

The Influence of Graphic Visuals in Teaching History in Some Selected Secondary Schools In Agaie Local Government Area of Niger State, Nigeria

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Abstract

The study/research work investigated the influence of graphic visuals in teaching History in some selected secondary schools in Agaie Local Government Area of Niger State. A total of 120 students were randomly selected from four Secondary School in Agaie Local Government for study. They were divided into two groups as experimental and control. The experimental group was taught using the conventional methods of teaching along side with instructional materials (graphic visuals). While the control group was taught using the conventional method of lessons of forty minutes in three (3) weeks. A pre-test was administered before the teaching started and post- test was given at the end of the treatment. A t-test statistics was used to analyse both students performance and participation. Result showed that experimental group were more active during lesson and also had performed better than control group. Based on this, the research concluded that instructional materials should be used only in teaching of history but also recommended them for other subjects taught at secondary school level. Also stakeholder in educational sector especially the ministries should make funds available for the purchase of instructional materials for teaching to use. Further research should be carried out using gender difference.

Introduction

This study is aimed at determining the influence of using graphic visuals in teaching history in some selected secondary schools in Agaie Local Government Area of Niger State, Nigeria. Nigeria in recent times is witnessing technological changes especially in the area of information dissemination. Graphic visuals and other information devices had brought visible changes in all spheres of live. For instance, Graphic Visuals has now reveals new ways of looking at and solving problems. Thus, the educational, environment according to Awotua- Efebo. (1998) has not been spared by the impact of these changes. History is generally accepted to be the study of past and present events. (Zubairu 2004). History is a subject that studies man along with his activities, historical, geographical and cultural context (Fadyiye 1981). This justifies the saying that history is the "key to recall the past events" Moreso that it teaches man about the world around him.

The use of graphic visuals as one of the educational instructional materials is very essential in every classroom in the educational system. Students of today are motivated to assume an increasing responsibility for their own leaving. The use of graphic visuals gives each student the chances to see practically what the teacher is discussing or teaching. Empirical evidence provided same fact to show that several forms of media, including graphic visuals have been found to be useful in teacher educational and training. Experiments in some African Countries and even beyond i.e Algeria, South Africa, Zambia, Ghana, India, Italy, Australia, Thailand and some Latin American countries using graphic visuals have been found successful and rewarding. As early as 1999 may and Lusaine have this to say "One of the major conclusion of previous research is that graphic visuals and quality(s) have proved to have value for teaching all school levels, especially at secondary schools and in all subjects. Other research findings tend to

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support the above mention vie. For example Wilbur Schram (2000) came with the convincing evidence that there is hardly any subject matter which could not be taught effectively using graphic visuals (Gross1977),(Fleming 1978) and (Agun1979). 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 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-informal in addition graphic visuals has become a useful tools 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.

Hale (1970) reported that the use of overhead project in teaching history being one of the core arts subjects offered right from primary schools down to secondary final level at University could best understood by the student if the teachers of history effectively utilize the use of educational instructional materials, which include graphic visuals (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. Graphic visuals have always helped in illustrating and conveying ideas. Experiment and research studies have proved that through appropriate use of graphic visual, 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 to learning the history in practical or concrete way from the 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 attitude, motivation and interest of the learner are factors of crucial importance determining his achievement. It would therefore be necessary or the teachers to be aware of the practical consequence of all negative attitudes to supply the necessary motivation and the develop the enthusiasm learner will need to learn history. In the researcher's opinion, graphic visuals appear to be the best motivator that may make students learn best and faster. A lot of teachers of history in almost of all the Nigeria schools only depend on the "chalk and talk method of teaching which is very much teachers centred" instead of the learner-centred approach. The "chalk and talk" method of teaching is rather abstract to the student and makes learning a very orduous 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 5 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 obsolete necessity. Goff (1979) has stressed the importance of the senses in the selection and instructive of learning method. He reached his conclusion that 75% of what we learn is through sight, 15% through taste, and 2% through smell. Research findings by Onyeagbu (1999), Ayogu (2000), Ikwuke (2005), Nwaorgu (2005), Gambari (2005), Dantala and Zubairu (2006), have shown that graphic visuals which are visual materials contribute to learners' understanding, factual learning and permanence of learning, then motivation and interest. Graphic Visuals motivate students to learn and widen their experience which makes them to participate fully in the learning process. Graphic Visuals are instructional materials that employ the stimuli of sight and hearing. They are used to sight motion and sound on screen. Onyeagbu (1999) and Ayogu (2000) observed that motion and sound attract the viewer and hold 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, graphic visuals 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 graphic visuals. This empirical research aimed to portray some ways of reducing the learning problems in history, through the use of visual instructional materials, particularly graphic visuals.

Backgrounds:

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 story. The BBC English Dictionary (1992) defined history as the event of the past. Though 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 aroused the security consciousness of US 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. Graphic Visuals are used in front of a lighted room. The graphic visual showed a large brilliant picture it can visually present concepts, processes, facts, outlines and summarize to small groups, to average. Size classes and to large groups. A series of graphic visuals is like any other audio-visual materials is requiring systematic planning and preparation. You can show pictures and diagrams using a Graphic Visual will direct attention to a detail. You can use felt pen or a specially pencil to add details and mark points on the Graphic Visual during presentation. One can control the rate of presenting information by using Graphic Visual which enable the teacher to present his lesson stage by stage. Graphic Visual has the ability to store data and processing information in many ways. The make it a potential teaching and for history and other subjects (Barker 1987). It is in this view that this study aimed at the development and

use of overhead projector in teaching and learning for individualized history instruction in some selected Local Government areas of Niger State, Nigeria.

Statement of the problems:

The purpose of the research is to find out influence of graphic visual materials in teaching and learning of history in some selected secondary schools in Agaie Local Government area of Niger State.

Objectives:

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

- a) The use of graphic visual would improve the teaching and learning of history in some selected secondary schools in Agaie Local Government Area of Niger State, Nigeria.
- b) The use of graphic visual would improve the retention capabilities of secondary school students.
- c) Gender has effect on the academic performance of students using graphic to teach history in secondary level.

Research Hypothesis

From the above research questions, the following hypothesis were derived:

1. Ho1 there is no significant difference between the achievement score history among students in the experimental and control groups when the history achievement test (HAT) is given as pretest .
2. Ho2 there is no significant difference in the achievement score in history among students taught with graphic visuals and those taught with graphic visuals when the his history achievement test (HAT) as post test.
3. Ho3 – there is no significant difference between the achievement scores in history among male and female students

taught with graphic visuals when history achievement test (HAT) is given as post test.

Significance Of The Study:

In this period of knowledge explosion and technological advancement, the importance of instructional materials or media cannot be overstressed the bid to make education more and more functional and relevant. It will enable the teachers of history to appreciate the significance of graphic visual in the teaching and open up an avenue for further research study.

Research design:

The research design for this study was pre-test –post-test experimental control group design. Students in the experimental group were taught using graphic instructional materials suitable for this research study and the control group was taught without graphic instructional materials.

A pretest was conducted and administered to the two groups before any teaching by the researcher and a post-test was administered to both groups after three weeks teaching and one week revision.

Sample and sampling techniques:

The target population for this study was made up of one hundred and twenty (120) students drawn from four selected secondary schools in Agaie Local Government area of Niger State. Each of the four schools has a representation of thirty (30) students from SSI selected through simple random sampling hat-throw method.

Research Instrument:

The research instrument used was the research made History Achievement Test (HAT). The Graphic Visual which was also provided by the researcher was used as a 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 test.

Validation of Test Instruction

Three experts in history subject validated the history achievement test (HAT) instrument. The head of department of history Niger State collage of Education minna and two senior lecturers from Ibrahim Badamasi Babangida (IBB) University Lapai carried out the fact and content validity of the instrument. The reliability shows that the test instrument is good enough to be use for this research.

Method of data collection:

The date was obtained for this research from the result of both pretest for this research

Table 4.1

t-test result for pretest of experimental and control groups:

Variable	No of sample	Df	Mean	Sd	t-value calculated	t-value critical	Sign Level	Remarks
Experimental group	30	52		7.16	0.200	2.00	0.842	NS
Control group	30		15.67	7.01				

n.s - No Significant at 0.05 significant level.

Table 4.1 above shows the analyses pre-test score for both the experimental control and groups. The t-value calculated (0.200) is less than the t-value critical (2.00). which means that there is no statistical significant difference between the means scores of the experimental group (16.03) and control group (15.67). The performance of the both experimental groups was the same.

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 pre-test and post-test 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 levels 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.

Table 4.2 post-test result for experimental and control groups. The mean score of experimental (E) and control groups in the post test were computed. Table 4.2 shows the means, standard deviation and t-test result for the two groups. The t-test comparison of the means score of the experimental and control group on post-test.

Variable	No of sample	Df	Mean (X)	Sd	t-value calculated	t-value critical	Sign Level	Remarks
Control group	30	58	51.13	10.67	16.968	2.00	0.001	No sign
Experimental group	30		18.20	6.64				

X significant at 0.05 level.

Table 3: Shows that 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 score of the experiment boys

(63.62) and the girls (63.62) groups. Therefore, Ho3 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.

Variable	No of sample	Df	Mean (X)	Sd	t-value calculated	t-value critical	Sign Level	Remarks
Male	30	58	59.40	11.20	1282ns	2.00	0.205	No sign
Female	30		55.93	9.70				

Ns: No significant difference at 0.05 level.

Table 4.3 above shows analysis of the post test scores for both male and female students in the experimental and control groups. That t-value calculated (1.282ns) is less than the t-value critical (2.000). this shows that there is no significant difference the mean scores of the males (59.40) and that of the females (55.93). therefore the 3rd hypothesis is rejected. This indicated that there is no gender effect on performance. Graphic Visuals produced a stronger positive effect on both male and females. In other words, graphic visual instructional materials was gender friendly.

Discussion of result:

From the result in the table, there was significant differences between the means score of students taught history with the use of graphic visual and those taught without it. In other wards, this study showed that the use of graphic visual instructional materials in teaching history at secondary schools has positive effects on the students performance. This is because those taught with graphic visuals performed significantly better than those taught without it. The findings was in agreement with Ikwuka (2005), Nwaorzu

(2005),and Anyegbugu (1999). Who found that graphic visual improve students, oral English, social studies, Biology, Geography 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, graphic visuals instructional materials for teaching sources of history are gender friendly. This is in agreement with Onyegebu (1999), Ayegu (2000), Ikwuka (2005), Nwaorgu (2005), Otegbayo (2005) who conducted similar studies and their findings, were in support of this study. They found no significant difference between male and female students, achievements in discipline like social studies, oral English, Biology, Geography respectively. It is hoped that with further encouragement of female education they (female students) could performed even better than their male counter parts.

Implications for nigeria education system:

Students with positive attitudes to hearing 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 this than effective design, development and use of instruction media for classroom teaching.

Conclusion

1 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 graphic visuals instructional materials.

2 Both male and female students were affected positively and equally by the use of graphic visual in teaching history. This showed that the effect of graphic visuals is not gender dependent

Recommendations:

From the result of this research work, the following recommendations are made for the improvement of teaching and learning of history. Meaningful teaching and learning can only be achieved with appropriate methods and instructional materials.

A library to house instructional materials (educational resource centres) be made available in the schools so that teachers, student teachers and even students can borrow them for use. Stakeholders in the educational sectors should ensure that funds are always made available for the production of instructional materials no matter the size of the budget.

Suggestion for further research

This research work should be carried out in other parts of Niger State and in other States of Nigeria to find out the extent to which the results and findings of the present study can be generated and also to enhance their understanding and performance.

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