



Teachers' Views on Utilisation of Discussion Method for Teaching History in Senior Secondary Schools in Kwara State, Nigeria

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Abstract

History teaching involves illustration, analysis and critique of issues which require teachers to apply appropriate teaching methods (such as discussion method) that suit specific goals and purposes. Thus, this study examined teachers' views on the use of discussion method in teaching History as a subject in senior secondary schools in Kwara State, Nigeria. Descriptive research type was used in this study. The population of the study comprised all senior secondary school History teachers in Kwara State. Purposive sampling technique was used to select 210 History teachers from the 74 selected senior secondary schools that offered History subject out of 364 schools as respondents for the study. A researcher-designed questionnaire was used to obtain data from the respondents. The validity of instrument was established after corrections by the experts. A test-retest reliability method was used and a coefficient index value of 0.69 was obtained. Mean ranting, independent t-test and One-Way Analysis of Variance (ANOVA) were used to analyse the data. The findings revealed that the discussion method makes teaching and learning of History interesting, easier, practical and appealing to the students. Also, there was a significant difference in the teachers' views on the use of discussion method in teaching History based on gender, qualification and teaching experience, in favour of male. It was concluded that male teachers used discussion method effectively in teaching History than their female counterparts in secondary schools. The study recommended that government should employ more qualified History teachers to teach History in senior secondary schools to facilitate effective use of discussion method in teaching History.



Keywords: Discussion method, History, Teaching, Learning, Teachers' views

Introduction

Education is considered as an importance instrument that should be available to all human beings in the society. This is because it is the process through which the knowledge, skills and habits of a group of people are transferred from one generation to another through teaching and learning process. Agwu (2022) explained that teaching and learning is an interaction between teacher and students under the teacher's responsibility in order to bring about the expected change in students' behaviour. The main objective of teaching at any level of education is to bring a fundamental change on the learners through the process of knowledge transmission. To achieve this, teachers need to apply appropriate teaching method that best suit specific goals and purposes in teaching students in the classroom (Maloy & Laroche, 2010).

However, to make History teaching and learning a life-changing and rewarding experience, group discussion method must be used effectively to teach History in schools. Widodo (2016) asserted that group discussion method is needed to create conducive learning environment, activate learning motivation, support student active learning, facilitate good interaction between learners and teacher and to determine the level of knowledge that students will achieve. In addition, Fadeiye (2010) submitted that effective teaching and learning of History cannot take place, if an appropriate and stimulating method such as discussion is not used to teach students in the classroom. Thus, teachers need to use pedagogical strategies that can facilitate the desired learning outcomes. Most of these active learning methods require the greater participation of the students in comparison to the traditional teaching approaches otherwise called theory-based methods.

Definitely, to overcome the challenges faced in classroom interactions, the discussion method is needed to facilitate effective teaching and learning. Discussion method has many benefits towards the learning process in schools because it involves written or oral expression of different points of view in a given situation (Edger & Stanley, 2018). It is an effective method that teacher and students are required to involve themselves in doing any given task in the classroom. Afolabi and Adesope (2010) stated



that discussion method of teaching is a group activity involving the teacher and the students to define the problem and seek its solution. In History subject, discussion method helps students to learn from each other, having better understanding on the subject matter, gaining more knowledge on political, cultural and socio-economic issues nationally and internationally (Afolabi, 2018).

Furthermore, discussion method is based on the philosophy that knowledge arises within the students and not from any external source. The students take over the subject from various points of view and the teacher serves as a moderator. The teacher and learners engaged in thinking together to consider various aspects or facets of a problem (Afolabi & Adesope, 2010). This method justifies the adage which says ‘two heads are better than one’. The teacher or any leader chosen by the teacher regulates the activities of the discussion group. The teacher/leader of the group should not monopolise the discussion and ensure that everybody is carried along in the discussion. Gage and Berliner (2018) explained that in discussion method, the teacher poses the problem, initiates interaction and allows the learners to pursue the discussion towards the realisation of the stated objectives. It provided the opportunity for the students to practice expressing themselves clearly and accurately, hearing the variety of forms that expression of the same idea can take, criticising and evaluating successive approximations to an adequate statement. This enables the students to get a deeper understanding of an issue and stimulated further interest in the subject (Edger & Stanley, 2018).

Therefore, History as a subject demand’s illustrations, analyses and critique of issues. This implies that for the teacher to facilitate effective teaching and learning in History subject, discussion method is important to provide an in-depth understanding of an issue and stimulate further interest in the subject. History is a subject that exposes students to the body of knowledge which will enable them to appreciate it as an instrument of national integration and nation building (New Senior Secondary School History Curriculum, 2017). Moreover, it is a subject that deals with drama of human beings or the stage of the world which is still growing on, and this drama should be discussed, dramatised and presented before students in a clear manner in the classroom. For this reason, History teacher, male or female should be qualified, experienced and active to teach the subject



in a way that will stimulate students' interest through the use of discussion method.

However, Akiri and Ugborugbo (2008) noted that male teacher's behaviours towards using teaching methods in teaching students are better than female teachers. Also, Roghaiyeh and Praveena (2013) argued that male teachers are generally more productive by using methods of teaching than their female counterparts in senior secondary schools. Similarly, Bello (2017) asserted that teacher's academic qualification and level of exposure or experience can go a long way to bringing a visible difference in the quality of students produced. Bello further noted that teacher-student relationship, teachers' academic qualification and experience are of great contributions to achievement of students. Mugoya, Muleke and Mwangi (2022) elucidated that the professional qualifications a person acquires and practices over the years equip him or her with experience on the job. Also, Irvine (2019) posited that years of teaching experience used by teachers predict and relate to teachers' effectiveness in classroom activities. On the other hand, Unya (2019) revealed that lack of adequate qualified and experienced History teachers affects students in performing excellently in the subject. History teaching and learning will motivate the students with great patriotism and ultimately enhance the national integration efforts if it is handled by qualified teachers.

Teaching History as a subject in senior secondary schools has continued to decline over the years since it was re-introduced to secondary school curriculum in 2019 as a stand-alone subject. This could be as a result of the fact that students could not comprehend the concepts due to inadequate teaching and instructional methods adopted by the History teachers which in turn affect students' academic performance in the subject. Numerous factors such as lack of interest in the subject, insufficiency of instructional materials, shortage of qualified History teachers and inadequate use of teaching methods by the teachers are the main challenges of teaching and learning of History in secondary schools. Sengai and Mokhele (2021) stressed that insufficient number of qualified History teachers, inadequate methods of teaching and instructional resources are the challenges of teaching and learning History subject in senior secondary schools. Thus, it is from this background that this study examines teachers'



variables and use of discussion method in teaching History in senior secondary schools, Kwara State.

Purpose of the Study

The purpose of this study is to investigate:

- a. teachers' views on use of discussion method in teaching History as a subject in senior secondary schools, Kwara State, Nigeria.
- b. the use of discussion method as viewed by male and female teachers in teaching History as a subject in senior secondary schools.
- c. use of discussion method as viewed by qualified and unqualified teachers in teaching History as a subject in senior secondary schools.
- d. whether there is significant difference in the teachers' views on the use of discussion method of teaching History as a subject in senior secondary schools based on teaching experience.

Research Questions

1. What are the teachers' views on the use of discussion method in teaching History as a subject in senior secondary schools, Kwara State, Nigeria?
2. Is there any difference in the teachers' views on the use of discussion method in teaching History based on teacher's gender?
3. Is there any difference in the teachers' views on the use of discussion method in teaching History based on qualification?
4. Is there any difference in the teachers' views on the use of discussion method in teaching History based on teaching experience?

Research Hypotheses

- H₀₁:** There is no significant difference in the teachers' views on the use of discussion method in teaching History based on gender.
- H₀₂:** There is no significant difference in the use of discussion method in teaching History based on qualification.
- H₀₃:** There is no significant difference in the teachers' views on the use of discussion method in teaching History based on teaching experience.



Methodology

Descriptive survey research type was adopted in this study. The population of this study comprised of all secondary school teachers in Kwara State, Nigeria. The target population was History teachers from the sampled secondary schools in the State. Purposive sampling technique was used to select 74 senior secondary schools that offered History as a subject out of 364 secondary schools in Kwara State. Furthermore, purposive sampling technique was used to select 210 History teachers from the 74 sampled schools as respondents for this study. The researcher's designed questionnaire was used for data collection with two sections, (A and B). Section A contained demographic information of the respondents such as gender, qualification and teaching experience, while section B contained items on the use of discussion methods with four-point Likert scale type and graded as 4=Strongly agree (SA). 3= Agree (A). 2= Disagree (D) and 1= Strongly disagree (SD). The validity of instrument was established after corrections by the two experts in the field of Test and Measurement of the Department of Social Sciences Education, University of Ilorin. A test-retest method was used to determine the reliability and a coefficient index of 0.69 was obtained. The instrument was used to collect data from the respondents by the researcher and three research assistants. The data were analysed using Mean rating, independent t-test and One Way Analysis of Variance (ANOVA) to answer the research questions and test the hypotheses postulated at 0.05 significant level.

Results

The percentage was used to describe demographic data of the respondents. Research question 1 was answered with mean rating, therefore, any item with a mean greater than 2.50 was considered as agreement with stated research question and vice-visa. Research questions 2, 3 and 4 which had corresponding hypotheses were tested. Hypotheses 1 and 2 were tested using t-test statistical tool while hypothesis 3 was tested using One Way Analysis of Variance (ANOVA). Table 1 shows the demographic data of the respondents.

**Table 1: Demographic Data of the Respondents Gender, Qualification and Teaching Experience**

Gender	Frequency	Percentage
Male	120	55.0
Female	90	45.0
Total	210	100
Qualification	Frequency	Percentage
NCE	30	13.9
B.A	20	8.20
B.A. (Ed.)	110	54.5
M.A plus PGDE	20	9.00
M.A	10	4.90
M. Ed	20	9.50
Total	210	100
Qualified teachers	150	73.5
Unqualified teachers	60	26.5
Total	210	100
Teaching Experience	Frequency	Percentage
1 – 5 years	60	27.5
6 – 15 years	110	54.5
16 years and above	40	18.0
Total	210	100

Source: Fieldwork, 2024

Table 1 showed that majority of the respondents was male 120 (55.0%) while females were 90 which are (45.0%). This indicates that male teachers were more than female teachers in the respondents. Furthermore, 150 (73.5%) of the teachers sampled were qualified while 60 (26.5%) were not qualified. 60 (27.5%) were less experienced teachers. 110 (54.5%) were experienced teachers and 40 (18.0%) were experienced teachers.

Research Question 1: *Are the teachers' use discussion method in teaching History as a subject in senior secondary schools, Kwara State?*

**Table 5: Use of Discussion Method in Teaching History as a Subject in Senior Secondary Schools, Kwara State**

S/ N	Items	SA	A	D	SD	X
1	I always use discussion method to teach History in the class.	98 (61.5%)	58 (24.2%)	30 (7.7%)	24 (6.6%)	3.51
2	My students understand more better when I use discussion method to teach them in the class.	85 (57.7%)	60 (25.4%)	28 (6.9%)	37 (10%)	2.50
3	I choose discussion method because it makes my work easier, practical and appealing to the students.	75 (48.5%)	71 (33.7%)	25 (6.8%)	39 (11.2%)	3.69
4	Some students did not even understand with the use of discussion method.	73 (47.7%)	52 (22.3%)	48 (19.5%)	37 (10.5%)	2.40
5	I prefer group discussion method than the conventional method.	83 (57.1%)	61 (25.5%)	38 (10.5%)	28 (6.9%)	3.42
6	I normally have an interactive class with my students when	82 (55.5%)	69 (29.2%)	35 (8.7%)	24 (6.6%)	3.55



	using discussion method.					
7	The students understand topics like slave trade, civil war and other topics involving practical and demonstration if I use discussion method to teach them.	70 (46.5%)	66 (31.5%)	33 (8.8%)	41 (13.2%)	3.60
8	Discussion method is the best method of teaching History in the classroom.	85 (57.1%)	60 (25.5%)	37 (10.5%)	28 (6.9%)	3.73
9	Discussion method facilitates good interaction between teacher and learners and use to determine the level of knowledge that students have achieve	70 (46.0%)	68 (32.0%)	29 (7.8%)	43 (14.2%)	3.42
10	Discussion method helps me and my students to engage in thinking together and consider various	58 (24.2%)	90 (59.5%)	30 (7.7%)	32 (8.6%)	3.50



aspects or facets
of a problem.

Grand Mean

3.33

Source: Fieldwork, 2024

Table 5 shows the teachers' views on utilisation of discussion method in teaching History as a Subject. It is evident from the findings that a majority of the respondents agreed that students understand better when discussion method is used to teach them in the classroom and they choose discussion method because it makes their work easier, practical and appealing to the students. A majority of the respondents were of the opinion that discussion method facilitates good interaction between teachers and learners, it is used to determine the level of knowledge that students have achieved and so, discussion method is the best for teaching History as a subject. Therefore, the grand mean score of 3.33 which was greater than the benchmark of 2.50 indicated that the use discussion method has a strong influence on the teaching and learning History as a subject. This implies that an-effective and efficient use of discussion method make teaching and learning History interesting to both the teachers and the students.

Ho₁: *There is no significant difference in the teachers' views on the use of discussion method in teaching History based on gender.*

Table 2: Teachers' Views on the Use of Discussion Method of Teaching History in Senior Secondary Schools, Kwara State Based on Gender

Gender	No	Mean	SD	df	t-value	Sig	Remark
Male	120	15.820	2.344	208	2.212	0.000	HO₁ Rejected
Female	90	13.311	2.401				

***Significant $p < .05$**

Table 2 showed the t-value of 2.212 and calculated p-value of 0.000 for 208 degrees of freedom computed at 0.05 level of significance. Thus, since the calculated p-value of 0.000 is less than critical value of 0.05, the null hypothesis which stated that there is no significant difference in the teachers' views on the use of discussion method in teaching History based on gender is rejected. This implies that there was a significant difference in the teachers' views on the use of discussion



method in teaching History as a subject in senior secondary schools in Kwara State based on gender.

H0₂: *There is no significant difference in the teachers' views on the use of discussion method in teaching History based on qualification.*

Table 3: Teachers' Views on Use of Discussion Method of Teaching History in Senior Secondary Schools, Kwara State Based on Qualification

Qualification	No	Mean	SD	df	t-value	Sig	Remark
Qualified	150	19.120	2.344	208	2.712	0.002	H0₂ Rejected
Non-qualified	60	10.112	2.505				

***Significant $p < .05$**

Table 3 showed the t-value of 2.712 and the calculated p-value of 0.002 for 208 degrees of freedom computed at 0.05 level of significance. Thus, since the calculated p-value of 0.002 is less than critical value of 0.05, the null hypothesis which stated that there is no significant difference in the teachers' views on the use of discussion method in teaching History based on qualification is rejected. This means that there was a significant difference in the teachers' views on the use of discussion method in teaching History as a subject in senior secondary schools, Kwara State based on qualification.

H0₃: *There is no significant difference in the teachers' views on the use of discussion method in teaching History in senior secondary schools based on of teaching experience*

Table 4: Use of Discussion Method of Teaching History in Senior Secondary Schools, Kwara State Based on Years of Teaching Experience

Sources of Variation	Sum of Square	df	Mean Square	F-value	Sig	Remark
Between group	263.871	2	11.740	50.61	0.000	H0₃ Rejected
Within group	1142.037	207	10.245			
Total	1405.907	209				

***Significant $p < .05$**

Table 4 showed that the f-value of 50.61 and the calculated p-value of 0.000 computed at 0.05 level of significance. Thus, since the calculated p-value 0.000 is less than the critical value of 0.05, the null



hypothesis which stated that there is no significant difference in the teachers' views on the use of discussion method in teaching History in senior secondary schools based on teaching experience is rejected. This shows that there was significant difference in the teachers' views on the use of discussion method in teaching History as a subject in senior secondary schools, Kwara State based on teaching experience.

Discussion

The findings from research question one showed that the teachers' views on the use of discussion method indicated that it can make teaching and learning of History interesting to the teachers and the students because, it makes teaching easier, practical and appealing to the students in senior secondary schools. The History teachers noted that students understand the concepts in History subject better when discussion method is used to teach them. The result of the finding indicated that, there was a significant difference in the teachers' views on the use of discussion method in teaching History as a subject in senior secondary schools Kwara State, Nigeria based on gender. This implies that male History teachers used discussion method in teaching History more than their female counterparts, male teachers are more experienced in using discussion methods while teaching History than female teachers. This finding is in consonant with the finding of Roghaiyeh and Praveena (2013) which argued that male teachers are generally more productive by using methods of teaching such as discussion method than their female counterparts in senior secondary schools. Similarly, this result is in line with the finding of Fadeiye (2010) who noted that effective teaching and learning of History cannot take place, if an appropriate and stimulating method such as discussion method is not used to teach students in the classroom. The study also revealed that there was a significant difference in the teachers' views on the use of discussion method in teaching History as a subject in senior secondary schools, Kwara State based on teacher qualification. This showed that qualified History teachers viewed the use of discussion method in teaching History in senior secondary schools better than non-qualified teachers. This finding supports the finding of Unya (2019) which revealed that lack of adequate qualified and experienced History teachers affects students in performing excellently in the subject.



History teaching and learning will motivate the students with great patriotism and ultimately enhance the national integration efforts if, it is handled by qualified teachers.

In addition, the outcome of the finding showed that there was a significant difference in the teachers' views on the use of discussion method of teaching History as a subject in senior secondary schools, Kwara State based on teaching experience. This indicated that very experienced and experienced teachers viewed the used of discussion method in teaching History better than their less experienced colleagues. This finding is in line with the submission of Mugoya, Muleke and Mwangi (2022) that the professional qualifications a person acquires and practices over the years equip him or her with experience on the job. Also, it is in agreement with the finding of Irvine (2019) which posited that years of teaching experience used by teachers predict and relate to teachers' effectiveness in classroom activities.

Conclusion

Based on the findings, it was concluded that the teachers' views on the use of discussion method indicated that it makes teaching and learning History more interesting, makes teaching easier, practical and appealing to the students. Also, male teachers viewed the use of discussion method better than their female counterparts. Qualified History teachers also viewed the use of discussion method higher than their non-qualified counterparts, just as very experienced and experienced History teachers viewed the method better than their less experienced ones.

Recommendations

Based on the findings, the study recommended that:

1. Government should employ more qualified History teachers to teach History as a subject in secondary schools to facilitate effective teaching and learning of the subject.
2. Government and school authorities should encourage all secondary school History teachers to use discussion method appropriately to teach History as a subject in order to help learners develop critical thinking and make teaching and learning of History easier, practical and appealing to the students.



3. Schools' management should also provide teachers with enabling environment and adequate teaching aids to ensure effective use of discussion method and give room for students' participation in order make learning meaningful to the students.
4. There should be regular supervision of teachers on the appropriate use of discussion method for teaching History subject.

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