*International Journal of Innovative Education Research 11(1):25-32, Jan.-Mar., 2023*

© SEAHI PUBLICATIONS, 2023 www.seahipaj.org ISSN: 2354-2942

# Effectiveness of Discussion Method And Its Effect On The Teaching And Learning Comprehension of Christian Religious Studies And English Language In Secondary Schools In Zone B of Yobe State, Nigeria

**[1*]Mohammed Galkaye Akuya & [2]Ishaya Jalam Jibir**

**[1]Department of English Language,**
**School of Languages,**
**Umar Suleiman College of Education Gashu'a, Yobe State, Nigeria**

**[2]Christina Religious Studies Department,**
**School of Art And Social Studies,**
**Umar Suleiman College of Education Gashua, Yobe State, Nigeria**

***Corresponding author: shulawa4u2@gmail.com**

**ABSTRACT**
Revising traditional methods of teaching and using new and active learning methods have been felt as a need by educational systems. The present study investigated the effectiveness of discussion method of teaching in some senior secondary schools in Zone B Local Government areas were randomly selected for the study. Questionnaires were given to 150 staff and students of the selected schools. The research results were analyzed using simple percentage. The findings indicated the highest mean score of 75% with learners taught and learn reading comprehension using the discussion method as compared with those taught using the conventional methods. Based on the findings of the studies it was recommended that teachers should be encouraged to use discussion method alongside the conventional methods to enrich their reading comprehension. Curriculum planners and textbook writers should equally provide topical issues/discussion topics before, during and after every reading task to make reading comprehension lessons more participatory, meaningful, purposeful, exciting, enjoyable and pleasurable.
**Keywords:** Discussion, method, comprehension, reading, teaching and learning

## INTRODUCTION

Teaching is a deliberate effort used to inculcating knowledge, ideas, skills and values into learners. Teaching have direct bearing on the methods needed to achieve the task of learning. It is therefore not fallacious to generalize by saying that 'methods' are the main instrument for teaching in the classroom situation. Except for social learning which can be spontaneous (Otite and Ogionwo, (2006) said, in modeling teaching and socialization, which is entirely different from the structured methods of teaching in the classroom which this research is aimed at achieving. The study investigated the effectiveness of Discussion method in teaching and learning Christian Religious studies and English Language in some selected senior secondary schools in Fika and Fune local governments of Yobe state

Generally speaking discussion method could be considered an activity which involves written or oral expression of different points of view in a given situation (Cashin, 2011). Also Brookfield and Preskill (2005) defines it as an alternately serious and playful effort by a group of two or more to share ideas, views and encourage mutual and reciprocal critique. In other words it can be said to be a

collaborative exchange of ideas among teacher and students or students themselves. It is not merely controlled by one individual presentation as the case in lecture method. The teacher in a discussion is the leader who tries to strike a balance and controlling the group and also allowing students air their views with no restriction (Anastas, 2010).

Discussion a as tool could be acknowledged as a preferable method of teaching because of increase in student's participation; the learning more effective and students do not have to rely on rote learning as this method develops creativity among them. (Anastas 2010). When class discussion is formal, it tends to encourage some students to talk more often. Yet if it is informal, it tends to be not productive and interesting. (Howard, 2015)

This shows that the importance of pedagogy and the necessity of using appropriate one in teaching specific subject is paramount; Petty (2004) reveals how certain methods develop certain skills in learners, and calls on teachers for proper knowledge and understanding of the various methods of teaching as well as their appropriate application in the teaching situation. Different pedagogues develop different skills in the learner, eg worksheet requires learners to carefully develop the skills of reading to obtain details.

While designers develop their creative flairs, teaching is connected with developing skills for learners to listen attentively. Group work develops the skill of discussion or persuasion on how to work with others to obtain results. Independent learning develops the skill of learning thus this study aimed at encouraging good teaching using the methods. Abdulhamid (2010) emphases that teacher does not only teach relevant, meaningful and useful materials for specific students, recognizes and adopts a good and well researched pedagogy that guarantees better understanding as well as stimulates and motivates learners.

The major rational that encouragement to this research is the Biblical injunction on the teaching of Christian religious studies as per the book of Deuteronomy Bible 6:6-9 that these commandments that God gave teach them to your children. In a similar case, the teaching English in Nigeria, it is also a compulsory subject in the secondary school curriculum. English is also the official language of communication in Nigeria and is used in teaching Christian religious studies.

Reading comprehension is more than what is happening in Nigerian classrooms. It is an activity in which participant construct meaning by integrating their existing knowledge with the new knowledge in the text. This process can be increased when a teacher support students' comprehension. It is this supportive ability that is lacking in Nigerian classrooms. Students should be encouraged to discuss and interact, thereby encouraging them to share what they collectively know. In the developed countries, students' comprehension could be significantly increased when teachers engage learners in same before-end after-end activities that elicit higher order thinking (Sternberg 2002). Such interactive processes would help learners to comprehend better and faster.

**Statement of the Problems**

Teachers and students seemed to have problems in adopting the best pedagogy in teaching/learning Christian religious studies and English language in secondary schools in Yobe state. The poor performance of learners in internal and external examinations is of serious concern with many questioning the teaching adopted pedagogy in teaching which in most cases are not learners friendly resulting to the poor performance. The research intends to ease teacher's problems associated with the choice of pedagogic in teaching Christian religious studies and English language in Fika and Fune local government areas of Yobe state.

**Aims and Objectives of the Study.**

This research is aimed at determining effectiveness of discussion method teaching in secondary schools in Fika and Fune local Governments areas of Yobe State. Specific objectives include:-

1. To investigate the effectiveness of discussion method of teaching in learning Christian Religious Studies and English Language in secondary schools in Fika and Fune Local Governments of Yobe state.
2. Determine the most frequent method of teaching Christian Religious Studies and English language in Fika and Fune Local Government Areas of Yobe State..
3. To assess the importance of adopting learners friendly teaching method in teaching/learning Christian Religious Studies and English language in Fika and Fune Lcal Governments of Yobe state
4. Ascertain the level of the use of discussion method of teaching in the study area.

5. To recommend ways of further improving learners ability to learn Christian Religious Studies and English language in secondary schools in Fika and Fune Local Governments of Yobe state

**Significance of the of study**

This study is designed to enhance the use of discussion method in teaching and learning of Christian Religious studies and English language in Yobe state and Nigeria in general. It will also motivate the teachers/learners in teaching/learning. The study will also enhance the teaching of other subjects, if adopted by Yobe state teaching service board secondary schools board as an effective method of teaching and learning. Effectively Enforced use of discussion in Yobe state, increase the standard of Education in the state. It will also be beneficial to teachers of learners in Yobe state and Nigeria in general.

## METHODOLOGY

**Research Design**

This study adopted the descriptive survey research design. According to Ali (2006) descriptive survey research design is a descriptive study which uses sample of an investigation to document, describe and explain what is in existence or non-existence on the present status of phenomena being investigated. . In agreement, Akuezuilo and Agu (2003) submitted that a survey research design is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group.

**Area of the Study**

Potiskum is a local government area in Yobe state of Nigeria it is the most populous local government area in the state. It's headquarter is in the town of Potiskum on the A3 highway at attitude of $11^0$ 42' 33" N$11^0$ 04' 10" and latitude E/11.70917$^0$N 11.06944$^0$E. It has an area of 559Km$^2$ and population of 205, 876 at the 2006 census with postal code of the area is 631 (National Population Commission, 2006). Potiskum is the headquarter of both the old Fika Emirate and the Potiskum Emirate reinstated in 1999.It is bounded by Bauchi state in the South side and by Nangere in the north and by Fune in East and Fika LGA in the South (Wikipedia, 2019). The three major local Governments areas involves in the study include Potiskum, Fika and Fune representing the most populous local government in Zone B of Yobe state, Nigeria. The two Local Governments are located in the southern part of Yobe state bordering Gombe state from the south These local Governments are loaded with schools and teachers, hence the research intends to work on Five (5) public schools.

**Population of the Study**

The population of this study was comprises of 150 staff and student selected randomly from the schools in Potiskum, Fika and Fune Local Government Areas of Yobe State.

**Sample and Sampling Techniques**

The target sample size of the study comprised of fifty (150) students and teachers selected randomly from the study areas. The random sampling was adopted to arrive at the target sample size of the respondents. The sampling result is demonstrated in the table below;

| SN | Study area | School | Sample size |
|---|---|---|---|
| 1. | Potiskum | Senior Science and Government girls secondary schools Potiskum | 70 |
| 2. | Fika | Government Secondary School Fika and Government girls Gadaka | 40 |
| 3. | Fune | Science and technical College Damagum and UBE Ngelzarma | 40 |
| | | **TOTAL** | 150 |

**Research Instrument**

The structured questionnaire was the major instrument to collect data for this study. The researcher design the questionnaire title "Effectiveness of Discussion Method And Its Effect On The Teaching And Learning Comprehension of Christian Religious Studies And English Language In Secondary Schools In Zone B of Yobe State, Nigeria". The questionnaire items was designed based on each stated research question for the respondents to response to using likert's scale type with four responses as Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD).

**Validation of Research Instrument**

To validate the instrument, copies of the research topic, purpose of the study and research questions together with the draft instrument were given to three experts, one from School of Education and other two from School of Science Education, Department of Education Psychology Umar Suleiman College of Education Gashua Yobe State. The experts were requested to examine and scrutinize the items in terms of content relevance, suitability, item clarity and coverage of the dimensions of the study. After the experts was examined the items and the suggestions and comments made were guided the construction of the final draft that was approved by the project supervisor.

**Method of Data Collection**

The researcher employed self-delivery techniques in data collection. Thus, the copies of the questionnaires were distributed by the researcher to the respondent at their respective schools. After responding to the questionnaires the researcher was collected back the filled questionnaire on-the-spot.

**Method of Data Analysis**

The data collected for this study was analyzed using mean scores and standard deviation. A four point likert scale was used to rate responses of 4, 3, 2 and 1 respectively for:

Strongly Agreed - 4points
Agreed - 3points
Disagreed - 2points
Strongly Disagreed - 1point

After collection and tally system of statistics, descriptive statistics using percentage was used to analyzed the result

**RESULTS.**

The data collected from the respondents were analyzed in tabular form with simple percentage for easy understanding. A total of 150 (one hundred and Fifty) questionnaires were distributed but only 133 answered questionnaire were returned by the respondents.

Gender distribution of the respondents.

TABLE I

Gender distribution of the respondents

| **Respondents** | | **Responses** | **Percentage** |
|---|---|---|---|
| | Male | 77 | 57.9 |
| | Female | 56 | 42.1 |
| | Total | 133 | 100.0 |

Table 77 (57.9%) of the respondents were male while 56 (42.1% of) the respondents were female.

TABLE 2 The positions of the respondents in the secondary schools in the study area.

| Respondents | Freq. | Percentage |
|---|---|---|
| Students | 87 | 65.4% |
| Teachers Female | 23 | 17.3 |
| Male teachers | 23 | 17.3 |
| Total | 133 | 100 |

The table 2 shows that 87(65.4%) respondents students while 23(17.3%) male teachers and 23(17.3%) of the respondents were female Teachers..

**Table 3.***There is a relationship between discussion method and students' performance in Christian Religious studies and English language in Fika and Fune Local government areas of Yobe state.*

| Responses | Nun. Of respondents | Percentage |
|---|---|---|
| Agreed | 40 | 33.3% |
| Strongly agreed | 50 | 37.59% |
| Disagreed | 26 | 19.54% |
| Undecided | 17 | 12.78% |
| Total | 133 | 100 |

Table 3 shows that discussion method and students performances in Christian Religious studies and English language in Fika and Fune local government areas have relation with learners performance where 40(33.3%) of the respondents agreed with the statement that there is relationship between discussion method and students' performance in Christian Religious studies and English language in Fika and Fune Local government areas of Yobe state. 50(37.59%) of the respondents strongly agreed with the statement. On the contrary, 26(19.54%) of the respondents disagreed with the statement there is relationship exist between discussion method and students performance in the teaching and learning of Christian Religious studies and English language in Fika and Fune local governments of Yobe state. Similarly 17(12.78%) strongly disagreed with the statement.

Table 4. Discussion method should be encouraged in the teaching of and learning of Christian Religious studies and English Language in Fika and Fune local governments of Yobe state

| **Response** | **Number of respondents** | **Percentage of respondents** |
|---|---|---|
| Yes | 73 | 54.3% |
| No | 33 | 24.3%% |
| Undecided | 27 | 20.3 |
| **Total** | 133 | |

From table 4, we saw that 73(54.3%) respondents said yes to the statement discussion method should be encouraged in teaching and learning of Christian Religious studies and English Language in Fika and Fune local governments of Yobe state. 33(24.3% respondents on the contrary said no to the statement discussion method should be encouraged in teaching and learning the two subjects in Fika and Fune local governments of Yobe state, while 27(20.3%) were undecided on the statement.

**Table 5.** *Discussion method makes Christian Religious studies and English Language easier to comprehend in Fika and Fune local governments of Yobe state.*

| Responses | Num. of Respondents | Percentage of respondents |
|---|---|---|
| Agreed | 73 | 54.3% |
| Strongly agreed | 33 | 24.3% |
| Disagreed | 27 | 20.3% |
| **Total** | 133 | |

The table 5 shows that 73(54.3%) respondents agreed that discussion method makes the teaching and learning of Christian Religious Studies and English language easier comprehended in Fiha and Fune local government areas of Yobe state. Then 33(24.3%) respondents strongly agreed to the statement that discussion method enhances comprehension of the teaching and learning of Christian Religious Studies and English language. While 27(20.3) respondents strongly disagreed to the statement that discussion method ease comprehension of Christian Religious Studies and English language.

**Table 6.** *Students participate more in the class when discussion is adopted as the method of teaching in Fika and Fune local government areas of Yobe state.*

| Responses | No. Of Respondents | Percentage of respondents |
|---|---|---|
| Agreed | 73 | 54.3% |
| Strongly agreed | 33 | 24.3% |
| Disagreed | 27 | 20.3% |
| **Total** | 133 | 100 |

Here on table 6 73(54.3%) respondents agreed to the statement which said that students participate more in the teaching and learning of Christian Religious studies and English language when discussion method is used in the teaching and learning. While 33(20.3%) respondents strongly agreed to the statement. And then 27(20.3%) respondents disagreed that students participate more in the teaching and learning of Christian Religious studies and English language in Fika and Fune local government areas of Yobe state.

## DISCUSSION

The research results therefore shows that there is relationship between discussion method and students performances in Fika and Fune local governments of Yobe state. This is in line with a research conducted by Nystrand and Gamoran (1997). There is also significant improvement in students' understanding of Christian Religious studies and English Language teaching and learning with discussion method. Therefore, it brings much improvement in students' understanding of Christian Religious studies and English Language with discussion as the method of teaching and learning.

The teacher is responsible for helping students get a better understanding of texts by the type of reading activities they encourage before, during and after the reading exercise. The teacher needs to be educated on how to effectively and efficiently teach reading comprehension to make the lesson participatory, meaningful, functional and pleasurable. The researchers are of the opinion that the reading problems of secondary school students cannot be solved unless teachers and curriculum planners adjust to the needs of the students by using appropriate and effective teaching methods in reading comprehension lessons. This is in line with the research conducted by Murphy, Wilkinson, Soter, Hennessey and Alexander (2007) who found out that learners engaged in discussion increases their understanding.

It is important to say that the objective of this study was to ascertain a the effectiveness of discussion method in teaching and learning of Christian Religious studies and English Language in some selected senior secondary schools in Fika and Fune local governments of Yobe state. And datum collected for this study were presented, critically analyzed and appropriate interpretations were given.

## CONCLUSION

This study aimed at a critical analysis of the effectiveness of discussion method in teaching and learning of Christian Religious studies and English Language in some selected senior secondary schools in Fika and Fune local governments of Yobe state. Five objectives were raised. These objectives include: To investigate the effectiveness of discussion method in the teaching and learning of Christian Religious Studies and English language in secondary schools in Fika and Fune local governments of Yobe state. To determine the most frequent teaching method used in the teaching and learning of Christian Religious studies and English language in Fika and Fune Local Government Areas of Yobe State. It will also to be a determinant as to whether other methods thump in the use of discussion in the classroom. To assess the importance of adopting learners friendly teaching method in teaching and ascertain the level of the use of discussion method in the area of study.

## RECOMMENDATION

To recommend ways of further improving learners ability. These objectives include: To examine the teaching methods adopted in selected senior secondary schools in Nigeria, to determine the influence of teaching methods on students' academic performances in the subjects to assess the importance of adopting friendly teaching method. Based on the above findings pertaining to the objectives of the study the following conclusions are drawn. The teacher is responsible for helping students get a better

understanding of texts by the type of reading activities they encourage before, during and after the reading exercise. The teacher needs to be educated on how to effectively and efficiently teach reading to make the lesson participatory, meaningful, functional and pleasurable. The researcher is of the opinion that the reading problems of secondary school students cannot be solved unless teachers and curriculum planners adjust to the needs of the students by using appropriate and effective teaching methods in reading comprehension lessons.

1. In view of the effectiveness of discussion method in the teaching of the tw subjects as revealed by the research, the researchers therefore recommends that it be tried out in other subjects and levels.
2. Further study may be conducted to examine gender differences and locality differences in the use of different teaching methods.
3. Creativity process should be integrated into the curricula of Christian Religious studies and English Language teacher education of tertiary institutions in Yobe state;
4. The urgent need and use of communication technologies in classroom instruction is a challenging task to Christian Religious studies and English Language educators, the public, government, and stakeholders in education and it must be provided for effective teaching and learning.

**ACKNOWLEDGMENT**

The effort of Dr B.Y Luka who is now of blessed memory is acknowledged in conceptualizing the design of this study and the development/improvement of the manuscripts. The members of staff who in a way participated as research assistant and the management Umar Suleiman College of Education Gashua who made the implementation of the research result possible. Special appreciation to Tertiary Education Trust Fund (TETFUND) for shouldering the cost of the project via Umar Suleiman College of Education Gashua research grant cycle.

**REFERENCES**

*Abdulhamid, A. (2010) "effects of two teaching methods on secondary school students' agricultural science performance in Bauchi metropolis Nigeria" in Ogbodon C.M (edt) journal of research in education and society: international perspective (1) pg. 1-12.*

Abisamra, N. S. (2007). *Teaching second language reading from an interactive perspective: What every teacher needs to know*. Retrieved on May, 27. 2010 from *http://www.naclasis-land.com/reading*

Adewuya, S.A. (2003). *An Evaluation of social studies curriculum in Osun state College of Education, Nigeria*. Unpublished M.A. (Ed). Thesis, OAU, Ile- Ife

*Agana, S.A. (2008) "the place and need for cordial teacher-student relationship in teaching profession (eds) Gokoram journal of education g. 126-133.*

Akinleye, G.A. (2010). *Enhancing the quality of life in this complicated but dynamic world. 25th Inaugural lecture, University of Ado-Ekiti*, April 6th

Akinsolu, A. O (2005). Resource utilization and internal efficiency of public secondary schools in Osun state. Nigeria. Unpublished PhD dissertation. Department of Educational Management, University of Illorin.

Beck, I. L. & Mckeown, M.G. (2001). Text talk: *Capturing the benefits of read- aloud experience for young children.* The teacher, 55-10-20.

Bridges, D. (1988). *Education, democracy and discussion*. Lanham, Md: University Press of America.

Brookfield S. D. and Perskill S (2005) discussion as a way of teaching. San Fransisco Jossey Bass.

Dillion, J. (1994). *Using discussion in classrooms*. Buckingham, England: Open University Press.

Gall, M. Synthesis of research on teachers' questioning. *Educational Leadership*, 42 (13), 40-47.

Harris, O. & Sass, T.R. (2006). Value-added models and the measurement of teacher quality. Unpublished manuscript.

*Illori, J. A. (2005) principles & methods of teaching Christian religious education in post –primary institution – an African perspectives. (Reverse edition). Bukuru, Nigeria: acts.*

*In teacher productivity international journal research in education (3) 2*

Isuigo-Abanihe, I. (2002). *A qualitative evaluation of reading instruction in primary schools in Abia State*. In a Lawal, I. Isuigo-Abanihe, & I.N. Ohia Eds), Perspectives on applied linguistic in language and literature 417-429. Ibadan: Stirling - Horden publishers.

Janzen, J. (1996). Teaching Strategies Reading. TESOL Journal, 6(1), 6-9

Kern, A.S. (2000). *Oxford advanced learners' dictionary of current English*. Oxford University Press.

Kern, R.G. (1997). L2 reading Strategy Training: A Critical Perspective. Unpublished Paper Presented at the AAAL Conference, Orlando, Florida March 10, 1997.

Kim M. (2004)Literature discussion in adult L2 learning.Language an Education 18(2) https//doi.og/10.1080/0930078048666872,

Kuruku J.D (2006) a rule of discussion method in teacher productivity. International Journal (3) 2

Moore, D. W., Moore, S.A. Cunningham, P.M, & Cunningham, J.W. (1994). *Developing readers and writers in content areas* K-12 (2nd ed). New York: Longman

*Ngada ,A. J. (2006): principles and practice of education. Lagos, Nigeria: T. Richard investment ltd . 42.*

*Otite, O. and Ogionwo. W. (2006) an introduction to sociological studies. (2nd edition), Ibadan, Nigeria: Heinmann educational books (Nig) ltd32.*

Oyedeji, O.A. (1996). Assessing gender factor in some science and mathematics texts in Nigeria. *Zimbabwe Journal of Education Research*, 8(1), 45-53.

Oyetunde, T.O., & Muodumogu, C.A. (1999). *Effective English in Primary and Secondary Schools.* Jos: Conference on Educational Improvement.

Oyetunde, T.O. (2002). *How do Secondary School Students Process Print?* In a Lawal, I. Isuigo-Abanihe, & I.N. Ohia, (Eds). Perspectives on applied linguistics in language and literature. 430-446. Ibadan: Stirling-Horden publishers.

Oyetunde T.O. (2009). *Beginning reading scheme empowering teachers to help their pupils become good teachers*. Jos: LECAPS publishers.

*Petty, G. (2004): a practical guide: teaching today (3rd edition), UK: Nelson Thornes ltd 23.*

Reutzel, D.R,. & Cooter, R.B. (2007). *Strategies for reading instruction*: Helping every child succeed (3rd.ed) New Jersey: Pearson prentice Hall.

Seweje, R.O. (2010). *Defining issues in science education*. 24th Inaugural lecture, University of Ado-Ekiti, March, 8th

Stahl, K. A. D. (2008). *The effect of three instructional July, 23, 2010 from http://harrisabrina.wordpress.com*

Stephen, D. & Stephens, P. (2005). *Discussion as a way of teaching.* United State of America. Jossey Bass Press. AWilley Imprint, *www.josseybass.com*

Stenberg, L. (2002). *Adolescence.* New York: Mc-Graw hill

Uwatt, L. E. Odey. J. & Ebam, O. (2007). An Analysis of the Reading Content of the Nigeria Primary English Curriculum: A case for reading as a core subject. *Nigerian Journal of Curriculum Studies*, 2(1), 179 – 189.

Yusuf H. O. Fundamental of curriculum and Instruction. Kaduna: Joyce Publishers