EFFECT OF FLIP CHART INSTRUCTION ON ACADEMIC PERFORMANCE OF STUDENTS IN SOCIAL STUDIES IN JUNIOR SECONDARY SCHOOLS IN KATSINA STATE, NIGERIA

BY

UMAR Kudu Mohammed
MED/EDU/2501/2009-10

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THESIS SUBMITTED TO THE SCHOOL OF POST GRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA

IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MASTER DEGREE IN EDUCATION (INSTRUCTIONAL TECHNOLOGY)

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NOVEMBER, 2015

Declaration

I declare that the work in this thesis entitled “Effect of Flip chart Instruction on academic performance of students in social studies in junior secondary schools in Katsina State has been done by me in the department of Education Foundation and Curriculum. The information which were derived from the literature have been duly acknowledged in the text and list of references were provided. No part of this thesis was previously presented for another degree or diploma at this or any other Institution.

_____ _____

UMAR Kudu Mohammed Date

Certification

This thesis entitled "Effect of flip chart instruction on academic performance in social studies in Junior Secondary Schools in Katsina State by UMAR Kudu Mohammed meets the regulations governing the award of the degree of Master of Instructional Technology (M.Ed) of the Ahmedu Bello University, and is approved for its contribution to knowledge and literary presentation.

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Dedication

This thesis is dedicated to the ever-loving, supporting and encouraging attitudes of my mother Late Malama Habiba, Father Late Malam Umar, My wives Fatima K. Mohammed and Hadiza K. Mohammed, children and friends whose personal efforts and contributions lead to my up-liftment as a person.

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Finally, I extend my sincere love and gratitude to my wives Fatima K. Mohammed and Hadiza K. Mohammed and my children for enduring the inevitable interruptions in the family life during the course of this study.

Definition of Operational Terms

Flip Chart: is a collection of large pages of pictures/charts which are bound together.

Effects: refers to the result of the use of visual resources in learning social studies revealed on students' score.

Visual: refers to pictorial materials that appeal to the sense of sight.

Audio: refers to materials that appeal to sense of hearing.

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Abstract

The study examined the effect of flip chart instruction on the academic performance of Junior Secondary School Students who were taught social studies without relevant instructional materials in Katsina State. Two objectives were formulated: to examine the difference between academe performance of students who were taught social studies using flip chart instruction and those who were taught using conventional method in Junior Secondary Schools in Katsina State and to determine the effect of flip chart instruction on academic performance of male and female social studies students in Junior Secondary Schools in Katsina State. Two research questions were formulated: what is the difference between academic performance of students who were t aught social studies using flip chart instruction and those who were taught using conventional method in Junior Secondary Schools in Katsina State? What is the effect of flip chat instruction on the academic performance of male and female social studies students in Junior Secondary Schools in Katsina State? Two hypotheses were formulated: There is no significant difference between academic performance of students who were taught social studies using flip chart instruction and those who were taught using conventional method in Junior Secondary School in Katsina State. And there is no significant difference in the effect of flip chart instruction between male and female social studies students in Junior Secondary School in Katsina State. Quasi experimental involving pre-test post-test research design was adopted. The research instrument is social studies performance test. The hypotheses were formulated to verify academic performance in two selected schools: Government Junior Secondary Schools Kofar Yandaka, Katsina and Government Junior Secondary School Kofar Kaura Katsina. Social studies performance test was used as instrument for data collection. The instrument was validated by the supervisor and other experts.

They were pilot tested at Government Junior Secondary School Kwado, Katsina. The reliability obtains using Pearson Product Moment Correlation Coefficient (PPMCC). Similarly post-test were conducted to verify the hypotheses. The data obtained were analyzed using mean, standard deviation and t-test statistics. The result indicated significant difference between the academic performance of control and experimental groups, in favour of experimental group. This shows the effect of flip chart instruction in instructional delivery of social studies. It paved way for significant improvement in favour of experimental group. Hence, the general hypotheses were rejected.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is essential and basic component for attaining overall national development. It is in line with this that the National Policy on Education (2004) states that, education should aim at the integration of individuals to become sound and effective citizens and provision of equal opportunities for all citizens of the nation.

Effective teaching of social studies needs competent teachers that possess the skills to handle all the complexities in its teaching. Ajiboye (2000) contends that the global consensus among scholars in this contemporary world is the need for learners to develop self confidence, the ability and skill to learn about issues and problems about themselves and their immediate communities. Education processes are complex issues that encapsulate the acquisition and inculcation of social and cognitive abilities. Educational outcomes are assessed and judged in terms of the extent to which the set standards are achieved. Adam (2012) asserts that the functions of education include. The above assertion could be realized through an appropriate teaching and use of relevant instructional materials in teaching. This would be analyzed through assessing what to teach, when to teach what kind of instructional materials to be provided, used and how effective are they.

Katsina State Ministry of Education Report (2011) on students results revealed that source of the problems responsible for poor academic performance in secondary schools in the state especially social studies include poor methods of teaching, insufficient and irrelevant instructional materials among others. Okam (2002) observes that sight and hearing are two senses used most in human learning and

teaching. These senses according to him receive consideration in the development and selection of teaching materials. The use of educational resources aimed at maximizing the employment of the five senses in any communication: this promotes effective understanding of the message that is being communicated. Research conducted by Rufai and Magaji (2011) in Katsina and Jigawa States reveals that instructional materials for teaching social studies are not available; teachers do not utilize instructional materials in their teaching. Methods of teaching are still teacher-centered.

Instructional materials include visual and audiovisual aids. They are aids or materials, concrete and non concrete, which the teacher uses in his/her lesson to promote teaching and learning activities in social studies. These teaching materials and instructional media bring life to learning by stimulating students to learn. They are different in types, shapes and colour. Some are expensive such as audio-visual aids including kits, textbooks, magazines, newspaper, flip chart, audio cassette, picture, recording slides, transparences, video discs, and electronic media, such as projectors, radio, television, hardware and software.

1.2 Statement of the Problem

The research work was prompted out of observation makes by the researcher and the discussion with the junior secondary schools social studies teachers who were teaching social studies without using relevant instructional materials. It was discovered that, many of the teachers lack adequate knowledge on the suitable instructional materials to be used in teaching the subject. They lack knowledge on relevant methods of improvisation of instructional materials to be used in teaching the subject. These are some of the factors responsible for poor student's academic

performance in social studies. This is in line with Katsina State ministry of education (2011) which enumerates some problems which includes: poor methods of teaching, insufficient and irrelevant instructional materials.

A lesson which was conducted without instructional materials results to ineffective learning which may stand the risk of being easily forgotten. In view of the above, this, study intended to investigate the effect of flip chart instruction on academic performance of junior secondary school students in social studies in Katsina metropolis.

1.3 Objectives of the study

The objectives of the study include the following:

1. To examine the difference between academic performance of students taught social studies using flip chart instruction and those taught using conventional method in junior secondary schools in Katsina State
2. To determine the effect of flip chart instruction on the academic performance of male and female social studies students in junior secondary schools in Katsina State

1.4 Research Questions

The following research questions were raised:

1. What is the difference between academic performance of students who were taught social studies using flip chart instruction and those who were taught using conventional method in junior secondary schools in Katsina State?

2. What is the effect of flip chart instruction on the academic performance of male and female social studies students in junior secondary schools in Katsina State?

1.5 Research Hypothesis

The following research hypotheses were formulated as follows:

1. There is no significant difference between academic performance of students who were taught social studies using flip chart instruction and those who were taught using conventional method in junior secondary schools in Katsina State.
2. There is no significant difference in the effect of flip chart instruction between male and female social studies students in junior secondary schools in Katsina State.

1.6 Basic Assumptions

The researcher made the following assumptions for the purpose of this research study:

1. Students who were randomly selected for the study are representative of the Junior secondary schools population in Katsina State.
2. Students were admitted into the schools using same set of admission criteria, such as sitting for entrance examination and attending interview
3. The same state Government supplies learning materials and funds to the State owned schools.

4. That the application of flip chart in social studies lesson delivery will not assist students in understanding the subject.

1.7 Significance of the study

The information generated in the study could assist Educational planners, Policy makers, Government, Teachers and curriculum Designers to plan a more effective curriculum to enhance a better teaching and learning situation for better performance of the students in social studies. To Educational planners, the study could encourage them to pay more attention in curriculum design so as to enhance teaching and learning processes of social studies.

The study could help in providing information needed for policy makers in the designing of educational technology classroom/studies by providing needed materials and how they could be produced locally to reduce cost of procurement. The study could also encourage government to be more committed to alleviating the backwardness being experienced in the educational sector. By making fund available for the provision of instruction materials.

The study could assist teachers in using flip chart instruction as method of teaching. The study could provide some answers to some questions about the establishment of centre for educational technology in all schools of the federation to enhance better teaching and learning situation. The study could provide some answers to some questions about various instructional materials to be used in teaching and learning situation.

1.8 Scope of the Study

The study delimits itself in finding the effect of flip chart instruction on students' academic performance in social studies in junior Secondary schools in

Katsina State. It examined the difference between academic performance of students who were taught social studies using flip chart instruction and those who were taught using conventional method in junior secondary schools in Katsina State, determine the effect of flip chart instruction on the performance of male and female social studies students in Junior Secondary Schools in Katsina State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

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

- Conceptual Framework
- Concept of social studies
- Social Studies objectives for JSS
- Methods of Teaching social studies
- Use of Flip chart instruction
- Social Studies instructional Materials
- Gender Issues on Academic Performance
- Empirical studies
- Summary

2.2 Conceptual Framework

Education can be regarded as an art of training and teaching the young ones in a formal system of learning. This involves the students, teachers, resources, facilities and management system for effective coordination and administration. This requires qualified professional who could exercise well planned educational programmes through teaching and learning. (Alabi, 2009). Education is a social process. Education is growth, growth is not a preparation for life, growth is life, therefore, education is life itself Dewey in Ndagi (2001) Education is ultimately acclaimed as the most effective instrument of change ever fashioned by man which is capable of changing the behaviour, pattern of people, societal values and expectations. Education promotes literacy and enables the illiterate person to be literate so as to

integrate into his/her environment. The positive role which education plays in the development of a nation is therefore unquantifiable for our nascent democracy to survive. The citizenry therefore need to be educated.

Knowledge is acquired not through the senses directly, but through the action and interaction of the child. The meaningful written and spoken information a child received depend upon his/her actions and interactions in the environment. There is need to improve the quality of education especially science, language for communication and technology at all levels. In Nigeria, like most developing countries, efforts have been made by various stakeholders such as professional organizations and experts towards acquisition of qualitative and functional education. In this regard, a number of curriculum reforms have attempted to bring change in education for instance, there were two historic curriculum conferences in 1969 and 1973 respectively which lead to the birth of the National Policy on Education (NPE). Ekwo (2006) reflects that, many advanced and industrialized countries of the world have established a very positive relationship between economic growth and education.

Gene (2005) defines education as 'A weapon for combating ignorance, poverty, diseases as a bridge between confusion and wisdom as a claim for conserving man's store of civilization and for generating the power to move to greater civilization as a rocket for transporting man from a state of intellectual sub-service to a state of intellectual sovereignty.' Education is defined as the process of developing appropriate behaviour and skills that make an individual fit into his society. Education refers to the process of developing the capacities of man to enable him to know the truth as it is. It is aimed at achieving knowledge of the inner workings of the universe, so that the learner may deliberately adjust to what is real. The knowledge gained

enables the learner to form habits and tendencies to search for the truth and utilizes it in every aspect of life.

Adamu (2011) states that education seeks to bring about efficient and effective delivery of quality education to meet the objectives of learners as well as stakeholders in the district and the nation as a whole. This could be achieved if the basic needs of the pupils are provided for by parents who understand and appreciate their roles in support of quality education. The implementers of educational programmes need to be equipped with the required capacity and skills to manage the education needs of pupils in the classroom. The process of education consists of teaching and learning. Teachers are expected to teach while students learn what is being taught. It is generally expected that schools provide an atmosphere and environment that makes it possible for teachers and students to involve into productive activities during the school day.

Teaching is essentially concerned with how best to bring about desired learning by some educational activity. Dike (2002) explains teaching as "helping other people learn". This makes teaching one of the most important ways that enable people to relate to one another as far as knowledge and skills acquisition are concerned. Teaching helps people acquire the knowledge they need to become responsible citizens, to earn a living and to lead useful lives. Teaching is also said to be a vehicle for transferring knowledge from one generation to the other. Teaching is not a monologue but a dialogue in which one partner is vocal, but the other partner may, by simple participation in the form of a query, partake in the dialogue.

Gajere (2007), states that teaching is the ability to impart knowledge to a group of people, or it is to show the way to something or a process. He also explains teaching as any interpersonal influence which may be exerted by somebody and

which is aimed at changing the ways and behaviour of an individual. Teaching therefore concerns the activity of facilitating learning. So far as consideration of knowledge transfer is undoubtedly important, it is valuable in relation to the extent of quality of learning that is triggered.

Ekwo (2006), explains that teaching is "an art with children as the raw material that the teacher has to deal with". As the author indicates, the teacher unconsciously designs the child entrusted to him or her and on purpose the teacher modifies the child. In this regard, teaching becomes a sublime art because it is impossible to separate the teacher and teaching. What this meant is that the child mirrors himself or herself from what the teacher teaches him/her. Thereby putting an indelible stamp on the young, growing, plastic mind of the child who consequently takes after the teacher. He believes that teaching should be effective to make learning possible.

Effective teachers know how to adjust to the level of learners so that learning difficulties faced by them can be reduced. The teacher knows how to manage and maintain both the high intelligent and the low intelligent learners. Learning as experience gained through modification. Learning is considered an active process and not a passive observation. Learning is an activity carried out only by the learner; nobody can learn for another person, a person can learn without being taught. Learning is the storage of information that can be reproduced. There is a link or an interaction between the learner and the environment during the learning process. During learning, experience is gained. Without learning all effort of learners and teachers are bound to become purposeless.

Muhammed (2005) also describes learning as a change in human disposition or capability that persists over a period of time and is not simply ascribable to the process of growth. The kind of change called "learning" exhibits itself as a change in behaviour, and the inference of learning is made by comparing what behaviour can be exhibited after such treatment. Learning is a process. It involve changes occurring over a relatively shorter period of time which enables the learner to respond more adequately to the situation. Thus, we learn to play the piano, we learn fractions, we learn to drive. On the other hand, we grow in intelligence and we grow in moral stature. In some cases, the factor of growth and learning will be so inextricably intertwined that either or both words will need to be used.

True learning produces changes in the conduct (behaviour pattern) of the learner. Every experience produces a change in the mental structure of the learner which in turn affects the conduct of the learner. This, in short, is the goal of learning Agboola (2000). The ability to learn however differs from age to age and from individual to individual and that ability to learn involves not only intellectual capacity but also social, economic, perceptual, physical and psychological factors. Human beings learn through their senses. The ability to see, Feel, hear, smell and taste therefore provides the means by which an interaction between man and his environment takes place.

Obiageli (2006) also assert that the development of perceptual sensitivity should become a most important part of the education process. In their view, learning does not merely mean the accumulation of knowledge; it also implies an understanding of how the knowledge can be utilized. It can be deduced that learning is the process whereby new behaviour is acquired, strengthened or weakened as a

result of experience gained in the form of either perception or behaviour. This means learning is an active and not passive activity and it depends on the learner. Learning is a personal involvement, which means the learner should be able and willing to assimilate the material being presented.

Adam (2007), there appears to be three central and crucial aspects to any consideration of student engagement in the activity of learning. These are attentiveness, receptiveness and appropriateness, which are further explained as follows.

I. **Attentiveness:** This relates to the ways in which teachers can elicit and maintain a high level of student attention and concentration by varying the learning activities, getting students actively involved, and utilizing students' interests.

II. **Receptiveness** depends on part of the ways in which teachers can make use of the different sources of student motivation towards learning.

III. **Appropriateness** refers to the ways in which teachers need to match the learning experience to each student's current state of knowledge and understanding, and at the same time ensuring that the learning activities actually foster the desired educational outcomes. This implies monitoring of students' progress, presenting quick corrective feedback, structuring and presenting activities to facilitate meaningful learning, and ensuring that cognitive processes being fostered and demonstrated in such a way that learning required are being appropriately assessed through questioning or testing.

Without realizing it, we learn all kinds of things in all kinds of ways. Everybody learns different things in different ways. How one learns depends on what is to be learned. We learn how to ride a bicycle by doing (kinesthetic learning); make

bread by kneading dough with the hands (tactile learning); to sing, play a musical instrument, or appreciate music by listening (auditory learning); and, learn about the movement of the stars and planets by observing (visual learning). Our senses bring all kinds of information to us.

The Federal Government of Nigeria deemed it necessary that the philosophy and objectives that underline her huge investment in education be clarified. A clear and un-equivocal terms guiding the educational policies be spelt out, also contradictions, ambiguities and lack of uniformity in educational practices in different parts of the country should be removed to ensure an even and orderly development in the country. Not only that, the Nigerian educational goals in terms of their relevance to the needs of the individuals as well as in terms of the kind of society desired in relation to the environment and the realities of the modern and rapid social changes be clearly set out for the benefits of all citizens. (Mohammed, 2009)

The above aims and objectives are amongst the factors which lead the government summoning in 1973 a seminar of distinguished educational experts under the chairmanship of Chief S. O. Adebo to deliberate on all aspects of national policy on Education (NPE). A good number of the recommendations of the seminar gives birth to the present document on education called National Policy on Education (2004).

For the purpose of this study, the sections on secondary education are the main focus. This form of education is an education that children receive after primary education and before tertiary stage (junior secondary school), the broad aims of secondary education according to Section 4 of the National Policy on Education (NPE) (2004) are to prepare individual child for useful living with the society and Acquire skills in preparation for higher education. Amongst the specific aims and

objective of secondary education are to: Provide an increasing number of primary school pupils with the opportunity for education of a higher quality irrespective of sex, social, religion and ethnic background. Diversify its curriculum to cater for the differences in talents, opportunities and roles possessed by or open to students after their secondary school course. Equip students to live effectively in our modern age of sciences and technology. Develop and protect Nigerian culture, art and language as well as the world's cultural heritage. Raise generations of people who can think for themselves respect the view and feelings of others, respect the dignity of labour and appreciate those values specified under national aims and also live as good citizens. Foster Nigerians unity with an emphasis on the common ties that unite us in our diversity. Inspire its students with a desire for achievement and self improvement both at school and in later life. National Policy on Education (2004).

2.3 Concept of Social Studies

Social studies has been seen as an extended civic, simplified form of social sciences as citizenship education, applied social sciences as well as a supplement of the traditional subject that constitute the humanities and the social subject Abdu (2015) explains that vagueness of social studies does not end with the scholars and the teachers, parents, educational administrators alone even government seems to be more confused about the subject methodology and its importance.

However, a cursory look at some definitions by scholars will help drive home this point. The committees on primary schools social studies programme defines the subject as those common learning of man's interaction with his social and physical environments. Ololobu (2004) describe social studies as that aspect of learning which deals with how to get on with one's environment, physically as well as human and

how to develop those skills, knowledge, values, and attitude that characterizes a responsive and responsible citizen in a free society. Similarly, often quoted definitions of social studies by Kissok cited in Okojie (2007) describe social studies as a programme of study which a society uses to instill in students the knowledge, skills, attitudes and actions it considers important concerning the relationship human being have with each other, their world and themselves.

A search through the textbooks confronts the reader with numerous definitions of social studies. "The entire man surrounding constitute the laboratory of social studies". It is quite difficult to encompass the whole physical, social, cultural, economic and political environment into a single definition, this account for definitional dichotomy of social studies discipline Mezieobi, Fubara and Mezeiobi (2008:2) simplified and defined social studies as: An integrated field of study which probes man's symbolic relationship with his environments endows man with the reflective or contemplative capacities, intellectual, affective, social and work skills to enable him understand his world and its problems, and to rationally solve or cope with them for effective living in the society.

Amdil (2004) states that social studies is the study of man as he interacts with the various environments physical, economic, psychological, social and intellectual. This is true, nature has seen in the study of man, how he solves his problems. Tikumah (2009) explains social studies as "a study of man in his totally". According to Shaibu, (2002) social studies is an aspect of learning which deals with how to get on, get along with ones environment, physically as well as human, and how to develop those skills, knowledge, attitudes and responsible citizen in a free society. Also Lawton and Dufour concerned with man as a social being and with the way he

organizes cultural, economical, political, historical and geographical aspects of his society.

According to Ikwumelu (2001) social studies concerns itself with learning about people, how and where they live, how they form and structure societies, how they govern themselves and provide for their material and psychological needs, how and why they love and hate each other, how they use and misuse the resources of the planet, that is their home. This definition implies that social studies is particularly interested in man's problems and how to help him solve them.

From the above literature it is obvious that social studies is primarily concerned with man's relationship with all his environments, whose variety call for different forms of knowledge and experiences to understand man himself. Ikwumelu (2001) remarked "the problem of definition has continued to be greatest impediments to the success of social studies education". He added that it has affected both the teaching of the subject and its popularity.

The History of Social Studies

The history of social studies in Nigeria can be traced to the United States of America where the concept of social studies has been evolving since the beginning of 20^{th} century, Argungu (2000) states that initial to developments in social studies committee of the commission on the reorganization of secondary education. This report gave social studies legitimate status as a curricular subject in the schools. Tiamiyu (2001) states that social studies came to Nigeria through what is now known as "the Ohio Project" which was a programme of educational partnership between the government of the defunct western region of Nigeria and the university of Ohio in the

United states of America. The "Ohio project" led to the development of the first Nigerian social studies curriculum at Ayetoro comprehensive school in the present Ogun state in August 1963. This project was jointly financed by the former western ministry of education in collaboration with the United States Agency for international development (USAID) and the ford Foundation.

Jikumah (2009) in his contribution says that social studies come to Nigeria through a series of curriculum innovation that attends the conference of African educators in 1968 at Mombasae in Kenya. This conference resolves on the need to inculcate African values and morals in the African children through the teaching of social studies. As a follow up to Mombasa conference. Nigeria accelerated her March towards entrenching social studies in her educational system. In January 1969 the social association of Nigeria the 1969 National curriculum conference became a landmark in the history of education in Nigeria in general and a great success in the development of social studies in particular. This was summarized by Okam (2002) as:

A major development associated with the Nigeria National policy on education (2004) is the pride of place it has given to the social studies curriculum. The policy regards this curriculum package as a compulsory core subject area which all students in the secondary schools cannot dispense with in their learning activities of social studies. Curriculum in our secondary schools must be seen as one of those avenues of establishing strong bases for the production of total Social Studies as a compulsory subject for all pupils at the primary and junior secondary school levels of education in Nigeria, teachers are being trained in colleges of education in Nigeria. Also graduate courses, right from first degree up to Doctorate (PhD) level, are being offered in many universities in Nigeria.

The Nature and Scope of Social Studies

The National Council for the social studies (NCSS), in the USA, in 1992, adopted the following position on the nature of the social studies as outlined by N.T.I (2001).Social studies is the integrated study of the social sciences and humanities to promote civic competence within the school programme, social studies provides coordinated systematic study drawing upon such disciplines as anthropology, Economics, Geography, History, law, political science, religion etc. as well as appropriate content from the humanities, mathematics and natural sciences. The purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society. Mezieobi, Fubara and Mezieobi (2008) outlined the following distinguishing characteristics of social studies. Unlike the other fields of study which portray knowledge in their separateness or in a compartmental frames hence the discrete subject areas of the social sciences and the humanities, social studies presents knowledge and man's social world as an integral whole. In this way one exactly gets to know how people live in the real world. It develops an integrated view of reality and free him from the narrow confines of traditional social sciences discipline. It is this integrative flavor of social studies that makes it an inter-disciplinary discipline. Social studies derived its content from mainly the social sciences, the humanities and many other relevant sources including experiences of the children. In Nigeria, central characteristics of social studies is to emphasize the social relevance in which it addresses the social needs, social realities and social aspirations of the country.

Social studies is socially or society sensitive this implies that social studies must keep pace with global changes particularly those affecting Nigeria, and must of

necessity reflect the changes as they occur, in the school studies syllabus or curriculum. One important characteristics of social studies is its emphasis on classroom without walls in a given community.

A good social studies programme is activity loaded and predominantly contains activities to be done not knowledge to be acquired and fact to be stored. It makes the learner an active participant in teaching process, which discourages learner's passivity the goal objects of social studies, simply put are to produce responsible and participative citizens with analytic and reflective skills and attitudes to make their environments yield that entire make for good and successful living. The essence is to make the society a worthy human habitation with a minimum of problems.

Another unique characteristic of social studies is that it principally focuses emphasis on the affective domain values and attitudes, it discloses that evaluation of a learner's performance in the other educational domain-cognitive and psychomotor has meaning and significance only within the context of the affective. Furthermore, instead of the cognitive memory questions that are common in the other disciplines, questions in social studies are largely thought-provoking, convergent and divergent.

Ololobou (2007) portrays the scope of social studies in terms of four broad areas of human concern: The environment, physical and social, Skills (e.g. manipulate, intellectual, group, communication, study, economic etc) for functional relation with the environment; Values, attitudes, aspirations, appreciations and actions which are conductive to peaceful co-existence and overall societal development and lastly emergent issues (e.g. HIV/AIDS, AVIAN FLU, human trafficking, terrorism etc) and other current affairs. He further says that social studies source facts from

discrete academic disciplines (the arts, social science, natural sciences, technology, vocations and contemporary events). Tikumah (2009) say that the real nature of social studies with its ill-defined and almost very broad content constantly outwits even the greatest lion-hearted teachers. In most cases, there is confusion about the nature of the subject as such new method of approach is lacking.

In response to the unlimited scope of social studies and the contents which are drawn from multifarious independent discipline. Ikwumelu (2001) comments that every day there comes strange set of social studies education to cope with the realities, all its facets must be constantly reviewed and restructured. People expect social studies to purify society, turn our criminals into saints, produce incorruptible learners and eradicate demonstration and indiscipline in our schools. Consequently, all aspects of social studies, the definition, objectives, content, instructional materials need to be changed at the same pace and in the same direction with social realities. The scope of social studies is vast or broad and ordinarily limitless. The scope of social studies, however, extensively covers the following as outlined by Mezieobi, Fubara and Mezieobi (2008): Content is tailored specifically to a particular society like Nigeria. Nonetheless, content can be drawn from anywhere in the universe to enrich or complement the local content. The content focuses largely on which is on ground at the present and what should be in the future. The past is never ignored as there are experiences that may be drawn to enrich future content of social studies. The content of social studies programme is drawn from the social science, the humanities, oral history, contemporary issues, mass media, personal or group experiences of learners, teachers, parents as well as resource persons. The syllabus or curriculum of social studies is flexible and it accommodates new trends, changes, problems,

aspirations that relate to the society that sees the relevance of social studies teaching/learning. The implication of this is that the scope of social studies is continuously enlarging to accommodate the rapidity of knowledge explosion and knowledge implosion. In Nigeria, social studies aim at educating the citizen so as to become productive and loyal to the central unit of government. This means social studies trained Nigerian to be nationalist

2.4 Social Studies Objectives for Junior Secondary School (JSS)

The goals of the Nigerian nation as stated in the National Policy on Education (2004) are to create a free, democratic, just, egalitarian, united, strong and self-reliant nation. Also an economy that is great and dynamic, a land full of bright opportunities for all citizens. Education is seen as an instrument per excellence to accomplishment of these goals. Thus, the philosophy of education in Nigeria is geared towards helping learners achieve self-realization and actualization. Social studies as a corrective tool is intended to achieve the following objectives at the JSS level, taking into cognizance the goals of the nation which can be achieved through education. Mezieobi (2008) says: developing the capacity to learn and acquire basic skills including those of listening, reading, speaking, writing and calculation together with those of observation, analysis and inference is essential for the formation of sound judgment.

Nigerian goals can be achieved through teaching/learning social studies because it provides the pre-requisite to personal development and the making of positive contribution for the betterment of society. Create an awareness and understanding of the physical environment and emerging social and cultural processes. Develop the ability for a rational utilization of the cultural, spiritual and natural resources and their

conservation for national development. Appreciate the diversity and inter-dependence of all members of the local and national communities and the need for cooperation, for national and international understanding. Inculcate positive attitudes and appropriate values of honesty, integrity, hard work, fairness, justice and togetherness for the development of the nation.

The major concern of Nigerian education is making an individual functional to himself and the society in general, hence the stakeholders in concern in shaping education (social studies inclusive) towards this.

2.5 Teaching Methods of Social Studies

Mkpa (2009) states that, teaching methods are divided into two. Teacher centred and student- centred methods. Teacher centred methods are those methods whereby teacher dominates the whole teaching/ learning process. In this kind of method learners are not actively involved. Child centred methods on the other hand are methods that highly encouraged pupils participation. This method makes learners to be actively involved in the whole teaching learning process. Borich (2011) states that, understanding of social studies is important to both teachers and students for meaningful social studies instruction. The subject is increasingly very vital in helping to create individuals who are active and dynamic participants in Nigerian society.

Akuebe, (2001) says Social studies teaching methods are general guidelines or means that are used to carry out effective teaching / learning process on social studies. Social studies teaching method are various instructional processes involving the use of various techniques and strategies in order to create conducive atmosphere for effective learning of social studies. Using effective teaching methods in social studies

depends entirely on effective teacher who possesses sound educational psychology of human learning.

Some of the methods used in teaching social studies included. Simulation method, laboratory method, inquiry method, project method, demonstration method, question and answer method, field trip, discussion method, problem solving method, dramatization method, home assignment and construction method.

Simulation method: This is a simplified model of real world situation. It is used for concepts that are not easily observable such as theoretical concepts.

Laboratory method: The laboratory method in social studies involves the employment of resource materials, Supplementary reference, mechanical devices etc.

Inquiry method: This method encourages divergent thinking, allow students to find out information by themselves it generates students to become enthusiastic at examining issues logically

Project method : Project can be carried out by an individual student for his/her end product or by a group of students co- operating to produce something much larger than individual student's project. Method involves doing concrete things and it is self-motivated.

Dramatization: This method is repetition of series of planned actions designed to illustrate certain phenomenon.

Field trip: This involves journey to an important place where the learners observe and investigate situations outside the classroom.

Discussion method: This refers to student to student talk with occasional intervention by the teacher. It involves the use of small group of students where each group will have a leader who initiates on issues or subject matter.

Problem solving method: This involves thinking of a problem, trying to understand it and finally evaluate the problem in order to find solution to it. There is need to select appropriate methods that will help the cognitive, effective and psycho- motor domains of the learners. Borich (2011)

2.6 Social Studies Instructional Materials

Instructional materials that are available for the teaching of social studies are many for this study; relevant ones are going to be discussed.

Printed Materials: These materials are the materials that are printed or published through the press. They include books of different types, such as text books, Journals.

Materials History: These materials are relevant for teaching social studies.

Maps and Charts: These are very useful instructional materials for teaching social studies. They include maps, different charts, film, Charts, Teachers can provide them to reinforce their teaching. Students can be encouraged to learn to draw them.

Picture and Diagrams: These are useful in effective teaching of social studie. Teachers can bring pictures and diagrams to the class so that pupils and students can see actually what teacher is discussing, what student see practically and possibly touch or handle will remain longer in their memories. Ezikanyi (2002)

Film and Slide: These are useful instructional materials for teaching social studies film, projectors and over head projectors fall within the same categories.

Model: A model could be referred to as a copy or representation of something. Social studies students could be encouraged to make models of objects of their choice which have relationships with studies. They can make models of aircraft, motor cars etc.

Research Materials: They are diverse in nature. They include printed materials like books, newspapers, periodicals, magazines, pamphlets, cataloguing, brochures etc. commonly found in public, private, specialized libraries etc. Non printed materials include pictures, photographs, films, tapes records; others include graphics, maps, charts, flash cards as well as models and costumes, weapons, machines tools, cloths, implements etc.

Human Resources

According to Audu (2002) these include community leaders, farmers, hunters fishermen, gardeners, mechanics, vehicle drivers, bus conductors, traders, carpenters, policemen, etc.

Non human resources include health institutions e.g. maternity homes, clinics, hospitals. Educational institutions e.g schools, universities libraries. Economic institutions eg markets, banks, industries, factories, farms, companies, bakeries, mechanical workshops.

Legal institutions e.g courts, police stations. Communication network e.g. TV stations, newspapers, post offices, political institutions e.g states and federal assemblies, legislatures, local government authority's recreational sports such as village halls, civic centers, swimming pools, stadia and theatres. Historical places e.g museum, ancient architectural design old buildings. Transportation stations, motor parks, airports, bus-stops. Physical features, e.g lakes, streams, valleys, island, hills, religious places such as churches, mosques.

Nonetheless, as Mezieobi (2008) notes that effective social studies instruction has become less textbook and reading materials dominated. This is because modern social studies programme is on the fact that the problem which man encounters in the process of his living is centered on him, his community and his world.

The social studies teachers should move away from textbook and other conventional materials as an alternative and turn attention to participative approaches in social studies instruction which are inductive and problem- solving oriented and encourage discovery creativity and reflective inquiry which cannot be inculcated through sheer reading of social studies textbooks.

The literature related to educational technology embraces various definitions. Non-specialist educationists generally considers educational technology as the use of micro-computer and audio-visual equipment in particular Audu (2010) observed that, to certain teachers, the term educational technology refers to materials or equipment some of them define the field in terms of audio visual products and the media. Others lay emphasis on programmed learning and observable behavior.

Ema (2006) consider Educational Technology as intellectual processes and practice that address the needs of learners and those of teaches to enable them determine precisely the objectives of learning as well as the means of achieving them. Gonzales (2007) describes Educational Technology as a systematic way of designing, carrying out and evaluating the total process of learning and teaching in terms of specific objectives based on research in human learning and communication and employing a combination of human and non human resources to bring about more effective instruction. The Association for Educational Communication and Technology (AECT) comes up with another comprehensive and precise definition of

educational technology in 1992.The AECT (1992) puts the definition of the concept thus: Educational technology is the study and ethical practice of Facilitating learning, improving performance by creating, using and managing appropriate technological process and resources.

Educational Technology emphasizes the role of the teachers in the effective acquisition and judicious utilization of skills, resources and procedures for instructions. In other words, it is an approach to ensure that learners learn well and are in a position to apply what they learn accurately and realistically.

History informs us that, the pre-historic man made use of certain implements and symbols to guide his day to day activities. The early man made use of symbols and drawings to communicate ideas. These drawings and symbols are similar to audio visual materials. Abimbade, (1999) Nigeria Educational Research council point out, media alone can teach when thoughtfully programmed and presented to the learner in an environment of enquiry conducive to learning. Similarly, new challenges of audio-visual education evolve around the use of television and motion pictures, which not only constitute new and important techniques in their own right but also serve as a means of utilizing and integrating all other forms of audio-visual instruction.

Around1920 remarkable improvements have been made in the methods of instruction available to the teacher, many mechanical devices and instruments are developed for non-verbal and verbal instruction, for example, the teaching machine; the rotating spell, (Adam, 2007), the computer; charts and other graphic materials. Educational Technology started in Nigeria with the use of teaching aids, by the 1960s, the federal government began to emphasize the need for audio-visual in the country's education system; audio-visual centers are established both by the Federal Ministry of

Education and at the regional levels by the regional ministries. According to Ema etal (2006) these audio-visual sections later guided schools in the use of audio-visual materials.

In 1968, when Nigeria was divided into twelve states, the interior administrative council, as a result of the recommendation made by the special committee set up to examine the issue handed over the schools broadcasting unit to the Federal Military Government. On the 1st April 1969 by the promulgation of Decree No. 5 the unit was fully taken over as the federal schools broadcasts, the impact of its services led to its re-designation as Federal Schools Broadcasting and Audio aids Development Centre. This name was later changed to National Educational technology centre.

National Educational Technology Centre was established as a result of the merger of Kaduna and that of Resource Centre, Lagos in 1977. The expanded National Educational Technology Centre, Kaduna inherited the materials and equipments. Ema etal (2006).

The importance of radio and television in school broadcasting cannot be over emphasized. Radio and television is beyond the teachers limit but the teacher can record from radio and television, one can use flip chart in television lesson, the flip chart is cheaper, readily available and easy to use visual material. Today, field department of education in higher institutions in the country offer courses, programmes or degree in educational technology, (Adamu, 2007).

Instructional Technology is the systematic and systemic application of strategies and techniques derived from behavioral, cognitive and constructivist theories on the solution of instructional problem its teaching and learning patterns designed to provide reliable effective instruction to each learner through the

application of scientific principles of human learning. These definitions appear to distinguish Instructional Technology from educational technology. They show that instructional technology is a subset of educational technology.

The purpose of instructional technology is to affect and effect learning. The relationship among these elements are shown by the domain of instructional technology model thus, all of instructional technology fit within the parameter of the educational technology, while all of the educational technology does not fit within the parameter of instructional technology. If instructional technology is in operation, inevitably so, is educational technology, the reverse is not necessarily true, (Agbo & Audu, 2010).

Systematic approach to instruction involves the application of technology of education. Technology of Education can be broadly categorized into system theory and application of instructional theory. Technology of education concerns the use of systematic and scientific procedures of educational practices. Technology of education has to do with analysis of instructional materials, organization of instructional process and organization of educational process.

Technology of education can be described as behaviour or instructional technology. It relates to the methodological aspects of education and training. It involves: an identification of what is to learn, appropriate organization of learning experiences, selection and utilization of appropriate educational media and evaluation of teaching and learning.

As a result of daily knowledge exploitation, a traditional teacher can no longer cope with the number of students under his or her care. The students themselves realizing their growth and development needs have to look into several directions to satisfy their needs, quest for knowledge and desire of been successful in their

academic pursuit. These imbalances are adequately taken care of by employing systematic approach and media application to instructional delivery. There has been abundant evidence that indicated the forms of media including radio, television slides, flip chart and other audiovisual aids fill up imbalances mentioned above, (Agbo & Audu, 2010).

Instructional materials have been defined, described and classified in different ways by different authors. Fortunately, the meaning and significance of "instructional materials' do not appear to be lost in the various perspectives of terminologies. For example, while Ezikanyi (2002) refers to them as learning materials, the proper use of which helps learners to learn faster and better. These assertions are corroborated by empirical evidence in the Philippines where learning in the first grade increased by 12% on test in Math's, science and languages after sufficient investments were made to alter the ratio of students to look from 10:1 to 2:1and yet books are not the only instructional materials known.

One of the tragic consequences of inadequate supply and use of instructional materials is low educational standard. Gonzales (2012) reports that, the quality of education in Sub-Sahara Africa is well below world standards. It then advises that, only when a substantial amount of money is made available for teaching materials can teachers in African schools again become pedagogically productive.

In its own contribution to the same subject, Audu (2012) reports that the supply of appropriate teaching materials is particularly inadequate in large parts of Africa one is bound to wonder if the very uninspiring picture of the situation of instructional materials in Africa, as pointed by the World Bank and ADB equally applies to Nigeria. The researcher will examine the status of instructional materials in Africa and Nigeria schools from the perspective of government policy, availability

and utilization. The Nigeria government has sufficiently indicated its recognition of the role and significance of instructional materials in schools. The National Policy on Education (2004) provides for the availability and use of various kinds of instructional materials and technique. It stipulates, among other things, that teachers' centre will be used partly for the development and testing of teaching materials, that there will be close cooperation and constant consultation between audio-visual aids centers and all educational institutions that are relevant to instructional materials will form a permanent features of the education system and that institutional arrangements have to be made to promote the development, production and distribution of instructional materials for all levels.

Availability of instructional materials is discussed not only in terms of procurement and distribution, but also in terms of design, development and production of the materials. In the area of non-text instructional media resources it is found that, most of the schools especially in Katsina State have very few instructional materials such as projectors, tape recorders, record players, radio, television sets, computers and graphics such as flip charts etc. (Alabi, 2009).

Utilization of instructional materials is usually relevant with regard to non-text materials, some of which require specialized device for their use. In practically all reports, the situation has been described as discouraging. Lack of basic knowledge and skills by some teachers about design, development selection and utilization of instructional materials, lack of instructional support for educational media activities and irregular electrical power supply.

2.7 Use of Flip Charts Instruction

Flip charts are type of media that do not require projection for viewing. They are extensively used in the classroom, especially in developing country, like Nigeria where supply of electricity is low. Flip charts are used in teaching and learning process for explanation, illustration, clarification, and reinforcement of certain points in specific lessons. White (2001) says flip charts, when use in an appropriate context, highly effective method of displaying information to a class or a small group. Flip charts are mounted on a wooden or metallic easel at convenient height. The top edge should be provided with one or the other device e.g rings-clips, long wooden strips or flat clips in order to secure the charts on the easel and to enable flipping over easily. Sometimes flip charts are available as glued pods with 10 to 20 sheets in white or off colour.

White (2001) says some presenters prepare two sets of flip charts placed side by side; one set as a prepared series of charts and the other is a blank set use as chalkboard to write additional points and deal with questions/answers from the students. Flip chart can be turned off from the top edge or otherwise separated for future use. For example, the student may like to see some charts separately in the tutorial classes and the teacher may like to rearrange them to make another set of flip chart. Unlike the chalkboard, flip chats preserve their own record. A quest speaker may be provided with flip chart which may be review letter. Some students who might have been absent from a class may benefit from the flip charts employed by the teacher.

Single sheet chart can be displayed one by one and so arranged on the board as to make a pattern, a flow diagram or the sequence of steps. For this, the chart should be shown in quick succession. Sometime a teacher may prepare the outlines of a

complicated diagram in advance by using monochromatic harmony. He can then trace the diagram quickly with right colors during the classes. It is very effective to show some movement or a chart. It magnetic code out may be incorporated in it or a pointer may be turned. Written some words underlying or encircling them are also effective action.

Flip chart are used in many different settings such as In any type of presentation where the paper pads are pre-filled with information on a given type, for capturing information in meeting and brainstorming session, in classroom and teaching institutions o f any kind, to record relevant information in manufacturing plants, and a palette for artist in "life-drawing" classes.

Onyekwelu (2001) states that the main way in which flip chats can be used is by providing an instantly-renewable series as blank surfaces on which material can be jotted down on an impromptu basis in the course of lesson, group discussion or other activity. They can, for example, be used to list replies from class members to questions or ideas generated by buzz groups. When a series of flip charts is produced arising from discussions and questions, it is often useful to arrange that they can continue to be visible. This can be done by using 'Blutak' or adhesive tape to stick completed charts onto doors, walls, windows, frames and other surfaces of the room. With flipcharts pads, there are useful two holes punched near the top of the charts that are then placed over protruding bolts built into the flipchart easel. A bar is then screwed on, to retain the flip chart pad securely. However, when you intend to paste up flip charts sheets round the room, it is useful when you remove the bar, so that you can tear off sheets neatly at the very top of each sheet, leaving the holes intact. This means that if you later wish to bring back a particular chart, for detailed discussions,

you can replace it over the bolts on the eased. Sometimes, a part of the charts may be over lead by a cello phone paper charts.

In fact, teaching and learning resources are those resources that facilitate the achievement of the goals of education. According to Onyejemezi (1981) any established school curriculum calls for ways and means of implementing it in order to reach the goals and objectives at the various levels. The research includes both human and material resources.

The importance of these resources in teaching and learning process are identified and well utilized in most advanced countries like Britain where social studies is taught with flip chart. Canada and United States use flip charts as one of their instructional materials to teach students effective citizenship in a democratic society Also the defunct West Germany used it as one of their instructional media to teach means their students know how to develop a new political order, Japan used it in their schools to teach how to build the foundation for a democratic society, in the same vein Thailand used it in their schools to teach how to foster individual and national development. Social studies is a tool for solving societal problems.

Britain used it to legitimize the teaching of social science, particularly sociology while preparing students for their roles in society, Canada and United States used it to prepare students for effective citizenship in a democratic society, Sierra Leone used it to improve the self image of the people after a colonial heritage, Ghana used it for the purpose of improving the economy after the military rule, The defunct west Germany used as a means of developing a new political order, Ethiopia used it to transform the political culture, Nigeria used it to inculcate the concepts of nationalism, unity and interdependence among a citizenry that is diverse, Japan used it to build the

foundation for a democratic society, used it to foster individual and national development. Bello (2012)

In the developed countries such as USA in Kansas Middle School, the social studies flip charts have been created for the indicators that have been targeted for the Kansas Assessment in Social Studies. The flip charts are available for all three assessed areas. Assessed indicators are indentified with a cognitive category of application or knowledge. The teachers in Kansas were encouraged to use the three story intellect as a model for cognitive understanding, Bello, (2012). Defines knowledge as the ability to recognize and recall social studies definitions, facts, concepts, and procedures. Application is defined as the ability to use or apply social studies knowledge to interpret, analyze, problem solve, make informed decisions and impact civic participation.

To further delineate the range of cognitive demands of application and knowledge, the Kansas state Department of Education (KSDE) and social studies flip chart committee encourages teachers to use the three story intellect as a model for cognitive understanding. The first-story (knowledge) imagines the collection of knowledge, those basic definitions, facts, concepts, procedures being accumulated in the mind of young students.

Bello (2012) explains that, since most presentations are delivered before small groups of 35 people or less in most schools in USA the flip chart is the perfect size and enumerated its advantages as follows: they need no electricity to operate, they do not require the use of any special films or printers to produce them, an inexpensive box of flip chart markers allows all the creativity you want and any last minute changes can easily be made.

Many presenters today feel they have to create a presentation which shows off their ability to use computers and their latest clip art library. Although, the software available today does allow every one the ability to create colorful slides and overheads, we often find that, the visuals become the presentation and not the speaker. As a speaker, your visual aids should not be the presentation even though flip charts are low technology, they are reliable and don't require any special skill to use them.

Bello (2012) outlines the following procedure as regard the use of flip charts. The best flip chart stands have clamps at the top and will hold most type of flip charts pads. Most allow you to hang your flip charts while some stands will only allow you to prop them up, Make sure the flip charts you use will fit the flip chart stand you will be using, flip chart pads are usually sold in packages of two and come either plain or with grid lines on them. Using the pad with grid lines makes your job easier for drawing straight lines and keeps your text aligned. Also, make sure the pad has perforations at the top to allow easier removal of sheets, when preparing your charts, it is best to first design your charts on paper first before drawing them on the actual flip chart pad, lightly write your text in pencil first before using the actual flip chart markers. This will allow you to make any adjustments with text spacing and any figures you will be drawing. Do not use all block letters (upper case) using upper and lower case letters makes it easier to read. Using a 6 x 6 rule is even better, Flip chart markers will not "bleed" through the paper. Avoid using the colors yellow, pink or orange. These are extremely difficult for the audience to have strain their eyes to see your points, avoid too many colors, using one dark color and one accent color works best, you can write "lightly in pencil" any notes text to key points you need. The audience won't be able to see them. You may also write what is on the text sheet. Knowing this will allow you to properly introduce your next sheet, If you make any

mistakes you can use "white out" to correct any small errors. For larger areas, cover the mistake with a double layer of flip chart paper and correct the small error, have blank sheet of paper between each of your text sheets. This will prevent the written material from other sheets to "peek" through, store and transport your flip charts in a case. This will protect your flip charts and keep them fresh and ready to use each time. The most important point to remember in preparing flip charts is to start them early to enable one to review when necessary to allow for changes or corrections before hand.

Amidil (2004) has reported weakness among social studies teachers' utilization of appropriate instructional strategies and instructional materials such as flip chart. Therefore, for social studies to achieve its objectives classroom practices must therefore change to reflect dynamisms, involvement and inquiry. Historically, teachers have depended on the textbooks for assistance, but until the late 1960s there were few choices available to elementary teachers. A number of factors contributed to a remarkable increase in learning resources accessible to the teachers during the 1960s. Public and professional educators expressed dismay over the seeming advantages of Soviet Society with the launching of Sputnik in 1957. This concern contributed to the setting of new goals for quality education and for specialized education, tremendous technological advances in the 1950s and 1960s were matched by an "explosion" of knowledge in virtually all subject fields. This explosion, coupled with an input of federal monies for the use of scholars, led to an exchange of ideas among the disciplinarians (Audu & Agbo, 2008).

The civil rights movement also contribute to curriculum reform and give impetus to new instructional materials such as flip charts and others, concern that all ethnic and religious groups gain recognition in American society and attain equal

opportunity to enter the mainstream of American public life led the public and professional educators to realize the need for new curriculum objectives and instructional materials funding from federal, private and philanthropic sources facilitated the development of curriculum and instructional materials in a direction different from prior efforts at curriculum reform (Audu & Agbo, 2008).

The new plans call for greater student's participation in the learning process. The curriculum and the materials are designed to motivate problem solving and there is a new emphasis on concepts and methods of inquiry within each discipline. Instructional materials are needed to provide the data for classroom inquiry. Curriculum materials in the different subject fields expanded to include learning packages, slides, film strips, tape cassettes, games, regalia, flip charts, charts and even individualize computer programme.

In the 1980s learning and media centers were common place in most classrooms the array of learning materials available in the modern classroom is somewhat astounding. The learning centers utilize both commercially and non-commercially produced products. Studies of classroom life indicate that, in Nigeria most teachers do not care to use appropriate instructional materials such as flip charts in social studies subject, (Kadir, 2008). Teachers need a number of new skills to manage the influx of resources for learning. Teachers need to be able to identify the most appropriate materials for their students by utilizing information related to geographical and cultural factors and skills levels. Teachers need to be able to evaluate the quality of the materials by using criteria to determine the suitability of the materials for the subject matter. Teachers also need special methodological preparation to use the new instructional materials such as flip charts in social studies presentation lesson which is lacking in some of the teachers who teach social studies.

The instructional materials are generally recognized as important factors which every secondary school teacher in Nigeria and indeed other developing countries must acquire if they are to function effectively in the classroom. This is because schools in Nigeria are lacking adequate instructional materials, particularly students textbooks and audio visual materials. Muhammad (2005) in his research work on the effectiveness of instructional video and student's performance expressed that there is an acute lack of instructional materials and that teachers are unwilling to improvise and this has adversely affects the quality of teaching/learning of social studies in both Primary and Secondary Schools. All effective instruction requires careful planning. The use of instructional materials should be seen as an integral part of teaching. The entire process of education is being viewed nowadays as a system approach (NTI, 2006).

Charts is referred to as a graphic materials made up of one or more types of graphics, pictures, drawing, diagrams e.tc and verbal materials prepare to give a clear visual summary of a vital process, concept or a set of relationship. There are many types of charts both commercially produced as well as teacher and pupil made. The main advantage of charts is that they provide the opportunity for one to visualize some ideas, or concept which would be more difficult to understand if presented in spoken or written words. They are useful in presenting information relating to experience, time and sequence, classification and organization.

In Katsina State social studies classrooms a bulk of graphic (or two dimensional) materials such as charts, flip charts of all kinds, graphs, maps/atlas, diagrams and billboards which constitute large percentage of visual materials are ignored in social studies classrooms. These visual materials component of social studies instructional materials and are not commonly used in the classrooms, despite

the fact that these materials are locally available, inexpensive, and can be improvised by and creative social studies teachers. These materials are also negated, despite the fact that, these materials are not electronically operated, and so do not require sophisticated technological know-how, for their production or operation. Ministry of Education (2011).

These instructional materials give visual illustrations to complex or abstract concepts, and these materials elicit the active participation of the learners in the classroom's interactive process, and do help inculcate reflective thinking in the learners. Abimbade (1999) describes educational media as a broad range of media which can be used to facilitate effective and efficient communication in teaching and learning process. Agbi and Nimor (2005) see educational media as those facilities and equipments used by the teachers to illustrate explain and emphasize a lesson in order to make it clearer to the learner. Their use removes the abstractness associated with some concepts.

From the above definitions educational media include printed materials, charts, transparencies, instructional films, video tapes, cassettes, flip charts etc. Other main reasons for using media include: To motivate interest, to provide source of information and authority to save teacher's preparation and time and elucidate verbal concept. There are three key functions of instructional media: Instruction, inspiration and consolidation.

Instruction: This is the objective functions of instructional media that involves imparting information or knowledge, skills, attitudes that affects learner's behaviour.

Inspiration: This is the subjective function of instructional media. Its functions include: arousing a sense of drama and desire to learn.

Consolidation: This is also an objective function of instructional media; it aims at recapitulation, test and evaluation.

Abdu (2015) defines media as devices which present a complete body of information and largely self-supporting devices rather than supplementary in the teaching-learning process. Correspondingly, Association for Education Communication and Technology (AECT 1999) defines media as self-supporting devices which can be used by educator to present complete body of information. Media are categorized into four groups. These are: mediating media, obligation media, optional media, and criterion media

Mediating Media: These are media that are placed between the learner and the object he wishes to learn. They are used to gain insight into an object or even acquire some skills. For example, the microscope or telescope.

Obligatory Media: These are media that are compulsory and must be obtained and used if objectives are to be achieved for example, maps, and chalkboard.

Optional Media: These are not compulsory for the achievement of the teacher's objectives but if found and used will lead to the enrichment of classroom presentation for example, the use of the flannel graph or magnetic board.

Criterion Media: These are like models or mock-ups that must be used by students in practicing a skill in order to achieve mastery. From this onward submission obligatory media is applicable to this research work.

A flip chart is a collection of large pages which are bound together at the top. The pages are flipped or brought up and to the back as they are used. It is a series of large paper sheets containing charts information, fastened loosely to allow them to be turned over and held by a frame for display as to illustrate a lecture. Using flip chart in presentation while everyone seems to be interested in creating high technology

computer generated prostrations, the flip chart still continues to be the most effective presentation media of all (Audu & Agbo, 2010).

The flip chart as a teaching tool has many uses and some of these are as follows: Flip chart can be used to display a succession of prepared sheets which can be shown in the required order either by flipping them into view from back of the suspension system one by one, they can be read or seen clearly by all the members of the class or group, they can be used to list replies room class members to questions or ideas generated by buzz group, when a series of flip charts is produced arising from discussion and questions, it is often useful to arrange them in such a way they can be visible, it is a visual media suitable for presenting information principles and ideas in sequences, it is suitable for teaching units or topics that lend themselves to step by step presentation. Muhammad (2009), flip charts do not need electricity, flip charts are economical. They do not require you to use any special films or printers to produce them, color can be added very easily – An expensive box of flip chart markers allows you all the creativity you want, flip chart allows spontaneity. Any last minute changes can easily be made, flip charts are reliable and not require any special skill to use them, flip charts are quick, inexpensive visual aids for briefing small group, it helps the presenter to compose desired visual aid in-house.

It help the speaker proceed through the material, Convey information, provide the audience with something to look at in addition to the speaker, Can be prepared prior to as well as during the presentation, demonstrate that, the speaker has given thought to his/her remarks, can be used to record audience questions and comments and Can be converted to slides.

Flip charts are a useful teaching aid you can purchase or prepare. They are useful in teaching situations where you teach a number of people are taught a time.

They are used when books are unavailable, scarce or too expensive for individuals to have their own copy. When other media such as overhead and slides are not available and where group learning is most culturally appropriate.

Generally, these are few constraints in the use of flip charts. These include. Lack of adequate knowledge about instructional media by the teachers, wrong application of instructional media, failure of the media to generate or stimulates interest in the students, failure of the class/group to partake in the activities generated by the instructional media (Muhammad, 2009).

Instructional media generally make the teaching learning process easier. It captures attention of the students. They provide common background for students. The use of common materials for all students help to present new concepts upon which discussions would be built; they stimulate interest as well as motivate students. The use of instructional materials does not only help to stimulate students but also sustain their interest. Instructional materials make it possible for students to learn through seeing and hearing events remote in time and space.

2.8 Gender Issues on academic performance

One of the major concerns of researchers today is the innate sex discrimination in the world and its effect on various aspects of human endeavors. For example, issues related to differences in gender have no effect on academic performance in mathematics and English and that the eventual achievement by learners depends more on personal effort. Bichi (2004) carried out a research on effect of gender on academic achievement in evolution concept among secondary school students and found that neither the males nor the females achieve significantly better than the

others. Studies on gender differences in academic performance offers educators information on implications and guidance on specific direction to take.

Most studies show that average girls do better than boys in school. Girls get higher grades and complete high school at a higher rate compared to boys. (Jacobs 1996) standardized achievement test also show that females are better at spelling and perform better on tests of literacy writing and general knowledge.

Findings have shown that females usually score higher marks than males on tests requiring verbal abilities. Bichi (2004) stated that, males score higher on the average than females on tests of mathematics ability. On the other hand females have been found by several studies to be more maturated and higher achievers than males.

In a study conducted by (Kirk, 2000) it was found that young men scored higher on both the verbal and quantitative sections of the America scholastic achievement test (SAT) than young women. In the same vein, some writers have noted that this may be because of bias against female system.

In another study carried out in Australia among year seven and eight co-education students found no gender difference in achievement based on the type of mathematics class, but this report increased level of confidence in learning and using mathematics by girls in their mathematics ability which in turn shows significant increases in the likelihood of their subsequent participation in main stream mathematics education.

Abdu (2015) investigates the differences in the cognitive achievement and attitude towards social studies between junior secondary school boys and girls. The results reveal no significance in the cognitive achievement and attitude in social

studies. However, it is not surprising, if the sex factor does not influence performance in Social studies. This is because Social studies deals with the study of man in all his interaction with the environment.

2.9 Empirical Studies

Adam (2007) carried out a research on Effect of tape recorder on learning of oral English in Minna Niger State of Nigeria. He used questionnaires and sampled eighty students from four selected secondary schools in Minna town. The study reveals that, application of Tape recorder in Instructional delivery could improve learning skills of listening, identification, oral production and accuracy. It also reveals that mass failure of students in English language is usually attributed to shortage of qualified teachers. He concludes by saying that, the root of the problem is lack of use of instructional media by teachers.

Muhammad (2005) carried out a research on the effectiveness of instructional video in the achievement of senior secondary school agric students. He sampled one hundred and twenty respondents from Alimosho Local Government Area of Lagos State, he divides them into three groups. Two are experimental groups and one, a controlled group. He uses achievement test and find out that, there is significance difference in mean and post test achievements scores of students expose to. Instructional video, Instructional video and lecture method and Conventional or lecture method only.

He find out that the students who use instructional video and lecture method perform better than those who use instructional video and those who used lecture method. And also male students perform better than their female counterparts.

From the foregoing it has been seen that, the media application of flip chart in particular to instructional delivery reveals total support, courage and desire to improve teaching and learning process with modern educational technology system. Similarly various investigation results from experiment conducted in developed and developing nations on media application to teaching and learning processes proved positive and contributive towards standard of learning among learners. By applying systems approach most of educational problems would be eliminated.(Muhammad, 2009). The literature also reveals that, there is need for training and retraining of our teachers, in the same vein, it has been observed that most teachers of secondary schools concentrate on lecture method as the only teaching technique. All other techniques are hardly used (flip chart) for the purpose of this study in the instructional delivery cannot be over emphasized.

Onykwelu (2001) conducts a research on junior secondary school social studies instructional materials in Nsukka educational zone using 83 social studies teachers as sample and discovered that, teachers do not utilize instructional materials in their teaching i.e. 52% of the teachers use less than 25% instructional materials while 31% use no instructional materials. The finding reveals that instructional materials such as pictures, posters, flip chart, Charts are either rare or not available at all.

Bello (2003) Conducted a research in library resources for teaching social studies in FCTE Abuja using 15 secondary schools and findings revealed that lack of resources, lack of funds and Inadequate resources constitute major problems. These problems affect academic performance of social studies students.

2.10 Summary

This project on effect of flip charts instruction on the academic performance of social studies in Secondary Schools in Katsina State builds its conceptual framework on instructional materials under which it dwells on types of instructional materials and (visual, audio and audio-visual), its advantages, disadvantages and reasons for using instructional materials in teaching. The project goes further to look at the concept of flip chart where it dwells on objectives and purpose of flip charts, how to use flip charts effectively, types of flip charts, rules for using flip charts, flip charts fundamentals, how to build a flip charts, procedure to build a flip charts, recommendations for the use of flip charts, disadvantages of flip charts, use and value of flip charts in teaching social studies. The project further looks at the concept of social studies, its nature and scope, rationale for teaching social studies in Nigeria and traditional social studies education in Nigeria. Academic performance is reviewed in this project where factors influencing academic performance and factors militating against effective teaching and learning of social studies are investigated.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter described the research designs, population, sample and sampling techniques, research instrument, validity of the instrument, reliability of the instrument, procedures of data collection and analysis.

3.2 Research Design

The research adopted a Quasi experimental 2×2 factorial design involving pretest and post-test because of comparison between use of flip chart and conventional teaching method and its effect on academic performance of students. The experimental group was taught with the use of flip chart identified for this research while the students in control group were taught using conventional method. At the end of the treatment a post-test was administered to both groups to determine their academic performance.

3.3 Population of the Study

The total population for this study is 2715 Junior Secondary School; students II social studies male and female students drawn from State school in Katsina metropolis of Katsina State. The students were from eight (8) Government Junior Secondary Schools in Katsina metropolis.

Table 3.2: population distribution of junior secondary school social studies students in junior secondary schools in Katsina metropolis

S/N	Name of school	No of male student	No of female student	Total number of students
1	GJSS Kofar Yandaka	180	140	320
2	GJSS Kofar Kaura	176	209	385
3	GGJSS Katsina	205	200	405
4	GJC Katsina	270	155	455
5	SUNCAIS Katsina	210	200	410
6	KC Katsina	200	120	320
7	GDSS Natsinta	100	150	250
8	GDSS Kwado	120	80	200
	Grand total	1461	1254	2715

Source: Katsina State Ministry of Education, 2011/2012 annual schools Census.

3.4 Sample and Sampling Techniques

Eighty (80) Junior Secondary Schools II social studies students from two junior secondary schools out of 2715 in Katsina metropolis were purposively selected for this study. Random sampling technique was used in this study to select two junior secondary schools. Also eighty students (40 males and 40 females) were selected after all their names were written on a piece of paper whereby the first 40 male names and the first 40 female names were considered for the study. Government Junior Secondary School Kofar Yandaka formed the experimental group while Government Junior Secondary School Kofar Kaura forms the control group. The experimental group was taught using flip chart while control group was taught using conventional method.

Table 3.3: Schematic presentation of the selected schools.

Groups	Schools	Sample Population
Experimental school	GJSS Kofar Yandaka Katsina	40
Control school	GJSS Kofar Kaura Katsina	40
Total		80

3.5 Instrumentation

The instrument used for data collection was social studies achievement test objective multiple choice test involving 25 questions was developed by researcher based on the following topics in social studies: definition and types of corruption, causes of corruption, agencies that prevent corruption . Lesson note prepared on each topic. The researcher assigned the students into groups - A and B consisting of 40 students each. Corruption was used as the topic (definition and its various types detail can be seen on the appendix) which was taught using the experimental for the first group and a post-test one was administered. Equally the second group was taught using conventional method and post-test II was also administered. The test consists of 25 objective questions drawn from definition of corruption, types of corruption, attitudes that leads to corruption.

The instrument was administered to experimental and control groups as pretests and post-test. To reduce the pretest effect the questions were reshuffled and administered in a different random order in the pretests and protest.

3.5.1 Validity of Instrument

The instrument was subjected to validity by the thesis supervisor and one lecturer from social studies department in Federal College of Education, Katsina. It was also given to two experts each in the field of measurement and evaluation and instructional technology at the Ahmadu Bello University Zaria to establish content validity. They were asked to evaluate the instrument in terms of clarity, linguistic accuracy and appropriateness of the instrument to achieve the purpose of the study.

3.5.2 Pilot Study

Pilot testing was conducted at Government Junior Secondary School Kwado. A pilot study was carried out with selected 20 students who were given a copy of the performance test to answer. The 20 students were randomly selected using simple random sampling. Government Junior Secondary School Kwado was chosen because the respondent's schools were also undertaking social studies subject as those of Secondary Schools in Katsina Local Government Area of Katsina State.

The pilot testing was done to determine the appropriateness of the words used in social studies performance test, determine the appropriateness of the length of the time required to take the test.

3.5.3 Reliability

Flip chart was subjected to pilot test on sample of 20 students randomly selected from Government Junior Secondary School Kwado in Katsina local government area of Katsina State. The instrument was administered twice with the

interval of two weeks. The result obtained from the test was analyzed using Pearson Product Moment Correlation Coefficient statistics. The result obtained was 0.86.

3.6 Procedure for Data collection

The researcher visited the selected schools to examine the facilities for the purpose of data collection and to determine their suitability for the study and seek official permission and co-operation to use the schools and facilities from the respective schools' authorities. Sampled schools were assigned to experimental group and control groups. The cooperation of the students and staff were sought for, they were informed on the objectives of the study.

The experimental group was taught with flip chart for a period of six weeks, lesson plan was prepared for each of the lesson while the control group was equally taught for six weeks with lesson plan for each of the lesson. Eighteen different flip charts were used for experimental group. The social studies performance was administered to the students in all the selected schools for the study. During the experiments, treatments were applied for the two groups. Experimental group were provided Social Studies performance Test i.e. flip chart which was the method in exposing the students to the treatment proposed, while control group were exposed to the normal chalk and talk method. The experiment continued for six weeks. The experiment was conducted during regular class hours. Each class had three periods of social studies lesson (40 minutes) per week as provided in the school time table.

Soon after the treatment was over post-test were administered to measure the academic performance of the sample subject in each school. The post-test were administered on the last day of the experiment. The scripts were collected for marking. The following steps were used.

I. Instruction was given on what students were required to do.

II. The social Studies performance Test was then administered.

III. The answer sheets and test booklet were collected immediately

IV. Proper timing was strictly adhered to.

3.6.2 Procedure for Data Analysis

The data obtained from this study was subjected to statistical analysis frequency and sample percentage was used to enumerate the total number of respondents statistically, using respondents sample t-test. The mean and standard deviations of both experimental and control groups were compared to uphold or reject the hypotheses an alpha of 0. 05 level of significance was used. The researcher used IBMSPSS 20.0 software for data processing and analysis.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF RESULTS

4.1 Introduction

This chapter discusses the analysis and interpretation of data collected. The analysis was presented in phases. Phase one was on the answering of research questions, phase two is on testing the research hypotheses, phase three was on discussion of findings.

4.2 Answers to Research Questions

Research Question One

What is the difference between academic performance of experimental and control groups?

Comparison of mean score of experimental group and control group at pre-test and post-test.

Table 4:1:1

Groups	N	Mean Pre-test	Mean Post-test	Mean Gain	S.DPre-test	S.D Post-test
Experimental	40	36.72	61.59	30.87	8.61	7.72
Control	40	32.3	37.30	5.00	10.7	8.67

Table 4.1.1portrayed that, the mean scores of students exposed to flip chart was 30.87, which was greater than the mean scores in control group (5.00). This meant that flip chart enhanced the performance of students exposed to it.

Research Question Two

What is the effect of flip chart utilization between male and female students academic performance in social studies?

Table 4:1:2

Effect of the use of flip chart on male and female students

Groups	N	Mean Pre-test	Mean Post-test	St. Dev. Pre-test	St. Dev. Post-test	Mean Gain
Male Ex	20	30.37	59.87	9.34	7.51	29.50
Female Ex	20	34.80	63.30	10.1	7.63	28.50

Table 4.1.2 portrayed that the mean scores of male and female were 59.87 and 63.30 respectively which was almost the same. This meant that flip chart enhanced the performance of male and female students alike.

4.3 Testing of Research Hypotheses

Hypothesis One

Ho_1: There is no significant difference between the academic performance of experimental and control groups.

Ho_2: "There is significant difference between the academic performance of experimental and control groups.

Level of significance a = 0.05

The test statistic used was the t- distribution

The decision rule was rejected H_0 if t-calc. exceeds t- crit $-t_{0.05.}$1.98 1.99 or $t_{0.05.158}$ 1.98

The pre test scores and the post test scores of the experimental group was compared. The t- test conducted gave the results displayed in the Table below'

Table 4.2.1

Summary of t-test results of comparison scores of female students in the control group and that of female students in the experimental group at pretest level

Groups	N	Mean	St.Dev.	St.Er.	Df	tcalc.	tcrit.	P-Value
Female Contr. Pre-test	20	34.8	12.1	1.9	38	1.64	2.02	0.10
Female Exp.Pre-test	20	31.08	7.92	1.3				

$P > 0.05$

Hypothesis one verified that the students were of the same i.e. the same academic performance at pretest level.

Table 4.2.1 gave result of comparison of performance of female students in control group and that of female students in the experimental group at pretest level. The results gave a calculated t-value of 1.64 which was less than the critical t-value of 2.02, the p-value of 0.10 is greater than level of significance $\alpha = 0.05$. These two values indicate that we retained Ho and concluded that there was no significant difference in female student performance of experimental and control group at the pre-test level.

Comparison scores of male students in the control group and that of male students in the experimental group at pre-test level was also done. The results were displayed in table 4.3.2 a calculated t-value of 0.29 which was less than a critical t-value of 2,02 indicated that the null hypothesis was retained

Table 4.2.2

Summary of t-test results of comparison of scores at pretest level between male students in the control group and male student on the experimental group.

Groups	N	Mean	St.Dev.	St.Er.	df	tcalc.	tcrit.	P-Value
Male Contr. Pre-test	20	29.80	8.55	1.4	38	0.29	2.02	0.77
Male Exp.Pre-test	20	30.37	9.34	1.5				

$P > 0.05$

The p-value of 0.77 also indicate that the null hypothesis was retained. It then concluded that there was no significant difference between the scores of the male students on the control group and those of male students in the experimental group at the pre-test level.

The scores of all students in the control group were compared to those of all students in the experimental group at pretest level. Entries in table 4.2.2 gave a t-value of 1.03 and p-value 0.30, both figures indicate that the null hypothesis of no significant difference was retained. We can thus conclude that performance of all students were the same at the pretest level.

Table 4.2.3

Summary of t-test results of comparison of scores at pre-test level between all students in the control group and all students in the experimental group.

Groups	N	Mean	St.Dev.	St.Er.	Df	tcalc.	tcrit.	P-Value
All Contr.Pre-test	40	32.3	10.7	1.2	78	1.03	1.99	0.30
All Exp Pre-test	40	30.72	8.61	0.96				

P > 0.05

Table 4.2.3Gave result of performance of all control group and all experimental groups at pretest level. The result gave a calculated t-value of .03, t-critical 1.99, p-value of 0.30 which indicated that there was no significant difference between the scores of the experimental and control groups at the pretest level.

Table 4.3.1

Summary of t-test results of comparison at post test level between female students of control group and female students in the experimental group.

Groups	N	Mean	St.Dev.	St.Er.	Df	tcalc.	tcrit.	P-Value
Female Contr. Post	20	37.65	8.30	1.3	38	12.56	2.02	0.0000
Female Exp. Post	20	59.87	7.51	1.2				

P < 0.05

Tables 4.3.1, 4.3.2 and 4.3.3 show results of comparison of scores of female students, male students and all students respectively, in the control and experimental at the post test level.

Table 4.4.1 gave a calculated t-value of 12.56 which was greater than the critical t- value 2.02and p-value of 0.0000. These figure indicated that the null hypothesis was rejected conclusively, it can be said that there is significant difference in scores of female students of the control group and those of the female students at the post test level.

The entries in the table 4.2.2 also indicate that there was significant difference between scores of male students in the control group and those of male students in the experimental group at the post test level.

Table 4.3.2

T-test results of comparison of scores of male students in the control group and male students in the experimental group at post test level.

Groups	N	Mean	St.Dev.	St.Er.	Df	tcalc.	tcrit.	P-Value
Male Contr. Post	20	36.95	9.11	1.4	38	14.02	2.02	0.0000
Male Exp. Post	20	63.30	7.63	1.2				

$P < 0.05$

Table 4.3.2 the above portrayed the result of the t test on the mean of male students in control group and male students in the experimental group at post test level. The t- test result indicate that there was significant difference between the mean scores of the control group (36.95) and experimental group (63.95) at the $\alpha = 0.05$ level (t= 14.02, t = critical 1.99, p - value 0.000 p> 0.05) this meat that the experimental group which was taught with flip chart performed better than the control group taught without the flip chart. Thus the hypothesis was rejected, df = 78

Table 4.3.3

T-test results of comparison of scores of all students in the control group and all students in the experimental group at post test level.

Groups	N	Mean	St.Dev.	St.Er.	Df	tcalc.	tcrit.	P-Value
All Contr. Post	40	37.30	8.67	0.97	78	-18.72	1.99	0.0000
All Exp. Post	40	61.59	7.72	0.86				

$P < 0.05$

In table 4.3.3 it can be observed that calculated of 18.72 exceed the critical value of 1.99 and a p-value of 0.0000 is less than $p > 0.05$. This showed that the null hypothesis of no difference be rejected. We can therefore conclude that there was

significant difference between series of all students in the conclude group and those of all students in the experimental group at the post test level.

Hypothesis Two

H_{01}: There is no significant difference in the effect of flip chart utilization between male and female academic performance in social studies.

H_{o1}: There is significant difference in the effect of flip chart utilization between male and female academic performance in social studies.

Level of significance a ~ 0.05

The test statistic to be used is the t- distribution

The decision rule is rejected H_0 if t-calc. exceeds t- crib = $t_{0.05,78}$ =1.99 .

For our computations we compare the pre test scores and the post test scores of the experimental group the t- test conducted gave the results displayed in Table below.

Table 4.4.1

T-test results of comparison between male scores and female scores in the experimental group at post test level.

Groups	N	Mean	St.Dev.	St.Er.	df	tcalc.	tcrit.	P-Value
MEXPPOST	20	63.30	7.63	1.2	38	2.02	2.02	0.04
FEXPPOST	20	59.87	7.51	1.2				

$P < 0.05$

Table 4.4.1 above indicated the results of the t-test on the mean scores of men and female mean scores in the experimental group at post test level. The t- test result indicate that there was no significant difference between the male mean scores of experimental group (63.30) and female mean scores at experimental group (59.87) at

the p > 0.05 level (t= calc -2.02, t- critical 1.99, p-value 0.04 this means that p > 0.05 therefore, meant that the students in both groups were found to be equivalent.

Table 4.4.2

Summary of t-test results of comparison between scores of all students in the control group and all students in the experimental group at post-test level.

Groups	N	Mean	St.Dev.	St.Er.	df	tcalc.	tcrit.	P-Value
ALLCONPOST	40	37.30	8.67	0.97	78	18.72	1.99	0.0000
ALLEXPOST	40	61.59	7.72	0.86				

P < 0.05

Table 4.4.2The result of the t-test on the mean of control group and the mean of experimental groups. The t-test result shows that, there was significant difference between the mean scores of all control group (37.30) and all experimental group (61.59) at the p> 0.05 level (t= -18.72, t= critical = 1.99) this means that the experimental group who were taught with flip chart performed better than the control group taught without the flip chart. Thus hypothesis was rejected and it can therefore be concluded that, flip chart had influenced on the performance of the experimental group.

4.4 Discussion of Results

Tables 4.1.1, and 4.1.2 under research questions show that, the mean of the experimental group with a standard deviation was greater than that of control group, which shows that the students exposed to flip chart performed better than the control group. Two hypotheses were tested in the course of the study. The design of the study was pretested and post tested experimental and control groups. Result of hypothesis

one (table 4.1) shows that there is significant difference between the post test and pre test, which implies that flip chart has a significant effect in the teaching and learning process.

Table 4.2 shows that the two groups were equivalent in terms of their academic standard before treatment. But table 4.4.2 shows significant difference between the scores of the experimental group and the scores of control group at post test level.

Table 4.5 shows the result of post test for male and female students. The result indicates that there is no significant difference in the academic performance of male and female students at post test level. This implies that their performance was equal after treatment. It gives rise to the fact that flip chart has significantly affected the two groups in improving their academic performance at the same level.

In view of the above, it is therefore necessary to adopt and use instructional strategy that will encompass multi sensory approach and one of such media is flip chart which has been described as an active instrument of learning under careful utilization by the teacher.

Flip chart is among educational materials that are used in the classroom to present a complete body of information in the teaching learning process for more effective instructions. The result of this study has proved that the performance of experimental group has been remarkably higher than the performance of the control group. Above all, this study has proved the assertion that. Flip chart if use in the classroom to teach social studies will make the lesson more concrete for the students.

4.5 Major Findings of the Study

The study has shown that, use of flipchart in instructional delivery could improve students' academic Performance. Flip chart use in presentation of topics/

concepts in social studies it promotes orderliness and accuracy in students work. When topics/concepts are concretized, learning becomes easier, faster and retentive.

The study shows that, mass failure of students in the study of social studies usually attributed to shortage of qualified teachers, lack of subject text books and incentives for teachers do not constitute the root of the problem. The root of the problem here is lack of use of instructional material by teachers in their instructional delivery. Utilization of flip chart has been found to be highly relevant in the teaching of social studies

CHAPTER FIVE

5.1 Introduction

In this chapter, the researcher presents summary of the study major findings, contributions of the study to knowledge, conclusion, recommendations and possible suggestion for further research.

5.2 Summary of the Study

The study titled effect of flip chart instruction on academic performance of students in social studies in Secondary Schools in Katsina State was presented under five chapters. Chapter one presented background to the study, statement of the problems, objectives of the study, research questions, research hypothesis, basic assumptions, significance of the study, scope of the study and operational definition of the terms. Chapter two presented the detailed review of related literature including conceptual framework, concept of social studies, objective of social studies for JSS, social studies instructional materials, use of flip chart instruction, Gender Issue on academic performance and empirical studies. Chapter three presented the research methodology which included research design, population of the study, sample and sampling techniques, instrumentation, validity of instrument, pilot study, reliability, procedure for data collection, and procedure for data analysis. Chapter four presented the detailed data analysis which includes data presentation, analysis and discussion of the findings. Chapter five summarized, concluded and offered suitable recommendations for the study.

5.3 Summary of the Findings

Students learn better and faster when abstract concepts/ideas are concretized for visualization. This has long lasting effect. Consequently, students learning

capacity is increased. This leads to improvement on student's performance. Knowledge is made practical and real with flip chart presentation as instructional delivery.

5.4 Conclusions

The result of this study established the fact that, there was tremendous improvement in the performance of experimental group that were exposed to flip chart as class instruction. The above stated hypothesis (Ho_1) is rejected. Similarly the rest hypothesis (Ho_2) was also rejected on the same basis. The following conclusions were drawn from the findings of the study.

1. All the null hypotheses in the study were rejected as the t- test. Comparison resulted into significant difference between the experimental and control groups performance in the areas of study.
2. The use of flip chart as an instructional media improved performance of students in social studies.
3. There was no significant difference between the male and female students in their academic performance when exposed to the use of flip chart instructional materials.

5.6 Recommendations

In the light of the findings of this study, the following recommendations are made.

1. Social studies teachers should be supported with instructional materials, 'learning centre, libraries and social studies workshops to enhance their productivity and make learning more meaningful.

2. Social studies teachers should be encouraged to utilize child centered methods in the teaching learning process.
3. Teachers should complement the teaching of social studies with the use of flipchart in their day to day instructional delivery.
4. Having examined some identified problems in the teaching of social studies and realizing that improvement in these learning areas lead to improvement on student's performance. Other aspects of learning such as recall, retention, And repetition and knowledge application could be studied.

5.7 Suggestion for Further Studies

1. Further studies should be carried out on similar instructional materials so as to have a holistic view about the usefulness of instructional materials.
2. Further studies should be carry out on flip charts in areas not covered by this research and in other subjects taught in our junior secondary schools.

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Appendix A

SOCIAL STUDIES PERFORMANCE TEST FOR JSS II STUDENTS

Tick the correct answer

1. What is corruption?

   (a) Is dishonest (b) play (c) fight

2. How many types of corruptions do we have?

   (a) 2 (b) 4 (c) 3

3. Kick back is an act of what?

   (a) Good behavior (b) an act of corruption (c) is an act of dance

4. What are the causes of corruption?

   (a) Greediness (b) politeness (c) gentleness

5. Embezzlement of fund is what form of act?

   (a) Is an act of settlement (b) is an act of corruption (c) is an act of writing

6. What causes selfishness?

   (a) People (b) corruption (c) opposition

7. What causes breakdown of social value?

   (a) Satisfaction (b) corruption (c) insecurity

8. To inflact contract means what?

   (a) Support (b) movement (c) corruption

9. EFCC is an agent that prevent what?

   (a) Dialogue (b) business (c) corruption

10. What is rational behind setting up of ICPC?

    (a) To prevent good behavior

    (b) To prevent criminal acts

(c) To promote criminal acts.

11. What is the main function of code of conduct bureau?

(a) To try cases of corruption

(b) To propagate corruption

(c) To support every one

12. What punishment is meant for people who steal money?

(a) Sentence to jail

(b) Give award.

(c) Promote peace.

13. Give two examples of corrupt practices

(a) Use of money that doesn't belong to one

(b) Use of properties of oneself

(c) Use of vehicles of friends

14. Bribery is a type of _____

(a) Corruption (b) contract (c) bribing

15. Where do you categorize immoral behavior?

(a) Good class (b) corruption (c) understanding

16. What is full meaning of ICPC? Independent corrupt practices and other related offences

17. What is full meaning of EFCC? Economic financial crime commission

18. When did code of conduct bureau establish?

(a) 2003 (b) 2004 (c) 1999

19. When did ICPC establish?

(a) 2001 (b) 2000 (c) 2002

20. Who established ICPC

(a) Shagari (b) chief OlusegunObasanjo (c) president Babangida

21. An act of tempering with someone's account rather than your own is _____

(a) Embezzlement (b) saving (c) withdrawing

22. Act of increasing official price of contract is call _____

(a) Inflation (b) reduction (c) incensement

23. Two functions of code of conduct bureau are:

(a) To try case of corruption (b) false assets declaration (c) True assets declaration

24. Two functions of EFCC are:

(a) To try money looters (b) deal with money smugglers (c) money givers

25. Two functions of ICPC are:

(a) To try case of corruption (b) false assets declaration (c) True assets declaration

Appendix B

Sample of Lesson Plan for Teaching with Flip Chart

Date	2/1/2013
School	GJSS Kofar Yandaka Katsina
Class	JSS II
Age	13 – 15 years.
Subject	Social studies
topic	Definition and types of corruption
Time	45 minutes
Number of students	20
Instructional materials	Flip chart showing people who take bribe
Behavioural objectives	At the end of the lesson students should be able to i. Identify types of bribe. ii. Define the concept of bribe
Previous knowledge	students have types of corruption
Introduction	Teacher explains the concept of bribe and its types.
Presentation	Teacher presents lesson through the following steps
Step I	Teacher explains various forms of bribe.
Step II	Teacher illustrates various forms of bribes to the students. i. A police man taking money from the driver on the road. ii. The people trying to collect money from each other in form of gratification.
Evaluation:	Teacher evaluates his lesson as follows: i. What is bribe? ii. Name two types of bribe
Summary and conclusion	Teacher summarizes main issues in the lesson and later give short note for students to copy

Sample of Lesson Plan for Teaching Instructional Flip Chacurt

Date	2/1/2013
School	GJSS Kofar Yandaka Katsina
Class	JSS II
Age	13 – 15 years.
Subject	Social studies
topic	Causes of corruption
Time	45 minutes
Number of students	20
Instructional materials	Flip chart showing people who take bribe
Behavioural objectives	At the end of the lesson Students should be able to i. Define bribe ii. Name its types
Previous knowledge	students have been taught the concept of corruption and its types
Presentation	Teacher presents his lesson through the following steps
Step I	Teacher explains the concept of bribe. And its forms
Step II	Teacher explains instances that makes people to indulges in bribing one another
Evaluation:	Teacher evaluates his lesson as follows: (i) What is bribe? (ii) Name two types of bribe you know
Summary and conclusion	Teacher summarizes main issues in the lesson. Teacher concludes the lesson by giving students brief note.

Sample of Lesson Plan for Teaching Instructional Flip Chacurt

Date	2/1/2013
School	GJSS Kofar Yandaka Katsina
Class	JSS II
Age	13 – 15 years.
Subject	Social studies
topic	Anti-Agencies of corruption
Time	45 minutes
Number of students	20
Instructional materials	Flip chart showing people who take bribe
Behavioural objectives	At the end of the lesson Students should be able to iii. Define bribe iv. Name its types
Previous knowledge	students have been taught the concept of corruption and its types
Presentation	Teacher presents his lesson through the following steps
Step I	Teacher explains the concept of bribe. And its forms
Step II	Teacher explains instances that makes people to indulges in bribing one another
Step III	ICPC, EFCC
Evaluation:	Teacher evaluates his lesson as follows: (iii) What is bribe? (iv) Name two types of bribe you know
Summary and conclusion	Teacher summarizes main issues in the lesson. Teacher concludes the lesson by giving students brief note.

APPENDIX C



Flip Chart



Flip Chart



Flip Chart

TWO MEN ARE EXCHANGING BRIBE UNDER THE TABLE



A MOTOR CYCLIST IS TRYING TO BRIBE THE POLICEMAN WITH MONEY



THESE TWO MEN ARE TRYING TO BRIBE EACH OTHER

Appendix
Two Sample T-Test and Confidence Interval

```
Two sample T for FEXPPRE vs FEXPPOST
           N      Mean     StDev   SE Mean
FEXPPRE   40     31.08      7.92       1.3
FEXPPOST  40     59.87      7.51       1.2

95% CI for mu FEXPPRE - mu FEXPPOST: ( -32.2,  -25.4)
T-Test mu FEXPPRE = mu FEXPPOST (vs not =): T= -16.69  P=0.0000  DF=
78
Both use Pooled StDev = 7.72
```

Two Sample T-Test and Confidence Interval

```
Two sample T for MEXPPRE vs MEXPPOST
           N      Mean     StDev   SE Mean
MEXPPRE   40     30.37      9.34       1.5
MEXPPOST  40     63.30      7.63       1.2

95% CI for mu MEXPPRE - mu MEXPPOST: ( -36.7,  -29.1)
T-Test mu MEXPPRE = mu MEXPPOST (vs not =): T= -17.27  P=0.0000  DF=
78
Both use Pooled StDev = 8.53
```

Two Sample T-Test and Confidence Interval

```
Two sample T for FCONTPRE vs FCONTPOST
           N      Mean     StDev   SE Mean
FCONTPRE  40      34.8      12.1       1.9
FCONTPOS  40     37.65      8.30       1.3

95% CI for mu FCONTPRE - mu FCONTPOS: ( -7.4,  1.8)
T-Test mu FCONTPRE = mu FCONTPOS (vs not =): T= -1.22  P=0.23  DF=  78
Both use Pooled StDev = 10.4
```

Two Sample T-Test and Confidence Interval

```
Two sample T for MCONTPRE vs MCONTPOST
           N      Mean     StDev   SE Mean
MCONTPRE  40     29.80      8.55       1.4
MCONTPOS  40     36.95      9.11       1.4

95% CI for mu MCONTPRE - mu MCONTPOS: ( -11.1,  -3.2)
T-Test mu MCONTPRE = mu MCONTPOS (vs not =): T= -3.62  P=0.0005  DF=
78
Both use Pooled StDev = 8.83
```

Two Sample T-Test and Confidence Interval

```
Two sample T for FEXPPOST vs MEXPPOST
           N      Mean     StDev   SE Mean
FEXPPOST  40     59.87      7.51       1.2
MEXPPOST  40     63.30      7.63       1.2

95% CI for mu FEXPPOST - mu MEXPPOST: ( -6.8,  -0.1)
T-Test mu FEXPPOST = mu MEXPPOST (vs not =): T= -2.02  P=0.046  DF=  78
Both use Pooled StDev = 7.57
```

Two Sample T-Test and Confidence Interval

```
Two sample T for FEXPPOST vs MEXPPOST
           N      Mean     StDev   SE Mean
FEXPPOST  40     59.87      7.51       1.2
MEXPPOST  40     63.30      7.63       1.2

95% CI for mu FEXPPOST - mu MEXPPOST: ( -6.8,  -0.1)
T-Test mu FEXPPOST = mu MEXPPOST (vs not =): T= -2.02  P=0.046  DF=  78
Both use Pooled StDev = 7.57
```

Two Sample T-Test and Confidence Interval

```
Two sample T for FCONTPOST vs MCONTPOST
           N      Mean     StDev   SE Mean
FCONTPOS  40     37.65      8.30       1.3
MCONTPOS  40     36.95      9.11       1.4

95% CI for mu FCONTPOS - mu MCONTPOS: ( -3.2,  4.6)
T-Test mu FCONTPOS = mu MCONTPOS (vs not =): T= 0.36  P=0.72  DF=  78
Both use Pooled StDev = 8.72
```

Two Sample T-Test and Confidence Interval

```
Two sample T for FCONTPRE vs MCONTPRE
           N      Mean     StDev   SE Mean
FCONTPRE  40      34.8      12.1       1.9
MCONTPRE  40     29.80      8.55       1.4

95% CI for mu FCONTPRE - mu MCONTPRE: ( 0.4,  9.7)
T-Test mu FCONTPRE = mu MCONTPRE (vs not =): T= 2.15  P=0.035  DF=  78
Both use Pooled StDev = 10.5
```

Two Sample T-Test and Confidence Interval

```
Two sample T for ALLEXPPRE vs ALLEXPPOST
           N      Mean     StDev   SE Mean
ALLEXPPR  40     30.72      8.61      0.96
ALLEXPPO  40     61.59      7.72      0.86

95% CI for mu ALLEXPPR - mu ALLEXPPO: ( -33.42,  -28.31)
T-Test mu ALLEXPPR = mu ALLEXPPO (vs not =): T= -23.87  P=0.0000  DF=
158
Both use Pooled StDev = 8.18
```

Two Sample T-Test and Confidence Interval

```
Two sample T for ALLCONTPRE vs ALLCONTPOST
           N      Mean     StDev   SE Mean
ALLCONTP  40      32.3      10.7       1.2
ALLCONTP  40     37.30      8.67      0.97

95% CI for mu ALLCONTP - mu ALLCONTP: ( -8.0,  -1.95)
T-Test mu ALLCONTP = mu ALLCONTP (vs not =): T= -3.24  P=0.0015  DF=
158
Both use Pooled StDev = 9.74
```

Two Sample T-Test and Confidence Interval

```
Two sample T for MCONTPRE vs MEXPPRE
           N      Mean     StDev   SE Mean
MCONTPRE  40     29.80      8.55       1.4
MEXPPRE   40     30.37      9.34       1.5

95% CI for mu MCONTPRE - mu MEXPPRE: ( -4.6,  3.4)
T-Test mu MCONTPRE = mu MEXPPRE (vs not =): T= -0.29  P=0.77  DF=  78
Both use Pooled StDev = 8.95
```

Two Sample T-Test and Confidence Interval

```
Two sample T for MCONTPOST vs MEXPPOST
           N      Mean     StDev   SE Mean
MCONTPOS  40     36.95      9.11       1.4
MEXPPOST  40     63.30      7.63       1.2

95% CI for mu MCONTPOS - mu MEXPPOST: ( -30.1,  -22.6)
T-Test mu MCONTPOS = mu MEXPPOST (vs not =): T= -14.02  P=0.0000  DF=
78
Both use Pooled StDev = 8.40
```

Two Sample T-Test and Confidence Interval

```
Two sample T for FCONTPRE vs FEXPPRE
           N      Mean     StDev   SE Mean
FCONTPRE  40      34.8      12.1       1.9
FEXPPRE   40     31.08      7.92       1.3

95% CI for mu FCONTPRE - mu FEXPPRE: ( -0.8,  8.3)
T-Test mu FCONTPRE = mu FEXPPRE (vs not =): T= 1.64  P=0.10  DF=  78
Both use Pooled StDev = 10.2
```

Two Sample T-Test and Confidence Interval

```
Two sample T for FCONTPOST vs FEXPPOST
           N      Mean     StDev   SE Mean
FCONTPOS  40     37.65      8.30       1.3
FEXPPOST  40     59.87      7.51       1.2

95% CI for mu FCONTPOS - mu FEXPPOST: ( -25.7,  -18.7)
T-Test mu FCONTPOS = mu FEXPPOST (vs not =): T= -12.56  P=0.0000  DF=
78
Both use Pooled StDev = 7.91
```

Two Sample T-Test and Confidence Interval

```
Two sample T for ALLCONTPRE vs ALLEXPPRE
           N      Mean     StDev   SE Mean
ALLCONTP  40      32.3      10.7       1.2
ALLEXPPR  40     30.72      8.61      0.96

95% CI for mu ALLCONTP - mu ALLEXPPR: ( -1.4,  4.62)
T-Test mu ALLCONTP = mu ALLEXPPR (vs not =): T= 1.03  P=0.30  DF=  158
Both use Pooled StDev = 9.72
```

Two Sample T-Test and Confidence Interval

```
Two sample T for ALLCONTPOST vs ALLEXPPOST
           N      Mean     StDev   SE Mean
ALLCONTP  40     37.30      8.67      0.97
ALLEXPPO  40     61.59      7.72      0.86

95% CI for mu ALLCONTP - mu ALLEXPPO: ( -26.85,  -21.73)
T-Test mu ALLCONTP = mu ALLEXPPO (vs not =): T= -18.72  P=0.0000  DF=
158
Both use Pooled StDev = 8.21
```

Two Sample T-Test and Confidence Interval

```
Two sample T for FEXPPRE vs FEXPPOST
           N      Mean     StDev   SE Mean
FEXPPRE   40     31.08      7.92       1.3
FEXPPOST  40     59.87      7.51       1.2

95% CI for mu FEXPPRE - mu FEXPPOST: ( -32.2,  -25.4)
```

```
T-Test mu FEXPPRE = mu FEXPPOST (vs not =): T= -16.69  P=0.0000  DF=
78
Both use Pooled StDev = 7.72
```

Two Sample T-Test and Confidence Interval

```
Two sample T for MEXPPRE vs MEXPPOST
           N      Mean     StDev   SE Mean
MEXPPRE   40     30.37      9.34       1.5
MEXPPOST  40     63.30      7.63       1.2

95% CI for mu MEXPPRE - mu MEXPPOST: ( -36.7,  -29.1)
T-Test mu MEXPPRE = mu MEXPPOST (vs not =): T= -17.27  P=0.0000  DF=
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Both use Pooled StDev = 8.53
```

Two Sample T-Test and Confidence Interval

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95% CI for mu FCONTPRE - mu FCONTPOS: ( -7.4,  1.8)
T-Test mu FCONTPRE = mu FCONTPOS (vs not =): T= -1.22  P=0.23  DF=  78
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95% CI for mu MCONTPRE - mu MCONTPOS: ( -11.1,  -3.2)
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Two Sample T-Test and Confidence Interval

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95% CI for mu FEXPPOST - mu MEXPPOST: ( -6.8,  -0.1)
T-Test mu FEXPPOST = mu MEXPPOST (vs not =): T= -2.02  P=0.046  DF=  78
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Two Sample T-Test and Confidence Interval

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           N      Mean     StDev   SE Mean
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95% CI for mu FEXPPOST - mu MEXPPOST: ( -6.8,  -0.1)
T-Test mu FEXPPOST = mu MEXPPOST (vs not =): T= -2.02  P=0.046  DF=  78
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Two Sample T-Test and Confidence Interval

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Two sample T for FCONTPOST vs MCONTPOST
           N      Mean     StDev   SE Mean
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95% CI for mu FCONTPOS - mu MCONTPOS: ( -3.2,  4.6)
T-Test mu FCONTPOS = mu MCONTPOS (vs not =): T= 0.36  P=0.72  DF=  78
Both use Pooled StDev = 8.72
```

Two Sample T-Test and Confidence Interval

```
Two sample T for FCONTPRE vs MCONTPRE
           N      Mean     StDev   SE Mean
FCONTPRE  40      34.8      12.1       1.9
MCONTPRE  40     29.80      8.55       1.4

95% CI for mu FCONTPRE - mu MCONTPRE: ( 0.4,  9.7)
T-Test mu FCONTPRE = mu MCONTPRE (vs not =): T= 2.15  P=0.035  DF=  78
Both use Pooled StDev = 10.5
```