EFFECT OF VISUAL INSTRUCTIONAL RESOURCES ON ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOLS STUDENTS IN SOCIAL STUDIES, IN YOBE STATE, NIGERIA

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POST GRADUATE STUDIES IN PARTIAL FULFILLMENTOF THE REQUIREMENTS FOR THE AWARD OF ADEGREE OF MASTERS INSOCIAL STUDIES EDUCATION

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION

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NOVEMBER, 2016

DECLARATION

I, Auwalu Isah declare that the work in this dissertation entitled "EFFECTS OF VISUAL INSTRUCTIONAL RESOURCES ON ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOLS STUDENTS IN SOCIAL STUDIES", IN YOBE STATE, NIGERIA has been carried out by me in the Department of Arts and Social Science Education. The information derived from the literature has been acknowledged in the text and a list of reference provided. No part of this dissertation was previously used for the award of degree at this University or any other institution. I am responsible for mistake found in this work.

Auwalu ISAH, **Date**
P13EDAS8159

CERTIFICATION

This Dissertation entitled "EFFECT OF VISUAL INSTRUCTIONAL RESOURCES ON ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOLS STUDENTS IN SOCIAL STUDIES, IN YOBE STATE", Nigeria by Auwalu Isah, meets the regulations governing the award of the master degree of Social Studies Education of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to my Father Isah Ibrahim, late Uncle Sabo Ibrahim (Dankamasho) and my grandparents; Ibrahim Abdulrazak, Halima Isah, Jibrin Ibrahim and Rabi Audu.

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ABSTRACT

This study investigated the Effects of Visual Instructional Resources on Academic Performance of Junior Secondary School Students in Social Studies, in Yobe State, Nigeria. The study was conducted using four objectives which were translated into research questions and hypotheses. Quasi experimental design involving experimental/control group was used for the study. The population consisted of 200, 658 J.S.S. social studies students out of which 102338 and 98320 are male and female respectively. The sample was made up of 400 JSSII social studies (150 male and 250 female participants).Four intact classes were purposively, selected from Nguru inspectorate educational zone. The schools are: GDJSS Garin Guna and GDJSS Hausari. The instrument used for data collection was social studies visual aids (SOSVA) and social studies lecture techniques (SOSLET) with reliability coefficient of 0.79. Mean and standard deviation were used for descriptive analysis while independent t-test was used for hypotheses testing stated at0.05 level of significance. The research found from this analysis reveals that: There is a significant difference in the academic performance of students taught social studies using visual instructional resources and those taught using lecture method in junior secondary schools in Yobe State, meaning that students in the experimental group performed significantly better than their counterpart in the control group. There is no significant difference in the academic performance of male and female students taught social studies using visual instructional resources in junior secondary schools in Yobe state; it showed that treatment did not cause any significant difference in academic performance between genders. There is a significant difference in academic performance of male (experimental) and male (control group) when exposed to visual instructional resources in favour of male experimental students. There is a significant difference in the academic performance of female experimental and female control groups when exposed to visual instructional resources was higher and better than their counterparts female control group. It was recommended that visual instructional resources should be used to improve the teaching and learning of junior secondary schools social studies.

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ABBREVIATIONS

ERC: Educational Resource Centre

FGN: Federal Government of Nigeria

FRN: Federal Republic of Nigeria

GDJSS: Government Day Junior Secondary School

J.S.S: Junior Secondary School

MDGs: Millennium Development Goals

N.T.I: National Teachers Institute

NCSS: National Council of Social Studies

NERDC: Nigeria Educational Research and Development Council

S.R: Stimulus and Response

SOS: Social Studies

SOSAN: Social Studies Association of Nigeria

SOSLET: Social Studies Lecture Techniques

SOSVA: Social Studies Visual Aids

SPSS: Statistical Package for Social Science.

UBE: University Basic Education

USAID: United State Agency for International Development

V.I.R: Visual Instructional Resources

WWW: World Wide Web

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Educational instructional resources are the asset which facilitate the attainment of educational objectives and make the process of teaching and learning smooth and effective at the school level. These instructional resources include people, resources, finance, time and so on (Ndayelechi, 2013). Visual instructional resources are any-thing that helps the teacher to promote teaching and learning activities in social studies.They include printed resources, pictures, diagram, maps and charts, filmstrips and slides, pencils, pen, cartoons, model and anythingotherthan can aid the teacher's effectiveness (Fageyinbo, 2004). Visual instructional resources are educational input of vital importance to the teaching of any subject in the school curriculum. Appreciation of visual instructional resources would help the teacher and learner to achieve specific objectives. Okam, (2007) was of the opinion that educators must be prepared to display the function in terms of helping them to develop readiness for using these resources and encouraging appropriate learner participation in the use of these resources during classroom work.

Many teachers of Social Studies are not used to visual instructional resources in their teaching and learning. Jibrin, (2013) Associated this to poor method of teaching, improper use of visual instructional resources, rote learning and lack of proper knowledge and skills of classroom instruction. Visual aids will not be of much use in the classroom unless teachers take care to use them to teach the learners, because they help learners to promote greater understanding of the experience. Students poor academic performance may persist if appropriate measures, such as, integrating of visual instructional resources in junior secondary schools are not made.

Social Studies as a school subject has over the years occupied an important position in the school curriculum. The Federal Ministry of Education in Nigeria categorized Social Studies as one of the core subjects in Junior Secondary School curriculum (National; Policy on Education, 2004). The subject has been recognized as effective tool for citizenship education in Nigeria. It is also a subject that equips the learners with critical skills to attempt to tackle problems of man. The Federal Ministry of Education's (2007) Nine Year Basis Education Curriculum for Social Studies has overall objectives of enabling students to develop a sense of solidarity and sharing based on a sense of security in one's own identity; inculcate the right type of values and develop the capability to recognize the many dimensions of being human in different cultural and social contexts. Social Studies education is very important in transforming the teachers and the students to acquire desirable attitude, wider experience, and unique methodology, to be useful member in the society.

One of the methods of teaching Social Studies is lecture technique where the teacher talks while students listen and take notes. Lecture is usually a formal talk prepared and organized by the teacher (Harry, 2004). Lecture techniques are used in presenting information and facts to students. The procedure is simple, the teacher does most of the talking and students listen. The students are passive listeners. It is agreed, however, that in order for lecturing to be effective, there must be communication between the teacher and students. The teacher should organize his/her lecture in such a way that students take an active role in the learning process. In lecture technique students are not given opportunity to participate and demonstrate what they have learnt.

Visual instructional resources can be seen as the resources necessary to aid the teacher using lecture method and help students to learn effectively. Visual resources are all teaching and learning resources that appeal mainly to the sense of sight or vision, which are

known as visual instructional resources (N.T.I, 2000). Visual instructional resources in the teaching and learningprocess are anything that can serve as an object of stimulus for students. Visual resources form a very important part of the method of teaching in our junior secondary schools. studies have been carried out on the relevance of visual resources for teaching and learning situation; it has been accepted that where it has been applied, learning has become greatly stimulated and students appearto have developed keen interest in teaching learning process.

The National Policy on Education (2004) enunciated that in accepting education as instrument of change, it has set up, among other things on education resource centre where emphasis is paid to visual aids. It is emphasized that, a teaching plan is incomplete without showing comprehensive form of visual aid to be used. Social Studies whichis interested in everything about man in relation to all aspects of his environment relies on instructional resources.Thesubject incorporates all aspects of reforms and innovations geared towards the sustenance of man's environment, which can be illustrated suchvisual instructional resources are to transmit information in the teaching and learning process, and Students learn more and retain better what they have been taught and saw with visual instructional resources.

There are several inherent advantages in the use of visual instructional resources in teaching and learning Social Studies. First, they help to promote and improve the effectiveness of communication of ideas by the teacher to the learners. Second, they enable the learners to learn through more than one sense thereby making learning more useful and permanent. Third, they also aids students with defectsand minimize teacher's domination of the lesson. Fourth, they serve as firsthand information to the learners(Abdullahi, 1997). They also encourage active participation among learners. Visual aids can also promote student – student interaction, teacher-student interaction. Visual aids also save teaching time as they

require short time to present large students. They can be used to stimulate student questions. Visual resources ensure the application of classroom oriented communication techniques.

In spite of the objectives and benefit of Social Studies in the school curriculum, the teaching of the subject is characterized with conventional method of teaching which always lead to ineffective learning and poor attitude of students toward the subject (Abdullahi, 1997). It was assumed by most teachersthat Social Studies pedagogy does not require any visual resources for illustration purposes.As long as many teachers are not utilizing teaching aids in classroom, surely students' poor academic performance would persist and educational objectives will not be achieved. Visual instructional resources are essential at all levels of education. In the light of this, research intends to ascertain the effects of visual instructional resources in teaching of Social Studies education in Junior Secondary Schools in Yobe State. This is with the view to disclose and open up the relevance of visual resource in teaching and learning social studies.

1.2 Statement of the problem

Learning is more permanent when learners visualize resources in the teaching and learning process. Visual aids that is relevant to teaching and learning by a qualified Social Studies teacher. They are the starting point and a foundation for attaining effective interaction between teacher and students in Social Studies classroom. This is because the success or failure of Social Studies lesson depends on the choice and utilization of effective teaching technique by the social studies teacher.

There are complaints and accusation that teachers of Social Studies are still accustomed to traditional techniques of teaching especially the lecture techniques despite the visual instructional resourceshave been found to be effective in interaction between teacher

and the students as revealed by some researchers like Obeka, (2013). These teachers – centered techniques of teaching Social Studies are characterized and largely criticized for shifting interest and creativity in students thereby limiting academic performance among Junior Secondary School students. Under this arrangement, the teacher is the disseminator of knowledge, the knower of the answers to all questions who less often than not allow students inputs in the teaching and learning. Also, it hardly encourages students to engage in practical and creative learning activities during the teaching and learning process. Therefore, there is the need to use visual instructional resource to see if there will be improvements in their academic performance in Social Studies.

The problem of this study hinges on effect of Visual Resources in teaching and learning of Social Studies among Junior Secondary Schools students in Nguru universal basic education inspectorate zone. Moreover, the extent of the effect based on gender is another issue that concerns the study. This is with the effort to highlight the effectiveness of visual resources over other classroomtechnique such as lecture method as a contribution towards the development of knowledge and learning in the study area, and Nigeria at large.

1.3 Objectives of the study

The objectives of the study are to:

I. Determine the effect of Visual Instructional Resources on academic performance of JSSstudentsin Social Studies in Yobe State.
II. Investigate the effect of Visual Instructional Resources on male and femaleacademic performance of JSS students in Social Studies in Yobe State.
III. Examine the effect of Visual Instructional Resources and Lecture Method on Male JSS students' academic performance in Social Studies in Yobe State.

IV. Investigate the effect of Visual Instructional Resources and Lecture Method on Female JSS Students' academic performance in Social Studies in Yobe State.

1.4 Research questions

The following research questions were formulated to direct this study:

i. Isthere anydifference in the mean academic performance scores of students taught Social Studies using Visual Instructional resources and those taught using Lecture Method?
ii. Isthere anydifference in the mean academic performance scores of Male and Female students taught Social Studies using Visual Instructional resources in Yobe State?
iii. What is the difference between the mean academic performance score of maleJSS students taught Social Studies using Visual Instructional resources and those taught using Lecture Methodin Yobe State?
iv. What is the difference between the mean academic performance scores of femaleJSS students taught Social Studies using Visual Instructional resources and those taught using Lecture Method in Yobe State?

1.5 Research Hypotheses

The following null hypotheses were postulated to be tested at $p < 0.05$:

i. There is no significant difference between the mean academic performance scores of students' taught Social Studies using Visual Instructional resources and those taught using Lecture Method in Yobe State.
ii. There is no significant difference betweenthe mean academic performance scores of male and femalestudents taught Social Studies using Visual Instructional resources.
iii. There is no significant difference between the mean academic performance score of male JSS students taught Social Studies using Visual Instructional resources and those taught using Lecture Method in Yobe State.

iv. There is no significant difference between the mean academic performance score of femaleJSS students taught Social Studies using Visual Instructional resources and those taught using Lecture Method in Yobe State.

1.6 Significance of the Study

This study, titled Effects of Visual Instructional Resources on Academic Performance of Junior Secondary Schools Students in Social Studies", in Yobe State, would be of enormous benefits to an array of stakeholders in education. It shall be helpful to social studies teachers, students, school administrators as well as curriculum developers. Information from this study would help social studies teachers to improve their teaching effectiveness through the use of visual instructional resources as effective for instruction. For the Social Studies students, the benefits derivable from the study are numerous. It is hoped that the use of visual instructional resources for teaching Social Studies would enhance the academic performance of students; there would be every tendency that learners would not forget easily what they see and thereby makes students become productive members of the society.

Curriculum developers shall benefit from thefindings of this study, by providing them with an insight into the effectiveness of visual instructional resources in achieving maximum result with resources and therefore.They will seek for them to enhance teaching-learning process. Visual instructional resources(V.I.R) have a wide range of applicability indifferent levels. The study will expose this fact to educators in different field of study, academic training and research activities including workshops and seminars which in turn, shall result in improving academic performances of students.

The study would be of great importance to the school administrators of JSS who are the key implementers of the curriculum by realizing their role in ensuring the effective

implementation of Social Studies curriculum. It would also provide information on the method used by the teachers that are relevant to teaching and learning of Social Studies in Junior Secondary Schools in Yobe State.

Finally, the study would be of great importance to the Social Studies teachers of JSS who are the key implementers of the curriculum by realizing their roles in ensuring the effective implementation of social studies curriculum. It is highly essential to use V.I.R in the teaching-learning process. Curriculum developers, school administrators, teachers, students are the people that are highly concerned in ensuring the use of V.I.R and they will surely benefit from the findings of this research.

1.7 Scope of the Study

The scope of this research was limited to the effect of Visual Instructional Resources on academic performance of JSS in Nguru Universal Basic Education Inspectorate Zone, Yobe State. The Zone consists of Nguru, Machina, and Karasuwa local Government areas. This limitation is done considering the number of JSS available around the Nguru. The population of this research work covers male and female students of JSS of Nguru Universal Basic Education inspectorate zone. The research focused on determining the performances of social studies students taught using visual and those taught without visual resources, the effect of Visual Instructional Resources on the performances of male and female social studies students in Nguru Universal Basic Education inspectorate zone among other variables.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews different opinions expressed by various writers, investigators and researchers on the effects of visual instructional resourceson academic performance of Junior Secondary School students in social studies in Yobe state under the following headings:

i. Theoretical Framework
ii. The concept of Social Studies education
iii. Objectives of Social Studies for post primary education
iv. History and justification of Social Studies education in Nigeria
v. Nature and scope of Social Studies education
vi. Concept of visual instructional resources
vii. Objectives for using visual instructional resources
viii. Types of visual instructional resources
ix. Criteria for selecting visual instructional resources
x. Sources of visual instructional resources
xi. Role of visual instructional resources
xii. Review of empirical related studies

Summary

2.2 Theoretical Framework

Theories of learning have been considered as systematic set of guesses by fallible men about the nature of learning, how it occurs, when it occurs and what factors cause it to occur.These theories are based on observation and also have been tested through scientific techniques or methods (National Teachers Institute, 2000).Two theoretical approaches are used in explaining the effect of visual instructional resources in teaching and learning Social Studies at Junior Secondary Schools. The first approach was presented by Thorndike (NTI,

2000) who developed a theory of learning by using a cat. In his experiment a hungry cat was confined in a puzzle box with food visible outside the box. The cat had to escape in order to get the food. There was a release mechanism which could be operated by the cat.

At the initial stage of the experiment, the cat exhibit random behaviours that were unsuccessful just to release from the box. It was in the process of this unplanned behaviour that the lever accidently pulled string and the cat came out from puzzle box and ate the food. In the subsequent experiment, it was discovered that the time taken by the cat to obtain release out of the cage had gradually decreased. This type of learning took place as a result of connection between stimulus and response. The food that was placed outside the cage was stimulus and action of the cat as response. Thorndike formulates three laws of learning as a result of this experiment with a hungry cat as follows:

i. The first law of learning is readiness, which states that an individual must be ready to face a given task. That is to say, when the child is eager to do something, but is restrained, he will be annoyed but if he is allow expressing himself he would be very happy.
ii. The second law is exercise which simply means that practice makes perfect the more an individual practice or repeats a given exercise the more he attain perfection.
iii. The third law is effect which states that any learning that is follow by reward, the behaviour of learners is then expected to be repeated or strengthened.

Theory ofinsightful by Wolf Gang Kohler is otherwise known as theory of insight. Heused four chimpanzees in his experiments, Chica, Grande, Konsul, and Sultan, (Kohler 1938). You could also note that insightful means productive thinking. The experiment was therefore described below in the first experiment, a chimpanzee was confined in the sage and some bananas were placed outside the cage. The bananas remain out of reach to the

chimpanzee. However, the experiment placed a stick inside the cage. All of a sudden the chimpanzee established the relation between banana and the stick. The chimpanzee then uses the stick to got banana.

In the second experiment, the experimenter placed two sticks which could be fitted with eachother with the help of mechanism. The chimpanzee at this problem situation was able to fit the two sticks together and use it to get the banana. Furthermore, there was a slight change in the third experiment, in this case, the bananas were living from the ceiling of the cage and a box was placed by side of the cage. Interestingly, when the chimpanzee discovered that the banana out of reach, a relationship was suddenly established between the box and the banana. The box was then put under the banana, and the chimpanzee climbed it and got the banana. In experiment four, additional box was added to the one inside and the chimpanzee had to use both to get the banana.

The above experiment shows that the animal perceive the total situation and the relationship among all relevant part of the problem before insight can occur in solving the problem. The experiment also shows that, the insight follows trial and error activities of the animals. In this case there is the possibility of high degree of transfer to similar problems.

2.3.1 Concept of Social Studies Education

The foundation of Social Studies would make no meaning without appropriate definition of the discipline. It has been said severally that social studies does not have a single universally accepted definition. Many authors in the discipline see it from different angles but pointing to the same direction and destination. Social Studies is an attempt to solve human problems. Therefore Social Studies have been defined by many scholars. Some of them are: Ellis (1997) cited in Orakwe (2007) who conceptualizes Social Studies as “all the pertains to learning about people and various ways in which they interact with each other

and with the various environments in which they find themselves". Social Studies is a reformatory school instruction designed to equip learners with desirable attitudes, values, skills and knowledge for cohesive social existence in Nigerian society (Meziobi, 2011). Furthermore, it is important to note that Social Studies is all about the study of man in his unending interaction with his environment as he attempts to make them better placed. It is about human behaviors and interaction within specified environment of physical or social.

Considering the definition of Social Studies from more contemporary perspective amiss the era of challenges characterizing the programmed globally, Ololobou, (2007) conceptualized Social Studies as a programmed of study which a society uses to instill in students the knowledge, skills, attitudes and actions. It considers important concerning the relationship human beings have with each other and their world. Above definition no wonder will convince one to believe that Social Studies education is very interesting in transforming the teachers and the students to acquire desirable attitude, wider experience, unique methodology, to be useful member in the society. Social Studies is the science of doing or making (creative ideas, social invention and objects), that will enable man interact with and contribute productively to his environment development efficiently (Orisa, 2011).

A little drift to the 21st century this study would prove some definition presently by experts of Social Studies like Danladi, (2011) who perceived Social Studies as that field of education or common learning of man's interaction with his social, physical economic and political environment. According to Ololobou (2010), the essence of studying Social Studies is to make out learners persons, who are responsible citizen.

Therefore, Social Studies provide a remarkable opportunity to engage students through thevisual instructional resources and are more committed to enhancing social interaction in which they live. Also it provides a unique forum for acquiring historical

perspective, practicing respectful process of engagement and developing a passion for contribution to the common good of the immediate and large community because Social Studies teachers should be well educated and be able to interpret the objectives. Adequate method should be used to link the achievement of these objectives with the national objectives.

2.3.2 Objectives of Social Studies for Post Primary Education

Objectives are usually expected learning outcomes. According to Kadiri (2008) professional Social Studies curricular for various grade levels have objectives spelt out. The objectives of social studies for post primary education in Nigeria are:

i. To make students aware of the problems of his country and the world in general to appreciate the interdependent between people;
ii. To create an awareness and understanding of the evolving social and physical environments, its natural, man make, cultural and spiritual resources, together with the rational use and conservation of these instructional for development;
iii. To develop in students the positive attitude for citizenship and desire to make positive personal contribution to the creation of a united Nigeria;
iv. To develop capacity to learn and acquire skill for formation of a satisfactory professional life;
v. To develop in the students an appreciation of his cultural heritage and desire to preserve it;
vi. Acquisition, background and inculcation of the proper value-orientation for the survival of the individual and society; and
vii. Acquisition of both physical and intellectual skills which will enable individual to develop into useful members of the community.

National Policy on Education and Social Studies Objectives

The aims of Social Studies are consistent with the goals of Nigeria's education as stipulated in the National Policy on Education (FRN, 2009) these include:

i. Inculcation of national consciousness and national unity;
ii. Inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
iii. Training of the mind in the understanding of the world around; and
iv. Acquisition of appropriate skills, abilities and the development of mental, physical and social skills and competencies as equipment for the individual to live in and continue to the development of the society.

From the above, we can deduce that social studies education was designed to help learners function and be integrated effectively in political, social, economic, religions, cultural, and educational opportunity which man's engage in his endeavors.

2.3.3 History and Justification of Social Studies Education in Nigeria Schools

Societies all over the world have one or many means of inculcating values, attitudes beliefs into the young ones. Social Studies eventually reached Nigeria in1958. Social studies came to Nigeria through what is now known as the Ohio project which was a programmed of educational partnership between the governments of the western region of Nigeria and the University of Ohio in the United States of America (Makinde 1979). The Ohio project led to the development of the first Nigeria social studies curriculum at AyetoroComprehensive College to some selected schools in the western part of Nigeria like Government College, Ibadan (Tikumah, 2009).

The realization of education as a variable tool to bring about change has contributed to an evolution of the Social Studies education in Nigeria. Social studies existed in bits in

various school subjects such as history, civic and government and other social sciences. It appeared not as we know it today but as fragmented body of knowledge found in specific contents of history geography and civics this tend continue up to the middle of 20th century.

As it happened in other parts of the world, Social Studies came to Nigeria through a series of curriculum innovation exercises, locally and internationally. Nigeria was one of the element African countries that attended the 1968 conference on social studies in Mombasa, KenyaThis conferences resolved on the need to inculcate African values and Moral in the African child through the teaching of Social Studies.Following the Mombasa conference in 1968, Nigeria accelerated her march towards entrenching Social Studies in her education system in January 1969 when theSocial Studies Association of Nigeria (SOSAN) was inaugurated at Ibadan for the purpose of developing the course of Social Studies in Nigeria. On the public front the following exercises were undertaken:

i. National curriculum conference (1969)
ii. National primary educational curriculum workshop (1971)
iii. The teacher education curriculum workshop (1972)
iv. The teacher education curriculum workshop (1973)
v. The seminar on National Policy on Education (1973). (Tikumah, 2009)

The deliberation and recommendations of these conferences/workshop/seminars were to culminate in the federal government's national policy on education in 1977, which recognized and stipulated the imperative of instilling national values and attitudes in the Nigerian child through the teaching of Social Studies. Today Social studies is compulsory subject for all pupils at the primary and junior secondary school levels of education in Nigeria and teachers are being trained in college of Education throughout the country to enable them teach the subject professionally. Graduate courses, right from the first degree up

to PhD levels, are also being offered in many universities around Nigeria today. The following passage by Okam (2002) summarizes the respect and paramount importance Nigerianeducational thinkers and policy makers have come to attach to social studies education in the country.

"A major development associated with the Nigeria National Policy on Education (1981) is the pride of place it has given to the social studies curriculum package as a compulsory core, subject area which all students in the junior secondary schools cannot dispense with in their learning activities. Very importantly the policy endorses that the learning of the Social Studies curriculum in Junior secondary schools must be seen as one of those avenues of establishing strong bases for the production of effective citizen and of forging a cohesive society that will support a motion of nation building" (Tikunma, 2009).

In the realization of education as a viable tool to bring about change, the national policy on Education (2004) further provided yet another impetus in the development of social studies; it realized the worth of Social Studies education. The policies remain the most comprehensive philosophy of education in Nigeria proposed and adopted social studies as a compulsory subject in junior secondary schools and primary schools in Nigeria. This led to the inclusion of Social Studies in the respective primary and junior secondary school time-table (Kadiri, 2009).

Added to this was the various efforts of Social Studies educators and practitioners, in particular the Social Studies Association of Nigeria (SOSAN) which have elevatedand ensured of the development of social studies in many ways. Firstly, it remains a professional body through which ideas are cross-fertilized on major issues as regards to Social Studies. Secondly it produces a journal which serves as instructional resources for students and teachers. In addition the various conference proceedings of (SOSAN) serve as

referenceresources for students and researchers. Thirdly, it SOSAN had helped in clarifying the meaning nature and purpose of Social Studies in Nigeria. The Nigeria Educational ResearchandDevelopment Council (NERDC) have continued to contribute greatly in producing resources in Social Studies. The NERDC Social Studies series are still in use as both content and methodology references resources. The Social Studies project textbooks published by them provide yet other relevant instructional resources for teachers and students of Social Studies (Ahmad, 2009).

The institutions of higher learning and universities in particular have helped in the production of personnel (teachers) in the implementation of Social Studies curriculum in various strata of the educational system. The Institute of Education, Ahmadu Bello University, Zaria has contributed greatly in the production of diploma and bachelor of education graduates of Social Studies needed in primary and junior secondary schools in the country. Social Studies is now being offered both as single major subject and as combination in state and federal colleges of education. In addition, graduation programmed in social studies is available in nearly all Nigeria universities.

These antecedents have contributed in many ways for the acceptability, popularity and the development of Social Studies educational in Nigeria. However, we shall know that the pattern of development of social studies becomes so sudden. This further compounded the problems of not only the teaching of Social Studies but also its inclusion in the school timetable of junior secondary school. Okam, (2002) is of the view that Social Studies in Nigeria aimed at breaking the ethnic, religion, linguistic, and cultural barriers that keep apart the various groups that constitute the Nigerian society, so that nation-building can be facilitated by the concerted efforts of those divergent people of the Nigerian polity. As the need to inculcate democratic values and attitude in the wake of the migrants into the United States of America called for the teaching of Social Studies in that country (Regan and

McCauley 1964), so does the need for mutual understanding, mutual respect and mutual appreciation among the contiguous people who formed the Nigerian nation in 1914 warrant the establishment of social studies in the Nigerian educational system. It would be very difficult for the almost four hundred ethnic groups of Nigeria, with their diversity of language, custom, etc. to work together in harmony unless they were given a common orientation as compatriots. It is the purpose of Social Studies education to provide that common orientation.

The need for Social Studies in Nigeria is growing bigger by day as societal and national challenges tend to increase. The transition from military rule to civilian democratic governance; perversion of the national culture and morality by western values through the printed and electronic media, especially the internet, the ever-escalating problem of corruption in the public sector, the spectre of ethno-religionist war on terror which appears to be inflaming relation between Muslims and Christian in the country and a host of others factors all call for a type of national re-orientation that can only provide through the flexible and dynamic medium of Social Studies education. An American professor, Jerolimek (1986) made this assertion to a congregation of American educators: "to teach Social Studies as if your way of life depended on it because in a real sense, it does" the obvious point here is that if an American that has attained societal integration and racial harmony to the extent of having a black president (in a predominantly white nation) cannot do without Social Studies then, a Nigeria that is still faced with the looming prospect in the words of the late Usman, (1999)cited in Tikumah,2009 " disinheriting and disentrancing tens of millions of Nigerian who have made other parts of Nigeria their homes" due to lack of mutual respect and recognition among the various peoples of the land, is even in greater a need for Social Studies education. Just is needed to make Nigerian understand, as observed by Lebowistz (1981), that the people constituting the Nigerian population have much more in common than

they differ. If Nigerian is said to be a nation in need of ethical revolution "(Ilori 1994), then Social Studies as an inculcator of values and attitude is indispensable for the country.Furthermore, the increasing popularity or the idea of globalization makes social studies education an imperative manual for Nigeria in their bid to interact with the outside world (Tikumah, 2009).

Social Studies serve as vehicle for citizenship education in the Nigerian Educational system. If Nigeria would be developed competitively with other nations of the world, then, for the purpose of raising Nigerian generations imbue with the spirit of national patriotism, political awareness, political activism, democratic values and attributes, moral consciousness and moral responsibility, Social Studies education is a national necessity.

2.3.4 Nature and Scope of Social Studies Education

Discussion about the nature of Social Studies education usually raises two vital impressions Kadiri,(2011).Firstly Social Studies is viewed as simplified social science. Secondly many have the feeling that it is a combination of social science and humanities. Social Studies is far from these, it is part of today's thinking of evolving an integrated curriculum. This thinking is seriously reinforced by certain beliefs. Firstly social, political, and economic problems are no respecter of geographical boundaries.Secondly at several times of our lives,decisions are not madeonly for us but for others, and inadequateknowledge can impede sound, decision-making. Thirdly the complexity of the world and rapid globalization, necessitate broad knowledge. Fourthly democracy is gaining ground in Nigeria,Social Studies education is necessary for the survival of the democracy.

On the basis of the above and many other social studies use concept, facts and generalization from the social science (social studies as a broad) field is needed for individual to function well in a complex society. These holistic approaches to curriculum organization

in Social Studies make it possible for vital issues such as population environment, race, intolerance, drugs and family refugees etc. to be accommodated.The Nigerian society is rich in its diversity of people, culture and traditional, physical environment and aspirations, one major task of Social Studies education is an attempt to tap understanding of this diversity for foster unity and promote desirable social attitude such as self-discipline, social and moral responsibility. Objective of Social Studies in primary school istohelp the individual to work into society and understand its problems for which he should help to provide solutions.

Different societies have different problems hence the conception of social studies for any given society must take into account the peculiarity of each society. Althoughthere are various concepts of Social Studies; the conception of the course in the Nigeria society must be very closely tied to the changing needs, problems and challenges of our society as they occur overtime. In Nigeria Social Studies is an integrated study of man and the outcomes of his interactions with various environments. In other words social studies is different from the older and traditional school subjects, e.g. history, geography, economics, government sociology, religious studies etc. Its nature and contents are based on its integrated concept and methodology (FRN, 2006). The subject focuses on problems of man's survival in the process of his interaction with his environments.In focusing on problems it takes into consideration all conceivable factors and aspect of the problems in historical, geographical, political, economic, religious, sociological, psychological, scientific, and analytical approach to an identification and the study of problems of man in his multi-faceted environment. Social Studies education utilizes a horizontal and spiral approach for the analysis of societal problems.

Although social studies aims at improving knowledge and providing valuable information necessary for life, its basic function is to help pupils or students to inculcate desirable social habits, attitude, and values,as well as useful skills of listening, reading,

writing, calculating, and those of other intellectual and manipulate nature, so much needed for the survival of an individual in the society. As an integrated subject, therefore Social Studies education is not the study of traditional subjects now just amalgamation of the traditional subject. In fact it is an integrated curriculum for wholesome education.The nature of social studies refers to the essential features or characteristics which distinguish Social Studies from the other subject areas. Some of the characteristics of social studies opined Ololobou, (2010) include the following: (1) it is a study of man as he interacts with the environment, man is central or core concerns as he relates with his various aspectsof the environment (2) it is an integrated knowledge and information drawn from a wide variety of sources used to study man comprehensively. Social Studies therefore portray the oneness and indivisibility of knowledge and the reality of man's interaction with the environment(3) Social studies is valued-based. All three domains of learning i.e. cognitive, affective and psychomotor are emphasized. However, the affective domain aspect of learning is given prime importance because Social Studies is interested in modifying the behaviour of learners to get them integrated into their various areas.(4) Social Studies are problems-oriented area of study. It is a response to the problems of society with a view to seeking rational solutions to an identified problem. (5) Inquiry is the core of all teaching approaches in Social Studies. Learners are expected to go into the environment to investigate, collect, analysis data to make inferences and conclusion on social issue and phenomenon. (6) Social Studiesis citizenship education. It is study that expose learners to the nature of Social Studies(Ololobou,2010).

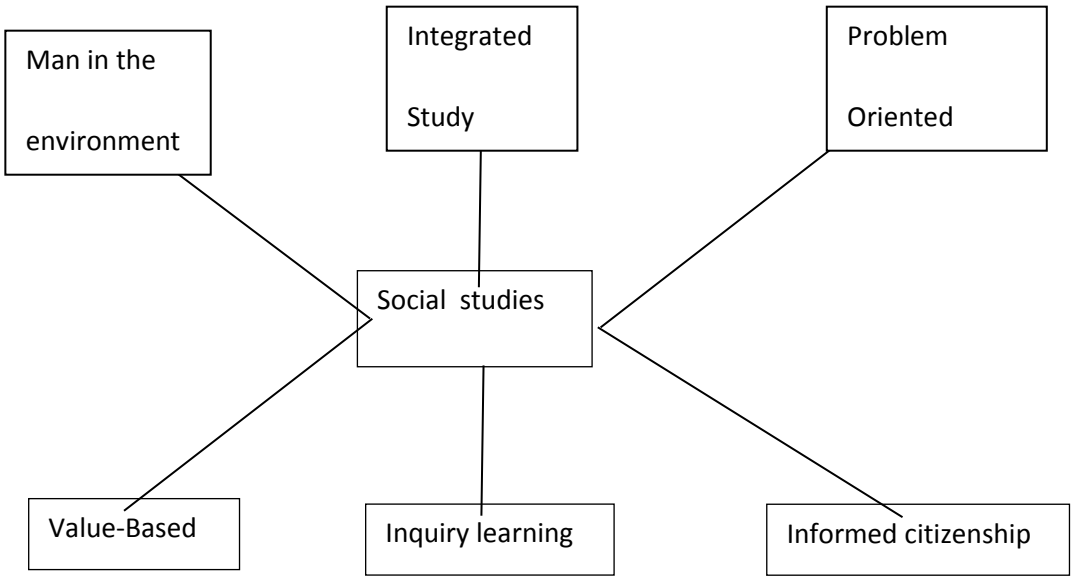


Fig. 1: Nature of Social Studies

Sources: Ololobou, 2010

The National Council of the Social Studies (NCSS) noted that meaningful social studies programme highlighted these features. Learners in social studies focus themselves in understanding the world they live. They focus on problems around them, make inferences, conclusion and decision based on observations made in the light of established social values. Social Studies is the great connections between school learning and living in the real world. Learners are prepared through Social Studies for active, meaningful and challenging citizenship in a democracy society like Nigeria.

Universe as a whole with many parts which linked directly or indirectly the universe is therefore the sources of all knowledge and the focus of all studies. According to Kadiri, (2011) for the purpose of teaching and learning subjects are separated. Each one covering certain aspect of knowledge grouped into different compartments which limit our understanding of the subject and prepare learners whose knowledge is restricted to the few subjects.

Social Studies consider knowledge as something that has no boundaries. It involves integration, in which knowledge has links and relationship with other subjects. This means that the knowledge acquired in Social Studies can be used in a very wide range situation. In other to acquire knowledge and develop skills and positive attitudes towards day life experience, Social Studies make use of many approaches to teach about social, economic, political issues and problems.

The following themes help to illustrate the typical scope of social studies. Kadiri (2008) identified many areas which he referred to as the scope of Social Studies education.

These are:

i. Cultural heritage
ii. Global perspective
iii. Political / economic issue
iv. Tradition and change
v. Technology
vi. Peace / interdepended
vii. Citizenship

Cultural heritage

The cultural heritage of people are embodied in stories about their values, hopes and dreams fears and dilemmas. The major role of a school is to transmit the cultural heritage from one generation to another through history of people art facts and dilemma. A culture consists of language, tools, important documents, customs, social institution, belief, arts, and religion. Every human society has particular patterns of behaviour that make up its culture. Within social group individual learn accepted means of meeting needs and coping with problems of living. This means a perceiving thinking and behaving part of their heritage.

Global perspective

The world is becoming more crowded more interconnected and more volatile. There is the need for peace but preparation for war continues, what happen in distances places quickly affect us. Student must understand the dynamics of human technological and ideological position or practices as culture is shared across the world our perspective must be global.

Political/economic issue

Citizen need to become aware of their political and economic opportunity and obligation so that they can function well with the political and economic system. This means the ability to make personal and social decision often with little time and incomplete information; citizen therefore need to become aware of their political and economic opportunity.

Traditional change

People, event, tools, institution, attitude, values, and ideas change overtime. History records the struggles of people and groups who favour change. So we must provide on the past and anticipate the future. As the rate of change accelerates we must recognize that human experience is continuous and interrelated. Continuity and tradition, facts of life and provide life, meaning, beauty, and truth. In some ways nothing new occurs under the sun. All person event, actions and change are the outcome of things that have gone before. Students should learn how change and continuity constantly influence their lives.

Social history

The need for quality justice and the large reservoir of historical and contemporary evidence of neglect demand that we include women, minorities and the so called ordinary people in our study of the human family. Human values come to life through the stories of people who play many roles in the drama of history. For example children can learn about courage from stories. Teachers can use songs and poetry of the down trodden to teach justice. Social history encourages the study of the past through primary sources and personal account.

Technology

Human beings modify nature for their purpose they engage in science and technology and engineering as tools. We must use these tools to bring comfort, enjoyment and relaxation to our lives. Social Studies help students to understand the role of technology in their lives. In many ways we are extension of our tools.

Peace and interdependence

Today one hears cries for peace in many languages and from many nations. The tree of peace has its root in justice. If there are no roots, the tree dries. The two concepts of peace and justice are inseparable, every society struggle with the conflicts between the desire for interdependence and the realities of interdependence. Modern economic systems are based on the principles of specialization because it is more efficient and productive than other ways of getting work done.

Citizenship

Citizenship in a democracy involves both obligation and privileges. Students need to misunderstand how government and politics actually work. They need to understand

underlying purpose and values of government in a free society. In Social Studies classes' students should have opportunity to develop the abilities require to be effective citizens in a democratic society. Students have opportunity to learn and practice their roles right and responsibilities as citizens of a democracy and members of the global community.

Conclusion

Social Studies have been introduced at all level of education. It is a core subject at primary and junior secondary schools level. The continuous teaching of the subject will increase and reinforcelearner knowledge of humanity to gain a better understanding of human relationships which will be a great asset to them in their later administrative and interpersonal roles.

2.4 Concept of Visual Instructional Resources

A teacher is an instructor one who in formal education system, attempts to alter, in positive direction, the behavior structure of learners. Anyobject which helps the teacher to make a lesson much clearer to the learner is a resource.Kadiri (2008) definedvisual instructional resourcesas all objects that teachers can turn for effective instruction. These include people, events and resources that can help to make learning activities.Visual instructional resources are also described as concrete or physical objects which provide visual to the sense organs during teaching. Visual instructional resources are those devices that appeal to the sense of sight only such as the chalkboard, chart, slide, and filmstrip.

The visual instructional resources can be viewed as acts of giving help normally by teachers to provide help and encouragement in students or pupils learning activities. Visual instructional resources can also refer to all tools, which can easily be used by a teacher to correct wrong impressions and to illustrate things that the learner cannot forget easily (Ema, 2004).

Visual Instructional resources in Social Studies can be defined as anything, anybody, and anyplace that can be used by the teacher and the pupils in a teaching-learning situation before, during and after the lesson to achieve the lesson objectives. A teacher who employs variety of visual instructional resources usually finds greater success in achieving his major goals and objectives(Kadiri, 2008).Visual resources are all teaching and learning resources that appeal mainly to the sense of sight or vision are known as visual instructional resources (N.T.I. 2000).Visual instructional resources in the teaching learning process is anything that can serve as an object of stimulus for students. There are several visual instructional resources available for use by the social studies teachers, which include pictures, painting, books, periodicals, charts etc. the use of instructional person is to make the subject as real and as practical as possible thereby enriching students learning experience. Other kinds of non-printed resources are becoming more and more important to teaching this subject. These non-printed resources include; photograph, pictures, slides filmstrip, diorama, mock-ups, records. A third kind of resources in this category is the kind of visual instructional resources that have been created by teachers for specific instructional purposes; these resources may be made primarily of paper or card and pen or marker. They are used for such things as flash cards, charts, maps, graphs etc. these resources have visual appeal and they make complicated facts simple. They teach practical realization (Ogundare, 2010).

They are things which are intended to help the teacher to teach effectively and to enable the students to learn more readily. Abdul (1978) cited by Hassan (2007) stated that visual instructional resources are information carries design specifically to fulfill objectives in teaching learning situation and they include textbooks, mounted, displays, workshop, posters, charts etc. These are used to provide the richest possible learning environment which helps learners and the teachers to communicate more effectively and the learners to learn more meaningfully and permanently.

Visual Instructional resources are neither non-projected nor electronic. These are resources that do not require projection for viewing. They are not electronic; you must be very familiar with printed resources, pictures, diagrams, charts, models, real-things, the chalkboard and other display boards. They are so common and easily obtainable, printed resources include textbooks, reference book, readers, workbooks, handbooks, tutors guides, journals, magazines periodicals, newspapers, letters, posters, bulletins, handout and handbills etc. (NTI 2002).

2.4.1 Objectives of Visual Instructional Resources

The objectives for the selection of supplementary resources are as follows:

i. Enrich and support the curriculum taking into consideration students varied, interest, abilities, learning styles and maturity levels.

ii. Stimulate growth in factual knowledge enjoyment of reading, literary appreciation of reading, literary appreciation, aesthetic values and societal standards.

iii. Present various sides of controversial issues so that students have opportunity to develop, under guidance, skills critical analysis and in making informed judgments in their daily lives.

iv. Represent many ethnic, religious and cultural groups and their contribution to the national heritage and world community.

v. Provide a wide range of background information that will enable students to make intelligent judgment in their daily lives (Benito, 2012).

2.4.2 Types of Visual Instructional Resources

Social Studies have the widest range of teaching resources compared with other discipline in the school curriculum. Mezieobi (2008) categorized visual instructional resources and instructional into two, thus, reading resources and non-reading resources, it is of paramount importance that are discuss some essential visual instructional resources among

others as they relate to Social Studies teaching and learning process in junior secondary schools. Some of these which use may produce, collect or buy many include:

i. Specimens
ii. Models
iii. Wall charts or posters
iv. Pictures (still)
v. Textbooks
vi. Maps, atlases and globes
vii. Real things
viii. Chalkboard
ix. Felt- boards/magnetic board/soft board.
x. Flip-charts.

The above are used to provide the richest possible learning environment which helps learners and the teaches to communicate more effectively and learners to learn more meaningfully and permanently.

Types of VisualInstruction Resources

Visual: Realia (objects, photographs, models, puppets etc.

Printed: Textbooks, journals, periodicals, newspapers, workbooks.

Non-printed:Pictures, mock-ups, diorama.

Display boards: chalkboard, bill board, notice board, magnetic board, plastic board, etc.

Graphic resources: charts of all kinds, graphs, posters, diagraphs etc.

i. Dimensional objects: maps, charts, pictures, posters, cornice and cartons etc.
ii. Dimensional objects: globes, models, puppet, robots, (UBE – MDGs 2011).

Teaching and learning sources are such items that facilitate the task of giving direction, instruction and ideas about particular subject. Examples of such resources include

chalkboard, chalk, flannel board, charts, models, Real resources (specimen), photographs, printed resources, apparatus and visual resources. A good teacher should put every effort to acquire relevant teaching resources, however, where these not available the teacher should be resourceful or innovative enough to produce what is required through improvisation (Tahir, 2003).

2.4.3 Criteria for Selecting Visual Instructional Resources

There are some basic principles guiding the section of visual instructional resources such as:

i. The objectives of which visual instructional resources is needed should be considered.

ii. The age and ability of the learners should also be taken into consideration.

iii. Where selection has to be made, resources should not be too expensive, for selection purpose.

iv. The resources should possess some aesthetic qualities and be clearly and logically presented.

v. The relevance of resources to the topic must be clear, current and related to the topic under study (Hassan, 2007).

Social Studies education isa professional course that treat and touches all aspect of teaching and learning. As such there are important things that the social studies teacher must always bear in mind before selecting. Abdullahi (1997) has this to said, “When it came to visual instructional resources, teachers should not take things for granted, they should first check to see that what they require is available, make a list of resources and see that they include everything they require. This will help the teacher to accumulate all necessary resources before the lesson begins, so they will not have to disrupt their lesson when they search for the needed resources. Moreover, according to Jacob (1999) one must take into consideration the following:

i. Consideration for the age and abilities of the learners

ii. They must be related to the lesson objectives

iii. Currency of information

iv. They should be bold and attractive

v. They should be harmless

vi. They should be in good condition

vii. They should be cheap and relevant

Similarly, Kadiri (2008) summarizes guidelines for selection and use of visual instructional resources in social studies education as:

i. They should be appropriate to the age and ability of the learners.

ii. They should be bold and clearly visible

iii. They should be presented in a way that captivates an interest of the learners in the class.

iv. They should be harmless

v. They should be directly relevant to social studies content being taught or learnt.

vi. When visual instructional are used, they should be clearly to the learners.

vii. All the pupils should be given equal chance to see , feel, taste, visual instructional resources.

viii. The teacher should be very mindful of the timing of the presentation or of the use of the teaching visual instructional resources

ix. The use of teaching V.I.R. should not be allow to waste the time of the pupils especially if the teaching instructional have to go round the class.

x. They should be such that will not in the manner of its construction and usage, distract the attention of the pupils from the lesson.

xi. They should not be complex or complicated, they should be simple, and that too can manipulate them easily after brief induction.

xii. The most relevant visual instructional resources which is likely to give the best stimulation to the pupils should be used.

xiii. They should be current.

xiv. Where a teacher has to select among alternatives the cheapest, most readily available and most relevant V.I.R. should be used.

xv. They most to be related to the lesson objective. In line with the above,

In line with the above Jekayinfa (2005) outline some guiding principles for selection of visual instructional resources, they are:

i. Relevance: The visual instructional resources should be relevant to the age, interest, aspiration and capabilities of the learner. The visual instructional resources should be developing one or more of an attitudinal behavior of the child.

ii. Availability: the teacher should make sure that, the visual instructional resources are available at the appropriate time and place. Recommended textbooks should be available where it is recommended

iii. Adequacy: the visual instructional resources should be adequate and of good quality. It is better not to use teaching visual instructional resources at all, than to be used one that will confuse or mislead the students. Adequate care must to be taken to see that any instructional to be used for visual instructional resources are relevant, adequate appropriate and easily available.

Other guiding principles for selecting teaching aids highlighted are (a) Select from content of the lesson. (b)Select from the resources that should be within the knowledge and experience of the learner, (c) Pictures, maps, charts, and objects should be bid enough, and (d) Evaluate the teaching aids to determine its effectiveness.

Jaromelik cited in Nehemiah (2009) gave these criteria for selection:

i. They should be appropriate, considering the maturational and academic level of the learners, and objective in view.
ii. They should be current
iii. They should be altercative and easy to handle
iv. In a case of reading resources like textbooks, they should be authored by trained professionals and renowned (widely known) contributors in the area.
v. They should not reflect anything that is racially culturally, or religiously offensive.
vi. They should not be expensive being affordable.

Looking at the aforementioned guiding principles highlight by different professionals, we can deduce that, learners are at the central focus, because whatever the guidelines, they are targeted in changing the behavior of the learners to easily be acquainted with the lesson or behavioral objective they are expose to.

2.4.4 Source of Visual Instructional Resources

Detail studies have shown that visual instructional resources will be acquired by schools through the following sources:

i. Collecting items from the immediate locality: Based on the advice of the teacher, learners could collect following items from their homes or elsewhere in the locality: discarded milk, and beverage containers, discarded plastic containers, bottle tops, old magazines, old calendars etc.
ii. Governmental Organization: Occasionally government acquires and distributes to school items, ranging from charts, maps, globes, textbooks, etc. nongovernmental organizations such as UNESCO, UNDP, UNICEF, DFID, USAID, etc. also donate visual instructional resources to schools.

iii. Donation from other sources: Philanthropists and other public-spirited people within the school community, town union, old pupils association, parent teachers associations, board of Governors and other similar bodies can also donate visual instructional resources to school.

iv. Distribution of productions by students in tertiary institutions: Visual Instructional resources produced by students in tertiary institutions as part of their project are subsequently distributed to neighboring schools after being graded. These resources are then used in schools for the promotion of the teaching –learning process.

v. Educational resource centre (ERC): A resources centre is a place where varieties of teaching learning resources are kept for use by teachers, learners, and other interested persons within a school or an area. ERC can be created by institutions, a local or state government, an individual or non-governmental organization. Virtually all the state in the country has ERC. Their centres not only store, sell and distribute teaching-learning resources (Kadage, 2012).

2.4.5 Roles of Visual Instructional Resources

Anyamu, (2009) say the importance and the usefulness of visual instructional resources in social studies instructions can be best explained on the following point:

i. Stimulation of interest

ii. Concretive abstract issues or topics in social studies

iii. Creating effective communication

iv. Use of mass instruction and taking care of wide audience

v. Providing meaning and useful sources of information to teachers and learners.

vi. They help in developing a continuity of reasoning and coherence of thought.

vii. They save time and reduce verbalism or repetition of word.

viii. They are used to perfect teaching methods and promote chores relations between the community and school.

Other kinds of non-print materials are becoming more and more important to teaching of social studies. Many of them are also stored in libraries under the general heading of media, but they are not always there.These non-print materials include; photographs, pictures,posters slides, filmstrips, films tapes, videotapes,records,etcthey are assuming greater importance especially at the JSS levels of education and other levels are gradually benefiting from them.Certainly their impact upon the learning of younger students is greater in the lower classes. A third kind of materials in this category is the kind of visual instructional resources that have been created by teachers for specific instructional purposes. These resources may be made primarily of paper or card and pen or marker. They areused for such things as flash cards,charts, maps graphs, etc.They may also include things that must be typed or specially prepared or things reproduced from them. They are best when prepare by students but it is often necessary for the teacher to produce the first or model copy for students to follow.These materials have visual appeal and they make complicated facts simple. They teach practical realization (Oundare, 2010)..

Why do teachers use visual instructional resources in teaching? These questions lead him to an in depth understanding that visual instructional resources are not simply chosen for the sake of using visual instructional resources in classroom instruction. Mainly, these numerous visual instructional resources can aid at attaining the instructional objectives beginningofthe course, and help in facilitating the students learning.

When visual instructional resourcesare appropriately selected, these can facilitate an effective learning acquisition of the students. These can uphold their active participation in the classroom tasks and activities. These may further enhance their comprehension of the subject matter when, of course chosen and utilized appropriately (Loyola, 2014).

The success of any learning process depends largely on the Visual Instructional Resources procedures. The learner has limited contact with his teacher but learn more through well-structured and packaged of visual instructional resources in teaching. The learner most of the time is separated from the teacher in terms of time and space. The use of visual instructional resources in teaching, learning becomes a necessity because of its control role among learners (Obasi, 2013).

2.5 Review Related Empirical Studies

This study oneffect of visual instructional resources in teaching Social Studies education at junior secondary schools in Yobe state has link with some of the following researches conducted in the area of visual instructional resources and instructional in teaching and learning.

Nsa, (2013) conducted a study titled: "Visual Instructional resources utilization on the performance of junior high school students in practical agriculture in IkotAbasi local government area". The study used a quasi-experimental design with a pre/post-test non-randomized control group arrangement. A sample of 200 students was used for the study. The instrument was validated by research experts and the reliability coefficient of 0.80 was obtained using K-R 1. The findings of the research indicated that there was significant difference between the performance of students taught with visual instructional chart and those without and there was significant difference between the performances of students taught with instructional pictures and those taught without it. They performed significantly better than students taught without visual instructional resources.

The current study and that of Nsa, (2013) share the following similarities;

i. The two studies are quasi experimental research design.
ii. They centre on the effect of visual instructional resources like chart and picture on students learning outcome.
iii. They used J.S.S. students as their population.

Nevertheless, the two studies differ in the following ways;

i. The current study has a reliability of o.79while the study conducted by Nsa, (2013) has a reliability of 0.80.
ii. They differ in terms of sample. Nsa conducted it with sample of 200 while the current study was 400 as sample.
iii. The current study was conducted in Nguru Educational inspectorate Zone while that of Nsa, was conducted in IkotAbasi Local government area.

The study conducted by Nsa, (2013) .He limited to picture and chart while the current study included picture, chart and diagram in effects of visual instructional resources on academic performance of students.

Olufemi, (2013) Investigated the influence of availability and utilization of visual instructional facilities as correlation of adult learner academic performance in Lead City University of Ohio United State. The research instrument was questionnaire. The sample of the study was constituted 230 adult learners and 20 lecturers in three faculties in Lead City University, Ohio. Two instruments were used for the study, they were adult learners assessment instrument (Alai) and lecturer's' assessment instruments (Alai). The reliability for adult learners assessment instruments (Alai) was r = 0.86 t-test on difference between teaching qualification and the use of visual instructional resources in teaching adult learners learning show t = 1.06 at p>0.05, t-test on difference between the use of visual instructional resources and adult learners learning process shows t = 4.89 at p < 0.05. Thus, it was concluded that the lectures should be encouraged to use and try to improvise visual instructional resources for effective teaching in the university.

The study conducted by Olafemi, (2013) and the current study differed in the following ways;

i. The current study is quasi experimented while that of Olufemi, (2013) was survey.
ii. The study conducted by Olufemi 2013 was conducted in Ohio United State. While the current study was carried out in Yobe State.

iii. The current study used J.S.S. students (400) as respondents while that of Olufemi (2013) used 250 as sample size.

However, the two studies share the following commonalities;

i. The two studies used visual instructional resources.

ii. The two studies used T- Test for inferential analysis.

iii. The two studies have an aims of enhancement of knowledge

Olufemi, (2013) conducted a research in relation to Adult learner academic performance in University. It is presumed that the results from this research would be vital for students of J.S.S. In essence, it is possible to develop education and enhance learning so that students in the future gain better knowledge and skills for educational development.

Obeka, (2013) investigated the effect of integrating instructional model with lecture on academic achievement in Social Studies among Junior Secondary School students toward quality education in Zaria Educational Zone. The study adopted the pretest, post-test quasi experimental, and control group design. Total population 2500 for Junior Secondary School students in the zone. One hundred and eighty (180) students were used from four schools which constitute the sample for the study. The instrument used was social studies achievement (test SOSAT), validated by three experts with reliability coefficient of 0.75. Two research questions guided this study and two null hypotheses was/tested $p<0.05$ levels of significance. The major findings from the study include the followings. There was significant different in the mean academic achievement of students taught some Social Studies concepts using integrating instructional models with lecture compare to those taught using lecture method of instruction only. Based on these findings, it was recommended that integrating instructional models with lecture method should be used by social studies teachers to teach at junior secondary school.

The current study and that of Obeka, (2013) shares the following similarities:

i. The two studies are quasi experimental design.

ii. Two studies used t-test for inferential analysis

iii. They use J.S.S Students as their population.

Nevertheless, the two studies differ in the following was:

i. The current study has four objectives while the study conducted by Obeka (2013) has two objectives.

ii. They differ in population.

iii. The current study used sample size of (400) students while that of Obeka, (2013)used the sample of (180) students.

The study conducted by Obeka, (2013)was limited to models hence; the current study is on picture, charts and diagram on the effects of visual instructional resources on academic performance of students.

Sadeghi, (2013) conducted a study titled effect of visually supported vocabulary instruction on beginner learners. The study was quasi experimental design. The proposed hypotheses predicted no significant difference between the two methods. The participants (N=44, within the range of 10-16 and all males) were chosen using an intact group design sampling procedure. The study lasted for three months during which the experimental group was thought using visual aids and the control group, using lecture techniques.The analysis of data using independent t-test indicated the experimental group out performed significantly better than the control group in the post – test. The result offers a wealth opportunity for teachers to experience the visual supported approach to teaching vocabulary.

The current study and that of Sadeghi, (2013) shares the following similarities:

i. The two studies are quasi experimental research design.

ii. They centre on effect of visual instructional resources.

iii. The two studies used t-test for inferential analysis.

Nevertheless, the two studies differ in the following ways;

i. The current study centre on male and female students while the study conducted by Sadeghi, (2013) centers on male students only.
ii. The current study was six weeks while that of Sadeghi, (2013). The study lasted for three month.
iii. The current study was conducted in Nguru Educational zone, Yobe state while that of Sadeghi,(2013) was conducted in Virginia polytechnic institute.

The study conducted by Sadeghi, (2013) was based on males only while the current study was based on male and female students of J.S.S. inYobe State.

Salihu, (2015) conducted a study titled "effects of educational field trips on academic performance of JSS Social Studies students in Kaduna State, Nigeria". The study used quasi-experimental research design and 120 JSSII students of the four schools were selected as purposive sampling techniques. Mean and standard deviation used in answering the questions raised by the study and t-test independent sample which was used in testing the three null hypotheses postulated by the study. The study revealed that significant difference existed between the mean academic performance of students taught using educational field trip (experimental) and those who were taught with lecture method (control); the study also discovered no significant differences between male and female experimental group students in their mean academic performance; the study however foundout that both urban and rural students' experimental group did not differ significantly in their academic performance when they were taught with educational field trip technique and recommendation were made to encouraging teachers for organizing field trips.

The current study and that of Salihu, (2015) share the following similarities:

i. The two studies are quasi experimental research design.
ii. They used JSS II students as their sample size.

iii. The two studies used t-test independent sample for inferential analysis.

Nevertheless, the two studies differed in the following ways;

i. They differ in terms of sample. Salihu, (2015) conducted it with sample of 120 JSS II students of Social Studies while current study was 400 as sample size.

ii. The current study was conducted in Nguru Universal Basic Education Inspectorate Zone. While that of Salihu (2015) was conducted in Zaria Educational Inspectorate Zone Kaduna State.

iii. The current study was limited to visual Instructional Resources while that of Salihu, (2015) was conducted titled "Effects of educational field trips on academic performance of JSS II Social Studies students in Zaria educational zone of Kaduna State.

Summary

This chapter first provided a brief of the status of visual instructional resources especially in the discipline of Social Studies. Effective utilization of appropriate visual instructional resources is highly essential to improve teaching and learning of social studies in junior secondary schools. Improvement and better academic performance can also be guaranteed through the use of visual aids. And if the standard of education has to be raised, the uses of visual instructional resources should be used for the teaching and learning of social studies. It is therefore that the use of visual instructional resources must be given adequate priority in our junior secondary schools. Visual aids are important in education system the devices which were used in classroom to encourage teaching andLearning process and make it easier and interesting. Visual aids are the best tools for making teaching devices have greater effect and dynamic information system. This study analyzed the effect of visual instructional resources at junior secondary schools level. Visual aids make acquisition of knowledge and skills possible through systematic interaction between teachers and learners. It happens every day and involves teacher, learner,methodologies and resources intention. The use of visual aids resources in teaching process provide the basis for improved teaching and learning of a subject (Social Studies). They are designed, produced and used to achieve specific instructional goals. The need for this study was done to the fact all the studies reviewed as empirical studies shown that, despite their similarities, no single study was carried out before with similar variable to the present study and the former studies have been carried out some were while the present study was carried out in Nguru Universal Basic Education inspectorate Zone in order to bridge this gap off by other researchers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the following sub headings: -

i. Research Design
ii. Population of the Study
iii. Sample and Sampling Technique
iv. Instrumentation
v. Validity of the Instrument.
vi. Reliability of the Instrument.
vii. Data collection Procedure
viii. Statistical analysis procedure.

3.2 Research Design

This study utilizedquasi-experimental research design. Quasi experimental design wasdeveloped to deal with an effect between treatment and control groups.Schoenfeild (2006) reported that quasi-experimental design can be used in research when its involves selection of groups upon which a variable is tested, without any random pre-selection process as with a variable being compared between different groups or over a period of time. It is a type of design which aims to determine whether an intervention has effect on participants.

Illustration for non-equivalent group design

Group	Pre- test	Treatment	Post-test
Experimental	Y1 _____	X	_____ Y3
Control	Y2_____	0	_____ Y4

Where Y1 is pre- test to experimental group, Y2 is pre-test to control group, X is treatment, 0 signifies no treatment, Y3 is post-test for experimental group, while Y4 is post-test for control group, In its simplest form, it requires a pre- test and post-test for a treated and comparison group, The study utilized the design becauseof its suitability to the demands of comparing two teaching methods; visual instructional resources and lectures method.

3.3 Population of the Study

The population for this study consisted of all JSSII Students of Social Studies in Junior Secondary Schools in Nguru Universal Basic Education Inspectorate Zone. The zone consists of 18 Junior Secondary Schools with the total population of 1833 with 1088 were male and 745 female students. The population figure was distributed according to the local government areas in table 1:

Table 1: Summary of the Population

S/no	LGA	No of schools	M	F	Total
1	Nguru	9	616	599	1215
2	Karasuwa	5	348	142	490
3	Machina	4	124	4	128

Total	**18**	**1088**	**745**	**1833**

3.4 Sample and Sampling Procedure

The sample size used for the conduct of this study was 400 JSS II Social Studies students based on Yamane, (1967) formulae (Appendix F). Purposive sampling technique was used to choose the participating schools. Four intact classes were purposively selected from two schools from Nguru Universal basic Education Inspectorate Zone. This was done in order to accommodate variables in the study. Sample was four intact classes of JSS II social studies students, each randomly selected from two schools used for the study. One of the two intact classes from school was experimental group and the other one was control group, while one of the two intact classes from the other school was experimental group and the other control group. The researcher employed different statistical tool in analyzing the data. These are descriptiveand inferential statistic. The sample distribution is given in table two below.

Table 2: Distribution of Sample Schools and Students

S/N	Names of School	Grouping	Gender Male	Female	Group Size
1	GDJSS G.	Control	35	47	82
2	GDJSS G.	Experimental	27	41	68
3	GDJSS H.	Experimental	48	55	93
4	GDJSS H.	Control	65	82	147
		Total	**175**	**225**	**400**

Source: Field Experiment 2015.

3.5 Instrumentation

The instruments for this research was Social Studies Visual Aids (SOSVA) and Social Studies Lecture Technique (SOSLET) which consist of twenty (20) items and the twenty (20) questions are objective items in Social Studies with four options out of which only one is the correct response to the item(s), were based on the topics selected from J.S.S.II social studies syllabus.The instrument was made up of two sections; section A & B, section A for data of the respondents on gender and level. Section B on the other hand, effects of V.I .R. on academic performance of respondents in Social Studies based on the topic selected.

The SOSVA is an instrument that was employed by the study for the purpose of testing the academic performance of social studies students taught using Visual instructional Resources,These set of students are called treatment, on the other hand, (SOSLET) is also a teacher-made test designed to test the academic performance of Social Studies students taught using lecture technique. This test items were administered to the comparison groups.

The students were taught by the teacher and the tests were administered for the experimental and control group. The outcomes of the various encounters in the form of test scores then subjected to appropriate statistical analysis to determine cause and effects relationship between the variables.

3.5.1 Validity of Instrument

The researchSupervisors in the Department of Arts and Social Science Education, Ahmadu Bello University, Zariavetted the instruments for content and face validity. Also, lecturer's and other researchers from other department and language specialists scrutinizedthe instrument for further validation of an instrument in question.

3.5.2 Reliability of the Instrument

Pilot study was carried out among 20 students of Government day junior secondary school Central Nguru and GDJSS Bukarti. These two were selected as they werenot used for the main study, but share similar characteristics in all regards. The Pearson Product Moment Correlation was used to determine the reliability coefficient. Consequently, a reliability coefficient of .79 was found. This reliability coefficient was considered adequate for internal consistency of an instrument. This was supported by Spiegel (1992) and Stevens (1986). According to them an instrument can be said to be reliable when the reliability coefficient was approximated to (1) by this result, this instrument was said to be reliable. All the measure therefore asserted that the instrument satisfied the criterion of construct and content validity. The less reliable is the instrument and the closer the reliability coefficient is to 1, the more reliable is the instrument. This is therefore confirms the reliability of the data collection instrument that wasused as fit for the main work.

3.6 Data collection Procedure

The researcher requested fora letter of introduction from the Department of Arts and Social Science Education, Ahmadu Bello University, Zaria. It had helped the researcher to obtain official data need for the study from Nguru Education Zone Office Yobe state. Further, the letters of introduction wasforwarded to the schools that full under the study sample. This would aim at introducing the researcher on study motives and also as a means of soliciting for official permission and co-operation to utilized students for the study.

Furthermore, the researcher used social studies lesson periods for JSSII in the sample schools to test the selected students using the design teacher – made test known as control group.

The researcher utilized another social studies lesson period to teach with visual instructional resources for JSSII topics to test items this was for the comparison known as experimental group.

Moreover, after adequate preparations, the researcher with permission of the schoolsutilized lesson period to teach students some topics on Map of Nigeria and other topics with the help of chart, picture and diagram. This is aim at giving the students firsthand information and visual experience on the topics selected. Thereafter, test interactive session and test was administered to the treatment groups. The test papers had been marked over (100). The test scores for both groups collected for comparison sake using appropriate statistical procedure. The whole data collection procedure was lasted six (6) weeks.

3.7 Statistical Analysis Procedure

The data for the study are scoresby teacher made-test obtained from the test administered on the control and experimental groups. Mean and standard deviation were used for descriptive analysis and t-test independentstatisticswas used to analyze the null hypotheses between mean scores of experimental and control groups.The choice of t-test independent was because of its suitability to test the two different groups and the data generated for study was continuous in nature. Data was subjected to SPSS.

CHAPTER FOUR

RESULTS, DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the results and analysis of data collected for the study. Statistical package for Social Studies was used to analyze the data at two different levels, as follows; descriptive and inferential analysis. Means and standard deviations were used for descriptive analysis and t-test statistics for inferential analysis. The chapter presents descriptive and inferential analysis, research findings and discussion of results.

4.2 Descriptive Analysis

The descriptive analysis was done by way of answering research questions as follows:

Research Question one: Is there be any difference in the mean academic performance scores of students taught Social Studies using visual instructional resources and those taught using lecture method in Yobe State?

To respond to this question, experimental group mean performance after exposure to visual instructional resources was based on treatment and control group as follow:

Table 3: Summary of the mean academic performance scores of students taught Social Studies using Visual Instructional Resources and those taught using Lecture Method.

Group	N	Mean	Std. Deviation	Mean difference
Experimental Scores				
Control scores	Experimental	36	63.19	18.054	21.4
	Control	39	41.79	25.378	

Table 3 shows the Mean and SD of academic performance scores for experimental and control groups. There was a difference in the mean academic performance scores between experimental and control groups (M=41.79,SD=25.378.) with a mean difference of 21.4, this

shows that the experimental group had some level of improvement as a result of exposure to visual instructional resources. The standard deviation is indicative of wide variability between the scores of the groups.

Research Question Two: Is there any difference in the mean academic performance scores of male and female students taught Social Studies using visual instructional resource?

To respond to this question, experimental group mean performance after exposure to visual instructional resources was used based on gender as follow:

Table 4: Summary of the mean academic performance scores of male and female students taught Social Studies using Visual Instructional Resources.

	Group	N	Mean	Std. Deviation	Mean difference
Male vs female experimental scores	Male	18	61.39	18.215	-3.61
	Female	18	65.00	18.231	

Table 4: Shows the Mean and SD of the academic performance scores for males and females when taught using Visual Instructional resources. There was a difference in the mean academic performance scores for males (M=61.39,SD=18.215) and females (M=65.00,SD=18.231).With a mean difference of -3.61 implying that the male are less by 3.61 to female in the academic performance. The standard deviation is indicative of wide variability between the scores of the group.

Research Question Three: What is the difference between the mean academic performance score of male students taught Social Studies using visual instructional resources and those taught using lecture method in YobeState?

This question was answered using experimental male mean performance after exposure to visual instructional resources and male mean performance of control group difference as follows:

Table 5: Summary of the mean academic performance scores of male students taught Social Studies using Visual Instructional Resources and those taught using Lecture Method.

	Group	N	Mean	Std. deviation	Mean difference
Male vs male scores	Male experimental	18	61.39	18.215	16.39
	Male control	19	45.00	28.186	

Table 5 Shows the Mean and SD of the academic performance scores for male students when taught using visual instructional resources and lecture method. There was a differences in the mean academic performance scores for male in the experimental group(M=61.39,SD=18.215)and male in the control group (M=45.00,SD=28.186).With a mean difference of 16.39 by male experimental group students implies very wide difference after exposure to visual instructional resourceshe standard deviation is indicative of wide variability between the scores of the group.

Research Question Four: What is the difference between mean academic performance score of female students taught Social Studies using visual instructional resources and those taught using lecture method in Yobe State?

Table 6: Summary of the mean academic performance scores of female students' taught Social Studies using Visual Instructional Resources and those taught using Lecture Method

Group	N	Mean	Std. deviation	Mean difference

Female vs female scores	Female experimental	18	65.00	18.231	26.25
	Female control	20	38.75	22.704	

Table 6.sshows the Mean and SD of the academic performance scores for females in the experimental group and females in the control group. There was a difference in the mean academic performance scores for females (M=65.00,SD=18.231) and females(M=38.75,SD=22.704).with a mean difference of 26.25for female experimental group .The standard deviation indicative of wide variability between the scores of the group.

4.3 Testing of Hypotheses

Testing of Null Hypothesis, was done using t-test statistics.

$H0_1$: There is no significant difference in the mean academic performance scores of students taught social studies using visual instructional resources and those taught using lecture method in JSS II in Yobe state.

To test null hypothesis one, the experimental and control groups' performance scores were analyzed using t-test statistics to find out if any significant difference exist between the groups. The result of the analysis is as follows:

Table 7: Independent samples t-test Analysis of Significant Difference between the Performance of Experimental and Control Gro**up**

Variable	**N**	**Mean**	**Std. dev.**	**t-cal**	**df**	**P**	**Remark**
Experimental	36	63.19	18.054	4.176	73	.000	Significant
Control	39	41.79	25.378				

Table 7, since the obtained value 4.176 of t exceeds the critical value 2.00 at df=73 , necessary to reject the $H0_1$ at the .05 conventional level of significance, hence $H0_1$ is rejected. It can be concluded that there is a significant difference between mean academic performance scores of students taught social studies using visual instructional resources and those taught using lecture method. That is to say tcal (73, n = 75) = 4.176, p=0.001<0.05. Because the null hypothesis was rejected,(the probability or significance level is less than the conventional alpha level) therefore, it can be concluded that exposureofstudents visual instructional resources caused significantly academic performance than exposure to lecture method.

$H0_2$: There is no significant difference in the mean academic performance scores of males and females students taught social studies using visual instructional resources in Yobe state.

To test the second null hypothesis, the academic performance scores of students exposed to visual instructional resources were analyzed using t-test statistical technique to find out if there was significant difference in the performance of male and female student. The result of the analysis is as follows:

Table 8: Independent samples t-test analysis of significant difference between the performances of male and female students exposed to visual instructional resources

Variable	N	Mean	Std. dev.	t-cal	Df	P	Remark
Male	18	61.39	18.215	-.594	34	.556	Not significant
Female	18	65.00	18.231s				

Table 10, since the obtained value -.594 of t does not exceed the critical value 2.04 at df=34 necessary to reject the $H0_2$ at the .05 conventional level of significance, hence $H0_2$ is retained. It can be concluded that there is no significant difference between mean academic

performance scores of male and female students' taught social studies using visual instructional resources. That is to say t (34, n = 36) = -0.594, p=0.556>0.05.

Therefore, it can be concluded that exposure of students to visual instructional resources does not caused any significant difference in academic performance between genders.

$H0_3$: There is no significant difference in the mean academic performance score of male JSS students taught social studies using visual instructional resources and those taught using lecture method, in Yobe state.

To test null hypothesis three, the experimental group performance scores were analyzed using t-test statistics to find out whether significant difference existed between the performance of male experimental and male control group students as shown below:

Table 9: Independent samples t-test Analysis of Significant Difference between the Performance of Male Experimental and Male those Taught Using Lecture Method

Variable	N	Mean	Std. dev.	t-cal	Df	P	Remark
Male experimental	18	61.39	18.215	2.088	35	.044	Significant
Male control	19	45.00	28.186				

From Table 9, since the obtained value 2.088 calculated exceed the critical value 2.03 at df=35 of t necessary to reject the $H0_3$ at the 0.05 conventional level of significance, hence $H0_3$ is rejected. It can be concluded that there is a significant difference between mean academic performance scores of male students taught social studies using visual instructional resource and those taught using lecture method. That is to say $t_{cal}(35, n = 37) = 2.088$, P=0.044<0.05. Because the null hypothesis was rejected, the significance level is less than the conventional alpha level. Therefore, it can be concluded that male exposure of students to visual instructional resources caused significantly in academic performance than when they are exposed to the lecture method.

$H0_4$: There is no significant difference in the mean academic performance score of female JSS students taught social studies using visual instructional resources and those taught using lecture method in Yobe state.

To test null hypothesis four, the experimental group performance scores were analyzed using t-test statistics to find out whether significant difference existed between the performance of female experimental and female control group students as shown below:

Table 10: Independent samples t-test Analysis of Significant Difference between the Performancesof Female Experimental and Female those Taught Using Lecture Method.

Variable	N	Mean	Std. dev.	t-cal	df	P	Remark
Female experimental	18	65.00	18.231	3.901	36	.000	Significant
Female control	20	38.75	22.704				

From table 10, since the obtained value 3.901 exceed the critical value 2.03 at df=36 necessary to reject the $H0_4$ at the .05 conventional level of significance, hence $H0_4$ is rejected. It can be concluded that there is a significant difference between mean academic performance scores of female students' taught social studies using visual instructional resources than those taught using lecture method. That is to say $t_{cal}(35, n = 37) = 3.901$, $P=0.001<0.05$. Therefore, It can be concluded that female students who were exposure to visual instructional resourcessignificantly performed better than those who were exposed to the lecture method.

4.4 Summary of Major Findings

The following major findings were made from this study:

i. Those taught Social Studies using visual instructional resources performed significantly better in the academic test than those taught using lecture method in JSS in Yobe State
ii. There was no significant difference between the academic performance of male and female students taught Social Studies using visual instructional resources in JSS in Yobe State.
iii. The study showed that there was significant difference in the academic performance of male taught Social Studies using visual instructional resources than those male students taught using lecture method.
iv. The study showed that there was significant difference in the academic performance of female taught Social Studies using visual instructional resources than those female students taught using lecture method.

4.5 Discussion of Findings

Basically four null hypotheses and four corresponding research questions were postulated for this study. The discussions of findings from the research are as follows:

Research question one states thus;Is there anydifference in the mean academic performance scores of students' taught Social Studies using visual instructional resources and those taught using lecture method? It is manifested from the statistical analysis on Table 3 that

difference between the two groups examined is in their mean scores. The students subjected to visual instructional resources had higher means score of (63.19) thantheir counterparts (41.79). This showed that those taught with visual instructional resources performed better than those taught with lecture techniques. These differences between these two groups led to confirmation of the statistical significance of hypothesis one, which connotes that there is significant difference between the academic performance of students taught Social Studies with visual instructional resources and those taught with lecture techniques.

The simple reason adduced for this result is not farfetched from the efforts exerted into the preparation, production and transmission of the visual instructional resources like map and pictures. It was observed that the group where the visual instructionalresources were applied, the teaching and learning process aroused the interest of students in classroom. Effects of map, pictures, chart, and diagram help to learn through more than one sense thereby making learning more useful and permanent. The findings above are in consonance with the study of Nsa, et al (2013) on the "visual instructional resources utilization on the performance of High School Students in practical agriculture in Ikot Abasi Local Government Area". Their findings equally appraised visual instructional resources over lecture techniques, when the Junior High School Students in Ikot Abasi Local Government taught visual instruction resources performed better than their counterparts who were taught with lecture techniques. The interpretation to the findings above was effectiveness of visual instructional resources in teaching and learning process in our schools. The findings showed further that visual instructional resources aroused the interest of learners to acquire more information. No wonder NSa, (2013) maintained in their conclusion that "in the process of teaching/learning, visual instructional resources that were used facilitated students understanding by supplementing, clarifying, revitalizing and emphasizing the

teachers efforts. These finding suggest that teachers should encourage the acquisition of knowledge, ideas, skills, attitudes in each learning activity". It is on this premise that Halilu (2006) deliberately submits that, "The performance of pupils increase when visual instructional resources are used. Also, lack of using visual instructional resources in teaching/learning is the major causes of the pupils' poor academic performance in their academic work. He suggested the state primary education board and the local government organize workshop at regularly to adulate their teachers on the relevance of using visual instructional resources to the teaching-learning not only in Social Studies education but in all other subjects' areas.

As mentioned earlier in chapter one, this study does not entirely negate the virtues of lecture techniques in social studies when compared to the much cherished visual instructional resources, but stands to confirm the need to patronize visual instructional resources based instruction to further enhance the performance of students in social studies. This effort will boost the zeal of learners in education to comply with the new educational order built on the principles of information acquisition as visual instructional resources are superior over. Lecture techniques. Interestingly, the result from the experiment has proved the prospects of visual instructional resources have in rejuvenating the standards of social studies education in particular. Obeka, (2006) complimented this assertion when he mentioned that:

> …A study on effects of integrating visual instructional resources with lecture method on academic achievement in teaching some Social Studies concepts amongst Junior Secondary School Students for access and quality education in Zaria education zone is therefore, relevant in times like this when educational standard is gradually witnessing academic decay due to poor instructional teaching strategy, inadequate visual instructional resources and lack of practical skills.

As seen in table 8, null hypothesis two was retained on the basis that there is no significant difference in the academic performance of students taught Social Studies with visual

instructional resources. This equally makes the study to display positive endorsement for research question two-which invariably implied that there is no significant difference between mean academic performance scores of male and female students taught Social Studies using visual instructional resources at 0.05 alpha levels. Table 8 showed treatment group does not caused any significant difference in academic performance between genders.

The essence of this hypothesis was to justify with exactitude the most suitable instruction for teaching Social Studies. It became manifest that the experimental group taught using visual instructional resources performed better. Reason was V.I.R is mostly used as presentational experimental group. It was observed that in the experimental group of teaching and learning interaction was interesting and participatory, which is a confirmation of the Okam, (2002) who maintained that: "student's desire for success is closely linked with their interest, targets, attitude and aptitude.

The researcher is not really aware of any particular study to be proved, or disproved by the findings of this study. However, it could be inferred that the use of visual instructional resources to prepare, produce and transmit information to students should be the preoccupation of Social Studies teachers. Although Abah (2007) argued that "there is no particular curricular that clearly specified the exact visual instructional resources packages for teaching at different times", but on the contrary, this study has proved beyond doubts that an ideal presentational package which is visual instructional resourceshas been found relevant in Social Studies classroom to improve the academic performance of students. In the perception of the researcher, if relevant visual instructional resources are patronized, they would provide practical and visual experiences that would be missing in lecture method of teaching in social studies which is often referred to as the teacher-centered approach.

Null hypothesis three which states that there is no significant difference in the mean academic performance score of male students taught Social Studies using visual instructional resources and those taught using lecture method was significance as seen in table 9 This equally compelled the study to display positive endorsement for research question three which invariably implied that difference could be deduced from the academic performance of Social Studies taught with visual instructional resources and their counterparts taught with lecture method. Table 5 showed the difference in their performance in which the mean scores(61.39) of the experimental group taught with visual instructional resourceswas higher and better than their counterparts in the controlled group (45.00) taught with lecture techniques.

However, in support of the above Aibangbe, (2008) expressed that, the rationale for the use of Visual Instructional Resource in social studies is based on the belief that, when learners are given the opportunity to learn through more than one sense organ, they are most likely to learn faster, and more easily, as well as being able to remember theVisual Instructional resources learnt much longer time. This study has proved beyond doubts that an ideal presentational package which is V.I.R has been found relevant in Social Studies classroom to improve the academic performance of students.

According to last hypothesis, significant difference existed between experimental students who were taught with visual instructional resourcesand control students taught using lecture techniques in their mean academic performance. This result confirmed the expectation of the notable literature who all opined that visual instructional resourcesstudents learn new and retain knowledge not opportune to lecture technique, hence the differences in their academic performances. This explains and confirms why their calculated mean performances were 65.00

experimental group and 38.75 for controlled group students. The traditional lecture technique has been largely criticized for stifling academic performances.

Awolaju, (2015) examined the visual instructional resources as correlates of students' academic performance in Biology in Senior Secondary Schools in Osun state. This study revealed that the significant difference shown by the experimental group over the control group could be directly linked to the application of Visual InstructionalResources which facilitated learning among students' constituting the group. The result of the study was similar to the view help by MKPA in which he referred to Visual Instructional resources as devices that help the teacher to convey the intended message effectively and meaningfully to the learners so that the learners receive, understand, retain and apply the experience gained to reach overall educational goals. Hence, the experimental group performed better than the control group that was not exposed toVisual instructionalresources during teaching-learning process.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the research, and the conclusions, made from the major findings. In addition the contribution to knowledge was also highlighted and some recommendations were made with regards to the research finding.

5.2 Summary

The study examined the effects of visual instructional resources on academic performance of JSS students in Social Studies in Yobe State. The study was guided by four objectives, four research questions and four hypotheses. Government junior secondary school Garin Guna was used as experimental group; and the selected students were taught with visual instructional resources, while government junior secondary school Hausari was used as controlled group. The study used theory of insight to give a backing to the study. Furthermore, related empirical studies were reviewed citing similarities and identifying differences with the current study. The review further identifies some of the gaps between the current study and those reviewed which the current seeks to fill.

Furthermore, quasi-experimental research design was used. The study used purposive sampling technique to choose the participating school for experimental. The study also used Social Studies lecture techniques (SOSLET) and social studies visual aids (SOSVA) as collection instruments. The instrument was validated by supervisors and statisticians for content and test validity. The study pilot tested the instruments and they were satisfied statistically as fit for the main work.

The study used independents sample t-test anddata analysis instruments. The study discovered the following:

1. Significant difference exist in the academic performance of students exposure to visual instructional resources (experimental) and those exposure to lecture technique (control) as their computed mean performance were 63.19 and 41.79 by all the experimental and control group students respectively.
2. There is no significant difference between male and female experimental group students in their mean performance. Their calculated mean performance was 61.39 and 65.00 by all male and female students respectively.
3. Significant difference exists in the academic performance of male experimental group and those exposures to the lecture technique (male control) as their computed mean performance were 61.39 and 45.00.
4. Significant difference exist in the academic performance of female experimental group and those exposure to the lecture technique (female control) as their computed mean performance were 65.00 and 38.75..

5.3 Conclusions

Based on the findings of this research, the following conclusions were drawn:

1. Gender is not a barrier to the preparation, production, application, transmission and utilization of visual instructional resources based instruction in Social Studies to enhance teaching-learning process and the performance of social studies students. Visual instructional resources have proved to be effective on both male and female students who utilize them for instructional development.

2. Visual instructional resources had been justified to be more suitable instruction to be used in the teaching of Social Studies at JSS level than lecture technique.

5.4 Contribution to Knowledge

The study has the following contribution to knowledge and literacy presentation:

i. Visual instructional resources have been established to have wider applicability,as it is ascertained that V I R have positive effects in improving the improving the performance of social studies students in the study areas

ii. Effective use of visual instructional resources requires the use of modern pictures, charts, diagrams, map and model. Hence, the study exposes this fact to stakeholders for necessary action.

iii. Social studies teachers are provided awareness of the importance of visual instructional resource in students' academic performance of JSS level.

5.5 Recommendations

On the basis of findings of this study, the following recommendations are made:

i. Social Studies teachers should be enlightened and encouraged to adopt the techniques of visual instructional resources for their students for optimum academic performance. This will help students to benefit from the goodies of the course for effective school subject. This will assist in breeding effective and productive citizenry.

ii. The use of lecture technique of teaching Social Studies should be minimized because there is a need for adequate motivation of visual instructional resourcesto be used in JSS students in Yobe state. This will assist in bringing out the best technique.

iii. Government should provide all the needed visual instructional resources for teachers and students of Social Studies. This will greatly assist in promoting student academic performances at JSS level.

iv. Adequate and qualified and well-motivated Social Studies teachers should be employed to teach Social Studies at JSS level in order to ensure its effective teaching in JSS level.

5.6 Suggestion for Further Studies

The researcher hereby suggests that further studies should be conducted in the following areas:

i. Constraints to effective use of visual instructional resources in the teaching/learning of Social Studies among Social Studies in Yobe state.

ii. Effects of visual instructional resources on academic performance of students at JSS level in Yobe state.

iii. There is the need to conduct research on the effect of visual instructional resources on other variables such model, textbook, carton and photograph in Social Studies on retention of learn resources

iv. Similar studies may also be conducted on the attitude of teachers towards utilization of visual instructional resources as an alternative to lecture method

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AHMADU BELLO UNIVERSITY, ZARIA
FACULTY OF EDUCATION
DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION

Our Ref: DASSE/S.1 *Date:* 08 JUNE 2015

THE CHAIRMAN
UNIVERSAL BASIC EDUCATION BOARD,
DAMATURU, YOBE STATE

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Arts and Social Science Education, Ahmadu Bello University, Zaria requires each student working for a Degree to complete a research Thesis/Project. Our students entering the final year of their studies will be collecting data during the year.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have.

Please give assistance as much as possible.

TOPIC OF RESEARCH:

EFFECT OF VISUAL INSTRUCTIONAL MATERIALS ON ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOL STUDENTS IN SOCIAL STUDIES, NGURU EDUCATIONAL ZONE, YOBE STATE.

Thank you for your continuing cooperation.

Yours sincerely,

Research Adviser

APPENDIX 'A'

SECTION A

SOCIAL STUDIESVISUAL AID (SOSVA)

ACADEMIC PERFORMANCE TEST

Gender : (a) male ( ) (b) female ( )

Level: (a) JSS II ( )

Instruction: Attempt all questions

SECTION 'B' (multiple choices)

1. On a sketch map of Nigeria locate densely populated town
   (a) Kano (b) Yobe (c) Jigawa (d) Bauchi
2. On a sketch map of Nigeria show a State located along River Niger
   (a) Kogi (b) Oyo (c) Niger (d) Lagos
3. What does Eagle stands for?
   (a) Power (b) faith (c) strength (d) vegetation
4. Which of the following is not a material culture?
   (a) House (b) Clothes (c) Shoes (d) Language
5. All of the following are immaterial culture except
   (a) Respect (b) Customs (c) Food (d) Attitude
6. In National flag what does white stands for?
   (a) Strength (b) Peace and Unity (c) River (d) Forest
7. Which of the following similarities abound in human cultures?
   (a) Families (b) Banks (c) Coal (d) Mountains
8. What do the two white horses stand for?
   (a) Dignity (b) shield (c) Water (d) silver
9. What do the green white green stand for?
   (a) Farm Land and Forest (b) River Niger (c) Agriculture in politics
   (d) Peace and progress

10. On a sketch map of Nigeria Igbo community can be found from
    (a) North East (b) South South (c) South West (d) North Central
11. On a map of Nigeria where is the Federal Capital Territory is located
    (a) Niger (b) Kaduna (c) Kogi and Nasarawa (d) All of the above

12. Which of the following is the Nigerian National Symbol?
    (a) National flag (b) Court of Arm (c) Ethnicity (d) A and B
13. The following are types of culture except
    (a) Material Culture (b) Non Material Culture (c) Real Culture (d) Individual Culture.
14. This picture of Holy Qur'an is for
    (a) Christian (b) market (c) Muslims (d) football
15. This picture of Holy Bible is for
    (a) Muslims (b) Christian (c) Hausa (d) Fulani
16. Which of the following is not level of identity in Nigeria?
    (a) Family (b) Age Group (c) Material Culture (d) National Identity
17. Material culture is otherwise known as
    (a)Tangible culture (b) school (c) Room (d) culture
18. In Nigerian coat of arm black shield stand for
    (a) Water (b) flower (c) Fertile land (d) offices
19. Dress code is an example of ---------- culture
    (a) Non material culture (b) material culture (c) Cultural shock (d) All of the above
20. Which of the following places a Nigeria flag is commonly found?
    (a) Cars (b) Houses (c)schools (d) filling station

APPENDIX 'B'

SECTION A

SOCIAL STUDIES LECTURE TECHNIQUES (SOLET)

ACADEMIC PERFORMANCE TEST

Gender : (a) male ( ) (b) female ( )

Level: (a) JSS II ( )

Instruction: Attempt all questions

SECTION 'B' (multiple choices)

1. On a sketch map of Nigeria located densely populated town
   (b) Kano (b) Yobe (c) Jigawa (d) Bauchi
2. On a sketch map of Nigeria show a State located along River Niger
   (a) Kogi (b) Oyo (c) Niger (d) Lagos
3. What does Eagle stands for?
   (b) Power (b) faith (c) strength (d) vegetation
4. Which of the following is not a material culture?
   (b) House (b) Clothes (c) Shoes (d) Language
5. All of the following are immaterial culture except
   (b) Respect (b) Customs (c) Food (d) Attitude
6. In National flag what does white stands for?
   (b) Strength (b) Peace and Unity (c) River (d) Forest
7. Which of the following similarities abound in human cultures?
   (b) Families (b) Banks (c) Coal (d) Mountains
8. What do the two white horses stand for?
   (b) Dignity (b) shield (c) Water (d) silver
9. What do the green white green stand for?
   (a) Farm Land and Forest (b) River Niger (c) Agriculture in politics
   (d) peace and progress
10. On a sketch map of Nigeria Igbo community can be found from
    (b) North East (b) South South (c) South West (d) North Central

11. On a map of Nigeria where is the Federal Capital Territory is located

(b) Niger (b) Kaduna (c) Kogi and Nasarawa (d) All of the above

12. Which of the following is the Nigerian National Symbol?

(b) National flag (b) Court of Arm (c) Ethnicity (d) A and B

13. The following are types of culture except

(b) Material Culture (b) Non Material Culture (c) Real Culture (d) Individual Culture.

14. This picture of Holy Qur'an is for

(b) Christian (b) market (c) Muslims (d) football

15. This picture of Holy Bible is for

(b) Muslims (b) Christian (c) Hausa (d) Fulani

16. Which of the following is not level of identity in Nigeria?

(b) Family (b) Age Group (c) Material Culture (d) National Identity

17. Material culture is otherwise known as

(a)Tangible culture (b) school (c) Room (d) culture

18. In Nigerian coat of arm black shield stand for

(b) Water (b) flower (c) Fertile land (d) offices

19. Dress code is an example of ---------- culture

(b) Non material culture (b) material culture (c) Cultural shock (d) All of the above

20. Which of the following places a Nigeria flag is commonly found?

(b) Cars (b) Houses (c)schools (d) filling station

APPENDIX 'C'

Marking scheme for each correct answer carry five (5) marks

1. (a) Kano
2. (a) Kogi
3. (c) Strength
4. (d) Language
5. (c) Food
6. (b) Peace and Unity
7. (a) Families
8. (a) Dignity
9. (a) Farm lands and Forest
10. (b) South South
11. (d) All of the above
12. (d) A and B
13. (d) Individual culture
14. (c) Muslims
15. (b) Christian
16. (c) Material Culture
17. (a) Tangible Culture
18. (c) Fertile Land
19. (b) Material Culture
20. (c) Schools

Marking scheme for each correct answer carry five (5) marks cont'd

1. (a) Kano
2. (a) Kogi
3. (c) Strength
4. (d) Language
5. (c) Food
6. (b) Peace and Unity
7. (a) Families
8. (a) Dignity
9. (a) Farm lands and Forest
10. (b) South South
11. (d) All of the above
12. (d) A and B
13. (d) Individual culture
14. (c) Muslims
15. (b) Christian
16. (c) Material Culture
17. (a) Tangible Culture
18. (c) Fertile Land
19. (b) Material Culture

20. (c) Schools

APPENDIX 'D'

LESSON PLAN ONE

Name of teacher	AuwaluIsah,
Name of the school	G.D.J.S.S GarinGuna
Class	JSS II
No of Students	30 students
Gender	Mixed students
Topic	map of Nigeria
Subject	social studies
Time	9:00 – 9:45am
Duration	45minutes
Age grade	13 -14 years
Instructional resources	pictures and diagram
Reference	A History of Nigeria. "Schools and Colleges", Eluwa, G.I.C (2005).
Behavioural objectives	By the end of the lesson, students should be able to;

i. On a sketch map of Nigeria which is densely populated town.

ii. On a sketch map of Nigeria show a State located along River Niger.

iii. On a sketch map of Nigeria where is the Federal Capital Territory.

Previous knowledge	Students had an idea about diagram
Introduction	Teacher would introduce the lesson by
	Asking the students some few questions: such as:-

(a)Who can draw a pot?

(b)Who can draw a dish?

Presentation Teacher presents the lesson through the following steps.

Step i The teacher guide the students to explain on a map of Nigeria certain key area.

Step ii Teacher would add an explanation on a sketch map of Nigeria.

Step iii The teacher would allow students to touch on a sketch map of Nigeria certain key areas.

Evaluation The teacher evaluates the students by asking some

Questions:

1. On a sketch map of Nigeria which is densely populated town?

2. On a sketch map of Nigeria show a State located along River Niger?

3. On a sketch map of Nigeria where is the federal capital territory located?

Conclusion/Summary The teacher will allow the students to ask question.

The teacher will allow students to draw a sketch map of Nigeria.

The teacher will inform the students the name of textbook (reference)

Assignment on a sketchmap of Nigeria show three densely populated town and identify where Lagos is located

LESSON PLAN ONE

Name of teacher	AuwaluIsah,
Name of the school	G.D.J.S.S GarinGuna
Class	JSS II
No of Students	30 students
Gender	Mixed students
Time	9:00 – 9:45am
Duration	45minutes
Topic	map of Nigeria
Subject	social studies
Age grade	13 -14 years
Instructional resources	pictures and diagram
Reference	A History of Nigeria. "Schools and Colleges", Eluwa, G.I.C (2005).
Behavioural objectives	By the end of the lesson, students should be able to;

i. On a sketch map of Nigeria which is densely populated town.

ii. On a sketch map of Nigeria show a State located along River Niger.

iii. On a sketch map of Nigeria where is the Federal Capital Territory.

Previous knowledge	Students had an idea about diagram
Introduction	Teacher will introduce the lesson by
	asking the students some few questions: such as:-
	(a)Who can draw a pot?
	(b)Who can draw a dish?
Presentation	Teacher presents the lesson through the following steps.
Step i	The teacher guide the students to explain on a map of Nigeria certain key area.

Step ii Teacher would add an explanation on a sketch map of Nigeria.

Step iii The teacher would allow students to touch on a sketch map of Nigeria certain key areas.

Evaluation The teacher evaluates the students by asking some

Questions:

1. On a sketch map of Nigeria which is densely populated town?

2. On a sketch map of Nigeria show a State located along River Niger?

3. On a sketch map of Nigeria where is the federal capital territory located?

Conclusion/Summary The teacher will allow the students to ask question.

The teacher will allow students to draw a sketch map of Nigeria.

The teacher will inform the students the name of textbook (reference)

Assignment On a sketchmap of Nigeria show three densely populated town and identify where Lagos is located

LESSON PLAN TWO

Name of Teacher:	AuwaluIsah
Name of School:	GDJSS GarinGura
Class:	JSS II
Gender:	Mixed Students
Time:	9:00 – 9:45
Duration:	45 minutes
Topic:	National Flag
Subject:	Social Studies
Age Grade:	13 – 14 years
Instructional Resources:	Pictures and Diagrams
Reference:	Fundamentals of Social Studies Education Vol. II Kadiri (2012).
Behavioural Objectives:	By the end of the lesson the students should be able to: i. Explain national flag ii. Identify two colour of national flag iii. Meaning of two colour of national flag.
Previous Knowledge:	Students had an idea about map of Nigeria.

Introduction: The teacher introduces the lesson by asking the following questions:

i. On a sketch map of Nigeria which is densely populated town?

Presentation: The teacher presents the lesson through the following steps:

Step I: The teacher explain to students clearly the national flag.

Step II: The teacher would add an explanation on national flag.

Step III: The teacher would allow the students to touch national flag.

Evaluation: The teacher evaluates the students by asking some questions:

i. Explain the meaning of national flag?
ii. Identify two colour of national flag?
iii. What is the meaning of two colour in national flag?

Conclusion: The teacher concludes the lesson by giving class work to students and going round to assist them.

Assignment:

i. Green colour stands for?

ii. White colour stands for?

LESSON PLAN TWO

Name of Teacher:	AuwaluIsah
Name of School:	GDJSS GarinGura
Class:	JSS II
Gender:	Mixed Students
Time:	9:00 – 9:45
Duration:	45 minutes
Topic:	National Flag
Subject:	Social Studies
Age Grade:	13 – 14 years
Instructional Resources:	Pictures and Diagrams
Reference:	Fundamentals of Social Studies Education Vol. II Kadiri (2012).
Behavioural Objectives:	By the end of the lesson the students should be able to: iv. Explain national flag v. Identify two colour of national flag vi. Meaning of two colour of national flag.

Previous Knowledge: Students had an idea about map of Nigeria.

Introduction: The teacher introduces the lesson by asking the following questions:

iii. On a sketch map of Nigeria which is densely populated town?

Presentation: The teacher presents the lesson through the following steps:

Step I: The teacher explain to students clearly the national flag.

Step II: The teacher would add an explanation on national flag.

Step III: The teacher would allow the students to touch national flag.

Evaluation: The teacher evaluates the students by asking some questions:

iv. Explain the meaning of national flag?
v. Identify two colour of national flag?
vi. What is the meaning of two colour in national flag?

Conclusion:	The teacher concludes the lesson by giving class work to students and going round to assist them.
Assignment:	i. Green colour stands for? iv. White colour stands for?

LESSON PLAN THREE

Name of Teacher:	AuwaluIsah
Name of School:	GDJSS GarinGura
Class:	JSS II
Gender:	Mixed Students
Time:	9:00 – 9:45
Duration:	45 minutes
Topic:	Coat of Arm
Subject:	Social Studies
Age Grade:	13 – 14 years
Instructional Resources:	Objects (Real Object)
Reference:	Fundamentals of Social Studies Education Vol. II Kadiri (2012).
Behavioural Objectives:	By the end of the lesson the students should be able to: i. Explain coat of arm ii. Identify some part of coat of arm iii. Meaning of each part of coat of arm

Previous Knowledge: Students had an idea about national flag.

Introduction: The teacher introduces the lesson by asking the following questions:

i. What is national flag?

Presentation: The teacher presents the lesson through the following steps:

Step I: The teacher explained to students clearly the coat of arm.

Step II: The teacher would add an explanation on coat of arm.

Step III: The teacher would allow the students to touch the coat of arm.

Evaluation: The teacher evaluates the students by asking some questions:

i. What does eagle stands for?
ii. What do two white horses stands for?
iii. What is the meaning of two colour in national flag?

Conclusion:	The teacher concludes the lesson by giving class work to students and going round to assist them.
Assignment:	i. which year the coat of arms was adopted? ii. What are the features of the coat of arms?

LESSON PLAN THREE

Name of Teacher:	AuwaluIsah
Name of School:	GDJSS GarinGura
Class:	JSS II
Gender:	Mixed Students
Time:	9:00 – 9:45
Duration:	45 minutes
Topic:	Coat of Arm
Subject:	Social Studies
Age Grade:	13 – 14 years
Instructional Resources:	Objects (Real Object)
Reference:	Fundamentals of Social Studies Education Vol. II Kadiri (2012).
Behavioural Objectives:	By the end of the lesson the students should be able to: iv. Explain coat of arm v. Identify some part of coat of arm vi. Meaning of each part of coat of arm

Previous Knowledge: Students had an idea about national flag.

Introduction: The teacher introduces the lesson by asking the following questions:

iii. What is national flag?

Presentation: The teacher presents the lesson through the following steps:

Step I: The teacher explains to students clearly the coat of arm.

Step II: The teacher would add an explanation on coat of arm.

Step III: The teacher would allow the students to touch the coat of arm.

Evaluation: The teacher evaluates the students by asking some questions:

iv. What does eagle stands for?

v. What do two white horses stands for?

vi. What is the meaning of two colour in national flag?

Conclusion:	The teacher concludes the lesson by giving class work to students and going round to assist them.
Assignment:	i. which year the coat of arms was adopted? iv. What are the features of the coat of arms?

LESSON PLAN FOUR

Name of Teacher:	AuwaluIsah
Name of School:	GDJSS GarinGura
Class:	JSS II
Gender:	Mixed Students
Time:	9:00 – 9:45
Duration:	45 minutes
Topic:	Types of Culture
Subject:	Social Studies
Age Grade:	13 – 14 years
Instructional Resources:	Real Things
Reference:	Fundamentals of Social Studies Education Vol. II Kadiri (2012).
Behavioural Objectives:	By the end of the lesson the students should be able to: i. Types of material culture ii. Similarities abound in human culture. iii. Examples of material culture.

Previous Knowledge: Students had an idea about coat of maps.

Introduction: The teacher introduces the lesson by asking questions:

i. Does Eagle stand for?
ii. What do two white horses stands for?

Presentation: The teacher presents the lesson through the following steps:

Step I: The teacher explain to students clearly the types of material culture.

Step II: The teacher would add an explanation on types of material culture.

Step III: The teacher would allow the students to touch the types of material culture.

Evaluation: The teacher evaluates the students by asking some questions:

i. The following are types of culture except?
ii. All the following are in material culture except?

iii. Dress code is an example of _____ culture?

Conclusion: The teacher concludes the lesson by giving class work to students and going round to assist them.

Assignment:

i. what are the types of material culture?

ii. listthreesimilarities abound in human culture?

LESSON PLAN FOUR

Name of Teacher:	AuwaluIsah
Name of School:	GDJSS GarinGura
Class:	JSS II
Gender:	Mixed Students
Time:	9:00 – 9:45
Duration:	45 minutes
Topic:	Types of Culture
Subject:	Social Studies
Age Grade:	13 – 14 years
Instructional Resources:	Real Things
Reference:	Fundamentals of Social Studies Education Vol. II Kadiri (2012).
Behavioural Objectives:	By the end of the lesson the students should be able to:

iv. Types of material culture

v. Similarities abound in human culture.

vi. Examples of material culture.

Previous Knowledge: Students had an idea about coat of maps.

Introduction: The teacher introduces the lesson by asking questions:

iii. Does Eagle stand for?

iv. What do two white horses stands for?

Presentation: The teacher presents the lesson through the following steps:

Step I: The teacher explain to students clearly the types of material culture.

Step II: The teacher would add an explanation on types of material culture.

Step III: The teacher would allow the students to touch the types of material culture.

Evaluation: The teacher evaluates the students by asking some questions:

iv. The following are types of culture except?

v. All the following are in material culture except?

vi. Dress code is an example of _____ culture?

Conclusion: The teacher concludes the lesson by giving class work to students and going round to assist them.

Assignment:

i. what are the types of material culture?

ii. list three similarities abound in human culture?

APPENDIX E

Yaro Yamane, formula of determining sample size

$$\boldsymbol{n = \frac{N}{1 + n(e)^2}}$$

n = the sample size

N = the finite population

e = level of significance

u = constant value; 1

Appendix A:Null Hypothesis one

```
GET
  FILE="C:\Users\umar\Documents\awwal's null one.sav".
DATASET NAME DataSet2 WINDOW=FRONT.
T-TEST GROUPS=group(1 2)
  /MISSING=ANALYSIS
/VARIABLES=score
  /CRITERIA=CI(.95).
```

T-Test

[DataSet2] C:\Users\umar\Documents\awwal's null one.sav

Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
Score	experimental	36	63.19	18.054	3.009
	control	39	41.79	25.378	4.064

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference

									Lower	Upper
Score	Equal variances assumed	6.360	.014	4.176	73	.000	21.400	5.124	11.187	31.612
	Equal variances not assumed			4.232	68.676	.000	21.400	5.056	11.311	31.488

Appendix B:Null Hypothesis two

```
DATASET ACTIVATE DataSet1.
GET
  FILE="C:\Users\umar\Documents\awwal's null two.sav".
DATASET NAME DataSet3 WINDOW=FRONT.
T-TEST GROUPS=group(1 2)
  /MISSING=ANALYSIS
/VARIABLES=scores
  /CRITERIA=CI(.95).
```

T-Test

[DataSet3] C:\Users\umar\Documents\awwal's null two.sav

Group Statistics

	gender	N	Mean	Std. Deviation	Std. Error Mean
Scores	male	18	61.39	18.215	4.293
	female	18	65.00	18.231	4.297

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Scores	Equal variances assumed	.012	.913	-.594	34	.556	-3.611	6.074	-15.955	8.733
	Equal variances not assumed			-.594	34.000	.556	-3.611	6.074	-15.955	8.733

Appendix C:Null Hypothesis three

```
GET
  FILE="C:\Users\umar\Documents\awwal's null three.sav".
DATASET NAME DataSet1 WINDOW=FRONT.
T-TEST GROUPS=group(1 2)
  /MISSING=ANALYSIS
/VARIABLES=mmale
  /CRITERIA=CI(.95).
```

T-Test

[DataSet3] C:\Users\umar\Documents\awwal's null two.sav

Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
malemale	maleexp	18	61.39	18.215	4.293
	malectrl	19	45.00	28.186	6.466

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Malemale	Equal variances assumed	6.545	.015	2.088	35	.044	16.389	7.851	.451	32.327
	Equal variances not assumed			2.111	30.991	.043	16.389	7.762	.558	32.219

Appendix D:Null Hypothesis Four

```
DATASET ACTIVATE DataSet1.
GET
  FILE="C:\Users\umar\Documents\awwal's null four.sav".
DATASET NAME DataSet4 WINDOW=FRONT.
T-TEST GROUPS=group(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=ffemale
  /CRITERIA=CI(.95).
```

T-Test

[DataSet4] C:\Users\umar\Documents\awwal's null four.sav

Group Statistics

	femalefemale	N	Mean	Std. Deviation	Std. Error Mean
Ffemale	femaleexp	18	65.00	18.231	4.297
	femalectrl	20	38.75	22.704	5.077

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Ffemale	Equal variances assumed	1.686	.202	3.901	36	.000	26.250	6.729	12.602	39.898
	Equal variances not assumed			3.947	35.571	.000	26.250	6.651	12.755	39.745

Appendix E

Scores of Males in Experimental Group

S/No	Score	S/No	Score	S/No	Score
1	75	26	70	51	70
2	60	27	70	52	75
3	55	28	80	53	60
4	35	29	25	54	55
5	60	30	30	55	35
6	60	31	60	56	60

7	70	32	45	57	60
8	90	33	15	58	70
9	80	34	60	59	90
10	35	35	80	60	80
11	70	36	35	61	35
12	85	37	30	62	70
13	60	38	65	63	85
14	85	39	50	64	60
15	55	40	65	65	85
16	70	41	45	66	55
17	75	42	70	67	75
18	50	43	85	68	85
19	60	44	65	69	65
20	55	45	80	70	80
21	60	46	85	71	85
22	55	47	80	72	80
23	85	48	65	73	65
24	10	49	75	74	20
25	75	50	55	75	20

Appendix F

Scores of Females in Experimental Group

S/No	Score	S/No	Score	S/No	Score
1	25	26	80	51	45
2	90	27	30	52	25

3	35	28	35	53	15
4	60	29	70	54	65
5	70	30	85	55	85
6	40	31	15	56	95
7	40	32	95	57	65
8	70	33	50	58	80
9	55	34	70	59	95
10	70	35	65	60	60
11	55	36	55	61	25
12	75	37	65	62	90
13	55	38	60	63	90
14	5	39	75	64	15
15	60	40	60	65	40
16	45	41	75	66	20
17	85	42	70	67	75
18	40	43	95	68	85
19	85	44	45	69	65
20	70	45	90	70	75
21	55	46	65	71	75
22	75	47	85	72	45
23	90	48	80	73	80
24	35	49	95	74	30
25	50	50	65	75	60

Appendix G

Scores of males in Control Group

S/No	Score	S/No	Score	S/No	Score	S/No	Score
1	20	26	60	51	30	76	20
2	15	27	75	52	50	77	25
3	5	28	50	53	70	78	45
4	10	29	90	54	55	79	10
5	35	30	60	55	45	80	25
6	60	31	65	56	10	81	10
7	80	32	55	57	30	82	45
8	20	33	65	58	65	83	15
9	85	34	80	59	45	84	40
10	70	35	55	60	40	85	30
11	75	36	85	61	30	86	60
12	65	37	75	62	65	87	10
13	70	38	10	63	20	88	50
14	5	39	45	64	50	89	45
15	95	40	60	65	20	90	40
16	10	41	60	66	15	91	30
17	65	42	30	67	20	92	10
18	65	43	55	68	25	93	5
19	55	44	5	69	55	94	25
20	15	45	50	70	50	95	80
21	65	46	90	71	20	96	40
22	75	47	25	72	30	97	30
23	75	48	35	73	25	98	95
24	70	49	20	74	10	99	10
25	70	50	15	75	50	100	60

Appendix H

Scores of Females in Control Group

S/N0	Score	S/No	Score	S/N0	Score	S/No	Score	S/No	Score	S/No	Score
1	25	26	10	51	20	76	50	101	55	126	40
2	80	27	30	52	25	77	60	102	75	127	40
3	35	28	65	53	55	78	50	103	50	128	30
4	55	29	45	54	50	79	50	104	55	129	50
5	60	30	40	55	20	80	70	105	40	130	20
6	40	31	30	56	30	81	70	106	50	131	40
7	40	32	65	57	25	82	40	107	30	132	20
8	65	33	20	58	10	83	80	108	40	133	45
9	50	34	50	59	50	84	60	109	55	134	40
10	65	35	20	60	15	85	70	110	50	135	60
11	55	36	60	61	20	86	70	111	55	136	40
12	60	37	45	62	25	87	65	112	30	137	20
13	55	38	80	63	45	88	40	113	55	138	25
14	5	39	40	64	10	89	25	114	25	139	45
15	50	40	80	65	25	90	10	115	35	140	35
16	90	41	70	66	10	91	65	116	25	141	20
17	25	42	55	67	45	92	50	117	15	142	30
18	35	43	70	68	70	93	70	118	35	143	25
19	20	44	85	69	50	94	50	119	45	144	10
20	15	45	35	70	15	95	60	120	45	145	40
21	35	46	50	71	45	96	55	121	65	146	15
22	50	47	80	72	45	97	60	122	45	147	20
23	70	48	30	73	60	98	70	123	10	148	25
24	55	49	35	74	50	99	55	124	25	149	40
25	45	50	15	75	50	100	25	125	60	150	65

Appendix I

Scores of Males in Experimental Group

S/No.	Randomly Selected No.	Score	
1	4	35	
2	5	60	
3	9	80	
4	16	70	**
5	17	75	
6	19	60	**
7	23	85	
8	25	75	
9	28	80	
10	30	30	
11	31	60	
12	34	60	
13	36	35	
14	37	30	
15	56	60	
16	57	60	
17	71	85	
18	73	65	

Note: Numbers with asterisks are repeated in the table of random numbers

Appendix J

Scores of Females in Experimental Group

S/No.	Randomly Selected No.	Score	
1	3	35	
2	7	40	
3	8	70	
4	12	75	
5	17	85	
6	20	70	
7	32	95	
8	33	50	
9	36	55	
10	48	80	**
11	50	65	
12	54	65	
13	55	85	
14	57	65	
15	61	25	
16	67	75	**
17	76	70	
18	85	65	

Note: Numbers with asterisks are repeated in the table of random numbers

Appendix K

Scores of males in Control Group

S/No.	Randomly Selected No.	Score	
1	1	20	
2	10	70	
3	14	5	
4	15	95	
5	25	70	
6	26	60	
7	30	60	
8	32	55	
9	34	80	
10	47	25	
11	51	30	**
12	57	30	
13	60	40	
14	66	15	
15	68	25	
16	71	20	
17	75	50	
18	81	10	
19	98	95	

Note: Number with asterisks are repeated in the table of random numbers

Appendix L

Scores of Females in Control Group

S/No.	Randomly Selected No.	Score
1	4	55
2	14	5
3	25	45
4	27	30
5	32	65
6	34	50
7	40	80
8	55	20
9	58	10
10	60	15
11	70	15
12	88	40
13	102	75
14	104	55
15	108	40
16	121	65
17	123	10
18	127	40
19	134	40
20	147	20