

Effect Of Animated Film On Pupil's Academic Performance In Social Studies In Ilorin Metropolis Of Kwara State

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Abstract: *I hear and forget, see and remember, do and understand, the study looked at how animated movies affected students' academic achievement in social studies in the city of Ilorin, Kwara State. The study used a quasi-experimental pre-test, post-test, and control group research design. Purposive sampling was employed to choose the sample because of electricity and the moderate population in Ilorin metropolis, Kwara state. Eighty two primary two students from both private and public schools were chosen to participate in this study. Data were gathered using the instructional tool known as the Instructional Package on Animated Film (IPAF) and the Pupil's Social Studies Achievement Test (PSSAT).. Using Pearson Product Moment Correlation (PPMC), the PSSAT reliability index was calculated, and the result was set at 0.65. In this study, seven hypotheses were developed and tested at the significance level of 0.05. Analysis of Covariance (ANCOVA) inferential statistics were used. In Ilorin Metropolis, Kwara State, the results showed that there was a significant main effect of treatment on students' academic performance in social studies ($F(1; 81) = 4.401, P 0.05$). In order to promote the use of animated films during instruction, it was advised that the public and private sectors provide computers or laptops to schools, ensure that the teachers are using them, and put in place a source of power supply.*

Keywords: Animated Films, Robotic in Education, Electronic Learning, Early Childhood

Introduction

The problem in the society today all start from the child experiences and the child views the world differently issues have been arise from the child social environment which cause some circumstances. Inappropriate teaching method to teach some topics in social studies which are affecting the child academic performance in social studies and its reflecting on their daily activities.

The importance of social studies in our society cannot be overstated as it works to achieve full harmony and peaceful coexistence among all people. Social studies education is intended to produce and develop intelligent, responsible, and self-directing citizens who are expected to positively explore opportunities to develop their own potentialities and contribute their maximum efforts to the improvement of group living within the societal framework of a nation (Okam and Onuaha, 2011). In Nigeria, social studies has the potential to help create a morally upright society as an integrated school subject. According to the National Policy on Education, Social Studies emphasises a free and democratic society, a united, strong, and independent nation, a great and dynamic economy, and a land of bright and ample opportunities for citizens (Falade, 2007). It is obvious that the ultimate goal of integrated social studies is to cultivate good citizenship in students, with a strong emphasis on the growth of those logical mental habits and human attitudes that should allow individual students to make informed decisions about their personal and societal affairs. To be more specific, Social Studies aims to develop citizens with the knowledge, abilities, moral principles, and discernment necessary to successfully live, interact, and relate to others while also positively influencing the social, economic, political, and cultural development of Nigerian society (Akintunde, 2008).

Social studies has been variously described as an emotional school subject that places a strong emphasis on helping students develop the right attitudes and moral principles that will help them become morally upright members of society. However, current events point to the alarming rate of decline in youth moral awareness and socio-civic responsibilities, which is eroding the qualities and potentials required of future Nigerian leaders (students) (Wahab, 2018). Ojo (1997) ,The creation of a conducive learning environment is of a particular importance at the primary level, given the rather tender ages of these learners, our desire to retain them in the school and sustain their interest in the school system, the way the classroom teacher structure their classroom environment in terms of how learners interact among themselves during the learning process may have effect on pupil's school achievement.

Gustain (2016), stated that the use of media especially technology indeed is not something new, infact it has become part of the daily activity both for teachers and learners and the community general, various media technology commonly brought into the classroom as a tool to improve the quality of learning in the classroom including OHP, LCP Projector, Video Cassette Recorder, Mp3 and so on. Recently, new advance in technology has brought some innovation, especially for teaching and learning process one of the tool that

can help teachers to present his/her lesson as well as for the learners to facilitate them to absorb and acquire learning is through media.

Animation is a technology product that enables teaching subjects with visual and audio element (Mayer & Moreno, 2002). Also, Akturk, Yazici and Bulut (2013), defined animation as the process of animating graphics in a certain scenario. Animation can be used in educational activities to explain abstract concepts more concretely, foster individual imagination, make learning enjoyable and ongoing, and provide educators with a wealth of teaching resources (Cakir, 2001) Use of animation that is appropriate, appropriate, and timely supports learning processes (Mayer & Moreno, 2002). A film is made up of moving images that have been captured for use in theatres or on television. A movie depicts a true situation or tells a story. (2002) (Collins). One of the visual aids that can be used in a classroom is a movie; it makes the lessons more enjoyable.

According to Irwan (2015), animated films can be distinguished from live-action ones by the typical types of work that are carried out during the production stage. A series of images are created by shooting one frame at a time in animated movies instead of continuously filming outdoor action in real time. The frames may be created by computers or by photographing a drawn or painted image and then the finished product with a special animation camera. When the frames are strung together and the finished film is viewed, the persistence of vision phenomenon gives the impression of continuous movement. An animated film creates the appearance of motion by displaying images or other static objects repeatedly.

One such factor that is mentioned in the literature and has a significant impact on students' academic performance is gender. Gender is the set of physical, biological, mental, and behavioural traits specific to and contrasting between the female and male populations. Examining performance in relation to gender is important because boys and girls have different social-cultural norms.

School type plays a very prominent role in academic performance of the learners, David (2004) noted that school type is a prominent factor in academic performance of student in social studies, according to him most private school are more equipped with up to date facilities not only to motivate and encourage enrolment of many pupils but also to enhance effective teaching in the interest of the learners. It is observed that learner's academic performance worse in government schools, many parents prefer to enroll their children in private school where better academic performance is guaranteed for their children

Similarly, Keeves (2008), accepted that type of school did not make a contribution to the academic performance of pupils but they only make difference in their behavior. According to Keeves (2008) the question of whether the type of school attended affect the academic performance of pupils in primary schools is one of continuing debate in both developed and developing countries. Secondly, schools irrespective of ownership are expected to function in compliance with the achievement of the national education objectives. Therefore, as the school population continues to increase, the influence of school type on academic performance of pupils are generating much research interest. Although, the incidence of poor performance of pupils appears to be more common in public schools, private schools are not free from declining tide thread.

Despite, different studies have been carried out on the effect of animated film on pupils academic performance, social studies and academic performance and the effect of gender and school types on academic performance of pupils there is still increase in social vices and poor performance of pupils in social studies which is affecting their day to day activities and for this reasons the researcher will examine the effect of animated film on academic performance of pupils' in social studies in Ilorin metropolis of Kwara state and whether or not there would be significant different in the academic performance of male and female pupils in social studies using animated film. Some researches revealed that public school student do better than private school students while others revealed that private school students do better than public school students. For this reason school type in this study is to establish if there would be significant different in academic performance of private and public pupils in social studies using animated film as a teaching strategy.

Statement of the Problem

Most social studies teacher still rely mostly on the lecture method for imparting knowledge. And these are resulting to numerous social vices in the society; young children are now under the influence of drugs, the passion for nation is not there again, under utilization of film to teach this topic in social studies to make learning meaningful and interesting to the pupils are not used.

However, different studies have been carried out on animated film and Pupil's academic performance in social studies, solutions were also suggested but despite all attempts the problem still exists. This is why this research has investigated the effect of animated film on pupil's academic performance in social studies in Ilorin metropolis, Kwara state. Whereby providing useful data on animated film for further research and to serve as a data base.

Research Hypotheses

Ho1 There is no significant effect of animated film on pupil's academic performance in social studies in Ilorin metropolis, Kwara state.

Ho2 There is no significant effect of gender on pupil's academic performance in social studies in Ilorin metropolis, Kwara state

Ho3 There is no significant effect of school type on pupil's academic performance in social studies in Ilorin metropolis, Kwara state.

Ho4 There is no significant interaction effect of animated film and gender on the pupil's academic performance in social studies in Ilorin metropolis, Kwara state.

Ho5 There is no significant interaction effect of animated film and school type on the pupil's academic performance in social studies in Ilorin metropolis, Kwara state.

Ho6 There is no significant effect of school type and gender on pupil's academic performance in social studies in Ilorin metropolis, Kwara state.

Ho7 There is no significant interaction effect of animated film, gender and school type on pupil's academic performance in social studies in Ilorin metropolis, Kwara state.

Theoretical review

Social Constructivism theory by Lev Vygotsky (1978)

The theory of social constructivism was developed by Soviet psychologist Lev Vygotsky (1978). At the foundation of this theory is the belief that knowledge is not a copy of an objective reality but is rather the result the mind selecting and making sense of and recreating experiences. This means that knowledge is the result of interactions between both subjective and environmental factors.

Contrarily, social constructivism frequently incorporates group discussions and interactions with other students. Interaction with peers, especially those who are more knowledgeable, rather than only with adults, supports learning. Many lessons can be learned more effectively in small groups of peers than through conversation between a learner and an adult. The assumptions or guiding principles upon which social constructivism is built are numerous. The zone of proximal development is a crucial idea that is used in conjunction with these fundamental principles. The gap between a person's independent problem-solving skills and the skills that same person can demonstrate with assistance from or in collaboration with more experienced peers or adults is known as the zone of proximal development. The term "proximal" describes abilities and knowledge that a learner is on the verge of acquiring and in need of support Studycom (2022).

Based on the notion that social interactions produce cognitive functions, Vygotsky's theory of child development is a type of social constructivism. Vygotsky emphasised the collaborative nature of learning by emphasising the social construction of knowledge. He disagreed with Piaget's assertion that it was possible to disentangle learning from its social context. Everything can be learned on two levels, according to Vygotsky. initially through social interaction, and then integrated into the person's mental structure.

Methodology

The study adopts pre-test, post-test, control group quasi-experimental design due to the suitability in establishing possible effect. It's a non-equivalent, control group design that requires non-random assignment of pupils' into groups. Quasi-experimental research design was considered appropriate because, primary two intact classes were used to avoid disruption of normal class lesson. The factorial design of 2x2x2 was adopted to test the null hypotheses for the study. The first two factorial levels are experimental and control groups, the second factorial design level is gender occurring in either male (M) or female (F), while the last factorial level is school type which are private and public schools.

The population for this study comprises of all private and public school pupils' registered in schools in Ilorin Metropolis, Kwara State. There are two hundred and twelve (212) public schools and five hundred and sixty six (566) private schools making a total number of seven hundred and seventy eight schools (778) public and private schools (Annual School Census Report, 2019- 2020). All schools must offer social studies as a subject with particular reference to "national identity" and "accident", which is relevant to the study.

The researcher adopts purposive sampling technique to select the schools that was used for the experimental and control group respectively because of electricity and moderate population, two (2) schools was picked for the experimental group and another two

(2) schools was picked for the control group. Purposefully, intact classes of primary two pupils were sample from the four primary schools selected for the study.

The instruments that was used for this study are Pupil's Social Studies Achievement Test which will be specifically title (PSSAT) which was developed by the researcher on the topics “national identity ” and “ accident” as well as Instructional Package on Animated Film titled (IPAF). Some ideas for the (PSSAT) was derived from the social studies scheme of work for primary two, and it consists of twenty (20) multiple choice questions. The Pupil's Social Studies Achievement Test (PSSAT) was used to collect data on the academic performance of pupils in social studies using animated film. Descriptive statistic (frequency count, mean and percentage) and inferential statistics (ANCOVA) was adopted. The decision was taken at 0.05 level of significance.

Results

Ho1: There is no significant effect of animated film on pupils’ academic performance in social studies in Ilorin Metropolis, Kwara State.

Table 1: Summary of Analysis of Covariance (ANCOVA) showing the Main Effect of Treatment on Pupils Academic performance in Social studies

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1087.439 ^a	8	135.930	21.827	.000
Intercept	1279.227	1	1279.227	205.409	.000
Pre_Test	14.183	1	14.183	2.277	.136
Treatment	27.410	1	27.410	4.401	.039
Gender	.072	1	.072	.012	.915
School_Type	802.485	1	802.485	128.858	.000
Treatment * Gender	2.246	1	2.246	.361	.550
Treatment * School_Type	1.067	1	1.067	.171	.680
Gender * School_Type	.185	1	.185	.030	.864
Treatment * Gender * School_Type	.420	1	.420	.067	.796
Error	454.622	73	6.228		
Total	10709.000	82			
Corrected Total	1542.061	81			

a. R Squared = .705 (Adjusted R Squared = .673)

Data in table 1 shows the effect of animated film on pupils’ academic performance in Social studies in Ilorin Metropolis, Kwara state. The finding revealed that there was a significant main effect of treatment on pupils’ academic performance in social studies in Ilorin Metropolis, Kwara State ($F_{(1; 81)} = 4.401, P < 0.05$). The hypothesis is therefore rejected in light of the result since the significant value (.039) is less than 0.05. This implies that an animated film has a significant effect on pupils’ academic performance in social studies in Ilorin Metropolis, Kwara State.

Table 2: Summary of Bonferroni’s Post Hoc Pairwise Comparison of the scores within the two groups

Treatment	Mean Difference	Experimental	Control Group
Animated Film	13.678 ^a	*	
Conventional Method	12.145 ^a		*

Data in table 2 revealed that the significant main effect exposed by the data in table 3 is as a result the significant difference between animated film and conventional methods. Animated film refers to the experimental group, while conventional method is known as the control group. This implies that those exposed to animated film (13.678) performed significantly higher than those exposed to conventional method (12.145).

Research Hypothesis Two: In Ilorin Metropolis, Kwara State, gender has no discernible impact on students' academic achievement in social studies.

The impact of gender on students' academic achievement in social studies in Ilorin Metropolis, Kwara state, was demonstrated by the data in table 1. The results demonstrate that gender had no discernible influence on students' academic achievement in social studies in the Ilorin Metropolis ($F(1; 81) = .012; P > 0.05$). In light of the outcome, the hypothesis is therefore not ruled out because the significant value (.915) is higher than 0.05. This suggests that in Ilorin Metropolis, Kwara state, gender had no appreciable impact on students' academic performance in social studies.

Research Hypothesis Three: In Ilorin Metropolis, Kwara state, there is no discernible relationship between students' academic performance in social studies and the type of school they attend.

In Ilorin Metropolis, Kwara state, the data in table 1 also showed the impact of school type on students' academic performance in social studies. In Ilorin Metropolis, Kwara State, the results showed that there was a significant relationship between school type and students' academic achievement in social studies ($F(1; 81) = 128.858; P 0.05$). Given the outcome and the fact that the significant value (.000) is less than 0.05, the hypothesis is therefore rejected. This suggests that students' academic success in social studies in Ilorin Metropolis, Kwara State, was significantly influenced by the type of school.

Table 3: Summary of Bonferroni's Post Hoc Pairwise Comparison of the scores within the school types

School Type	Mean Difference	Experimental	Control Group
Private	17.024 ^a	*	
Public	8.799 ^a		*

Data in table 3 revealed that the significant effect exposed by data in table 3 is as a result of the significant difference between public and private schools. This implies that Private schools pupils (17.024) performed significantly higher than Public schools pupils (8.799).

Research Hypothesis Four: In Ilorin Metropolis, Kwara state, there is no discernible interaction between animated film and gender that would affect students' academic performance in social studies.

The interaction effect of animated film and gender on students' academic performance in social studies in Ilorin Metropolis, Kwara state, was also revealed by the data in table 1. The outcome demonstrates that in Ilorin Metropolis, Kwara state, there was no significant interaction effect of animated film and gender on students' academic performance in social studies ($F(1; 81) = .361; P > 0.05$). In light of the outcome, the hypothesis is therefore not ruled out because the significant value (.550) is higher than 0.05. This suggests that the interaction between gender and animated film had no appreciable impact on students' academic achievement in social studies in the Ilorin Metropolis.

Research Hypothesis Five: In Ilorin Metropolis, Kwara State, there is no discernible interaction effect between animated film and school type on students' academic performance in social studies.

The interaction effect of animated film and school type on students' academic performance in social studies in Ilorin Metropolis, Kwara State, was also revealed by the data in table 1. The results showed that in Ilorin Metropolis, Kwara State, there was no significant interaction effect of animated film and school type on students' academic performance in social studies ($F(1; 81) = .171; P > 0.05$). In light of the outcome, the hypothesis is therefore not ruled out because the significant value (.680) is higher than 0.05. This suggests that students' academic success in social studies was unaffected by animated film and school type.

Research Hypothesis Six: In Ilorin Metropolis, Kwara State, there is no discernible interaction effect between gender and school type on students' academic performance in social studies.

The interaction effect of gender and school type on students' academic performance in social studies in Ilorin Metropolis, Kwara State, was also revealed by the data in table 1. The outcome demonstrates that in Ilorin Metropolis, Kwara State, there was no significant interaction effect of gender and school type on students' academic performance in social studies ($F(1; 81) = .030; P > 0.05$). In light of the outcome, the hypothesis is therefore not ruled out because the significant value (.864) is higher than 0.05. This suggests that the academic success of students in social studies was not significantly impacted by the interaction of gender and school type.

Research Hypothesis Seven: In Ilorin Metropolis, Kwara State, there is no discernible interaction effect of animated film, gender, and school type on students' academic performance in social studies.

The interaction effect of treatment, gender, and school type on students' academic performance in social studies in Ilorin Metropolis, Kwara State, was also revealed by the data in table 1. In Ilorin Metropolis, Kwara State, the study demonstrates that there was no significant interaction effect of animated film, gender, and school type on students' academic performance in social studies ($F(1; 81) = .067; P > 0.05$). In light of the outcome, the hypothesis is therefore not ruled out because the significant value (.263) is higher than 0.05. This suggests that animated film, gender, and school type had no discernible impact on students' academic success in social studies..

Discussion of Findings

The main purpose of this research was to examine the use of animated film will have effect on pupils' academic performance. To achieve this, social studies was used as a measure of performance. Also, gender and school type were used as moderating variable in other to certain school and gender bias. Results obtained in this study showed that there was a significant effect of animated film on pupils' academic performance in social studies in Ilorin metropolis, Kwara state; those exposed to Animated film (13.678) performed significantly higher than those exposed to conventional method (12.145) only that it was not in used. This may arise from either unavailability of computer or laptop and electricity. This is in line with the findings of Isaac (2015) who investigated the effectiveness of animated instructional resource for learning facilitation among secondary school student. The result found out that student exposed to animation had significant achievement over those taught with the conventional method. It also supports the findings of 62 fourth- grade learners that were exposed to animated film which showed impact on student academic success (Dikmenli et al, 2018).

Gender had no significant effect on pupils' academic achievement in social studies in Ilorin Metropolis, Kwara state; this hypotheses was rejected and this was in with Nnamani and oyibe (2016) carried out a research on gender and academic achievement of secondary school students in social studies in Abakaliki Urban of Ebonyi state, they find out that there was a slight significant different in learners performance. Also Adigun et al.(2015) investigated the effect of gender and academic performance in computer sciences in secondary school in New Bussa, Borgu Local Government of Niger State. The result showed that boys do better more than girls. However, male student performance diverge more around average equate to the female students.

School type had significant effect on pupils' academic achievement in social studies in Ilorin Metropolis, Kwara state. Pupils in Private schools (17.024) performed significantly higher than pupils in Public schools (8.799); this is because of the resources available and strategy used in private school which was not used in public school and this is in line with Babagana and Babakura (2017) examined Influence of school types on academic performance of senior secondary school students in West African secondary school Certificate in Maiduguri Education Zone, Borno State, Nigeria and the study revealed that there were significance difference in students' academic performance in West African examination council (WASSCE) Mathematics due to school Characteristics, school location, school ownership, and school organization in Maiduguri education zone, Borno Sate, Nigeria.

This study also reviewed that Interaction of animated film and school type had no significant effect on pupils' academic achievement in social studies in Ilorin Metropolis, Kwara State, this indicate that thought the treatment is effect but there was no different in the effect of the treatment on the bases of school type; Animated film and gender had no significant effect on pupils' academic achievement in social studies in Ilorin Metropolis, Kwara State, this indicate that though the treatment is effective but when combine with gender, it does not have significant effect on pupils academic performance that is animated film did not favour female or vice-versa.

The improvement in the performance of pupils exposed to animated film cannot be traced to gender, as both male and female pupils got a better grade, and that Interaction of gender and school type had no significant effect on pupils' academic achievement in social studies in Ilorin Metropolis, Kwara State. This indicated the performance in social studies does not based on neither gender or school type it's depends on the pupils and strategy used by the teacher during teaching and learning. It also reviewed that Animated film, gender and school type had no significant effect on pupils' academic achievement in social studies this means that though the treatment has effect on its own but when combine with gender and school types it does not has significant interactive effect on the pupils academic performance in social studies in Ilorin metropolis of Kwara state.

CONCLUSION

Children tend to remember what they see and hear vividly and try to imitate its which can have positive or negative effect on their academic and life generally because education is when an individual is worthy of character and be able to contribute meaningfully to the society and useful to him/her self, the study advocates that learners should be taught the skill of problem-solving, critical thinking, moral and character education at the early stage of life for self-development of the learner and eventual national development. Animated film has been revealed has a good instructional strategies that can be use to facilitate learning to the pupils in social studies than the conventional method and it's also showed that gender and school type had no significant effect on pupils

academic performance in social studies. Based on the findings it was concluded that animated film had significant effect on pupils socially and academically.

RECOMMENDATION

Based on the findings of this study, the following recommendations are made:

1. Government and private sectors should provide computers or laptops to schools and source of power supply should be put in place by schools and government to encourage utilization of animated film during teaching because it has significant effect on the pupils' academic performance.
2. School type had significant effect on pupils' academic achievement in social studies that's pupils in private schools performed significantly higher than pupils in public schools because the equipment is available for them to use and the classroom environment is conducive for quality interaction among the teacher and the pupils, also they have qualified teachers to operate the equipment, government should make it compulsory for all teachers to be computer literate and those that do not know how to use the system should be trained and make sure they are making use of it.
3. Seminars, conferences, and workshops should be organized for teachers. This would help improve their knowledge and skills of animated film instructional strategy in order to achieve effective implementation.
4. It's also recommended that further research should be carried out on the effect of animated film on pupil's academic performance.

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