

## EFFECT OF THE USE OF TRANSPARENCIES ON THE LEARNING OF HISTORY IN SOME SELECTED SECONDARY SCHOOLS IN LAPAI LOCAL GOVERNMENT AREA OF NIGER STATE, NIGERIA



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### ABSTRACT

The study investigated the effects of the use of transparencies on the learning of history in some selected secondary schools in Lapai Local Government Area of Niger State, Nigeria. It further investigated the gender differences in the achievement of the subjects. Senior secondary school one (SSS I) were randomly selected in four (4) secondary schools in Lapai Local Government Area of Niger State. Pretest – posttests experimental and control group design was employed to facilitate data collection for the study. The sample population was made up of one hundred and sixty (160) from four (4) secondary schools. These students were divided into two groups and identified as the experimental and control groups respectively. Four (4) essays and ten (10) objectives pretest questions were administered to both groups before any teaching was carried out. The experimental group was treated using transparencies while traditional talk and chalk method was used for the control group. The data collected was then analysed using the mean, standard deviation and t-test statistics. The finding established positive effect of the use of transparency in teaching and learning history. This is evidently shown in the posttest mean score of (68.83) for experimental group against the control group mean score of (43.61) which give a t-value calculated (29.86) greater than t-value critical (1.67) based on the findings, the following recommendations were made among others.

### Introduction

This study is aimed at determining the effect of transparencies presentation in learning history in some selected secondary schools in Lapai Local Government Area of Niger State, Nigeria.

History is generally accepted to be the study of the past, present and future events (Zubairu, 2004). History is viewed as a tool through which all the events of the past are taught in our schools (Ajayi, 1999). This justifies the saying that it is “the key to recall the past events”. More so that it has become the only accepted means to acquire the events of the past, example either through oral traditions which is verbal or through a written document.

The use of transparencies as one of the education instructional materials is very essential in every classroom in the educational system. Students of today are encouraged to assume an increasing responsibility for their own learning. The use of transparencies gives each student the opportunity to see practically what the teacher is discussing or teaching. Empirical evidence provided some fact to show that several forms of media, including transparencies have been found to be useful in teacher education and training. Experiments in Algeria, Ivory Coast, Zambia, India, Italy, Australia, Thailand, and some Latin American countries using transparencies have been found successful and rewarding. As early as (1999) May and Lumsdaine have this to say “one of the major conclusions of previous research is that transparencies of all variation and qualities have proved to have value for teaching at all school levels, especially at secondary schools and in all subject”. Other research findings tend to support the above mention view. For example Wilbur Schram (2000) came with the convincing evidence that there is hardly any subject matter which could not be taught effectively using transparencies (Gross 1977, Fleming 1978 and Agun 1979). The concept of educational technology is gradually being understood by educational planners and institutions in Nigeria today. This is as a result of the fact that more students are being exposed to the use of audio visual in teaching and learning, and eventually about technology of development. Infact, the more one realizes its systematic and wider scope in all stages of education, be it formal, informal and non-formal, in addition, transparencies has become a useful tool in the hands of teachers, especially for demonstration and illustration, while at the same time, the teacher keeps full control over the class.

Instructional materials are devices which present a complete body of information and largely self supporting rather than supplementary in the teaching and learning process.

Nwosu (1997) reported that instructional materials have been used since primitive man draw in the sand, on the walls, or constructed or carved on the wood or rock in order to capture the reality of discussion or teaching. Transparencies have always helped in illustrating and conveying ideas. Experiment and research studies have proved that through appropriate use of transparencies subjects like history can be taught more effectively. It must however be born in mind that instructional materials should be used when and only when they help to facilitate learning. A lot of students failed history both at the secondary and senior secondary certificate examination levels (SSSCE) (NECO, 2003). This is probably due to lack of proper mastery of the subject by the learners right from the very beginning. It may also be as a result of inadequate exposure or non-exposure to learning the history in practical or concrete way from the on set. It might also be due to ineffective use of instructional materials especially the visual ones, one of which this research is particularly focusing attention on.

Research studies in history indicate that the attitude, motivation and interest of the learner are factors of crucial importance determining his achievement. It would therefore be necessary for the teacher to be aware of the practical consequence of all negative attitudes to supply the necessary motivation and to develop the enthusiasm learner will need to learn history. In the researcher's opinion, transparencies appear to be the best motivator that may make students learn best and faster. A lot of teachers of history in almost all the Nigerian schools only depend on the "chalk and talk" method of teaching which is very much 'teacher centred' instead of the learner-centred approach. The "chalk and talk" method of teaching is rather abstract to the students and makes learning a very arduous task for the learners. This method is very much opposed to Piaget's development psychology. Piaget (1984) placed emphasis on the activity learned/practical classroom techniques for active learning. According to him, students learn better when exposed to see objects or action practically. The secondary education caters for children who are normally between the ages of twelve to fifteen years. It is on this level of education that the rest of the education system is built. Hence the secondary level is the key to either success or failure of the whole system (National Policy on Education, 1981). The need therefore, for solid foundation becomes a more apparent task and absolute necessity.

Goff (1979) has stressed the importance of the senses in the selection and instructive of learning methods in his conclusion that 75% of what we learn is through sight, 13% through hearing and 6% through touch, 3% through taste, and 3% through smell.

Research findings by Ayogu (2000), Ikwuke (2005), Nwaorgu (2005), Gambari (2005) and Gbodi and Laleye 2006 have shown that transparencies which are visual materials contribute to learners understanding, factual learning and permanence of learning, then, motivation and interest. Transparencies motivate students to learn and widen their experience, which makes them to participate fully in the learning process. Transparencies are instructional materials that employ the stimuli of sight and hearing. They are used to depict motion and sound on screen Ayogu (2000) observed that motion and sound attract the viewer, and held their attention, making learning more meaningful and permanent.

It is believed by the researcher that about 80% of what they see is retained almost permanently throughout life. This is thus, supporting the position, effects transparency could have on the teaching of history. To make effective use of this tender age, rewards successful future learning and proper understanding, the foundation must be solidly laid here to rectify the perennial problem of failure. One of the ways to do this is through the use of visual instructional materials such as transparencies. This empirical research aimed to portray

some ways of reducing the learning problems in history, through the use of visual instructional materials, particularly transparency:

### **Background**

History is an account of events, systematic account of the origin and progress of the world, a notion, a cause of events and a life stay. The BBC English Dictionary (1992) defined history as the event of the past. Some of the problems students do face in the study of history are their inability to remember important historical facts or information after the lesson. Facts like dates, names of places or personalities, and to arrange events chronologically. Another date that is important in world history is September 11, 2001. the ugly event that happened arouse the security consciousness of U.S.A. in particular and the world in general.

Another problem that is associated with the teaching and learning of history is that, some students could not differentiate between history and story. Some of them see history as mere fabricated stories, especially in discussing topics like Songhai empires, the Trans-Atlantic Slave trade, the Jihad of Sheikh Uthman Danfodio", and so on.

Transparencies are large slides for use with an overhead projector from the front of a lighted room. They project a large, brilliant pictures. Transparencies can visually present concepts, processes, facts, outlines and summaries to small groups, to average. Size classes, and to large groups. A series of transparencies is like any other audio-visual material in requiring systematic planning and preparation. Transparencies has the ability to store data and processing information in many ways. That makes it a potential teaching aid for history and other subjects.

### **Statement of the Problem:**

The purpose of this research was to find out if instructional materials like transparencies could be effectively used in teaching history in secondary schools to improved academic standard and retention of secondary schools students.

### **Objectives:**

The main objectives of the study are to find out if;

- i) The use of transparencies would improve the teaching and learning of history in some selected secondary schools in Lapai Local Government Area of Niger State, Nigeria.
- ii) The use of transparencies would improve the retention capabilities of secondary school students.
- iii) Gender has effect on the academic performance of students using transparencies to tech history in secondary level.

### **Research Hypothesis**

The following hypotheses were formulated and tested at 0.05 level of significances;

- i) There is no significant difference in the performance of students taught history with overhead transparencies and those taught without transparencies.
- ii) There will be no significant difference in the performance of boys and girls taught history using transparencies.
- iii) No hypothesis on retention as indicated in the statement of the problem

### **Significance of the Study:**

The findings could encourage the school management, the curriculum planners and school administrators to provide adequate instructional materials such as transparencies for

effective classroom teaching and learning. It will enable the teachers of history to appreciate the significance of transparencies in the teaching and open up an avenue for further research study.

**Research Design:**

The design adopted for this research is the pretest – posttest experimental control group design.

**Fig. 3.3 Format for Pretest – Posttest Design:**

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

- R = Randomized subject
- M = Measurement
- T = Treatment
- E = Experiment
- C = Control

**2. Sample and Sampling Techniques:**

The population for this study was made up of all SSI in Lapai Local Government Area of Niger State, Nigeria. The sample was drawn from one hundred and sixty (160) male and female students from four (94) schools selected in Lapai Local Government area of Niger State. The schools were:

1. Mohammed Kobo Government Secondary School Lapai
2. Government Day Secondary School, Lapai
3. Government Senior Secondary School Evuti
4. Government Day Secondary School Ebbo.

**3. Research Instrument:**

The research instrument used was the research made History Achievement Test (HAT). The transparency which was also developed by the researcher was used as a major research materials for the study as well as an approach for teaching history. The instrument was made up of four (4) essays and ten (10) multiple choice objective tests.

**= Validation of Test Instrument=**

Three experts in history subject validated the history achievement test (HAT) instrument. One educational inspector from test and measurement department, Niger State Ministry of Education and two senior lecturers from department of History, Niger State College of Education Minna carried out the fact and content validity of the instrument. The reliability coefficient obtained was 0.85. this shows that the test instrument is good enough to be use for this research.

**4. Treatment Given:**

The two groups experimental and control M1 and M3 were given the same pretest at the initial stage. The pretest was to find out the performance of the students. The experimental (E) group were exposed to treatment (T). They were taught using transparencies. The control groups were however taught in the same manner. They were taught using traditional “Talk and Chalk” method, without using transparencies instructional materials.

### Method of Data of Collection

The data was obtained for this research from the result of both pretest for this research consisting of four (4) essay questions and ten (10) objectives questions. They were then scored based on a hundred percent (100%). The scores here formed the basis of data for testing hypothesis for this research.

### Method of Data Analysis:

The scores of the students in both groups for the pretest and posttest were collected and arranged in frequency distribution table. Means standard deviation and t-test statistics were used to analyse and to test the hypothesis formulated, the level of the significant adopted for the analysis was  $P < 0.05$ . This level of significance form the basis for retaining or rejecting each of the hypothesis.

### Result:

**Table 1: t-test Result for Pretest of Experimental and Control Groups:**

Variable	No of sample	df	Mean	SD	t-value calculated	t-value critical	Significant level
Control group	80	78	17.89	5.13	0.355 ns	1.67	0.05
Experimental group	80		18.20	6.7			

NS – not significant at 0.05 significant level.

Table 1 shows the t-test result for the pretest of control and experimental groups. From the table, the t-value calculated (0.335) is less than the t-value critical (1.67). this indicates that there is no statistical significant difference between the mean score of the experimental group (18.20) and the control group (17.05) in the pretest.

H (O), there is no significant difference in the pretest mean score of students in the experimental and control groups. This is an indication that the two groups are comparable.

**Table 2: t-test Result for Posttest of Control and Experimental Groups:**

Variable	No of sample	df	Mean	SD	t-value calculated	t-value critical	Significant level
Control group	80	78	43.61	4.92	29.86	1.67	0.05
Experimental group	80		68.83	4.72			

**Significant at 0.05 significant level**

Table 2 shows the t-test results for posttest mean score of control and experimental groups. From the table, the t-values calculate (29.86) is greater than the t-value critical (1.67). this indicates that there is statistical significant difference between the mean score of the experimental group (68.83) and the control group (43.61) therefore,  $H_0$  is rejected. That is, there is significant difference between the performance of the students taught history with transparency and those thought without transparency. The experimental group performed better.  $H_0$  there is no significant difference in the performance of boys and girls taught using transparency.

**Table 3: t-test Result for Posttest of Boys and Girls in the Experimental Group:**

Variable	No of sample	df	Mean	SD	t-value calculated	t-value critical	Significant level
Female group	26	78	63.62	4.33	0.274ns	1.67	0.05
Male group	54		63.93	4.93			

**Not significant at 0.5 significant level**

Table 3, shows the t-test result for posttest of the experimental boys and girls. From the table, the t-value calculated (0.274) is less than the t-value critical (1.67). This indicates that there is no statistical difference between the mean scores of the experiment boys (63.62) and the girls (63.62) groups. Therefore,  $H_0$  is not rejected, because it is gender friendly, for example there is no statistical significant difference between the performance of the girls and boys in the experimental group.

### **Discussion of Results:**

From the result in table, there was significant difference between the mean score of students taught history with the use of transparencies and those taught without it. In other words, this study showed that the use transparency instructional materials in teaching history at secondary schools has positive effects on the students' performance. This is because those taught with transparency performed significantly better than those taught without it. The findings was in agreement with Ikwuka (2005), Nwaorgu (2005), Otegabayo (2005) and Gbodi and Laleye (2006), who found that transparency improve students performance in social studies, Oral English, Biology, Geography and Economics respectively at secondary schools level

From the result in table 3, gender had no effect on the performance of students in history achievement test. In other words, transparency instructional materials for teaching sources of history are gender friendly. This is in agreement with Ayogu (2000), Ikwuka (2005), Nwaorgu (2005), Otegabayo (2005) and Gbodi and Laleye (2006), who conducted similar studies and their findings, were in support of this study. They found no significant difference between male and female students' achievement in disciplines like social, studies, oral English, Biology, Geography and Economics respectively. It is hoped that with further encouragement of female education, they (female students) could performed even better than their male counterparts.

### **Implications for Nigeria Education System:**

Students with positive attitude to learning history at early life derives joy and satisfaction from knowing and discovering scientific ideas and finds studies of history more interesting. Therefore the teachers in secondary schools should strive to achieve this in students and there is no other way to do this than effective design, development and use of instructional media for classroom teaching.

### **Conclusion:**

- i) Instructional strategies that teachers employ in teaching history subjects at secondary school level have significant effects on student's achievement. The findings of the present study showed that better performance and high retention in history was achieved through the use of transparencies.
- ii) The male and female students were affected positively and equally by the use of transparencies in teaching history. This showed that the effect of transparency is not gender dependent.

### **Recommendation:**

The following recommendations were deduced/made from the findings of this research:

- i) Government should organize seminars, workshops, and conferences on the use of instructional materials, so as to be able to compare and contrast the effect of this method of teaching on student achievement.

- ii) Teacher's attitudes towards integration of technology into teaching and learning should change in order for them to be relevant in this computer age.
- iii) Federal Government should encourage private sector to assist, promote and donates instructional materials to secondary schools in Nigeria.

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