

EFFECT OF INSTRUCTIONAL VISUAL UTILIZATION ON ACADEMIC PERFORMANCE OF STUDENTS IN JUNIOR SECONDARY SCHOOL SOCIAL STUDIES IN ONDO STATE, NIGERIA

By

OGUNFUMILAKIN Ifedayo Bright (Ph.D)
Department of Social Sciences Education,
Adekunle Ajasin University,
Akungba Akoko, Ondo state.
Phone no: +2348066529617.
E-mail address: ifebright @ yahoo.com

ABSTRACT

Social Studies is a resource based academic subject in the school curriculum that focuses on the study of human-environmental interactions for the purposes of citizenship education. Instructional visuals on human-environmental relationships are indispensable for teaching and learning of Social Studies. The poor performance of students in Social Studies examinations has hindered the achievement of its purposes on citizenship education. The objectives of the study were to investigate the: (i) effect of free hand-drawn sketches; (ii) effect of photographs and posters; (iii) combination of free hand-drawn sketches, photographs and posters; on students' academic performance in Social Studies in Ondo State, Nigeria.

Quasi-experimental design was adopted for this study, involving the non-equivalent control group pre-test and post-test designs. Multi-stage sampling technique was used to select a sample of 290 Junior Secondary School (JSS) Social Studies students in eight intact classes out of 26,370 students in Ondo State. Social Studies students in eight intact classes. The three instruments used for data collection were: researcher-designed Social Studies Performance Test, Lesson Plans, free hand-drawn sketches, Photographs and Posters. Six research questions and six null hypotheses were generated for the study. The t-test, Analysis of Covariance (ANCOVA) and Scheffe's post-hoc statistics were used to test the hypotheses at 0.05 alpha level of significance.

The findings of the study showed that:

- i. instructional visuals have effect on Social Studies students' academic performance; free hand-drawn sketches [t(108)=3.427, p<0.05], photographs and Posters [t(130)=3.492, p<0.05] and the combination of the three instructional visuals [t(130) = 5.330, p < 0.05];
- ii. photographs and posters indicated significantly higher effects on students' academic performance in Social Studies than those exposed to free hand-drawn sketches [t(130)=3.492, p<0.05];
- iii. the effects of combined use of the three instructional visuals on students' academic performance were significantly higher than those exposed to free hand-drawn sketches and Photographs and Posters, as well as those not exposed to instructional visuals [t(130) = 5.330, p < 0.05];

The study concluded that exposure of students to instructional visuals by social studies teachers can significantly improve academic performance in Junior Schools Social Studies in Ondo State, Nigeria. The study recommended that Social Studies teachers should be encouraged to use instructional visuals in teaching, while school proprietors and authorities should facilitate instructional visual use through periodic capacity-building, workshops on improvisation, selection, and design of visuals for service teachers in Ondo State, Nigeria

INTRODUCTION

Social Studies education today has been described as a tool for national development as well as a subject of study for solving social problems in many countries of the world (Akintunde 2006) Social Studies can be used to build a foundation for a democratic society and it can also be used to foster individual and national development. Similarly, Okunloye (1994) stated that Social Studies is an integrated subject which focuses on the study of human environmental relationships for the purpose of citizenship education. Fageyinbo (2004) described Social Studies as the course of study that deals with man and various possible interactions, which make man to understand, manipulate and adjust within the environment.

Lawal and Oyewole (2003) described Social Studies as a discipline which attempts to change the learners' behaviour in the direction of acceptable values and attitudes, through a process of studying human beings relationship within the environment, and with the desire to provide solutions to various problems, in order to ensure their survival having been equipped with the necessary tools such as right values, attitudes, skills and knowledge. Banks (1977) asserted that Social Studies is designed for the purpose of helping students to develop the ability to make reflective decisions so that they can resolve personal problems and shape public policy by participating in intelligent social action. Omoshin (2002) agreed that Social Studies is a distinct integrated single subject that attempts to study virtually the totality of man's existence on earth, purposely to encourage learners to acquire knowledge, skills and values needed for understanding and coping with problems and challenges confronting man in the course of survival. Olobobou (1989) conceptualized Social Studies as an organized integrated study of man and his environment, both physical and social, emphasizing cognition, functional skills, desirable attitudes and actions for creating effective citizenry. In his own contribution, Patric (2000) observed that the purpose of intellectual dimension of Social Studies is to introduce students to the mode of critical thinking and involve them in rational decision-making. The author further stated that the justification for the inclusion of Social Studies in the school curriculum is to prepare effective and efficient citizens who can reason and think reflectively.

Ogundare (2002) opined that the ultimate goal of Social Studies is to develop in learners attributes of good citizenship and full emphasis on the development of those rational habits of mind and human attitudes that should enable individual learner to make informed decisions about the society at large. Hence, the decisions made would be useful to them and the society in solving problems of life. Ogundare (2002) further stressed that Social Studies deals with the interactions between man and his realities. Social Studies at junior classes emphasized the development of responsibility for socializing and humanizing individual learners, and to ensure that the learners develop basic concepts of values, attitude and skills needed to live and survive in the society.

Social Studies has the potential and capability of transforming nations, building human capacity, directing the attitudes and behaviour patterns of the citizens, empowering women and youths, protecting the environment and creating atmosphere for socio-economic development. Kissock (1981) agreed that Social Studies can transform Nigeria, or any country with multi-ethnic and cultural background in the areas of loyalty, obedience, allegiance, willingness to live together as an indivisible entity, love for one another, selfless services and encourage the learners to be humane in all their dealings.

Specifically, the nine years Basic Education Curriculum for Social Studies has overall objectives of enabling Primary and junior secondary school pupils and students achieve the following objectives:

- i. Develop the ability to adapt to changing environment
- ii. Become responsible and disciplined individuals capable of and willing to contribute to the development of their societies.
- iii. Inculcate the right types of values
- iv. Have compassion for other people; appreciate their culture, history and those foundational factors that make them human.
- v. Develop the capability to recognize the many dimensions of being human in different cultural and social contexts.
- vi. Develop a sense of solidarity and sharing based on a sense of security in one's own identity (Federal Ministry of Education, 2007, pp 66).

With all the importance attached to Social Studies as an agent of citizenship education and social change, the national educational objectives seem not to be accomplished due to the poor performances of the students in Social Studies.

Various reasons have been attributed to the poor performance of the students in Social Studies. For instance, Iyewarun (1989) observed that the use of inappropriate methods of teaching has been the major bane of teaching the subject. Aremu (1992) observed that the academic ability level of students normally shows their scholastic attitude and in most cases, it goes a long way in determining the performance of the learners. Jekayinfa (2005) also observed that students' performance would continue to fluctuate in Social Studies, unless teaching materials selected are relevant to their age, interest, aspiration, and capabilities of the students. Yusuf (2004) also agreed that the decline in the performance of students might be due to lack of appropriate methods of teaching Social Studies at the junior secondary school level. This shows that for effective learning to occur at the junior secondary level, particularly in Social studies, teachers must use appropriate methods of teaching which involve the use of instructional teaching materials. This is probably why Mezieobi (2000) posited that the non-utilisation of the necessary techniques in teaching Social Studies might be a strong factor for the deteriorating performance of students.

Generally, Social Studies cannot be effectively taught or learned without adequate utilization of instructional materials.

To achieve the educational goals, instructional visuals must be used in the course of teaching-learning, to increase the quality of academic performance of students. In this regard, Social Studies has the potential and the capacity of transforming nations, building human capacity, directing the attitudes and behaviour patterns of the citizens, empowering women and youths, protecting the environment and creating conducive atmosphere for socio-economic development and to ensure that the learners know their duties and exercise their fundamental rights accordingly.

Statement of the Problem

In spite of the universal recognition and the importance of Social Studies, students' academic achievement in Social Studies is seemingly poor in both internal and external examinations. This is probably the reason why the aims and objectives of Social Studies have not been adequately achieved as expected. Various reasons have been attributed to the declining and fluctuating trends in the performance of students in the subject.

Consequent on the afore-mentioned declining trend in performance of students in Social studies, several teaching methods have been suggested so as to enhance the attainment of instructional goals and beef-up the level of students' performance in tests and examinations. However, contrary to expectation, most teachers still fashion their instructions exclusively after the traditional method of teaching which has been shown to be less effective for students' cognitive process. This was equally underscored by Falade (2009) who suggested that most teachers prefer to use teacher centred delivery method – which is synonymous to the traditional teaching method - rather than students centred inquiry strategies. Similarly, research also shows that traditional styles of teaching are doing little to improve the conceptual learning among students (Halloun and Hestenes, 1985).

Studies have been carried out to show the positive benefits of instructional visuals in teaching various subjects such as Physics, Chemistry, Biology, Agricultural science, and so on. Yet, this depth of research is lacking regarding Social studies subject area (Branton, 2012). Therefore this study seeks to find out the effects of instructional visuals utilisation on the academic performance of students in Social Studies.

Purpose of the Study

Attempts was made to find out differences in the performance of students in Social Studies when the teacher used specific instructional visuals.

Specifically, the study examined the

1. effects of free-hand drawing (sketches) on students' academic performance in Social Studies.
2. effects of Photographs and posters on academic performance of Social Studies students
3. effects of a combination of free-hand drawing, photographs and posters on academic performance of students in Social Studies.

Research Questions

The following research questions were addressed in this study:

1. Will there be any difference in the performance of Social Studies students taught with hand drawing and those taught with conventional method of teaching?
2. Will there be any difference in the performance of Social Studies students exposed to Photographs and posters and those taught with conventional method of teaching?
3. Will there be any difference in the performance of Social Studies students exposed to hand drawing, photographs, posters and those taught with conventional method of teaching?

Research Hypotheses

Based on the Research Questions, the following Hypotheses were generated:

H01: There will be no significant difference in the academic performance of Social Studies students taught with hand drawing and those taught with conventional methods

H02: There will be no significant difference in the academic performance of Social Studies students exposed to photographs, posters and those taught with conventional method of teaching.

H03: There will be no significant difference in the academic performance of students exposed to hand drawing, Photographs, posters and those exposed to the conventional methods.

Scope of the Study

The study examined the effects of instructional visuals utilization on academic performance of Social Studies students at the Junior Secondary School level in Ondo state. The study was restricted to only Junior Secondary School (JSS3) students in eight secondary schools in Ondo state. One intact class of (JSS3) was used in each of the eight selected Junior Secondary Schools.

Furthermore, selected topics from the school curriculum include (1) Institutions of marriage (2) Peace and conflict resolutions, and (3) Transportation and Communication. The JSS3 Social Studies topics that were taught were used in developing the Social Studies Performance Test (SSPT) that was administered on the students during the pre-test and post-test.

Research Design

The research design adopted for this study was Quasi-experimental design, that is, the non-equivalent control group design using pre-test and post-test designs on two groups – the experimental and control group. The hypotheses in this study were tested with a factorial model using Analysis of Co-variance (ANCOVA) with all factors fixed. The factorial levels were as follows: instructional strategy at 4 levels ('free-hand drawn', 'Photographs and Posters', the combination of 'Hand drawing, Photographs and Posters' and the use of 'conventional method'), ability test at 3 levels (high, medium, and low levels) and gender occurring at 2 levels (male and female) on academic performance. The design was selected because it allows for separate determination of main effect as well as the interaction effects of both the independent and moderating variables on students' performance in selected Social Studies topics. The quasi-experimental design was used because the true randomisation of the subject was lacking since intact classes were used. (Daramola (2001) opined that quasi-experimental research was characterised by rigorous management of experimental variables and hypotheses testing. He stated further that no random assignment to treatment condition was necessary though the process of randomization might be used in selecting a given sample.

The outlay of the design of this study is shown below:

Table 2: Research Design

Group	Pre-test	Treatment	Post Test
Experimental Group I	O1	X ₁	O ₂
Experimental Group II	O3	X ₂	O ₄
Experimental Group III	O5	X ₃	O ₆
Control Group	O7	X ₀	O ₈

Key:

O1, O3, O5 = Pre - test

O2, O4, O6 = Post -test

X1: Treatment

X2: Treatment

X3: Treatment

X0: Non-Treatment

Table 2 above shows the three experimental groups and the control group. Subject in the four groups were pre-tested using Social Studies Performance Test (SSPT) developed by the researcher. The three experimental groups were taught some topics in Social Studies using Hand drawing, Photographs and Posters. Experimental group 1 were exposed to the use of Hand drawing as a visual strategy. The Experimental group II were exposed to Photographs and Posters. Experimental group III were exposed to the combination of Hand drawing, photographs and Posters. The control group was exposed to conventional teaching methods. That is, no Hand drawing, photographs and Posters were used. After the treatment, all the four groups were tested using a parallel version of the questions used for the pre-test as post- test.

Population, Sample and sampling Technique

All Junior Secondary School students in Ondo State constituted the study population, while the target population for study was all Junior Secondary School class three students (JSS3) in Ondo State. The choice of (JSS3) students was based on the fact that they have acquired adequate pre-requisite knowledge in Social Studies to respond meaningfully to the instrument used for data collection. The total number of students involved in the study was 290 from all the three senatorial districts of the state. Whereas there were twelve thousand eight hundred and fifty five students in (JSSCE) Three as at the time of this project.

At stage a, the study applied cluster sampling technique by adopting the existing 18 LGAs as study clusters; thus 18 clusters were identified in stage one of the sampling process. Thereafter, four clusters (i.e. 4 LGAs) were selected from the identified 18 clusters using simple random sampling technique.

At the stage of sampling, 2 Junior Secondary Schools were randomly selected from each of the 4 clusters; making, a total of 8 Junior Secondary Schools. At the third stage, 1 intact JSS (3) class was randomly selected from each Junior Secondary School; thus a total of 8 JSS3 classes were selected for the study.

Instrumentation

The study made use of certain instruments during the course of the study to gather information on the performance of participants in social studies lessons. The instruments include,

1. The Social Studies Performance Test (SSPT) which was developed by the researcher. The Social Studies performance Test (SSPT) is a multiple choice objective test made up of fifty (50) items with four options (A-D) The instrument was constructed by the researcher to cover the aspects of Social Studies topics

selected for the study. Two marks were awarded for every correctly answered item in the SSPT. The maximum obtainable mark was 100 while the minimum score was 0. The SSPT was administered as both pre-test and post-test on the three (3) experimental groups and the control group.

2. The Hand drawing, photographs and posters were used as instruments to teach the students in the experimental groups, while the control group was been exposed to the conventional method.
3. Scheme of work was also designed to teach various topics in social studies at JSS three classes.

Validation of the instrument

To ensure the face and content validity of the instrument, assistance of experts in test construction and in Social Studies was exploited. The draft of the Social Studies Performance Test (SSPT) was given to the researcher's supervisor and three experts mentioned above to vet in order to ascertain the face and content validity of the instrument.

The reliability of the test items measuring (SSPT) was obtained by administering the test on an intact class in a non-participating school using test re-test method within a time interval of two weeks. Pearson Product Movement Correlation analysis was used to obtain a reliability coefficient of ($r = .75$) at 0.05.

Procedure for Data collection

The study covered a period of six (6) weeks. During the first week the researcher interacted with the Social Studies teachers in each of the schools selected for the study. These permanent teachers in the schools served as research assistants during the study. During the interaction, the researcher discussed the roles the teachers were to play in the treatment procedures. The teachers in the schools earmarked for the control group used the conventional method of teaching the topics selected for the study.

The SSPT was administered on the subject during the pre-test and post-test respectively. Actual treatment lasted for three (3) weeks. The last week was used for post-test. The arrangement was summarised below:

1st week: presenting a letter of introduction by the researcher to the principals of schools involved in the study. Interaction with cooperating teachers, who eventually served as research assistants.

2nd week: Pre – administration,

3rd – 5th week: Treatment;

6th week: Post-test administration

Data Analysis

The data collected were analysed using descriptive statistics to test the demographic and performance distribution of respondents. Independent t-test analysis was used to test for the formulated hypotheses 1 - 3, and Analysis of Covariance (ANCOVA) to test the formulated hypotheses 4 - 6. The ANCOVA was used in order to control any initial differences among the study groups. The pre - test scores were used as covariance in the ANCOVA analysis. Further test for the significant mean difference among the tested variables in hypotheses 4-6 was carried out using Sheffe Post Hoc analysis. All hypotheses were tested at 0.05 level of Significance.

RESULTS AND DISCUSSION

This chapter presents the analysis of data collected for the study, and the discussion of the findings. A total of two hundred and ninety respondents were involved in the study – these constituted the control and experimental groups for the study. The data collected were initially analysed using descriptive statistics.

Afterwards, t-test, Analysis of Co-variance (ANCOVA) and Post Hoc Sheffe tests were used to test the hypotheses. Each hypothesis was tested at 0.05 level of significance. Microsoft Excel (version 2013) and Statistical Package for Social Sciences (SPSS; version 17) statistical software were used in the analyses.

Research Question 1: Is there any effects of free-hand drawn instructional visuals on students’ academic performance in Social Studies?

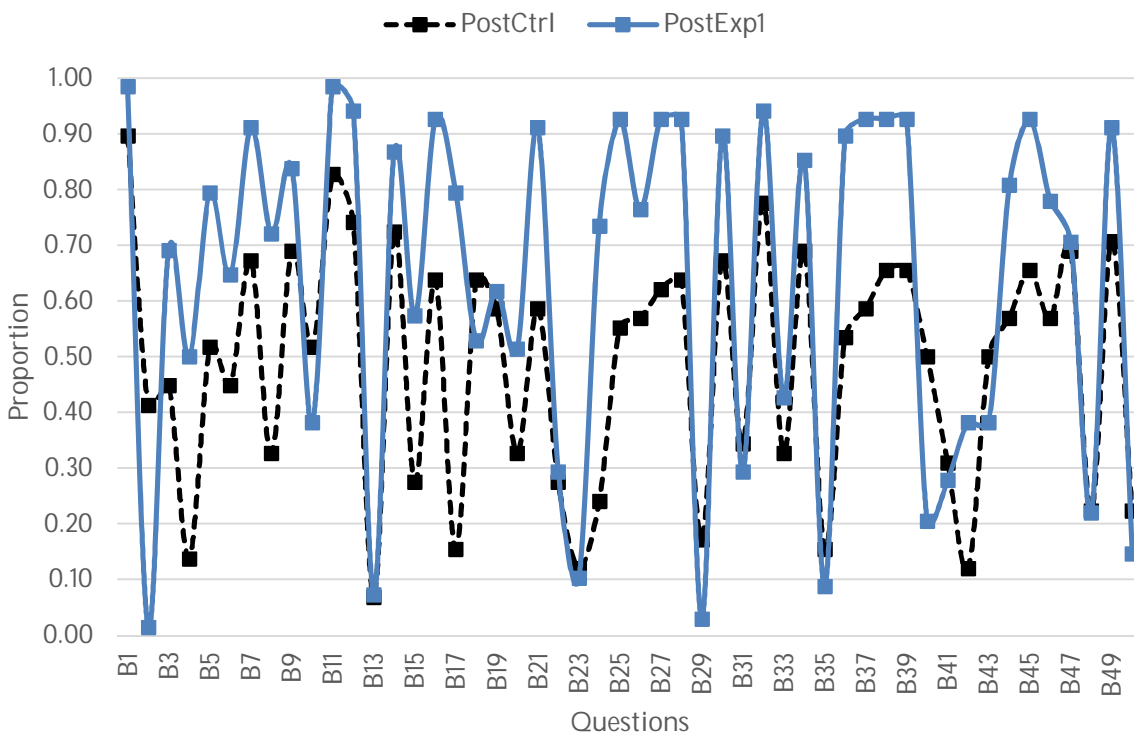


Figure 1: Posttest score of participants in the Control group and Experimental 1

In order to evaluate the effect of hand drawing instructional visuals on students’ academic performance, a line graph showing the academic performance of respondents in Experimental group 1 (those taught with hand drawing instructional visuals) and those in the Control group (those not taught with any instructional visual) was plotted so as to reveal if there was any readily observable differences in performance of both groups.

Figure 3 shows that participants in Experimental group (1) generally had a better score in most of the performance test than their peers in the Control group. This difference could be attributed to the fact that participants in the former group were taught the subject matter with the aid of hand drawing while their peers in the latter group were taught with the conventional method of teaching. (i.e without any visual aids).

Hypothesis 1: There will be no significant difference in the academic performance of Social Studies students taught with hand drawing instructional visual and those not taught with the aid of any instructional visual

Table 1: t-test analysis on the mean and standard deviation scores for participants in Control and Experimental (1) groups

Source of variation	N	Mean	Std. Deviation	df	t	Sig
(a) <i>Pre-test</i>						
Ctrl	42	20.62	7.840	108	1.735	0.813
Exp1	68	21.00	7.018			
(b) <i>Post-test</i>						
Ctrl	42	25.05	10.203	108	3.427	0.001
Exp1	68	30.99	7.869			

Sig. at 0.05

Table 1 shows the t- test analysis on the scores of participants in Control group and Experimental 1 group. The difference in mean scores of participants in Control group (20.62) and Experimental (1) group (21.00) yielded $t=1.735$ at 108 degree of freedom, and a p-value of 0.813. Given a p-value of 0.813, which is not less than 0.05 level of significance, this implies that mean scores of both groups are not significantly different. As such, academic performances of participants in both groups (before the application of the free-hand drawn instructional visual) were not significantly different.

Table 1 shows the post experimental results for participants in both groups. The results show a mean score of 25.05 ± 10.20 for participants in Control group and 30.99 ± 7.87 for participants in Experimental group (1). The t-test analysis for the difference in mean scores of both groups yielded $t=3.427$ at 108 degree of freedom, and a p-value of 0.001. Therefore, given a p-value of 0.001 – which is less than 0.05 level of significance – implies that there was a significant difference in mean scores for participants in Control group and their peers in Experimental (1) group. Specifically, the result indicates that the participant in Experimental1 group (30.99) performed significantly higher than their peers in Control group (25.05).

Therefore hypothesis 1 is hereby rejected and this implies that the significantly higher mean score of participants in Experimental (1) group (over those in Control group) is not attributable to chance but due to the effects of hand drawing instructional visual applied. As such, the findings indicate that the use of hand drawing as an instructional visual had a significant positive effect on the performance of students in Social Studies.

Research Question 2: Is there any effect of Photographs and posters instructional visuals on students' academic performance in Social Studies?

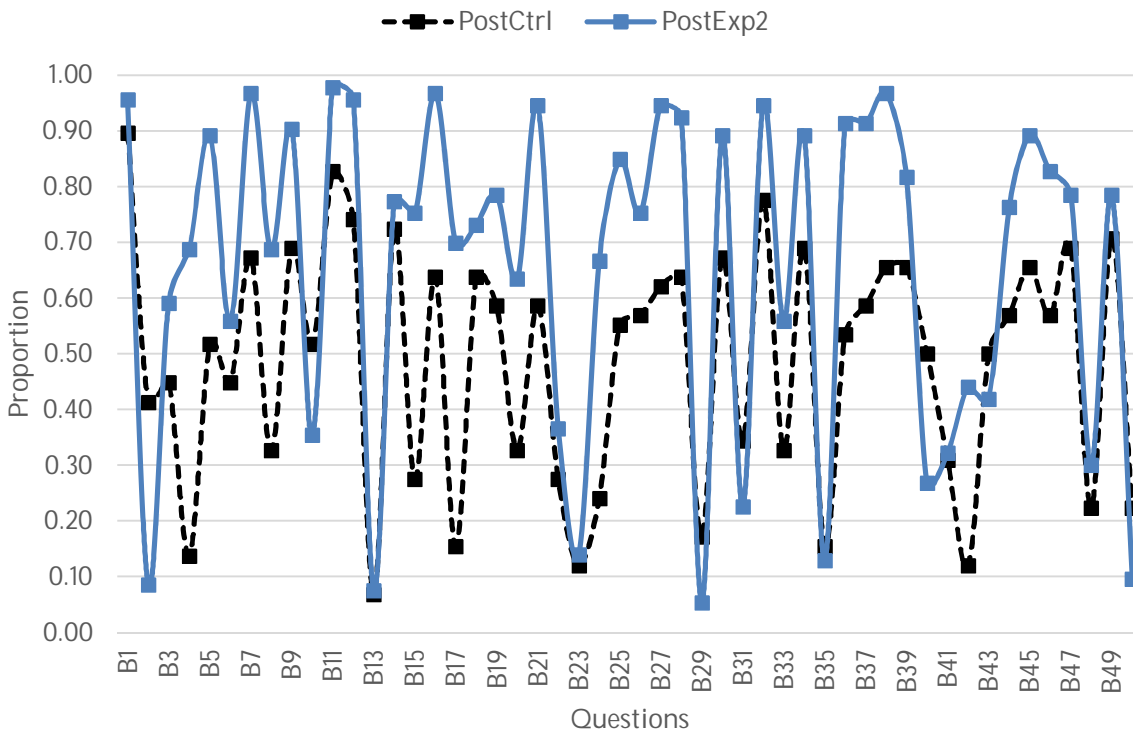


Figure 2: Posttest score of participants in the Ctrl group (conventional teaching method) and Exp2 (Photographs and posters instructional visual method)

In order to evaluate the effect of Photographs and posters instructional visuals on students' academic performance, a line graph showing the academic performance of respondents in Experimental group 2 (those taught with Photographs and posters instructional visuals) and in the Control group (those not taught with any instructional visuals) was plotted so as to reveal if there was any readily observable difference in performance of both groups.

Figure 4 shows that participants in Experimental (2) group generally had a better performance in majority of the test questions than their peers in the Control group; this could be attributed to the fact that participants in the former group were taught the subject matter with the aid of Photographs and posters while their peers in the latter group were taught with the conventional method.

Hypothesis 2: There will be no significant difference in the academic performance of Social Studies students taught with Photographs and posters instructional visuals and those who were taught without the aid of any instructional visuals

Table 2: t-test analysis of result of those exposed to pictures and photographs.

Source of variation	N	Mean	Std. Deviation	df	T	sig
<i>Pre-test</i>						
Ctrl	42	20.62	7.840	130	0.099	0.922
Exp2	90	20.76	7.187			
<i>Post-test</i>						
Ctrl	42	25.05	10.203	130	3.492	0.001
Exp2	90	30.86	8.231			

Sig. at 0.05

Table 2 shows the baseline analysis result for performance of participants in Control group and Experimental (2) group. The difference in mean scores between participants in Control group (20.62) and Experimental (2) group (20.76) yielded $t=0.099$ at 130 degree of freedom, and a p-value of 0.922. Given a p-value of 0.922, which is not less than 0.05 level of significance, this implies that mean scores of both groups is not significantly different. As such, academic performance of participants in both groups (before the application of the Photographs and posters instructional visual) were thus established to be similar.

Table 2 also shows the post experimental results for participants in both groups. The result shows a mean score of 25.05 ± 10.20 for participants in Control group and 30.86 ± 8.23 for participants in Exp2 group. The t-test analysis for the difference in mean scores for both groups yielded $t=3.492$ at 130 degree of freedom, and a p-value of 0.001. Therefore, given a p-value of 0.001 – which is less than 0.05 level of significance – this implies that there existed a significant difference in mean scores for participants in Control group and their peers in Experimental (2) group. Specifically, the result indicates that the students in Experimental 2 group (within a mean score of 30.86) performed significantly higher than their peers in the Control group (within a mean score of 25.05).

Therefore hypothesis 2 was rejected. Thus, it implies that the significantly higher mean score of participants in Experimental (2) group (over those in Control group) is not attributable to chance but due to the effects of Photographs and posters instruction visual applied. As such, the findings indicate that the Photographs and posters instructional visuals had a positive effect on the performance of students in experimental group two.

Research Question 3: Is there any effects of hand drawing, Photographs and posters instructional visuals on students’ academic performance in Social Studies?

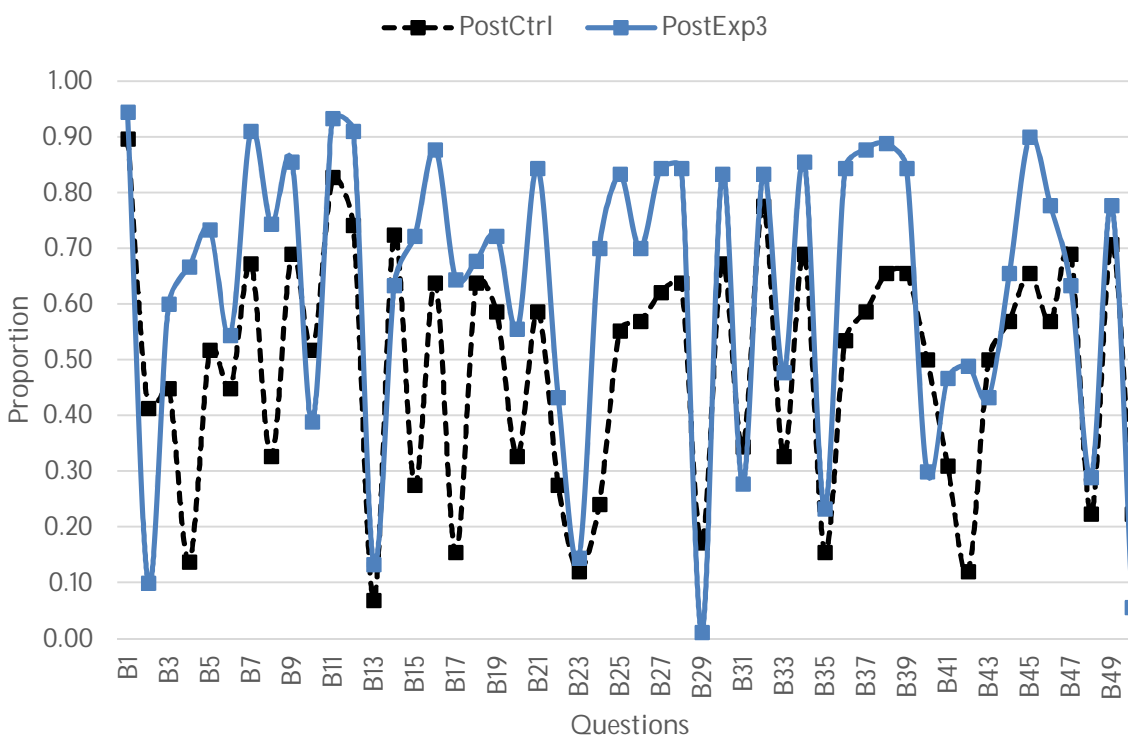


Figure 3: Posttest score of participants in the Post Control group and Post Experimental (3)

In order to evaluate the effect of hand drawing, Photographs and posters instructional visuals on students’ academic performance, a line graph showing the academic performance of respondents in Experimental group 3 (those taught with free-hand drawn, Photographs and posters instructional visuals) and respondents in the Control group (those taught without any instructional visual) was plotted so as to reveal if there is any readily observable differences in the performance for both groups.

Figure 5 shows that participants in Experimental (3) group generally had a better performance in majority of the test questions than their peers in the Control group. This could be attributed to the fact that participants in the former group were taught the subject matter with the aid of free-hand drawn, Photographs and posters while their peers in the latter group were rather taught with the conventional method.

Hypothesis 3: There will be no significant difference in the academic performance of Social Studies students taught with hand drawing, Photographs and posters instructional visuals and those taught without the aid of any instructional visuals.

Independent t-test was used to test the formulated null hypothesis 3 and it tested the difference in academic performance of students taught without instructional visuals and those taught with hand drawing, photographs and posters instructional visuals before and after the application of the instructional visuals. The results are presented below in Table 3.

Table 3: t-test analysis output showing mean and standard deviation of social studies score for participants in Control and Experiment (3) groups

Source of variation	N	Mean	Std. Deviation	df	t	Sig
(a) <u>Pre-test</u>						
Ctrl	42	20.62	7.840	130	1.545	0.125
Exp3	90	22.96	8.205			
(b) <u>Post-test</u>						
Ctrl	42	25.05	10.203	130	5.330	0.000
Exp3	90	32.12	5.074			

Sig. at 0.05

Table 3 shows the results of the analysis on the performance of participants in Control group and Experimental (3) group. The difference in mean scores between participants in Control group (20.62) and Experimental (3) group (22.96) yielded $t=1.545$ at 130 degree of freedom, and a p-value of 0.125. Given a p-value of 0.125, which is not less than 0.05 level of significance, this implies that mean scores of both groups at the pre- test is not significantly different. As such, academic performance of participants in both groups (before the application of hand drawing, photographs and posters instructional visual) were thus established to be insignificantly different.

However, Table 3 shows the post experimental results for participants in both groups. The result shows a mean score of 25.05 ± 10.20 for participants in Control group and 32.12 ± 5.07 for participants in Experimental (3) group. The t-test analysis for the difference in mean scores of both groups yielded $t=5.330$ at 130 degree of freedom, and a p-value of 0.000. Given a p-value of 0.000 – which is less than 0.05 level of significance –this implies that there existed a significant difference in mean scores of participants in Control group and their peers in Experimental (3) group. Specifically, the result indicates that the average participant in Experimental (3) group (32.12) performed significantly higher than their peers in Control group (25.05).

Therefore hypothesis 3 was rejected. Thus, this implies that the significantly higher mean score of participants in Experimental (3) group over those in Control group is not attributable to chance but due to the effect of hand drawing, Photographs and posters instruction visual applied. As such, the findings indicate that the hand drawing, Photographs and posters instructional visuals had a significant positive effect on the performance of students.

Summary of Findings

The analyses carried out sought to identify if there exists any effect of the use of instructional visuals in the teaching of Social Studies. The analysis also tried to identify whether this effect is influenced by factors such as the gender, Age and ability level of the participants in the study.

The findings revealed the followings;

1. The mean score of participants taught with hand drawing instructional visuals was significantly higher than those of their counterparts who were taught using the conventional way. Thus, the hand drawing instructional visual had significant effect on students 'academic performance in social studies;

2. The mean score of participants taught with Photographs and posters instructional visuals was significantly higher than the mean score of their counterparts who were taught using the conventional way. Thus, the Photographs and posters instructional visual had significant effect on students 'academic performance in social studies;
3. The mean score of participants taught with hand drawings, Photographs and posters instructional visuals was significantly higher than their counterparts who were taught using the conventional method. Thus, the hand drawing, Photographs and posters instructional visual had significant effect on students' academic performance in social studies;
4. The use of instructional visuals in Social Studies is significantly more effective on female students rather than for their male counterparts;
5. The use of instructional visuals in social studies is significantly more effective for participants with moderate academic level rather than their peers with either low or high academic level;
6. The combined use of hand drawing, Photographs and posters instructional visuals was significantly more effective than the use of hand drawing only, or a combination of Photographs and posters.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS.

This chapter presents the discussion of findings and conclusion reached. In the process of the discussion, findings from the present study were compared with the previous studies as reflected in the related literature reviewed. Some recommendations based on the findings of this study were based on the various results obtained from the analysis of data presented in the earlier chapter. Conclusions were drawn and suggestions were made for further studies.

The result in Table 1 revealed that there was a significant difference in the performance in the performance of students taught Social Studies using hand drawing instructional visual as compared to those who were taught with conventional method after treatment. This finding was supported by Wikipedia 2009, Falade 2009 and Duyilemi, 2007 who agreed that using free-hand drawn as instructional visual enhances students' academic performance. This also refuted hypothesis one, which states that there is no significant difference in the academic performance of Social Studies students taught with hand drawing instructional visuals and those students not taught with the aid of hand drawing as instructional visuals. Therefore, if a better method of instruction which is activities oriented is employed in teaching, it will enhance excellent performance of students. The findings showed that students taught with hand drawing as instructional visual perform better than their counterparts who were exposed to the conventional method of teaching. This suggested that the methods/ techniques of instruction which students were exposed to contributed significantly to the difference in their performance.

The result in Table 2 shows that there was a significant difference in the performance in performance of students taught Social Studies using Photographs and posters instructional visuals as compared to those who were taught with conventional method after treatment. This finding was supported by Olowu (2005), Curzon (2005), Falade (2009), West (2007) and Bain (2004), who agreed that using photographs and posters as instructional visual during the course of teaching enhance students' academic performance.

Therefore, this finding refuted the hypothesis that there will be no significant difference in the performance of students taught or exposed to pictures as instructional visual and those students exposed to the conventional method of teaching. They further continued that, if better methods of instruction which is activities oriented base is used or employed in teaching it will enhance better performance irrespective of their level.

This suggested that the methods of instruction which students were exposed to contributed significantly to the difference in performance of students. The use of pictures, as shown in the post-test performance scores, was responsible for the performance of students in Social Studies. While the result in Table 3 shows the analysis of data which revealed that there will be no significant difference in the

performance of students taught Social Studies using Photographs instructional visuals as compared to those who taught with conventional method. This finding was supported by Iyewarun (1989), Mezieobi (2000) and Branston (2012) who believed that using Photographs and posters as instructional visual in the school setting enhance students' academic performance. This refuted the claim that there will be no significant difference in the academic of Social Studies students taught with Photographs and posters instructional visual and those that taught without the use of photographs and posters as instructional visual.

The result in Table 3 show that there will be no significance difference in the performance of students taught Social Studies using the combination of hand drawing, photographs and posters those who were taught with the conventional methods, Therefore, this finding refuted the hypothesis 3 that there will be no significant difference in the performance of students taught using the combination of hand drawing, Photographs and posters as instructional media. However, the findings was supported by Okunloye (1996) Jekayinfa (2005) and Falade (2009) that the use hand drawing, Photographs and posters enhance academic performance of students, They equally agreed that seeing is believing and as such the use of instructional visuals will go a long way in improving the academic status of the students..

CONCLUSION

It could be concluded from this study that:

- I) The experimental group greatly benefited from the use of instructional visuals
- II) The instructional visual utilization helped to improve students' performance in skills acquisition, academics and attitude to other discipline.
- III) The used of instructional visuals was more facilitative than the conventional methods.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

1. The use of instructional visuals should be integrated into the teaching of social studies in our school system.
2. The teacher teaching social studies should be compelled to use the visual resources to enhance academic performance of students in the subject.
3. Social studies teachers should identify instructional visual resources within and outside the school environment and organize learning experience to include visits to such resources outside the classroom.
4. Government should organize seminar/workshop for social studies teachers on how to organize visits to resources centre outside classroom and to identify some resources within the community that can be used to facilitate social studies teaching.
5. The community should be seen as part of the classroom environment, therefore, it need to be utilized to enhance the teaching and learning of social studies.

Social studies teachers should endeavour to use the learner-centred strategies to improve the quality of information dissemination to students.

REFERENCES

- Agun, S.O. (2001). *The Place of Instructional Materials in Curriculum and Development*. Vol 4, Lagos.
- Akintunde, S.A. (2006). *Social studies instructional materials*. Topics in Nigerian social studies Ibadan, Corporate Publication. pp 171 – 185.
- Banks, J. (1977). *Teaching strategies for Social Studies*. California: Addison-Wesley Publishing Co.

- Branton ,R. A (2012). *The Effects of Teaching Style on Student Learning of DNA*. University of Louisiana - Monroe
- Falade, D. A. (2009). *Topics in Nigerian Social Studies*. Corporate Publishers Ibadan: Oyo State.
- Fageyinbo, M. O. (2004). *Topics in tertiary Social Studies*; Lucky Odoni Publishers, Ijebu-Ode: Lucky odoni publishers.
- Federal Ministry of Education (NERDC) (2007). Cultural and creative arts. Universal Basic Education Commission, Abuja.
- Halloun, I. & Hestenes, D. (1985). The initial knowledge state of college physics students. *American Journal of Physics* 53: 1043–1055.
- Iyewarun, S. A. (1989). *The teaching of Social Studies elementary education* (8thEd) New York Macmillan Publishing Co.
- Jekayinfa, A.A. (2005). *Essential materials and resources for teaching Social Studies*. Olive’s Publisher Ilorin, Kwara State.
- Kissock, C. (1981). *Curriculum Planning for Social Studies Teaching*. New York: John Wiley and sons Ltd.
- Lawal, M. B. & Oyeleye, A. S. (2003). *Foundations and principle of Social Studies Education*. Lagos. A – Trade Associates.
- Mezieobi, K. A (2000) Social Studies Teaching Methods and Teaching in G. W. Joof and H. C. Amadi (Eds). *Social Studies in Studies in Schools: Teaching Methods, Techniques, Approaches and Perspectives*: Onitsha: Outright Publishers.
- Ogundare, S .F. (2000). *Foundations of Social Studies – A handbook of concepts and principles of Social Studies*. Ibadan: Adesesan Graphic Pres.
- Okunloye, R . W. (1994). *An Unpublished lecture notes on subject methodology*. Ilorin, University of Ilorin.
- Ololobou, Y. (1989). *Dimensions of Social Studies* Jos. WAIS Printing Press.

Omoshin, F. M. (2002). *A handbook on foundations of Social Studies*. Ibadan: Evans Brothers (Nig. Pub) Ltd.

Patric, J. J. (2000). *Critical Thinking in Social Studies*. Eric Digest No 30 Retrieved on December 6th 2003 from [http://www ed. State.uh.US/Social Studies IK 1236.htm](http://www.ed.state.uh.us/Social%20Studies/IK%201236.htm)

Yusuf, A. (2004) *Effects of instructional strategies in junior secondary schools in social Studies in Kwara State, Nigeria*. (Unpublished doctoral dissertation), University of Ilorin.