

EFFECTS OF ADVANCE ORGANIZERS TEACHING STRATEGY ON HEARING IMPAIRED STUDENTS' ACHIEVEMENT AND RETENTION IN SOCIAL STUDIES IN RIVERS STATE

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ABSTRACT

The study investigated the effects of advance organizer on academic achievement and retention of hearing-impaired students in Rivers State. A sample of 40 students (20 males and 20 females) drawn from the three special schools in the state were assigned to experimental and control groups through ballot sampling technique. Three research questions were answered while two hypotheses were tested in the study. Instrument used in data collection was Social Studies Achievement Test (SOSAT). Data collected were analysed using mean (\bar{x}) and standard deviation (SD) for research questions, while t-test was used to test the hypotheses at 0.05 level of significance. The finding revealed, among others, that advance organizer teaching strategy improved students' academic achievement; male students performed better than females in achievement; advance organizers enhances retention ability to a large extent. Based on the above findings, it was recommended, among others, that advance organizers should be adopted at all levels of education for teaching social studies while in-service training and workshops be organized for teachers to keep them abreast of the use of advance organizer teaching strategies.