

Effects of Contextualized Learning Strategy on Performance in... Abubakar, S. R. (2026)

Effects of Contextualized Learning Strategy on Performance in Literature Text Contents among Secondary School Students in Kaduna-North, Kaduna State, Nigeria

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Abstract

*The study focuses on the effects of contextualized learning strategy on students' academic performance in Efua Sutherland's *The Marriage of Anansewa* in Senior Secondary School II, Kaduna-North, Nigeria. This study is grounded in Vygotsky's Sociocultural Theory of Learning, which highlights the role of culture, context and social interactions. Vygotsky's Sociocultural Theory of Learning was employed to portray Ghanaian socio-cultural authenticities and realities in the study of *The Marriage of Anansewa* in which contextualized learning strategy. The study employed quasi-experimental design pre-test, post-test control group that was non-equivalent and non-randomized. The population of the study was made up of 1,891 students and selected 114 through a purposive sample technique that consisted of 50 experimental group, 44 control group. The Contextualized Learning Achievement Test (CLAT) was used as the research instrument, which was validated by second-language experts, with Reliability established using Cronbach's alpha. The study revealed significant effects of the Contextualization learning strategy on Senior Secondary School Students' performance in understanding historical contextualization, appreciating cultural contextualization, and interpreting the social contextualization of the drama text, *The Marriage of Anansewa*. Therefore, the study recommended that contextualized learning strategy should be used to teach aspects of literature, emphasize cultural awareness, provide comprehensive professional development programs, and establish innovative assessment frameworks that enhance teaching and learning of African literature across all levels.*

Keywords: Contextualization Learning Strategy, Historical Cultural Contextualization, and Social Contextualization

Introduction

The teaching of Literature-in-English among secondary school students in Nigeria has persistently faced numerous pedagogical challenges that affect students' performance and learning engagement. Today, pedagogical research in teaching aspects of Literature-in-English highlights that contextual teaching and learning strategy is a promising second language teaching strategy, which is based on culturally-anchored approach to improve meaningful second language learning performance (Owusu & Mensah, 2026). The application of a contextualized learning strategy in *The Marriage of Anansewa* is pedagogically important, since African literature is deeply rooted in indigenous culture, norms, oral traditions, and socio-cultural practices. The contextualized learning strategy enables students to connect themes, characters and characterizations, and symbols to their existing experiences, thereby improving comprehension, learners' engagement and retention. Recent studies highlight that culture-responsive pedagogy and localized learning approaches improve learning outcomes by connecting abstract and familiar contexts to indigenous knowledge systems (Akinsola, 2025). In African classroom settings, such contextualized learning strategy also counters the sidelining of indigenous literature and foster identity declaration. Empirically, earlier studies have generally supported quasi-experimental and mixed-methods designs to compare contextualized learning strategy with conventional learning strategy. The findings consistently showed significant improvements in students' success, critical thinking skills, and participation when contextualized learning elements are integrated into instruction (Akinsola, 2025; Stoffelsma et al., 2025). However, these studies are regularly comprehensive across subjects or focus mainly on language education and sciences, with limited attention to explicit literary texts in Africa. The novelty of these findings' centres on a canonical African drama within a secondary school context in Kaduna-North, Nigeria. It reports the identified gap where contextualized learning strategy is rarely applied analytically in literature classrooms, notwithstanding increasing scholarly calls for traditionally grounded and context-based learning (Ajaps & ForhMbah, 2025). Thus, this study significantly contributes by offering insights into how contextualized learning strategy enhances literary appreciation for academic performance across West Africa.

In this regard, this approach aims to link the subject matter of literary work of art to second language learners' prior experiences, local cultures and community background knowledge so that they can perceive relevance and enthusiastically



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construct meaning from the text rather than memorization of the decontextualized facts of the text. Oladejo, Olateju, Aabove & Suwadu (2024); and Onowugbeda, Agbanimu, Okebukola, Ibukunolu, Tokunbo & Olori (2023) opined that context-grounded teaching is significant to reducing learners' anxiety, improving their conceptual understanding of the text, and increasing their learning performance and achievement.

"*The Marriage of Anansewa*" is a famous Ghanaian West African drama text that richly incorporates oral tradition, comedy, songs, and cultural mockery. The playwright has used dramaturgy, which includes the use of songs, communal chorus, proverbs and humour to foreground African indigenous cultural frameworks that depict canonical Ghanaian historical background and socio-cultural contexts in a performance-based learning situation. Thus, the textual and pedagogical analyses of *The Marriage of Anansewa* centred on a literary oral-performative work of art which culturally surrounded with humour, comedy and cultural satire that leveraged to improve students' text comprehension, critical thinking and interpretive skill about the text. However, the socio-cultural and folkloric features of the drama text are presented in an abstract and decontextualised process, which caused students to misunderstand the aesthetic and social meanings of the text (Anane et al., 2024). In teaching literary works of art, especially in African contexts, a contextualised instructional strategy is needed. Teaching Literature-in-English at senior secondary level in Kaduna-South typically enrolls diverse learners who are linguistically and culturally different, whose linguistic prior knowledge, storytelling practices, and reading performance vary significantly. This contextualised pedagogical strategy has integrated the use of performance, role-play, and songs linked to the text (*The Marriage of Anansewa*) to strengthen second-language learners' understanding of the plot, character and characterization, themes, and dramatic technique. Therefore, this study would provide second language teachers, researchers, curriculum designers, and language policy makers with rational empirical evidence aligned with Literature-in-English pedagogy on the effect of contextualized learning strategy in understanding historical contextualization, appreciating cultural contextualization, and interpreting social contextualization of the text, *The Marriage of Anansewa*, in order to improve Senior Secondary Students' performances.

Statement of the Problem

Many senior secondary school students in northern Nigeria do not have adequate background knowledge of Ghanaian precolonial and colonial era. This will limit students' ability to appreciate the text and to connect the events portrayed in the story to broader, relevant historical realities. Similarly, senior secondary school students in northern Nigeria have misunderstood the differences between Nigerian and Ghanaian historical, cultural and social norms. In the same way, second-language teachers often struggle to select and use effective teaching strategies and techniques for teaching literature in English. This occurs as a result of inadequate professional development training that is culturally and linguistically designed to prepare them beyond conventional classroom teaching. In Senior Secondary Schools in Kaduna State, there are serious issues of overpopulated classrooms taking Literature-in English as a subject, limited teaching and learning resources, unqualified second-language teachers teaching Literature-in English, and poor conditions of service, which hinder the effective implementation of teaching and learning within the state. It is evident that there is limited research in this area that measures the effect of a contextualized learning strategy on students' historical, cultural, and social understanding and cultural exposure related to literary texts. Sometimes in language curriculum, there is poor provision of rigid syllabi that minimize activities which are culturally responsive teaching and performance-oriented in the study of the prescribed literary textbooks for examination conducted by the West African Examination Council (WAEC) and the National Examination Council (NECO), which neglects oversimplifying linguistic and cultural references to the text.

Objectives of the Study

1. To investigate the effect of contextualized learning strategy on Senior Secondary Students' II performances in understanding the historical contextualization of the text, *The Marriage of Anansewa*.
2. To examine the effect of contextualized learning strategy on Senior Secondary Students' II performances in appreciating cultural contextualization of the text, *The Marriage of Anansewa*.
3. To assess the effect of contextualized learning strategy on Senior Secondary Students' II performances in interpreting social contextualization of the text, *The Marriage of Anansewa*.

Research Questions



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1. What is the effect of contextualized learning strategy on Senior Secondary Students' II performances in understanding historical contextualization of the text, *The Marriage of Anansewa*?
2. What is the effect of contextualized learning strategy on Senior Secondary Students' II performances in appreciating cultural contextualization of the text, *The Marriage of Anansewa*?
3. What is the effect of contextualized learning strategy on Senior Secondary Students' II performances in interpreting social contextualization of the text, *The Marriage of Anansewa*?

Research Hypotheses

1. There is no significant effect of contextualized learning strategy on Senior Secondary Students' II performances in understanding historical contextualization of the text, *The Marriage of Anansewa*.
2. There is no significant effect of contextualized learning strategy on Senior Secondary Students' II performances in appreciating cultural contextualization of the text, *The Marriage of Anansewa*.
3. There is no significant effect of contextualized learning strategy on Senior Secondary Students' II performance in interpreting social contextualization of the text, *The Marriage of Anansewa*.

Literature Review

A contextualized learning strategy connects second-language learners' background knowledge and sociocultural practices to literary texts in order to strengthen text comprehension, reading engagement and interpretation. This supported the view that second language learners' background knowledge is the most effective and reliable instrument for enhancing their inferential comprehension (Carter et al., 2024). For Gillam et al. (2024) and Quilaqueo & Torres (2024), contextualization is operated through three mechanisms, which include activation and improvement of second language learners' background knowledge; anchoring vocabulary learning and language performance practices; and providing second language learners with opportunities to enact, adapt, and analyze literary texts by making implicit socio-cultural and socio-historical meanings clear. For that, these mechanisms are explicitly relevant to teaching drama texts such as *The Marriage of Anansewa*, which heavily depends on cultural performance and historical orientations presented in the form of social satire. Gillam et al. (2024) opined that contextualized learning strategy is an integrated instruction that explicitly shows strong improvements in second language learners' abilities in text comprehension, text analysis and text interpretation by linking their historical struggles and social causes to the literary texts. For Gabriel & López (2024), cultural contextualization related to *The Marriage of Anansewa* blends Ghanaian traditional African culture that creates an engaging experience by bringing Ghanaian traditional Akan socio-cultural life and activities presented in a realm of African traditional oral storytelling. This claims that teaching second language learners literary and linguistic resources used in the text raises their motivation to meaningfully engage with the canonical Ghanaian traditional African cultures. For *The Marriage of Anansewa*, second language classroom understands the Akan culture, community rituals, staging, songs, proverb structures and bride-price for students to retrieve and interpret cultural cues. Therefore, contextualized learning strategy has co-constructed historical, cultural and social content in order to expand second language learners' ability to read literary texts as culturally established artefacts rather than decontextualize the work of art (Quilaqueo & Torres, 2024). For Johnson, Vlach, & Leija (2024), interpreting social contextualization in relation to "*The Marriage of Anansewa*" is viewed in the form of satirical work of art and social-analytic, irony, humour and staging critique of communal arrangements associated with greediness, patriarchy, and social status. This used a diverse and performative work of art, especially the play, to portray socio-cultural representation and translate social critique in a more reliable manner rather than passive reading alone (Johnson et al., 2024). In this regard, enactive pedagogy through a contextualized learning strategy encourages second-language learners to reconstruct an active habit of text analysis that will improve their critical-thinking ability to interpret socio-cultural contexts and formulate critical content analysis of traditional African cultures embedded in literary works of art. Therefore, contextualized learning strategy showed that interpreting social contextualization enhances learning transfer from text comprehension to socio-cultural interpretation (Quilaqueo & Torres, 2024).

Empirical studies

The Marriage of Anansewa is related to African dramatic texts that have largely focused on thematic, socio-cultural, and ideological dimensions, which employed predominantly text-based approaches for empirical scholarship. For instance, Anane et al. (2014) examined the role of humour in Ghanaian plays using a narrative research design and purposive sampling, revealing that humour served as a sophisticated device for audience engagement, helping sustain the playwright's



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interest throughout the theatrical performance. Similarly, Annin and Adoma (2015) relatively analysed Ghanaian socio-cultural traditions in *The Marriage of Anansewa* and *The Fifth Landing Stage* by concluding that foreign socio-cultural influences significantly form indigenous practices, custom and identities in West Africa. Further extending the discourse, Asen (2017) examined the depiction of the bride price in *The Marriage of Anansewa* and *Wedlock of the Gods*, highlighting its commercialization and its consequences for gender discrimination and domestic violence in West Africa. The study highlighted feminist apprehensions and advocated for institutional involvement to curb exploitative practices within Ghanaian socio-cultural traditions. In a related socio-cultural-critical inquiry, Aguessy, Chabi, and Ayedon (2019) applied cultural studies to criticism to investigate deception and its socio-economic triggers, classifying poverty, disproportionate ambition, and imitation as key factors of dishonest behaviour in the play. Recently, Boateng and Ben-Daniels (2025) employed a Marxist literary framework to question the motivations of the trickster figure Ananse, arguing that capitalist ideology adopts insatiable, materially obsessed deception. The findings suggested that Efua Sutherland employed the Anansegoro theatrical tradition to mock capitalist excesses and distinctive tendencies in the play. Despite the valuable contributions, studies are largely inadequate in thematic interpretation, ideological analysis, and cultural critique, with nominal consideration of linguistic and pedagogical scopes, particularly relative to classroom claims and language instruction. None of the reviewed studies clearly examines how discourse structures, stylistic basics, or instructional approaches will develop learners' comprehension and engagement with the play. Therefore, the present study attempts to bridge the gap between integrated literary analysis and pedagogical implications by explicitly examining how the drama text can be employed within English education frameworks. This study suggests that an additional perspective of literary criticism is cooperated with applied linguistics and classroom pedagogy, which significantly contributes to improving the Contextualized Learning strategy and impacts on learners' comprehension.

Theoretical Framework

The study is based on Vygotsky's Sociocultural Theory of Learning (1978), which highlights the role of culture, context, and social interaction in shaping second-language learners' cognitive development (Daniels, 2023). Vygotsky's Sociocultural Theory of Learning is relevant to the study of "*The Marriage of Anansewa*", in which a contextualized learning strategy was employed to guide Senior Secondary II students in the interpretation of the play not only as a text but as a portrayal of Ghanaian socio-cultural authenticities and realities (Aguessy, Sidi-habi, & Ayedon, 2024). The theory buttressed the point that cultural literary text enhances second language learners' critical thinking skills in text interpretation for collective meaning-making (John-Steiner & Mahn, 2024). Vygotsky's Sociocultural Theory of Learning, it relevant to education studies. It emphasized that social interaction, cultural influences, and contextual experiences in knowledge construction. The research on Contextualized Learning strategy pointed out that students achieve and develop better comprehension, text interpretation when a literary text is connected to the their cultural and social realities. The studies also showed that collaborative learning, classroom discussion, and supported language strategies enhance learners' problem-solving skills, critical thinking skills, and learning performances. Therefore, Vygotsky's sociocultural theory has played a significant role in providing a robust research framework that helps students in text analysis and using contextualized learning instruction to improve their language performance in understanding historical, cultural, and social dimensions of the literary texts (Quilaqueo & Torres, 2024).

Research Methodology

Research Design

The study used a quasi-experimental pre-test, post-test control group of non-equivalent and non-randomized design. The population of the study consisted of 1,891 Senior Secondary II Students in Kaduna-North. The study selected 99 students through a purposive sample technique. For the purposes of this study, 44 students were in the control group, while 50 were in the experimental group, enabling a meaningful comparison. The Contextualized Learning Achievement Test (CLAT) was developed by the researchers as a structured, multiple-choice instrument to assess students' performance in understanding the historical, cultural, and social contexts of the play. The correlation between the two sets of scores was computed using Pearson's correlation coefficient, yielding a value of 0.85, indicating high reliability. To further assess internal consistency, Cronbach's Alpha was calculated, yielding a value of 0.82, confirming that the instrument consistently measures the intended constructs of reading comprehension and fluency across multiple test instances. Contextualized Learning Strategy on Students' Academic Performance: the experimental group was carried out over 6 weeks and consisted of 12 lessons (i.e., two lessons per week). Each class lasted about 40–50 minutes, aligned with the standard secondary



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school timetable in Kaduna State. The Contextualized Learning approach employed in the experimental class emphasizes understanding historical contextualization, appreciating cultural contextualization and interpreting social contextualization of the text, *The Marriage of Anansewa*. The structured sequence learning process followed whereby Introduction and Activation of Prior Knowledge was carried out for Weeks 1–2 through questioning, brainstorming, and short discussions; Guided Inquiry and Exploration was carried out for Weeks 2–4 to engaged in helping students reading activities to Identify main ideas, supporting details, interpretation of meanings of words using context clues, analyze characters, themes, textual features and making predictions and inferences. The Concept Development and Graphic Organization was carried out for Weeks 3–5 through activities that help students connect ideas, visualize relationships, and categorize information within the play. The Collaborative Learning and Discussion was carried out for Weeks 4–6 through the activities that encouraged articulation of ideas, deeper comprehension, and clarification of misunderstandings through social interaction. The Evaluation and feedback were carried out immediately to guide learning and expand comprehension skills through class exercises, oral questioning and short quizzes.

Data Analysis

Descriptive statistics were used to answer the research questions, while an independent sample t-test was used to test and analyze the hypotheses. The use of the ANCOVA in this study was appropriate; specifically, the scores confirmed between the experimental and control groups were consistent as indicated ($p > 0.05$). The conditions explained the use of the ANCOVA for comparing group means and should be measured to ensure the validity of the results.

Presentation of Results

This presented results and discussions of the major findings in answering the research questions using descriptive statistics (mean, standard deviation) and testing the hypotheses using inferential statistics (ANCOVA) at $p\text{-value} \leq 0.05$. Therefore, the mean scores of the experimental and the control groups were used to determine the performances of Senior Secondary II Students in understanding historical contextualization, appreciating cultural contextualization, and interpreting social contextualization of the drama text, *The Marriage of Anansewa*.

Answering Research Questions

This presented the answering of research questions one to three using descriptive statistics (mean, standard deviation).

Research Question 1:

What is the effect of contextualized learning strategy on Senior Secondary Students' II performances in understanding the historical contextualization of the text, *The Marriage of Anansewa*? To determine the effect of contextualized learning strategy in understanding historical contextualization of the text, the Contextualized Learning Achievement Test (CLAT) was administered and the results were presented in Table 1.

Table 1: CLAT in Understanding Historical Contextualization of the Text

Group	Test	N	Mean ($\bar{X}$)	Standard Deviation (SD)
Experimental	Pretest	50	42.72	11.82
Experimental	Posttest	50	65.1	14.6
Control	Pretest	44	46.59	10.74
Control	Posttest	44	44	9.42

Table 1 presents the pretest and posttest performance of experimental and control groups in historical contextualization of *The Marriage of Anansewa*. The experimental group ($N=50$) had a pretest mean of 42.72 ($SD=11.82$), which improved markedly to a posttest mean of 65.1 ($SD=14.6$), indicating substantial gain after exposure to the instructional treatment. In contrast, the control group ($N=44$) recorded a pretest mean of 46.59 ($SD=10.74$) and a slightly reduced posttest mean of 44 ($SD=9.42$), showing no improvement. This suggests that the instructional strategy positively influenced the experimental group's performance, while the control group showed minimal change over time.

Research Question 2:

What is the effect of contextualized learning strategy on Senior Secondary Students' II performances in appreciating cultural contextualization of the text, *The Marriage of Anansewa*? To determine the effect of contextualized learning strategy in appreciating cultural contextualization of the text, the Contextualized Learning Achievement Test (CLAT) was administered and the results were presented in Table 2.

Table 2: CLAT in Appreciating Cultural Contextualization of the Text

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Group	Test	N	Mean ($\bar{X}$)	Standard Deviation (SD)
Experimental	Pretest	50	43.93	10.37
Experimental	Posttest	50	50.16	13.08
Control	Pretest	44	45.42	12.94
Control	Posttest	44	50.84	14.95

Table 2 presents the pretest and posttest scores of experimental and control groups in appreciating cultural contextualization of *The Marriage of Anansewa*. The experimental group (N=50) recorded a pretest mean of 43.93 (SD=10.37), which increased to a posttest mean of 50.16 (SD=13.08), indicating improvement after the intervention. Similarly, the control group (N=44) had a pretest mean of 45.42 (SD=12.94) and a posttest mean of 50.84 (SD=14.95), showing a slight improvement. However, the control group's gain was marginally higher than that of the experimental group, suggesting that while both groups improved, the treatment effect was not strongly differentiated in this aspect.

Research Question 3:

What is the effect of contextualized learning strategy on Senior Secondary Students' II performances in interpreting social contextualization of the text, *The Marriage of Anansewa*? To determine the effect of contextualized learning strategy in interpreting social contextualization of the text, the Contextualized Learning Achievement Test (CLAT) was administered and the results were presented in Table 3.

Table 3: CLAT in Interpreting Social Contextualization of the Text

Group	Test	N	Mean ($\bar{X}$)	Standard Deviation (SD)
Experimental	Pretest	50	44.75	11.55
Experimental	Posttest	50	50.97	14.91
Control	Pretest	44	44.15	11.39
Control	Posttest	44	49.5	11.7

Table 3 presents the pretest and posttest scores of experimental and control groups on interpreting social contextualization of *The Marriage of Anansewa*. The experimental group (N=50) had a pretest mean of 44.75 (SD=11.55), which increased to a posttest mean of 50.97 (SD=14.91), indicating improvement after the intervention. Similarly, the control group (N=44) recorded a pretest mean of 44.15 (SD=11.39) and a posttest mean of 49.50 (SD=11.70), also showing improvement. However, the gain in the experimental group is slightly higher than that of the control group, suggesting a modest advantage of the instructional strategy in enhancing students' performance in social contextual interpretation.

Testing Research Hypotheses

The study hypotheses were formulated to measure the significant effect of the study variables on the effect of contextualized learning strategy on Senior Secondary Students' II performances in understanding historical contextualization, appreciating cultural contextualization, and interpreting social contextualization of the drama text, *The Marriage of Anansewa*. Therefore, the three (3) formulated Null Hypotheses were tested using **ANCOVA**. These are as follows:

Null Hypotheses 1:

There is no significant effect of contextualized learning strategy on Senior Secondary Students' II performances in understanding the historical contextualization of the text, *The Marriage of Anansewa*. The **ANCOVA** was used to test the hypothesis at p-value ≤ 0.05 .

Table 4: CLAT in Understanding Historical Contextualization of the Text

Source	Type III Sum of Squares	df	Mean Square	F	p-value
Corrected Model	3441.451	2	1720.73	10.99	0
Intercept	14852.495	1	14852.49	94.86	0
Pretest Achievement	14.834	1	14.83	0.1	0.759
Group (EXP. & Control)	3252.799	1	3252.8	20.78	0
Error	14247.666	91	156.57	—	—
Total	256807	94	—	—	—
Corrected Total	17689.117	93	—	—	—

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Table 4 presents the ANCOVA results on students' posttest scores in understanding historical contextualization of *The Marriage of Anansewa*. The results show that the corrected model was statistically significant, $F(2, 91) = 10.99, p < .001$, indicating that the model explained a meaningful portion of the variance in students' performance. The pretest achievement was not a significant covariate, $F(1, 91) = 0.10, p = .759$, suggesting that initial differences did not influence posttest outcomes. However, the group effect was significant, $F(1, 91) = 20.78, p < .001$, indicating a significant difference between the experimental and control groups. This implies that the instructional treatment had a significant effect on students' performance in historical contextualization.

Null Hypothesis 2:

There is no significant effect of the contextualized learning strategy on Senior Secondary Students' II performances in appreciating the cultural contextualization of the text, *The Marriage of Anansewa*. The ANCOVA Analysis of Posttest Scores was used to test the hypothesis at $p\text{-value} \leq 0.05$.

Table 5: CLAT in Appreciating Cultural Contextualization of the Text

Source	Type III Sum of Squares	df	Mean Square	F	p-value
Corrected Model	3440.93	2	1720.465	10.99	0
Intercept	24475.304	1	24475.3	156.32	0
Posttest	14.313	1	14.313	0.09	0.763
Group (EXP. & Control)	3430.419	1	3430.419	21.91	0
Error	14248.187	91	156.573	—	—
Total	256807	94	—	—	—
Corrected Total	17689.117	93	—	—	—

Table 5 presents the ANCOVA results on students' posttest scores in appreciating cultural contextualization of *The Marriage of Anansewa* after controlling for gender. The corrected model was statistically significant, $F(2, 91) = 10.99, p < .001$, indicating that the model adequately explained variation in students' performance. However, the experimental and control groups were not a significant covariate, $F(1, 91) = 0.09, p = .763$, suggesting that the experimental and control groups students performed similarly. In contrast, the group effect was statistically significant, $F(1, 91) = 21.91, p < .001$, indicating a significant difference between the experimental and control groups. This shows that the instructional strategy had a significant effect on students' cultural contextualization performance irrespective of the experimental and control groups.

Null Hypothesis 3:

There is no significant effect of contextualized learning strategy on Senior Secondary Students' II performances in interpreting social contextualization of the text, *The Marriage of Anansewa*. The ANCOVA Analysis of Posttest Scores was used to test the hypothesis at $p\text{-value} \leq 0.05$.

Table 6: CLAT in Interpreting Social Contextualization of the Text

Source	Type III Sum of Squares	df	Mean Square	F	p-value
Corrected Model	3470.329	2	1735.165	11.11	0
Intercept	28107.646	1	28107.65	179.88	0
School Type	43.712	1	43.712	0.28	0.598
Group (EXP. & Control)	3423.646	1	3423.646	21.91	0
Error	14218.788	91	156.25	—	—
Total	256807	94	—	—	—
Corrected Total	17689.117	93	—	—	—

Table 6 presents the ANCOVA results on students' posttest scores in interpreting social contextualization of *The Marriage of Anansewa* after controlling for school type. The corrected model was statistically significant, $F(2, 91) = 11.11, p < .001$, indicating that the model adequately explained variation in students' performance. However, school type was not a significant covariate, $F(1, 91) = 0.28, p = .598$, suggesting that students from different school types performed similarly. In contrast, the group effect was statistically significant, $F(1, 91) = 21.91, p < .001$, indicating a significant difference



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between the experimental and control groups. This implies that the contextualized learning strategy significantly improved students' social contextualization performance regardless of school type.

Discussion of Findings

The study's findings statistically demonstrated the significant effect of a contextualized learning strategy on improving Senior Secondary Students' II performance across historical, cultural, and social contextualizations in understanding the text, *The Marriage of Anansewa*, by establishing significant rejection of all three Null Hypotheses. The effect of contextualized learning strategy is significantly supported by Lev Vygotsky's socio-cultural theory, which highlights that contextualized learning strategy occurs through social interaction with cultural tools. The contextualized learning strategy aligns with Vygotsky's concept of the Zone of Proximal Development (ZPD), in which students achieve advanced levels of understanding through collaboration, guided support, and the use of familiar cultural references (Gillam, Ukrainetz, & Reutzell, 2024). Teachers support students' learning more successfully by making it complicated to literary concepts, whereby integrating culturally meaningful frameworks into the contextualized learning strategy. Thus, contextualized learning strategy not only progresses academic performance but also situates learning approach within socially and culturally meaningful and responsive framework for strengthening relevance in West African literature pedagogy.

The findings of the study confirmed that there was an improvement in students' historical understanding of the text, which aligned with a recent investigation conducted by Gillam, Gillam, Magimairaj, Capin, Israelsen-Augenstein, Roberts, & Vaughn, (2024) in which contextualized learning strategy was revealed as an embedded language instruction into the naturally occurring teaching activities, which serve as the literary context for both language learning and language practices in relevant activities. This established an explicit operational description of contextualized language instruction, providing empirical evidence of literary and linguistic connections, particularly regarding the complex historical narratives in African literary works of art. The significant effect observed in this study can be better understood within the unique pedagogical context of African literature, where meaning is often rooted in cultural symbolism, oral traditions, communal values, and familiar social realities. Contextualized learning likely enhanced students' performance by bridging the gap between the text and their lived experiences. In *The Marriage of Anansewa*, for instance, themes such as marriage negotiations, family expectations, and trickster dynamics resonate strongly with indigenous African worldviews. When instruction connects these elements to students' socio-cultural backgrounds, it reduces abstraction, deepens interpretation, and promotes active engagement. This explains the observed gains in comprehension, critical thinking, and retention, as learners are not merely decoding text but co-constructing meaning from culturally relevant perspectives (Akinsola, 2025). Hamidah and Maqi (2024) concurred that contextualized learning strategy requires some critical implementation considerations and theoretical foundation that emphasizes the relevant connection to teaching literary content to real-life experiences. This has established theoretical foundations that limit the investigation of socio-cultural specificity in contextualized learning, especially within African literary traditions. Therefore, the present study established significant improvement in senior secondary school students' performance in understanding the historical contextualization of African drama texts taught using contextualized learning strategy. The findings of the study concurred with Eticha, Brunninge, & Tessema (2024), who studied the pronounced significant effect that was observed in cultural contextualization, which resonated with the present study that teaching African drama text has demonstrated skyrocketing recognition of socio-cultural authenticity in literary education tradition. The study also provided that the pedagogical framework has significantly integrated African socio-cultural perspectives into Literature-in-English curricula. However, Howard (2003) argued that cultural contextualization strategy is criticized for theoretical implementation challenges in standardized language educational systems where socio-cultural sensitivity conflicted with standardized and innovative assessment requirements. Kilag et al. (2023) provided contemporary scholarship with methodological insights into the effective use of graphic organizers, interactive multimedia, and visual instructional materials to significantly develop second language learners' ability to interpret and analyze literary works of art, especially poetry. This suggested that contextualized learning strategy had significant benefits in providing concrete pedagogical frameworks that address inherent socio-cultural problems presented in *The Marriage of Anansewa*. Nguyen et al. (2022) and Wang & Lee (2023) observed that literary texts have enhanced the performance of second-language learners through context-based approaches. This provided empirical evidence for personalized reading of literary texts through technological innovations to address collective scopes relevant to understanding the socio-cultural contexts presented in African literature (Ajaps & ForhMbah, 2025). The study showed that contextualization is effective by integrating literary



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texts with technology, focusing on literary reading lessons and exercises in contexts relevant to learners' interests and backgrounds (Okonkwo, 2021; Mohammed & Musa, 2023; and Zhang, 2022) agreed that the student-centered learning strategy is applicable to contextualized settings across diverse socio-cultural contexts, with reasonable consideration of Africa within literary traditions. The present study's focus on the effect of contextualized learning demonstrated the strategy's implementation through cultural authenticity. It also demonstrated that an effective contextualized learning strategy requires a meticulous sense of balance between innovative pedagogy and cultural sensitivity (Gay, 2022). Despite the fact that contextual learning strategy showed promising need for constant professional development, an appropriate language assessment strategy, and careful consideration to cultural authenticity presented in the text. This proved that the findings of the study encouraged text interpretation in a broader sense for cultural sensitivity (Banks, 2022). The study emphasized a culturally explicit pedagogical framework that integrated technological innovations within traditional cultural practices (Zhou & Li, 2023). The findings contributed to this development by establishing empirical evidence for the effect of contextualized learning strategy in teaching Literature-in-English for continued implementation and long-term impact assessment (Okonkwo, 2021). This study has limitations that should be acknowledged. First, the study showed that within a restricted geographical area, which limits the generalizability of the results to other study contexts. Second, the period of the intervention (six weeks) will not be enough to determine the long-term effects of Contextualized Learning strategy. Third, the research should mainly rely on the Contextualized Learning Achievement Test (CLAT), which will not capture all scopes of learning outcomes. Moreover, extraneous variables, students' background knowledge and teacher-related aspects were not fully measured. Therefore, the limitations offer avenues for further study and improvement of Contextualized Learning strategy.

Conclusion

This study successfully rejected all the research null hypotheses by demonstrating a statistically significant improvement in Senior Secondary Students' II performance in understanding the historical, cultural, and social contextualization of drama texts. The study demonstrated that the experimental group achieved significantly better performance than the control group in understanding historical contextualization. This finding confirmed that contextualized learning strategy significantly allowed senior secondary students to connect their prior knowledge of literary narratives with historical contexts. The study indicated that cultural contextualization had pronounced significant improvement that occurred in cultural contextualization of the text appreciation, where the experimental group had significantly outperformed the control group. This demonstrated that contextualized learning strategy is predominantly effective in improving senior secondary students' understanding and deepening their cultural understanding and appreciation of socio-cultural symbols and traditional practices portrayed in African literary texts. The study also observed that the social contextualization interpretation of the text, the experimental group had exceeded the control group significantly. This suggested that contextualized learning strategy profoundly affected senior secondary students' ability to understand socio-cultural dynamics, social relationships and interpersonal interactions presented in the work of art.

Recommendations

1. Educational stakeholders and language policy frameworks should highlight the significance of cultural sensitivity through guidelines on implementing contextualized learning strategy.
2. There should be adequate resources for developing contextualized learning materials which enhance second language learners' understanding of historical, cultural, and social contexts.
3. There is need for professional development programs that prepare second language teachers to implement contextualized learning strategy effectively in teaching language and Literature-in-English.
4. There is need to establish conducive learning environments that support the implementation of contextualized learning strategy effectively in teaching language and Literature-in-English with effective technology integration.
5. Second language teachers' support systems should be established to assist them in implementing contextualized learning strategy in teaching language and Literature-in-English.
6. Second language teachers teaching Literature-in-English should invest in teaching and learning African literature, history, and socio-cultural contexts to enhance effective, contextualized instruction.



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