

EFFECT OF STILL-IMAGES ON SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN HISTORY IN KATSINA METROPOLIS

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Abstract

This study sought to examine the Effect of Still-images on Secondary School Students' Academic Performance in History in Katsina Metropolis. Two research questions and two hypotheses were raised and formulated to guide the study. The study used pre-test and posttest quasi experimental design. The population covers a total of 3272 SS II Students offering History from 9 schools offering the subject. The sample of the study comprised of 220 SSII students. A validated multiple choice item instrument namely: History Performance Test (HPT) with reliability coefficient of 0.81 was used in data collection. The research questions were answered and analyzed using mean and standard deviations while hypotheses were tested using independent t-test at 0.05 level of significance with the aid of SPSS Version 23.1. The findings revealed that students taught using still-images performed significantly better than those taught using conventional method. The study concluded that still-images improved the academic performance of History students in secondary schools. It is also concluded that the use of still-images enhanced students' academic performance in History subject better than conventional method. It was recommended among others that Katsina State Government should train and retrain the teachers of History the usefulness of still-images instructional material through organized conferences, seminars and workshops.

Keywords: Still-images, Conventional method, Academic Performance

Introduction

History is one of the subjects taught at secondary school level and other tertiary institutions of learning in Nigeria. It is an Art subject designed to expose learners to the historical happenings of their immediate environment and other parts of the world. This is to enable them have good interpretation through critical thinking in order to arrive at positive solution to challenges and plan for better future

attainment. It is very essential to note that the importance of History as a subject to human life, particularly students cannot be over-emphasized as it enables learners know their origin/ancestors, national and international heroes to emulate from their good actions, making comparative analysis of events to arrive on facts before making decisions, promotion of social norms and values, respect others culture, tolerance, trustworthiness, patience, discipline and integrity (Okam, 2020).

Sikafis (2017) defines teaching materials as things which are intended to help the teacher to teach more effectively or better still which enables the pupils to learn more easily. The same is amplified by Fabiyi and Oladipo (2018) described teaching resources as anything that helps the teacher to promote teaching and learning activities. Aina (2017) asserts that instructional materials are those resources used in any teaching exercise to promote greater understanding of the learning experience. According to her, they are used to provide the richest possible learning environment which helps the teacher and learners to achieve specific objectives. They also assist the teachers to communicate more effectively and the learners learn more meaningfully and permanently.

Statement of the Problem

Research conducted by authorities in the field of teaching History have shown that students continued to perform poorly in senior secondary school examination in Nigeria; this was revealed by WAEC Chief Examiner's Report of 2023. For instance, the analysis of WAEC result in History subject for 2023 revealed poor performance though a few improvement were seen but the problem is still not solved. The detail analysis of SSS History students' academic performance in Nigeria of 2023 (WAEC) result indicated persistence failure in the subject. For instance, in 2022, 130,521 candidates sat WAEC but only 28,322 scored credits and above representing 21.7% the performance drastically decreased. This might be as a result of students' lack of understanding of the subject as a result of unavailability of instructional materials, teacher-centred approach, inadequate qualified history teachers, over loaded curriculum and poor classroom management

etc. Isola (2011) reported that, so many teachers of History subject in Nigerian secondary schools are not using instructional materials during lesson delivery. The present study was set to investigate the effect of still-images instructional material on History students' academic performance in senior secondary schools in Katsina metropolis, Katsina State.

Research Objectives

For the study to have a focus, two research objectives were formulated:

1. To examine the effect of still-images instructional material and conventional method on History students' academic performance.
2. To ascertain gender difference in academic performance of History senior secondary school students taught using still-images.

Research Questions

The following research questions were raised for the study:

1. What is the effect of still-images instructional material and conventional method on History students' academic performance?
2. What is the gender difference in academic performance of History students taught using still-images instructional material?

Hypotheses

The following null hypotheses were formulated to guide the study at H0.05 level of significance, include:

H01: There is no significant difference in academic performance of History students taught using still-images instructional material and conventional method.

H02: There is no significant gender difference in academic performance of History students taught using still-images instructional material.

METHODOLOGY

The study employed "quasi-experimental design". The population of this study constituted of all SSII public senior secondary school students in Katsina metropolis, Katsina State having a total of 3272. The SSII population of 3272 where (male= 1795 and female is 1477). Simple random sampling technique was used to

arrive at the target population sample size using a multi-stage sampling from the total population of students of History in Katsina metropolis flown down to 9 schools and arrived at two selected sample schools using intact classes. In assigning the 2 schools into experimental conditions and control, simple random sampling was employed in selection of experimental and control group, these were: experimental (Katsina College Katsina) and control group (Government Day Secondary School Kofar Kaura). First week, a pre-test (O1) was conducted to equate the 2 groups prior to administration of treatment. After this, the experimental group EG was taught using motion- pictures as instructional material while control group (CG) was taught using lecture method (X0) for six weeks. After the treatment, post-test was carried out to determine whether there is changed in academic performance of the students. To avoid interference, the study used schools that were far away from one another.

The instrument of this study was History Performance Test (HPT). It has two sections: Section “A” containing Students Bio Data comprising of gender. Section “B” was the research instrument. The items of the instrument consisted of (50) fifty multiple choice questions with options A, B, C and D and each correct answer attract (2) two marks making a total of (100) hundred marks. The items containing in the History Performance Test (HPT) were based on the selected topic as “History of Sokoto Caliphate”. The instrument was validated by 2 lecturers with Ph.D. qualification in the Department of Educational Foundations, Federal University Dutsinma for both face and content validities. A test-retest method was used within an interval of two weeks and the result of the tests were correlated to determine the reliability of the instrument. The study used Pearson Product Moment Correlation (PPMC) as statistical tool to correlate the two results in determines the reliability co-efficient. From the result obtained shown that r- value using cronbach alpha was 0.79 indicating strong positive Correlation.

Results

Research Question 1: What is the effect of still-images instructional material and conventional method on History students’ academic performance?

Table 1: The response of this research question was analyzed by subjecting the raw scores obtained from the experimental group and control group to descriptive statistics using the SPSS package

Variables	N	Mean	Std. Deviation	M.D.	Decision
Still Images	104	57.63	6.932	15.75	Accepted
Conventional Method	100	41.88	3.251		

Table 1 presents the mean and standard deviations of academic performance of the students of History taught using still-images and conventional method. From the result, students taught using still-images recorded a mean of 57.63 and standard deviation of 6.932 while those in the control group recorded a mean of 41.88 and standard deviation of 3.251. This implies that students in experimental group using still-images scored the highest mean scores than those in the control group with a mean difference of 15.75.

Research Question 2: What is the gender differences in academic performance of History students taught using still-images?

Table 2: The response of this research question was analyzed by subjecting the raw scores obtained from the experimental group to descriptive statistics using the SPSS package

Groups	N	Mean	Std. Deviation	M.D.	Decision
Male	60	64.78	10.575	9.098	Accepted
Female	50	55.68	6.393		

Table 2 presents the mean and standard deviations of male and female scores in academic performance of students of History taught using still-images instructional material. From the result male students recorded a mean score of 64.78 and standard deviation of 10.575; while female students recorded a mean score of 55.68 and standard deviation of 6.393. From the analysis, male recorded highest mean score followed by female students with a mean difference of 9.098 was calculated between the two groups. This finding implies that male had the highest mean score than female students.

HO₁: There is no significant difference in academic performance of History students taught using still-images and conventional method.

Table 3: This hypothesis was tested using the data collected from experimental group and control group, independent t-test was used in comparing the academic performance of the two groups at 0.05 level of significance.

Variables	N	Mean	SD	t-cal	df	P-value	Decision
Still-images	104	57.63	6.932	20.646	102	0.000	Sig.
Conventional Method	100	1.88	3.251				

Table 3 presents the result of independent t-test analysis in academic performance score of the students of History taught using still-images and conventional method. The result indicated that the t-calculated was 20.646 observed at degree of freedom of 102 with p-value 0.000. The p-value observed 0.000 is less than the alpha 0.005 value. The hypothesis which stated that there is no significant difference in academic performance of History senior secondary school students taught using still-images and conventional method is accepted. The difference is in favour of students taught using still-images with the P-Value of $0.000 \leq 0.05$ level of significance.

HO₂: There is no significant gender differences in academic performance of History students taught using still-images.

Table 4: Independent t-test analysis showing significant gender differences in academic performance score of History students taught using still-images

Gender	N	Mean	SD	t-cal	df	P-value	Decision
Male	54	64.78	10.575	6.137	102	0.000	Sig.
Female	50	55.68	6.393				

Table 4 presents the independent t-test analysis of gender differences in academic performance score of History students taught using still-images. The result indicated that the t-calculated was 6.137 observed at degree of freedom of 102 with p-value 0.000. The hypothesis which stated that there is no significant gender difference in academic performance of History senior secondary school students

taught using still-images is accepted. The difference found is in favour of male students with P-value $0.000 \leq 0.05$ level of significance.

Discussion of Findings

Finding on specific objective, research question and hypothesis one reveals that there is significant difference in the academic performance of History senior secondary school students taught using still-images and conventional method in favour of still-images group. Students taught using still-images performed better than those taught using conventional method.

Owusu (2019) finding agree with the present findings who conducted on the effect of still-images instructional materials on senior high school students' academic performance in Biology in Ghana. The finding revealed that students taught using diagrams performed better on the pre-test than those instructed without using instructional materials. Also, the performance of low achievers within the experimental group improved after they were instructed using still-images instructional materials. It was recommended that teachers of Biology should use still-images instructional materials as it enhanced effective teaching and learning. Resoline (2019) findings is also in line with the present findings revealed that the use of still-images instructional materials promote effective teaching and learning at senior schools and majority of the teachers did not take into consideration of the importance derived from it while teaching, this would help to minimize the rate of students' failure in internal and external examinations.

Finding on specific objective, research question and hypothesis two revealed that there is no significant gender difference in academic performance of History senior secondary school students taught using still-images. The difference found was in favour of male students with P-value $0.000 \leq 0.05$ level of significance.

This finding agree with the findings of Richmond *et al.* (2010) who conducted study on the impact of still-images on students' achievement in Chemistry at Caps Coast township of Coast Metropolis, Ghana. The study was a non-randomized pretest-posttest group design, it showed that students taught using still-images

performed better than those taught using conventional method and further revealed that the mean achievement scores of both male and female students improve significantly. Alabere (2017) finding supported the present findings as it was conducted on the importance of still-images instructional materials in teaching English as a second language among secondary students. In the study, the performance of students taught using still-images and gender influence in the use of teaching aids in English classroom were evaluated. It was revealed that academic performance of secondary school students not taught using still-images instructional materials was very poor and also there was no significant difference in the performance of students in English language on the basis of gender.

Conclusion

The present study concluded that still-images instructional material enhanced the academic performance of students at secondary schools in learning historical concepts. It is also concluded that teaching the history concepts using still-images facilitate students recall what they have been taught better than those taught using conventional method. This will address the challenging issue of poor academic performance as well as the reported difficulties/failures in WAEC and other entrance examinations. The History of Sokoto Caliphate that concerned with sub-topics like the Place of Islam in Hausa land at the Beginning of 19th Century, Islamic Jihad and Establishment of Sokoto Caliphate, Causes and Impact of the Jihad to the people inside and outside the Caliphate can be taught more effectively using the instructional material studied.

Recommendations

Based on the findings, the following recommendations were made:

1. The academic performance of the students of History taught using still-images instructional materials enhanced significantly than those taught same historical concepts using conventional method as revealed by the present study. Therefore, teachers of History at senior secondary schools are advised

to endeavor the use the studied instructional materials in teaching and learning.

2. The study revealed that students of History recorded higher scores when taught using still-images than those taught same historical concepts without the material. As it was reported that, the History of Sokoto Caliphate is one of the difficult concepts asked by Examination bodies like West African Examination Council (WAEC), it was recommended that Katsina State Government is urged to emphasize training and refresher training of teachers through periodic conferences, seminars, workshops and lectures on the usefulness of still-images instructional materials in achieving learning effectiveness at senior secondary schools.
3. The present study revealed that, the academic performance of students in History taught using still-images instructional materials performed better than those taught using conventional method thus Katsina State senior secondary school teachers should continuously use the instructional materials in teaching historical concepts.

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