IMPACT OF PROJECTED STILL VISUALS ON THE ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOL STUDENTS IN SOCIAL STUDIES IN ZARIA INSPECTORATE (EDUCATIONAL) DIVISION IN KADUNA STATE.

BY

BOOR CHARITY MWUESE H.
B.LIS Library & Infor. Science
(Med/Educ/07488/2008-2009)

Department of Educational Foundation and Curriculum
Ahmadu Bello University, Zaria, Nigeria

December, 2013

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BOOR CHARITY MWUESE H.
B.LIS Library & Infor. Science
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In Partial Fulfillment of the Requirements for the Award of Masters Degree in

Education (Instructional Technology)

Department of Educational Foundation and Curriculum
Ahmadu Bello University, Zaria, Nigeria

December, 2013

DECLARATION

I declare that this study is an original work of research done by me to the best of my knowledge, it has never been presented partially, or wholly any where for the award of higher degree in any form. All sources of information are duly acknowledged by means of references. I am liable for any mistake (s) in this work.

December, 2012

…… ……

Date

Boor Charity, H.M.

CERTIFICATION

This thesis titled "impact of projected still visuals on the academic performance of junior secondary school students in social studies in zaria Inspectorate (educational) division in kaduna state. "By Boor Charity Mwuese H., meets the regulation governing the award masters Degree in Instructional Technology of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation

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Dr. A. T. Kadage Date

Chairman, Supervisory Committee

…….. ----------

Dr. J. I. Azi Date

Member, Supervisory Committee

---------- ----------

Dr. B. Maina Date

Head of Department,

Education Foundation and Curriculum

---------- ----------

Prof. A. A. Joshua Date

Dean, School of Postgraduate

Studies

DEDICATION

To my late father Michael Eaa Boor and my late brother Charles Terfar, Boor who never stopped telling me I was the “little engine that could”

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Praise is to Almighty creator who spares my life to date, who had been guiding me and never could I have found guidance and wisdom, had it not been the guidance of Almighty God. I express my profound gratitude and appreciation to my supervisors Dr. A.T. Kadage and Dr. J. I. Azi, who despite their tight schedules, found time, tolerated, and supervised my work, offering valuable suggestions and had all the time been a stimulator and a facilitator of academic excellence, in fact I appreciate. My thanks goes to all my other lecturers, Prof. A. O. Abolade, Prof. O. J. W. Jagusah, Dr. Salisu, Dr. H. Bayero, Mal. M. Shehu, Mal. Z. Suleimen , for their tireless support and encouragement special advise and consultation rendered. May God grant you all your heart desires.

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ABSTRACT

This study investigates the impact of projected still visuals on the academic performance of junior secondary school students in social studies in zaria Inspectorate (educational) division in kaduna state. The Impact of Availability, Accessibility and the academic performance of J. S. S. Students in Social Studies is generally poor as they often forget what they are being taught. The objectives of this were to determine the impact of projected still visuals materials on academic performance among J .S. S. Social Studies students in Zaria Inspectorate (Educational) Division. The research design for this study was pre-test – post-test Quasi – Experimental research. Total Population of 10,082, was used for the study and Social Studies academic performance test (SSAPT) was employed. The sample size for the study was Two Hundred and fifty (250), and the SSAPT Instrument were return for analysis, t-test statistic and Anova were used to retain or rejected the research question stated at (0.05). Four research question were analyzed and findings were made that, research question one and four were rejected while question two and three were retained on experimental group post test was found to have higher mean score difference of 64.45 while those of control group pre-test 34.69 after the treatment. The implication of this study revealed that the use of projected still visual materials has impact on the academic performance of Social Studies student's and gender has no barrier to successful academic performance in Social Studies learning. It was recommended that, Methods such as the talk-chalk should be discouraged as it only orientates learners remembering which is easily forgotten. It has been ascertained that the use of projected still visual materials greatly enhance the learning of Social Studies in JSS.

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OPERATIONAL DEFINITIONS OF KEY TERMS

Impact: A change in behaviour or achievement as a result of using projected still visuals materials

Meaningful Learning: This is the type of learning that occurs with new learning consciously linked with existing knowledge. This is when the learner relates previous knowledge with what is being learnt.

Computer Assisted Instructions (CAI): Teaching that involves the use Of computer in the classroom, it can also be called machines for learning.

Multimedia: The presentation of information using the combination of text, sound, picture, animations and videos.

CHAPTER ONE

INTRODUCTION

1.1 **Background to the Study**.

Education has been identified as the aggregate of all the processes and means by which a person develops abilities, attitudes and other forms of positive behavior and value in the society in which he or she lives, (Ikporukpo 2001). Ndagi (2001) added that, school is not just a place where children/student acquire education, the school provides an environment that is suitable for the proper development of the learners when in school so that they can become good members of the society. Also the school provides the teachers the opportunities to perform their numerous but crucial roles in the teaching and learning process. Junior secondary school level is an important level in our educational system; this is the period which Gambari (2003) describes as transitional stage, from concrete to abstract. From this stage, the students have started developing social concepts, perception and appreciable amount of abstract thinking.

Jega (2002) therefore, note that teachers need to know the resources for learning that their students will use and that can influence the effectiveness of instructional programmes. However, creative uses of variety of media will increase the probability of students' learning by helping them to retain better what they learn, and improve their performance of skills they are expected to develop. Long before they learn to talk or interact selectively with people and objects around them, babies store up visual images that are meaningful to them. For example when they see their mothers warm their bottles or move their high chairs close to the table they know that food is coming and respond accordingly.

Students learn to interact more effectively when learning take place through the use of projected still visual. Omoteyo (2001) stated that projected visual materials

demonstrate skills and attitudes during teaching/ learning process. Meziobi (2003) revealed that, the application of projected instructional visuals in teaching has been found to enhance instructions. Today, projected visuals are highly rated worldwide to be of great value in the teaching and learning process. Meziobi (2003) adds that, there are still a large number of instructors or teachers who have not yet fully comprehended and appreciated the value of projected visuals in realizing the objectives of education. He also says that, many of them find it difficult to handle still- projected materials in the teaching/learning situation and proceed to teach using the outdated expository method.

Umar (2004) stated that projected still visual materials are important and useful in the teaching /learning of social studies. Ughamadu (2003) described projected still visual materials as a form of media which could be visual, audio or audio-visual in nature that requires projection and electricity in their process for teaching and learning situation. Still Projected visuals are instructional materials that summarize information and ideas through overhead projector, computer images, sound slide sets, multi–image presentations, filmstrips, opaque projections to name a few. Patrick (2000) notes that,most students are initially less familiar with projected visual than they are with flat pictures. They are valuable means of communicating certain information.

Projected media generally have been found to aid the teacher and the learner by providing visual, audio information. They are aimed at supplementing and improving teaching and learning. The use of projected media attracts inputs from the teachers and the students; however they are not intended to end the work of teachers. According to Haruna (2000), projected media are information–carrying technologies that are used for instructional purposes and aimed at delivering educational instruction very quickly and vary widely. The use of projected media increases the rate of learning by providing worthwhile experiences for learners that teachers need not or cannot furnish. According to Orji (2005) projected still visuals give instruction a more scientific base through providing a framework for systematic instruction planning.

The method required by the teacher to make the teaching of social studies effective requires that the teacher should be very resourceful. Orhungur (2001) supported that the way to do this is for the teacher to engage in human capacity building process which will involve the use of variety of strategies and techniques in his teaching. For

these reasons, social studies need various components like projected visual aids that will help in optimum zing his or her teaching/learning processes.

Omobola (2001) observed that the use of verbalization method of teaching social studies over the years has not made the subject very interesting. In fact, the need for effective teaching and learning of the subject cannot be over emphasized. Teachers' method of teaching is also identified as a major factor affecting classroom instruction, (Oke and Jekayin 2003). However, Margreaues, Carl, Shawn and Menning (2001) are of that opinion, that poor teachers' method of teaching hinders understanding. Joyce and Showers, (1995), observes that, teachers still use mainly traditional methods of teaching which lead to poor students understanding and performance of the subject. Ndak (2003) posits that social studies like other subjects can be effectively taught by employing variants of instructional media that appeal to the three senses – sight, sound and hear. More so, the continuous falling standard of education has been a major concern to parents, the government and other private stakeholders.

Among the numerous possible factors affecting the effective teaching and learning outcome in local schools today may be the use of poor teaching strategies. However, Social Studies as a major subject offered from primary schools to tertiary institutions, enables students acquire foundational knowledge about citizenship education and culture. Teachers' method of teaching is also identified as a major factor affecting student's interest and motivation in the classroom instruction.

Today, the use of projected visual and audio-visual materials has shown/appear to facilitate effective communication and transfer of information, knowledge, skills and attitudes. Azubuike and Obianmu (1994) added that visual and audio-visual materials contribute to students' understanding, factual learning, and permanence of learning habits and skills, motivation and interest and so on. Obianwu (1994) clearly illustrates how the use of media (simple visual materials) facilitates and ease better understanding information with better view of images and general sharpening of intelligence. It is clear that projected visual and audio-visual materials are powerful tools that improve the quality of teaching and learning. The teachers do not have to rely on verbal means only, the use of visuals or audio-visuals materials can be applied in the teaching/learning situations of social studies. Topics to be taught are stated in teaching family system,

means of Transportation system, Pace and Conflict, National Economy and Children Trafficking.

According to Edith (2001), for learning to be meaningful and effective, learners must be sufficiently motivated. Therefore, it is logical that insufficient, non-availability and improper use of instructional media can negatively influence the academic performance of the students. This is because the advantages and contributions of projected visuals would be lacking. These advantages include motivating, aiding learning and awakening students' active participation in the learning process and diversifying sensory appeal modalities.

Clement (1998) reports that, where instructional materials are properly utilized and appropriately matched to specific is learning objectives, learners' characteristics and the structural properties of the learning task, perception, understanding, transfer of training, recall and retention can be enhanced. Suffice to say that properly utilized available instructional media "can promote academic performance and can give to learners increased conceptualization and understanding that is more than they usually gains from mere verbal explanation (Gambari, 2003).

Also Olumotanmi (2000) indicated that there is a great gap between the teachers, what they teach and the content of teaching. Teaching goes on in most classrooms with little learning taking place and one of the subjects that are seriously affected is social studies. The gap between teaching and learning continue to get wider every day and there is need for it to be bridged. One of the means to bridge the gap is through the effective use of instructional materials. Gambari (2003) further argued that, audio-visual materials are relevant to education because it is now known that learning is a complex affair and teaching is precarious venture. This means that for any meaningful teaching and learning to take place at junior secondary school levels of our educational system, effective use of instructional materials is of paramount importance.

Abolade (2004), further states that studies have shown that out of the five (5) sense organs we use for acquiring knowledge, use of the eyes or visual take up to 80% in the learning process, while audio take 11% and factory, tactile and tasting takes 9%. Therefore, it is stated that Audio – visual instructional materials have made education

more qualitative, quantitative and meaningful because they have produced desirable results.

In this study, therefore, emphasis is accorded to the use of different visual imagery in facilitating students learning of social studies in junior secondary schools. Oke and Jekayinfa (2003) observes that the lack of effective utilization of instructional media by social studies teachers in teaching the subject at the junior secondary school level has been one of the factors responsible for poor students' performance in the subject. Alaba (2001) revealed that out of 1,347 students who sat for Social Studies at Junior Secondary School Certificate Examination at Lagos African Church Grammar School, Ifako Lagos in 1999, only 423 passed the subject.

This study therefore investigate the impact of projected still visuals on the academic performance of Junior Secondary Schools Social Studies students. According to Alaba (2001) projected visuals are all those devices like, machines and materials which can be used by educators to present a complete body of information in the teaching and learning process for a more effective instruction. Therefore, the teacher can get his message across to the students and the students on their part are motivated and become eager to learn. They focus their full attention on the lesson and assimilation is the result.

1.2 Statement of the Problem

Projected Visual materials are used in the teaching and learning process in order to aid easy assimilation of concepts which are abstract and very difficult to understand. It is obvious that a larger part of the teaching enterprise is devoted to helping students understand and define concepts. Research evidence in social studies Education in Nigeria points to the fact the teaching and learning of social studies in schools require urgent attention. Unfortunately certain variables in the school make it difficult for this main objective to be achieved. Due to such variables, impact of availability, accessibility and the academic performance among junior secondary school social studies students is generally poor as they often forget what they have being taught, over the decades. For instance lack of proper utilization of projected still visuals might have led to the problem of teachers viewing themselves as not well prepared to utilize projector in the classroom,

in spite of taking part in staff development programmes relating to projected still visuals materials.

1.3 Objectives of the Study

The aim of this research to determine the impact of projected still visuals on the academic performance of junior secondary school students in social studies in zaria Inspectorate (educational) division in kaduna state. The specific objectives are therefore stated, thus:

i. Determine the impact of projected still visual materials on academic performances of JSS social studies student in Zaria Inspectorate (Educational) Division, Kaduna State.
ii. Determine the difference in the impact of projected visual between (male and female) among JSS social studies students academic performance in Zaria Inspectorate (Educational) Division, Kaduna State
iii. Determine the impact of JSS social studies students' academic performance when taught using projected visual material and Traditional lecture method.
iv. Determine the impact of projected visuals in academic performance of JSS Social Studies experimental and the control groups as a result of school type (mixed and single/urban and rural) in Zaria Inspectorate (Educational) Division, Kaduna State.

1.4 Research Questions

i. Is there any impact of still projected visual material on academic performance of JSS social studies students in Zaria Inspectorate (Educational) Division Kaduna State?
ii. To what extant does projected still visuals affects students academic performances in JSS social studies in relation to their gender?

iii. To what extant dose JSS social studies students' academic performance differ when taught using projected visual material and Traditional lecture method?

iv. Is there any significant impact of projected visual in academic performance of JSS Social Studies experimental and the control groups as a result of school type (mixed and single/urban and rural) in Zaria Inspectorate (Educational) Division, Kaduna State.

1.5 Basic Assumptions

For the purpose of this study, the following assumptions were made:

There are convincing evidences that students learn more effectively when projected still visual materials are employed. Its use motivates students who have been disillusioned with education (Patrick, 2000). Orji (2005) it follows therefore that in social studies learning, responding, enquiry and seeking answers to day – today's problems the use of projected still visual materials cannot be over emphasized. Thus, it has become necessary that research efforts be divested towards impact of Availability, Accessibility, and Utilization of projected visual materials in secondary schools of Nigeria, with a view in suggesting steps necessary to compare and minimize the problem.

To this effect, the study will investigate the impact of projected still visuals materials in learning Social Studies concepts among Junior Secondary Schools students in Zaria inspectoral (Educational) Division Kaduna state.

The effective usage of projected still visual could enhance the academic performance of junior secondary school student in social studies.

Projected still visual materials are integral part of teaching and learning materials used by social studies teachers in junior secondary schools.

It is assumed that all JSS students are well exposed to projected still visual materials.

Projected still visuals materials are enriching form of instructional materials in JSS social studies.

1.6 Significance of the Study

The finding of the study will hopefully uplift the standard of social studies students' performance in the following ways:

i. Encourage curriculum planners to upgrade their methods of teaching Social Studies in the curriculum.

ii. Enhance effective teaching /learning of Social Studies at Junior Secondary School (JSS) level.

iii. Educate the educational administrators on the need of providing projected visual materials for teaching and learning of Social Studies at Junior Secondary School level.

iv. Enable the educational administrators and planners to appreciate the need for Social Studies teachers to be trained in the production and use of instructional materials.

v. The research findings will also provide information for policy makers, government and statistical data on educational development generally.

1.7 Scope of the Study

This study is limited to Junior Secondary School (JSS) level students in Zaria inspectorate Division (Educational) in Kaduna State, Nigeria. There are twenty (20) Junior Secondary Schools, (JSS) with a total of Ten Thousand and Eighty Two (10,082) students in JSS in Zaria Inspectorate (Educational) Division, Kaduna State. But, for the purpose of this study, only government owned schools are considered. The choice of government owned schools is considered because both human and material resources are supplied centrally by the State Ministry of Education.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0: Introduction

This chapter reviews all the necessary literature needed to carry out the studies, under the following sub-headings:

- Concept of Education
- Concept of Social Studies
- The significance of Projected Visual Instructional Materials in JSS Social Studies Students Performance
- Problems Associated with the Used of Projected Visual Materials in JSS Social Studies Students Performance

2.1: Concept of Education and National Orientation

Education involves the inculcation of knowledge, skills and attitudes within and outside formal system, geared towards the development of a person's mind and personality in order to contribute meaningfully to the development of his society and to be useful to one self. The National Policy on Education, (FME Revised, 2004) affirms that education is an instrument per excellence for effecting national development. Government, realizing the importance of education, has adopted it as a vital tool for achieving its national objectives, which includes:

- Free and democratic society.
- Just and egalitarian society.
- United, strong and self-reliant nation.
- Great and dynamic economy.
- Land of bright and full opportunity for all citizens.

Nigeria's philosophy of education is based on the development of the individual into a sound minded and effective citizen. It advocates for equal educational opportunities for all citizens of the nation at the primary, secondary and tertiary levels, both within and outside the formal school system. According to Olatunde (2006) in

effect, the quality of instruction at all levels has to be oriented towards inculcating the following values:

- ❖ Respect for the worth and dignity of the individuals.
- ❖ Faith in man's ability to make rational decisions.
- ❖ Moral and spiritual values in interpersonal and human relationships.
- ❖ Shared responsibility for the common good of society.
- ❖ Respect for the dignity of labor.
- ❖ Promotion of the emotional, physical and psychological Health of all children.

The NPE (2004) further stressed that for this philosophy to be in harmony with Nigeria's national objectives, it has to be geared towards self- realization, better human relationships, individual and national efficiency, effective citizenship, national consciousness, national unity, as well as towards social, cultural, economic, political, scientific and technological progress. Hence, for all these factors to be realized, they have to be embodied in the various subjects of the school's curriculum, (especially core subjects), like integrated science and Health Education, Social Studies and English. Also in the pre-vocational subjects such as Woodwork, Metal Work, Auto-Mechanics, Local Craft, Business Studies, Home Economics and other electives like French and Arabic. Virtually all these subjects are taught to the learners including Social Studies, since no nation can exist without the citizens being made aware of its cultural values. Against which backdrop, Social Studies as a core subject plays a very prominent role not only in the educational development processes, but national growth (social orientation) .

Education according to Jega (2002), is the aggregate or all the process by which a child or young adult develops the abilities, attitudes and other forms of behavior which are of positive value to the society in which he/she lives. This means that education is a process of transmitting cultural values in terms of continuity and growth and for dissemination of knowledge either to ensure social control or to guarantee rational direction of the society or both.

Education brings the past and the present together so as to develop a better future. Similarly, Oloruntanmi (2000) see education as a process of helping each individual to lead the fullest of life he or she is capable of living through the understanding of past and

present heritage and possibly participate in the future. According to Agu and Hamad (2000) "Education involves the inculcation of knowledge, skills and attitude within and or outside the formal school system, all geared towards the development of a person's mind and personality to contribute to the development of his society and to be useful to himself"

The hope of every child, society and nation lies in education. Education is a lifelong process and the basis of sustainable development, (Gestuveki (2007). For Oka and Ngammani (2000) education is essentially concerned with the development within the individual of a system of values. Here education is seen to be the best guide and reformer, through which one could develop his full potentials in life. Education is the foundation of one's success in life. People's hidden abilities are probably hidden and can only be unveiled through education.

2.1.1: Concept of learning.

Learning is change due to experience in a student's way of thinking, feeling or acting; (Stromqist, 2002). According to Esu and Obi (1995) "learning is a process by which behavior is oriented or changed through practice or training". Learning is defined as the process of acquiring knowledge or skills. It is a reaction to any situation, which results in the change of attitude and behaviour. According to Cox, and Webb (2004) learning occurs whenever the activity of an organism brings about a relatively permanent change in behaviour. There are different categories of learning ranging from the very simple learning of lower organisms to the complex learning of man. In all these cases, however, the general definition would apply. They all involve relatively permanent changes in behavior even though the processes which bring about the changes are profoundly different.

Learning takes place in two different ways, namely consciously and unconsciously. Gestuveki (2007) reported that, unconscious learning is otherwise called casual or accidental; it comes about as a result of experience from the environment. It does not need a cause to take place. This means it just happens without any effort made or put into learning. Conscious learning is a type of learning that takes place as a result of

a cause. Since it is caused and requires effort, it has to be planned and organized before it can take place, it has to be guided and directed by someone for positive results.

It is the major type of learning that takes place in the school setting. The teacher therefore has to systematically plan his lesson as well as use instructional materials to ensure proper learning. Evidence from research findings has confirmed that 80% of what we learn is from sight. This probably makes it compulsory for the use of visual materials to aid the learning of social studies. Stressing more on the indispensability of projected visual instructional materials, Sharon (2002) referred to it as a "well worth while" state that "through the use of visual aids students learn up to 35% more in a given period of time and remember up to 55% longer. From the foregoing, it should therefore be noted that effective learning for better result is achievable through the use of projected visual materials.

Realizing this, one will hope that the Social Studies teacher will encourage students to offer it by using instructional materials always so as to motivate and sustain their interest and improve performance in their examination. Social studies as a core subject is dynamic in nature; there has always been discoveries and new knowledge, which give social studies a dimension. This makes its study more interesting and rewarding than in the past.

2.1.2: Concept of Teaching

The first teachers were (and still are) parents, a role imposed on them by the compelling moral obligation of parenthood, (Clough and Corbett 2000). Everything they teach the child reflects the requirements of the immediate home and community standards. They did acquire organizational skills, tools, special training or improved remuneration to perform this function. Clough and Corbett (2000) adds that, the first type of teachers with some professional status were self-appointed, that is to say that, they were not in the employment of any body or organization, neither they required to receive any special training to perform. These were the philosophers like Socrates, Aristotle, Plato and the prophets of the past. In those days, these people were sought for by their disciples for their knowledge, skill or wisdom. They were more or less born teachers who had some special charisma to operate.

In modern times however, there is a group of people called teachers, who according to Stromquist (2002) joined the profession on the basis of civil contract terms of employment by virtue of their skill, training and knowledge. Roll- Peterson (2001) defines teaching as "the guidance of pupils through planned activities so that they may acquire the richest learning possible from their experiences".

Alessi and Trollop (2001) sees teaching is a systematic, rational and organized process of transmitting knowledge, attitude and skill in accordance with professional principles. Those who do not perform in accordance with the professional principles are therefore not teachers. One aspect of the above definition is that not all those who claim to be teachers are real teachers (professionally qualified). And in that case a teacher must fulfill and possess certain professional requirements. According to Sharon (2002) teaching is "an attempt to help someone acquire, or change some skill, attitude, knowledge, ideal or appreciation. In other words, the teacher's task is to create or influence desirable changes in behavior, in his pupils". This implies that success in teaching is measured by the degree to which the teacher is able to achieve the desired learning in his pupils. Therefore in order to achieve this objective the teacher must know the type of problem to be solved in any situation and this involves the appropriate selection of content and methods.

McMahon and Timothy (2002) view teaching as the acquisition of knowledge through active participation of the learner when he is guided (by the teacher) He also added ‘it could be looked upon as a process of transmission of knowledge to those who will be committed to it in this case the pupils” This implies that teaching goes with learning. Teaching is a very complex undertaking; it is the most complex of human enterprises. While this is true of all teaching it applies with even greater force to the teaching of social studies than it does to any other teaching because the social studies teacher has immeasurably finer and more lasting work to do than any other teacher. His work is directing and guiding the experiences of students that their family background operate in their lives to bring them from life to death, to build them up in their cultural background and to send them out as workers for the nation. The teaching of social studies cannot then, be done according to any rigid set of rules (Bozimo, 2002).

2.2: Concept of Social Studies

Social studies has been defined differently by different authorities. It is seen as the study of man in society. It looks at man in his social and physical environment. It also examines the effects of Science and Technology on the social and physical environment. Okam (1998) defined Social Studies as the integration of experience and knowledge concerning human relations for the purpose of citizenship education. This definition is anchored on the fact that the over-riding purpose of social studies is citizenship education and that the subject has its basic objectives; the achievement of good citizenship through knowledge, skills, values, beliefs and social participation. He also stated that the subject helps students to examine and understand their physical and human environments in order to behave as responsible citizens.

Garba (1999) defined social studies as a programe of study which a society uses to instill in students the knowledge, skills, attitudes and actions it considers important, concerning the relationships which human beings have with each other, their world and themselves. Aworawo (2004) added that, social studies as a subject is an organized, integrated study of man and his environment, both physical and social, emphasizing cognitive, functional skills and desirable attitudes and actions for the purpose of creating effective citizenry. While Kona (2000) provides a seemingly concise conception of the subject: "the investigation of human activities; the study of man at home, at work, in politics, at the play ground, in the village, in nationhood, everywhere he is engaged in his busy program of living". What can be deduced from the definition is that social studies is all-embracing, all encompassing and a veritable means of achieving some level of sound education. Omobola (2001) states that social studies is an interdisciplinary field in which man learns about problems of survival in his cultural environment. It is a study of how man influences and in turn is influenced by his physical, social, political, religious, economic, psychological, cultural, scientific and technological environment.

For Onifade (2002) Social Studies is considered as "a subject that deals with man in his environment, it teaches ways of life and means by which people know what they ought to know and do what they ought to do as members of a society (Hargreaes, Earl, Shawn and Manning (2001). These definitions give more emphasis on citizenship education. As earlier observed, no consensus of opinion on what the subject actually

entails has been provided. Again Ada 2004) looks at the concept of social studies as the subject which is interdisciplinary in nature, a field in which man learns about problems of survival in his immediate environment.

2.2.1: Social Studies as a Core Subject in Junior Secondary Schools

It is believed that man does not live in isolation, but in whatever society, he must do at least two things. First, relate with his fellow men and relate with other part of the world in which he lives. In a nutshell, he must interact with his physical and social environment, in the sense that the influences the environments as well as the environment influence him (Onifade, 2002). Man tries to understand his environment through the social sciences by interrelationships which have been developed over many generations, this has held the society may hold together and cause great progress (Ololobou, 2004). Through science, man attempts to understand nature to serve his purpose. These processes deal with man in society as a whole in order to understand the effects of these processes and use them to develop both himself and the society at large.

It is noted that, Social Studies as a subject is useful to man, as man in any society has problems which arise from the way the various factors within the scope of the subject work on each other. It would not have been of any importance or need to study social studies if it is not useful to solving problems of man and the society. For Okam and Nnamani (2002), argue that, Social Studies as a subject that, enables us to understand our society, identify its problems and help to solve at least some of these problem.

In Nigeria today, there are large number of divergent groups of people. These different groups of people have different cultures but they have come together to form Nigeria as one nation. For Okam (1995) opines that, the major task for us as citizens is to build the nation into a strong and indivisible whole. But then, there is need to understand the different people in order to create an atmosphere in which everyone can work together with mutual understanding, trust and respect. To develop a high sense of discipline, responsibility and co-operation to enable citizens build the country. There citizens need to know the past, the common heritage, the achievements and aspirations of the future towards building the society. Hence this research undertook to address the role

of family, transportation system, child trafficking, national cooperation, peace and conflict and national economy.

Family System functions because it is a unit, and every family member plays a critical, if not unique, role in the system. As such, it is not possible that one member of the system can change without causing a ripple effect of change throughout the family system Smith 2010). Families have been traditionally seen as a group of more or less independent agents linked by their membership in the family and any given member's behavior was not necessarily related to the behavior of any other member. With such a restricted view of the family, it is entirely likely that a parent might state, "I have two children; my daughter is terrific, but my son is always in trouble. Since I raised them both the same way, there must be something dreadfully wrong with my son."



Plate 2.2.1 African Family with a Foreign Visitor

Transportation System the main waterways are the Niger and Benue rivers and a system of navigable creeks and lagoons in the southern part of the country. The Niger is navigable to Onitsha by large riverboat and to Lokoja by barge throughout the year. Ports farther upstream on the Niger and Benue can be reached in the high-water season.

The Nigerian railway system, operated by the statutory Nigerian Railway Corp., consists of 3,557 km (2,210 mi) of single track and is the fifth largest in Africa. Years of neglect have seriously reduced the capacity and utility of the railway system; a project to restore it was underway in 1999.

Nigeria in 2002 had an estimated 193,200 km (120,054 mi) of roads, of which 59,892 km (37,216 mi) `been paved, including 1,194 km (742 mi) of expressways. In 2000, some 694,600 vehicles were registered, including 501,300 passenger cars and 193,300 commercial vehicles.

Air traffic has been growing steadily. In 2001 there were an estimated 70 airports, 36 of which had paved runways. International service is provided from Lagos (Murtala Muhammed), Port Harcourt, and Kano airports by more than two dozen international airlines; a new cargo-oriented international airport in Abuja was operational in 1987. Nigeria Airways, which operates internal Nigerian services and participates in international services, became a wholly Nigerian owned company in 1961. Its regularly scheduled flights link Lagos and 15 of the 19 state capitals. Nigeria Airways also flies to many West African destinations, to Nairobi, Kenya, and Jiddah, Sa'udi Arabia, and to New York, London, Amsterdam, and Rome. In 2001, 529,400 domestic and international passengers were carried on scheduled flights.


2

3


4


Air plane Buses Ship Railway

Plate 2.2.2

Child Trafficking takes place in three stages: recruitment, movement, and exploitation. Recruitment occurs when a child is approached by a recruiter, or in some cases, directly approaches a recruiter themselves. Recruitment is initiated in many different ways: adolescents may be under pressure to contribute to their families, children may be kidnapped or abducted into trafficking, or families may be trafficked together. Then, movement will occur - locally, regionally, and/or internationally - through a variety of

transportation types, including by car, train, boat, or foot. Ultimately, the final goal of child trafficking is exploitation, whereby traffickers use the services of children to garner illegal profit. Exploitation can take place in a variety of forms, including forced labor, sexual exploitation, and child force begging, used in drug trades among other practices (International Labour Organization 2011).



Plate 2.2.3 Children being trafficked form one place to another.

Conflict is the struggle between the opposing forces on which the action in a work of literature depends. There are five basic forms of conflict: person versus person, person versus self, person versus nature, person versus society, and person versus God. "Conflict transformation must actively envision, include, respect, and promote the human and cultural resources from within a given setting. This involves a new set of lenses through which we do not primarily 'see' the setting and the people in it as the 'problem' and the outsider as the 'answer'. Rather, we understand the long-term goal of transformation as validating and building on people and resources within the setting" (United Nations, 2000).

Peace is a state of harmony characterized by the lack of violent conflict. Commonly understood as the absence of hostility, peace also suggests the existence of healthy or newly healed interpersonal or international relationships, prosperity in matters of social or economic welfare, the establishment of equality, and a working political order that serves the true interests of all. In international relations, peacetime is not only the absence of war or conflict, but also the presence of cultural and economic understanding.

According to Wilmerding (2010) states that, Peace can vary with religion, culture, or subject of study, one definition is that peace is a state of balance and understanding in you and between others, where respect is gained by the acceptance of differences, tolerance persists, conflicts are resolved through dialog, people's rights are respected and their voices are heard, and everyone is at their highest point of serenity without social tension.



Plate 2.2.4 The ASEAN way of resolving CONFLICT

National Economic development is about enhancing the productive capacity of an economy by using available resources to reduce risks, remove impediments which otherwise could lower costs and hinder investment. The banking system plays the important role of promoting economic growth and development through the process of financial intermediation. Many economists have acknowledged that the financial system, with banks as its major component, provide linkages for the different sectors of the economy and encourage high level of specialization, expertise, economies of scale and a conducive environment for the implementation of various economic policies of government intended to achieve non-inflationary growth, exchange rate stability, balance of payments equilibrium and high levels of employment (Sanusi 2011).



Plate 2.2.5 Nigerian Currency



foreign change

International Cooperation whether the goal is to control arms racing, reduce the risk of pre-emptive war, limit global environmental damage, stabilize exchange rates, or reduce protectionism in trade, state leaders need to coordinate state policies and the actions of the relevant state bureaucracies if they wish to gain various bend of cooperating. Cooperation theorists proposed that such diverse problems might be usefully analyzed by focusing on the strategic structure of the decision problem faced by state leaders contemplating cooperation.



Plate 2.2.6 Countries Of The World Come Together For Unity.

Nigeria emerged from colonial role in which the traditional ways of life some vicissitudes and changes. These changes, though not always good, come been through contact with European cultures.

Tukura (2001) one of the negative effects of external cultural influences therefore, is the tendency to copy modes of behaviour, which are worse than indigenous traditions. Ehimidu (2003) in indigenous traditional societies, for instance, there was always respect for elders and constituted authorities. But today, there is a growing

tendency for youths to disrespect elders or the established family system, which in the past was a source of assured support in period of distress and need.

It is therefore, necessary to restore the good aspects of the Nigerian cultures and harmonize them with positive influence from outside. It is imperative to build up our self-confidence so that we can increasingly depend on them to develop the society. In the process of development, it is important to recognize that no modern society is self-sustained and self-sufficient. Therefore, it is necessary to understand the relationship between the Nigerian society and other societies in the world's community.

According to Haruna (2000) one of the most pressing needs of the Nigerian society is to develop the different sectors of our economy. For Melford (1999) adds that, most development comes about through the integration of Science and Technology. Therefore the major aspiration of this nation is to acquire modern Science and Technology yet not discards its tradition. That is to say that if social studies is properly taught in schools, especially requisite instructional media, it will provide the qualities of characters and appropriate with the aid of attitudes, which can be used to solve our problems in the cause of time.

Jega (2002) states that, Social Studies as a subject is indeed of fairly recent origin throughout the world. It did not exist as a distinct subject before the World War II. The Social Sciences (Sociology, Economics and Political Science) were thought to cover adequately the study of society and its institutions. Soon after World War II, people began to realize, especially in the United States of America, that the understanding of man and his problems in society requires a lot more than what was covered by the Social Sciences. Obagah (1992) affirms that, man lives in society with all the factors that affect him working each other and himself all the time. Therefore, to fully understand man and his problems in the society and the various ways in which he interacts with his environment, it is necessary to view all the factors together (Lawal and Yusuf, 2003).

Oke and Jekayinfa (2003) argue that, man does not live his life in bits. He lives his life as a whole, in the sense that he is involved in politics, making history and creating science and technology, whenever and however his urge dictates. This way of looking at man in society as a whole emerges from of the experience of the World War II. During the war, it became apparent, especially in the physical sciences and technology, that to solve

problems satisfactorily, it was necessary to identify all the relevant links in the chains of which the problem in isolation might create other problems, which could be worse than what the solution is intended to remove (Ololobou, 2004). Amrevwodia (1999) affirms that, it is always useful to think of the consequences of solving a problem; the solution should take account of important issues associated with the original problem. Stough (2002) explains that, this broadened outlook is now having profound effects on the way all problems (social, scientific, technological, etc) are viewed and solved.

Therefore, social studies is one of the results of this general outlook, which provides all aspects of society to be interlinked. In the 1950s, social studies began to be developed in many countries, especially in the United States of America and Europe. It is now offered at various educational levels in many countries all over the world (Akintola, 2001).

2.2.2 **Objectives of Teaching and Learning Social Studies in J. S. S.**

It is noteworthy that the objectives of social studies vary from one society to another. Yet, there abound similarities in terms of content and focus of the subject. In Nigeria however, the objectives of the subject are intrinsically tied to the overall educational goals at the different levels. These national goals and objectives are clearly spelt out in the National Policy on Education (2004). The highlights include the following:

i. The inculcation of the right type of values and Attitudes for the individual and the Nigerian Society;
ii. The inculcation of national consciousness and national unity;
iii. The training of the mind in the understanding of the World around;
iv. The acquisition of the appropriate skills, abilities and competence both mental and physical as equipment for the individual to live in and contribute to the development of the society.

Ada (1980) provides the following as objectives of Social Studies:

i. Development of students' initiatives, knowledge and continued learning;
ii. Development of students' sense of compassion for the less fortunate;

iii. Development of attitudes favorable to social, physical, cultural and economic development, which will enable students to participate in the life of the community and when they leave school, to become innovators and doers of good in society;

iv. Develop the appreciation of the dignity of man;

v. Develop the students' power of imagination and resourcefulness;

vi. Develop the students' sense of respect for and tolerance of the opinion of others,' even in disagreement;

vii. Develop their willingness to accept necessary changes of written a system of law and order deriving from the will of the nation;

viii. Develop students' self confidence and initiative based in on understanding of their own accomplishments and potentialities and their own worth;

ix. Develop in the students the spirit of national consciousness and patriotism through interest and involvement in the local, national and world heritage;

x. Develop the creation of the students' social awareness and critical judgment, as well as constructive and effective thinking.

2.3: Overview of Instructional Technology

Instructional materials are learning resources used by instructors, teachers, tutors or facilitators to help learners improve reading, to illustrate facts or ideas, reinforce a skill and reduce anxiety. Instructional materials are to be use to serve and meet many of our education needs, if only educators can access and effectively utilize the learning material.

Jimoh (2010) says instructional materials should be selected to enhance the transmission of instruction to the students, not serve as either substitute for the teacher or as a smoke screen for a poorly planned lesson. Most classroom communication can benefit from the use of audio-visual materials, which come in various forms to convey meaning to learners. Audio instructional materials are those teaching that appeal to the sense of hearing alone. They include radio, tape recorders, and telephones, while visual

learning and instructional materials are those teaching that appeal to the sense of sight such as televisions, slides, pictures, diagrams, maps, charts etc.

Multimedia instructional materials refers to the use of appropriate and carefully selected varieties of learning experiences which, when presented to the learner through selected teaching strategies, will rein force and strengthen one another so that the learner will achieve predetermined and desired behavioural objectives, (Alesi, Stephen, Trollop and Stanley 2001). Those who have properly implemented such systems and procedures have reported that outcomes exceeded both traditional single-medium channel utilization and traditional verbal instruction.

Teachers today face not only the problems of approaches to learning and communicating historical information, but also the tasks of absorbing and understanding current development. It is logical, then that efforts are made to increase the efficiency with which information, can be transmitted to learners.

According to Fen (2003) hearing and seeing are the primary means of human learning. Seeing and hearing influence human behaviour because teaching at its best is the stimulation and direction of learning, which are the major factors in the effectiveness and efficient ways in learning and teaching process.

The concept of instructional materials has been emphasized by both foreign and Nigerian writers. Oblanwu and Azubike (1994) states that textbooks alone can no longer satisfy the demand of present day education which requires the combined services of radio, television, teaching machines, tapes recordings, wall charts, journals, films, models, slides etc. And that it is only by the acquisition of these varied materials that the schools can assist its users to attain the educational objectives of the school curriculum. Otote (2004) stated that "various methods are being used with varying degree of success in different countries to solve the problem of shortage of teachers. One of such methods is the use of instructional materials. The televisions, radios, films etc. have all been playing significant roles in training teachers and prepare student-teacher academically and professionally.

According to AECT (2007) advice that teachers should be prepared before going to the classroom to teach and should gather instructional materials, writes lessons plans, review notes and predict possible students' response to their questions. He further

mentioned that the instructor should motivate his students in order to capture their attention. He emphasize that for the above to be achieved, the teacher must use different methods such as lectures, discussions, laboratory tests, games, and instructional aides. He also recommends' case study, survey interviews, visits and other field studies methods of teaching Economics to supplement the classroom methods of lectures, discussions, discovery and role playing.

Instructional media have been found to be highly effective in teaching and learning of many subjects, including social studies and they can also be grouped as projected and non-projected media, Modre (2006).

The non-projected visual instructional materials that do not require the use of light source include instructional display boards, chalkboards, magnetic boards, still pictures, posters, cartoons, flannel graph, etc. The projected instructional media include overhead projector, opaque projector, film strip projector, motion pictures, slide projector, etc.

In his study, Reiser and Dempsey (2007) found out that visual equipment and materials accomplish the following when effectively utilized:

i. Offer a reality of experience which will stimulate self- activities on the part of the pupils;
ii. Supply a concrete basis for conceptual thinking and reduce meaningless words responses to pupils;
iii. Have a high degree of interest for the pupils and Make learning permanent.
iv. Provide experiences not easily obtained by other materials and contribute to the efficiency and variety of learning;
v. Develop a continuity of thought visa: like in motion pictures;
vi. Contribute to the meaning of words and hence to vocabulary development.

Anderson (2003) that instructional materials includes, "all those devices, man, machines and materials which can be used by Educators to present a complete body of information in the teaching and learning process for a more effective instruction".

2.4: Concept of Projected Visual Instructional Material

Among multimedia technology resources are projected visual instructional materials either on walls of classrooms or white screen surfaces. The mainly appeal to

sense of sight. Like audio materials, they are specifically aimed at improving and supplementing teaching, but not to replace it. Wilson and Breent (2005) overhead projectors, filmstrip projectors, opaque projectors, slide projectors, motion pictures, etc. Azi (2010) adds that, evidence of the effectiveness of instructional multimedia technology as enrichment of resources in the 21st century, can be seen in different technology hardware,

According to Abdullahi (1998) a lighted screen has advantage of attracting student's attention; teachers should therefore select and project visuals for sustaining the attention of their students. He adds that projected visuals serve as substitutes for the real things particularly those that are either too far away, too dangerous or too big to be brought in to class room or too small to be seen by the human eye or inaccessible because of their cost or importance.

Okaw (1995) states that projected visual materials are those instructional materials which require projection for viewing. Overhead and opaque projections, slide and filmstrips, are among the traditional audio visual media associated with the classroom. Although they have been around for more than half a century they are still among the most popular teaching tools.

It has been argued by Smaldina (2005) that projected visual materials increase the rate of learning by providing worthwhile experiences for learners. Projected media materials also give instructions a more scientific base through providing a framework for systematic instructional planning. Projected Still visuals include opaque and slide projectors, while the motion pictures include: 8mm film used in 8mm loop projectors, (Reiseri, and John 2006).

2.5.1: Discussion on Major Projected Visual Materials

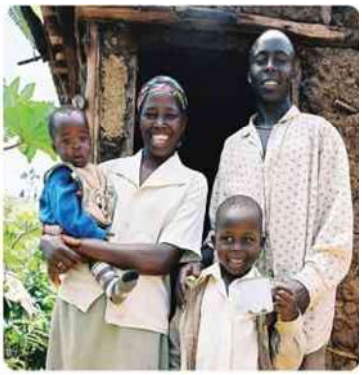
2.5.2.1: Filmstrip Projector

A filmstrip projector is a roll of 35mm transparent film containing a series of related still pictures intended for showing one at a time. Cox and Webb (2004) reported the filmstrip viewer is useful for teaching a small class while the projector is useful for both small and normal classroom size presentation. In period of classroom presentation the teacher presents the sequence step by step or frame. Kona (2000) reports that, most

projectors use in schools allows teachers to project both filmstrips and slides and each of them are using a different carrier. The teacher can also write the script of the filmstrip sequence and record the narration which can be played to synchronize with the visual presentation. The viewed model of the filmstrip projector so designed to project both the slide and filmstrip separately. The teacher can make the filmstrip take a well- planned and arranged sequence with 35mm cameral where the exposed film has been / is being processed to the students, (Wilson and Brent 2006).



Filmstrip Projector



A Father, Mother and Children

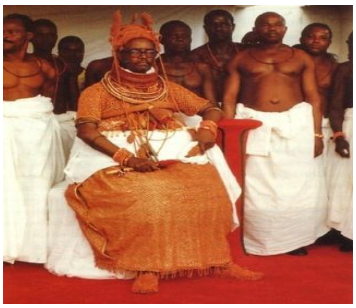


Emir of Kano



Oba of Oyo



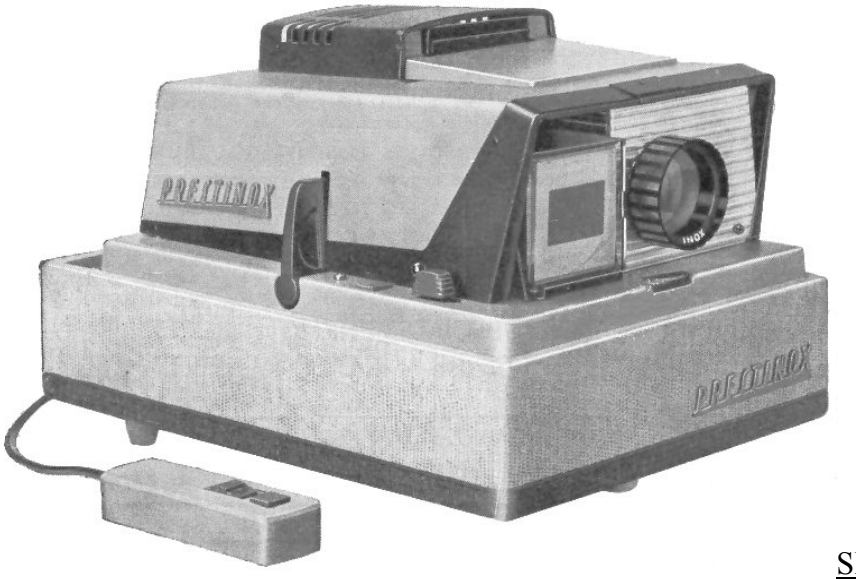


Tor Tiv Oba of Benin

Plate 2. 5.2.1: Filmstrip Projector revealing, Traditional Title Holders and Family System.

2.5.2.2: Slide Projectors

Slides are small format photographic transparent individually mounted for one at a time projection. The size of a slide is 2x2 inches (5x5 centimeter) measured by the outer dimensions of the slide mount and have either drum strays or cartridges in which the slides are arranged for class presentation. Slides are prodded with remote control facilities the teacher control the slide using the remote control facility to advance or reverse a slide sequence according to his sequence presentation, states (Smaldino, 2005).



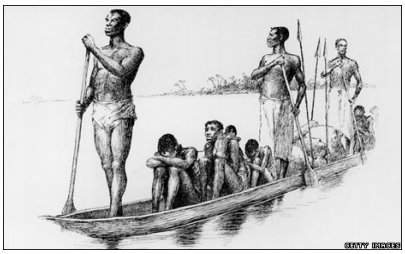
SLIDE PROJECTOR



Kombo Buses



Train



Canoe



Air Plane

Plate 2.5.2.2 : Slide Projector Revealing Means of Transportation

2.5.2.3: Multimedia Image Projection

The most modern and advanced means of bringing learners in contact with knowledge is essentially individualized instructional materials.

Akinson, Reiser and John (2006) confirm the unique value of computer "ultimate teaching machine", that it's alone has the potential of adapting the selection and presentation of the learning and instructional materials to the pace, style and individual differences of a given student and in collecting and analyzing data relating to the effectiveness of teaching and learning process. Wlison and Brent (2005) reports Computer can be used as a completely self-contained unit or in combination with a wide variety of other media. Its function can range from simple management to complex tutorial instructions.

According to Wlison and Brent (2005) computers have transformed the task of creating overhead transparencies and similar types of visuals. With any Word Processing software you can prepare simple verbal overhead sentences lists etc. Every screen can be printed out on plain thermal or electrostatic transparences presentation of graphics software such as Lotu's freelance graphics and Microsoft Power point.

Even users without specialized graphics training can create attractive graphic displays in a form suitable for professional graphics. It now becomes an interactive media when viewer's decisions or ideas are fed into the program and the outcome is displayed on the screen.

MULTIMEDIA



Nigerian Currency Central Bank Logo Exchangeof Nigerian Currency



Children Being Traffic from one Community to the other.

Plate2.5. 2:3: Multimedia Projector projects, Children Trafficking and National Economy

2.5.2.4: Overhead Projector

Ndak (2003) states that, Overhead Projector is one of the veritable projected visual material used in schools today, they are very effective, simple to operate and cost - effective. The projector is usually box-shaped and has a large aperture on its top.

The special type of lens (Fresnel's lens) always condense the light from a powerful lamp inside the box, and the light passes through a transparency of about 10 x 10 inches, placed on the aperture. Kleiman and Dwyer (1999) supports that, a lens and mirror system mounted on a bracket above the box turns the light beam' 90° and projects the image back over the shoulder of the presenter unto a screen or wall. It is a versatile medium in the educational process.

OVERHEAD PROJECTOR





Yoruba



Igbo



Hausa



Burning Mosque During crisis.



Burning House



Burning Church



Security Officer



Areas Boys



Dead Bodies

Plate 2.5.2.4: Overhead Projector revealing Culture Difference of Marriage and Peace and Conflicts.

Source: Google Images 2012.

2.6: The Role of Projected Visual Instructional Materials on Students Performance.

The use of instructional materials (projected visuals) facilitate and ease better understanding, capture more authentic information with better view of images and general sharpening of intelligence. Webb, Mary and Margaret (2004), also emphasize the potentials of projected instructional media in education, prepared the first picture books and cartoon for children.

Reiser and Dempsey (2007) also add that most problems of population explosion usually accompanies knowledge and information explosion. Knowledge is made concrete by the use of instructional media like slide, filmstrip, opaque motion pictures, video recorders and microforms for storage of information or data for use. The most common problem in the junior secondary schools today's is that, students learn and

forget, which is the result of too much theoretical expressions and lack of projected visuals for instructions by the teachers while the learners are passive listeners. Theories of learning have exposed the very important roles that projected still visuals can play in the business of education.

Azi (2009) notes that in a learning situation, three elements constitute what is referred to as the learning event and these are the learners, the stimulus or stimulus situation and the response. The learning event exhibits both individual and group differences. For instance, there exist in the learner so many differences in physiological, mental and emotional development and these differences account for the choice of instructional materials for stimulating interest in learning, effective communication of factual knowledge, clearing misconception and so leading to a deeper understanding of the concept taught. Visual media have been adjudged effective in the teaching and learning process. Greenwood Electronic Media (2001) summaries some of the values of Visual instructional media:

- They illustrate and clarify non-verbal symbols and images, quantitative relationship, abstract concept and specific details;
- They promote greater acquisition and longer retention of factual knowledge.
- They stimulate interest in learning, which leads to plenty of activities.
- They captivate and hold attention;
- They reinforce verbal message;
- They provide for direct interaction of students with the realities of social and physical environment.

The teachers in this technological age has wide spectrum or resources available to them to provide conditions, which help them achieve their objectives (Heeks, 1999). A medium of instruction must be selected on the basis of its potentials for implementing stated objectives (Aguokogbuo, 2002).This means that, for any instructional medium properly selected, the objective is the reference point. Other factors in projected instructional media selection presented by Vikoo and Baribor (2003) are as follows:

Learning materials should suit the individual differences in the students. This implies that the learning styles of every student are important factors in the achievement of objectives;

Accuracy of the content of the materials should be properly cross-checked before use in form of relevance of the instructional materials to the content of what the teacher will teach.

The instructional materials should be available always in order to make the lesson easily understood. Therefore in choosing learning materials, instructional materials that are difficult to get, should not be selected no matter how cheap or valuable they are to lesson (Koert, Robin and Van 2000).

Learning and instructional materials are of great importance in teaching and learning process, it gives the students a better understanding of what the teacher tries to explain in the classroom. For Kadege (2010), reports on the role of Audio-visual materials in Higher Institutions of Learning", he states that, the use of various learning resources has resulted in the general conclusion that where audio-visual materials are used, the learning environment is highly stimulating and the students appear to take greater interest in learning. He narrates some of the functions of audio-visual centers as follows:

- Audio-visual centers provide materials for specific teaching and learning situations.
- Materials stored can easily be retrieved from the store position.
- Research is conducted about the use of various forms of media and their effectiveness and efficiency in the instructional process.
- Evaluation is done to check if the objectives are achieved and if other areas are to be expanded.

Instructional technology centers help by minimizing the teachers' problems of where relevant materials can be found for use.

Abolade (2009) states that the use of learning and instructional materials is indispensable for effective classroom teaching and he says if education is to keep pace with the ever increasing knowledge, with new technology, new ideas, and educational pattern must be developed that provide effectiveness in both depth and breadth. He further stresses the role of learning and instructional materials in teaching/learning process as students remember:

10% of what they read.

50% of what they hear and see.

70% of what they say.

90% of what they see, hear, say and do.

The above findings has shown that, for permanent retention of the acquired knowledge, students should be made to see, hear, say and do the things they have been taught in the classroom for teaching and learning to take place. Also relative concepts are concretized through the use of appropriate instructional materials.

Timothy (2004) Quotes a Chinese adage that says:

"I hear and I forget

I see and I remember

I do and I understand"

Teachers ought to call into use the five senses in their teaching of their subjects, to facilitate teaching/learning process, hence, the importance of learning and instructional materials. The use of learning and instructional materials are therefore not a luxury but a necessity which must concern people who are directly involved in educational development in Nigeria.

According to Edith (2001) learning and instructional materials (media) are used to create a "pre-lab" in which students see an experiment performed in advance from beginning to the end and learn precisely what they are required to do. Learn in the experiment pre-lab may be developed in slide-tape, television or other formats.

Azi (2009) notes that students may be exposed to a real-life experience through the use of media in order to provide them with a vicarious alternative to a "live performance" or filed trip. E.g. student, are to visit various types of agencies to learn how they were organized, meet their staff and facilities. But because of the cost and inconvenience to the agencies, services of slide-tape presentations were created to provide students with a stimulated field trip. These simulated fields trips are designed in the materials to meet fixed learning objectives. This is because recording alone is not sufficient to provide student with an educational experience and because they are not recording of a live concert.

Projected visual materials help students to hear and see better because media are straight-forward image which enhance student's perception and improved their academic performance when devices such as audio, appliers or over head projectors in large classes

to help students see or hear better. Modern technology allows teachers to use projected visual materials to design learning experiences. E.g. it involves the use of a large-screen television to present a common (shared) image to students of a computer terminal output (Smaldino, 2005).

Ike (2005) says, it is essential to demonstrate the proper way or skill, because it permits the teacher to focus his or her attention on the teaching task and not the demonstration itself. Many flexible media allows a more detailed analysis of skill than is possible with a live demonstration through the use of options such as skill slow motion pictures. Oruille (2005) still projected visual materials can be used to provide students with feedback and opaque or filmstrip recordings can be useful. More so learning is enhanced when a learner receives accurate knowledge of a result about their behavior, e.g. a learner who takes part in an exercise would be videotaped and provided with immediate feedback. Teachers must make concerted effort towards the teaching and learning of social studies as it plays a wide variety of importance in the area of cultural heritage and citizenships education.

2.7: Relevance of Projected Still Visual Materials on Social Studies Students Performance.

According to Nwanna-Nzewunwa (2003) social studies as "The investigation of human activities, it studies man at home, at work, at worship, at politics, at play, in the village, in the nation everywhere engaged in his busy programme of study designed to achieve goals defined by the society. Its primary focus is the inculcation of selected knowledge, concepts, process, skills, attitudes and social actions concerning the relationship people have with each other and the environment in which they live". Hence, the objectives and subject of social studies centers on man.

Adekeye (2008) conceptualizes social studies as "a process of education which utilizes the study of human life for the purpose of giving children and adults the opportunity to practice and solving individual and societal problems. It includes the transmission of attitudes, knowledge and skills which help students make decision and become responsible citizens".

However, the implication of all these definition is that social studies give students the opportunity to examine and understand their physical and human environments in order to behave as responsible citizens. Hence, social studies is the political and economic and help to take action against the oppressive element of reality. The importance of social studies as a subject of school curriculum especially at the junior secondary level cannot be overemphasized. Bolick, Berson and Heinecke (2003) stresses that it is the hope of social studies that the knowledge, attitude and skills obtained in the process of study will have transfer value to the levels of children so that the decisions they make as mature citizens will be useful to them and to the whole society, hence the need to implement the social studies curriculum in the junior secondary school level for effective realization of its objectives. Ema and Ajayi (2004) outline the relevance of projected visuals in the teaching of social studies students as follow: Projected visuals help to implant what is pleasantly learned in the memory of the learner and makes for their easy recall.

- The choices of appropriate projected visual materials to suit a given teaching learning encounter keeps the teacher professionally alive and prepare him to teach effectively.
- Projected visuals make teaching and learning very simple and easy.
- The time if taken to achieve more learning outcomes is very short with the use of projected visual materials.
- Projected visual materials have the potential of reducing learner's classroom's disruptive behaviors to the barest minimum and therefore contribute quite positively to the desired effective classroom management.
- Projected visual materials enable more learning to take place.

Therefore, there is great need to introduce projected visual materials in the process of teaching and learning of social studies because in the teaching and learning of social studies projected visual materials can be used in teaching many topics such as:

conflicts, means of transportation system and even family systems. Furthermore abstract concepts can become real with projected still visual materials.

2.8: Significance of Projected Still Visual Instructional Materials on Social Studies Students Performance

In this era of information and communication technology (ICT), teachers are continuously urged to avail themselves with a variety of instructional materials found to have significant impact in improving learning. It is believed that students understand and remember better what they see and do (Talabi, 2004). According to Dalhatu (2009) students learn more and faster when audio-visual materials are employed. Trevino and Lenge (2003) argue that instructional material when utilized wisely could be used to realize the goals of education. In his findings Adewole (2004) states that instructional materials can be used to promote and encourage effective' teaching and learning activities in the social studies classroom. Feilitzen, Ceciliavon, Vita and Carlsson (2002) assert that, some findings have shown that students are stimulated more when taught with instructional materials. Adolede (2004) argues that, instruction involving the use of audio-visual materials facilitates permanency of learning. In his own contribution Ezirim (2005) suggests that the use of audio-visual makes subject-matter real and understandable. In its own contribution the National Council for Educational Technology (NCET) confirm that research has shown that the use of instructional materials by both staff and students increase students' performance.

It is the strength of the above views arising from various researches by educationist form the basis of this work. The objectives were to establish the contribution instructional materials made in improving teaching and learning in Kaduna state with particular reference to social studies at Junior Secondary School level.

2.9: Problems Associated with Use of Projected Still Visual Materials on Social Studies Students Performance

In every school system, there are normally reasons for the introduction of any new subject into the school curriculum of that system, in the same way the introduction of social studies into the Nigerian school system has been informed by several reasons.

Adediwvra, Bada and Tayo (2007) suggest that of social studies was introduced by the wave of curriculum reform, adaptation and innovation that swept across Nigeria. Secondly, it was introduction with a desire to make education responsive to the needs of the society. It is claimed that education in the social sciences through an integrated approach, will be more suitable in helping the learners understand the society better, in terms of the learners solving his problems better, it will also help in the production of good citizens among others, (Aguokogbuo 2000).

However, previous studies have shown certain peculiar problems associated with the introduction and teaching of social studies in both primary and junior secondary schools not only in Kaduna state, but in other states in Nigeria. The researchers identified major problems of social studies one of which is the lack of adequate projected media materials in the field. Clement (1998) adds that, trained personal have been made available who will handle the subject effectively not only at the Primary, Junior Secondary School levels, but also at the Senior Secondary School level Tertiary Institutions. Haruna (2000) indicates that the "universities and colleges of education have produced some experts in social Studies that will enable the programme take off at the junior secondary school levels now". In a study conducted by Talabi (2004) on student's attitudes towards social studies, four Secondary Schools and three Teachers Colleges were used. One problem identified was that a large number of students in the secondary schools dropped social studies because it was not part of their final examination which was conducted by the West African Examination Council (WAEC). In the Teacher Training colleges, it should be noted that the dropping of social studies by the students in the Junior Secondary School levels is not due to lack of content of social studies programme. The programme of instruction is designed in such a manner as to allow the individual to move to increasingly higher levels of understanding of selected themes and units as he proceeds through the primary to post primary.

According to Jega (2002) researched into problems of teaching social studies in primary schools in Zaria Local Government Area (LGA). 100 teachers were involved in 6 selected schools. Some of her major findings were that; 91% of the teachers had no instructional materials in teaching social studies; the schools lack text books and worse still no projected visual materials and other teaching materials and traditional methods of

teaching were used by the majority of the teachers. Although the study identified problems affecting the teaching of social studies in primary schools particularly on teachers and teaching methods, the researcher failed to point out that teacher's problems at the primary school levels had been subject to specialization.

Bolick, Berson, Coutts and Heinecke (2003) in their research into social studies offered in Advanced Teachers College (ATCS) involved 26 lecturers and 100 students in the 20 ATCS covered in the study. Their findings show that resources/facilities were inadequate. According to Siundu and Mohammed (2003) one of the major problems discovered was that teachers evaluate only the cognitive outcome of learning using essay and objective test devices. Furthermore, majority of the schools had no instructional materials for the teaching of social studies.

The findings of the above studies pointed out problems associated with socials studies which are lack of instructional materials or outdated teaching Medias. However, they failed to explain whether this and other problems serve as militating factors against the teaching of social studies at the junior secondary school level. They also failed to indicate that more experts are being graduated yearly in both colleges of education and the Universities to solve this problem.

On a related issue, Lawal and Yusuf (2003) observed that, due to the large number of practitioners or instructors who are without adequate handling background and interest in the teaching of Social Sciences which make up the content of Social Studies. Alabe (2001) lists some problems of social studies even though he fails to indicate at which level these problems were more serious. This research assumes that these problems may hinder the use of projected visuals in the teaching of social studies in junior secondary school level:

(a) Problems of materials :-

i. Materials in teaching social studies are still limited

ii. It requires a lot of teachers time to make instructional materials suitable for use in school

iii. Available materials are still very expensive.

(b) Problems of teachers:-

i. There are very few teachers who are specially trained to handle projected visual instructional materials for the teaching of social studies.

ii. Social studies advocate scholars of other disciplines who can handle projected visuals materials in teaching of the subject.

Psychological factors such as readiness, motivation, maturation, interest and so on have prove to be great factors that influence teaching and learning of any discipline at any level of education. Readiness for learning as observed by Yamu (1998), depends on physical and mental maturity. That readiness in a child is marked with eagerness to respond to the learning tasks he/she is presented with. When a child is ready to learn, he automatically develops interest in it especially if there is motivation. The output performance is always very high. The learner of Social Studies like any other subject would have to overcome so many difficult obstacles for effectively learning.

With the above view, Kadege (2009) went further to add that social science teachers in many schools are often reluctant to conduct practical, that lecture method is the most popular teaching strategy. This method is teacher centered as already observed. It is probably the easiest method of teaching available to any lazy and undedicated teacher. But for a subject like social studies that is activity oriented and needs real projected visual instructional materials, it does not pay and the students are always the loser as they find it difficult to comprehend concepts and features that should have been taught using projected visuals materials.

2.10: Gender and Social Studies JSS Students Academic Performance.

According to Salami (2004) sex has no barrier to successful achievement in social studies teaching and learning as both male and female are engaged in education. While Azi, Nkom and Aboderin (2011) argues that girls comprise a smaller percentage of children in formal education system than boys in many part of Africa. Furthermore, However, Brady (2001) stats that, genders inequalities' in Africa, where by in most regions where much higher school enrolment by boys than girls while in some regions there are actually more girls, due to the fact that boy boys have to stay at home and attend tend to the family farms and others professions like mechanics. Also explained that

education is only a human right, but also central to the transmission of values such as equality, democracy, equity and national unity as well as preparation for citizenship.
According to Shell and Hedland (2000), "Gender discrimination" and the non-availability of abundant locally relevant textbooks have made gender and its corresponding concepts difficult to handle by teachers. However, Primary Social Studies teachers can better handle this gender, where they take gender issues as those relating to how people are perceived and expected to think and act as men, women, boys or girls because of the way society is organised, not because of their sex or biological differences. Teachers should be ready through their teaching to de-emphasize discrimination based on a person's sex and emphasize fairness and justice in the distribution of benefits and responsibilities between men and women (World Health Organization 2008).

2.11: Previous Empirical Researches

According to Jekayinfa (2005) in a study provides an exploration of instructional materials. She used questionnaires to collect her data. Her findings leads her to conclude that most classroom sizes were too large for any effective teaching and learning to take place without the use of instructional visual materials. She says that the visual instructional materials are generally not available or not enough and the alternative method (which is learning without instructional materials) is considered uncomfortable for children.

The study further reveals that most junior secondary schools are severely troubled by inadequate broadcast materials. In the open ended questions given to all subjects to suggest areas of improvement needed, in the instructional materials, audio-visual materials and broadcast materials and display materials were identified as the greatest needs. The study revealed that chalk was the only item among the eight variables listed under learning aids that is adequately supplied to junior secondary schools.

Ajayi (2000), revealed that many schools and colleges in Imo State had no instructional materials. This is supported by the fact that only 38% of the schools and colleges indicated that they had instructional materials. That schools and colleges with student population of above 500 (25%) had more instructional materials than schools and colleges with student population of 500 and under (10%); that schools and colleges had

more imported instructional materials (55%) than locally made ones (35%); and also that the few available instructional materials were not adequately used in teaching. The study also reveals that the principals, vice principals, deans of studies, senior tutors and the teachers identified some factors as being fully responsible for the inadequate use, availability and non-availability of instructional materials in teaching in their schools and colleges.

In his recommendation, he advised that funds be set aside during budgets especially for the purchase, maintenance and production of instructional materials. That instructional material centres should be established in the state as one of the arms of the Educational Service Board. Also, that the production of low cost instructional materials made out of local materials be intensified. He also said that a miniature resource centre should be established in every school and college and a media specialist be posted to each school and college to manage the resource centre. He further said that it is imperative for workshops and continuing education programmes to be organized in order to train and keep teachers up-to-date on the use of instructional facilities.

The literature review has shown that the researcher has no choice but to use the projected visual instructional materials under the appropriate physical conditions if the researcher really wants to improve the quality of effective learning in our junior secondary schools. That being so, it is important for those concerned with these schools to assess the extent to which conditions are being fulfilled and endeavor to see that steps are taken to enhance the provision of these visual instructional materials in our junior secondary schools.

However, in spite of the existence of these findings especially in the field of educational technology which encourages the use of projected visual instructional materials to enhance greater achievement in the social studies, it is sad to note that students' performance in social studies has continued to be poor over the years at the junior secondary schools certificate examinations (JSSCE) level. Some findings have discovered lack or interest in the subject by the students as responsible for the poor performance.

2.12: Summary

This chapter has discussed views and opinions of some eminent educationist as expressed. Efforts have been made to review related literature. Although these opinions are exhaustive, however, the following areas were discussed:

- Social Studies as a core subject in the junior secondary schools level.
- Aims and objectives of teaching Social Studies at JSS level as given in material curriculum for junior secondary schools (FME, 1985).
- The importance of Social Studies to junior post-primary students.
- Other researcher, findings on the effect of gender in teaching and learning process.

It was reviewed that at this level, the aim of teaching social studies at this level is to guide the student to established good citizenship education. It helps them to have, respect for the nation, elders and parents, and keep them away from those things that will tarnish their names so that they will become good citizens in future and be acceptable in the society

Also reviewed are the various methods in which projected visuals can be used in teaching and learning social studies. Among the recent modern methods is the lecture or demonstration method. This involves practical demonstration which allows the students to identify themselves in it what is positive. It stimulates imagination, promotes teamwork and development of aesthetic taste. The literature review also looked into the contribution, importance and relevance of projected visual instructional materials in teaching and learning of social studies. Projected visual instructional materials as tools for motivating students arousing their interest in learning and improving their performance in social studies.

Projected visual instructional materials are very important in the teaching and learning process, as it goes a long way in facilitating learning by giving substance to abstraction. The use of projected visual instructional materials also helps clear misconception motivates interest and deepens on student's level of understanding. The teaching of social studies can be more meaningful through the utilization of appropriate instructional material.

Education is generally seen by many scholars as a preserver and transmitter of tradition, culture, norms and worthwhile skills from one generation to another. Gbenga (2001) sees education as a process of helping an individual to be capable of living through the understanding of past and present heritage and possibly participate in the future. In the same vein Olatunde (2006), an educationist says that education involves the inclusion of knowledge, skill and attitudes within and outside the formal school system, all geared towards the development of a person's mind and personality to be able to contribute to the development of a person's mind and personality and be able to contribute to the development of his society and also be useful to himself.

Learning which is as aspect of education can only take place when a child is mature and ready. However, learning will be more meaningful to the child if it is accompanied by motivation. It behooves on the social studies teacher to make his teaching interesting so that his student will learn well. He/she can do this by making use of his projected visuals as instructional materials to teach. Ogundare (2000) summarizes that instructional materials help students develop problem–solving skills, acquire scientific learning process and develop functional knowledge and manipulative skills. Therefore, teachers must make concerted efforts towards the teaching and learning of social studies as it plays a vital role and is of great importance in the area of Citizenship Education.

Projected visuals instructional system has been viewed as the use of appropriate and carefully selected varieties of learning experiences which, when presented to the learner through selected teaching strategies, will reinforce and strengthen one another so that the learner will achieve predetermined and desired behavioral objectives. In this study, a great-deal of emphasis is accorded to the use of this type of media system (projected media) in teaching and learning Social Studies in Junior Secondary Schools (JSS).

Lawal and Oyeleye (2003) opines that social studies like other subjects can effectively be taught using projected visual material that appeal to sight. Studies conducted by Reiser and John, (2006) reveals that the application of projected media systems produce the desired learning experience in the students. It also moves intermittent application of the media systems.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on research procedure, the following sub-headings, Research Design, Population, Sample and Sampling Techniques, Instrumentation, Validity of Instrument, Reliability of Instruments, Pilot Study, Data Collection Procedure and statistical procedures.

3.2: Research Design

The research design for this study is the pretest - posttest - experimental control group design. Three groups of respondents were used in this study, (male, and female and co- education schools). The "experimental" groups were taught with the use of projected visual materials (multimedia projector), indentified for this research study. While students in the control group were taught using lecture method. The purpose of the pre-test is to evaluate the effectiveness and changes that take place in the different social studies lessons taught and the performance in social studies teaching/learning process. While the post-test were used to determine the impact of treatment and ability level on the two experimental groups in the four schools. Pre-test were administered before the treatment to determine the equivalence of the groups.

3.3: Population

The population for this study was made up of social studies students in all the public JSS in Zaria Inspectorate (Educational) Division Kaduna State. There are twenty (20) Junior Secondary Schools with ten thousand and eighty two (10,082) students in Zaria inspectorate (Educational) Division as at the time of this study. A breakdown of the population is as follows: Four (4) schools were selected from the twenty (20) schools to be the target population for the study with Two Hundred and Fifty Students for the study.

Table 3.1: Total Population of Junior Secondary Schools in Zaria Inspectorate (Educational) Division Kaduna State and their enrolment in both sexes.

S/N	Name of Schools	Types of School	Enrolment		Total
			Male	Female	
1.	Govt. Sec. School Ababa	Mixed	92	10	102
2.	Alhudahuda College Zaria	All boys	2745	------	2745
3.	Govt. Sec. Sch Awal	Mixed	302	15	317
4.	Barawa college Zaria	All boys	283	--	283
5.	Govt.Sec. Sch. Bogari	Mixed	183	22	205
6.	Govt. Sec. Sch Gimba	Mixed	107	32	139
7.	Govt. Girls Sec. Sch. Kofar Gayan	All girls	------	1021	1021
8.	Govt. Sec. Sch. Kaura	All girls	433	494	494
9.	Seic. Sec. Sch. Kufena	All boys	56	------	56
10.	Govt. Sec. Sch. Kofan Doka	Mixed	720	44	477
11.	Govt. Sec. Sch. Kofan Jalatu	Mixed	36	27	63
12.	Govt. Sec. Sch. Magajiya	Mixed	461	200	455
13.	Govt. Sec. Sch. Mangi	Mixed	33	231	692
14.	Govt. Sec. Sch. Matari	Mixed	75	12	45
15.	Govt. Girls Sec. Sch. Pada	All girls	--	44	44
16.	Govt. Sec. Sch. TudunJukun	Mixed	36	27	63
17.	Govt. Sec. Sch. Tudun Wada	Mixed	771	786	1557
18.	Govt. Sec. Sch. RiminDoko	Mixed	772	280	1500
19.	Govt. Girls. Sec.Sch. Zaria	All boys	119	--	119
20.	Govt Girls Sec. Sch. Zaria	All girls	-------	725	725
	Total	10,082			

Source: ZIEDKS

3.4: Sample and Sampling Procedure

Four (4) schools were purposively selected with two hundred and fifty students for the study, in the group of twenty (20) Junior Secondary Schools (JSS) with a population of ten thousand and eighty two (10,082) students in Zaria Inspectorate (Educational) Division Kaduna State. Students of JSS III classes were selected purposively for this study as they were exposed to the subject from JSS I to II. Since they were just promoted to JSS III, which mean that they had enough time before they could sit for the Junior School Certificate examination. Also, from the schools selected, two were co-educational and the other two were single sex schools. The reason for choosing these three categories of schools is to enable the researcher determine the gender impact on the academic performance of social studies concepts taught. Some of the schools are mixed, which will enable the researcher to compare the abilities of the boys and girls in social studies conceptual skills, in relation to the impact of projected still visual materials on students academic performance. Also, the researcher choice of these particular schools is due to their diverse economic and socio-cultural backgrounds e.g children of military men, farmers, business class, and civil servants and also children whose parents are in the academic, this means that the researcher covered diverse of parental care and backgrounds. This is because is purposive sampling technique that provide the chance of effective and active participation in the study was used, this is in order to avoid bias selection. Four schools were selected with a total of two hundred fifty (250) students involved.

Table 3.2: Shows the Samples Size of the Social Studies Assessment Test

Name of School	Class Arms	Girls	Boys	Sample
Govt. Sec. Sch. KofanJalatu	A	27	36	63
Science Sec. School Kufena	B	--	56	56
Govt. Girls Sec. ScholPada	A	44	--	44
Govt. Sec. Sch. TudunJukun	A	36	51	87
Total		107	143	250

3.5: Instrumentation

The social studies achievement test consisting of a set of fifty (50) item objectives in social studies was designed to find out the extent of the student's understanding in the selected social studies concepts. This test was given to the three (3) groups. The purpose of this multiple test is to evaluate the effectiveness of projected visual materials on academic performance in social studies learning in the three (3) groups of schools. These test item objectives are constructed from the multiple test questions in junior secondary schools certificate examination past questions and these questions are validated by some experts in social studies education. The fifty (50) test item objectives consists of four response options of which one is the correct answer and the remaining three options are good distracters. However, the pre-test items are to determine the strength and quality of the subjects (sample) and the impact of the projected still visual materials on the student's academic performance in social studies learning before the administration of Post-test while the post-test objectives are to determine or assess the relative change in the students' performance in social studies after the pre-test in the three (3) group of schools.

The data collected for this study was of two types:

i. The pre-test in social studies conducted in the selected schools for this study.

ii. The post-test in social studies conducted in the selected schools by the researcher.

These pre-test and post-test objectives are parallel test items in quality and quantity covering the same items in the syllabus.

3.5.1: Validity of the Instruments

Specialists in the field of social studies education were given the test items to independently evaluate and test the validity of the instruments. The content validation of the social studies achievement test was carried out by a panel of social studies experts.

The social studies experts critically assessed the test items construction in social studies achievement and it was suitability based on the following criteria:

i. Evaluate the appropriateness of the test items to the level of the target learners.
ii. Ascertain whether or not the test items were all constructed within the syllabus of Junior Secondary School.
iii. Determine whether or not the statement and structure of the test items were properly stated in terms of clarity, readability, difficulty or simplicity to the level of the expected learners.
iv. Carry out suggestions, criticisms and reconstructions of the social studies test items that were of benefit to the improvement of the quality of the test items.

The experts accepted after necessary corrections were made that the instruments were highly appropriate and relevant to that level in which the test items were meant for and these experts were satisfied with the factual and content validity of the instruments (see appendices II & V). Also the reliability coefficients of the test were determined using test-retest method, Rudder Richardson (dute) formula was used to test the reliability of the instrument.

3.5.2: Reliability of the Instruments

To test the reliability of test items or instruments, a pilot study was conducted in the two Junior Secondary Schools: G.S. S. Matari and G. S. S. RiminDoko. A test-retest method was used to obtain a consistency and reliability coefficient for the social studies achievement test.

3.5.3: Pilot Study

The pilot study was conducted in social studies using the achievement test in social studies in JSS III in two schools: Government Secondary School RiminDoko with

the sample of 80 students and Government Secondary School Matari, with 50 students as the sample population. These schools were selected with the following reasons. The two selected schools are in different locations and to avoid leakage as well as ensuring safety of the questions before the actual study and final administration of the instrument to the schools in study.

- To test and determine the reliability of the instrument at the pilot school stage, so that necessary adjustment could be made where applicable or the adoption of the instrument when no further adjustment is necessary.
- To reveal the problems or difficulties that might face the researcher before final administration of the instruments of the study. The results obtained from this pilot study will give direct and necessary amendments of the test items and the process of the administration in the actual and final sample study.

3.6: Data Collection Procedure

The test was administered to four Junior Secondary Schools (JSS III) before and after teaching the students by researcher in different schools; Kofan Jatatu Government School Zaria with 63 students, Science Secondary School Kufena, with 56 students, Government Secondary School Pada with 44 students and Government Girls Secondary School Tudun Jukun with 87 students. Before teaching was done by the researcher, pre-tests were given without any prior notice in order to minimize examination malpractice and fear by the students. These tests were conducted in the morning when the students were not stressed up, where the researcher and the social studies teachers arranged the students at the test venue in order to cooperate with the researcher without stranger's anxiety and keep them under control with necessary writing materials to write the test. Time allocated for the test was one hour, thirty minutes (1 ½ hour) where the researcher and class teacher supervised the students and helped with any clarifications needed during the test period jointly.

3.7: Statistical Procedure

The data collected for this study was subjected to statistical analysis based on formulated hypotheses. This study therefore, used a number of statistics, to analyze the data collected from the pre-test and post-test, the scores of the students in both groups were collected and arranged in frequency distribution table. The scores were analyzed using mean (x), Anova and t-test at $P<0.005$ at 5% level of significance to show which group achieved the highest among the three groups.

CHAPTER FOUR:
DATA ANALYSES AND RESULTS

4.1: Introduction

This chapter focuses on results, presentations, data analysis and discussions. The data collected from the pre-test and post-test administered on the experimental and control groups were analyzed using means, standard deviation, t-test statistics and analysis of variances (ANOVA). The researcher made use of SPSS computer software package for the analysis. The results of the analysis were used to test the research hypothesis formulated for the study.

The analysis of the data collected and the results are hereby presented. The results analysis and presentations are done according to the research hypothesis. The pullouts of the analysis of the data collected from the pretest and post-tests are provided.

4.2: Descriptive Analysis

Having processed the data by searing and coding; the descriptive statistics was derived and presented.

4.2.2: Inferential Analysis

The Inferential Analysis was done in order to test the research questions and the data was tested using t-test statistics, while hypotheses 2, was tested using analysis of variance (Anova).The outcomes are summarized as follows: To respond to the result of the pretest, post test, the sample statistics was computed and presented in tables as follows:

Table 4.1: Sample Statistics for Student's Achievement in pre-test and Post-test in social studies assessments test.

	N	Min	Max	Mean	SD
Pretest	250	11.00	66.00	34.696	12.005
Posttest	250	22.00	98.00	64.452	16.034
Valid N (list wise)	250				

Table 4.1: Presented Students' achievement in social studies having learnt through the use of projected still visual materials. As shown above the pretest and posttest means (34.696 and 64.452) are more than ½ of the maximum possible score of 66 and 98 respectively. While their standard deviations (12.005 and 16.034) are less than 1/5 of the respective maximum possible score. This is an indication of the positivity of the Students' achievement.

4.2.2.3: Result of Pretest – Posttest.

Pretest was administered to the experimental and control groups before the commencement of teaching in order to establish the entire knowledge of the groups or the topics to be taught. To analyze the pretest data the mean of the two groups were computed and compared using + - test, descriptive statistics. The result of the analysis is presented in table 4.2 as follows

Table 4.2: Sample t-test statistics comparison of the pre-test and post-test of control and experimental groups.

Variable	No of Paired Sample	DF	Mean	SD	T-Value Cale	t-value	Sign level
Exp Group	6	59	11.25	2.17	1.043	1.57	0.301
Ctrl Groups			11.17	2.18			

Ns no significant at 0.05 levels.

Table 4.2: Shows the t-test result for the pretest of control and experimental groups from the table, the t-value calculated (1.043) is less than t-value critical (1.67). This indicates that there is no statistical significant impact between the mean score of the experimental groups (11.25) and the mean score of the control groups (11.17) at 0.05 significant levels for the pretest from the above results. It can be deduced that there is no difference in the performance of the two groups before being taught with the use of still projected visuals.

This Research Question was analyzed using t-test statistics. The outcome is presented in table as follows:

Table 4.3: T-test statistics for Students' performance

	Mean	N	SD	Corr.	t-cal.	A	DF	t-Crit.	Decision
Pretest	34.69		12.00	.715	41.943	0.05	24.9		
Posttest	64.45	250	16.03					1.645	

The table showed that the t-calculated (41.943) is greater than the t-critical (1.645),

At 0.05 level of significance and 249 degree of freedom. This shows that there is significant impact between the effects of still projected visuals materials on academic performance of JSS social studies students in Zaria Inspectorate (Educational) Division Kaduna State. Hence, the first research question is rejected.

Research Question 2: There is no significant relationship on the effect of projected visual on gender (male and female) in JSS social studies students' academic performance in Zaria Inspectoral (Educational) Division Kaduna State.

Table 4.4: Test the second research question, Analysis of Variance was used as follows:

		Sum of Square	DF	Mean Saquare	F	Sig.
Posttest	Between Groups	807.833	1	807.833	3.170	.076
	Within Groups	63204.091	248	254.855		
	Total	64011.924	249			

F-critical = 3.84

The table showed the F values for Gender difference and Student performance in Social studies. The posttest F - calculated value = 3.170. While the F – table value = 3.84. Here, the F-calculated (3.70) is less than the F-critical (3.84). This shows that there is no significant impact. Therefore, the research question that, there is no significant impact on the effect of still projected visual on gender (male and female) in JSS social studies students' academic performance in Zaria Inspectorate (Educational)l Division Kaduna State is retained.

Research Question 3: There is no significant impact in the role of projected visuals in enhancing student's academic performance between the experimental and control group in JSS social studies in Zaria Inspectorate (Educational) Division Kaduna

State. Research Question 3 was tested using Analysis of Variance (F) statistics and the result showed as follows:

Table 4.5: ANOVA for Experimental and Control groups Achievement in Social studies

		Sum of Square	DF	Mean Square	F	Sig.
Posttest	Between Groups	129.987	1	129.987	.505	.478
	Within Groups	63881.937	248	257.588		
	Total	64011.924	249			

F-critical = 3.84

Table 4.5: Showed that the F values =.5 05 for Experimental and Control Groups Achievement. It showed that at 1 and 248 degree of freedom and at 0.05 level of significance, the F table value = 3.84. This showed that the F-calculated is less than the F-critical. Thus, as the F-cal. (.505) is less than the F-crit. (3.84), the second hypothesis is retained. This means that there is no significant relationship between Experimental and Control Groups academic performance.

Research Question 4: There is no significant impact in JSS social studies students' academic performance when taught using projected visual materials and traditional lecture method as a result of school type (mixed and single/urban and rural) in Zaria Inspectorate (Educational) Division Kaduna State.

	Sum of Squares	DF	Mean Squares	F	Sig
Post-test Between Group	2532.906	3	844302	3.378	.019
Within Group	61479.018	246	249.915		
Total	64011.924	249			

F-critical = 2.60

In **table 4.5:** It is shown that the F-cal. (3.378) is greater than the F-crit. (2.60). In which case, the Research Question is rejected. This implies that there is significant performance in JSS social studies students' academic performance when taught using projected still visual materials and traditional lecture method as a result of school type (mixed and single/urban and rural) in Zaria Inspectorate (Educational) Division Kaduna State.

4.3 Discussion of Results

This focuses on the discussion of results. It has been observed that over the past years, junior secondary school social studies students have performed poorly in this subject. One reason for this poor performance is lack of relevant textbooks that treat various aspects of Nigerian society. And with all the efforts made by the administrators to nip the problem in the bud, the problems still persist. This study therefore focuses on the impact of projected still visuals on the academic performance of junior secondary school students in social studies in zaria Inspectorate (educational) division in kaduna state. This study shows that, the application of projected still visual materials in teaching/learning in

Junior Secondary Schools will go a long way to improve the academic achievement of students in social studies. The results of the research question analyzed showed that the use of projected still visuals materials could bring about significant impact in improving the academic performance of social studies students. These JSS students in the experimental groups performed significantly better than the students in the control group. This is in line with the finding of Oyeleye (2006).

The result in table 4.2 reveals that there was impact in the academic performance of students taught social studies with the use of projected still visual materials and those taught without the projected still visuals. Comparing the experimental groups with the control group, the following pretests posttest results were observed; that the students taught with projected still visual materials performed better (t-calculated 41.943) While students taught without projected still visuals scored (t-critical of 1.645) at 0.05 level of significant and 249 degree of freedom. Therefore the use of projected still visuals are key elements in enhancing the teaching and learning situation of JSS social studies, students, as earlier agreed by Nwanna - Nzewunwa (2003).

The result of the data analysis on research question II reveals that there is no significant difference in the F values for gender difference and student performance in social studies posttest f – calculated value = 3.170. While the F-table value = 3.84. Hence, the F-calculated (3.70) is less than the F critical (3.84). Therefore, this shows that, there is no difference among male and female students on the academic performance in Social Students when taught with projected still visuals was examined using research question three. The result shows that when students are exposed to projected still visuals in Social Studies, gender issues do not emerge as significant to academic performance.

The difference of mean scores between the ‘’Female students was a total of 63.5464 with the total enrolment of 44, while the male students had 65.0261 with the total enrolment of 56.These findings on gender agree with the earlier findings of Bello (1990) on gender and academic performance in biology. It also agrees with the Yusuf and Afolabi (2010) based on their review of studies on gender CAI on academic performance in biology. Therefore based on the findings it can be deduced that the use of projected still visuals have improve and enhance the academic performance of students irrespective

of gender difference in social studies students. Salami (2004) also contends that, gender has no barrier to successful performance in social studies learning.

The result of the data analysis on research question III reveals that there is no significant impact in the T values = 505 for experimental and control groups performance. It shows that at I and 248 degree of freedom and at 0.05 level of significance, the f table value = 3.84. These show that, the f-calculated is less than the F-critical. Thus, as the F-Calculation (505) is less than the F-crit. (3.84), the second research question is retained. This means that there is no significant impact between the experimental and the control group. This agrees with Cox and Webb (2004), who says that, occurs whenever the activity of an organism brings about a relatively permanent change in behavior.

The result of the data analysis on research question IV reveals that there is no impact in the student academic performance of JSS students when taught using projected still visual materials and traditional lecture method as a result of school type (mixed and single/ urban and rural) in Zaria Inspectorate (Educational) Division Kaduna State. Hence the F-calculated shows that (3.378) is greater than the F-Crit (2.60) in which case, the hypothesis is rejected. This implies that, there is significant impact between the JSS social studies students in their school type.

Projected still visual materials are stimulants that bring out the innate scholarly potentials of the learner. Projected still visual instructional materials give lucid meaning to the seeming complex matters in academics, that is why they are of vital importance and effective in learning (Adewole, 2004). Appropriate uses of projected still visuals instructional materials in learn social studies results in better understanding of the subject. As Trevino and Lenge (2003) notes thus, instructional materials when used wisely could be used to realize the goals of education and encourage effective teaching and learning activities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1: Introduction

This chapter draws up summary and conclusion of the research study and also provides necessary recommendations based on the result of the study.

5.2: Summary of Findings

The purpose of this study is to determine the impact of projected still visuals on the academic performance of junior secondary school students in social studies in zaria Inspectorate (educational) division in Kaduna state. The researcher used the experimental research method. Four schools were used for the study, two (2) schools formed the experimental group while two (2) formed the control group. The experimental group was taught with the use of still projected visual materials while the control was taught without projected still visual materials. The concepts taught for the study were: Transportation System, Woman and Children Trafficking, National Economy, Global International Cooperation, Peace and Conflict and Family System.

The researcher spent twelve (12) weeks carrying out the tests with the four groups. Four (4) hypotheses were tested. Pretest- posttest experimental control design was employed for the purpose of data collection. Pretest was first administered to the students to determine their previous understanding of the subject. The test was a 50 items objective test. The actual teaching of the each group took three (3) weeks. A posttest was given after the teaching to determine the Impact of Projected Still Visual on the Academic Performance of Junior Secondary School Students in Zaria Inspectorate (Educational) Division Kaduna State.

5.2.1: Major Findings of the study

The major findings of the study were that:

i. Exposure of JSS students to the use of projected still visuals improved student's performance in social studies.

ii. There is a significant impact in the performance of the experimental group taught with projects still visual instructional materials and the control group taught without projected still visuals.

iii. There is significant impact between one school type and student achievement in social students.

iv. There is significant impact of projected visual materials on the effect academic performance of JSS social studies in Zaria, Kaduna State.

5.3: Conclusion

Education is the pivot for development in any nation, such development starts in the classroom and the teacher is the key player. But in spite of the availability of social studies teachers, this country is yet to feel the impact of education in this respect. Thus there has been public outcry on poor performance at the JSSCE levels. A lot of blame has been put on the teachers' inability to teach well.

The finding of this study has however revealed that one way to solve this problem is in the constant use of instructional materials such as still visuals in every lesson. The research has confirmed that the use of projected still visuals arouse and sustains interest and makes student more involved in a lesson. The end results of these are better learning and better performance. This is because projected still visual facilitates and enhance effective understanding of concept eluding the teaching and learning process. It also leads to creative thinking and mastering of the subject taught.

Teachers particularly those teaching social studies in the schools should exonerate themselves from the public blames by ensuring that instructional materials are an integral part of their lesson. This will influence academic performance positively and education will play its vital role as the foundations for national development.

5.3.1: Implications of the Major Findings

The researcher made efforts to find out the impact of projected still visual materials in Junior Secondary School students' performance in social studies in Zaria Inspectorate (Educational) Division Kaduna State. The result of the study revealed that the use of still projected visual instructional materials has impacts on the JSS of social

studies academic performance. Students taught social studies with projected still visuals materials performed better than those without the use of projected still visuals. This is due to the fact that the use of project still visuals instructional materials makes it easier for the students to understand and allow the concept taught apparently permanent. This conform the Chinese proverbs that say:

If I hear, I forget

If I see, I remember

If I do, I know

From the above therefore, it is necessary that social studies teachers should not limit themselves to the use of social studies textbooks only in their teaching but should endeavor to use projected still visual instructional materials, which will make their lessons more interesting and enable students to assimilate better and make the learning apparently permanent.

5.4: Recommendations

Based on the relevance of projected still visuals on theacademic performance of JSS social studies student's and the result of the finding of the present study, the following recommendations are made;

i. Workshops, seminars, in-service trainings and symposia should be organized for teachers to help them realize the importance of projected still visuals materials in schools and so encourage them to always use them for instructions.

ii. Methods such as the talk-chalk should be discouraged as it only orientate learners remembering which is easily forgotten

iii. Sufficient, appropriate and frequent use of projected visuals instructional materials in teaching social studies is important if the subject matter is to be taken more seriously. Other approaches or methods that are known to enhance students' academic performance should be used to teach socials studies in Junior secondary schools

iv. Libraries should be equipped with instructional materials (educational resource rooms) in schools so that teachers and student -teachers may use them for instructions in junior secondary schools.

5.4.1: Suggestions for Further Research.

The following suggestions were made for further studies:

i. A similar study should be carried out in Zaria Local Government Area using motion projected visual instructional materials to ascertain whether similar or different results would be obtained when the various instructional materials are employed.

ii. Attitude of students towards the use of projected still visual materials in teaching and learning and also to enhance their understanding and academic performance in social studies could also be studied.

iii. This study should also be carried out in other parts of Kaduna State and in other States in order to find out the extent to which the results and findings of the present study can be generalized.

5.4.2 Contributions of the Study to Knowledge

This study has been ascertained that the use of projected still visual materials greatly enhance the academic performance of social studies in junior secondary school level. When teachers incorporate the use of projected still instructional materials in their lessons, it makes their lessons more interesting, stimulate the learners, ease assimilation and make the learning apparently more permanent.

Also the study also revealed that, there is no difference in the academic performance of male and female students taught social studies with the use of projected still visual instructional materials. Therefore, the use of projected still visual in the teaching and learning of social studies among JSS male and female students can be used to learn social studies instructions faster and retain what they have learned better.

The findings also revealed that projected sill visuals materials used in social studies teaching and learning are meant to enhance students learning and develop their Social stills like decision – making, conflict management and communication more so the use of

projected still visuals promote academic performances and leads to more in – depth processing of subject content and furthermore retention of Information.

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APPENDIX A

LESSON PLAN I

EXPERIMENTAL GROUP

Subject	-	Social Studies
Class	-	JSS III
Date	-	October , 2011
Topic	-	Means of Transport in Nigeria
Duration	_	45 Minutes

Instructional Materials

Multimedia projector, was shown on the screen projecting different types of transportation system in Nigeria e.g. buses, cars, tankers, air plane, train e.t.c.

Behavioral Objectives

At the end of the lesson, the students should be able to: describe, mention and identify the Nigerian means of transportation. For example road transportation, air transportation and water transportation.

Previous Knowledge

The students often use cars, motor bikes etc to get to school.

Introduction

The teacher asks the students questions on their previous knowledge of the topic. The questions asked are as follows:

i. What are the most common means of transportation?
ii. What is the major means of transporting goods from one country to the other?
iii. What is the fastest means of transportation in Nigeria?
iv. How do you come to school form your various homes?

Presentation

Step I

After projecting the topic on the Mulimedia projector, the teacher asks the students what they understand by means of transportation. Transportation is simply the

movement of people, goods and services from one place to the other, either through donkeys, camels, motorcycles, cars, aero planes, etc.

Step II

The teacher now focuses on the screen the slide on different means of transportation. Filmstrip was also be used to explain the means of transportation.

Expected Students' Responses

The students' responses may vary depending on the students' understanding but the means of water transportation are ship, canoe, boat and with capacity to carry large or heavy load.

Students Activities

The students will be asked to demonstrate what they have seen or viewed from the screen.

Students-Teacher-Evaluation

Teacher will ask the students some questions based on what they have being taught, this is to determine whether teaching and learning have taken place.

i. What is transportation?
ii. Mention the different means of transportation in Nigeria
iii. What are the advantages and disadvantages of these means of transportation in Nigeria?

Conclusion

Teachers conclude the lesson by summarizing the lesson and then give the students printed copies of the lesson.

Lesson Plan for the Control Group

The format of the lesson plan is basically the same with that of the experimental group but the difference is that there is no projected visual materials used in the lesson, it is basically theoretical.

APPENDIX B

LESSON PLAN II

EXPERIMENTAL GROUP

Subject	-	Social Studies
Class	-	JSS III
Date	-	October 2011
Topic	-	Family System
Duration	-	45 Minutes

Instructional Materials

Projector will show different family and cultural systems in Nigeria on the screen, showing traditional dresses and the major tribes of Nigeria, the type of food crops produced different marriage rites of different tribes in Nigeria etc.

Behavioral Objectives

At the end of the lesson, the students should be able to explain the meaning of culture, identify various aspects of cultural system in Nigeria.

Previous knowledge

All the students in the junior secondary school (JSS III), class have and belong to a family and a particular ethnic group.

Introduction

Teacher will ask the questions based on their previous knowledge of the lesson topic. The questions are as follows:

i. What are the major tribes in Benue State?

ii. What are the colours of their tribe dressing?

iii. Do they have respect for their elder's ones?

Presentation

Step I

Teacher will project the topic on the multimedia projector and then ask the students what they understand by cultural system. Culture is the customs and beliefs of or way of life and social organization of a particular country or group. It can also be a belief and attitude about people in a particular group or organization etc.

Step II

The teacher project and explains to the students that culture includes the total way of life of the people. For example mode of dressing, marriage activities, and types of food they eat.

Step III

The teacher will ask the students to mention the major tribes in Nigeria and their mode of dressing.

Expected Student's Responses

The students will vary according to their perception. But their responses may be that the major tribes in Nigeria are the Hausa, Yoruba and Igbo.

Students' Activities

The students will be given the overhead transparencies to project the different explanations of the diverse cultures.

Student-Teacher-Evaluation

Teacher will ask the student questions based on what they have been taught to determine whether teaching and learning have taken place.

1. Define the term culture.
2. What are the major ethnic groups in Nigeria?
3. What is the mode of dressing of the three major tribes in Nigeria?

Conclusion

The teacher concludes the lesson by summarizing the lesson to the students and print copies of the summary from the projection.

APPENDIX C

LESSON PLAN III

EXPERIMENTAL GROUP

Subject	-	Social Studies
Class	-	JSS III
Date	-	October, 2011
Topic	-	Conflicts in Nigeria
Duration	_	45 Minutes

Behavioral Objectives

At the end of the lesson the students should be able to define ethno-religious crises and its causes and prevention.

Instructional Materials

Multimedia projector, to project the ethno-religious crises and its causes in Nigeria showing examples of Jos crisis, Zaria etc.

Introduction

Teacher asked the students questions based on the previous knowledge about ethno-religious crises and its causes in Nigeria e.g

a. What is Religion?
b. What is the major religion in Nigeria
c. What are believers of these major religions?

Presentation

Step I

Teacher projects the topic, asking the students; a situation in which people, groups or cultural groups are involved in a serious disagreement or argument or violence between ethnic or religious groups.

Step II

Teacher will project the questioned projector (transparencies) showing ethno-religious conflicts.

Step III

Teacher will ask the pupils to mention the causes of ethno-religious crises in Nigeria.

Expected Responses

Most ethnic and religious groups have miss conception about what religion and ethnicity does, not know that all the religions believe in one God and the creator made people to speak different languages.

Students' Activities

Students will be given the projectors to operate, shown examples of different ethno-religious crises.

Student-Teacher-Evaluation

Teacher will ask the student questions to determine whether teaching and learning have taken place.

4. Define ethno-religious crises.
5. What are the causes of ethno-religious crises in Nigeria?
6. What are the effects of the crisis on a developing nation?

Conclusion

Teacher concludes the lesson by projecting the summary on the overhead (transparencies) and asks the students to print out the summary.

Lesson Plan for the Control Group

The format of the lesson plan is basically the same with that of the experimental group. The difference, which is very striking, is that no instructional material will be used for the lesson. It is mainly theoretical.

APPENDIX D

PRE-TEST STUDENTS TEST QUESTIONS

Below are questions on matters concerning the learning of Social Studies in the JSS III; Read carefully and tick which of the following you best know or have idea on:

1. The aspect of culture which can be seen in concrete form is known as…
    a. Community
    b. Culture
    c. the family
    d. the nation
2. Mode of dressing and tribal marks can be used to identify….
    a. The Yoruba's
    b. Any ethnic group
    c. The Yoruba's and Hausa's
    d. All of the above
3. One common feature in all religious institutions is that, they believe in …
    a. God
    b. Supernatural being (man)
    c. gods
    d. The man who look after the world around him
4. Christian marriage allows…
    a. Monogamy
    b. Divorce
    c. Polygamy
    d. none of the above
5. The Oba of Benin, Tor Tiv, Emir of Zaria, Ooni of Ife are examples of …
    a. Religious leaders
    b. Parents of the state
    c. Community leaders
    d. Traditional rulers

6. Children's socialization in the family is the responsibility of …
    a. the father
    b. mother and relatives
    c. the mother
    d. Every member of the society
7. The major languages in Nigeria are…
    a. Hausa and tiv
    b. Iejo and Igbo
    c. Hausa, Igbo and Yoruba
    d. Yoruba and Igbo
8. Economic features of identifying a black person is by …….
    a. Language
    b. Dressing
    c. Skin colour
    d. Looks
9. Nigerian government can make religious tolerance amongst the citizen possible by…
    a. allowing them to kill themselves
    b. stop people from worshipping
    c. educating the people to respect each other's belief system
    d. educate them to fight one another
10. Islamic marriage allows ……
    a. One man to one wife
    b. Polygamy
    c. Divorce
    d. All of the above
11. Killing anyone who commits offence is not right of …
    a. an individual in any society
    b. an individual in Nigeria
    c. an individual in some organizations
    d. an individual in school

12. A brother to your father is known as …
    a. uncle
    b. nephew
    c. father's brother
    d. cousin
13. Social Studies is concerned with the study of …
    a. the society and the man
    b. the family members
    c. man in his environment
    d. individual education
14. The best way of checking social instability in a society is by …….
    a. punishing people
    b. Rehabilitating people
    c. Punishing and rehabilitating offenders
    d. Punishing the parents of the offenders
15. The distance between two rails carefully laid for trains is called the ……...
    a. Shortcut
    b. Joint
    c. Standard
    d. None of the above.
16. The greatest advantage of air travel over road is that ……..
    a. Moves people from one place to the other in a very fast.
    b. Carries bulky and heavy materials to other nations
    c. Moves people with their houses
    d. None of the above.
17. The eagle on Nigerian coat of Arms stands for ……..
    a. Strong religious fights
    b. Strong Nigerian people
    c. Lets fight wars
    d. National strength and pride.

18. Common features of identifying a black person is by …….

    a. Language
    b. Dressing
    c. Skin colour
    d. looks

19. Education starts from …….

    a. School
    b. Home
    c. Community of the learner
    d. Parents.

21. The first railways line of 1,067mm gauge from Lagos to Ibadan through Abeokuta Started in …….

    a. 1898 to 1902
    b. 1979 to 1984
    c. 1960 to 1968
    d. 1954 to 1969.

22. The scientific theory about the origin of man posits that man is a product of ….

    a. God's creation
    b. Evolution
    c. An institution
    d. A family

23. The fastest means of traveling to Lagos from Zaria is by ……..

    a. Leg
    b. Car
    c. Airplane
    d. Donkey

25. The old method of communication in Nigeria is …….

    a. Telephone
    b. Letter writing
    c. Town crier
    d. Face to face communication.

26. The largest rivers in Nigeria are rivers…….

a. Benue and Niger
b. Benue and kaduna
c. Kaduna and Niger
d. All of the above.

27. Discrimination of human beings based on the colour of skin is called ……

a. Racism
b. The white and the black man
c. Nationalism
d. Nationality

28. The most commonly used farming implements used among the ethnic groups In Nigeria are …….

a. The tractors
b. Farming machines
c. Axes
d. Cutlasses and hoes.

29. One of the following is not a product of traditional industry in Nigeria ……..

a. Clay pots
b. Book making
c. Woven basket
d. None of the above.

30. ---------- and --------- are the largest religious beliefs in Nigeria.

a. Islamic and Christianity
b. Traditional and Christianity
c. Islamic, Christianity and Traditional Religion
d. Islamic and Traditional Religion

31. Which country fought for the ownership of Bakasi Peninsula with Nigeria?

a. Chad
b. Liberia
c. Niger
d. Cameroon

32. Act of trying to convince people to vote one into power called?
    a. Voting
    b. Election
    c. Democracy
    d. Campaigning
33. The daughter of your brother is known as
    a. Sister
    b. Nephew
    c. Aunt
    d. Niece
34. What is the full meaning of N.G.O?
    a. Nigerian Government Organization
    b. Non-Governmental Organization
    c. Nation Government Organization
    d. Non Governors Organization
35. Which of the following is best in solving conflicts?
    a. War
    b. Riot
    c. Demonstration
    d. Dialogue
36. Which of these states is in the North West zone of Nigeria?
    a. Benue
    b. Sokoto
    c. Niger
    d. Plateau
37. Where are convicted criminals kept
    a. Court
    b. Prison
    c. Police Station
    d. Hospital

38. What does A.U stand for?
    a. African Union
    b. African United
    c. Aviation Union
    d. African Unity
39. Which of the following is an aspect of material culture?
    a. Music
    b. Language
    c. Technology
    d. Clothes
40. The responsibility of law making in the local government rests with the
    a. Chairman
    b. Secretary
    c. Treasurer
    d. Divisional Police Officer
41. What does the green colour in the National flag stand for?
    a. Agriculture
    b. Unity
    c. Peace
    d. Strength
42. Through which method can peace be promoted in a society?
    a. Criticism
    b. Riot
    c. Demonstration
    d. Tolerance
43. What is the process of learning in which a child acquires knowledge
    a. Communication
    b. Civilization
    c. Socialization
    d. Mobilization

44. Which of these is NOT a main objective of social studies?
    a. Becoming a good citizen
    b. Acquiring relevant knowledge and values
    c. Abilities to adjust in an environment
    d. Being good in rote learning
45. Which of the following is NOT an economic institution?
    a. Bank
    b. Industry
    c. Farm
    d. Hospital
46. Which of the following is NOT a social problem?
    a. Cultism
    b. Religion
    c. Corruption
    d. Drug abuse
47. One who shows great love for his country is called?
    a. Socialist
    b. Communist
    c. Patriot
    d. Capitalist
48. What does growth in a nation's economy mean?
    a. Social changes in a country
    b. Increase in the quantity of goods and services
    c. Changes in attitudes to work
    d. Presence of many companies in the country
49. Which of the following is NOT a cause of drug trafficking?
    a. Ignorance
    b. Poverty
    c. Greed
    d. Peer influence

50. Which of the following is the main source of power in Nigeria?

a. Wind mill
b. Coal
c. Wood
d. Hydro

APPENDIX E

PRE-TEST MARKING SCHEME

1. c
2. d
3. c
4. b
5. d
6. b
7. b
8. d
9. d
10. c
11. a
12. a
13. c
14. c
15. c
16. b
17. d
18. c
19. a
20. c
21. b
22. c
23. d
24. d
25. a
26. a
27. d

28. d
29. c
30. c
31. d
32. d
33. c
34. b
35. d
36. b
37. b
38. d
39. d
40. d
41. c
42. d
43. c
44. d
45. d
46. b
47. c
48. b
49. d
50. d

APPENDIX F

POST – TEST STUDENTS TEST QUESTIONS

Below are questions on matters concerning the learning of Social Studies in the JSS III; Read carefully and tick which of the following you best know or have idea on.

1. Nigerian government can make religious tolerance amongst the citizen possible by…
    a. allowing them to kill themselves
    b. stop people from worshipping
    c. educating the people to respect each other's belief system
    d. Educate them to fight one another.
2. The major languages in Nigeria are…
    a. Hausa and tiv
    b. Ijaw and Igbo
    c. Hausa, Igbo and Yoruba
    d. Yoruba and Igbo
3. The aspect of culture which can be seen in concrete form is known as…
    a. Community
    b. Culture
    c. The family
    d. The nation
4. One common feature in all religious institutions is that, they believe in …
    a. God
    b. Supernatural (man)
    c. gods
    d. Man who look and the world around him
5. Christian marriage allows…
    a. monogamy
    b. divorce
    c. polygamy
    d. none of the above

6. Mode of dressing and tribal marks can be used to identify….

   a. The Yoruba's
   b. Any ethnic group
   c. The Yoruba's and Hausa's
   b. People of a given community

7. The green colour on the Nigeria shield represents …

   a. Economic development
   b. Farmers day
   c. The green colours of Nigeria
   d. Good agricultural land

8. The Oba of Benin, Tor Tiv, Emir of Zaria, Ooni of Ife are examples of …

   a. Religious leaders
   b. Parents of the state
   c. Community leaders
   d. Traditional rule

9. Learning of Social Studies can better be done through the use of …

   a. Graphic materials
   b. Lecture method
   c. Projected visuals
   d. story telling

10. The systematic use of organized knowledge to solve human practical problem is known as…

   a. Technology
   b. Social studies
   c. The teacher
   d. Education

11. Children's socialization in the family is the responsibility of …

   a. The father
   b. Mother and relatives
   c. The mother
   d. Every member of the society

12. Killing anyone who commits offence is not the right of …

    a. An individual in any society
    b. An individual in Nigeria
    c. An individual in some organizations
    d. An individual in schools

13. A brother to your father is known as …

    a. Uncle
    b. Nephew
    c. Father's brother
    d. Cousin

14. Social Studies is concerned with the study of …

    a. The society and the man
    b. The family members
    c. Man in his environment
    d. Man and the society

15. The best ways of checking social instability in a society is by …….

    a. Punishing people
    b. Rehabilitating people
    c. Punishing and rehabilitating offenders
    d. Punishing the parents of the offenders

16. The distance between two rails carefully laid for trains is called the …….

    a. Shortcut
    b. Joint
    c. Standard
    d. None of the above.

17. The greatest advantage of air travel over road is that ……..

    a. Moves people from one place to the other
    b. Carries bulky and heavy materials to other nations
    c. Moves people with their houses
    d. None of the above.

18. The eagle on Nigerian coat of Arms stands for ……..

    a. Strong religious fights
    b. Strong Nigerian people
    c. Lets fight wars
    d. National strength and pride.

19. Common features of identifying a black person is by …….

    a. Language
    b. Dressing
    c. Skin colour
    d. Looks

20. Education starts from …….

    a. School
    b. Home
    c. Community of the learner
    d. Parents.

21. The first railways line of 1,067mm gauge from Lagos to Ibadan through Abeokuta Started in ……

    a. 1898 to 1902
    b. 1979 to 1984
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22. The scientific theory about the origin of man believes that man is a product of ….

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    c. An institution
    d. A family

23. The fastest means of traveling to Lagos from Zaria is by ……..

    a. Leg
    b. Car
    c. Airplanes
    d. Donkey

24. Islamic marriage allows ……

a. One man to one wife
b. Polygamy
c. Divorce
d. All of the above.

25. The old method of communication in Nigeria is …….

a. Telephone
b. Letter writing
c. Town crier
d. Face to face communication.

26. The largest rivers in Nigeria are rivers…….

a. Benue and Niger
b. Benue and kaduna
c. Kaduna and Niger
d. All of the above.

27. Discrimination of human beings best on the colour of skin is called ……

a. Racism
b. The white and the black man
c. Nationalism
d. Nationality

28. The most commonly used farming implements used among the ethnic groups in Nigeria are …….

a. The tractors
b. Farming machines
c. Axes
d. Cutlasses and hoes.

29. One of the following is not a product of traditional industry in Nigeria ……..

a. Clay pots

b. Book making

c. Woven basket

d. None of the above.

30. The most dominating religious institution in Nigeria are …….

a. Islamic and Christianity
b. Traditional Christianity
c. Islamic, Christianity and Traditional Religion
d. Islamic and Traditional Religion

31. Which of the following is the main source of power in Nigeria?

a. Wind mill

b. Coal

c. Wood

d. Hydro

32. What is one called if one shows great love for one's country?

a. Socialist
b. Communist
c. Patriot
d. Capitalist

33. Which of the following is best in solving conflicts?

a. War
b. Riot
c. Demonstration
d. Dialogue

34. What is the full meaning of N.G.O?
    a. Nigerian Government Organization
    b. Non-Governmental Organization
    c. Nation Government Organization
    d. Nigeria governors Organization
35. What is the act of trying to convince people to vote one into power called?
    a. Voting
    b. Election
    c. Democracy
    d. Campaigning
36. What does the green colour in the National flag stand for?
    a. Agricultural
    b. Unity
    c. Peace
    d. Strength
37. Through which method can peace be promoted in a society
    a. Criticism
    b. Riot
    c. Demonstration
    d. Tolerance
38. Which of the following is NOT an economic institution?
    a. Bank
    b. Industry
    c. Farm
    d. Market
39. Which of these is NOT a main objective of social studies?
    a. Becoming a good citizen
    b. Acquiring relevant knowledge and values
    c. Abilities to adjust in an environment
    d. Being good in rote learning

40. Which of these states is in the North West zone of Nigeria?
    a. Benue
    b. Sokoto
    c. Niger
    d. Plateau
41. What does A.U stand for?
    a. African Union
    b. African United
    c. Aviation Union
    d. African Unity
42. What is the process of learning in which a child acquires education
    a. Communication
    b. Civilization
    c. Socialization
    d. Mobilization
43. The responsibility of law making in the local government rests with the
    a. Chairman
    b. Secretary
    c. Treasurer
    d. Divisional Police Officer
44. Which of the following is NOT a cause of drug trafficking?
    a. Ignorance
    b. Poverty
    c. Greed
    d. Education
45. Which of the following is NOT a social problem?
    a. Cultism
    b. Religion
    c. Corruption
    d. Drug abuse

46. Which of the following is an aspect of material culture?
    a. Music
    b. Language
    c. Religion
    d. Clothe
47. Which of these fought for the ownership of Bakasi Peninsula with Nigeria?
    a. Chad
    b. Liberia
    c. Niger
    d. Cameroon
48. Where are convicted criminals kept
    a. Court
    b. Prison
    c. Station
    d. Church
49. The daughter of your brother is known as
    a. Sister
    b. Nephew
    c. Cousin
    d. Niece
50. What does growth in a nation's economy mean?
    a. Social changes in a country
    b. Increase in the quantity of goods and services
    c. Presence of many companies in the country
    d. Large number of employed persons

APPENDIX G

POST TEST MAKING SCHEME

1. c
2. c
3. b
4. b
5. d
6. b
7. d
8. d
9. a
10. b
11. d
12. a
13. b
14. c
15. c
16. c
17. a
18. d
19. c
20. b
21. a
22. b
23. c
24. d
25. c
26. a
27. a
28. d
29. d

30. c
31. d
32. c
33. d
34. b
35. b
36. c
37. d
38. d
39. d
40. b
41. d
42. c
43. d
45. b
46. c
47. d
48. b
49. d
50. d