

Effect Of Audio-Visual Documentary Of Two Cultures On Pupils' Interest In Social Studies In Delta State

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Abstract

This study investigated the effects of audio-visual documentary about two cultures (Urhobo and Anioma) and planned repetition instructional strategy on students' interest in Social Studies in Delta State. Two research questions and three null hypotheses guided the study. The non-equivalent pretest-posttest control groups quasi-experimental design was adopted for the study. The population of the study comprised 2,467 primary three (3) pupils (1,155 males and 1,312 females) in the 24 Public Primary Schools in Oshimili South Local Government Education Authority in the State. A sample of 124 primary three (3) pupils in four intact classes drawn through multistage sampling procedure was used for the study. The Social Studies Interest inventory (SSII), constructed by the researchers was used for data collection. The instrument, alongside with the lesson plans and the audio-visual documentary (of Urhobo and Anioma cultures) were validated by three experts; one each from the fields of Measurement and Evaluation, Childhood Education and Social Studies. The instrument (SSII) had a reliability index 0.89 after trial-testing it and estimated using Cronbach Alpha method. The index showed that the instrument was reliable for the study. Data obtained from pre-tests and post-tests for both experimental and control groups were analyzed using mean and standard deviation to answer the research questions, while analysis of covariance (ANCOVA) was used to test the null hypotheses at .05 level of significance. Among the findings were that an audio-visual documentary of two cultures (Anioma and Urhobo) was

more effective than a planned repetition instructional strategy in increasing Primary III pupils' interest in Social Studies. It also revealed that primary III pupils with Urhobo cultural background exposed to instructional strategies had a higher mean interest score in Social Studies when compared to pupils with Anioma cultural background. It was thus recommended, among others, that Social Studies teachers should adopt instructional strategies such as audio-visual documentary in the classrooms so as to enhance pupils' interest in Social Studies.

Keywords: Audio-Visual Documentary, Planned Repetition, Culture, Pupils' interest, Social studies

Introduction

Technology has turned the entire world into a global village because it has permeated almost all parts of the world and has changed the way things are done. In the education sector, technology has changed the way lessons are delivered and evaluated. Due to the importance of technology in education, the Federal Republic of Nigeria, in its National Policy on Education (FRN, 2013), therefore, recognized the prominent role of information technology (IT) in advancing functional knowledge and skills. The policy stipulates that teaching must be technology-based, which is basically aimed at promoting learning. Studies have also revealed that the application of technological aids in teaching is useful in conveying complicated concepts and ideas in an interesting and interactive manner (De Sousa, Richter, & Nel, 2017; Zheng, Warschauer, Lin, & Chang, 2016).

There are a lot of technological tools that could be used to help people learn, like computers and computer-aided instructional tools, Digital Video Devices (DVDs), Television (TVs) and audio-visual devices (Akpan & Okoli, 2017, Tuimur & Chemwei, 2015). Audio-visual devices represent a combination of various digital media, such as text, images, sound, and video, into an integrated multi-sensory interactive application to convey information to the audience (Adamu, Ibrahim, & Ibrahim, 2018). In other words, they are integrated devices rather than single devices used to transmit information to people. This affirms Akinwale (2015), who described audio-visual materials as instructional devices that combine both visual projections and sound productions to provide learners with simulated real-life experiences. According to the author, the materials include educational DVDs, PowerPoint, television educational series, Youtube, and audio-visual documentaries, which is the focus of this study.

An audio-visual documentary is described as a film or nonfictional motion picture intended to present the reality of a person, country, or society (Ozder, 2014). Such films are used to educate individuals and societies about the world in which they live, as well as to present various aspects of life that such individuals may be unable to access (Ekpenyong, 2008). In essence, the documentaries are designed in such a way that they have audio and visual effects, for instance, television or DVD documentaries. Such documentaries are products of reality about historical, social, biological, or cultural events and are presented to pupils in social studies.

Social studies is an interdisciplinary approach to the study of human beings in groups of interrelationships within both their social and physical environments (Onuoha & Okam,

2011)."The objectives of social studies include the development of the individual into a morally sound, patriotic, and effective citizen; the total integration of the individual into the immediate community; and helping individuals understand the wealth of their culture, among others (Federal Republic of Nigeria-FRN, 2013). This adds credence to the assertion of Odogbor (2011) that the introduction of Social Studies into Nigerian education from the primary level is aimed at inculcating positive values, good citizenship, and moral and character training in the Nigerian child. This makes social studies very crucial in solving a wide range of societal problems.

It is very imperative to note that, in Delta State, like in other parts of Nigeria, pupils' learning outcomes in social studies have been worrisome. This is observable from the high rate of moral decadence among the young people in the state, which culminates in the many social vices such as cultism, prostitution, armed robbery, banditry, and child-trafficking, among others, commonly experienced in the state and Nigeria at large. These vices have overwhelming consequences for society. Hence, the implication is that something needs to be done in order to avert the consequences, which threaten the culture of the people.

Culture involves the totality of knowledge, beliefs, values, customs, arrangements, and skills that are acquired and used by members of a society. According to Eze (2014), it is the totality of a people's way of life that is expressed in their history, language, art, philosophy, religion, politics, economics, music, food, and dressing. This means that culture represents everything about a person as it covers all aspects of their lives. Thus, considering the differences in cultures of pupils in Delta State and the potential effect of audio-visual documentaries, such documentaries could be developed using elements of cultures, such as the Anioma and Urhobo cultures, which are the prominent groups in the state, to promote their learning of Social Studies.

Anioma encompasses all the Igbo-speaking communities in Delta State. The name Anioma is an acronym derived from the following words: Aniocha-A, Ndokwa-N, Ika-I, Oshimili-O, and MA. It was added to form a meaning that connotes "Good Land" in the Igbo language (Federal Republic of Nigeria, FRN, 2007). The Anioma people comprise a series of towns and communities currently located in Delta State, Nigeria. The Anioma people have a unique culture in terms of customs, values, morals, mode of dressing, greetings, marriage, food preparation and eating habits, among others (Aluko, 2021). The uniqueness of this culture may have a considerable influence on pupils' ways of thinking, cognitive ability, and behavior as a whole. This suggests that there is a need to investigate the effect of an audio-visual documentary based on Anioma culture on pupils' interests in social studies. "

On the other hand, the Urhobo people are the major ethnic group in Delta State. Urhobo is made up of many sub-cultural units with obvious peculiarities, residing very close to the Niger River. Thus, most of their histories, mythologies, and philosophies are water-related (Ekeh, 2005). Ekeh further mentioned that the cultural observances of the people include annual fishing festivals that include masquerades, fishing, swimming contests, and dancing, as well as a two-day annual festival called Ohworu, which takes place in Evwreni, the southern part of the Urhobo area, which has become part of the Urhobo cultural heritage. During these festivals, the Ohworu water spirit and the Eravwe Oganga are displayed. A specific dialect of Urhobo is Isoko. Most historians, linguists, and cultural anthropologists are

of the opinion that Isoko is just a dialect and a cultural unit of Urhobo. The Urhobo have their own calendar, known as Okpo (week), which is made up of four days based on regulated market cycles, religious worship, marriages and other community life. These, among other cultural inclinations, could have an influence on the people of Urhobo, including how their children think, act, or behave, which is the essence of exposing them to social studies. "

In the teaching of social studies, it is unfortunate that conventional teaching strategies such as explanation, drills, modelling, note-taking, questioning, assignments, as well as simple and planned repetition, among others, are commonly adopted by teachers. These strategies are teacher-centred. For instance, using planned repetition, the teacher instructs pupils to rehearse key points that are appropriate to the teacher (Gbarato & Mandah, 2017). It is thus seen as the act of facilitating learners' ability to rehearse and memorize what has been taught, which may not promote deep understanding (Driscoll, 2000). Eboatu and Omenyi (2015) revealed that planned repetition had no considerable effect on students' learning and achievement, just like other conventional strategies. This could be due to the fact that the strategies may not sufficiently provoke and sustain pupils' interest in learning.

Interest could be seen as a disposition for an individual to engage in a specific activity. According to Hidi and Renninger (2006), it is a psychological state to do something with increased attention, effort, and an enduring predisposition to reengage in a particular task over time. Essien, Akpan, and Obot (2015) also considered interest as the act of focusing or giving attention to some person, activity, situation, or object. Interest, then, can be thought of as the predisposition for students to stay interested in certain learning activities for a long time.

In the learning of Social Studies, pupils who are interested in the subject will certainly engage in its study with a certain amount of passion, vigour and energy. This could be so because of the joy and excitement they derive from the study of the subject. Accordingly, Essien, Akpan, and Obot (2015) posited that once a subject's content is made interesting to the learners, learning outcomes are enhanced. Supporting this assertion, Boniface (2018) stated that regardless of the objective value of an activity or topic, if pupils do not recognize its value, they may not be motivated to expend effort. However, if they can see how the lesson connects to their culture, values, interests, and concerns, they will be more likely to value it and, thus, be more likely to put in the time and effort needed to learn the subject.

It is therefore imperative to state that audio-visual documentaries could be made in relation to the culture of the people with the aim of teaching children about events that are related to their culture. Audio-visual documentaries based on Anioma and Urhobo culture were thus assumed to be effective in teaching the pupils different aspects of social studies, like the environment, marriages, values, and attitudes. The blending of such documentaries with cultural background differences can make the teaching of social studies child-friendly, interactive, and all-inclusive. It can also create fun in the mind of the child and motivate him/her to learn more, which could in turn arouse an interest in learning. For instance, William (2006) and Muhammad and Kiran (2010) found in their separate studies that audio-visual aids like films improve pupils' social awareness and practical application of values in their personal lives. In the same vein, Gabi's (2015) study revealed that audio-visual aids improve pupils' learning. An earlier study by Agogo (2002), however, showed that cultural

background has a significant influence on students' learning outcomes. This is supported by Bello (2015) and Ibrahim (2015), who in their respective studies also reported a significant relationship between cultural background and pupils' interests. These reports could be interpreted as suggesting that the integration of cultural backgrounds into audio-visual documentaries has potential effects on pupils' learning of some social issues like those taught in social studies.

Thus, considering the potential benefits of such documentaries in terms of promoting pupils' interests and learning outcomes in a subject like social studies, and the consequences of poor interest and learning outcomes in the subject, one would be poised to seek possible solutions using audio-visual documentaries. Moreover, with the paucity of empirical evidence to understand how much the documentaries can promote pupils' interest in social studies in Delta State, Hence, this study investigated the effects of an audio-visual documentary of two cultures (Urhobo and Anioma) and a planned repetition instructional strategy on pupils' interest in Social Studies in Delta State. Specifically, the study determined the:

1. effects of audio-visual documentary of two cultures (Anioma and Urhobo) and planned repetition instructional strategy on primary III pupils' interest in Social Studies;
2. influence of cultural back grounds on primary III pupils' interest in Social Studies.
3. interaction effect of teaching strategies (audio-visual documentary and planned repetition) and cultural backgrounds on primary III pupils' interest in Social Studies;

Research Questions

The following research questions were posed to guide the study

1. What are the mean interest scores of primary III pupils taught Social Studies using audio-visual documentary of two cultures (Anioma and Urhobo) and those taught using planned repetition instructional strategy?
2. What are the mean interest scores of primary III pupils in Social Studies based on cultural backgrounds?

Hypotheses

HO₁: There is no significant difference in the mean interest scores of primary III pupils taught Social Studies using audio-visual documentary of two cultures (Anioma and Urhobo) and those taught using planned repetition instructional strategy.

HO₂: There is no significant difference in the mean interest scores of primary III pupils in Social Studies based on cultural backgrounds.

HO₃: There is no significant interaction effect of teaching strategies (audio-visual documentary and planned repetition) and cultural backgrounds on primary III pupils' interest in Social Studies.

Method

The quasi-experimental design, specifically, the non-equivalent pretest-posttest control groups design, was employed in the study. This design has been adopted by Adene et al (2021), Ejimonye, Onuoha et al. (2020) Ejimonye et al. (2020), Njoku et al. (2020), Offordile

et al (2021), Adonu et al. (2021), Odo et al. (2021). The study was conducted in Delta State, Nigeria. The study population comprised 2,467 primary three (3) pupils (1,155 males and 1,312 females) in the 24 public primary schools in Oshimili South Local Government Education Authority in Delta State, Nigeria. The study sample consisted of 124 primary three (3) pupils in four intact classes drawn through a multistage sampling procedure. Two of the sampled schools were randomly assigned to the audio-visual documentary (experimental) group, while the remaining two schools were assigned to the control group (planned repetition instructional strategy). The researchers constructed the Social Studies Interest Inventory (SSII), which was used as the instrument for data collection. The instrument contained two sections (A and B). Section A elicited information on pupils' cultural background as well as other demographic information like the cultural background of the pupils, while Section B contained 20 items measured on a 4-point rating scale, ranging from Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), with corresponding numerical values of 4, 3, 2, and 1 respectively. The rating for the negatively skewed items or statements was reversed.

Lesson plans were also developed based on different subtopics in culture, such as culture, traditional festivals, and ceremonies found in Primary 3 Social Studies. The researcher used the different lesson plans to train teachers that taught both the experimental and control groups. The lesson plans for the treatment group involved the use of an audio-visual documentary strategy of two cultures (Anioma and Urhobo), while the lesson plans for the control group were developed based on the planned repetition instructional strategy.

The Social Studies Interest Inventory (SSII) and the lesson plans were given to three experts; one each from the fields of Measurement and Evaluation, Childhood Education, and Social Studies, for validation. The experts were asked to critically examine the suitability and appropriateness of the items and the clarity and adequacy of the language. Their comments were used to prepare the final version of the instruments. To ascertain the reliability of the instruments, 30 copies of the SSII were trial-tested on 30 pupils from two public primary schools in Delta State, which was not part of the actual study. Cronbach's alpha was used to establish the internal consistency of the instrument. The reliability estimate obtained was 0.89, which indicated that the instrument was reliable and suitable for the study.

Procedure: Four regular primary III teachers in the sample schools served as research assistants in the study, and they were trained for one week by the researcher on how to teach using the lesson plans. The experiment lasted for five (5) weeks. In the first week, before the commencement of the treatment, the Social Studies Interest Inventory (SSII) was administered to the pupils in the two schools for audio-visual documentary and the two schools for planned repetition instructional strategy. Thereafter, two instructional strategies were employed during the treatment, where one teacher taught the selected topics in each of the four schools used for the study; two for audio-visual documentary-based lessons and the other two for planned repetition instructional strategy-based lessons. The reason for using one teacher to teach in each of the classes was to avoid contamination of the treatment. At the end of the treatment, the Social Studies Interest Inventory (SSII) was readministered to the pupils as a post-test, though the items were reshuffled and renumbered, to avoid the respondents'

familiarity with the items. In both the experimental (audio-visual documentary) and control (planned repetition instructional strategy) groups, data were recorded for each pupil separately at pre-test and post-test. The research questions and hypotheses called for the data to be analyzed in this way.

Data Analysis: Data were analyzed using mean and standard deviations to answer the research questions while the hypotheses were tested using analysis of covariance (ANCOVA) at 0.05 level of significance.

Result

The results from the analysis of data generated in the study are presented in Tables in this section, in line with the research questions that were posed to guide the study, and the null hypotheses formulated for the study.

Research Question One: What are the mean interest scores of primary III pupils taught Social Studies using audio-visual documentary of two cultures (Anioma and Urhobo) and those taught using planned repetition instructional strategy?

Table 1: Mean and standard deviation on interest of primary III pupils taught social studies using audio-visual documentary and planned repetition instructional strategy

Strategies	Pre-Test			Post-Test		Mean Difference
	N	\bar{X}	SD	\bar{X}	SD	
Audio-visual documentary	62	52.40	8.84	69.66	9.32	17.26
Planned repetition	62	46.34	7.93	62.84	7.73	16.50

The result in Table 1 shows that primary III pupils exposed to audio-visual documentary of two cultures (Anioma and Urhobo) had a mean interest score for pretest (n=62, \bar{X} = 52.40, SD=8.84) and post-test score (n=62, \bar{X} = 69.66, SD=9.32) with a mean difference of 17.26. The result also showed that students` exposed to planned repetition instructional strategy had a mean score of (n=62, \bar{X} = 46.34, SD=7.93) for pretest and (n=62, \bar{X} = 62.84, SD=7.73) for post test with a mean difference of 16.50. This result implies that audio-visual documentary of two culture (Anioma and Urhobo) proved to be more effective in improving Primary III pupils` interest in Social Studies more than planned repetition instructional strategy.

Hypothesis One: There is no significant difference in the mean interest scores of Primary III pupils taught Social Studies using audio-visual documentary of two-cultures (Anioma and Urhobo) and those taught using planned repetition instructional strategy.

Table 2: ANCOVA result on the significant difference in the mean interest scores of primary III pupils taught social studies using audio-visual documentaries of two cultures and planned repetition instructional strategies

Source	Type III Sum		Mean		Sig.	Partial Eta Squared
	of Squares	Df	Square	F		
Corrected Model	6335.159	4	1583.790	46.443	.000	.610
Intercept	13669.183	1	13669.183	400.837	.000	.771
PreInterest	31.164	1	31.164	.914	.341	.008
Group	1202.527	1	1202.527	35.263	.000	.229
CullturalStatus	1584.833	1	1584.833	46.474	.000	.281
Group * CullturalStatus	3172.864	1	3172.864	93.041	.000	.439
Error	4058.091	119	34.102			
Total	554637.000	124				
Corrected Total	10393.250	123				

a. R Squared = .610 (Adjusted R Squared = .596)

Result in Table 2 shows that an F-ratio of 35.263 obtained has an associated exact probability of 0.000. This exact probability value of 0.000 is less than 0.05 level of significance. Hence, the null hypothesis was rejected, and inference drawn is that, there is a significant difference in the mean interest scores of Primary III pupils taught Social Studies using audio-visual documentary of two-cultures (Anioma and Urhobo) and those taught using planned repetition instructional strategy. More so, the partial eta square (η^2_p) of 0.229, means that 22.9% of the increase in the mean interest score of primary III pupils in social studies was due to the effect of instructional strategies.

Research Question Two: What are the mean interest scores of primary III pupils in Social Studies based on cultural backgrounds?

Table 3: Mean and standard deviation on interest of primary III pupils in Social Studies based on cultural background

Cultural Background	Pre-Test		Post-Test		Mean Difference	
	N	\bar{X}	SD	\bar{X}		SD
Urhobo	63	49.38	9.80	69.62	10.64	20.24
Anioma	61	49.36	7.94	62.77	5.67	13.41

The result in table 3 reveals that pupils with Urhobo as their cultural background had a mean interest score in Social Studies for pretest (n=63, \bar{X} = 49.38, SD=9.80) and post-test mean interest score of (n=63, \bar{X} = 69.62, SD=10.64) with a mean difference of 20.24 while primary III pupils with Anioma cultural background has a mean interest score in Social Studies for pretest (n=61, \bar{X} = 49.36, SD=7.94) and post-test mean interest score of (n=61, \bar{X} =

62.77, $SD=5.67$) with a mean difference of 13.41. This is an indication that primary III pupils with Urhobo cultural background exposed to instructional strategies had a higher mean interest score in Social Studies when compare to pupils with Anioma cultural background.

Hypothesis Two: There is no significant difference in the mean interest scores of primary III pupils in Social Studies based on cultural backgrounds.

The result in Table 2 also shows that an F-ratio of 46.474 obtained for the significance of the mean interest scores of primary III pupils in Social Studies based on cultural background had an associated probability value of 0.000. This is an indication that the result is significant because the associated probability value of 0.000 is less than 0.05 level of significance at which the hypothesis was tested, hence, the hypothesis was rejected. Therefore, the conclusion drawn is that there is a significant difference in the mean interest scores of primary III pupils in Social Studies based on cultural backgrounds. The associated partial eta square size of ($\eta^2_p = 0.281$) can be interpreted that 28.1% of the variance of the increase in the mean interest score in Social Studies of primary III pupils was due to the influence of cultural background.

Hypothesis Three: There is no significant interaction effect of teaching strategies (audio-visual documentary and planned repetition) and cultural backgrounds on primary III pupils` interest in Social Studies.

Results in Table 2 also shows that an F-ratio of 93.04 with an associated exact probability value of 0.000 was obtained with respect to the interaction effect of teaching strategies and cultural background on primary III pupils` interest in Social Studies. Since the associated exact probability value of 0.000 is less than 0.05 level of significant, the null hypothesis is rejected. Thus, the inference drawn is that there is a significant interaction effect of teaching strategies (audio-visual documentary and planned repetition) and cultural background on primary III pupils` interest in Social Studies. The partial eta square, η^2_p (effect size) of 0.439 obtained is an indication that 43.9% of the variance increase in the mean interest scores of primary III pupils` in Social Studies was due to the interaction effect of teaching strategies and cultural background of pupils. This result is further supported and explained using the interaction graph in Figure 2, which shows that there is a significant interaction effect of teaching strategies and cultural background. This is evidence in the disordinal interaction graph because the lines intercepted at a point as shown in Figure 2.

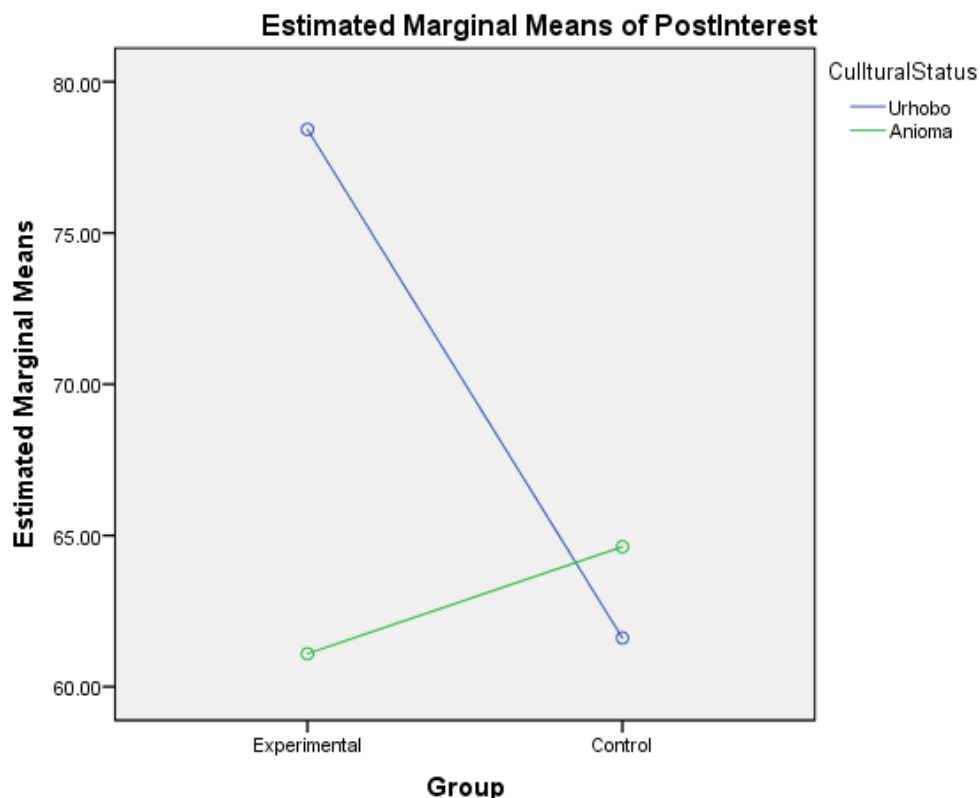


Figure 3: Graph of disordinal interaction effect of teaching strategies and cultural background on primary III pupils' interest in Social Studies.

Discussion

The study revealed that primary III pupils taught Social Studies using audio-visual documentary of two cultures (Anioma and Urhobo) had higher mean interest score than those taught using a planned repetition instructional strategy. Further analysis revealed that there is a significant difference in the mean interest scores of primary III pupils taught Social Studies using audio-visual documentaries of two cultures (Anioma and Urhobo) and those taught using planned repetition strategy in favour of the audio-visual documentary. These findings are consistent with those of William (2006) and Muhammad and Kiran (2010), who found that audio-visual aids like films improve pupils' social awareness and practical application of values in their personal lives in separate studies. The findings are also in consonance with Gabi (2015), whose study revealed that audio-visual aids improve pupils' effectiveness. The potency of audio-visual documentaries may be due to the fact that audio-visual documentaries are more learner-centered and appeal to more senses of learning, such as auditory and visual senses. The use of visual aids like films, TV shows, audio-visual tapes, images, videos and more could have been more effective because they could have been used to help pupils understand complicated concepts and ideas in an interesting and interactive way, which could have made it easier for them to show how to do things and made them more interested in Social Studies.

The study also found that the mean interest score of primary III pupils from Urhobo cultural background taught in Social Studies was higher than that of pupils from Anioma

cultural background. Further analysis revealed that there is a significant difference in the mean interest scores of primary III pupils in Social Studies based on cultural background in favour of the Urhobo pupils. This finding is consistent with that of Agogo (2002), which showed that cultural background has a significant influence on pupils' learning outcomes. The findings equally corroborate those of Ibrahim (2015), who reported that cultural background significantly promotes knowledge and unity among learners. This result could be interpreted as meaning that a cultural background with cultural elements that are enriching and fascinating could build up pupils' interests faster. Thus, the finding may be due to the fact that the culture of Urhobo pupils portrays more visible elements, and more so, because of their small size, the documentary could have captured all aspects of their culture, thereby creating more opportunity for their increased interest in Social Studies. Whereas the Anioma culture has so many ethnic groups, it could have been difficult to visualize the culture in such a way that all the ethnic groups are captured. This could have affected the majority of the ethnic groups in Anioma, thereby leading to a low level of interest in social studies compared to the Urhobo group.

The research also found a significant interaction effect of teaching strategies and cultural background on pupils' mean interest scores in Social Studies. This finding lends support to the findings of Bello (2015) and Ibrahim (2015), who in their respective studies reported a significant relationship between cultural background and pupils' interests. This finding is not surprising because differences in cultural practices can stimulate the levels of interest of pupils while they are being taught Social Studies. This could have led to the differences in the mean interest scores of pupils based on cultural background. For instance, in the case of this study, the audio-visual documentary favoured the Urhobo culture more, while the planned repetition favoured the Anioma culture. Pupils who were more interested in Social Studies may have been more excited by the audio-visual documentary than they were by the planned repetition. This could be because Urhobo culture has more interesting visual elements than Anioma culture, and because the audio-visual documentary allows pupils to easily build their own knowledge, this could have helped them be more interested.

Conclusion

Based on the findings of this study, the following conclusions were drawn. Audio-visual documentaries are far more effective than planned repetition instructional strategies in increasing the interest of primary III pupils in Social Studies. Cultural backgrounds have a significant influence on the interest of primary III pupils in Social Studies. There is a significant interaction effect of teaching strategies (audio-visual documentary and planned repetition) and cultural background on primary III pupils' interest in Social Studies.

Recommendations

Based on the findings, it was recommended that:

1. Social Studies teachers should adopt instructional strategies such as audio-visual documentary in the classrooms so as to enhance pupils' interest in Social Studies.
2. Pupils should be made to actively participate in classes requiring the use of audio-visual documentary and planned repetition.

3. Educational stakeholder should ensure that workshops and seminars on the use of audio-visuals documentary and planned repetition are organized for teachers on regular basis.
4. Educational planners should ensure that such innovative teaching strategies as audio-visual documentaries and planned repetition are integrated into the national curriculum so as to enhance students` interest in Social Studies.

Conflict of Interests

The authors declare that there is no potential conflict of interest with respect to authorship of this research, as well as the publication of this article among the contributors.

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