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EFFECTS OF VISUAL RESOURCES ON SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN SOCIAL STUDIES BASED ON GENDER AND LOCATION

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Abstract

The study examined effects of visual resource on secondary school students' academic performance in Social Studies based on gender and location**.** Quasi-experimental design of pre-test, post-test, control groups design was adopted. The population of the study consisted of all Junior Secondary School III students in Ekiti State. The sample for the study consisted of 155 JSS III students who were selected from four secondary schools in Ekiti State using multi-stage sampling procedure. The two research instruments were used such as lesson notes on Social Studies and Social Studies Performance Test (SSPT). The face and content validity of the instruments were ensured by Social Studies, Test and Measurement experts. The reliability of the instrument was determined through test-retest method. The scores of the sampled students were analyzed using the Pearson Product Moment Correlation Coefficient Analysis. A reliability coefficient of 0.85 was obtained. The research hypotheses were tested at the 0.05 level of significance. The findings revealed that there was no significant effect of gender and location on the performance of students taught Social Studies with visual resources. The study concluded that using visual resources improves the performance score of Social Studies students both male and female in Urban and Rural schools. This means that visual resources care for both male and female students and schools in Urban and Rural. The study recommended that adequate visual resources should be provided by the government and school administrators in Ekiti State to encourage teachers both male and female to teach Social Studies students with relevant instructional resources irrespective of school locations.
Keywords: Gender, Location, Instructional Resources, Visual

Introduction

Social Studies is a course of study that assists students to develop critical thinking and problem-solving skills in order to better assist society. Social Studies curriculum is to instill in its young people the values that society holds with regard to the ways in which people interact with one another, the natural world, and themselves. Abdu-Raheem (2018) posited that Social Studies is a value-oriented and value-projected subject that assist in reduction of vices and promotion of moral values. Social Studies according to the scholar attempt to proffer solutions to crucial problems facing individuals and the society at large. She noted that Social Studies is the study of

human beings in their environment. She opined that Nigerian Education is aimed at developing the skills and knowledge of the Social Studies students and to achieve an over-all development.

According to Osalusi (2014), Social Studies offers the learner's positive experiences that could make them develop positive attitudes to life. Ogundare (2012), described Social Studies as a subject that is centrally based on societal issues with problems of the people in an environment as the central core. This supported the view of Mezieobi (2012) that the purpose of teaching Social Studies is to help students develop their critical thinking and problem-solving skills in order to better assist society. The goal of any society's Social Studies curriculum is to instill in its young people the values that society holds dear with regard to the ways in which people interact with one another, the natural world, and themselves.

However, students' academic performance is the criterion by which a country's educational greatness is judged. As a result, excellent results in internal and, for the most part, external exams are required. Reports from the Junior Secondary School Certification Examination showed that secondary school students have been performing poorly in public examinations for several years. Students' low performance in public examinations has reported by Adeyemi (2012) has declined to a very disappointing level, and this has been a grave concern to both students and parents: may be because it has far-reaching societal consequences especially when half-baked graduates are turned out in the nation's tertiary institutions every year.

Moreover, in order for it to properly achieve its functions, visual resources in Social Studies must be oriented to methods of acquiring knowledge, such as problem solving, problem detecting, and discovery learning, as well as learning by experimenting. A skilled Social Studies teacher should be well-versed in the application of numerous teaching aids as well as Social Studies methodology. A qualified Social Studies teacher must convince him/herself that he/she is passionate about the subject and enjoys teaching it.

Instruction is also expected to be an active rather than passive process. For the best results, it should be a two-way conversation in which both parties (teachers and students) are actively involved. Effective teaching and learning processes need deliberate efforts on the part of both the instructor and the students and this desirable state can be achieved when teachers and students build substantial engagement. This form of connection requires the teacher to entice students to

actively participate in the process. Majority of teachers adopt the traditional style which seems to prevent students from actively participating in lessons. The process of passing knowledge from teachers to students is known as the traditional way of teaching (Rhodes & Bellamy, 2012). According to Zubairu cited by Adegbola (2017), most schools use the teacher talk and blackboard mode of instruction, in which students simply listen to the teacher without actually concentrating, understanding and internalizing much of what they are taught.

According to the above perspective, the usage of visual resources not only encourages teachers and students to collaborate, but it also leads to more cooperative learning activities among students. Visual materials appear to be resources that teachers and students need in order to teach and learn Social Studies effectively. Due to its importance in enabling citizens to acquire skills, information, attitude, and values which they would use to explore their surroundings in order to live a comfortable and satisfied life, Social Studies has been made a compulsory subject for all students in Nigerian Junior Secondary Schools (Olayinka, 2016).

Furthermore, Social Studies is a subject taught in junior high schools that focuses on the development of responsibility for socializing and humanizing individual students, as well as ensuring that students develop basic concepts of values, attitudes, and skills necessary to live and survive in society. In the opinion Awoyemi and Ndagunnu (2015), Social Studies is an interdisciplinary topic that allowed students to have a broad understanding of the numerous processes and forces that influence human beings in their community. Edinyang and Mezieobi (2013) defined Social Studies as an integrated field of study that probes human's environmental relationships and instill humans with high-level intellectual skills, social skills, and competencies germane to solving man's diverse environmental problems for better and effective living in accordance with the earlier definition.

Gender is another aspect to consider in the selection of visual resources during the teaching and learning of Social Studies' concepts. Male and female pupils learn differently. Olayemi (2018) observed that experience of men and women, boys and girls may be different, but are not solely due to cultural variables (for example, gender role), and that even with the same experience, boys and girls' cognitive and brain development will not be the same. However, there is a biological variation in responsiveness between male and female (in terms of cognitive and brain development). In the view of Obagbayi (2015) boys could perform sometimes considerably

higher than girls in Social Studies. Also, Wiley (2018) claimed that the male students have a large advantage in Social Studies than the female learner.

Another moderating component that may influence a teacher's ability to use visual resources in teaching and learning is the school's location, which might be rural or urban. According to Oladele (2020), the location of a school might have an impact on teachers' performance in teaching and learning processes. Also, schools' location includes both urban and rural schools. Ella and Ita (2017) revealed that there is a significant difference in students' academic performance in English language on the basis of school location.

Apparently, due to the action of sex hormones, the brains of women and men can react differently to the same experience. Hormonal differences between sexes may also play a role in how men and women learn from and succeed in different environments. The way the brain responds to and the type of environmental input an individual seeks can be influenced by sex hormones and perhaps more direct genetic influence.

The study of Olayemi (2018) found that male and female students do acquire knowledge differently. Another way of looking at it is that we cannot just chalk up the differences between boys' and girls' and men's and women's lives to cultural ones (like sex roles, for instance). The cognitive and brain development of boys and girls may differ, even when exposed to the same conditions. In terms of how their brains and minds develop, men and women naturally respond to stimuli differently. Mankumari and Ajay (2017) noted that gender difference in vocational interest is especially striking among gifted youths. They concluded that for every gifted woman in her twenties, who is working towards or who aspiring to earn an advanced degree in Mathematics, Engineering or the Physical Sciences, there are eight equally talented men.

This disparity between the sexes may appear to be the continuation of an object versus people orientation that develops during infancy and is reflected in the ways in which men and women play and the motivations they bring to their social interactions (Olayemi, 2018).

Male students generally perform better than female students in subjects like Mathematics because, as Popoola (2012) argues, Science, Technology, and Mathematics are masculine (while girls are very good in English spellings, writing, and the Arts). Fewer girls than boys applied to science-related programmes, as noted by Mankumari and Ajay (2017). Girls' enrollment in

schools of all levels has increased over the years, but they still fall behind the enrollment rates of boys.

In addition, the effects of collaborative and competitive learning on students' grades were studied by Odeniyi and Saladin (2018). The findings showed, among other things, that boys outperformed girls across the board in both learning methods. Sunday, Olaoye, and Hauwa (2021) confirmed previous research showing that boys outperform girls in arithmetic and problem solving. There was also no statistically significant difference between boys' and girls' scores, suggesting that sex and school environment have no bearing on academic performance. According to Akinsola and Popoola's (2014) research, there is no significant difference between the sexes in terms of mathematical aptitude or performance.

The study of Obagbayi's (2015) who research into the influence of gender on academic performance found that when given equal access to the same classroom materials, male students outperformed their female counterparts by a wide margin. This study's findings corroborate those of Wiley (2018), who found that men did better than women in social science research. The findings of Zembar and Blume (2011) are at odds with those of Dayioglu and Turut-Asit (2014), who both found that female students outperformed male students in academic performance. Abubakkar and Dokubo (2011) and Uduosoro (2011), on the other hand, found no statistically significant difference between boys' and girls' performance.

On his own, Efeakor (2013) looked at evaluating students' achievement patterns, effect of commercially produced computer Assisted Instruction Packaged and Gender on Secondary The School Chemistry students. One hundred and forty SS1 Chemistry Students were drawn from two private schools out of thirty-one private schools in Onitsha urban. Two schools were selected based on availability of enough computers. Data were collected using chemical bonding in chemistry test. An internal consistency estimate was computed and data were analyzed using ANCOVA. Results of the study showed that students taught using commercially produced Computer Assisted Instruction performed significantly better than the students taught using the conventional method. She went further to say that the significant effect may be as a result of self-evaluation and remedial activities provided by CPCAIP which helped the students to master the chemistry concepts without much difficulty than the CTM group. She said that by implication, the results of the study have provided empirical evidence in respect of efficacy of CPCAIP on

achievement in chemistry concepts. As revealed by the study, male students tended to out-perform their female counterpart in cognitive domain, hence there is need to equalise learning environment for both sexes.

In their study, Mankumari and Ajay (2017) noted that gender difference in vocational interest is especially striking among gifted youth. Popoola (2012) was of the opinion that male students' performance in the subject like Mathematics tends to be better than that of their female counterparts. Sunday, Olaoye, and Hauwa (2021) found the same thing: boys are better than girls in both numerical ability and problem solving ability. Adebayo and Adams (2003) looked for gender effects on students' mathematical abilities and achievement, and while they did find some, they concluded that there was no significant difference between boys' and girls' scores. The purpose of this research is to determine whether or not there is a gender gap in how well male and female students perform in Social Studies.

In his study, Oladele's (2020) researched on "classroom environment as correlate of students' cognitive achievement in senior secondary school geography" defined "schools' location" as either "urban" or "rural." Another thing he said was that a location is a specific spot in relation to other spots. He continued by saying that rural areas have a low population, a subsistence mode of life, are monotonous and burdensome, while urban areas have a high population density, a wide variety of things to do, and a beautiful environment. He said that in urban areas, schools have better access to resources like electricity, water, teachers, and classrooms. Teachers living in urban areas, particularly near polytechnics and universities, are more likely to have an interest in furthering their education than those living in rural areas, according to a research by Adebule and Borisade (2013) on the impact of study interest and school location on students' attitudes in Ekiti State, Nigeria. Teachers in urban areas may have easier access to resources like libraries and laboratories (Adebule and Borisade 2013).

According to Owoeye (2011), who researched on secondary schools in Ekiti State in Nigeria, there is a discrepancy between the findings of the numerous reviews of literature on the topic of school location's effect on students' academic success. Some researchers have found that, contrary to expectations, rural students outperform their urban counterparts on standardized tests. There are those who have handed in their research and come to the conclusion that neither the urban nor the rural settings can boast of superior performance. According to a research

conducted by Alokan (2010), the negative correlation between students' problems and academic performance holds regardless of the gender or geographic location of students. Also, the research conducted in Australia by Bosede (2010) found no correlation between students' home addresses and their academic success.

Similarly, Babalola and David (2011) found that statistically significant differences exist in favour of urban schools in students' science achievement in comparison to rural schools. The reasons for this are likely connected to unequal access to the materials needed to provide high-quality education. However, lack of resources and a disproportionately small number of Physics teachers, rural schools are less likely to have modern hardware and software in their classrooms and laboratories (Ikechuku, 2021). Schools in urban areas also performed better than schools in rural areas in Oneh's (2011) studies, especially in the area of science. In a study, Oneh and Ugwu (2011) found that students' performance in Social Studies was negatively impacted by their schools' locations. They came to this conclusion because they found no statistically significant difference between the two groups in terms of Social Studies performance in secondary school.

In a similar way, Macmillian (2012) found no statistically significant difference between the achievement scores of students in urban schools who learned Physics through Computer-Assisted Instruction (CAI) and students in rural schools who also got the same treatment in a study that compared school location with Physics academic achievement. Furthermore, Kolawole and Popoola (2011) found no statistically significant difference in the mean performances of students from urban and rural locations in Mathematics in their study on four Ability Process Dimension (4APD) as a function of improving teaching and learning basic Mathematics in Ekiti State secondary schools. Over the past four decades, a number of studies have pointed to the value of the school community as a place to acquire knowledge, as Owoeye (2011) pointed out. Some of these studies looked at how different locations in the Federation affected students' performance.

In a similar vein, Beata and Prospery (2022) concluded that there was no significant difference in the Mathematics achievement scores of students in urban and rural locations after examining the impact of using designed visual teaching models on the learning of Mathematics in Public Secondary Schools in Ilemela, Tanzania.

According to a research conducted by Alokan (2010), a negative correlation between students' problems and academic performance exists regardless of the students' sex or geographic location.

Bosede (2010) conducted a study of students in Australia and found that where they lived had no bearing on their academic performance.

Statement of the Problem

Despite the fact that Social Studies was introduced to Nigerian secondary schools to instill a positive attitude, and promote better citizens, the situation seems to be deteriorating by the day. One would imagine that the majority of students who are taught Social Studies will graduate and make a beneficial contribution to society, but this is not the case. The emergence of numerous social vices in Nigeria, such as cultism, kidnapping, rape, insurgency, and cyber-crime, reveals that the goals of including Social Studies into the school system seems not to be realized.

The lack of use of visual resources such as charts, diagrams, maps, images, and models can be blamed for the low academic performance. Poor students' performance appeared to be caused by incorrect or bad teaching methods and improper utilization of instructional resources. The study therefore examined the effects of visual resources on students' academic performance based on gender and location.

Research Hypotheses

The following hypotheses were generated for the study:

i. There is no significant effect of gender on the performance of students taught Social Studies with visual resources.
ii. There is no significant effect of location on the performance of students taught Social Studies with visual resources.

Methodology

The research design for this study was quasi-experimental design of pre-test, post-test, control groups design. Pre-test was administered before the application of the experimental and control treatments, and the Post-test was administered at the end of the treatment period. The experimental group received the treatment using Visual Resources while the control group was taught without using visual resources. After the treatment, both groups were tested using Social Studies Performance Test (SSPT) as Post-test. The population of the study consisted of all Junior Secondary School III students in Ekiti State. The sample for the study consisted of 155 JSS III students who were selected from four secondary schools in Ekiti State using multi-stage

sampling procedure. The two research instruments for this study are lesson notes on Social Studies and Social Studies Performance Test (SSPT). The face and content validity of the instruments were ensured Social Studies and Test and Measurement experts. The reliability of the instrument was determined through test-retest method. The Social Studies Performance Test (SSPT) was administered on 20 students (10 male and 10 female) of Junior Secondary School (JSS III) students that were not used for the study. Within the interval of two weeks, the instrument was re-administered to the same set of students. The scores of the sampled students were analyzed using the Pearson Product Moment Correlation Coefficient Analysis. A reliability coefficient of 0.85 was obtained. The administration of the instrument were in three stages, the pre-treatment stage the treatment stage and the post-treatment stage. At the treatment stage, the students in the experimental group were taught with particular focus on the use of visual resources. The students in the control group, however, continued with normal learning without visual resources. At post-treatment stage, the Social Studies Performance Test (SSPT) was re-administered on all the students. The scores of the two groups were correlated. Inferential statistics of t-test were used to test hypotheses 1 to 6. All the research hypotheses were tested a 0.05 level of significance.

Results and Discussion

Hypothesis 1: There is no significant effect of gender on the performance of students taught Social Studies with visual resources.

To test this hypothesis, t-test was used to compute and compare the performance scores of male and female Social Studies students after being taught with visual resources.

Table 1: t-test of the Effects of Gender on the Performance of Students Taught Social Studies with Visual Resource.

Variables	*N*	*Mean*	*St.D*	*Df*	*t-cal*	*p.value*
Male	49	18.67	14.90	103	1.876	0.064
Female	56	14.89	2.22			

P>0.05 (Not Significant)

The result shown in Table 1 revealed that t= 1.876, P=0.064 is greater than 0.05 level of significance. Therefore, the null hypothesis which states that there is no effect of gender on the

performance of students taught Social Studies with visual resources was not rejected. This connotes that the scores of male and female students were not different before and after being taught with visual resources.

Hypothesis 2: There is no significant effect of location on the performance of students taught Social Studies with visual resources.

To test hypothesis two, t-test was used to compute and compare the performance score of Urban and Rural students after being taught with visual resources

Table 2: t-test of the **Effects of Location on the Performance of Students Taught Social Studies with Visual Resources.**

Variables	***N***	***Mean***	***St.D***	***Df***	***t-cal***	***p.value***
Rural	43	49.90	32.79	103	1.761	0.081
Urban	62	38.59	32.07			

P>0.05 (Not Significant)

The result presented in Table 2 showed that t= 1.761, P=0.081 is greater than 0.05 level of significance. This implies that the hypothesis which states that there is no significant effect of location on the performance of students taught Social Studies with visual resources is accepted. Hence, school location does not have effect on the performance of Social Studies students.

Discussion of Findings

The study showed that there is no significant effect of gender on the performance of students taught Social Studies with visual resources. The study supports the finding of Olayinka (2016) who found that gender effect was not statistically significant in Social Studies. The study also agreed with Efeakor (2013) who found that students taught using commercially produced Computer Assisted Instruction performed significantly better than the students taught using the conventional method. Efeakor went further to say that the significant effect may be as a result of self-evaluation and remedial activities provided by CPCAIP which helped the students to master the chemistry concepts without much difficulty than the CTM group. The study also supports Akinsola and Popoola (2014) who revealed no significant gender effect on Mathematical abilities and achievement. The finding contradicts the study of Obagbayi (2015) who found that boys

achieved significantly higher than girls in Social Studies when exposed to the instructional resources.

Furthermore, the study revealed that there is no significant effect of location on the performance of students taught Social Studies with visual resources. The study supports the study of Oneh and Ugwu (2011) who revealed that the effect of school location on the performance in secondary school Social Studies students was not significant. The finding is similar to the study of Kolawole and Popoola (2011) who examined four Ability Process Dimension (4APD) as a function of improving teaching and learning in basic Mathematics in Ekiti State secondary schools and revealed that the mean performances of students from urban and rural locations in Mathematics are not statistically different.

Conclusion

The study confirmed that there is no significant effect of gender and location on the performance of students taught Social Studies with visual resources. The study concluded that using visual resources improves the performance score of Social Studies students both male and female in Urban and Rural schools. This means that visual resources care for both male and female students and schools in Urban and Rural. Therefore, the following recommendations were made

1. Adequate visual resources should be provided by the government and school administrators in Ekiti State to encourage teachers to teach Social Studies students with relevant instructional resources.
2. The school authority should organize in-service training for retraining of Social Studies teachers through seminars to update their knowledge and create awareness on the relevance of instructional resource meant for teaching Social Studies students.
3. All the Social Studies teachers in urban and rural, day and boarding, single and mixed secondary schools should embrace the use of instructional resources while teaching Social Studies for better understanding and performance of students.

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