

EFFECT OF VIDEO TAPE INSTRUCTIONAL STRATEGIES ON SECONDARY SCHOOL STUDENTS PERFORMANCE IN SOCIAL STUDIES

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Abstract

This study investigated the effect of video tape instructional strategies on secondary school students' performance in social studies. The purpose is to determine whether video tape instruction strategies could be recommended as effective for the teaching and learning of social studies in secondary schools. This study employed the quasi-experimental pre-test, post-test, control group design. Three groups were formed into treatments and control groups and they responded to pretest, post-test and retention test administered to them. The sample consisted of 135 J.S.S. 2 students purposively selected from 3 schools in Chanchaga Local Government Area of Niger State. Forty-five (45) students of intact class were assigned to each of the experimental group and the control group. The research materials used included Video tape containing the live activities of Marriage, types of Marriage and various types of culture relevant instructional material used for the topic and lesson plans drawn on the sub topics used for the study. The research instrument used for the study was the social studies achievement test which was developed by the researcher and validated. The instrument was administered before the treatment and after two weeks of exposure to treatment. Three hypotheses were generated and tested, the result showed that students taught using Video tape approach performed significantly better than those taught Video tape. Thus, it is evident that the Video tape instruction was more effective in the teaching of social studies in secondary schools. Based on the outcome/finding it was recommended that the mode of teaching social studies in secondary schools should be improved. Therefore teachers are advised to Video tape instruction to teach social studies in secondary schools. Government should also provide Video tape to schools to aid the teaching and learning of social studies.

Introduction

Background of the study

Human development entails the interplay between nature and nurture, the former playing a supportive role to the latter. In other words, given the necessary biological and natural characteristics the stage is set for the effective socialization of any child. Essentially, socialization involves teaching and learning. Doob (2002) in Balogun (1995) "states that teaching is a communicative process between the teacher and his students"? Nacino (1982) posited that, teaching is the act of helping someone to acquire or change some skill, attitude, knowledge, idea or appreciation! Smith (1960) also believed that teaching is an attempt to assist others to learn. Ayeni (2002) stated that, "teaching is imparting knowledge, training in a skill or giving instruction". In line with this assertion Adeosun (2002) opined that "instruction is the deliberate arrangement of experience to lead a learner to a desirable change in performance". In teaching we seek to induce learning and behavioural change. The main aim of teaching is to learn and the major factor in teaching is the teacher. As important as teaching is to learning,

however, the manner in which a teacher communicates to the students determines, to a great extent, the effectiveness of such instruction. Brunner (1966) said "a message that is comprehensive and relevant fulfils its purpose". Effective teaching hinges on a healthy interaction between the teacher and the students.

According to Aghenta (1988) the ultimate quality of education is determined by the teacher as he transmits the value of education to the learners. To achieve his/her aim which is knowledge impartation, the teacher needs to plan for what to teach which is the subject matter. The teacher also needs to plan for how to teach and the way in which the subject will be imparted, that is the method of teaching. However, in guiding the learner, a teacher has to take cognizance of the variation in learner's ability to learn. While some learners learn slowly other learns fast. There is enormous scientific and pedagogical evidence to show that the Nigerian child will perform better in all school subjects taught through a familiar method.

The aim of teaching social studies in secondary school in Nigeria is to inculcate in the child/students the acts of respect, cultural norms and values, thereby inculcating the moral values to the younger generation. The constitution makes it compulsory that pupils should learn social studies from childhood up till J.S.S. when he will be preparing to go to senior secondary school.

The researcher observed that many of the so called teachers of social studies do not really read social studies, rather History and so related subject, thereby given it poor teaching culture. Oyekan (2005) states that "teaching is an occupation which attracts different types of qualified and unqualified members because of the erroneous belief that anybody can teach". Thanks to the teacher registration council who has made it mandatory for only qualified teachers to registered as professional teacher. This in turn will make the act of teaching modest and interesting as only the qualified teachers will be allowed to teach in our schools in Nigeria. Alabi (2005) in his paper the acts of a good teacher also argued that teaching should not be subjected to every Dick and Harry for the selfness of getting job, but rather qualified teacher in various subject should be allowed to teach their specialized subjects, because many people thought that obtaining a certificate qualifies them to teach any subject that notion should be cleared.

Attitude of the students towards learning nowadays is very poor this may affect the extent of achievement or performance of student in any subject. Neala (1970) agrees that students with favourable attitude are expected to learn more about a subject both in and out of the school because they like the subject and also derive satisfaction in learning more about it. Social studies as we all know teaches moral, norms and values of the society so if a qualified teacher who knows the content of the subject is not on hand to teach it the students moral will be in question. The policy made by the Nigerian government in education made social studies one of the core subject for pupils from elementary to J.S.S. level to study the subject due to the efficacy of the subject to national development. Most of our students are found wanting in moral, norms and values due to the importation of foreign culture. This is exhibited even in their mode of dressing, way of greeting and other way of life which is anti-cultural behaviours. Odujo (1981) ascertain the importation of foreign culture by the British government is another bane. These imports have their own culture in respect of marriage, burial and naming ceremonies. Many of our youth are deficient in the knowledge and practice of their culture and tradition these has really brought about different vices that bewildering

this nation. Ladele (1986) stated that, "anybody who is 50 years old would not be happy seeing that foreign culture and tradition have invaded their cultural values and norms". Omojuwa (1991) stressed that students' attitudes to study is not encouraging. If students are taught in the morning a particular topic and are asked in the afternoon the response you will get will be discouraging. But ask them about film or football in Europe that they watch some years ago, they will never forget any part of the film or football match involving two football clubs in Europe. This is disheartening. There is every indication that the students are more relaxed when watching film or football than when they are listening to their teachers.

Nwosu (1984) asserted that, for the teacher to operate effectively, he has to adopt strategies that would prepare the mind of the students and sustain their interest is being taught. Teacher needs to be well equipped in method of teaching as he/she is responsible for translating the policy into action in the classroom. The researcher is of the opinion that the ready way of improving the teaching and learning of social studies is for the teacher to increase the quality of instructional material usage in the classroom Alabi (2005). There are many techniques of teaching like project method, lecture method, discovering method, dramatization method which is more suitable for the teaching and learning of social studies.

Dramatization and demonstration methods are processes which make true life story of teaching learning situation as it present the true life story of what is intended to be learned by the pupils/students without difficulty in front of them in the classroom. Oyekan (2003) Concrete experience and real events can be dramatized or demonstrated by the teacher to enable the students see and practice smooth implementation of the curriculum contents and production of competent individuals within the context of their culture. It will also encourage the students to observe, learn and evaluate themselves and promote meaningful learning, under standing and retention of basic concepts. For effective teaching and learning, teacher must go beyond mere chalk and talk method, as there is a need to provide visual and concrete experiences of the things the teacher teaches. Balogun (1995) state as quoted that "if we consider our major senses of sight as attested to by this adage, learning is through our senses of sight".

What I hear I forget

What I see I remember

What I do I understand.

So the foundation of all learning consists in presenting clearly to the senses sensible objects so that they can be appreciated easily. Therefore, more efforts is required to make students learn and understand the subject matter through their vision and audition. We all know that the eye is the most important sense organ and it is also an important gateway to the mind. Any visual impression can easily be interpreted, last longer and relates most readily to other sensory experiences. If we consider the cone of experience by Dale as analyzed by Adeosun (2002) "concrete experience provide a solid base of knowledge". Looking at the research topic one will believe that children are been fascinated by video or television, hence they could sit for hours and end with their eyes virtually glued to the screen. They also made animation possible in that, processes which can be simplified one made real. Animation can be used to explain the process of making something such as molding of pot or baking a cake or making soap. One of the advantages of video and television is that, there is possibility to stop a picture as long as one likes, to search for clues, reflect, comment on it and to see if one's expectations are