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PERCEIVED IMPACT OF GRAPHIC ORGANISERS ON TEACHING SOCIAL STUDIES IN SECONDARY SCHOOLS IN ENUGU SOUTH LOCAL GOVERNMENT AREA OF ENUGU STATE, NIGERIA.

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ABSTRACT

The study investigated the perceived impact graphic organizers on the teaching of social studies to secondary school students in Enugu South Local Government Area of Enugu State The was guided by three research questions. The study adopted a descriptive research design. The population of the study was 856 teachers in public secondary schools in Enugu South Local Government Area of Enugu State. a sample size of 256 respondents were drawn from the population using simple random sampling technique. The instrument titled ''Teachers Graphic Organizer Usage Questionnaire (TGOUQ)'' was used for data collection. The instrument was adequately validated. Cronbach Alpha method was used to determine the reliability of the instrument which yielded 0.76, 0.82 and 0.72 for sections A, B and C respectively giving an overall coefficient index of 0.76 which was considered as adequate for the study. Data collection was done by the researcher with help of five (5) research assistants. Mean and standard deviation were used for data analysis. The findings of the study revealed that graphic organizers have a positive impact on secondary school students' acquisition of social studies development of thinking skills in social studies. It also revealed that graphic organizers have a positive impact on secondary school students' acquisition of social studies contents. Based on the findings, the study recommended that federal government and non-governmental organizations should organize seminars and workshops for social studies teachers to acquaint them with the knowledge of the use of graphic organizers in the teaching of social studies. The government should also endeavour to provide and make adequate these graphic organizers like Venn diagrams, charts, maps and so on to be used by teachers during social studies classroom pedagogy.

Keywords: Graphic organizers, social studies, secondary schools**.**

Introduction

Education is the bedrock of growth and development. It stands as the fulcrum on which other flanges of national development hovers. It is in light of the above assertion that **Secondary education** hovers and works to change students' mind set, orientation to values and acquisition of relevant skills. This is so considering the fact that secondary school students are still in their formative stage where their cognitive, affective and psycho-motor domains can be appealed to for a positive modification which ultimately leads to "needs education" / education for relevance.

Social studies is one of the core subjects that are taught in secondary schools in Enugu South local Government Area of

Enugu state, Nigeria. The subject is saddled with the responsibility of inculcating in the recipients with knowledge, attitudes, values and skills that are necessary to navigate the society. Odo, (2025) defines social studies education as a programme of study which a society uses to in-still in the learner the knowledge, skills, attitudes and actions that are considered important concerning the relationship human beings have with each other. Okam (2002), equally sees social studies as an interdisciplinary field of study in which man learns about the problems of surviving in his environment, the study of how man influences and is influenced by his physical, social, political, religious, economic, cultural, psychological, scientific and technological environments. To Mkpa (2001), social studies deal with the history and status of society's members and institutions along with certain features and effects of the environment in which they live.

Social studies at the secondary education level exposes the learners to a variety of social studies areas / specialization such as history education, geography education, civic and government education, economics education, sociology and anthropology education, environmental and sustainability education, global and international studies curriculum design and instructional technology, special education/ inclusive social and research methods, policy analysis and so on. Needless saying that social studies is indeed a broad discipline. Therefore, is crucial that the learners are well tutored and equipped with the basic knowledge and skills. Desirable transformation may only occur on the learners when a teacher has a good mastery of the subject matters, have a map to follow in terms of well- prepared lesson plan and use of the necessary instructional aids. `To Mkpa (2001), the improper selection and wrong use of social studies instructional strategies forms a stooge to proper teaching and learning of the subject. Agreeing to the above assertion, Mezieobi in Odo (2018) pointed accusing fingers to poor teaching involving the selection and application of orthodox or conventional strategies in social studies classroom. Conventional strategies are those strategies that make the teacher an embodiment of knowledge while the students are ignorant or passive learners (Bozimo and Ikwumelu, 2008). The conventional strategy is not student-centered and therefore, rarely brings about positive learning in many students due to some inherent deficiencies.

The graphic organizers could be an innovative instructional strategy for the teaching of social studies. This could become be why Owolabi and Adaramati (2015), argue that increasing awareness of the importance of learner centred teaching/learning situation and instructional strategies such as graphic organizers among others are being integrated into the teaching/learning process.

Graphic organizers according to Prareem and Premalatha (2013) are representations, pictures or models used for processing textural information. Similarly, Owolabi and Adaramati (2015), see graphic organizers as one of the instructional strategies that take the form of graphical representations of the text concepts. Owolabi and Adaramati (2015), further stated that it (graphic organizers) is an instructional tool that can help to organise information, structure the information and concept to relate with other concepts. To

Hall and Strangman (2001), graphic organizers are visual and graphic display that depicts the relationship between facts, terms, and or ideas within a learning task. With reference to this study, graphic organizers are visual and graphic display of text concepts in social studies.

Graphic organizers are many and varied and may include semantic maps, cognitive maps, story maps, concept maps, flow charts, KWL chart, Venn diagrams and unit organizers. Vekiri (2002), asserted that there is no consistency in the classification system of graphic organizer and as a result, the terms may be used with different meaning from one study to another. From literature, a variety of terms are used to refer to graphic organizer such as visual display, graphic displays/representation, graphic, three diagram, structured overviews, network representations, adjunct displays/ aids and so on. Similarly, Prareem and Premalatha (2013), pointed out that semantic map, structured overview, web, concept map, semantic organizer, story map graphic organizers and so on (are graphic organizer no matter the special name) serves as a visual representation of knowledge. Graphic organizers can be classified into eight categories according to their purpose for teaching and learning. It is pertinent to say that for every social studies teachers to familiarize themselves with different types of graphic organizers and specify which graphic organizer to use for a specific topic, pointing out its subject and organizational framework. According to Ellis (2004), teachers should employ different steps while using graphic organizers; which include an explanation of how the graphic organizer is used, thereby making the students to learn about how the content is organized and then how the graphics work in these visual strategies. Then, the need for modelling on how to use the method, followed by guided practice.

Guided practice can take different phases. Firstly, the learners can practice as a whole (the entire class) where the teacher and the students alike give ideas on how to complete the graphic or they can practice in small groups where the students learn from their peers, and lastly the learners can work with the organizers on their own with assistance from the educator(s).

There is a considerable evidence that graphic organizer are ideal (strategy) in presenting large amount of data/ information in a simplified manner (Gallavan & Kottler, 2007). Also, Chifan (2009), pointed out that graphic organizers facilitate understanding when there is large amount of information to work with given limited time.

In social studies, aspects as geography education which emphasises on spatial thinking, map skills, physical and human geography and the use of Geographic Information Systems (GIS) and other technologies to help students understand place, region and environment may be difficult for secondary school students in Enugu south to comprehend without graphic organizer. Given this background, social studies content could be taught so well using the graphic organizer s. It is also suitable for teaching interrelated concepts in social studies education which may be difficult for the students to understand. Mautone & Mayer (2007), noted that concrete graphic organizers can assist students in organising and making relationship among ideas. Thus, graphic organizers are likely to be an effective tool for the development of critical thinking

abilities among social studies students. To buttress the above point, Brinkerhof & Booth (2013); Kumar & Rizwaan (2013), reported that graphic organizers promotes the development of critical thinking skills which can be used for other meaning learning activities. Students who use graphic organizers in the classroom develop their ability to use them independently as study tools for note taking, planning, presentation and review (Nwobu, 2018). Since graphic organizers make materials simplify difficult concepts/ materials making it more understandable, accessible and beneficial to struggling learners, it is possible that it (graphic organizers) would equally enhance students' understanding of social studies contents and concepts. Students are eagerly motivated thereby demonstrating faster, short term recall, understanding of contents and greater long-term achievement when graphic organizers are used effectively in teaching them. (Gallavan & Kottler, 2007).

However, the effective use graphic organizers in the teaching of social studies education is still at its lowest ebb in Enugu South Local Government Area of Enugu state. experience of the researcher during teaching practice confirm that graphic organizers are in short supply in secondary schools in the area of the study while the ones that are available are under-utilised by teachers in the teaching of social studies which could hitherto result in poor academic achievement of social studies students.

Statement of the problem

In spite of the desire for sustainable development coupled with the fact that social studies education is a very important subject for national growth and development. It is evident that students envisage difficulties in the study of social studies and such can be seen in their abysmal performances in external examinations year after year. According to UBE Digest 2022, the national mean scores for numeracy, social studies, English language and life skills were 32.2%, 21%, 25.2% and 36.86% respectively. The national mean scores for social studies was 29.08%, English language was 40.30% while mathematics was 34.02%. The above result especially that of social studies was very poor not minding that social studies is one of the compulsory subjects in the school curriculum and so occupies a very important position in the social, cultural, political and economic life of Nigerians. The performance is generally poor. 'It is disheartening to see the degree of ignorance among candidates of social studies as they failed the spelling of their home country', (Post Primary School Management Board, 2025)

Social studies teachers have attributed the low level of students' academic achievement to a number of factors. For example, Mkpa (2001), attributed it to improper selection and wrong use of social studies instructional strategies, use of orthodox or conventional strategies in social studies classroom. Of all the factors that could be responsible for the situation described above, the teachers and instructional strategies often come under attack. There is an emphasis on learning being student-centered and presented in a form that enables the students to the connection between their learning and out-of-school life context.

It is on the basis of this that it becomes imperative for a student-centered tool like the graphic organizers be used the teaching/ learning of social studies in secondary schools. The problem of the study therefore seeks to investigate the perceived impact of the use of graphic organizers in the teaching of social studies in secondary schools in Enugu South Local Government Area of Enugu state.

Purpose of the study

The main purpose of the study is to investigate the perceived impact of the use of graphic organizers in the teaching of social studies in secondary schools in Enugu South Local Government Area of Enugu state. Specifically, the study sought to ascertain:

Perceived impact of the use of graphic organizers on secondary school students understanding of culture and identity contents of social studies in Enugu South Local Government Area of Enugu state.

Perceived impact of the use of graphic organizers on secondary school students' development of thinking skills in social studies in Enugu South Local Government Area of Enugu state.

Perceived impact of the use of graphic organizers on secondary school students' acquisition of national sovereignty and global interdependence contents of social studies in Enugu South Local Government Area of Enugu state.

Significance of the study

The findings of this study will be significant to social studies students, teachers, Ministry of Education, social studies curriculum planners and social studies researchers.

The outcome of this study may help social studies students appreciate how the interaction among themselves and their teachers affect their academic achievement. It would help students in developing adequate interpersonal relationships as result of interacting with their peers and the learning environment.

The findings of this study may stimulate social studies teachers to utilize the available teaching and learning materials during classroom interactions especially with the help of the graphic organizers.

The findings of this study will give a convincing reason for the government through the ministry of education to provide adequate learning facilities to secondary schools, recruit competent and qualified social studies teachers for enhanced quality assurance.

The findings from the study will serve as a guide for future social studies researchers in stating research questions, hypotheses as well as selecting appropriate methodology for their studies**.**

Scope of the study

The focus of this study is to investigate the Perceived impact of the use of graphic organizers on secondary school students understanding of culture and identity contents of social studies in Enugu South Local Government Area of Enugu State. It also sought to determine the perceived impact of the use of graphic organizers on secondary school students' development of thinking skills in social studies in Enugu South Local Government Area of Enugu State. The study also covers the perceived impact of the use of graphic organizers on secondary school students' acquisition of national sovereignty and global

interdependence contents of social studies in Enugu South Local Government Area of Enugu State.

Research questions

What is the perceived impact of the use of graphic organizers on secondary school students understanding of culture and identity contents of social studies in Enugu South Local Government Area of Enugu State?

What is the perceived impact of the use of graphic organizers on secondary school students' development of thinking skills in social studies in Enugu South Local Government Area of Enugu state?

What is the perceived impact of the use of graphic organizers on secondary school students' acquisition of national sovereignty and global interdependence contents of social studies in Enugu South Local Government Area of Enugu state?

Conceptualization,

Social Studies Education

Social studies education is a field of study which embodies the essence of mankind and interconnection with the past, present and the future. It investigates where people live and how they participate as citizens of the country. It is the study of man as he interacts with his different environments. These environments could be physical, social, political, economic or cultural environment. Social studies education is, therefore, interested in how man influences his environment to suit him and vice versa. It is in line with this that Okam (2002), defines social studies as an interdisciplinary field of study in which man learns about the problems of surviving in his environment, the study of how man influences and is influenced by his physical, social, political, religious, economic, cultural, psychological, scientific and technological environments. Mkpa (2001) noted that social studies deal with the history and status of society's members and institutions along with certain features and effects of the environment in which they live. Okafor (2013), maintains that social studies education is a discipline that pedagogically emphasizes the training of attitudes, values, actions, skills and competencies which help the learner to appreciate his worth and to respect the dignity of other people. Social studies education as a programme of study which a society uses to instill in the learner the knowledge, skills, attitudes and actions that are considered important concerning the relationship human beings have with each other. Therefore, social studies education encompasses an integrated study of the social science and humanities geared towards the promotion of civic competence with the sole aim of helping individuals develop the ability to make informed and resolved decision for the good of the society. This, Ololobu,(2010), asserts that social studies exposes both teachers and learners to the approach control social studies issues in a spirit of critical inquiry and to the students to a variety of ideas. It is through social studies education that students are expected to gain knowledge, skills and attitudes that will help them to effectively deal with problems in our contemporary society. Furthermore, social studies education inculcates in the students the qualities and functions of management and leadership particularly as our society is facing political leadership problems.

Graphic organisers

Graphic organisers are visual, pedagogical tool that uses symbols, charts and diagrams

to structure information, illustrating relationships between facts, concepts or ideas. Through the transformation of complex information into visual layouts, graphic organizers help improve comprehension, retention and critical thinking. Common types of graphic organizers are: Venn diagrams, concept maps and T-charts.

Key Aspects of Graphic Organizers
Visual thinking tools: They help translate internal thoughts into external diagrams.
Purpose: graphic organizers are used to brainstorm, sequence, compare and contrast, identify cause and effect, and summarize.

Benefits of graphic organizers
The graphic organizer as a pedagogical tool supports diverse learners and is especially helpful for visual learners and for those with cognitive or learning challenges. It also boosts comprehension by simplifying complex ideas into manageable, visual chunks. Most importantly, graphic organizers improves memory as it facilitates better recall by mapping out information. These pedagogical tools are widely important in educational setting, from brainstorming to writing and in professional environments for planning or analysing data.

Common types of graphic organizers and their uses.
Venn diagrams: these are used for comparing and contrasting ideas and information either for clarification or to be further equipped with more information.
T- Charts: This type of graphic organizer is used for organizing information into two columns.
Flow Charts/ sequence Charts: These are used for ordering events.
Mind Maps/ Concept Maps: These graphic organizers are used for brainstorming and brainstorming.

The Achievement Goal theory (1977) was propounded by Bandura in his effort to integrate cognitive and affective components of goal directed behaviour. This theory posits the existence of two achievement goal constructs namely: performance and mastery goals. Performance goals are tied to the belief that ability affects outcomes, whereas mastery goals are tied to the belief that efforts affect outcomes. Mastery goals are associated with the intrinsic value of learning and the maintenance of achievement- directed behaviour overtime.

This theory is related to the study because the ability of the educator to provide all the necessary where-withdals (graphic organizer as maps, Venn diagrams, semantic maps, cognitive maps, story maps, concept maps, flow charts, KWL chart, and unit organizers)for a functional education to be accessible to the citizenry, then concrete goals of education (the achievement goal constructs) both the performance and the mastery of the educational fundamentals will be achieved leading to education for relevance. The ability of the school (management) to provide as well as the educator/ instructor to use the educational enablement (teaching and learning facilities as the graphic organizers) will ultimately motivate the teachers making them to maintain achievement directed behaviours among the students overtime.

There exists some literature by some scholars. Rawda Bashir Abdullah Ahmed

(2018), investigated the effect of using graphic organizer techniques for teaching Saudi EFL learners writing skills. It also examined the quality and adequacy of writing activities provided in students' textbook writng-1-, thirty–second tertiary level students participated in a quasi-experimental study for approximately one month. The study employed both the experimental and descriptive research methods where the researcher used the graphics in the experimental group to help to get ideas to write about and to help explain how different pieces of information are connected while graphics were not used at all in the control group. The findings of the study revealed a marked improvement in the writing performance of students who were taught by using graphics organizers, poor and inadequate writing activities in the textbooks and the need for further reviewing of the writing activities in students' textbooks and amongst others.

Nwobu, (2018), investigated the perceived impact of graphic organizers on the teaching of business education in secondary schools in Onitsha south local government area of Anambra state. The study was guided by three research question and it adopted the descriptive research method. The findings from the study revealed that graphic organizers have impact on secondary school students' development of thinking skills in business education and the acquisition of business education contents.

Summary of Review of Related Literature.

The review of related literature presented a related conceptualization of the social studies education, graphic organizers and its role in enhancing a qualitative work- out in secondary schools. The researcher provided a theoretical framework of the study on Bandura's achievement goal theory. The researcher equally reviewed a number of empirical studies that were related to the present study. The review showed that many related works have been carried out in this area in some states in the country by different authors and researchers, some of the studies consulted were obsolete. Therefore, the findings must have also been over taken by the changes in the society. However, no known study is on Perceived Impact of Graphic Organisers on Teaching Social Studies in Secondary Schools in Enugu South Local Government Area of Enugu State, Nigeria

Methodology

The study adopted the descriptive survey design which involves obtaining data on situation that are in place, without manipulation of the variables (Nworgu, 2015). This design is appropriate for the study because the research seek to obtain and analyse data on management strategies that enhance quality assurance of social studies education as they are, without manipulating any of the variables.

The study was carried out in public secondary schools in Enugu South Local Government Area of Enugu State. The state is bounded in the north by Kogi state, in the East by Anambra state, in the West Benue state and in the south by Ebonyi state. Enugu state has six education zones, namely: Agbani, Nsukka, Awgu, Obollo-afor, Udi, and Enugu zones. Enugu South Local Government Area together with Nkanu East and Nkanu West make up Agbani education zone. The people Enugu South Local Government Area of Enugu State are mostly Igbos but English language

is used as their second language. They are known to hospitable, hard- working and have admiration for Western education. The area is populated by traders, civil servants, academics and peasant farmers. The choice of the area of study was because of the high level of education of the people of the area and their desire for equality education.

The population of the study comprised all the eight hundred and fifty six (856) social studies teachers in public secondary schools in Enugu South Local Government Area of Enugu State.(Source: Post Primary School Management Board, Enugu, 2025).

The sample size for the study was 256 respondents. Simple random sampling without replacement was adopted in selecting fifteen teachers from sixteen schools and sixteen teachers from the seventeen (17th) school in the area of the study. The above figures resulted to sample size of 256 respondents' which constituted 30% of teachers. The choice of 30% was in line with Nworgu's (2015) recommendation of 30% to 80% of the target population being adequate for a research work.

The instrument for data collection was a questionnaire titled ''Teachers Graphic Organizer Usage Questionnaire (TGOUQ)''. It had three sections, which were structured based on the three research questions. The instrument contained 17 items on four points rating scale of Strongly Agree (SA), Strong (S), Disagree (D), and Strongly Disagree (SD) weighted at 4, 3, 2 and 1 respectively. The respondents were expected to tick () on the column that represents their opinion on TGOUQ.

Validation of the Instrument

The instrument was face validation by three (3) experts.

To determine the reliability of the questionnaire (TGOUG), the instrument was tested on 20 teachers in secondary schools in Ebonyi state because both states shared almost same common characteristics. Cronbach Alpha was used to measure the internal consistency of the items. The rationale for using Cronbach Alpha according Nworgu (2015 is to determine the internal consistency of the items which revealed how homogenous the item in the sections were. The following reliability coefficient were obtained for sections A, B and C: 0.76, 0.82, and 0.77 respectively. The grand reliability coefficient was 0.78. This index was considered adequate for this study.

Copies of the questionnaire was administered directly to the respondents using the services of six (6) research assistants that were duly oriented. Mean and Standard Deviation was used in answering the three research questions. Mean score of 2.50 and above indicated agree and below 2.50 wasconsidered as disagree.

Results

Research Question 1: What is the perceived impact of the use of graphic organizers on secondary school students understanding of culture and identity contents of social studies in Enugu South Local Government Area of Enugu State?

Data collected from "Teachers Graphic Organizer Usage Questionnaire (TGOUQ)" were used to answer the research question. Mean and Standard Deviation scores on the

perceived impact of graphic organizers on secondary school students understanding of culture and identity contents in social studies in Enugu South Local Government Area of Enugu State.

Table 1

S/N	Items	x	SD	Decision
1	Knowledge of the impact of culture on behaviour and social norms	2,51	1.08	Agree
2	Knowledge of the importance of cultural diversity, similarities and cultural influence.	2.68	1.23	Agree
3	Knowledge of some cultural practices and traditions.	3.21	1.28	Agree
4	Components of identity (ethnicity, language and religion)	2.98	1.01	Agree
5	Identity formation and socialization	2.55	1.98	Agree
6	Globalization and culture	2.50	1.11	Agree

The results presented in table 1 with mean scores of all items above 2.50 shows that respondents agreed that graphic organizers have impact on secondary school students' understanding of culture and identity content in social studies. This denotes that graphic organizers help in enhancing students' understanding on knowledge on the impacts of culture on behaviour and social norms; importance of cultural diversity, similarities and cultural influence; knowledge of some cultural practices and traditions; components of identity like ethnicity, language and religion; identity formation and socialization and lastly globalization and culture.

Research Question 2: What is the perceived impact of the use of graphic organizers on secondary school students' development of thinking skills in social studies in Enugu South Local Government Area of Enugu state?

Data collected from ''Teachers Graphic Organizer Usage Questionnaire (TGOUQ)'' were used to answer the research question. The mean and Standard Deviation of the perceived impact of the use of graphic organizers on secondary school students in Enugu South Local Government Area of Enugu state.

Table 2

S/N	Items	X	SD	Decision
7	Help students structure thoughts visually	2.59	1.19	Agree
8	Aiding students in comparison, classification an evaluation of information	2.54	1.14	Agree
9	Helps in improving students' critical thinking and problem-solving.	2.60	0.80	Agree
10	Encourages students' analysis and connections between ideas.	2.81	1.11	Agree
11	Help students in demonstrating understanding of learned contents.	2.65	1.00	Agree

The result presented in table 2 with mean scores of all items above 2.50 shows that the respondents accepted that graphic organizers have a great impact on students' development of thinking skills in social studies. It therefore denotes that, graphic organizers improve students' analysis and connectivity between ideas; helps them in critical thinking which ultimately aids problem solving amongst other benefits.

Research Question 3: What is the perceived impact of the use of graphic organizers on secondary school students' acquisition of national sovereignty and global interdependence contents of social studies in Enugu South Local Government Area of Enugu state?

Data collected from ''Teachers Graphic Organizer Usage Questionnaire (TGOUQ)'' were used to answer the research question. Mean and standard Deviation scores on the perceived impact of the use of graphic organizers on secondary school students' acquisition and mastery of national sovereignty and global interdependence contents of social studies in Enugu South Local Government Area of Enugu state.

Table 3

S/N	Items	X	SD	Decision
12	Constructively explain Nigeria's sovereignty and independence during the instructional process.	2.76	1.97	Agree
13	Differentiate elements of sovereignty (territory, population, government, recognition etc).	2.71	0.98	Agree
14	Visualize the challenges to sovereignty (separatism, external influence)	2.83	1.00	Agree
15	Understand by association the different benefits of global interdependence (economic growth, cultural exchange, peace etc)	2.95	1.10	Agree
16	Organise information on the forms of challenges to global interdependence (inequality, conflicts, environmental issues)	2.56	1.98	Agree
17	Clarify the Peace keeping structure and diplomacy efforts	2.67	1.13	Agree

The result presented in table 3 with Mean scores of all items above 2.50 shows that the respondents accepted that graphic organizers have impact on secondary school students' acquisition of social studies content**:** constructively explain Nigeria's sovereignty and independence during the instructional process; visualize the challenges to sovereignty (separatism, external influence); Understand by association the different benefits of global interdependence(economic growth, cultural exchange, peace etc); organise information on the forms of challenges to global interdependence(inequality, conflicts, environmental issues) amongst others.

Summary of Results

1. Graphic organizers have impact on secondary school students' understanding of culture and identity contents of social studies.
2. Graphic organizers have impact on secondary school students' development of thinking skills in social studies.
3. Graphic organizers have impact on secondary school students' acquisition

of national sovereignty and global interdependence contents of social studies

Discussion of Findings

The data analysis was discussed under the following headings;

1. Graphic organizers have impact on secondary school students' understanding of culture and identity contents of social studies.
2. Graphic organizers have impact on secondary school students' development of thinking skills in social studies.
3. Graphic organizers have impact on secondary school students' acquisition and mastery of national sovereignty and global interdependence contents of social studies.

Graphic organizers have impact on secondary school students' understanding of culture and identity contents of social studies.

In table 1, the results presented with mean scores of items above 2.50 shows that respondents agreed that graphic organizers have impact on secondary school students understanding of the concept of culture and identity as captured in social studies education. This in line with the postulations of Gallavan and Kottler (2007) who holds that there are considerable evidence that graphic organizers are ideal for presenting large /avalanche of data in a simplified manner. This implies that graphic organizers help in boosting of the impact of culture on behaviour and social norms; increasing the knowledge on the importance of cultural diversity, similarities and cultural influence; knowledge of some cultural practices and traditions; knowledge of the different components of identity like ethnicity, language and religion; identity formation and socialization and lastly knowledge about globalization and culture.

Graphic organizers have impact on secondary school students' development of thinking skills in social studies.

In table 2, the results presented with mean scores of all items above 2.50 shows that respondents accepted that graphic organizers have impact on secondary school students' development of thinking skills in social studies. This finding is supported by Brinkerhof and Booth (2013); Kumar and Rizman
(2013) who reported that graphic organizers promotes the development of critical thinking skills that can be used for other meaningful learning activities. these are so because graphic organizers help the students to structure thoughts visually; aids them in comparison, classification and evaluation of information; improves their critical thinking and problem-solving abilities; encouraging them analysis and interconnectivity of ideas which brings ultimately helps in the fruition of students demonstrating learned contents. Put more succinctly, graphic organizers enhance students' ability to be self-reliant – repositioning their thoughts to think creatively thus promoting their ability to exchange information.

Graphic organizers have impact on secondary school students' acquisition and mastery of national sovereignty and global interdependence contents in social studies.

In table 3, the results presented with mean scores of all items above 2.50 shows that respondents accepted that graphic organizers have impact on secondary school students' acquisition and mastery of national sovereignty and global

interdependence contents in social studies. This finding was supported by Gallavan and Kottler (2007), who posits that students become more motivated in their constructive explanation of sovereignty during classroom pedagogy; differentiating the different elements of sovereignty such as territory, population, government, recognition and so on; visualizing the challenges to sovereignty like separatism, external influence and so on; understanding by association the different benefits of global interdependence and the accruing challenges and lastly imbibing the need for erecting a peace keeping structure and diplomacy efforts which hitherto are in graphics.

Conclusion

Based on the findings of this study, it is concluded that the use of graphic organizers have a great impact on secondary school students' understanding of culture and identity contents of social studies; their development of thinking skills in social studies and also their acquisition and mastery of national sovereignty and global interdependence contents in social studies in Enugu south local government area of Enugu state.

Recommendations

1. There is need for teachers to be resourceful in the selection of graphic organizers and its utilization during the social studies classroom pedagogy. Teachers are greatly urged to improve in the face of lack/ inadequacy of graphic organizers for effective and efficient learning/ teaching pedagogy.
2. Teachers should rise to the positive attitudes towards the efficient use of graphic organizers during classroom interactions.
3. Government and non-governmental organizations should work assiduously to make available and adequate graphic organizers in secondary schools in the country.
4. Seminars and workshops should be organizes for social studies teachers from time to time to acquaint them with the knowledge and need for the use of graphic organizers in the social studies classroom.

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