IMPORTANCE OF PICTORIAL AI... THE TEACHING OF SOCIAL STUDIES IN SOME SELECTED PRIMARY SCHOOLS IN BOSSO LOCAL GOVERNMENT AREA OF NIGER STATE.

By

Alabi T. O.
General Studies Department (GST), Federal University Of Technology
P.M.B 65 Minna,
Niger State

Abstract

This study sought to determine the effect of pictorial aids on the learning of social studies in primary schools. The sample population was made up of one hundred and sixty (160) primary four pupils randomly selected from four primary schools in Bosso Local Government Area of Niger State, Nigeria. These pupils were grouped into two, identified female. Ten- (10) pretest questions were administered to both groups before any teaching was carried out. The experimental groups were taught using pictorial instructional material while the conventional method was used for the control group. Posttest questions were administered to both groups and scored based on hundred percent (100%) with each question allotted ten (10) marks each. The data collected was then analyzed using group mean, standard deviation and t-test statistics. The results established positive effect of pictorial aids on the learning and teaching of social studies. This is evidently shown in the higher posttest mean score of 69.50 compared to control group mean score of 27.75.

1.0 Introduction

The role of the teacher is very vial in education of a child. Teachers are the pivots of education, like picture, which is, believed to be a two-dimensional visual representation of persons, places or things. It is usually on transparent backing pictures are usually on enlargements produced from a 35mm films, photographs printed from processed films or they could be clear drawings maps, paintings sketches.

(a) Picture can be classified under non-projected visual medial otherwise called "pictorial materials," which appeal to the sense of sight and do not require source for showing them.

(b) Picture can be flat opaque or transparent. Flat opaque pictures includes photographic print, drawings etc. while the transparent pictures include films, film trips, slides or transparencies used in the projects

According to Obianwu et al. (1994)

1. Pictures enhance understanding
2. They are readily available easily applied and cheep to produce.
3. You don't need any special machinery or equipment to display it

Furthermore, pictures are self-explanatory materials especially in Nigeria. Basically " Pictorial material" can be adapted to cover subject such SS etc. they can be used to extent the experiences of learning and reinforce their impressions, introduce new fact or classify abstract notions. Picture and their effect as learning particularly, social studies which is the research main target, pictures are very effective instructional material which can be used indispensable in both teaching and learning of social studies particularly the learning of the aspect pf culture in the society. This paper focus its attention basically on the use of the non-projected picture/pictorials as instructional materials to help learners of social studies at the primary school level of education in Nigeria.

Pictures or instructional materials be used since primitive age, man used to draw pictures on the sand and on the walls of caves pictures have always helped in illustrating and converging ideas. Modern instructional materials or aids have evolved from primitive ...es, sketches too complicated as such as working models, motion pictures, television, teaching machines, video and audio devices. Experience and research studies have proved that through instructional materials, most subjects can be taught effectively

According to Ramirez (1975:34) photograph stores life images and words, which must be provided for the child by his teacher because of their vividness, which makes learning easier to recall than verbal instruction. Hence the learners should be exposed to real life situations as such as possible. But when these are not possible visual aids such as pictures can serve the purpose effectively. There is a Chinese statement, which goes thus "A look goes is worth a thousand words". This illustrates the essence and effect of picture in learning any subject and even educational Technology. The following are facilitated through the employment of instructional materials like picture in the teaching learning process.

Lee (1972:5) opines that audio visual aids are indispensable and without them, no effective learning can take place, likewise it is believed that without pictures, no effective learning can take place" what a child hears and sees at the same time is better registered in his mind and could be remember when the need arises.

Lee at al; (1970:8) throw more light on the importance of instruction materials that both audio and visual aids can stimulate the interest of the child as pictures aid understanding. According to Veron as rejected in Onwuka (1981:3) the result of investigation of the value of still non-projected pictures that when graphic materials relate directly to the facts described, these facts were clearly remembered. Hoban et al in Onwuka 91981:8) discovered that if audiovisual materials and devices are properly used:

1 Make learning more permanent
2 Offer reality of experiences, which stimulate self-activity on the part of the learner.

Wilkinson (1971:51) states that knowledge enters the brain mainly through two major senses, sight and audio. He further stressed that sight takes between 75-90% and hearing 10-15% Also Acorn et al (1970:80) confirms the effectiveness through sight and hearing when he remarks that " we can remember on 30% of what we hear, and 50% of what we hear and see simultaneously".

Through picture visual can also be classified as audio-visual especially when the teacher used them simultaneously at the same time. Pictures promote learner's perception transfer of learning, reinforcement and retention of learnt subject. This was supported by Davies (1973) that "if teachers capitalizes on media capabilities, they can easily promote learners perception understanding and transfer of learning." Picture saves time in providing a link between an object and its or ethnography.

It is further more believed that instructional materials such as pictures stimulate and make learning faster and more permanent because they leave or register vivid experience in the learner's memory used effectively and judiciously, most especially at the primary school stage. This is because the pupils are still very young and their level of assimilation is very high. If such visual instructional material as pictures are emplaced and utilized appropriately at, this will help to concerning the learners conceptual writing and learning will be really made easier to them.

The primary schools are the keys to failure or success of the whole system since the first six years are supposed to cater for children between six to eleven years which foundation of education is built upon. : National policy on Education section 3; 13 (1981) states the need for solid beginning more apparent task and absolute necessity. The

inculcation of permanent literacy is one of the general objectives of primary education being the foundation state for very sound and meaningful education.

Children at primary stage are at formative level their minds are flexible, innocent and level of assimilation is very high and fast. There fore most of the things taught them appears to be permanent if they are taken through visual and concrete experience.

Statements of the Problem

To complement the efforts of the chafe and tall method in teaching and learning situation instructional materials are viewed as key players in the learning process in social studies, which deal with man immediate environment. According to (Akande: 1986) Citing from the work of Ferron 1986 on Curriculum interest. 'School children in Freetown indicated that children could have a liking an disliking for a subject based on interest perceived usefulness performance in the subject and the influence of the teacher and the value of the subject" Drawing inference from this work the current study want to consider the effects of picture on learning of social studies and the teacher proper use of instructional material in primary schools in Bosso Local government of Niger State of Nigeria. Specifically, this study attempts to address the following question:

1. Is there any significant difference between the pupils taught with picture and those taught without instructional materials?
2. Is there any significant difference in the performance of gander taught using picture (Instructional material)?

Arms and objective of the study

- To find an alternative to chalk and talk method of leaching
- To improve the ability of children for future references
- To analyses the effectiveness of pictorial aids and to chalk and talk method.
- Suggests on improved learning strategies which could lead to judicious use of pictorial aids and at the same time enhance teaching learning process

Significance of the Study

This research work is worthy off attention because of the important contributions it would make to knowledge, since it determines the pictorial instructional material (Pictures) on the learning of social studies. Investigation revealed that teacher plays key roles in child development and performance with the use of instructional materials (pictures) Awoniyi (1979) Awoyemi (1985) ALAEZI (1990) and Ayanniyi (1974) all agreed these statement. Instructional material enhance better understanding of the subject appreciate significance in the method of teaching. Opens up an avenue for further research study also assists teachers to improve their level of performance at teaching. acquaint the educational planners and school administrators. It also serves as implement of school curriculum with the necessary information about the need to equip schools with appropriate equipment and instructional material for effective learning and teaching in general.

It is therefore pertinent to assess whether pictures improve the learning of social studies in primary schools. Pictures explain or illustrate some culture of different communities to pupils, which will be permanent in them; example, ways of dressing. which varies from one community to the other. These can be shown on the picture or instructional materials for effective and maximal output and they will appreciate the usage as effective instructional aids and the use appropriately to enhance learning and improve performance of the children.

Scope and Limitation of the Study.

This study was limited to four (4) selected primary schools in Bosso Local Government Area of Niger State. Experimental group and control group was used in the same topic.

Pictures show cultural dressings, cultural dances, greeting and different cultural hairstyles inclusive are some pictures to illustrate the study that instructional materials play significant role in the teaching and learning process of a child. Therefore pictures appeal to the sense of sight and touch which facility learning.

Gender: - the researchers have looked at the gender in education research of boys and girls performance in different subject of studies and come to a conclusion that all subjects languages (Speech) which involves much noise (Bentham 1964) also believed this assertion. Thus we want to ascertain if girls perform better than boys when both are exposed to instructional material treatment.

Research Methodology

This section deal with the methods used by the researcher, which can be regarded as research design, (sample population, instrumentation, and method of Data Collection AND data analysis) in this study

Research design

This study used pilot study in its experimental design method, known as pretest and posttest control group. "The pretest is meant to ascertain the knowledge level of the pupils before treatment and the posttest measures the pupils achievement after it. The pupils were grouped into two, those taught with instructional materials (experimental group) and those taught without instructional materials known as the control groups. The design is often used in class experiments, when the experimental and control groups are naturally assembled groups as intact class. The format for the pretest-posttest is indicated in table 1.

Table 1 format for pretest-posttest Design

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

R = Randomized subjects
M = Measurement
Source: After Best et al 1986
T = Treatment
E = Experimental
C = Control

The two groups were given the same pretest before instructions were give to ascertain their entry behavior. Then they were taught separately. One was taught using instructional pictures while the other class was taught the same topic using traditional method (chalk and talk)

At the end of instructions these groups were posttest. Four (4) classes from different primary schools were used. Each of these classes was randomly selected in each school and each of these classes comprised of forty (40) pupils, thus making total 160 pupils.

The posttest use for both groups was to find out the achievement on the learning of social studies. The mean difference between the between the pretest the pretest and

posttest scores was found for the two groups (experimental and control groups). Their difference were compared to know the level of their achievement

Sample Population

The sample population for this study was made up of one hundred and sixty (160) pupils both males and females in primary four (4). They were draw from (4) randomly selected primary schools in Bosso Local Government Area of Niger State. The schools are:

a) Dr. Yahaya Bawa Primary School, Bosso
b) Mypa Nur/Primary School, Booso Low-Cost
c) Hill-Top Model (Primary) School, Minna
d) Central Primary School, Chanchaga.

A minimum of about 5-kilometer distance was allowed between one Schools to avoid interaction between experimental and controls groups. This was done to maintain validity and reliability of the posttest administered to the two groups

Method of Data Collection

The data obtained for this study were from the result of both pretest and posttest. After instructions and one week of revision, the posttest was administered to both groups. They were then scored based on hundred percent (100%). The scores have formed the basis or data for testing hypothesis for this study. The results obtained fro these tests were used to determine which of the two methods are more effective – Traditional method of Talk and Chalk or Experimental method using pictorial instructional materials.

3.8 Method of data analysis

The method used in analyzing the data collected was the statistical method.

These are:

Group Means define each of these statement method to include these formulas standard Deviation

Two samples t-test Value.

Discussion of Result

The results from the two tests performed are presented in table 2 pretest results of Experimental (E) and control (C) group. Two sample (t-test) analysis result grant mean =19.1

Table 1 table of pretest score in social studies on pupils

	N	X	S.D	t-value	P
Experiment al group (E)	80	20.00	8.42	1.38ns	
					0.05
Control group (C)	80	18.13	Of.73	1.38ns	

By Author 2000

Note Ns: - Not significant at the 0.05 level. Source: - Compiled by the author. Table 1 result indicates effects a pictures on pupil pretest social studies scores (t value calculated) 1.38 < 1.991 at) (P > 05). This indicates that there is no significant difference between, scores in both experimental (e) control (C) groups before the pretest.

Table 2 post test result of the experimental and control groups 2 sample (t-test) analysis result grand mean = 48.63.

Table 2

	N	X	S.D	t-value	P
Experiment al group (E)	80	69.50	12.62	1.38ns	
				24.62 **	0.05
Control group (C)	80	27.75	8.42	1.38ns	

Highly significant at the 0.0 level source: compiled by author

The t-value calculated 24.62 indicated that at P0.05, the difference is highly significant between the experimental (E) groups. On which treatment was administered, had the higher posttest score of 69.50 compared to the control (e) group with the mean score of 27.75 where as the grand mean score is given 48.63 control (c) group is low in significant compared to the experiment (E) group. Table 3 shows the gender analysis of pupil's posttest scores.

Table 3- Gender Analysis of pupils posttest score

	GENDER	N	X	S.D	t-value	P
TEST	Male	40	80.50	5.04		
	female				15.76**	0.05
		40	58.75	7.42		

Highly significant source: compiled by author

The calculated 15.76, therefore it shows that at PO.05, is highly significant hence between the male gender group that had the higher posttest means score of O against the female gender group experimental group with 58.75 the grand score is 74.50 which show the statistical decision.

Since the calculated t-value of 24.62> 1.991 the table value in table {H (0) 1} was rejected. It can thus be concluded that the performance of the sample population can be viewed as being significantly associated with the treatment administered to them. Hence, hypothesis {H (0) 1) which stated, "There is no significant difference in the performance of pupils taught social studies pictorial fractional materials or picture Aids and those taught without them, was rejected as inclusion.

Major Findings

Considering the mean score results on table 1 the experimental group performed better than the control group. The experimental mean score of 69.50 in the posttest results compared to 27.75 mean score for the control indicated a high level of significant difference.

The finding here clearly showed that there is significant difference in the performance of the group taught using pictures and those taught without using pictures. It can further be explained that the experimental group used the sense of hearing. Seeing and touching. They listened to the teacher's utterance as he taught, saw the pictures used by the teacher to illustrate his teaching points, and touched or handled them; they even drew some of the pictures in their books during the lessons (senses of hearing, seeing and touching were utilized or involved here)

Conclusion: -

In conclusion the use of pictorial aids will go a long way to raise the standard of learners. This supports Ofoma, (1978) who observed that we remember about 75% of what we taste. Ofoma (1978:2) states that learning and remembering are associated with these organs. The above statement also rhymes with Biggs and Mc Allen (1969), which

states that" ... if a child only hears but does not see, he does not learn as much as when he hear and sees at the same time. If he can touch as well as hear and see, he learns far more soundly..."

This is also in line with Blair, Jones and Simpson's assertion (1968) in their finding on how we learn, that. One percent is through taste, one and a half percent through touch, and three and a half percent through small, Eleven percent through hearing.

Recommendations

It is suggested that learners should be encouraged to learn better and faster by teaching them in the practical way. For instance, teacher should try to adopt and utilize visual instructional materials, particularly non-projected visual and pictorial, in teaching social studies to the pupils. If pictures and other non-projected visual instructional materials are employed in teaching as established in these study, there is likelihood of better performance throughout their academic career in life. Hence experience are needed to make them function.

1. All colleges of Education as institutions for teachers training should possess curriculum that embraces promotion of education technology courses with emphasis to the importance,
2. Teacher and learners should learn how to make sketches and improvise instructional materials that can be used for teaching and learning processes.
3. Government and school authorities should sponsor teachers for workshops. Seminars, symposiums etc. or effective use and improvisation of instructional materials particularly picture. According to Voltaine's there is nothing to arrest poverty. Therefore teachers should try to improvise instructional materials that will aid learning and teaching process.

Finally, having dwelt specially on effect of pictures on the learning of social studies in some selected primary schools in Bosso Local Government; effect of other instructional material can be looked into by other researchers.

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