

THE IMPACT OF TRANSPARENCIES IN THE TEACHING AND LEARNING OF SOCIAL STUDIES IN SOME JUNIOR SECONDARY SCHOOLS IN BOSSO LOCAL GOVERNMENT AREA, NIGER STATE.

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ABSTRACT

The study investigated the impact of transparencies in the teaching and learning of social studies in some junior secondary schools in Bosso Local Government Area, Niger State. The study also researched on gender differences in the achievement of social studies. Junior Secondary School three (JSS III) were randomly selected in all the Junior Secondary Schools in Bosso area of Niger State. The pretest-posttest experimental and control group design was used to collect the data for the study. Sample population was made of two hundred students in the selected secondary schools in Bosso Local Government Area, Niger State. The study divided the students into experimental and control groups. The researcher administered both essay and objective test questions to the students before any teaching took place. The experimental group was taught using the instrument i.e. transparencies while the control group was taught using the old method of chalk and talk method. The data collected was then analyzed using the mean standard deviation and t-test statistical methods. The result collected during this research showed the efficacy of transparency in the teaching and learning of social studies evidently shown in the data received and analyzed in the posttest mean score of (58.83) for experimental group as against the control group mean score (33.610 which give a t-value (19.86) greater than the t-value critical (2.57). Finally, it was recommended that government should take a bold step in the improvement of instructional materials in education that are technologically based to meet the trend in world ICT.

INTRODUCTION

Human development entails the interplay between nature and

nurture, the former playing a supportive role to the later. Alabi (2002) supported this assertion given the necessary biological and natural characteristics the stage is set for the effective socialization of any child. Essentially, socialization involves teaching and learning that which part of the objective of social studies.

Transparencies usage, therefore, stand as one of the instruments and materials in educational technology that is very essential in the teaching and learning in the classroom. Alabi (2002), also states that the use of transparencies allows the students greater ideas and opportunity to practically observe what the instructor/teacher is teaching or discussing in the classroom. There are some empirical evidences that show the fact that several forms of media have been found useful in teacher education including transparencies. Some researchers have opined in places like Latin America, Thailand, Italy and India that the use of transparencies have been found to be successful in the teaching and learning in educational technology -related subjects.

May (1999), states that one major conclusion of previous research attributed the successes recorded in the usage of transparencies adding value to teaching in all schools, most especially the Junior Secondary School since the students are just growing. Willbur (2000), in his opinion states that there are convincing evidences that for proper and successful teaching and learning all teachers must adopt the use of transparencies.

This paper is advocating to the adoption of the course by the Federal Government in all the schools and that educational planners, designers and institutions should put in mind the place of instructional materials in teaching and learning situations in Nigeria. This is as a result of the fact that most students are exposed to the use of audio visual materials in teaching and learning and eventually technology in a way that might not be explicit to them very well. In fact, instructional materials usage has a systematic and wide scope in the life span of education, be it formal, informal or non-formal transparencies which has become a useful tool in the teaching and learning situation especially when we are talking about demonstration and illustration which give the teacher control of the classroom.

Alabi (2002), stated that instructional materials are devices which present a complete body of information and are largely self supporting in

teaching and learning situation rather than being a supplementary in the classroom. Nwosu (1997) also in his study states that instructional materials have been used since primitive days of man when he drew on the sand, walls or constructed or carved on the wood or rock in order to capture the reality of what was being discussed or taught then. It is widely believed that transparencies have greater impact in illustrating and conveying ideas to learners.

Social studies as a subject that deals with culture, norms values and attitudes is a subject which with the use of appropriate usage of transparencies the subject can be taught properly and effectively. Instructional materials are known to be good means teaching effectively. Caution should be taken so that it used as at when needed thereby facilitating teaching and learning. Social studies is one of the core subjects that pupils and students are familiar with since the intent of social studies is the day-to-day living, i.e. culture, value, norms and attitude in the community. Teachers should be advised to be in the habit of using instructional material like transparencies.

Researchers have proved that social studies is a subject that needs motivation, interaction, attitude and value of both the learner and the teacher if there will be any success to be recorded in the teaching and learning of the subject. No wonder the National Examination Council is proposing that social studies should be taken at the senior school certificate examination. This study is therefore of the opinion that concerning the importance and achievement of the subject, it would therefore be necessary for teachers to be aware of the practical consequence of all negative attitude to supply the necessary motivation and to develop the enthusiasm learners will need to learn social studies. Transparencies according to this research are one of the greatest instructional materials that appear to be the best motivator that may interest students to learn faster and better (Alabi, 2002). Almost all Nigerian teachers are lazy in the production of instructional materials for teaching. This has really affected almost all the subjects taught in our Nigerian schools today. This could be due to the financial motivation, lack of teaching materials and the environment at which students learn which are not conducive for learning. So the teacher is ill-prepared to the class and even when he enters the classroom he is aggressive and just adopts the old method of chalk and talk methods of teaching. The chalk and talk method is believed to be teacher centered instead of the new technology where education is child-centered using various instructional materials to illustrate to students in order to gain their interest in the subject being taught.

Piaget (1984), in his developmental psychology studies placed much emphasis on the child and activity in the classroom i.e. the practical demonstration method of teaching techniques for active learning. He further supported the idea of that a child learns better and understanding much more idea when is exposed to be used of object (realia) or action being practiced in the classroom. Secondary education we all know caters more for students between the ages of ten to fifteen, that which this study is greatly concerned about. It is believed that on this, all other level of education is built upon. Hence, secondary education is the key to greater height and success.

Alabi (2002), stressed in his work on instructional materials that the five senses are very essential is learning to success. He believes that what is learnt through the sense of sight is the greatest (75%), 13% through hearing, 6% through touching while on 3% are only meant for smelling and taste respectively.

Researchers like Gbodi and Laleye (2006), Nwaorgu (2005), Gambari (2005), Alabi (2002) and Ayogu (2000), show in their various works that transparencies which are visual materials have contributed to learning, and factual permanence, as well as motivate and interest learning. Transparencies have motivated students to learn more and widen their experience that which will make them to participate actively in the learning processes.

Ayogu (2000), states that transparencies are used to depict motion and sound on screen and that transparencies are instructional materials that employ the stimuli of sight and hearing and it helps the learner to hold attention, thereby making learning more meaningful and permanent in them. Alabi (2002), believes that almost 80% of what students/pupils see is retained permanently throughout their life time. This is therefore supporting the assertion of this paper that transparencies could help in the teaching and learning of social studies. Transparencies happens to be one of the instructional material that can be use to in the teaching learning situations and to use it in catching them young, because what the learn at tender age will remain permanently in their memory

State of the problem

Social studies is the study of culture, values, norms and attitude normally taught by instruments that can used to develop the rate at which children's growth is being developed in this nation. Many students have seriously refused to study the subject due to ethics of the subject of teaching moral, values, norms and cultures of individual communities. Even if these

teachers use transparencies, they are not social studies experts so they will not be able to teach social studies the way it is suppose to teach.

Transparencies are large slides for use with an overhead projector from the front of a lighted room. They project large brilliant pictures. Transparencies can visually present concepts, processes, facts, outlines and summaries to small groups, to average size classes and large groups. This makes the class to be likeable and interesting. A series of transparencies is like any other audio visual material in requiring systematic planning and preparation. Transparencies have the ability to store data and processing information in many ways. This has made it potential instructional aids to all other subjects including social studies which is the focus of this paper

Objectives: The main objectives of this paper are;

- (i) The main objective of this paper is to find out if the usage of transparencies would improve the culture, morals, norms, values and attitudes of students in the teaching and learning of social studies.
- (ii) That the use of transparencies would improve upon the gender and retention capabilities of Junior Secondary School students using transparencies in teaching and learning of social studies

Research Hypothesis

These hypotheses were formulated and tested at 0.05 level of significance.

- (i) There is no significant difference in the performance of students taught social studies with transparencies and those taught without transparencies.
- (ii) There is no significant difference in gender and retention capabilities of junior secondary school students taught using transparencies as indicated in the statement of the problem.

Significance of the study

This paper is calling on government, educational, technologist, curriculum, planners, designers, school administrators and other related stakeholders in education to encourage teachers in various ways in the use of instructional materials. and as well provide enabling position/ situation where adequate instructional materials be given to teachers to use in their teaching and learning situation not just transparencies but all useful instructional materials for effective classroom teaching and learning so that it will enable teachers of social studies and other subjects to appreciate the significance of transparencies in the teaching and learning situation and it

will open up further avenues for more researchers to look into other instructional materials

Research Design

The research design used in this paper is the pretest -posttest experimental control group design.

Format for Pretest - Posttest Design:

	Pretest	Treatment	Posttest
Experimental group (E)(R)	M1	T	M2
Control group (C) (R)	M3		M4

R= Randomized subject

M= Measurement

T= Treatment

E= Experiment

C= Control

Population and Sampling Techniques

The population for this study was all junior secondary schools in Bosso Local Government Area in Niger State, Nigeria. The sample was drawn from two hundred junior school students from Bosso Local Government Area, One hundred males and one hundred females

Research Instrument

The research instrument used was the Social Studies Achievement Test (SOSAT). The designed and developed transparencies made by the researcher were part of the major instrument used for this paper as well as different methods in teaching social studies

Validation of Test Instrument

Five experts in social studies teaching validated the instrument (SOSAT) used for the research. It was agreed after a reliability of the instrument which scored (0.75) showing the efficacy of the instrument and therefore it was recommended for this particular research.

Method of Data collection

The data obtained for this research were derived from the result gotten from the pretest in this study. The scores were based on one hundred

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