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**EFFECTIVENESS OF DISCOVERY, DISCUSSION AND LECTURE METHODS  
OF TEACHING SOCIAL STUDIES IN DELTA STATE PRIMARY SCHOOLS,  
NIGERIA**

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**Abstract**

*The study assessed and compared the effectiveness of three methods of teaching Social Studies (Discovery, Lecture and Discussion Methods) in Delta state primary schools. Quasi experimental design was adopted, a pretest and a post-test assessment test were designed for the study. Multistage sampling procedure was used to get samples of 150 primary school pupils offering Social Studies and three (3) primary schools in Ethiope west Local Government Area of Delta State, Nigeria. An instrument tagged Social Studies Achievement Test (SSAT) which consists of twenty (20) items was developed and used for the pretest and post-test assessment validated by experts and tested for reliability using the test re-test technique having a correlation index of  $0.63 > 0.50$ . The pupils were grouped in such a way that each selected school was subjected to teaching using these three methods of teaching. A pre-test was administered to the pupils in all the three schools before teaching commenced and after teaching, a post-test was administered. Data that were collected from these tests were analyzed using the Analysis of Variance (ANOVA) and Scheffe Post-Hoc Analysis. The results of the ANOVA of the differences in the scores of the pre-test and post-test were compared using the ANOVA Multiple Comparison for all the methods of teaching. The results revealed that there was a significant difference in the three methods of teaching with F-cal value of 4.070 and F-crit 2.06 at 0.05 level of significance. It also revealed that pupils*

*taught with discovery method ( F-calculated value of 6.392) performed better in the SSAT than the pupils taught with lecture (F-calculated value of 2.726) and discussion methods with F-calculated value of 3.078. The study concluded that the discovery method enhanced better performance in Social Studies and recommended that the method that matches the needs of the pupils should be used to improve achievement level.*

**Keywords:** Discovery; Lecture; Discussion; Social studies; Methods of teaching.

### **Introduction**

For more than four decades in Nigeria, it seemed that Social Studies as a subject has won much support from educational authorities, teachers, students, the government, as well as the general public. This is largely because these stakeholders have realized the importance and relevance of the subject to mankind. Odia and Aghahowa (2024) reiterated the fact that in order to give students or pupils an extensive education and promote civic engagement, critical thinking, and a sense of national cohesion, Social Studies was introduced in Nigerian schools. Since then, it has developed into an essential part of the national curriculum, advancing the goals of civic education and social development. It plays vital roles in the development of good citizenship, moral values, social internalization, self-confidence, self-expression, appropriated decision making, skill and social action in the learners (students and pupils). The specific objectives which guide the current primary and secondary school Social Studies curricular decision in Nigeria are: developing the capacities of learners to think intelligently on environmental or social issues and problems, to make effective personal and rational decisions, developing and enlarging learner's ability to empathize, and acting confidently with necessary social actions.

The implications of these are that Social Studies learning and teaching must be discussion-discovery-inquiry based and indeed the teacher in most classroom interaction becomes a responsible observer, director, guidance, moderator, facilitator, motivator, stimulator and evaluator of students' or pupils' active learning through directed experience, rather than a purely teacher dominated method. These

innovative and modern teaching approaches make teaching and learning social studies largely and entirely student-centred which leads teacher to perform a most effective job of teaching the pupils or students.

The National Policy on Education (FGN, 2014) viewed Social Studies education in behavioural term which implies one's expectation of a free and democratic society, as well as individual and policy freedom for all Nigerians. It also means an educational system and Social Studies curriculum consciously planned and designed towards freedom of speech, freedom of the press, conscience, peaceful group assembly, association and movement or resident anywhere in Nigeria. It also means a Social Studies education that must stimulate, motivate and enable pupils to keep the fundamental human right to life, education, human treatment, personal liberty, private and family and from individual or group oppression and exploitation as well as from all varieties of slavery such as child labour and human trafficking.

The importance of Social Studies in the education of any country cannot be overemphasized. Abubakar (2013) asserted that Social Studies helps in fostering the desire for self – reliance, national efficiency and national pride. It contributes in the attainment of national goals through citizenship education by ensuring the development of national consciousness and commitment as necessary ingredients for nation building; the inculcation of social value and skills for active social life; the development of intellectual skills, knowledge and abilities for better understanding of the immediate and remote environment and developing rational thinking ability for practical social life. Similarly, Eluowa and Onyekpe (2025) submitted that social studies can help students cultivate the critical thinking, empathy, and global awareness skills necessary for responsible and participatory citizenship in a rapidly changing world.

Social Studies has been utilized to address social issues and correct social disorders in Nigeria since its inception, both at the societal and individual levels (Gibson & Paulley, 2018). The just and egalitarian society connotes a Nigerian society where everyone has equal opportunities for personal development through education and where all must have equal access to fair deal, justice and equal distribution and use of the available natural and national resources. It

also implies equal dispensation of justice to all citizens irrespective of societal position and socio-economic status.

Meanwhile, teaching Social Studies comes with different methods that are not limited to the aforementioned trio methods. However, this study purposively focused on the three methods as highlighted above. The discovery method, also known as inquiry method according to Sivakumar (2018) stimulates students' drive to investigate problems logically, promotes divergent thinking, and lets them gather information on their own characterized with the identification of an issue, analysis of the data to determine a potential solution, and generalization of the solution are all steps in the discovery method process as well as its focus on applying higher order thinking skills.

Without doubt, each of the instructional approach has advantages which can be applied successfully based on the educational setting and behavioural learning objectives. For instance, Omoniyi, Oyebanji and Ayodele (2022) submitted that lecture method of teaching Social Studies means teaching through lecture where the teacher explains the subject matter in simple and understandable manner in order to motivate students, clarify, review and expand contents with the advantages of giving the students training in listening and taking rapid notes as well as saves time and energy; stimulate brighter students; facilitating rapport between the teacher and the students; being good for a large class size and can be used in the absence of instructional materials; It can also be used in the case of shortage of manpower being less expensive to use to cover a large scope of the syllabus within a short period of time. Moreover, the lecture method has the disadvantages of making students inactive and has a very little scope for student activity. In addition, VanSledright (2004) opined that the common preoccupation with having students commit one fact after another to memory based on textbook recitations and lectures does little to build capacity to think historically.

Furthermore, Hoagland (2000) observed that teachers need to connect the content to the individual interests of the students, thus increasing students' interest in the content and actively engaging students in the learning process. This entails utilizing a variety of teaching techniques that help engage students in the learning process. Using various instructional techniques is considered by many as the

best practice, and numerous studies concluded positive results with regards to the use of different instructional methods. For instance, Charlton (2006) emphasized that direct observation, data gathering, reading, role-playing, constructing projects, and watching films are all excellent ways to provide students with new information.

The term "discussion method" according to Sivakumar (2018) describes student-to-student conversation in which the teacher occasionally steps in, it uses small groups of students, with a leader in each group who starts the conversation on the problem or topic in Social Studies, thereby making the pupils to be more engaged than the teacher. However, caution should be exercised to prevent certain pupils from controlling the conversation while allowing each member of a small group to have an equal chance to contribute to any discussion.

Summarily, the discovery method entails that pupils actively investigating information and coming to their own conclusions through guided inquiry whereas the lecture method being a popular method entails a teacher presenting information to the class in an organized manner. The discussion method on its part, in Social Studies instruction promotes candid communication and critical thinking among pupils by facilitating a conversation around a subject.

It is sad to note that the ability of teachers to use various methods for instruction is often neglected by these educators while also facing the problem of instructional materials, and where available, the teachers are mostly reluctant in using them during the teaching and learning process in schools. Teachers tend to have students or pupils depending on their levels or classes to participate in activities that do not encourage critical thinking, but instead encourage rote memorization of names, dates and places. However, it is important to ascertain that one single method of teaching Social Studies cannot properly fit all teaching and learning situations but the integration of other methods or approaches would ensure the attainment of the intended behavioural objectives.

The popular perception of Social Studies until recently is that it is a non-utility subject with the impression that pure sciences are superior to social sciences (which Social Studies belongs). However, Coleman (2021) emphasized that Social Studies and related subjects are grouped into an overarching area with sciences. Consequently, poor self-esteem influences the subject's teaching and learning process.

Based on this problem, both teachers and students now feel passive in the teaching and learning the subject, which has contributed to the issue of students' inability to comprehend social studies content. In support of the aforementioned claim, Dibal (2011) gave the instance of some teachers in the United Kingdom who perceived Social Studies as a subject without core knowledge to be acquired and reiterated that these types of teacher felt that Social Studies cannot provide children with facts and concepts of its own. However, Yemi-Fadipe (2024) debunked the perception and established that teachers have positive perception of Social Studies in terms of meaning and objectives. Therefore, there is a need to emphasize and advocate that Social Studies is essential to provide social, cultural and analytical skills required to adjust to an increasingly independent and transforming world as well as to deal with political and economic realities in this post-industrial era.

It is based on these foregoing facts that this study is conducted to determine the effectiveness of three methods of teaching Social Studies (discovery, discussion and lecture methods) at the primary schools and to enhance pupils' interest and boost performance in different assessments.

#### **Statement of Problem**

The capacity of the teacher to use the skills he or she has learnt to transmit the learning process is largely responsible for the pupils' or students' level of understanding in any given subject. Teachers frequently overlook their pupils' capacity to employ a variety of teaching strategies and tactics, instead assigning them tasks that promote rote memorizing of names, dates, and locations rather than critical thinking. The widespread obsession with having pupils memorize facts from lectures and textbook recitations serves little to develop their ability to think critically. It is imperative that teachers are duty-bound to connect the content to the individual interests of the pupils, the increasing pupils' interest in the content and actively engaging them in the learning process. All these entailed utilizing a variety of teaching methods or techniques that help engage pupils in the learning process but all these seemed to be lacking or poorly utilized.

Often times, pupils' perception of any subject's ease or difficulty largely depends on the teacher's methodology and approach to the subject. The consequence of wrong method of teaching can cause disinterest in the subject and the long run effect is pupils' refusal to offer the subject in external examinations. Even when the subject is offered, poor performance trails the pupils' results.

The need to teach Social Studies is crucial given the high priority placed on it in the Nigerian school curriculum, but it is unclear how competent these teachers are at varying their teaching methods. As a result, it is important to know how competent the teachers are in application of the various Social Studies teaching methods in order to assess each method's efficacy and the effects it has on the pupils. Therefore, the crux of this study is to examine and compare the effectiveness of lecture, discovery and discussion methods of teaching in the public primary schools in Ethiope West LGA of Delta state, Nigeria.

### **Purpose of Study**

This study investigated the effectiveness of lecture, discussion and discovery methods on the academic achievement of the pupils in Social Studies education in schools and the consequences of poor application of methods of teaching. It is also specifically designed to achieve the following objectives:

- (i). to establish if there is significant relationship that exists between pupils' academic performance and the selected methods of teaching.
- (ii). to compare the effectiveness of lecture, discussion and discovery methods teaching.
- (iii). to determine the extent to which the most important Social Studies concepts and key ideas being taught and learned in a particular class.
- (iv). to provide suggestions for improving quality of teaching in the light of pupils' perception and use of methods.

### **Hypotheses**

In order to achieve the objectives of the study, the following hypotheses were formulated to guide the study:

H<sub>01</sub>: There is no significant difference in the mean performance of pupils taught with discovery, discussion and lecture methods (all the three methods of teaching).

H<sub>02</sub>: There is no significant relationship between academic performance of pupils and discussion method.

H<sub>03</sub>: There is no significant relationship between academic performance of pupils and lecture method.

H<sub>04</sub>: There is no significant relationship between academic achievement of pupils and the discovery method of teaching.

### **Literature Review**

The theory that guided this study is the Jerome Bruner's Constructivist Learning Theory. This theory promotes the utilisation of lecture, discovery, and discussion methods in the teaching of the subject, Social Studies in schools by teachers to students or pupils. Bruner believed that learning is an ongoing process where individuals build their learning by adding to their previous knowledge as they interact with new concepts and refine and expand their understanding over time under the guidance of teachers or instructors (Bruner, 1966). This theory is relevant to the way and manner students learn in environments that are student-centered and inquiry-based which support problem-based learning, project-based learning, and experiential learning approaches. It further ascertained that learning occurs when learners actively construct knowledge through teacher guidance, personal exploration, and social interaction or brainstorming together. For instance, the lecture method of teaching Social Studies in schools provides foundational knowledge whereas discovery method promotes inquiry, and discussion method emphasizes dialogue or discussion with the teacher(s) and classmates, making these three methods of teaching complementary in promoting comprehension for the students or pupils.

### **Aims and Objectives of Social Studies**

Based on the nature of Social Studies, it is imperative to briefly highlight and discuss some major objectives of teaching social studies at the primary school level in order to determine which method could be adopted and when to adopt it. Olatunde (2010) highlighted some of the key aims of Social Studies to include:

1. Developing an understanding of the immediate surroundings.
2. Developing skills that will enable a child to deal with and manage the force of the world in which they live.
3. Educating young citizens about harmonious living and promoting an understanding of the different peoples who make the society.

Moreover, Crisolo, Camposano,, and Rogayan, (2021) emphasized that Social studies is still important today because it expands one's global perspective, increases cultural sensitivity, fosters critical and creative thinking, encourages community involvement, and helps people form their beliefs due to the fact that most people agreed that Social Studies promotes economic efficiency, cultural legacy, relevant information, and a sense of the past.

Frankly speaking, the importance of Social studies to the humanity cannot be overemphasized because it encourages community participation; enhances critical and creative thinking; fosters cultural sensitivity; broadens global perspective; promotes values formation etc.

#### **Methods of Teaching Social studies**

Teachers of Social Studies should be compliant to activity method and other innovative methods of teaching the subject especially at the pre-primary and primary school levels (Ekiugbo, 2024). However, Social Studies as a field of study in which important knowledge for worthwhile living in society is taught, from the realities of the learners' immediate environment (Adeyemi (2018). Though, many researchers have carried out studies on the different methods of teaching Social Studies as each of them has its own merits and demerits depending on the prevailing factors in the environment where it is applied.

#### **Discussion Method of Teaching**

The discussion method of teaching involves the teacher and learners working together to identify the issue and find a solution. Another way to characterize the discussion approach is as a creative process that involves the learners speaking, listening, and thinking skills. Hence, Adeyemi (2018) confirmed that the discussion learning strategy could

be very effective in improving students' learning outcomes in Social Studies in middle schools in Nigeria.

According to Rahman, Khalil, Jumani, Ajmai, Malik and Sharif (2011), discussion method is a free verbal exchange of ideas between group members or teacher and students. For effective discussion, the students should have prior knowledge and information about the topic to be discussed. Abdul-Raheem (2011) stated that the strengths of class discussion pools ideas and experiences from group, and allows everyone to participate in an active process. Moreover, Ajidagba and Yusuf (2002) therefore described discussion method as talking over something from various points of view. It usually involves a group of people in a classroom setting. It is an interactive process involving the teacher and the pupils or among the pupils themselves. In terms of its effectiveness, Saira, Zafar and Hafeez (2021) concluded in their study that discussion teaching method is more effective and result oriented teaching strategy than traditional lecture method.

### **Discovery Method**

Learning activities are associated with activities that increase knowledge, abilities, attitudes, habits, comprehension, and cognitive power, which leads to a change in behaviour. At that point, learning that is focused on students (student centered) replaces teacher-centered. It should be noted that student-centered learning approaches are seen to be more effective because, as the name implies, they focus on the student and address his or her psychological requirements in order to reach learning objectives.

Educational psychologists strongly endorse the Discovery Method. They share the belief that learning is founded on knowing and doing, as do educational philosophers Dewey, Piaget, Vygotsky, Bruner, and Kant. Teachers who recognize that pupils have some prior knowledge will be able to demonstrate to their students how the material relates to their lives without requiring them to make the connection themselves. However, Johanna, Avinash and Bevoor (2023) opined that discovery method is expected to be a reference for educators to replace the conventional learning process to be more active and effective

**Lecture Method**

Jaganathan (2023) opined that lecture method is the oldest teaching method given by the philosophy of idealism which refers to the teaching procedure involved in the clarification or explanation to the student of some significant idea. This approach places a strong emphasis on how the information is presented. Students are passive and the teacher is more active, although he employs question-answers to keep the class focused. It makes things clear, broadens the scope of the material, and inspires the students. A teacher can use simple equipment, change his voice, alter positions, and impersonate personalities to successfully convey his lesson. A teacher's tone, gestures, and facial expressions during a lecture can all be used to convey the precise meaning he wants to portray.

Being the oldest procedure of teaching especially social studies and for imparting authentic, systematic and effective information about events and trends, its effectiveness is the impact that it has on the pupils in terms of knowledge acquisition and success in examination. Lectures are a focus of teaching in exactly the situations where transmission of knowledge is most vital, and in subjects where learning is most easily and validly measurable. Charlton (2006) emphasized that lecture method is used to cover a wide area within short time, making it possible for the teacher to teach a large population of students at a time. Few instructional materials are required as it allows the dissemination of unpublished or not readily available materials.

Moreover, Adeyemi (2010) identified the tips and techniques for improving lecture method such as lecture material should be stimulating and thought provoking, information should be delivered dramatically by using example to make it memorable, use of thought-provoking questions throughout the lecture to involve students in the learning process and teacher should take feedback from students.

**Empirical Discussion on methods of Teaching Social Studies**

Tsaku (2019) carried out a study to determine the effects of discovery and discussion methods on students' performance in Social Studies in the Junior Secondary Schools in Nasarawa State. Findings of that study revealed that the performance of students taught Social Studies using discovery method were better than those taught using conventional lecture method in junior secondary schools in Nasarawa State with  $r =$

0.000;  $P < 0.05$ . Pupils that were taught Social Studies using discussion method performed significantly better than those taught using conventional lecture method in junior secondary schools in Nasarawa State with  $r = 0.002$ ,  $P < 0.005$ ). And that the performance of students taught social studies using discovery method was better than those taught using discussion method in junior secondary schools in Nasarawa State ( $r = 0.001 < 0.05$ ).

Ekiugbo (2024) investigated the effect of using activity based methods to teach Social Studies in Primary School Pupils in Nigeria adopting quasi-experimental design of pre and post-test, control groups. The Pupils used for the study were randomly picked in a primary school located in Ikere Ekiti. The sample included 240 pupils out of a total of 497 pupils in primary five. Based on their performances in the recent conducted promotion examination, the pupils were listed and assigned to classes A and B systematically so as to concentrate on only the bright ones in the class. A was made the experimental group and B the control group. At the end of six weeks of intensive coaching, a test was administered to the two groups by the researcher and two research assistants respectively. The findings of the study revealed that there was a significant difference between the pupils in the experimental group (Group A) and those in the control group (Group B) in terms of their performance in the test administered after treatment. The group taught using the activity method performed better in terms of achievement. However, there was no significant difference in the performance of male and female pupils but recommended that teachers of Social Studies at the primary school level should identify teaching strategies and resource materials which facilitate learning and better comprehension of the subject matter of social studies.

Also, Adeyemi (2018) investigated and compared the effect of discussion and questioning instructional strategies on students' performance and their retention of learnt concepts in Social Studies and employed quasi experimental research design with a population that consisted of middle secondary school (JSS II) students and sample size of 70 students in two intact classes. The results revealed among others that there was a significant effect of discussion and questioning instructional strategies on students' performance in Social Studies ( $F = 13.485$ ;  $p < 0.05$ ) and concluded that the discussion method proved very effective in improving students' learning outcomes.

**Methodology**

The quasi-experiment research design of 3x3x2 factorial designs with pretest, post-test score collected from the three methods of teaching, - Lecture Method (LM), Discussion method (DM), and Discovery Method (DVM) was used. The population for the study consists of all the primary schools' pupils in Ethiopia West Local Government area (LGA) of Delta State with eighteen thousand four hundred and ninety five (18495) pupils, in fifty eight (58) primary schools in the LGA.

Multistage sampling technique was applied to carry out the sampling of the population. In the first stage, 3 schools were purposively selected because they are representative, manageable and align with the study design. In the second stage, sample of 150 primary school pupils was purposively drawn from the three selected schools in the LGA under study because the size is statistically sufficient, practically feasible and representative of the 18485 pupils.

The instrument used for this study was Social Studies Achievement Test (SSAT) made up of 20 items of objective test which were constructed to measure specific change in behaviour of the pupils after being taught with the three different methods of teaching for six weeks. The primary data include the use of questionnaire and the interview method.

The 20-item objective test and lesson note were validated through the expert judgement of the researchers' project supervisors. To have a non-bias overview, the instrument was also validated by other experienced lecturers with the University of Benin and college of Education Warri who are experts in education.

The instrument was also tested for reliability using the test re-test technique. A correlation index of 0.63 was generated indicating the instrument was reliable since  $0.63 > 0.50$ .

On method of data collection, an intact class was selected and specific learning objectives were set forth for each of the three selected schools and lecture, discussion and discovery methods were used at separate time and days for a period of six weeks. Pupils in three selected schools were pre-tested and post-tested using objective multiple-choice questions, covering basic terminology and concepts from each of the topics, in order to assess knowledge of the material before and after the application of each teaching method, a Social

Studies Achievement Test (SSAT) was conducted for each method of teaching and their scores recorded.

The data collected from the pre-test and post-test scores were subjected to statistical analysis, using the Analysis of Variance (ANOVA). The ANOVA as a statistical tool is an inferential technique used to determine the significant difference in the means of two or more groups at the 0.05 level of significance.

## Results

### Testing Hypotheses

#### Hypothesis One:

There is no significant difference in the mean performance of pupils taught with discovery, discussion and lecture methods (all three Methods of Teaching).

**Table 1: Summary of ANOVA Result Showing the Academic achievement of Pupils taught with discovery, discussion and lecture methods (all three methods of teaching).**

#### ANOVA

Academic Performance					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	87.412	14	6.244	4.070	0.002
Within Groups	41.420	27	1.534		
Total	128.832	41			

Table 1 records the ANOVA summary to show the academic achievements of pupils taught with all the three methods of teaching (discovery, discussion and lecture methods). The result revealed that the data are statistically significant at the 0.05 level of significance. The F-cal value of 4.070 while F-crit 2.06 which indicates that the null

hypothesis was rejected to conclude that there is a significant difference between academic achievements of pupils taught with all three methods of teaching.

### Hypothesis Two

There is no significant relationship between academic performance of pupils and discussion method of teaching.

**Table 2: Summary of ANOVA Result Showing the Academic performance of pupils taught with discussion method of teaching.**

ANOVA					
Academic Performance					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	94.209	17	5.542	3.078	0.041
Within Groups	36.008	20	1.800		
Total	130.217	37			

Table 2 which recorded the academic performance of pupils and discussion method revealed that the data were statistically significant at the 0.05 level of significance. The value of F-cal (3.078) is greater than the value of F-cri (2.20). Therefore, the null hypothesis is rejected to establish that there is significant different between academic performance of pupils and discussion method of teaching.

### Hypothesis Three

There is no significant relationship between academic performance of pupils and the lecture method of teaching.

**Table 3: Summary of ANOVA Result Showing the Academic performance of pupils and Lecture Method.**

ANOVA					
Academic Performance					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	70.044	20	5.952	2.726	0.011
Within Groups	48.081	21	1.290		
Total	127.125	41			

The result in Table 3 above shows that the data are statistically significant as the p-value of 0.011 is less than the 0.05 level of significance. The F-cal value of 2.726 is greater than the F-critical value 2.10 and the null hypothesis is rejected while the alternative hypothesis is accepted. This implies that there is a significant relationship between academic performance of pupils and the lecture method of teaching.

#### **Hypothesis Four**

There is no significant relationship between academic performance of pupils and the discovery method of teaching.

To test this hypothesis, the ANOVA statistics was employed and the result presented in table IV below.

**Table 4: Summary of ANOVA showing the Pretest and Posttest Academic Performance and the Discovery Method**

ANOVA					
Academic Performance					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	128.460	25	5.134	6.392	0.001
Within Groups	29.104	16	1.819		
Total	157.564	41			

From the table 4, the F-calculated value of 6.392 is greater than the F-critical value of 2.20. Therefore, the null hypothesis is rejected to conclude that there is a significant difference between the academic performance and the discovery method of teaching as examined in this research work. Also, from the table, the data used were statistically significant.

#### **The Post-Hoc Multiple Comparison**

The results of the hypotheses investigated in this research work revealed that the mean scores of the academic performances of pupils are statistically different. Therefore, in order to further investigate exactly where this statistical difference among the methods of teaching occurs, the Post-Hoc Multiple Comparison tool was employed and the result presented in table V below. From the table, all the methods of teaching experimented in this study are statistically different from one another at the  $p < 0.05$  level of significance.

**Table 5: Post-Hoc tests For Multiple Comparisons**

Dependent Variable: Academic Performance

(I) Pre-test	(J) Post-test	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Discussion	Pre-test	-0.8421*	0.26651	.020	5.1968	6.2769
	Post-test	-0.5026*	0.22048	.032	5.8296	6.7231
Discovery	Pre-test	-0.6053*	0.30463	.042	5.4091	6.6435
	Post-test	-0.5921*	0.28704	.001	5.962	7.4500
Lecture	Pre-test	-0.7921*	0.27981	.022	6.2868	7.0959
	Post-test	-1.1448*	0.22347	.001	6.4288	7.3344

\*The Mean Difference is significant at the 0.05 level of significance

The results revealed that the mean performance with the discovery method is significantly higher compared with the lecture and the discussion methods. This is revealed with an upper bound mean score of 7.45 which implies that pupils at the primary school level prefer the discovery method to lecture and discussion methods respectively.

#### Discussion of Results

To test the hypothesis, a one-way between groups ANOVA was conducted. The pupils were divided into three groups according to schools and each group (school) was taught by a particular method of teaching at a time. A pretest and a post-test examination were conducted after each method of teaching. The results obtained were statistically different. Although the results are statistically different, the actual difference in mean score between the different teaching methods was quite small. This was indicated by the effect size of 0.21 using eta square. The post Hoc comparison using the Turkey HSD test

also indicated that the mean score for all methods are statistically different.

Testing for hypotheses one, two, three and four, the results showed that there is significant difference between pupils' academic achievement and the methods of teaching used by the teacher. From the posttest results. It is revealed that pupils' mean academic achievement improved significantly for all methods of teaching examined in the work. The same improvement applied to the discussion and discovery methods in agreement with the findings of the study by Tsaku (2019) which revealed that the performance of students taught social studies using discovery method were better than those taught using conventional lecture method in junior secondary schools in Nasarawa State ( $r = 0.000, P < 0.05$ ). Also, students that were taught social studies using discussion method performed significantly better than those taught using conventional lecture method in junior secondary schools in Nasarawa State ( $r = 0.002, P < 0.05$ ). And that the performance of students taught social studies using discovery method was better than those taught using discussion method in junior secondary schools in Nasarawa State ( $r = 0.001, P < 0.05$ ). Similarly, the findings of this study countered Ekiugbo (2024) whose findings revealed that there was a significant difference between the pupils in the experimental group (Group A) and those in the control group (Group B) in terms of their performance in the test administered after treatment which confirmed that the group taught using the activity method performed better in terms of achievement.

On the academic performance of pupils and discussion method on table 2, findings revealed that the data were statistically significant.. This is in line with Adeyemi (2018) who found that the discussion method of teaching could be very effective in improving students' learning outcomes in Social Studies in the middle schools.

In the overall analysis, pupils tend to prefer the lecture method in teaching social studies to any other method as revealed by the multiple comparison results. This accounted for the reason why the mean score of lecture method is being significantly higher than that of the discovery and discussion methods. This in agreement with Charlton (2006) who submitted that lectures are probably the best teaching method for many students in many circumstances; especially for

communicating conceptual knowledge, and where there is a significant knowledge gap between lecturer and audience.

Table 3 and 4 showed the Levene's test which was used to test for homogeneity of variances. The result indicated that the variances for the different methods of teaching are not the same. For the discovery and discussion methods, the Levene's test showed that the mean scores used for this analysis are also not significantly different. This indicated by a P-value of 0.065 and 0.373 which are respectively greater than alpha value of 0.05. The result therefore showed that the homogeneity of variance assumption is not violated. In case of the lecture method, Levene statistics is significance with a P-value of 0.003.

### **Conclusion**

The analyses and results of this study showed that different teaching methods bring about a significant difference in the performance of pupils in Social Studies. The lecture method is the most widely used form of pre-methods to give added meaning and direction. This is because, demonstration is usually accompanied by a thorough explanation, which is usually an aspect of lecture method.

Although, pupils seems to perform better with the discovery method, the research showed that pupils are conversant with lecture method as their teachers often used it. Because of its adaptability to many different settings, including either small or large groups, which the teachers are used to due to insufficient and obsolete materials in the laboratories. A major criticism of the lecture method of teaching is its being teacher-centred allowing little or no participation from the pupils and without feedbacks. However, after analyzing the data from the pretests and posttests examinations in all the three schools, it is revealed that all that all the methods of teaching have positive impact on pupils' performance.

This study found that discovery method was better for the pupils in the primary schools followed by lecture and then discussion method of teaching. On pupils' comments as to their reasons for preferring discovery method, it was revealed that that pupils combine play and learning making to be less bored and active in learning. In the case of the choice of lecture method as the second best, it is clear that pupils are active listeners when it comes to storytelling except that their level as primary schools pupils inhibits their copy ability. As for

discussion method, it was also clear that at the primary school level, pupils are too young to partake in active discussion.

From the results of the tested hypotheses one, two, three and four, it can also be concluded that pupils' performance in all the three schools investigated improved significantly as they scored more marks after each lesson. This increased improvement may well be attributed to the fact that the teacher gradually becomes part of the class culture, increasing familiarity and understanding by pupils. The pupils had become used to the teacher's personality and the teaching style in the classroom. Once this occurred, the pupils began to perform at a higher level because they knew what to expect in tests and examinations.

### **Recommendations**

- (i). The method that matches the needs of the pupils should be used to improve achievement level. This is possible when the teacher and the students or pupils work together to decide or determine the best instructional method to use in their class.
- (ii). Future research should investigate the effectiveness of teaching in the large class environment and for a longer period of time to produce a more definitive result.
- (iii). Future studies should also incorporate measures of learning outcomes in addition to examination scores.
- (iv). Measuring improvement in higher level comprehension, critical thinking and problem skills should be applied to provide more insight into the value of the teaching methods.

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