying forms. They may be in oral, print or electronic form. Case-based instructional strategy in its oral form is a pedagogical approach that centers on the delivery of educational content through spoken communication (Hoffer, 2020). This method engages pupils through verbal narratives by the teacher. The print form of Case-Based Instructional Strategy represents a pedagogical approach grounded in the utilization of written materials as the primary means of delivering educational content (Hoffer, 2020). This form of instructional strategy involves the presentation of cases, scenarios, or problem-solving materials through written documents, textbooks, worksheets, or other print-based resources. On the other hand, the visual form of Case-based instructional strategy constitutes a pedagogical approach centered on the use of visual stimuli and representations to convey educational content. It involves the integration of images, charts, graphs, diagrams, videos, and other visual aids to present cases, scenarios, or problem-solving situations.

Another area of interest in this study is on the issue of gender and academic performance of pupils. Gender and academic performance of pupils has become a matter of considerable debate among teachers and researchers in the field of education in recent times. Gender will be used as one of the moderating variables in this present study and it is a crucial aspect of human identity which serve to distinguish male individuals from their female counterparts. According to Dada, Arogbo and Sadiq (2022), gender refers to specific cultural patterns of behaviour that are attributed to human sexes. Obindah and Matthews (2022) averred that it is a construct that consist of biological, psychological, and

cultural elements which are typically used to categorize people as male or female. Ezema (2014) observed that various biological differences in human make up that are inherent in male and female learners may be responsible for some disparities in the academic performance of the two groups. The argument is that since no two human beings are the same in physical and intellectual attributes, then one should not expect both male and female learners to perform uniformly in their academic endeavours (Ezema, 2014).

School type may also be key in exploring the dynamics of pupils' academic performance in English Studies. The distinction between public and private schools in Ilorin East Local Government Area of Kwara State can play a pivotal role in shaping the impact of the case-based instructional strategy on pupils' learning outcomes. Public schools, typically funded and managed by the government, and private schools, operated independently or by private entities, Both of them may at times exhibit variations in resources, teaching methodologies, and overall educational environments (Lubienski, & Lubienski, 2014). Differences in infrastructure, teacher-student ratios, and socio-economic factors within these school types can create unique contexts that may interact with the chosen instructional strategy in distinct ways (Urquiola, 2016). Considering school type as a moderating variable can provide valuable insights into the contextual factors that may influence the relationship between the instructional strategy and pupils' academic performance. Acknowledging the potential influence of school type alongside other variables, such as gender, can contribute to a more comprehensive understanding of the complex interplay shaping English language proficiency among Nigerian pupils.

Furthermore, considering the importance of early adoption of empirically validated teaching interventions, particularly during elementary school years, there is need to find out the effect of case-based instructional strategy on pupils' academic performance in English Studies in Ilorin East Local Government Area of Kwara State. Understanding the effectiveness of case-based instruction in this setting, while considering the potential influence of gender, could pave the way for more informed instructional practices and ultimately empower pupils to achieve greater success in their English language studies.

Statement of the Problem

The importance of English language in Nigerian educational landscape cannot be over-emphasized. However, available records in Nigeria have shown that most pupils have not been performing well academically. Numerous activities/exercises such as homework, home tutoring, extra moral classes and so on had been put in place by educational stakeholders to improve the poor academic performance of Nigerian school-aged children but this situation still persists. Different researchers over the years have also used different independent variables and some instructional strategies in different localities but all have yielded little or no favourable outcomes on academic performance. All these warrant further research.

Hitherto, shortcomings on this subject matter still exist in the literature. Firstly, most studies were carried out focusing on secondary schools and higher institutions students while neglecting the primary school pupils. In addition to this, the issue of gender influence on the academic performance of learners has not been resolved since there is a

controversy on whether male or female would perform better in academics. Likewise, there is limited research specifically targeting pupils in the specific context of Ilorin East, Kwara State. This geographical and population-specific gap needs to also be addressed to provide insights into the experiences and challenges faced by pupils in this particular setting. This researcher tries to fill all these gaps in this study. Therefore, the study will examine the effect of case-based instructional strategy on pupils' academic performance in English Studies in Ilorin East LGA of Kwara State. The study also incorporates gender as its moderating variable to provide comprehensive understanding of the subject matter.

Purpose of the Study

The main purpose of this study is to examine the effect of case-based instructional strategy on pupils' academic performance in English studies in Ilorin East Local Government Area of Kwara State.

The specific objectives of this study are to determine:

i. The main effect of case-based instructional strategy on pupils' academic performance in English studies in Ilorin East Local Government Area of Kwara State.

ii. The interaction effects of treatment and gender on pupils' academic performance in English studies in Ilorin East Local Government Area of Kwara State.

iii. The interaction effects of treatment and school type on pupils' academic performance in English studies in Ilorin East Local Government Area of Kwara State.

iv. The interaction effects of treatment, school type and gender on pupils' academic performance in English studies in Ilorin East Local Government Area of Kwara State.

Hypotheses

The following hypotheses are formulated for the study and are tested at the 0.05 level of significance:

H01: There is no significant main effect of case-based instructional strategy on pupils' academic performance in English studies in Ilorin East Local Government Area of Kwara State.

H02: There is no significant interaction effects of treatment and gender on pupils' academic performance in English studies in Ilorin East Local Government Area of Kwara State.

H03: There is no significant interaction effects of treatment and school type on pupils' academic performance in English studies in Ilorin East Local Government Area of Kwara State.

H04: There is no significant interaction effects of treatment, school type and gender on pupils' academic performance in English studies in Ilorin East Local Government Area of Kwara State.

Significance of the Study

This research would be of great benefit to educators and teachers, educational policymakers parents and guardians and other researchers in the field of education. Firstly, the findings of this study would be of immense benefits to educators and teachers especially in the Early Childhood and Primary Education sector. The insights gained from the research can inform instructional strategies, aiding educators in refining their approaches to enhance pupils' academic performance in English Studies. Additionally, teacher training programs can draw practical insights from this research to enhance their curriculum. The findings emanating from this study can guide the integration of case-based instructional strategies into teacher training initiatives, ensuring that educators are well-equipped to implement effective teaching methods that positively impact pupils' performance in English Studies.

The findings of this study can be valuable for educational policymakers at both local and regional levels. Understanding the impact of case-based instructional strategies can contribute to evidence-based decision-making, guiding the development of policies that foster effective teaching methods and improve overall educational outcomes.

In addition, it is hoped that the findings of this study will be made accessible to the general public via internet and copies in the libraries. In doing so, this may be of great benefit to parents and guardians who would appreciate the importance of using good teaching approaches in teaching children at home, such as case-based instructional strategy. If this could be done, it could enhance better achievement in English language

among pupils. This knowledge may lead to more informed discussions with teachers and school administrators, fostering a collaborative environment conducive to pupils success.

Furthermore, no study like this has been reported in Ilorin East LGA. Therefore, this study is will be an addition to the literature in the area of academic performance of pupils in English language. Thee findings of this study might be used by other researchers as a source of knowledge and reference for literature review for those who wish to conduct the similar research in the future.

Scope of the Study

The scope of this study is to examine the effect of case-based instructional strategy on pupils' academic performance in English studies in Ilorin East Local Government Area of Kwara State. Geographically, this study is delimited to four primary schools (two public and two private) in Ilorin East Local Government Area. The scope of this study also covers few topics in English Language according to the school curriculum.

Operational Definition of Terms

The following are the operational definition of terms for this study:

Academic Performance: In this study, it refers to the scores of pupils in the English assessment test.

Pupils: They are primary five pupils in the selected schools in Ilorin East LGA.

Case-Based Instructional Strategy: In this study, it involves using real-life or fictional stories to teach English language.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter illustrates the review of literature on the effect of case-based instructional strategy on pupils' academic performance in English Studies in Ilorin East Local Government Area of Kwara State. Literature will be discussed under the following sub-headings.

Theoretical Review

Cognitive Load Theory (1988)

Conceptual Review

Concept of Academic performance

Measuring Academic Performance

Overview of the Historical Evolution of English Language

Lexical Categories of English language

English as a Spoken Language

Varieties of English Language

English as a School Subject

Importance of English Language

Primary School Pupils

Instructional Strategy

Case-Based Instructional Strategy

Review of Empirical Studies

Case-based Instructional strategy and Academic Performance

Gender and Academic Performance

School Type and Academic Performance

Summary of Literature Reviewed

Theoretical Framework

Cognitive Load Theory (1988)

John Sweller, an Australian educational psychologist, coined the cognitive load theory (CLT) in 1988. Born in Australia, Sweller is known for his extensive work in the field of educational psychology, particularly for developing CLT. He is more focused on how people learn new things. He is a professor emeritus at the University of New South Wales. The theory's initial description can be found in his book titled "Cognitive Load During Problem Solving," which was published in 1988. Although this theory was published in the Journal of educational psychology a number of years ago (Paas, Renkl, & Sweller, 2014), it has only relatively recently received the attention it deserves. This theory is influential in understanding how instructional design and presentation of information affect learning outcomes (Mavilidi, & Zhong, 2019).

At its most basic level, there is need to acknowledge that humans all have a limited mental storage capacity for learning and once this has been used, they begin to see negative cognitive load effects on memory and comprehension. According to Brunken, Plass and Leutner (2014), cognitive load is referred to as the amount of information that our working memory capacity can hold at one time. When information is entered into human brains, it carries a cognitive load that exerts a processing burden on the brain to provide meaningful learning outcomes to the information (Sweller, 2015). Sweller found that the brain could only focus on three items simultaneously, and that the amount of cognitive load increased exponentially as the number of tasks increased. Sweller argued that the human mind had

evolved over millions of years to cope with limited attention spans, and that modern technology was causing us to overload our brains (Schnotz, & Kürschner, 2017). He believed that the solution was to simplify the method of learning so that they would require less mental effort to navigate.

According to Sweller (2015), the best learning occurs when the learning environment is aligned with the human cognitive capacity. The theory revolves around some tenets. The first tenet is human memory which exhibit a dichotomy comprising long-term memory and working memory (Van Merrienboer, & Sweller, 2015). This foundational tenet underscores the intricate nature of cognitive processes, elucidating the distinction between the repository of enduring knowledge and the transient workspace for immediate mental processing. Long-term memory, characterized by its capacity for extensive storage, houses accumulated experiences, skills, and information over time. In contrast, working memory operates as the cognitive workspace, dealing with the immediate and active mental processes (Sweller, 2017). This duality lays the groundwork for understanding how learners interact with information, emphasizing the importance of aligning instructional design with the dual facets of human memory.

The central premise of cognitive load theory manifests in the recognition that the processing of new knowledge imposes a 'cognitive load' on working memory, potentially influencing learning outcomes (Lovell, & Sherrington, 2020). This tenet delves into the delicate balance required in instructional design, acknowledging the finite capacity of

working memory. As individuals engage with new information, their working memory bears the responsibility of processing and integrating this knowledge (Mayer, & Moreno, 2016). However, an excessive cognitive load, induced by complex instructional methods or information presentation, can overwhelm working memory, hindering effective learning. Hence, the strategic management of cognitive load emerges as a crucial aspect in facilitating optimal learning experiences, emphasizing the need for instructional approaches that align with the cognitive capacities of learners (Sweller, van Merriënboer, & Paas, 2019).

Within the framework of cognitive load theory, the third tenet asserts that content knowledge is stored in the form of schemas within long-term memory(Schnotz, & Kürschner, 2017). Schemas, mental structures representing organized knowledge and experiences, facilitate the efficient retrieval and application of information (Brunken, Plass, & Leutner, 2014). This organizational aspect of long-term memory enables learners to connect new knowledge with existing schemas, fostering a deeper understanding and retention. The implications of this tenet extend to instructional practices, suggesting that educators can enhance learning by strategically building on and reinforcing existing schemas. Recognizing the role of schemas in long-term memory underscores the significance of curriculum design and instructional strategies that promote meaningful connections between new information and the learners' pre-existing knowledge structures (Sweller, Chandler, Tierney, & Cooper, 2020).

Sweller's cognitive load theory delineates three distinct forms of cognitive load, each offering nuanced insights into the dynamics of information processing (Sweller, Chandler, Tierney, & Cooper, 2020). Intrinsic load, the first facet, encapsulates the inherent complexity of the learning material itself (Mayer, & Moreno, 2016). It stems from the intrinsic difficulty and intricacy of the subject matter, presenting a cognitive challenge that learners must navigate. As individuals engage with content, the intrinsic load is an unavoidable aspect that directly corresponds to the complexity of the information being processed (Lovell, & Sherrington, 2020). Effective instructional design recognizes this inherent load and seeks to present complex concepts in a manner that allows learners to grasp and manage the inherent difficulty, ensuring optimal learning outcomes.

Extraneous load, the second form, refers to the cognitive burden imposed by instructional methods or presentation that is extraneous to the core content (Renkl, & Atkinson, 2016). This encompasses elements such as convoluted instructions, irrelevant visuals, or superfluous information that does not contribute directly to the learning objectives. Management of extraneous load is pivotal, as an excessive burden in this form can divert cognitive resources away from the essential content, impeding learning. Skillful instructional design strives to minimize extraneous load, streamlining the learning process by presenting information in a clear, coherent, and focused manner, allowing learners to allocate cognitive resources efficiently (Kürschner, & Schnotz, 2017).

The third form, Germane load, constitutes the cognitive effort directed toward the construction and automation of schemas in long-term memory(Renkl, & Atkinson, 2016). Unlike intrinsic and extraneous load, germane load is inherently beneficial to the learning process. It represents the mental investment made by learners in actively processing and integrating information into meaningful structures. Germane load contributes to the formation of durable knowledge structures, fostering a deeper understanding and facilitating long-term retention. In instructional design, fostering germane load involves creating learning experiences that encourage active engagement, critical thinking, and the development of meaningful connections between new knowledge and existing cognitive frameworks (Kürschner, & Schnotz, 2017). Recognizing the distinct nature of these cognitive loads is fundamental for educators seeking to optimize the learning experience and enhance pupils' cognitive engagement with the material.

In the context of this present study, John Sweller's Cognitive Load Theory (CLT) offers valuable insights into the intricacies of instructional design and its potential impact on learning outcomes. The foundational tenet of CLT, which distinguishes between long-term memory and working memory (Sweller, 2017), aligns with the focus on understanding how pupils interact with information in the learning environment. The recognition that working memory operates as a transient workspace for immediate mental processing resonates with the current study's exploration of the dynamic cognitive processes involved in pupils' engagement with case-based instructional strategies.

Moreover, the central premise of CLT, emphasizing the delicate balance required in instructional design to manage cognitive load effectively (Paas, Renkl, & Sweller, 2014), holds relevance for this present study. As the study delves into the effect of case-based instructional strategies, the acknowledgment of finite working memory capacity becomes pivotal. The strategic management of cognitive load, as proposed by Sweller, may play a crucial role in facilitating optimal learning experiences for pupils engaging with case-based approaches. The study may explore how the alignment of instructional design with cognitive capacities can enhance the effectiveness of case-based strategies in fostering improved academic performance in English Studies.

Additionally, asserting that content knowledge is stored in the form of schemas within long-term memory, provides a lens through which this present study may analyze the potential impact of case-based instructional strategies on the formation and reinforcement of cognitive schemas. The study can explore how these strategies contribute to the efficient retrieval and application of information, fostering a deeper understanding and retention of English Studies content among pupils. Recognizing the role of schemas in long-term memory may underscore the significance of case-based approaches in curriculum design and instructional strategies, particularly in building meaningful connections between new information and pupils' pre-existing knowledge structures.

Furthermore, Sweller's delineation of intrinsic, extraneous, and germane load in CLT may offer a framework for understanding the nuanced dynamics of cognitive

processing during case-based instruction in the current study. Exploring how intrinsic load, stemming from the inherent complexity of case-based materials (Mavilidi, & Zhong, 2019), may influence pupils' cognitive challenges aligns with the study's focus on the effect of these strategies on academic performance. Analyzing how extraneous load, in the form of potential cognitive burdens from instructional methods, can be minimized in case-based approaches is crucial for optimizing the learning process. Additionally, recognizing the inherently beneficial nature of germane load in actively processing information aligns with the study's exploration of how case-based strategies may contribute to the construction and automation of cognitive schemas, fostering deeper understanding and long-term retention among pupils.

Conceptual Review

Concept of Academic performance

The lack of consensus regarding the meaning of academic performance of pupils is clearly evident through reviewing the available literature. The term academic performance has a multitude of perspectives, which are responsible for the varied constitution of its very definition. As such, many scholars and researchers have tried to defined academic performance. For instance, Osagiobare, Ebohon & Edomwandagbon (2018) opined that academic performance form an integral part of the child's life. Narad & Abdullah (2016) also averred that academic performance is a measure of knowledge gained from teaching and learning and it is assessed by marks awarded by a teacher. Academic performance is the advancement of pupils going from one phase to another or scores obtained within the

course of an examination (Henderson & Mapp, 2019). Academic performance can be seen as something one does or achieve at school, college or university, in a class, laboratory or field work. It is accomplishing whatever goals or task which has been set. It is a pursuit and actualization of dreams in the academic set up.

According to Igbo and Ihejiene (2014), academic performance requires drives and in many cases single-mindedness. This therefore, means that when a child or pupil comes to school with a goal to achieve success, he or she works towards such a goal especially pupil that can hear but for children with hearing impairments, it is going to be a problem because of their impairment (Ezema, 2013). Academic performance is very important as schools, universities and other institutions are ranked based on their results in tests and examinations. A school with higher academic accomplishment is likely to be given more funding than one with lower achievement (Nelson, 2016). Academic performance is strong a determinant of both employment chances and reaching higher levels of education.

The concept of academic performance is believed to possess an amorphous nature, since it broadly incorporates various factors ranging from attaining a professional degree to the development of pupils in the moral sense (York, Gibson & Rankin, 2015). The perspective-oriented nature of academic performance further creates hindrance in giving an exhaustive definition of the term (Pavelková, & Havlíčková, 2014). For some entities, completing courses and gaining knowledge and skills may be the meaning of academic performance. Whereas, for some others, having the abilities to secure a progressive career

would be the version. On the whole, securing and inculcating a meaningful change (psychological, affective, cognitive as well as behavioural) in the students, is the ultimate goal of the education system across the world (Kumar, Agarwa and Agarwal, 2021).

In other words, the amorphous concept of academic performance can be defined in terms of gaining knowledge; acquiring skills and competencies; securing high grades and similar academic progress; securing a progressive career; and intention and persistence towards education. Also, when one seeks to acquire information regarding academic performance of pupils, the magnitude of significance accorded to the above-mentioned versions of academic performance, is highest for academic achievement followed by knowledge gained as well as skills and abilities acquired (York, Gibson & Rankin, 2015).

Measuring Academic Performance

Academic performance can be measured through several frames of reference: normative academic performance, classroom academic performance, and academic progress (Semmel & Frick, 2015). Normative academic performance refers to pupils' standing compared with national or state norms and can be obtained through scores on national or state standardized academic achievement tests (Antia, Jones, Reed, & Kreimeyer, 2019). Classroom academic performance refers to pupils' achievement in comparison with classmates (Antia, Jones, Reed, & Kreimeyer, 2019). Classroom performance can be measured by obtaining teachers' perceptions of students' achievement and ability to learn expected academic content. Academic progress refers to the change in academic performance from one year to the next and can be measured both by looking at

gains on achievement tests and teachers' perception of pupil change (Semmel & Frick, 2015). Each of these frames of reference is important.

Pupils may do poorly on national or state standardized tests, yet be achieving as well (or as poorly) as their classmates. Conversely, learners may be achieving at grade level according to standardized test scores, yet be falling behind their classmates academically. Pupils who begin their school careers achieving below their hearing classmates may make desirable progress from year to year, but yet not make sufficient progress to ''catch up'' with their classmates (Antia, Jones, Reed, & Kreimeyer, 2019). A complete picture of academic performance should, therefore, include all three frames of reference. Henderson and Mapp (2019) argue that pupils' academic performance is usually limited by report cards and grades, grade point averages, enrolment in advanced years, attendance and staying in school, being advanced to the next stage, and improved behaviour. In this study, academic performance refers to score in school tests and examinations.

Overview of the Historical Evolution of English Language

The historical evolution of the English language is a captivating journey marked by diverse influences and significant transformations. Originating from the Germanic languages spoken by early tribes in what is now present-day England and southern Scandinavia, Old English emerged as the linguistic foundation (Jennings, 2021). This early form of English was shaped by the migration and settlement patterns of various tribes, including the Angles, Saxons, and Jutes (Davlatova, 2020). The Norman Conquest of 1066 brought a pivotal shift, introducing Norman French influences into the English language

(McIntyre, 2020). This fusion resulted in Middle English, characterized by a rich tapestry of vocabulary borrowed from both Germanic and Romance languages. Literary works such as Chaucer's Canterbury Tales exemplify the linguistic diversity of Middle English.

The Renaissance period witnessed the revival of classical learning, impacting the English language profoundly (Vonk, Noordegraaf, De Bonth, & Rutten, 2020). This era saw an influx of Latin and Greek words, contributing to the expansion and enrichment of the lexicon. The printing press, introduced by William Caxton in 1476, played a pivotal role in standardizing English spelling and promoting linguistic uniformity (Davlatova, 2020). By the Early Modern English period, marked by the works of Shakespeare and the King James Bible, English had undergone substantial linguistic developments. The Great Vowel Shift during this time altered the pronunciation of vowels, contributing to the phonetic distinctions observed in Modern English (Jennings, 2021).

The subsequent expansion of the British Empire in the 17th and 18th centuries played a crucial role in spreading English globally (Hejná, & Walkden, 2022). As explorers, traders, and settlers carried the language to various continents, English evolved into diverse regional forms, creating the foundation for the global varieties of English spoken today (Manolescu, 2023). In the 20th and 21st centuries, technological advancements and globalization have accelerated the spread of English as a global lingua franca (Hejná, & Walkden, 2022). Its influence in science, technology, business, and the arts has solidified its position as a dominant and widely spoken language, further

emphasizing the dynamic and ongoing evolution of the English language throughout history.

Lexical Categories of English language

In English Language, parts of speech or word classes are referred to as lexical categories. Lexical word is a word that conveys information in a text or speech (Maulana, 2015). They are important in the construction of phrases and sentences. Lexical words are either characterized in terms of their semantic content or are defined morpho-syntactically in terms of their grammatical properties (Dayal, 2015). They are the basic types of words that English Language has and according to Katamba (2015), there are eight of them:

Noun

A noun is a naming word. It names a person, place, thing, idea, living creature, quality, or action. Nouns make up one of the largest word classes in English Language (Maulana, 2015). Nouns may be classified in a number of ways. There is a fundamental contrast between nouns that refer uniquely to particular entities or individuals and those that do not (Katamba, 2015). The best example of the first kind of noun is a proper name (such as Sam, Elizabeth, Paris or London and so on) and nouns of this type are referred to as proper nouns. Nouns which do not refer to unique individuals or entities are called common nouns (dog, table, fish, car, pencil, water and so on).

One of the important differences between proper and common nouns in English Language like is that common nouns normally take an article (the), while proper nouns do not (Leech, & Rayson, 2014). Common nouns may be divided into mass nouns and count

nouns (Gillon, 2015). Count nouns, as the name implies, denote countable entities, for example, seven chairs, six pencils, three dogs, many cars and so on. Mass nouns, on the other hand, are not readily countable in their primary senses (for example, two waters, four butters, six snows and so on). In order to make them countable, it is necessary to add what is sometimes called a 'measure word', which delimits a specific amount of the substance. For example, two glasses/bottles/drops of water, four pats/sticks of butter, six shovelfuls of snow and so on. Measure words can be used with count nouns only when they are plural. For example, six boxes of pencil versus six boxes of pencils, two cups of peanut versus three jars of peanuts and so on.

Pronouns

Pronouns are closely related to nouns, as they both function as noun phrases. Pronouns (Pro plus Nouns) are words traditionally characterized as 'replacement' for nouns or as 'standing for' nouns (Shay, 2021). For example, "John went to the store" and "he went to the store", in which he substitutes John in the second clause. This, however, is true only of third-person pronouns like he, she, it, or they; it is not true of first-person pronouns like I or second-person pronouns like you. First and second person pronouns refer to or index the speaker and addressee in a speech event and do not replace or stand for a noun (Katamba, 2015).

Verbs

Verbs have very large lexical word class in English Language and are traditionally called "doing words" when taught to young children (Maulana, 2015). However, some

verbs represent static situations which do not involve anyone actually doing anything (Ramchand, 2018). For example, know as in “Chris knows the answer”, or see as in “Pat sees Dana over by the bookcase”. Some verbs symbolize actions. For example, run as in “Kim ran around the track”, or sing as in “Leslie sang a beautiful aria”. Others type of verbs refer to a change of state. From example, freeze as in “The water froze (the change in the state of the water is from liquid to solid)”, or dry as in “The clothes dried quickly (the change in the state of the clothes is from wet to dry)”. Some represent complex situations involving an action plus a change of state. For example, break as in “Larry broke the window with a rock (Larry does something with a rock [action] which causes the window to break [change of state])”.

Adjectives

Adjectives are words that describe, modify, limit, distinguish, or otherwise characterize the noun they refer to (Arsenijević, 2020). Some examples of adjectives in English Language include red, happy, tall, sick, interesting, beautiful, and many others. Adjectives typically express properties of entities (Farinde, & Omolaiye, 2021). For example, a red apple, a tall woman, a beautiful sunset. Some properties are inherent attributes of an entity. For example, some apples are red because they are naturally so, whereas some barns are red because they have been painted red, not because they are inherently red. Hence, colour is an inherent property of apples but not of barns. According to Farinde and Omolaiye (2021), English adverbs typically, but not always, end in “-ly”.

For example, quickly, happily, beautifully, rapidly and carefully. Fast, big, thin are among the exceptions.

Adverbs

Adverbs modify verbs, adjectives and even other adverbs, and they can be classified in terms of the nature of this modification (Hazem, & Kanaan, 2020). The first is called manner adverbs which indicate the manner in which something is done. For example, the detective examined the crime scene carefully. The second is temporal adverbs, as the name implies, express when something happened. For example, Kim talked to Chris yesterday, or Dana will see Pat tomorrow. Yesterday and tomorrow do not end in -ly and have the same form when functioning as an adverb that they have when functioning as a noun. For example, Yesterday was a nice day, tomorrow will be very special. The most common adverbial modifiers of adjectives and adverbs are words like very, extremely, rather. For example, a very tall tree, the extremely clever student, rather quickly. This class of adverbs is referred to as degree modifiers (Hazem, & Kanaan, 2020).

Prepositions

Nghi, Thang and Phuc (2021) averred that prepositions are short or little words that express relationships including those of space, time, and degree. A preposition usually comes before a noun, pronoun or noun phrase. Prepositions can relate to position (Abdalla, 2021). They join the noun to some other part of the sentence. Examples: at, about, above, against, around, before, below, between, by, for, from, in, of, on, over, through, to, toward(s), under, with and so on.

Conjunctions

A conjunction joins two words, phrases or sentences together (Strik-Lievers, Bolognesi, & Winter, 2021). There are two types of conjunctions. The first type is called coordinating conjunctions. A coordinating conjunction is a word that joins two elements of equal grammatical rank and syntactic importance (Cassani, Chuang, & Baayen, 2020). They can join two verbs, two nouns, two adjectives, two phrases, or two independent clauses. Examples of coordinating conjunctions are for, and, nor, but, so, yet, and so on. A subordinating conjunction, on the other hand, is a word or phrase that links a dependent clause to an independent clause. This word or phrase indicates that a clause has informative value to add to the sentence's main idea, signaling a cause-and-effect relationship or a shift in time and place between the two clauses.

Determiners

In English Language, a determiner is a word or group of words that specifies, identifies, or quantifies the noun that follows (Cassani, Chuang, & Baayen, 2020). Determiners are to provide information about a noun or to introduce a noun (Abdalla, 2021).. They show who or what the noun is pointing to or talking about. They also come before any other adjectives used to describe the noun. Determiners are required before a singular noun but are optional when it comes to introducing plural nouns. The most common determiner, the, is called the definite article. The indefinite article is a or an.

English as a Spoken Language

English, as a global language, holds a preeminent position in international communication, commerce, science, and culture. Its prominence stems from a combination of historical factors, including the expansion of the British Empire, technological advancements, and the influence of English-speaking nations (Kirkpatrick, A., & Schaller-Schwaner, 2022). Currently, English serves as a lingua franca, connecting speakers from diverse linguistic backgrounds, fostering global collaboration, and facilitating the exchange of ideas (Kirkpatrick, A., & Schaller-Schwaner, 2022).

One of the defining features of English is its widespread use as an official or second language in numerous countries. English is spoken as a first language in several nations, including the United States, the United Kingdom, Canada, Australia, and New Zealand. Additionally, it serves as an official language in many countries where it may not be the primary language, such as India, Nigeria, South Africa, and numerous others. This global presence underscores the multifaceted role of English as a tool for international diplomacy, business, education, and cultural exchange (Gramley, Gramley, & Pätzold, 2020). The versatility of English extends beyond national borders to encompass regional variations and dialects. The unique qualities of American English, British English, and the various World Englishes contribute to the richness and adaptability of the language. These variations, while sharing a common linguistic foundation, reflect the diverse cultures, histories, and influences that have shaped English into a mosaic of expressions and linguistic features.

The impact of English in the digital age has further accelerated its global influence. The internet, social media, and international business conducted in English have facilitated seamless communication across borders. English-language media, literature, and entertainment have become globally consumed, shaping perceptions and influencing linguistic trends worldwide. The number of countries where English is spoken or holds official status has increased over time, reflecting its growing importance. While it's challenging to provide an exact number due to changes and developments, English is recognized in a significant number of countries (Kortmann, 2020). More than 50 countries have English as an official language, and it is spoken in over 100 countries (Kortmann, 2020). The global prevalence of English is a testament to its adaptability, versatility, and the interconnected nature of our modern world. As a language of global communication, English plays a pivotal role in facilitating understanding and collaboration across diverse cultures and linguistic backgrounds (Gramley, Gramley, & Pätzold, 2020).

Varieties of English Language

Varieties of English constitute a fascinating panorama of linguistic diversity, reflecting the global reach and adaptability of the language across different regions and communities (Kortmann, & Schneider, 2020). One prominent aspect of these varieties lies in regional dialects, which manifest distinct linguistic features influenced by geographical and cultural factors (Kortmann, & Schneider, 2020). In the United Kingdom alone, variations such as Scottish English, Irish English, and regional dialects in England demonstrate a rich tapestry of linguistic nuances and pronunciations.

Beyond the British Isles, the historical and colonial legacies of the British Empire have left an enduring impact on the varieties of English worldwide (Schneider, 2020a). In North America, American English has evolved with its unique vocabulary, spellings, and expressions, while Canadian English exhibits a blend of British and American influences. The complexities of English in the Caribbean, shaped by the history of slavery, colonization, and diverse cultural interactions, give rise to distinct Creole languages and variations (Schneider, 2020b). In Australia and New Zealand, the influence of British settlers has shaped Australian English and New Zealand English, each with its linguistic idiosyncrasies and colloquialisms. The Asia-Pacific region further contributes to the global tapestry of English with variations influenced by local languages and cultural nuances, exemplified by Indian English, Singaporean English, and others (Rose, McKinley, & Galloway, 2021).

A notable dimension of English varieties is found in the African continent, where the legacy of British colonialism has resulted in diverse English-based Creole languages and distinct national varieties (Mufwene, Rickford, Bailey, & Baugh, 2021). Nigerian English, South African English, and Kenyan English showcase the dynamic evolution of the language within unique linguistic and cultural contexts. The concept of World Englishes acknowledges the dynamic nature of English as it adapts and diversifies across the globe (Mufwene, Rickford, Bailey, & Baugh, 2021). English, in its various forms, serves as a powerful medium for communication, diplomacy, trade, and cultural exchange, highlighting the adaptability and resilience of the language across diverse sociolinguistic

landscapes. The study of these varieties not only provides insight into linguistic differences but also underscores the richness of English as a global phenomenon with a myriad of expressions, each telling a unique story of cultural and historical influences (Kortmann, & Schneider, 2020).

English as a School Subject

English holds a central position in educational curricula around the world, serving as a key tool for fostering literacy, communication skills, and critical thinking. The study of English typically encompasses several components, including language arts, literature, writing, grammar, and language acquisition (Zein, 2022). Pupils engage in the exploration of literary works, the development of writing skills, and the understanding of language structures. The primary aim of teaching English is to equip students with effective communication skills, both written and verbal. Proficiency in English is considered essential for success in various academic disciplines and professional fields (Aulia, & Zainil, 2020). In many countries, English is introduced as a mandatory subject from the early years of schooling, reflecting its global importance and the recognition of its role as a lingua franca.

Literature plays a crucial role in the English curriculum, exposing students to a diverse range of literary works that span different genres, cultures, and historical periods (Sulistiyo, Supiani, Kailani, & Lestariyana, 2020). The study of literature not only enhances language skills but also promotes critical thinking, cultural awareness, and empathy as students explore different perspectives and narratives. Writing is another

fundamental aspect of English education, encompassing creative writing, essay composition, and technical writing (Aulia, & Zainil, 2020). Through writing assignments, pupils can develop the ability to articulate ideas coherently, express themselves effectively, and master the nuances of grammar and syntax.

Grammar, often included as a distinct component of English education, provides students with the foundational rules and structures of the language (Zein, 2022). Understanding grammar enhances communication skills, enabling students to convey their thoughts with clarity and precision. English as a school subject plays a pivotal role in shaping students' linguistic and communicative abilities. Beyond language skills, it fosters critical thinking, cultural appreciation, and the development of a global perspective (Sulistiyo, Supiani, Kailani, & Lestariyana, 2020). The widespread recognition of English as a valuable educational pursuit reflects its status as a language of international communication and collaboration.

Importance of English Language

The importance of the English language on the global stage is multifaceted, with far-reaching implications for individuals, societies, and nations (Ilyosovna, 2020). First and foremost, English serves as a universal means of communication, acting as a bridge across linguistic and cultural barriers. This linguistic universality enables people from diverse backgrounds to interact, collaborate, and share ideas on an international scale (Rohmana, 2020). In academic, professional, and personal contexts, English proficiency facilitates effective communication, fostering understanding and cooperation.

Beyond its role as a communication tool, English holds significant economic importance. In the contemporary global economy, English is often the language of international trade, commerce, and business (Rao, 2019). Proficiency in English enhances employability and opens doors to a myriad of career opportunities. As businesses operate on an increasingly global scale, English language skills become essential for networking, negotiation, and participating in the global job market. Furthermore, English is a gateway to knowledge and information. The majority of academic resources, scientific publications, and technological advancements are disseminated in English. Proficiency in the language grants individuals access to a vast repository of information, enabling them to stay abreast of developments in various fields. English fluency is particularly crucial in higher education, where many academic institutions worldwide use English as the medium of instruction (Zein, Sukyadi, Hamied, & Lengkanawati, 2020).

The cultural influence of English, particularly through literature, cinema, and media, is another vital aspect of its importance. English-language literature has produced timeless classics and influential works that have shaped global literary traditions (Rao, 2019). Hollywood, as a prominent English-language film industry, has a profound impact on international entertainment and popular culture. English proficiency allows individuals to engage with and appreciate a rich tapestry of cultural expressions, fostering cultural exchange and understanding (Zein, Sukyadi, Hamied, & Lengkanawati, 2020). English is also pivotal in the realm of technology and innovation (Ilyosovna, 2020). The majority of programming languages, coding manuals, and technological documentation are written in

English. As the digital landscape continues to evolve, English proficiency becomes instrumental for individuals seeking to navigate and contribute to advancements in technology. Coding, software development, and participation in online platforms often require a strong command of the English language. In the diplomatic and political spheres, English holds a privileged position as the language of international diplomacy. Multilateral organizations, treaties, and diplomatic communications commonly employ English as a common ground for negotiation and discourse (Rohmana, 2020). Proficiency in English is crucial for diplomats, policymakers, and international relations professionals, facilitating effective communication in a globalized world.

Primary School Pupils

Primary school pupils represent a vibrant stage in the educational journey, typically ranging in age from around 6 to 11 years old, covering grades 1 through 6 in many educational systems. This developmental period is characterized by significant cognitive, social, and emotional growth (Izatulloyevich, 2020). One of the defining features of primary school pupils is their eagerness to explore, learn, and make sense of the world around them. At this stage, primary school pupils are in the early years of formal education, transitioning from the foundational skills acquired in kindergarten. Their age-appropriate curiosity fuels a natural inclination to ask questions, engage in hands-on activities, and participate in interactive learning experiences. The classroom environment, often vibrant and interactive, is designed to cater to their developmental needs, fostering a love for learning and exploration (Bakhronovna, 2022).

Cognitively, primary school pupils are developing foundational literacy and numeracy skills. Reading, writing, and basic mathematical concepts become focal points of their academic journey (Oljayevna, & Shavkatovna, 2020). The curriculum is designed to provide a balanced approach, combining structured lessons with creative and play-based activities that cater to their developing cognitive abilities. Socially, primary school pupils are navigating the early stages of peer interactions and forming friendships (Yen, & Mohamad, 2020). Cooperative learning becomes an essential component of their educational experience, fostering teamwork, communication, and social skills. Teachers play a pivotal role in creating a supportive and inclusive classroom environment where pupils learn to collaborate, share ideas, and respect one another. Emotionally, primary school pupils may exhibit a range of emotions as they navigate new challenges and experiences. Teachers and parents play crucial roles in providing emotional support, helping pupils build resilience, and nurturing a positive attitude towards learning. Encouragement and positive reinforcement contribute to the development of confidence and self-esteem during these formative years.

The physical development of primary school pupils is also evident, as they engage in various physical activities and play. Physical education is often integrated into the curriculum to promote health and well-being. Additionally, pupils begin to develop fine and gross motor skills through activities such as drawing, writing, and participating in sports (Yusufzoda, & Ortiqova, 2021). The introduction of a structured school routine helps primary school pupils develop time management skills and a sense of responsibility.

Homework assignments, projects, and assessments gradually become part of their educational experience, fostering a sense of accountability for their learning. Primary school pupils embody a stage of enthusiastic exploration and foundational learning (Bakhronovna, 2022). Their age-appropriate curiosity, cognitive development, social interactions, emotional growth, and physical activities collectively contribute to a holistic educational experience. Recognizing and catering to the unique characteristics of primary school pupils is fundamental in establishing a strong foundation for their educational journey and personal development (Oljayevna, & Shavkatovna, 2020).

Instructional Strategy

Instructional strategy is a pivotal element in the field of education, serving as the compass that guides the teaching and learning process (Mahmood, 2021). At its essence, an instructional strategy encompasses a comprehensive plan that educators employ to facilitate effective learning experiences for their pupils. This strategic approach involves not only the selection of teaching methods but also the careful consideration of learning objectives, student needs, and the broader educational context (Fan, Antle, & Warren, 2020). When it comes to instructional strategy, the emphasis is on creating purposeful and structured plans to convey information, build skills, and promote understanding. Educators navigate the intricate landscape of pedagogy, drawing upon a myriad of techniques to engage learners, address diverse needs, and achieve educational outcomes. The design and implementation of instructional strategies involve a delicate balance between the content being delivered, the unique characteristics of the learners, and the desired learning

outcomes. According to Rasmitadila et al. (2020), effective instructional strategies are inherently dynamic, adaptable to the evolving needs of students and the educational landscape. Educators must continually assess the effectiveness of their strategies, making adjustments based on feedback, student performance, and emerging educational trends. The strategic planning involved in instructional design considers the sequence of content delivery, the incorporation of various media and resources, and the integration of assessment tools to gauge student comprehension and progress.

The importance of instructional strategy extends beyond the classroom, encompassing various educational settings and levels (Castro-Alonso et al., 2021). Whether it's in primary schools, higher education institutions, or professional development contexts, the thoughtful application of instructional strategy plays a critical role in creating meaningful and impactful learning experiences. It is the vehicle through which educators navigate the complex journey of knowledge transfer, skill development, and intellectual growth. Furthermore, instructional strategy is intricately linked to educational philosophy and pedagogical theories (Mahmood, 2021). Educators often draw inspiration from theories such as constructivism, behaviourism, or socio-cultural perspectives when designing their instructional strategies. These theories influence how educators approach lesson planning, student engagement, and the integration of technology in the learning process (Fan, Antle, & Warren, 2020).

Case-Based Instructional Strategy

Case-based instructional strategy is one of the instructional strategies that is derived from constructivist theory (Idika, 2021). It is an inquiry-based teaching strategy because it uses case studies as tools to activate learning (Idika, 2021). A case study is a typical story that engages the reader by presenting an impasse that can only be solved with a basic knowledge of scientific principles (McLean, 2016). Case-Based Learning has been employed in the instructional practices in several disciplines and courses such as Medicine, Law, Psychology and other subject areas apart from science. Case-based instructional practices create an atmosphere that elicits curiosity, interest and delight in the process of learning a task (Yalcinkaya, Geban, & Ozkan, 2014). Research has also shown that this pedagogical strategy, if appropriately utilized, is capable of developing pupils' ability to think critically, solve problems, develop attitudes and skills, excel in verbal and written tasks, increase motivation and judge self objectively (Williams, 2015). Cases are not mere examples or illustrations but serve as primary structure for learning to take place. (Allchin, 2013). In addition, a Case-Based Learning class provides a stimulating, engrossing and interesting environment where learners can broaden the desire to cooperate and engage others through discussions and sharing of ideas with their classmates in a teacher-facilitated environment. The pupils are usually placed in small groups thereby providing opportunities for them to recognize misconceptions and acquire a different orientation towards the concept (Williams, 2015).

According to Idika (2021), cases are usually made in two parts: (1) the case scenario or story/narration of an event for the purpose of instruction and (2) the questions relating to the case or story narrated. In some instances, cases are presented before the questions while in other situations the reverse is the case. According to Cam and Geban (2014), cases are to steer pupils' thoughts toward a conclusion or provide resources and relevant context for group discussion or a structured, constructive debate in class. The stories or cases may be presented in varying forms. They may be in oral, print or electronic form, for instance, video. A set of questions relating to the selected cases that can aid students to appraise the possible conclusions, perceptions, and subjects in the case are directed to the learners for the evaluative purposes. Also, an interesting case is expected to facilitate class/group discussions (Williams, 2015) because pupils are tasked to solve the problems presented in the case studies using their background knowledge.

Forms of Case-Based Instructional Strategy

According to Hoffer (2020), case-based instructional strategy can take three forms: oral, print and visual.

Oral Case-Based Instructional Strategy

Case-based instructional strategy in its oral form is a pedagogical approach that centers on the delivery of educational content through spoken communication (Hoffer, 2020). This method engages pupils through verbal narratives, discussions, and interactive dialogues, emphasizing the verbal transmission of information. The essence of this instructional strategy lies in the effective articulation of case studies, anecdotes, or

problem-solving scenarios through spoken language. Educators employing the oral form of case-based instruction often leverage storytelling techniques to vividly convey relevant information to pupils. Through the skillful use of spoken words, teachers can capture the attention of pupils, making the learning experience more engaging and memorable (Rhodes, Wilson, & Rozell, 2020).

Furthermore, the oral form of case-based instructional strategy can promote active participation and collaboration among pupils (Lyons, & Bandura, 2020). Classrooms utilizing this approach can make pupils to express their thoughts, share insights, and engage in dialogue with peers. The interactive nature of oral case-based instruction not only enhances comprehension but also cultivates critical thinking skills as pupils articulate their understanding and perspectives in a verbal format. In the application of the oral form of case-based instruction, educators may employ various techniques such as role-playing, group discussions, and storytelling sessions. These methods serve to create a dynamic learning atmosphere where pupils actively contribute to the exploration and analysis of real-world cases (Rhodes, Wilson, & Rozell, 2020). The emphasis on verbal communication in this instructional strategy aligns with the developmental needs of young learners, fostering language skills and encouraging expressive communication.

Print Form of Case-Based Instructional Strategy

The print form of Case-Based Instructional Strategy represents a pedagogical approach grounded in the utilization of written materials as the primary means of delivering educational content (Hoffer, 2020). This form of instructional strategy involves the

presentation of cases, scenarios, or problem-solving materials through written documents, textbooks, worksheets, or other print-based resources. The essence of the print form lies in the systematic organization and dissemination of information in a written format, facilitating structured learning experiences for pupils. One defining aspect of the print form of case-based instructional strategy is its reliance on textual materials to convey complex concepts and real-world situations to pupils. Educators employing this approach design instructional materials that encapsulate relevant case studies, enabling pupils to engage with the content through reading and comprehension. The use of printed materials provides a tangible and accessible medium for presenting cases, allowing pupils to revisit information at their own pace and reinforcing the learning process (Lyons, & Bandura, 2020).

Likewise, the print form encourages independent learning as pupils navigate written materials to extract information, analyze cases, and draw conclusions (Akbulut, & Hill, 2020). This self-directed aspect of the instructional strategy promotes critical thinking skills, as pupils are tasked with interpreting and synthesizing information presented in the form of printed text. Additionally, the print form allows for flexibility in pacing, enabling pupils to progress through case studies at a rate conducive to their individual learning styles and abilities (Lyons, & Bandura, 2020). In the application of the print form of case-based instruction, educators often incorporate written exercises, assignments, or assessments that prompt students to interact with the textual content actively (Akbulut, & Hill, 2020). This may involve tasks such as analyzing case studies, responding to written prompts, or

engaging in written discussions. The integration of print-based materials in the instructional process facilitates a structured and organized learning environment, providing a foundation for effective comprehension and application of knowledge in the realm of English Studies.

Visual form of Case-Based Instructional Strategy

The visual form of Case-based instructional strategy constitutes a pedagogical approach centered on the use of visual stimuli and representations to convey educational content (Hoffer, 2020). It involves the integration of images, charts, graphs, diagrams, videos, and other visual aids to present cases, scenarios, or problem-solving situations. The primary aim is to leverage visual elements as a means of enhancing the understanding and retention of information among pupils (Rodriguez-Sampaio et al., 2022). Visual case-based instructional teaching strategy is its reliance on non-verbal and non-textual modes of communication. Educators utilizing this approach carefully select or create visual materials that encapsulate key aspects of case studies, making the content accessible through visual representation. Visual aids serve as powerful tools to illustrate complex concepts, providing a concrete and tangible framework for pupils to engage with the subject matter (Van Garderen et al., 2021). The visual form of case-based instructional strategy recognizes the diverse learning styles of pupils, offering an alternative avenue for comprehension beyond traditional oral or written methods. Visual stimuli appeal to the visual-spatial intelligence of students, fostering a deeper understanding of cases through the interpretation of images. This form encourages active participation as pupils analyze and

interpret visual information, contributing to a more immersive and interactive learning experience.

When applying visual form of case-based instructional strategy, instructors may employ multimedia presentations, educational videos, or infographics to present case studies (Rodriguez-Sampaio et al., 2022). These visual aids not only capture the attention of pupils but also facilitate the retention of information by connecting abstract concepts to concrete visual representation (Sawras, 2020). The visual form encourages the development of critical thinking skills as pupils interpret and analyze visual data within the context of case studies. This process enhances their ability to make connections, draw conclusions, and apply knowledge in a real-world context. The strategic integration of visual elements in case-based instruction aligns with the evolving landscape of educational technology, offering an innovative approach to enhancing pupils' academic performance (Van Garderen et al., 2021).

Review of Empirical Studies

Case-based Instructional strategy and Academic Performance

Abubakar (2023) conducted a study to investigate the impact of case-based and scenario instructional strategies on pre-service English teachers' academic performance and attitudes to learning. The study adopted a pre-test, post-test, control group, quasi-experimental design with 3x2x2 factorial matrix. The population for this study was 207 NCE II pre-service English language students of college of education Billiri and college of education and legal studies Nafada, Gombe State. Multistage sampling technique was used

to determine the sample size of the study. Each of them were arranged in to three groups and were exposed to case-based strategy, scenario strategy and conventional method for eight weeks. Data was analysed with means and standard deviation and the Analysis of Covariance (ANCOVA) tested for significance at 0.05 level. The study found that there is significance difference between the mean scores of students when thought English Concepts using case – based and scenario strategy of students in English Language Concepts in colleges of education in Gombe state.

Norawati and Puspitasari (2022) carried out a study aimed at investigating whether or not English language performance of student-teachers improved after the implementation of case-based instructional strategy and project-based learning strategy and examine if there is a significant difference between the two strategies. According to the researchers, one-group post-test design and non-randomized sampling were used to select the respondents. The respondents were student-teachers enrolled in Language Assessment Course (LAC) and Kampus Mengajar (KM) at the same time, in a government university in Jambi, Indonisia. The study was a descriptive survey and two sets of questionnaires were administered to 20 student-teachers as respondents to obtain their perceptions about the implementation of the instructional strategies. The findings of the study revealed that the academic performance of the student-teachers improved after the implementation of case-based instructional strategy and project-based learning strategy. However, there was no significant difference statistically between the two strategies.

Idika (2021) conducted a study to investigate the effect of the use of visualized case-based learning (VCBL) strategy on students' academic performance. A sample of one hundred and forty-five (145) senior secondary school II chemistry students drawn from four intact classes in two local government areas of Ibadan metropolis, were used for the research. Data were analysed by means of inferential statistics (ANCOVA, EMM and Tukey's post-hoc). Results showed that there is significant main effect of treatment on students' achievement in Chemistry implying that the posttest scores of students' performance in achievement significantly differ between the treatment and conventional groups. It was concluded that VCBL strategy has the potential to enable students understand chemistry better by way of promoting transfer of learning.

A study was carried out in Ibadan North Local Government Area of Oyo State, Nigeria by Ogunleye, (2015) to determine the effects of case-based learning strategy students' chemistry performance and attitudes in six senior Secondary Schools. The pretest, posttest control group quasi-experimental design was used in this study. One hundred and fifteen SS2 chemistry students constituted the sample for the study which lasted six weeks. Data collected were analysed using descriptive statistics and Analysis of Covariance (ANCOVA). Treatment had significant effect on students' achievement in chemistry. Students exposed to the case-based learning strategy performed better than those exposed to the conventional lecture. Treatment also had significant effect on students' attitude to chemistry. Students in the experimental group had higher adjusted posttest mean score in

attitude to chemistry than the control group. The case-based learning strategy has proved effective at improving student achievement and attitude towards Chemistry.

Chado, Babagana, Shuaib, Aliyu, and Mohammed (2021) conducted a study to determine the effect of case-based learning instructional strategy on performance and attitude toward Chemistry among senior secondary school students in Niger State, Nigeria. The study adopted a pre-test post-test non-randomized and non-equivalent control group quasi-experimental design. The population of the study comprises all Senior Secondary School Two (SS2) Chemistry students in Minna Metropolis of Niger state. Simple random sampling technique was use to select six schools from Minna Metropolis. A total of (82) students participated in the study using intact classes. The data collected were analyzed using mean, standard deviation and t-test. Findings from the study showed that there was significant difference in achievement scores of students taught chemistry using CBL instructional strategy and those taught using conventional lecture method. There was also significant difference in the achievement of male and female students taught Chemistry using CBL instructional strategy in favour of the males. There was significant difference in the attitude of students exposed to CBL towards Chemistry and those in the control group.

Raza, Qazi and Umer (2020) also examine the impact of case study-based learning on student's engagement, learning motivation and academic performance among university students of Pakistan. The research was analyzed with structural equation modeling. The analysis was done with the application of the measurement model and the structural model.

The findings revealed that case study-based learning enhances student engagement. A significant and positive relationship between case-based learning and all four aspects of engagement, i.e. behavioural, emotional, cognitive and agentic engagement, was also observed statistically. According to the findings, case-based learning leads toward an understanding of concepts learned in class and the development of skills among students and results in the enhancement of learning motivation. Furthermore, the findings also suggested a link between case-based learning and academic performance of the students.

Gender and Academic Performance

Akinwumi (2017) conducted a study to find out the effect of gender on the Ekiti State secondary school students achievement in reading comprehension in English language. The study adopted pre-test, post-test and control quasi-experimental research using two experimental groups and one control group. The sample for the study comprised 270 Senior Secondary two students (SSSII) selected from nine public senior secondary schools across the three senatorial district of the State using multi-stage sampling procedure that incorporated stratified random sampling and purposive sampling (with sex and location of school as stratification variables). The selected schools were assigned into three major groups, with each group made up of three schools of 30 students per school (two experimental groups and one control group). Data collected were analyzed using Mean, Standard Deviation, and Analysis of Variance (ANOVA). The study showed that there was no significant difference in the achievement of males and females between the experimental and control group. The study is similar to the present study because they

both utilized pre-tests, post-tests experimental research design to examine effect of gender on school pupils' achievement in English language. However, differences exist in terms of geographical area and the sample utilized. Akinwumi's study was conducted in Ekiti State and he made use of Senior Secondary two students as his sample.

Attah and Ita (2017) examined the gender difference in academic achievement in English Language among senior secondary school pupils in Calabar metropolis, Cross River State. The researchers adopted survey design for the study. The study sample comprised 660 Senior Secondary School two (SSS II) pupils drawn from 22 public secondary schools, 15 in Calabar Municipality and seven (7) public secondary schools in Calabar South Local Government Area, Cross River State, using Stratified Random and Purposive sampling techniques. Data were generated through ''English Language Academic Achievement Rating Scale" (ELAARS). A reliability index of 0.75was realized using Cronbach's alpha. The data generated were analysed using Independent t-test at 0.05 level of significance. The result of the analysis showed that gender has no significantly influence on academic performance in English Language among senior secondary school pupils in Calabar metropolis. Both studies are related because they both examined whether gender difference exist in academic performance of learners. However, Attah and Ita's study was carried out in Calabar metropolis, Cross River State. Attah and his co-researcher adopted survey design and made use of t-test as method of data analysis.

Fan, Umaru, and Nseendi (2016) carried out a study to investigate the gender difference in the pupils' academic achievements in English Language. The study made use

of ex-post facto research design. The sample comprised 220 Junior Secondary Three (JSS III) pupils (110 male and 110 female) drawn from three randomly selected Secondary Schools in Calabar South Local Government Area of Cross River State, Nigeria. Two instruments were used for the study: pupils' inventory and their end-of-semester examination results. This information was obtained from the class teacher for English Language. The data thus generated were collated and analyzed using independent t-test. The hypothesis was tested at the 0.05 level of significance. The result showed a no significant relationship between gender and pupils' achievements in English Language. The study of Fan, Umaru, and Nseendi is relevant to this study because they were both conducted to determine whether being a male or female can affect academic performance of a person in English Language. Nevertheless, the difference between the two studies lies in the research design and geographical area of study.

Musa, Dauda, and Umar (2016) also investigated gender difference in performance in English Language and Mathematics of senior secondary schools pupils in Borno State, Nigeria. The study used correlational design with a sample of 827 (414 boys and 413) pupils selected via stratified random sampling form 18 schools across the state. Achievement tests in English and Mathematics were used to measure the performance in the two subjects domains while the aggregate of average scores in the two tests was used to measure overall academic performance. The instruments were administered to the participants in a classroom seating position and collected on the spot and the data was analyzed using MANOVA. The results revealed that males performed significantly better

than females in English Language and overall academic performance but there is no gender difference in Mathematics performance. Musa, Dauda, and Umar's study shares some similarities with this present study in the sense that they both focused on gender difference in performance of pupils. However, they are different in terms of locale and research design as Musa, Dauda, and Umar's study was carried out in Borno State and utilized a correlational research design.

Abdullahi and Bichi (2015) conducted a study to examine the gender difference in the performance of pupils in English language in Nigerian secondary schools. Ex-post facto design of descriptive research was adopted for the study. A proforma was used to collect data from a sample of three hundred (300) pupils, selected using stratified random sampling procedure from the Science secondary schools in Kano state Nigeria. The data collected were the pupils' performances in English language achievement test. The data were analyzed using descriptive statistics of and Independent-Sample t-test to test the hypotheses at 0.05, level of significance. Overall results showed that pupils perform below average and a significant gender difference exists in English performance. Females performed above average in both urban and rural schools while males performed below average. The study of Abdullahi and Bichi is relevant to this study because they were both conducted to determine whether being a male or female can affect academic performance of a person in English Language. Nevertheless, the difference between the two studies lies in the research design and geographical area of study.

School Type and Academic Performance

Adeyemi (2014) compares pupils' academic performance between the private and public primary schools. The sample, made up of 240 pupils were randomly selected from the private and public primary schools in Ilesa East and West Local Government Council Areas of Osun State, Nigeria. Two instruments were used. A structured questionnaire and Pupils' Achievement Test (PAT) in three core-subject areas of the Primary School Curriculum namely: English Language, Mathematics and Social Studies. While the questionnaire was used to collect relevant bio-data of the respondents, the instrument on achievement tests (PAT) was used to collect data on students' performance in the three subjects involved in the study. Data were analyzed using frequency count, simple percentages and Z-test. Results showed that pupils in the private primary schools performed better than their counterparts in the public schools.

Akubuilo et al. (2020) conducted research to determine whether school type is a predictor of intelligence quotient (IQ) and academic performance of primary school children in Enugu-East LGA. A total of 1,122 pupils, aged 6 to 12, were recruited from both public and private primary schools in the Local Government Area (LGA) using a proportionate multistage sampling technique. Academic performance was classified into high, average and low academic using past records of class assessment. Intelligence Quotient was assessed using the Ravens Standard Progressive Matrices (RSPM) and was grouped into optimal and suboptimal. A semi-structured questionnaire was used to obtain data such as-age, gender, socio-economic indices and family size of the study participants.

Analysis was done via regressional analysis. Optimal IQ and high academic performance was found in 54.0% and 58.8% of the study participants. Findings of the study also revealed that being in private school are the significant determinants of high IQ and good academic performance.

Suna et al. (2020) evaluated the effects of socioeconomic status and school type on academic achievement based on data from two million students over a 10 year period through three national transition systems in Turkey. Each of the three transition systems has its own national examination, and the data includes only students who took these exams. The researchers used covariance analysis to compare the mean scores of public schools and private schools after controlling the effect of students' socioeconomic levels. Findings of the study revealed that students in private schools, who were socioeconomically stronger, had significantly higher academic achievement levels in language, mathematics, and science tests, and this finding was valid across all three transition systems. These effects were further exuberated when all the students were tracked by means of a national exam and placed into different high schools. It was found that the negative impact of one's socioeconomic level on students' scores reached its maximum value when all students were placed into high schools by means of a national exam. In all systems, the mean scores of private school students decreased significantly when the socioeconomic level was controlled.

Adekola, Shoaga and Lawal (2015) conducted a study to examine the relationship of academic performance of Secondary School Students in English language with

Mathematics, Biology and Economics in relation to school type. The study was conducted in some Secondary Schools spread across four Local government areas in Ogun state, Nigeria. Two instruments, performance in English and General Subjects (PEGS), and an achievement test in English and General subjects (ATES) were used to collect data from the two hundred students who were randomly sampled as participants. Data were analyzed using Pearson Product Moment Correlation Coefficient. The finding revealed that there exist significant mediating role of school type on the relationship between the achievement of students in Mathematics, Biology, Economics and by their performances in English. The researcher concluded that private school pupils perform better than pupils in public schools.

Summary of the Literature Reviewed

Relevant theoretical, conceptual and empirical literatures were reviewed in this chapter to give precise blueprint through which the effect of case-based instructional strategy on pupils' academic performance in English Studies can be examined. In the theoretical review, the study is guided by the Sweller's Cognitive Load Theory (1988), incorporating various perspectives, opinions, and arguments from scholars. The theory posits that pupils can only learn bit by bit and overloading their memory capacities with too much information all at once can have negative consequences on learning outcomes. Hence, there is need to strike a balance between teaching strategy and the amount of information that a pupil's working memory capacity can hold at one time. This theory is influential in understanding how instructional design and presentation of information affect learning outcomes

The conceptual review explores the construct of academic performance, delineating many perspectives, which are responsible for the varied constitution of its very definition. As such, many scholars and researchers have tried to defined academic performance in terms of knowledge accrued; competencies; high grades and academic progress and a progressive career towards education. Literature reviewed also made it clear that case-based instructional strategy is all about presenting pupils with real-life scenarios or stories for analysing, discussing and solving academic problems. This way, pupils learn by actively engaging with complex, context-rich problems, enhancing their problem-solving abilities in a holistic manner. The literature also revealed that case-based instructional strategy can take three forms (oral, print, visual).

In the empirical section, studies pertinent to the effect of case-based instructional strategy on the academic performance of school-aged individuals were reviewed. Some of the available research studies were conducted in the western countries, while some were conducted in Nigeria. Those carried out in Nigeria were mostly done in the south-western part of the country (Oyo State). While most of these studies suggest the potential benefits of case-based instructional strategy, most of them focused on courses like chemistry, biochemistry and other educational domains with little attention to English Language. Most of these studies focused on secondary and university students, neglecting primary school pupils. Likewise, most of these studies focused on print form of case-based instructional strategy. However this study intends to incorporate the three forms of case-based instructional strategy (oral, print and visual) as treatment for the pupils.

CHAPTER THREE
RESEARCH METHOD

This chapter describes the methodology that is adopted for this study. This chapter's presentation is done under the following sub-headings: Research Design, Population for the Study, Sample and Sampling Techniques, Research Instruments, Validity of research instruments, Reliability of the research instruments, Procedure for Data Collection, and Method of Data Analysis.

Research Design

This study adopts the pretest-posttest control group quasi-experimental design with $2 \times 2 \times 2$ factorial matrix. The reason for this type of research design is based on the fact that it provides the opportunity of comparing results between treatment groups and it is frequently used when assessing the efficacy of teaching intervention. This design allows for the intact experimental groups to receive treatment while the control group does not receive treatment.

Population of the Study

The population of this study consists of all primary school pupils in Ilorin East LGA, Kwara State. Using the available data in Kwara State school census report in 2018/2019, there is a total of 21826 primary school pupils in all the 168 schools in Ilorin East LGA.

Sample and Sampling Technique

Multistage sampling technique is adopted to select the sample for the study. Firstly, stratified random sampling technique is used to select two public and two private primary schools in Ilorin East LGA. Using purposive sampling technique, an intact class of primary five pupils is each selected to participate in the study, making a total of four (4) intact classes. The reason for the selection is because these pupils are at the penultimate stage and are the next set of pupils to write common entrance examination. Hence a teaching intervention will be more effective at this stage.

Research Instruments

The following instruments are used in collecting data for the study:

1. English Language Achievement Test (ELAT)

2. Instructional Package for English Language (IPE)

English Language Achievement Test

English Language Achievement Test is developed by the researcher using relevant input from primary school teachers to assess the academic performance of the pupils in English Language. English Language Achievement Test is sourced the internets and the English textbooks used by primary five pupils. It contains 15 items which covers relevant topics in English Language in accordance with government approved curriculum for primary five pupils in Nigeria. The instrument has two sections; section A and B. Section A consists the demographic information of the pupils, while section B includes questions

set based on the English language topics that are taught by the researcher. English Language Achievement Test is used to ascertain the pretest and posttest scores.

Instructional Package for English Language (IPE)

This consists of lesson plans which is sourced from the English Language curriculum provided by the teachers of the pupils and the internet. It is the treatment package that is used in this study. The researcher ensures that the roles of everyone participating in the lessons are clearly stated. This contains five lesson plans based on the case-based instructional strategy for experimental group. The lesson plan also outline the period, topics and behavioural objectives that are needed to be achieved at the end of each lesson. The instructional package is both be face and content validated by selected teachers of the pupils, the researcher's supervisors and lecturers in the department of Early Childhood and Primary Education, Kwara State University.

Validation of the Research Instruments

In order to establish the validity of the instruments, they are given to lecturers in the department of Early Childhood and Primary Education for face and content validity. The instruments are amended in compliance with the observations, recommendations and comments submitted by the lecturers and submitted to the supervisors for the requisite corrections before being taken to the field.

Reliability of the Research Instruments

Through the test-re-test procedure, the instruments are subjected to reliability to know the consistency of the results obtained from the participants. The researcher conducts

a pilot study on pupils that are not be part of this study, twice at two weeks interval, and Pearson Product Moment Correlation Coefficient (PPMC) was used to ascertain the reliability score and it yielded 0.73.

Procedure for Data Collection

The researcher obtains an official letter of introduction from the Head of Department of Early Childhood and Primary Education, Kwara State University Malete, Kwara State requesting the permission of schools' authorities in respect of the study. The researcher takes the letter to the selected schools for introduction and to seek the consent of the schools' proprietor for the permission to administer the assessment test and carry out the experimental research. The researcher discusses the purpose of the study with the class teachers and seek their consents to be involved as research assistants. Other ethical considerations such as voluntary participation and confidentiality issues are discussed with the pupils before administering the test to them. The pupils are assured that, all information supplied would be treated with the utmost confidentiality and that the outcome of the study is used for research purpose only. The study is expected to last for 5 weeks.

Method of Data Analysis

Analysis of Covariance (ANCOVA) is used to analyse the collected data. Every hypothesis is tested at a significance level of 0.05.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

This chapter presents the result of the study in order of the hypotheses set as well as the discussion of the result. Section A contains the demographic analysis and section B contains the analysis of the hypotheses.

SECTION A: Demographic Characteristics

Table 1: School Type Distribution

School Type	Frequency	Percentage
Public	33	41.3
Private	47	58.7
Total	**80**	**100**

Table 1 shows that there are 33 pupils in public primary school which accounted for 41.3% while there are 47 pupils in private primary school which accounted for 58.7% of the sampled population.

Table 2: Gender Distribution of Pupils

Gender	Frequency	Percentage
Male	24	30
Female	56	70
Total	**80**	**100**

Table 2 shows that there are 24 male pupils which accounted for 30% while there are 56 female pupils which accounted for 70% of the sampled population.

SECTION B: Testing the Hypotheses

Hypothesis 1: There is no significant main effect of case-based instructional strategy on pupils' academic performance in English studies in Ilorin East Local Government Area, Kwara State

Table 3: Summary of Analysis of Covariance (ANCOVA) Showing the Main Effect of Treatment on Academic Performance in English Studies

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	232.492[a]	8	29.062	9.513	.000	.517
Intercept	655.659	1	655.659	214.628	.000	.751
Pretest	6.597	1	6.597	2.159	.146	.030
Treatment	81.109	1	81.109	26.551	.000	.272
Schtype	.463	1	.463	.151	.698	.002
Gender	.436	1	.436	.143	.707	.002
treatment * Schtype	23.951	1	23.951	7.840	.007	.099
treatment * gender	.288	1	.288	.094	.760	.001
Schtype * gender	.012	1	.012	.004	.951	.000
treatment * Schtype * gender	2.313	1	2.313	.757	.387	.011
Error	216.895	71	3.055			
Total	9417.000	80				
Corrected Total	449.388	79				

a. R Squared = .517 (Adjusted R Squared = .463)

Table 3 shows that there is a significant main effect of treatment on pupils' academic performance in English Studies ($F_{(1,71)} = 26.55$; $p < 0.05$; $\eta^2 = 0.27$). The effect size is 27%. Therefore, hypothesis 1 is rejected. In order to determine the magnitude of treatment size, table 4 presents the estimated marginal mean score.

Table 4: Estimated Marginal Mean Score of Pupils' Academic Performance in English Studies by Treatment

			95% Confidence Interval	
Treatment	**Mean**	**Std. Error**	**Lower Bound**	**Upper Bound**
Control	8.983[a]	.414	8.157	9.809
Case-based	11.655[a]	.308	11.042	12.269

a. Covariates appearing in the model are evaluated at the following values: Pretest = 7.4000.

Table 4 shows that the pupils exposed to experimental group (case-based) had higher mean score (mean = 11.66) than pupils exposed to the control strategy group (mean = 8.98). The difference in the mean score observed is statistically significant.

Hypothesis 2: There is no significant interaction effect of case-based instructional strategy and gender on pupils' academic performance in English studies in Ilorin east local government area, kwara state

Table 3 shows that there is no significant interaction effect of treatment and gender on pupils' academic performance in English ($F_{(1,71)} = 0.09$; $p > 0.05$; $\eta^2 = 0.00$). Therefore hypothesis 2 is not rejected.

Hypothesis 3: there is no significant interaction effect of case-based instructional strategy and school type on pupils' academic performance in English studies in Ilorin East Local Government Area, Kwara State

Table 3 shows that there is a significant interaction effect of treatment and school type on pupils' academic performance in English Studies ($F_{(1,71)} = 7.84$; $p < 0.05$; $\eta^2 = 0.10$). The effect size is 10%. Therefore hypothesis 3 is rejected.

Hypothesis 4: there is no significant interaction effect of case-based instructional strategy, gender and school type on pupils' academic performance in English studies in Ilorin East Local Government Area, Kwara State

Table 3 shows that there is no significant interaction effect of treatment, gender and school type on pupils' academic performance in English Studies ($F_{(1,71)} = 0.76$; $p > 0.05$; $\eta^2 = 0.01$). Therefore hypothesis 4 is not rejected.

Summary of Findings

- There is a significant main effect of treatment on pupils' academic performance in English Studies
- There is no significant interaction effect of treatment and gender on pupils' academic performance in English Studies
- There is a significant interaction effect of treatment and school type on pupils' academic performance in English Studies

- There is no significant interaction effect of treatment, gender and school type on pupils' academic performance in English Studies

Discussion of Findings

This study was carried out to examine the effect of case-based instructional strategy on pupils' academic performance in English studies in Ilorin East Local Government Area of Kwara State. The first finding of this study revealed that there was a significant main effect of treatment on pupils' academic performance in English Studies. This means that pupils taught English Studies using case-based instructional strategy had higher mean score than those taught using conventional teaching method. This finding supports the study carried out by Abubakar (2023), wherein it was revealed that there was a significant effect of case-based instructional strategy on the means scores of Gombe State pupils in English Studies. This finding also aligns with the study of Norawati and Puspitasari (2022) which revealed that the academic performance of the Indonesian student-teachers improved after the implementation of case-based instructional strategy. However, this finding contradicts the research of Anh, Van Dao and Dung (2021), wherein the outcome of a ten-week experiment shows that the effects of cases-based activities on Vietnam pupils' vocabulary retention was not significant.

The second finding of this study revealed that there was no significant interaction effect of case-based instructional strategy and gender on pupils' academic performance in English Studies in Ilorin East Local Government Area of Kwara State. This finding is in tandem with that of Kuhn and Müller (2020) who, in their study, revealed that there was

no interaction of gender and cade-based teaching strategy on pupils' academic performance. This finding is also in line with Mashaqba and Al-Haq (2019) who reported that there was no significant interaction effect of case-based instructional strategy and gender on English Language writing performance of Jordanian Secondary school students. This findings, however, contradicts Alkaaf and Al-Bulushi (2019) who conducted a study in Oman and revealed that there was a significant interaction effect of case-based instructional strategy and gender on pupils' story writing skills in English Studies.

The third finding of this study revealed that there was a significant interaction effect of case-based instructional strategy and school type on pupils' academic performance in English Studies in Ilorin East Local Government Area of Kwara State. This finding aligns with the study of Linda and Clement (2023) where it was revealed that the application of case-based instructional strategy in teaching Nigerian pupils in both private and public schools have a positive and significant impact on their academic performance. On the other hand, this finding contravenes that of Alkaaf and Al-Bulushi (2019) who conducted a study among Omani pupils and revealed that while both the type of school and case-based instructional strategy independently affect pupils' performance, the interaction of these two variables does not in any way significantly impact their writing skills in English Studies. In the same vein, findings from the study of Asrifan (2019) showed that there was no significant interaction effect of cases-based teaching method and type of school on Indonesian students' ability to write narrative English composition.

The last finding of the study revealed that there was no significant interaction effect of case-based instructional strategy, gender and school-type on pupils' academic performance in English Studies in Ilorin East Local Government Area of Kwara State. This finding supports that of Alkaaf and Al-Bulushi (2019) who conducted a study among English speaking Omani pupils and revealed that there was no interaction effect of case-based instructional strategy, gender and school-type on the writing skills of the pupils in English Studies. This finding also aligns with the one conducted by Febana, Makeleni and Masha (2022) among South African senior secondary school students where it was revealed that the interaction effect between the type of school, gender and the case-based teaching strategy on the learners' academic achievement was not significant.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, emphasis was placed on providing summary, conclusions, and presenting recommendations of the study. The findings were summarised to reach conclusions and areas for further investigation were suggested.

Summary of the Study

This study was carried out to investigate the effect of a case-based instructional strategy on pupils' academic performance in English studies in Ilorin East Local Government Area of Kwara State. The study introduced the research topic by providing essential background information that aligned with the research objectives. Four research hypotheses were tested at a 0.05 level of significance. The study presented a comprehensive review of relevant literature by exploring pertinent topics and empirical studies while also using Cognitive Load Theory (1988) as a theoretical guide. The study adopted a pretest-posttest control group quasi-experimental design with a $2 \times 2 \times 2$ factorial matrix, involving a sample drawn from a population of 21826 primary school pupils using multistage sampling. Four intact classes from two public and two private primary schools were selected, targeting primary five pupils. Instruments used in the study included the English Language Achievement Test (ELAT) and an Instructional Package for English Language (IPE), and data collected were analyzed using Analysis of Covariance (ANCOVA). Findings of the study revealed a significant main effect of the case-based strategy on

academic performance and a significant interaction effect between the strategy and school type, but no significant interaction effects involving gender.

Conclusion

Based on the findings of this study, it can be concluded that case-based instructional strategy has a significant effect on the academic performance of pupils in English language, which implies that it can facilitate better performance in English studies than the conventional method of teaching. Furthermore, gender is not a determining factor in the effect of case-based instructional strategy on academic performance of pupils in English studies as it does not produce any interaction effect on the subject matter. This means that case-based instructional strategy benefits pupils irrespective of gender. However, school type does make a difference when it comes to using case-based instructional strategy to facilitate better academic performance of pupils in English studies. Judging by the outcome of this study, it can also be concluded that case-based instructional strategy, gender and school type have no significant relationship when it comes to improving the academic performance of pupils in English studies.

Recommendations

Sequel to the findings of this study, the following recommendations were made:

i. Since case-based instructional strategy was found to improve the academic performance of pupils in English studies, teachers should always apply it when teaching pupils.

ii. Government, school owners, NGOs should organise conferences, workshops and seminars for pre-service and in-service teachers in order to orientate them on the use of case-based instructional strategy. This would help improve their skills and knowledge of case-based instructional strategy and also help achieve effective implementation.

iii. Curriculum developers (Federal and State Ministries of Education, proprietors among others) should incorporate more topics and concepts that encourage case-based instructional strategy into the English Language curriculum at the primary school level.

iv. Since the case-based instructional strategy benefits pupils irrespective of gender, educators should apply these strategies uniformly across all genders. This approach will ensure that all pupils receive the same quality of instruction and opportunities to improve their academic performance in English Studies.

v. Given that the effectiveness of case-based instructional strategies varies with type of school, educational policymakers should consider customizing the implementation of these strategies based on the specific needs and context. Resources and training should be allocated accordingly to optimize the impact of this strategy in diverse educational environments.

Suggestions for Further Studies

The following suggestions for further studies were made:

i. Other studies may be carried out in primary schools in other Local Government Areas of Kwara State or other states in the country.

ii. The number of schools and pupils may be increased by future researchers.

iii. The location of this study was limited to schools in the urban areas, thus future researchers can conducted the study using both rural and urban areas of Kwara State.

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APPENDIX

APPENDIX I

KWARA STATE UNIVERSITY, MALETE

FACULTY OF EARLY CHILDHOOD AND PRIMARY EDUCATION

CASE-BASED INSTRUCTIONAL STRATEGY

LESSON 1

Name of Student: Joshua Blessing Favour

Matriculation Number: 20/37ed/00485

Date: 25th of April, 2024

Subject: English

Topic: Active and Passive Sentences

Class: Primary Five

Duration of Lesson: 30minutes

Time: 8:00am – 8:30am

Period: First Period

Average age of pupils: 9 to 10 years

Instructional Material: A chart showing Active and Passive sentences

Behavioural Objectives: At the end of the lesson, the pupils should be able to:

(i) Define active and passive sentences

(ii) Identify two active and passive sentences

(iii) Change four active sentences to passive sentences

Entry Behaviour: The pupils are already familiar with simple sentences

Steps of Content	**Teacher Activities**	**Pupils Activities**	**Duration**
Introduction	The teacher introduces the lesson by asking the pupils to identify active and passive sentences	The pupils respond to the teacher	5 minutes
Presentation	The teacher presents the lesson step by step		
Step I	The teacher define active sentences : Active sentences are sentences where the subject perform the action. The teacher define passive sentences: Passive sentences are sentences where the subject receives the action	The pupils pay attention to the class	5 minutes
Step II	The teacher shares the printed copy of the case study to each pupils. The case study will be shortifictional story passage on a science experiment adventure carried out in a school laboratory between two friends. The stories describe the process and outcomes using both active and passive sentences . The teacher will have pupils read the case study individually and identify examples of both active and passive sentences on a sheet. Active sentences 1. Fred mixed the blue and red liquid 2. Sandra quickly grabbed a bottle and poured it into the mixture. Passive sentences 1.The bottle was quickly grabbed by Sandra and poured it into a mixture. 2. The blue and red liquid was mixed by fred	The pupils remain very attentive to retain every information being passed by the teacher and ask question when there is need to.	5 minutes

StepIII	The teacher will group the pupils and ask each group to discuss and send one representative to change four active sentences to passive sentences 1. John's father bought him a gift yesterday-- The gift was bought by john's father yesterday 2. Aisha killed the rat--The rat was killed by Aisha 3. The mechanic has repaired my car-- My car was repaired by the mechanic . 4. The police arrested the thieves--The thieves was arrested by the police.	The pupils listen to the teacher attentively	5 minutes
Evaluation	The teacher evaluates the lesson by asking the pupils the question. Convert the following sentences from passive to active sentences. 1. The chair was broken by Jane. 2. The book was stolen by my friend 3. My breakfast was eaten by Agatha 4. We were rescued by the police.	The pupils respond by answering the question respectively	5 minutes
Conclusion	The teacher conclude the lesson by summarizing the whole topic for better understanding	The pupils ask question and copy note	5 minutes

Assignment

1. Define passive sentences

2. Convert the following sentences from active to passive sentences

1. She ate the cake.

2. They built the house.

3. Shina cleans the house
4. Julie is cooking diner

LESSON 2

Name of Student: Joshua Blessing Favour

Matriculation Number: 20/37ed/00485

Date: 29th April, 2024

Subject: English

Topic: Direct and indirect speech

Class: Primary Five

Duration of Lesson: 30minutes

Time: 8:00am – 8:30am

Period: First Period

Average age of pupils: 9 to 10 years

Instructional Material: A chart showing direct and indirect speech

Behavioural Objectives: At the end of the lesson, the pupils should be able to:

(i) Define direct and indirect speech

(ii) Identify two direct and indirect speech

(iii) Change four direct speech to indirect speech

Entry Behaviour: The pupils are already familiar with simple sentences

Steps of contents	**Teacher activites**	**Pupils activites**	**Duration**
Introduction	The teacher introduces the lesson to the pupils to identify direct and indirect speech	The pupils respond to the teacher	**5Minutes**
Presentation	The teacher presents the lesson step by step		
Step I	The teacher define direct speech direct speech is when someone's exact words are quoted and presented within quotation marks. The teacher define indirect speech indirect speech is also known as reported speech, is when we report or relay what some said without using their exact words.	The pupils pay attention to the class	5 **Minutes**
Step II	The teacher distributes the hardcopy of case study to each pupils and a sheet. This case study will be a fictional narration of an interview with famous scientist describing the question being asked and the responses received using both direct and indirect speech. The teacher then asks pupils to individually read and identify two	The pupils remain very attentive to retain every information being passed by the teacher and ask questions when there is need to.	**5 Minutes**

	examples of both direct and indirect speech. Direct speech 1. We are so excited to see our smart kid's idea mayor Johnson said! 2. It is time for a great science fair. Indirect speech 1. Mayor Johnson said that they were so excited to see our smart kids idea. 2. He said it was time for great science fair.		
Step III	The teacher will group the pupils and ask each group to discuss and send one representative to change four examples of direct speech to indirect speech. 1. She said I saw him-- she said that she had seen him. 2. He asked, where are you going? -- He asked that where was he going. 3. She said, I like to read--She said that she like to read. 4. Andrew said, I am coming over--	The pupils listen to the teacher attentively.	**5Minutes**

	Andrew said that he was coming over.		
Evaluation	The teacher evaluates the lesson by asking the pupils the question . Convert the following sentences from direct speech to indirect speech 1. The girl said, I have been to London? 2. He said, I hated broccoli when I was a kid 3. They said, we were waiting for the bus when the accident happened. 4. He says, I am happy.	The pupils respond by answering the question respectively	**5 Minutes**
Conclusion	The teacher conclude the lesson by summarizing the whole topic for better understanding	The pupils ask question and copy note.	5 **Minutes**

Assignment

1. Define indirect speech.

2. Change the following sentences from indirect to direct speech.

1. She said that she would go to the party

2., He asked if I could pass him the book.

3. He told Mr that he had finished his homework.

4. She said that she wanted to travel to the world

Lesson 3

Name of student: Joshua blessing favour

Matriculation Number: 20/37ed/00485

Date: 9th/May/2024

Subject: English

Topic: Present perfect tense and Past perfect tense

Class: Primary Five

Duration of Lesson: 35minutes

Time: 8:00am – 8:35minutes

Period: First Period

Average age of pupils: 9 to 10 years

Instructional Material: A chart showing direct and indirect sentences

Entry Behaviour: The pupils are already familiar with simple sentences

Behavioural Objectives: At the end of the lesson, the pupils should be able to

(I) Define present perfect tense and past perfect tense.

(II) Mention five sentences of present perfect tense.

(iii) List five sentences of past perfect tense.

Steps of content	Teacher Activites	Pupils Activites	Duration
Introduction	The teacher introduces the lesson to the pupils to identify present perfect tense and past perfect tense.	The pupils respond to the teacher	5 minutes
Presentation	The teacher presents the lesson step by step.		
Stepi	The teacher define present perfect tense. Present perfect tense is used to talk about action or event. The teacher define past perfect tense . Past perfect tense is used to talk about an action that happened before another past action.	The pupils pay attention to the class	5 minutes
stepii	The teacher mention five sentences of present perfect tense. 1. She has finished her home work . 2.They have seen the movie multiple times. 3. I just arrived home. 4 . They have visited the new museum. 5. The team has won the championship.	The pupils listen attentively	5 minutes
Stepiii	The teacher list five sentences of past perfect tense. 1. She had finished her homework. 2. They had already left when we arrived at the party. 3. She had cooked dinner	The pupils pay attentively	5 minutes

	before her guests arrived. 4. They had completed the project before the deadline. 5. The store had closed when they got there.		
Evaluation	The teacher evaluates the pupis by asking the following questions. Fill in the gap for the present perfect tense. 1. She_____(not finish) her assignment yet 2. They _____ (visit) Europe several times. 3. He_____(just buy) a new car. 4. We _____ (not watch) that movie before. 5. The team _____ (won) all their matches this season.	The pupils respond to the questions respectively	5 minutes
Conclusion	The teacher concludes the lesson by summarizing the whole topic for better undestanding	The pupils ask questions and copy note	5 minutes
Assignment	The teacher write the homework on the chalk board. Fill in the gap for the past perfect tense. 1. They _____ (visit) the museum before it closed for renovation. 2. She _____ (read)	The pupils write down the homework on their exercise note book.	5 minutes

	the book before the movie adaptation was announced. 3. He _____(see) the movie before it was released in theaters. 4. The train_____(depart) by the time we reached the station. 5. They _____ (complete) the project before the deadline		

APPENDIX II

ENGLISH LANGUAGE ACHIEVEMENT TEST(ELAT)

Dear Participant,

English Language Achievement Test is designed to know the performance of primary five pupils in direct and indirect speech, active and passive sentences and present perfect and past perfect tense. You are therefore implored to feel free and tick against the option, which appropriately represent your answer.

Thank you very much for your cooperation!

SECTION: Personal data

Sex: Male ( ) Female ( )

Age: _____

SECTION B

Instruction: Answer all the questions

1. Which of the following is an example of direct speech?

A) She said that she was tired.

B) She asked if I was tired.

C) "I am tired," she said.

2. Choose the active voice sentence from the following.

A) The book was read by Jane.

B) Jane read the book.

C) The book by Jane was read.

3. Which of the following option is an indirect speech?

A) She said, "I will visit tomorrow."

B) She said she would visit tomorrow.

C) "I will visit tomorrow," she said.

4. Change the following sentence into present perfect tense: "He finished his homework."

A) He has finished his homework.

B) He had finished his homework.

C) He finishes his homework.

5. Identify the sentence in past perfect tense from the following.

A) By the time they arrived, the movie had started.

B) They arrive just in time for the movie.

C) The movie will have started by the time they arrive.

6. From the following, identify the sentence in direct speech.

A) He wondered if she was coming.

B) "Are you coming?" he asked.

C) Did he ask if she was coming?

7. Choose the sentence in present perfect tense:

A) She will go to the market tomorrow.

B) She goes to the market every day.

C) She has gone to the market.

8. Transform the active voice sentence into passive voice: "They built a new house."

A) A new house is built by them.

B) A new house was built.

C) A new house was built by them.

9. Which sentence correctly uses the past perfect tense?

A) Before they arrived, the train had left.

B) Before they arrived, the train has left.

C) Before they arrived, the train leaves.

10. Which of the following sentences is in active voice?

A) The dog was chased by the cat.

B) The cat chased the dog.

C) The dog was chasing the cat.

11. From the following, identify the passive voice sentence.

A) Susan bakes delicious cakes.

B) Susan has baked delicious cakes.

C) Delicious cakes are baked by Susan.

12. Rewrite the following sentence in the active voice: "The letter was written by Tom."

A) Tom wrote the letter.

B) The letter has been written by Tom.

C) Tom has written the letter.

13. Change the following direct speech into indirect speech: "I want to go home."

A) He said he wanted to go home.

B) He said he wants to go home.

C) He said he want to go home.

14. Transform the sentence into past perfect tense: "She had never seen such a beautiful sunset."

A) She never saw such a beautiful sunset.

B) She never had seen such a beautiful sunset.

C) She had never saw such a beautiful sunset.

15. Which of the following sentences is in indirect speech?

A) "Where are you going?" she asked.

B) Where was she going? asked he.

C) She asked where he was going.