

**LECTURE VERSUS DIRECTED DISCUSSION SYSTEM OF INSTRUCTION:  
DIFFERENCES IN STUDENTS ACHIEVEMENT, ATTITUDES AND  
RETENTION IN SOCIAL STUDIES CLASSROOMS IN NIGERIA**

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**Abstract**

The study examined the effect of using the lecture and directed discussion system of instruction on pre service teacher's achievement in social studies. The place of gender on the pre service teachers achievement, attitude and retention was the immediate focus for this investigation. The purpose was to find out how robust and potent or otherwise of the directed discussion method regarded as innovative method as against the lecture method of teaching the subject. The study adopted a quasi-experimental research design of pretest, post-test and retention design for the two groups. The population for this study consisted of Nigeria certificate of education students in the College of Education Ikere, in Ekiti state Adeyemi College of Education, Ondo in Ondo state, College of education Warri, Delta State, and Osun State College of Education Ila Orogun in Osun State. The sample consisted of 240 students drawn from Social Studies departments in the above named schools.

Stratified random sampling was used to select the schools used with sixty students from each school. In each school, there was an experimental situation for lecture methods and another for directed discussion, making a total of eight sessions, four for lecture method and four for directed discussion. In each of the classes were fifteen boys and fifteen girls, totaling sixty students for each school and two hundred and forty in total. Two research instruments were used to collect the data. These were Social studies achievement test(SSAT<sup>A</sup>) and Social studies attitude test (SSAT<sup>B</sup>). The retention test was the re-arranged achievement test. All instruments were given content and face validity. The test re-test method of reliability was adopted and reliability co-efficient of 070, 072 and 074 respectively were obtained for the instruments.

The findings revealed that a significant difference between the achievement scores of pre service teachers taught using the lecture method and directed discussion method existed. The students taught using the directed discussion method did better in the scores of the tests administered as post test scores. The findings also revealed that there was no significant differences in the pretest and posttest achievement scores, attitude scores and retention test scores between male and female students. It was recommended that social studies teachers should massively employ the use of the innovative methods of teaching the subject in Nigeria colleges of education, instead of the lecture method, commonly used by lecturers which reduce the interest, enthusiasm and active participation of the students.

**Keywords:** Lecture method of instrument, Directed Discussion method of instrument, Attitude, Achievement, Retention.

## **Introduction**

Teaching is the oldest and noblest of all professions with more numbers than any other professions. Teachers have always occupied a place of honor in the society and have played prominent roles in the scheme of things in the education enterprise. Teachers are regarded as the receptors of knowledge and molders of character of the future leaders of our country. They epitomized integrity, leadership, moral rectitude, providing selfless service to their immediate communities Adeosun (2002). It is universally accepted according to Ekiugbo (2023) that education is a catalyst of national development and that being the case, teaches no doubt, contribute immensely to the socio-economic development of the country. The National Policy on Education (FGN, 2004) states that since no education system may rise above the quality of its teachers, teacher education should continue to be given emphasis in all planning and development.

Traditionally, it is assumed that anyone could teach and all that would be required is a mastery of the contents to be put across to the learners. Adeosun (2002) observed that we are all teachers, ranging from the parents and elders at home through the master crafts men to the professionally educated and trained teachers who perform their duties in the designated classrooms. Teaching may be defined as a systematic rational and organized process of transmitting knowledge, attitude and skills in accordance with professional ethics. In its generic sense, teaching is a system of actions intended to induce learning. Nothing can be characterized as teaching without obvious intentionality of bringing about learning, Ekiugbo (2023). A classroom teacher is a person who has undergone approved professional training in education, at the appropriate levels, capable of imparting knowledge, attitudes and skills to the students.

Famuyibo [2015) definition of teaching as an attempt to help someone acquire or change some skills, attitude, knowledge, idea or appreciation. The teacher task in this context is essentially to create or influence desirable changes in pupil's behavior. Teachers directly or indirectly are the main vehicles through which knowledge, attitude, skills, are transmitted. The social studies teacher therefore is expected not only to be positively disposed to the subject, but also be sufficiently aware of the need to draw a link between knowledge, attitude and skills. It is worthy

to note that one of the problems facing the effective teaching of social studies is the need to empirically investigate the efficacy of some methods regarded as innovative. While the teacher factor is important, equally important in the teaching-learning paradox, is the method and the right pedagogical climate (Ekiugbo, 2023). Teachers methodology is very important in the sense that it may promote or hinder learning. It may promote mental activities which is the basis of social power. Teaching methodology may also hinder initiative and curiosity thereby making self-reliance and survival difficult. Teachers need to be well equipped in methodology as the teachers is responsible for translating policies into actions in the classroom, (Ekiugbo, 2023).The teaching method used in the teaching learning process is so vital, that a faulty method can create a thorough dislike for the subject in question.

Recent socio political and economic changes in the world and within nations have brought about changes in educational goals. The schools are called not only to equip learners with basic knowledge of social studies content, but also with higher cognitive skills such as problem solving and thinking skills that allow for self-development and continuous learning and information communication technology [ICT] skills. To meet up with these change, there is movement away from the behaviorist method of direct teaching as in the teaching method, copying and dictation when the learner is given content to memorize and regurgitate, to constructive instructional models when the learner is required to produce and use knowledge. In the light of the above, effective and efficient social studies teachers must have the knowledge of what to teach and how to teach it. He must have the knowledge of the content and master the teaching methods to facilitate effective interaction between the learners and the content.

Even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right method of teaching and the right kind of teacher. Method is the means of reaching the pre-determined end. Method forms the most important link in the total teaching-learning chain which has on the one hand, the goals and purposes and on the other hand results and values. Method is the middle link which connect in an organic way the objectives and value counterpart. Method determines the quality and finality of results. A good teaching method can work wonders in making learning effective.

Faleya (2018) observed that social studies teachers were teaching the subject with only traditional method, which according to him were not accompanied with appropriate and relevant teaching strategies. This translates into students poor performance in examinations. Osakewe (2020) blamed the teacher and teaching method and suggested that teachers should experiment with new teaching methods to stem the tide of the poor performances in final and placement examinations. It appears that teachers seldomly give challenging tasks that can enhance creative thinking and imaginations in students and where students are not given the opportunity to become independent and critical thinkers, they may not be able to face challenging tasks that demand the use of creative thinking and imaginations in the students,(Abdul-Raheem 2009).

Famuyibo,(2022) argued that most social studies teachers use poor teaching methods, and in developing curriculum for social studies, they employ the subjects and teachers as starting point instead of curriculum being built around the students needs interest, and value structure. Njoku,(2023) observed that most Social studies teachers use a content model for Social studies lessons where the teacher is the center of activity, selecting, and arranging what he thinks the learners should know.

Most methods used by Social studies teachers involve mainly teachers initiated and dominated activities. And where appropriate social studies pedagogical knowledge is absent or lacking, teachers commonly paraphrase information's in social studies textbook or provide abstract explanation that are not meaningful to the students. Ekiugbo, 2023.The result according to Ubiogun 2021 is that children acquire wrong attitudes and habits so that they scorn manual labor, detest hard work and virtues of honesty, peace and integrity. Patriotism is absent and good citizenship is most becoming a thing of the past in modern day Nigeria.

Miranda 2020 observed that many teachers in the classrooms engage in little but the systematic destruction of young minds and feelings. He noted that ministering to the part and not the whole is one sure way to failure. Such piece meal tinkering according to him is not only costly, but both on longer and short run frustrating. Okorie,(2019) reveals that the traditional lecture method is not capable of doing this because of its insensitively to student abilities, needs aspirations, interests, preference and values. Agwemuria,(2023) reported that when sensitive issues are involved, the lecture method will rather indoctrinate them educate, thereby killing ideals,

initiatives and inhibiting student's efforts to take dependent and intelligent decisions both within and outside the classroom setting.

Obaro (2020), observed from the findings of a recent study that most of the activities of the teachers teaching Social Studies in the secondary schools are mainly expository, prescriptive, fosters inactivity and fails to encourage flexibility. The emphasis according to him is mainly on specialization, compartmentality of knowledge rather than integration, and such compartmentalization usually hinder the possibility of transfer of learning.

Okumagba, (2019) contended that student's needs are assumed to be the same, the flow of communication is one way, the students are passive recipients of information, that is why Obaro, (2020) concluded that lectures are..... largely irrelevant for social studies education. Odiete,(2020) maintained that ideas from an exposition can and do often generate quite meaningful and productive trains of thought in an overtly passive listeners or readers. Gage,(2020) corroborated this thinking above that the lecture method has some salient features among which are addressing large audience, using it to cover a wide ground within a short period of time, to promoting social facilitation. It may therefore be difficult to hastily dismiss the conventional methods like the lecture method in favour of the other novel methods, like the discussion method, or inquiry method without sufficient empirical evidence to support such position. The question begging for answers is should all conventional methods of teaching social studies especially at the tertiary institutions be dumped for other innovative methods, like discussion, values clarification and inquiry method. The findings of the study provide the answers through empirical study.

### **Statement of Problem**

The issue of appropriate methods of teaching social studies has become important, considering the fact that the traditional method used by most teachers especially in tertiary institutions of learning brings about systematic destruction of young minds and feelings. These methods minister to the part and not the whole of the students. This piece means tinkering is not only costly but on the long and short run frustration. It is therefore required of social studies teachers to find a reasonable balance between having students cover a significant amount of topics and

contents deeply. The traditional methods are incapable of doing these because of their insensitivity to student abilities, needs, aspirations, interests, preference and values.

It appears that where sensitive social issues are involved, the traditional method especially the lecture method will rather indoctrinate than educate, thereby killing the learners' ideas, initiatives, inhibiting their efforts to take independent and intelligent decisions both within and outside the classroom setting. The challenge for social studies teachers therefore is how to help students on how to be more effective in discussing issues of public policy, reaching decisions, defending decisions, owning their decisions and also respecting and defending the rights of others to arrive at points of view different from their own. All these the traditional methods lack.

Research has shown that teachers in Nigerian classrooms still stick to the behaviorist method of direct teaching, where the learner is given content to memorize and regurgitate. Teachers still encourage rote learning, memorization and persistently factor dominated methods in the classroom. The perceived poor teaching methods are assumed to be responsible for the high rate of failure in the final and placement examination of students. It is observed that many of the teachers seem not to be adequately exposed to the contents and methodologies in social studies. These teachers may be ill-equipped for the demand that is required of a social studies teacher. Teachers are still far away from the constructive instructional models, where the learner is required to produce and use knowledge, hence students in social studies classroom lack the abilities to think out solutions to problems facing them.

A method that will equip the learners with basic knowledge of social studies content and higher cognitive skills such as problem solving and thinking skills, that allow for self-development and continuous learning is what the present day Social studies teacher needs. This is because social studies places man at the centre of the universe and examine him comprehensively bearing in mind the total realities of his existence. Based on the above, the problem of the study therefore centers on experimenting with innovative discussion method of teaching, presumed to be better alternatives and the effects of sex as intervening variables on social studies achievement and attitudes of pre-service teachers in four colleges of education in Nigeria.

### **Purpose of the Study**

The study investigated the effects of lecture versus discussion teaching methods in pre-service teachers' achievement in social studies. The study also determined which of the methods used better enhanced students' achievements retention and a more positive attitude towards Social studies. It examined achievement of male and female students. The study also examined the possible interactive influence of gender in social studies, all aimed at improving the teaching, learning situation in four Colleges of Education, in Nigeria.

### **Research Questions**

Arising from the stated problem above, the following research questions were raised.

1. Is there any difference between the achievement mean scores of students in the discussion and lecture groups?
2. Is there any difference between achievement mean score of male and female students in the discussion and lecture groups?
3. Is there any difference between the attitude mean scores of students in the discussion and lecture groups?
4. Is there any difference between the retention mean scores of students in the discussion and lecture groups?

### **Research Hypotheses:**

Arising from the research questions, the following hypotheses were formulated and tested at 0.05 level of significance

1. There is no significant difference between achievement mean scores of students in discussion and lecture groups
2. There is no significant difference between achievement mean scores of male and female students in the discussion and lecture groups
3. There is no significant difference between the attitude mean score of male and female students in the discussion and lecture groups.
4. There is no significant difference between the retention mean scores of students in the discussion and lecture groups.

### **Research Design**

The study was a quasi-experimental design of pretest, post-test control group design. The pretest was used to establish the knowledge base of the students used for the study, while the post test was used to measure the level of achievement, retention and attitude of students after the treatments. Two groups were used, one was assigned to experimental group and the other the control group. Retention test was administered two weeks after the post test treatment. Teaching methods therefore constituted the independent variables, while the dependent variables were the scores of the subject in the tests namely: Social Studies Achievement Test (SSAT) Social studies Attitude scale(SSAS)as well as scores from retention test.

The population for this study consisted of all the second year students in the Department of social studies in the four mentioned colleges of Education in the states mentioned above. The sample consisted of the second year students in the department of Social studies in the Colleges of Education mentioned above-Each school was made up of 30 boys and 30 girls. In all, each of the group had 120 students and were 240 students all together.

Purposive and stratified random sampling technique were used to select the schools used for the study and stratified random sampling was used to assign the groups into experimental and control group.

Two research instruments were used to collect data in the study. They were Social Studies Achievement Test (SSAT) and Social Studies Attitude Test (SSAST). The SSAT was used as pre-test, rearranged to serve as post-test and retention test. Pre-test and post-test achievement scores of both groups and for all instruments were obtained before and at the end of treatment, Instruments were given face and content validity by experts in Social studies education. The reliability of the instruments was determined through test retest method using pearson product moment correlation analysis. A reliability coefficient of 0.70 and 0.71 was obtained, considered good and adequate for the study.

### **Data Analysis**

The data was analyzed using the descriptive and inferential statistics. Descriptive statistics such as mean and standard deviation were used to answer the general questions raised. Inferential

statistics such as T-test, Analysis of variance (ANOVA), and Analysis of co-variance ANCOVA were used to test the hypotheses at 0.05 level of significance.

**Question 1:** Is there any difference between the achievement mean scores of students in the experimental and control groups.

Table1: Mean scores of students' achievement by treatment in social studies

Variable	Group	Pre test		Post test	
		Mean	SD	Mean	SD
Achievement	Discussion	14.58	2.37	26.15	1.75
	Lecture	12.45	2.16	22.57	4.66
Attitude	Discussion	38.45	10.91	67.32	7.91
	Lecture	38.48	10.20	55.27	14.98

Table1 shows that pre-test achievement mean scores of students exposed to Discussion and Lecture method of treatment are 14.58 and 15.45 respectively. After treatment, students in the Discussion group had a higher post-test mean scores of 26:15 and a standard deviation 1.75, compared to lecture method of 22.57 and 4.66 as standard deviation.

The pre-test attitude mean scores of students exposed to Discussion and Lecture mode of instruction are 38.45 and 28.48, with standard deviation of 10.91 and 10.20 respectively. After treatment students in the Discussion group had post-test attitude mean scores of 67.32, while those in the Lecture method had post-test attitude mean scores of 55.27 with 7.91 and 14.98 as standard deviation respectively. This shows that Discussion method has the potency of fostering positive attitude in the students more than the others.

**Table 2** -Descriptive analysis showing retention mean scores of students by treatment Pre test Retention

	N	Mean	SD	Mean	SD
Discussion	120	14.58	2.37	24.50	5.27
Lecture	120	15.45	2.16	21.13	5.67

The table above shows that students exposed to Discussion method of instruction had a higher retention mean scores of 24.50,SD,5.27.This is closely followed by the lecture method mean score of 21.13,SD,5.67.This implies that the Discussion method constitute a veritable instructional method for enhancing retention in Social studies. Again the fact that the post test scores for achievement, attitude and retention mean scores for both groups are higher than the

pretest scores is an attestation to the effect of treatment in each group. This shows that treatment is a catalyst for improved and enhanced performances.

**Question 2**

Is there any difference between the achievement mean scores of male and female students in the experimental and control groups?

To answer the question, achievement mean scores of male and female students exposed to the different treatments before and after treatment were computed as depicted in Table 3

Descriptive analysis showing achievement of social studies students by gender and treatment

	Male				Female			
	Pre test		Post test		Pre test		Post test	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Discussion	14.77	2.40	26.33	1.45	14.40	2.37	25.97	2.01
lecture	15.43	2.30	22.53	4.75	15.47	2.05	22.60	4.65

Table 3 shows that male students exposed to Discussion method had a higher achievement mean score of 26.33 compared to their female counterparts with an achievement mean score of 25.97. Similarly, male students in the lecture method performed better than the female counterparts 22.53 to 22.60

**Testing Hypotheses**

The hypotheses generated in the study were tested using one-way analysis of variances (ANOVA) and analysis of covariance ANOVA of 0.05 level of significance.

Hypothesis 1: There is no significant difference in the post test achievement mean scores of students in the experimental and control groups.

In testing the hypothesis, post-test achievement mean scores of students in Social studies were computed and subjected to statistical analysis involving analysis of variance (ANCOVA) at 0.05 level of significance as presented in Table 4.

Table 4: ANCOVA Summary of students in social studies achievement in Discussion and Lecture method.

Source	SS	Df	Mf	F-cal	F-table
Corrected	3340.213	2	835.053	75.634	2.37

model					
Covariance	4.434	1	4.434	402	3.84
Group	3339.814	3	1113.271	100.833	2.60
Error	2594.582	235	11.041		
Corrected Total	5934.796	236			
Total	112743.000	240			

$P < 0.05$

Table 4 shows that  $f_{cal}$  (100.833) is greater than  $f_{table}$  2.37 at 0.05 level of significance. The null hypothesis is rejected, this implies that there is significant difference in the post test achievement mean scores of students in Discussion and Lecture groups.

Hypothesis 2: There is no significant difference in the achievement mean scores of male and female students in the Discussion and Lecture group.

To test this hypothesis, achievement mean scores of male and female students exposed to the different teaching methods were compared for statistical significance using analysis of covariance (ANCOVA) at 0.05 level of significance.

Table 5: ANCOVA showing the effect of gender and treatment on pre-service teachers achievement in social studies.

Source	SS	Df	MS	$F_{cal}$	$F_{table}$
Corrected model	3343.886	4	419.986	32.267	1.94
Covariance( pretest)	4.257	1	4.257	0.380	3.84
Sex	0.439	1	0.439	0.039	3.84
Group	3339.698	2	1113.233	99.253	2.60
Sex Group	3.231	2	1.072	0.096	2.60
Error	2590.910	231	11.216		
Corrected Total	5934.796	239			
Total	112743.000	240			

Table 5 shows that  $F_{cal}$  (0.096) is less than  $f_{table}$  (2.61) at 0.05 level significance. The null hypothesis is accepted. This implies that there is no significant difference in the achievement of male and female students in both groups. Similarly, the main effect of gender on achievement of students in Social studies is not statistically significant at 0.05 level of significance ( $f = 0.039$ ,  $p > 0.05$ ). However, the effect of treatment on the achievement of the students is significant at 0.05 level ( $f = 99.253$ ,  $p > 0.05$ ).

**Hypothesis 3**

There is no significant difference between the attitude mean scores of male and female students in the Discussion and Lecture group.

To test the hypothesis, mean scores of male and female students attitude in both groups were compared for statistical significance using analysis of covariance (ANCOVA) at 0.05 level of significance.

Table 6: ANCOVA summary of gender and treatment on attitude towards social studies

Source	SS	df	Ms	Fcal	Ftable
Corrected model	17902.174	4	2237.847	13.025	1.94
Covariance( pretest)	246.112	1	246.112	1.430	3.84
Sex	89.009	1	89.009	0.518	3.84
Group	17	3	5736.306	33.533	2.60
Sex Group	253.653	3	117.884	0.686	2.60
Error	39688.722	231	171.813		
Corrected Total	496	239			
Total	840661.000	240			

Table 6 above shows that Fcal(0.686) is less than f table(2.60) at 0.05 level of significance, the null hypothesis is accepted. Therefore, there is no significant difference in the attitude mean scores of male and female pre service teachers in both groups. The effect of gender in pre service teachers attitude towards social studies is not statistically significant at 0.05 level of significance. However , the effect of treatment on pre service teachers attitude towards social studies is significant at 0.05 level (F=33.533,P 0.05).

**Hypothesis 4**

There is no significant difference in the retention mean scores of male and female pre service teachers in Discussion and lecture groups.

In testing for this, retention mean scores of male and female pre service teachers in both groups were computed and subjected to statistical analysis involving analysis of covariance at 0.05 level of significance

Table 7

ANCOVA summary of gender and treatment on pre service teachers retention in social studies.

source	ss	df	ms	fial	F table
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Corrected model	2756.267	4	344.533	16.305	1.94
Covariate (pretest)	4.600	1	4.600	0.218	3.84
Sex	0.111	1	0.111	0.005	3.84
Group	2715.517	3	905.172	42.837	2.60
Sex x Group	29.550	3	9.850	0.466	2.60
Error	4881.133	231	21.130		
Grouped Total	7637.400	239			
Total	103158.000	240			
	P70.05				

The null hypothesis is accepted ( $f=0.466$ ) 0.05) this implies that there is no significant difference in the retention mean scores of male and female pre-service teachers in the Discussion and Lecture method. In other words, male and female pre-service teachers exposed in the same treatment do not differ significantly in their retention scores. Similarly, the main effect of treatment on pre service teachers retention is significant at 0.05level ( $f=42.837, p<0.05$ ). while the main effect of gender is not significant at 0.05 level ( $0.05, p>0.05$ )

### **Discussion of Findings**

The findings of this study revealed that the discussion group with the experimental situation of learners centered, recorded a higher post test achievement mean scores. This is closely followed by the lecture method. The higher post test achievement mean scores of the discussion group could be attributable to the advantages of active participation of the students. Literature generally supports the active participation of learners than passive reception of contents to be learned. This collaborates the finding of Ekiugbo 2023, that a motivated learners is better than the one that is not motivated. The finding of one of the research of Osakwe (2022) suggested that teachers teaching social studies should experiment with new teaching methods. This finding of this work is a pointer to this.

It was observed that the subjects (pre service teachers) in the Discussion group displayed a lot of enthusiasm throughout the experiment. This method is known to develop self confidence and corporative spirit in students as well as creates an avenues for self expression and self development. The degree of interest and enthusiasm shown here is far higher than that of the lecture method. Rather than being learner centered, the lecture method is thus teacher and subject matter. This method is mainly prescriptive and fosters inactivity, failing to encourage flexibility, bringing about systematic destruction of young minds. This corroborates the earlier submission

of Mirinda (2020) who from the findings of his research on traditional method of teaching maintained that the traditional method is insensitive to the plight and abilities, needs, interests aspiration preferences and values of the students. This report runs contrary to the submission of Odiete 2020 who maintained that ideas from an exposition involving the lecture method can also be meaningful, and therefore suggested an empirical evidence to support the position of scholars on the claims of superiority of the innovative methods as advocated by some scholars. The report here underscored the relative superiority of innovative methods like the Discussion and Problem solving method over the conventional ones.

Another findings of this research is that there is no significant difference in the retention mean scores of the students in the experimental and control group. Literature in pedagogy and retention supports active learning participation for long retention of information in a memory. Here the students in directed discussion group displayed a lot of enthusiasm and motivation resulting from the active involvement and participation leading to a higher degree of retention. This learning relationship between active involvement participation of students in a lesson and improved retention here should not be a surprise. As many writers including the likes of Ekiugbo (2023) and Ayodele (2022) postulated that when a material is well learnt, it will be remembered easily, and so, anything that will make learning permanent will be able to improve retention and remembering. Active participation of students is therefore a significant factor in enhancing students' retention of materials learnt. This finding of this study however corroborated the work of Diejomarwo (1986) who compared lecture method and programme instruction and found no significant differences in terms of delayed retention.

Finding on hypothesis relating to sex suggest that at the general level, there is no significant difference in the achievement mean scores of male and female students in the experimental and control groups, as shown from the results of analysis of covariance.

The ANCOVA table indicated that gender did not significantly affect the performances of students in the same way as the teaching methods did. The findings of this reports support the work of Osakwe (2018) whose findings revealed that boys and girls performed equally well in English language and French, but at Variance with that of Ekiugbo (2023) who reported that

male students performed better than female students in geography examinations at the secondary school level.

### **Conclusion**

The results of this investigation have provided some empirical evidences in support of superiority of discussion method over the Lecture method in teaching students at the colleges of Education level. This in essence supports the need to massively promote its use in Social studies departments of colleges of Education, since this method of impacting knowledge is not popular at that level. This calls for the need to orientate the lecturers at that level, many of whom are themselves either ignorant of this method or may be totally indisposed to its use. Also the issues of gender have no significant effects on the achievement, attitude and retention mean scores of students in this study.

### **Recommendations**

Based on the findings of this study, the following recommendations are made:

1. Lecturers in the colleges of education, especially those in the department of Social Studies are encouraged to use innovative methods, so as to help growing boys and girls become well-grounded participants in society and discriminating critics in and for the society. A mastery of such innovative methods of teaching is seen as indispensable for effective social studies instruction.
2. The participation of learners is a means to a much larger end and that of preserving and adding a new vibrancy to our culture of egalitarianism, democracy, secularism and equality. These values can be best realized through an integrated and well designed curriculum that enables learners participation. A policy of inclusion needs to be implemented in all schools and throughout our educational system. The participation of all learners needs to be ensured in all spheres of their lives in and outside the school.
3. Social studies teachers should be encouraged to update their professional skills through in service training so as to be able to meet up with current challenges required of them in teaching the subject, at the primary, secondary and higher institutions.

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