
EFFECTIVENESS OF NON-PROJECTED VISUAL RESOURCES IN LEARNING SOCIAL STUDIES BETWEEN MALE AND FEMALE STUDENTS IN JUNIOR PUBLIC SCHOOLS IN NORTH-WEST GEOPOLITICAL ZONE OF NIGERIA

ZUBAIRU, SULEIMAN ABUBAKAR

ABSTRACT

This study examined the effectiveness of non-projected visual resources in learning social studies in junior public schools in North-West Geopolitical Zone of Nigeria. One thousand one hundred and twenty (1120) students covering six states were involved in the study. They were randomly sampled from each state of the geopolitical zone. The opinion and data gathered from the respondents are analyzed using t-test statistical instrument. The result shows that effective utilization of non-projected visual resources enhances learning while gender has no influence at all. The factor that militate against effective use of non-projected visual resources by teachers is negligence as well as teachers inadequacies in utilizing the resources. Recommendations were also made accordingly.

INTRODUCTION

All over the world, education has always been considered as a very important factor for development (Jibril, Education Minister for State, 2008). Education is very important or indispensable for cultural, scientific, technological and economic emancipation of any country (Enemu, 2000). In Nigeria, education is considered as an instrument "par excellence" for effective national development, National Policy on Education (NPE, 2004). The federal, state and local governments have over the years spent substantial part of their income on improvement on education. For example, in the 2007 budget, Kaduna state

government spent 27% of its annual budget on education alone (Commissioner for Education, 2008).

STATEMENT OF THE PROBLEM

Despite the high expenditures on education, the general public has bemoaned the quality of education in Nigeria. People are clamoring that the standard of education is drastically falling throughout the federation. In an analysis of the 2008 West African Examinations Councils (WAEC) result released by the Head Office, WAEC, Lyi Uwadiae (2008), reported that 947,945 candidates (about 83% of the total number of candidates)

that took the examination, failed to obtain the minimum requirement for entry in to the Nigerian Universities.

At a Symposium organized by the National Educational Technology Center, Kaduna in 1986, on the Status and Trends in Educational Technology, the Federal Minister and the Kaduna state Commissioner for Education described the country's educational system as being in a state of "coma". This description was used because of the poor state of students' performance in public examinations, particularly in the West African School Certificate examinations (WASCE) and has been there for many years. The rate of the failure in this examination has persistently increased and this has attracted the attention of many stakeholders. The belief is that no nation can develop scientifically and technologically without qualitative and quantitative educational system (Alao, 1990). Similarly, according to the Nigeria Millennium Development Goals (2005) report, the poor school performance level in Nigeria has steadily and gradually deteriorated, especially between the 15-24 age group, which will by 1999 be the working force of the Nation.

Bonwell and Eison (1999) affirmed that the problem of poor school performance was generally caused

by poor method of teaching. In schools, it has always teacher been talk and chalk method of instruction. This shows lack of appropriate and adequate application of educational technology that brings about maximum and noticeable effectiveness in teaching and learning process. With this problem there have been a lot of questions raised by concerned citizens and the society at large. The search for where this problem lies has been attributed to the government and the people that are running the affairs of the educational system. This is because of the government's evasive promises to improve the sector over the years. However, the negative attitudes of the government have contributed to low standard of education. The teachers have also been blamed because it is often said that they are not professionally qualified and do not use modern innovative system of instructional delivery (Mezieobi,2000).

Commenting on the lethargic attitudes of government to education, Ali, (2007) wrote that the nation:

failed to improve the schools' standard in many decades with qualified and trained teachers and necessary teaching materials. And its

indiscriminate establishment of schools has caused very poor academic performance.

CONCEPTUAL FRAMEWORK

Ogogan (1997) opined that sight and hearing are the two senses used mostly in human learning and teaching activities. According to him these senses receive primary consideration in the development and selection of language teaching materials. The five senses used in teaching and learning include kinesthetic (touch), gestulatory (taste), olfactory (smell), auditory (hearing) or and optical (seeing) Aliyu, (2001). When more of these senses are employed during classroom teaching and learning process, the greater would be the effectiveness of such communication. The use of learning and instructional materials aimed at maximizing the employment of these five senses in any communication or teaching learning situation. This promotes effective understanding of the message that is being communicated. According to the National Policy on Education (NPE, 2004), under educational service section (10), the policy has the objectives of enhancing learning and improving the competence of teachers and also making learning more meaningful for children. According to the

policy, the application of educational technology develops and promotes an effective use of innovative materials in classrooms. This also permits teachers and the learners to interact as human beings in a climate where people control their environment for their own purpose (Ughamadu, 1998).

Ogunsanya, (1984), Ezegbe, (1987) perceive educational resources as "teaching aid". This gives the impression that educational resources complement or play supportive role in learning and therefore, are not part and parcel of meaningful learning. In the same vein, scholars like Ike, (1992); Schramm, (1977) see educational resources as conveyors of information in teaching. This perception of educational resources diffuses the process as the impression is created or implied that the availability of educational resources means that the teacher can be irrelevant. Some educational resources may need the physical presence of the teacher for their operation and effective use for instructional purposes.

However, there are various types of educational resources that are appropriate for teaching and learning social studies. Scholars have grouped or classified educational resources in various ways. For example, Jarolimkek (1971) categorized educational resources in to two: - reading

materials and non-reading materials. Ezegbe (1987) classified them into two: Visual materials and Audio-Visual materials. Abolade (1986) classified educational resources using sensory modalities. He named his Taxonomy as (1) audio learning and instructional materials (2) visual learning and instructional material (3) audio-visual materials and (4) community resources. In this study therefore, emphasis is placed on the visual component of educational resource materials in teaching social studies based on the following reasons:

Visual materials are not only locally available for their production, they are not expensive. They are not only readily available but that resourceful and committed teachers and students can readily produce the materials. They elicit the creativity and resourcefulness of both teachers and their students. They do not depend much on electricity for their operation and utilization by the teachers and students. They make the learner participate actively in the teaching-learning process. They give greater meaning or visual illustration to rather abstract or complex concepts.

Non-projected visual resources are therefore, used in the teaching and learning process for a number of the following reasons; To concretize the content or what is being taught to the perceptual level

of the learner. To make what is being taught very real to the learner, and to arouse their interest and curiosity. It makes teaching easier and more effective for the learners. It enhances retention and remembering on the part of the learner. It enables student acquire experience and knowledge that they would otherwise not have appreciated and understood by learning only from the teacher. It saves the teacher's time which may be employed usefully in other activities. It pleasantly accommodates the differing learning behaviors of the learners or their individual differences.

The objective of the Study is to:

Examine the effectiveness of non-projected visual resources in leaning social studies and find out whether significant difference exist between male and female students in their opinion on the effectiveness of these resources

Research Question:

The following research question was formed to guide the researcher in analyzing the data gathered from the respondents:

Does the opinion of male students on the effectiveness of non-projected visual resources in learning social studies differ significantly from the opinion of female students?

Hypotheses

This study is based on the following null hypothesis:

- i. There is no significant difference between male and female students in their opinion regarding the effectiveness of non-projected visual resources in learning social studies.

METHODOLOGY

This study adopted a descriptive survey research design. The study is a survey of the male and female students' opinion on effectiveness of non-projected visual resources in learning social studies in public junior secondary schools in North Western Geopolitical Zone of Nigeria. The area of study comprises of Kaduna, Kano, Katsina, Kebbi, Jigawa, Sokoto and Zamfara States of the North-West Geo-political Zone in Nigeria. A simple random sampling technique was used to select four schools in each of these states and intact classes of Forty (40) JSS 3 students were purposively sampled. A total of 1120 social studies students formed the sample for the study.

Instrument for Data Collection

Questionnaire was used as the instrument for data collection. It consists of two parts (A and B). Part A is made up of bio-data that

include variables such as sex and age. Part B consist of twenty three item questions used 4-likert scale response (StronglyA, Agree, Disagree and Strongly Disagree) asking students to specify the degree of their opinion on the effectiveness of non-projected visual resources in learning social studies. The reliability coefficient was calculated to be 0.82 using (PPMCC) formula.

Procedure of Data Analysis

The questionnaire was administered by the researcher personally to students and was then collected back immediately. The data collected were gathered together and scored for data analysis. The data collected through the questionnaire was coded and input into the SPSS statistical package for analysis and the hypothesis was tested using simple percentages and t-test .

Results

There was no statically significant difference between male and female students in their opinion on the effectiveness of non-projected visual resources in learning social studies.

Table 1: t-test comparison of students' opinion scores of male and female on the effectiveness of non-projected visual resources in learning social studies.

Table 1: T-test analysis of the level of confidence on the effectiveness of non-projected visual resources in

	Sex	N	Mean	Std	Std Error	T	Df	Sig
Level of conf.	Male	600	74.93	9.21	.72204	6.570		480
	Female	520	73.95	8.54	.93837	71*		1.0
	Total	1120						

* Significant at $p > 0.05$

The analysis in table 1 shows that the calculated probability value (p-value) of 1.071 is greater than the declared p-value (alpha level) of 0.05. Thus, the null hypothesis was accepted. This implies that there is no significant difference between male and female students in their opinion on the effectiveness of non-projected visual resources in learning social studies in junior public school. The result from table 1 also shows that the mean of male learners was 74.93 while that of the female was 73.95. This implies that non-projected visual resources are not gender bias. This is because the mean scores of male students when compared to female students are not that significant.

Findings of the study

The result of the analysis on the opinions of male and female students on the effectiveness of non-projected visual resources in learning social studies in junior public schools shows that there was no significant difference in their opinion. This analysis revealed that non-projected visual resources are

learning social studies between male and their female counterpart.

not gender bias. This finding agree with earlier finding of Romiszowski (1988) who found that non-projected visual resources when effectively and efficiently handed by a teacher could benefit both male and female students in enhancing their academic performance.

Similarly, the finding agree with the study of McAlpine and Weston (1994) on comparing visual based lesson with conventional instruction which indicated overall superiority in performance of students who experienced visual treatment. The finding also supported the findings of Vandergrift, (1993), Bergeron (1990), Waston, (1990), were able to discover that, effective use of non-projected visual resources increase students' motivation, performance and knowledge acquisition. The finding also agreed with the findings of Ajelabi (1998), on social studies, Bello (1990) on gender and performance in biology.

Conclusions

The study found that non – projected visual resources in learning social studies have significant influence on both male and female students' academic performance. The mean scores opinions of both male and female students revealed that non-projected visual resources in learning social studies in junior public school is not gender bias.

Recommendations

Based on the findings of this study, it is recommended that junior secondary school social studies teachers should practice the use of Non-projected visual resources such as (charts, graphs, models, objects etc) as part of their teaching methods. In addition, authors of social studies textbooks and publishers should lay more emphasis on the use non-projected visual resources in their textbooks. Furthermore, Ministries of Education, School Management Boards as well as professional educational bodies should arrange seminars, workshops and conferences on the training of social studies teachers on the use of non-projected visual resources in the Nigerian junior secondary schools.

REFERENCES

- Abolade, A. O. (1994): The Effect of Visuals Literacy on Nigerian Secondary School Students' Performance in Descriptive and Narrative Essay Writing, *Journal of Nigerian Association of Educational Media and Technology*, 4 (1): 517 - 520.
- Ajelabi, A (1998): The Relative Effectiveness of Computer Assisted and Text-Assisted Programme Instruction on Students Learning Outcome in Social Studies. Unpublished PhD Thesis of The University of Ibadan, Ibadan, Nigeria.
- Alao, E.O, (1990): A Scale for Measuring Secondary School Attitudes towards Physics. *Journal of STAN*, 26 (20): 75 - 76.
- Ali, Y.A., (2007): Evaluating Teachers' Effectiveness and the Problems of Realization of Educational Objectives: *The Nigerian Journal of Educational Review*: 7 (6): 81 - 38. July.
- Aliyu, M. (2001): in Awolola, J. B. (2004) The Relevance of Information and Communication Technology (ICT) to

- Effective Teaching and Learning of Science. Forty Years of Educational Technology in Nigeria: A Publication of Nigeria Association for Educational media and Technology (NAEMT) 3: p. 49.
- Bello, G. (1990): Senior secondary school Students' knowledge Misconceptions and Alternative Conception on a Major Biology Proposition. Unpublished M.Ed. Thesis, University of Ilorin, Ilorin.
- Bonwell, C. C. & Esison, J. A. (1991): *Active Learning: Creating Excitement in Classroom*: ASHE-ERIC Higher Education Report No. 1, Washington, D.C., Eric Clearing House on Higher Education. George Washington D.C., University
- Enemu, P. C. (2001): The Strive Towards the Philosophy and Goals of National Ideology and the Educational Process. *Nigeria at the Cross Wards in Nigerian Journal of Educational Philosophy*, 8 (2): 98 - 134.
- Ezegbe, M. O. (1987): *Teaching Social Studies in Nigerian Schools and Colleges*. Owerri; Imo Newspapers Ltd; pp. 39 – 40.
- Ike, G. A. (1980): *Factors Affecting the Use of Instructional Materials in Classroom Teaching in Schools and Colleges in Imo State of Nigeria*. Unpublished .M.Ed. Thesis: Zaria: Ahmadu Bello University.
- Jarobimek (1986): *Teaching Social Studies in Elementary Education*. New York. Macmillan Publishing Company. P. 116 – 119.
- Jibril, A. D. (2008). Addressing the State of Educational Sector: *New Nigerian Newspaper*, Wednesday, 19th November. P. 25.
- Mezieobi, K. A. (2000): Nature and Purpose of Social Studies In :Mezieobi, K.A (Ed) *Understanding Social Studies Education in Nigeria*: Warri: Gented Publishing Company.
- Ogogan, H. (1997): A Comparative Study of the Effects of Video Instructional Television and Traditional Method on Students Attitudes and Achievement in English Language. *A journal of Teacher Education*. Kaduna;

*National Commission for
Colleges of Education*

*Technologies for
Instructions, London: Sage
Publications.*

Romuszowski, A. J. (1988): *The
Selection and Use of
Instructional Media 2nd
edition New York:
Nicholas.*

Ughamadu, K. A. (1998):
*Educational Technology:
Concepts, Principles and
Application, Onisha:
Jnebsyg Educational
Publishers. P. 155.*

Schramm, W. (1977): *Big Media,
Little Media, Tools and*