



Teaching methods and academic performance of students in Civic Education in Calabar Metropolis, Cross River State, Nigeria

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Abstract

This study interrogated the prevalence and effectiveness of teaching methods on students' academic performance in Civic Education in Calabar Metropolis of Cross River State, Nigeria. It was directed by two research questions and one hypothesis. The design used was quasi-experimental. The population of the study comprised all Senior School two (SS2) students (3,193 in number) in the 23 public secondary schools in the area in 2018/2019 academic year. Purposive sampling technique was employed to select the 362 respondents (255 teachers and 107 students) for the study. The instruments used for data collection were Teaching Method Checklist (TMC), observation and a Civic Education Achievement Test (CEAT). Data collected were analysed using simple percentage and independent t-test and tested at .05 level of significance. The findings revealed that the prevalent teaching methods in Calabar Metropolis are lecture, discussion and demonstration methods. It was also found that students' performance was found to differ significantly after being taught with discovery and lecture methods with those taught with discovery method being more impacted upon. Based on these findings, it was recommended that teachers should be frequently retrained and supervised to enable them utilise current and best teaching methods. Teachers were also encouraged to use learner-centred teaching methods like discovery method rather than teacher-centred teaching methods like lecture method to curtail students' poor academic performance.

Keywords: Discovery method, lecture methods, teaching methods, students' academic performance.

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1. Introduction

1.1. Background to the study

Ample evidence in extant literature have substantiated the current researchers' observation that in theoretical (or academic) and practical terms, Nigeria has experienced an unpalatable social malaise, political quagmire, moral decadence and civic irresponsibility. Acts of corruption, nepotism, apathy, disregard to constituted authority, defiance to legal

orders and abuse of public office/property are rife (Odey, 2019). More so, students' academic performance in Civic related subjects has left more to be desired. In Nigeria, the subject matter of Civic Education refers to a systematised educative process in which learners are being oriented towards the functioning of democratic governmental processes and procedures as well as their rights and collective/correlative responsibilities with the ultimate aim of developing and producing well-informed, participative and responsible citizens who would function appropriately in line with sustenance of the contemporary democratic society in place in the country. It is a core curriculum for all levels of the contemporary Universal Basic Education (UBE) programme including the senior secondary education level (Akpan & Ukpong, 2011). The subject was initially part of the Social Studies Curriculum until recently, when its contents and themes were separated and designed to form the core curriculum for implementation in the UBE scheme. Globally and even in Nigeria, its importance stems mainly from its promotion of the exercise of liberty which entails well-informed respect for diversity based on the dimensions of differences in political views, cultural and ethnic practices and norms and intellectual capabilities (Falade & Adeyemi, 2015).

From the foregoing, it implies that Civic Education is a tool by which young people are equipped with the knowledge, attitude, values and skills concerning their duties, rights and privileges towards being responsible citizens in a democratic society. Also, the subject is concerned with imparting the necessary capabilities towards being socially and politically aware on the need to be a patriotic citizen. However, reports concerning civic social attitudes, civic self-concept and civic competences appear to imply that they may not have been appropriately exposed to the learning experiences offered by the subject (Ali, Hayatu & Badau, 2015). From the reports, there appears to be a worrisome trend developing that may possibly negate the purpose of implementing the subject as a core curriculum in the country. The three basic reasons for the introduction of the subject or the core goals of the Civic Education Curriculum as identified above can be measured by students' academic performance in the subject.

Though it had been in existence but not as an individual subject, the subject matter of civic education as introduced recently as a core curriculum for all levels in the UBE programme and senior secondary schools in the country was borne out of numerous reasons. One of the most important reasons was in order to give the citizenry not only the needed capabilities required to flourish in the nascent and developing democratic society in the country but also, to ensure its sustainability (Ige, 2015). This is because the subject is a necessity for the development and sustenance of modern societies and ultimately nation-building. The subject deals specifically with the study of human beings and their social/political relationships in their communities and societies, their rights and responsibilities to government, and their diverse interests in issues of governance. Thus, the eventuality of learners performing below average in the subject could possibly portend insurmountable issues in the process of nation-building and sustenance of the nascent democratic dispensation in the country. Students' poor cognitive and practical civil skills have been fingered for the poor democratic and effective governance in Nigeria. For instance, Enu and Odey (2017) maintained that Civic Education Curriculum is the pathway to realising successful political process direly needed in the country now.

For the social civic attitudes, another reason for the introduction of the subject was the evidential dwindling levels of social harmony, cultural identity, sense of nationhood,

national consciousness, flagrant apathy towards political matters and patriotic zeal (Adeniran, Akinyemi & Aremu, 2016). In addition, the manifestation and prevalence of vices such as corruption, disrespect for the rule of law, disrespect for elders, indifference to duty post and worrisome trends of indiscipline served to further fuel the desire for peoples' social civic attitudes to be re-oriented towards engendering the required attitudes for better societal living in contemporary times. With the developing trend of a continuous dwindling level of social civic attitudes, could it then be presumed that the aim of re-orienting peoples' attitudes towards appropriate civic attitudes in this democratic era would be a mirage?

Lastly, in respect of civic self-concept and competences, yet another reason for introducing the subject; it was because the art of developing civic competent individuals is a process that requires careful acquisition of certain specific values that can only be taught and not caught. Also, the subject's introduction was borne out of the observation that Nigerian primary and secondary schools were serving as literacy centres where emphasis was placed on certificate acquisition and not the acquisition of necessary civic competencies and values such as honesty, modesty, loyalty, obedience, etc. (Falade & Adeyemi, 2015). From the foregoing, the implication is that the subject could serve as an avenue for acquisition of the required civic self-concepts and competencies to ensure that the prevalence of malevolent vices which do not sustain a democratic society are reduced to the barest minimum among the people.

The usefulness of the subject could possibly be why Kayode-Olawoyin (2017) premised that it is a subject which can bring about lasting solutions to numerous obvious social, economic, and political problems prevalent in the present-day Nigerian society. According to an empirical study by Adeyemi (2018), students unanimously agree that the subject was very relevant to their useful societal living based on the contents in its curriculum. Yet, in the face of learners not being impacted with the necessary civic self-concepts and competencies, could it be possible that the subject would certainly serve as an avenue to resolving certain prevalent societal issues? Also, would the subject actually be useful to them? Again, why have students' academic performance in the subject remained discouraging?

Many factors are connected with learners' academic performance of subjects in schools. There are home-based, school-based, student-based and teacher-based. Within teacher-based, there is the issue of teaching methodology applied for a teaching-learning process. For this study, the areas of interest are lecture and discovery teaching methods. Lecture teaching method is a one-way flow of communication procedure whereby the teacher delivers the lesson while the learners listen attentively and take notes where necessary. It is a teacher-centred method as learners passively participate in the proceedings of the lesson delivery while the teacher actively takes charge of the class (Kaur, 2011). Often times, this form of lesson delivery is best when facing large classes but most usually ends up encouraging rote learning among learners. Slow learners are completely left out in the learning process. Students who learn under this academic procedure should not be expected to perform excellently.

Discovery teaching method is an instructional strategy in which learners are exposed to opportunities where they "self-learn" by discovering and exploring problem-solving experiences and then end up drawing conclusions after observing, predicting and formulating relevant questions. It is more of a learner-centred method as the teacher merely exposes the learners to an explorative learning climate in which a puzzle is generated for

them to explore before allowing them the opportunity to utilise their mental processes and physical activities to ponder and reason, in order to discover or arrive at a principle, concept and/or idea concerning the puzzle. The method is usually favoured in that it makes a learner more active towards constructing knowledge and also makes them participate more in the learning process in class.

Being the only avenue through which instructions are delivered to learners, teaching methods have been found to have varying levels of effect on their students' academic performances, achievements and learning outcomes. In a study concerning effects of discovery learning on Turkish secondary school learners' success and inquiry skills, using a quasi-experimental design, Balim (2009) revealed that discovery learning had a significant effect on each of learners' academic achievement, retention of learning, and perception of inquiry skills' scores. Oghenevwe (2010) investigated the effects of discovery and inquiry approaches on academic performance of secondary school students in Biology in Delta State, Nigeria. Applying a quasi-experimental research design, using Analysis of Covariance (ANCOVA), it was revealed that discovery method had a more significant effect on the learners' performance in the investigated subject. This is a testament to the fact that discovery method is rather preferred because it proved effective in the said research.

Oche (2012) assessed the relative effectiveness of lecture, activity and discussion methods on students' achievement in secondary school mathematics in Ogbadibo Local Government Area of Benue State, Nigeria. From the finding, it was concluded that on the average, students taught using activity method outperformed their counterparts in discussion and lecture. Those taught with discussion method came next while those taught with lecture method propped at the rear. In their study on the challenges facing civic education at senior basic education level in Nigeria, Ezegbe, Oyeoku, Mezieobi and Okeke (2012) verified the instructional methods used by teachers for the teaching-learning process of the subject and found out that the lecture method was mostly favoured over all other teaching methods. This is the evidence that most teachers in Nigeria employ lecturer method of teaching. Little wonder academic performance of students is poor, and the goals of Civic Education are yet to be achieved; teacher-centred methods cannot help. To buttress this point, Noel, Daniels and Martins (2015) sought to determine the future of lecture method as a veritable teaching strategy in Community Nursing Education in Malaysia by verifying learners' dispositions concerning the various teaching strategies of lecture, demonstration and discovery. They found out that the students were more disposed to discovery method before demonstration and lastly, lecture method. This result implies that students themselves appreciate certain instructional methods and desire their use for their learning purpose. Still, this finding is a testament to the place of discovery method in the heart of learners. Essentially, discovery method of teaching boosts students' academic performance.

Afurobi, Izuagba, Obiefuna and Ifegbo (2015) investigated effects of use of lecture method and Wordle on performance of learners taught Curriculum Studies in a Nigerian school. Wordle is a social media networking learning site developed in 2009 as a teaching-learning tool. Upon analysis of data obtained from pre-test and post-test scores, it was found out that Wordle was significantly better than the lecture method in terms of teaching students Curriculum Studies. The effects of lecture method being supplemented

with each of music and computer animation on students' academic achievement in electrochemistry in Nigerian secondary schools were studied by Akpoghol, Ezeudu, Adzape and Otor (2016). The study's finding showed that students taught with the method supplemented with music performed better than those taught with the method supplemented with computer animation.

Contrary to the foregoing reviewed studies, effects of discovery learning on Turkish undergraduate learners' academic success was interrogated by Suphi and Yaratan (2016). The finding of the study revealed a negative relationship between discovery learning and learners' academic success. This result could be as result of other factors not considered in the research such as instructional materials and environment. Notwithstanding, the result proves that apart from methods, other factors could be responsible for students' academic performance. In another study, the effects of three modes of active learning strategies on Nigerian secondary school students' competence in Social Studies and Civic Education were examined by Ayo-Vaughan and Amosun (2016). The investigated modes of learning strategies were: case study, lecture and puzzle-based (discovery) instructional games. The finding revealed that those taught with the puzzle-based instructional strategy performed better than their counterparts taught with the other methods successively followed by lecture strategy cases study strategy at the rear.

Adeniran *et al* (2016) studied the effect of Webquest interactive package on learners' achievement in Civic Education in Nigeria. The interactive package is an internet discovery-oriented activity designed in 1995 for use to enhance learners' explorative learning environment. Using a quasi-experimental design, the interactive package was found to have a significant effect on learners' academic achievement in civic education. The effect of guided discovery instructional method on secondary school chemistry students' achievement in Nigeria was ascertained by Akani (2017). A quasi-experimental design was employed while ANCOVA was used for data analysis. Guided discovery instructional method was found to be significantly more effective than the conventional lecture method which was used for the control group.

Bamidele and Ariyo (2017) compared the effects of guided discovery and demonstration teaching techniques on students' performance in Chemistry in senior secondary schools in Ile-Ife, Nigeria. The result of the analysis showed that students exposed to guided discovery had better retention ability and also outperformed those exposed to the other methods. Those taught with demonstration came up next in each of retention ability and performance while those exposed to expository came up last.

The relative effects of demonstration and lecture teaching methods on secondary school Financial Accounting students' academic performance in Adamawa State, Nigeria were determined by Umoru and Haruna (2018). Hypothesis tested by the study revealed demonstration method as having a more significant effect on the students' performance. Ibrahim, Hamza, Bello and Adamu (2018) sought to determine the effects of inquiry and

lecture methods on each of retention ability and academic performance of chemistry students in a Nigerian Federal College of Education. Applying a quasi-experimental design and using ANCOVA to analyse data, the inquiry method was found to be significantly more effective than the lecture method on each of the students' retention ability and their academic performance.

Going by all the studies reviewed so far, lecture method has not been of any significant effect on students' academic performance in the various climes such researches were conducted. But none of the studies was found in Calabar Education Zone of Cross River State, Nigeria. It was therefore considered necessary to verify these findings in the current area of study.

If there is a consistent poor performance in the academic performance of students in Civic Education in Calabar Metropolis; it could entail that a certain, albeit wrong teaching method has been in use. Thus it was necessary to determine the prevalent teaching method in Calabar Metropolis. That is the first objective of this study. The second objective was to ascertain the difference in the academic performance of students taught with lecture and discovery methods in secondary school Civic Education in Calabar metropolis of Cross River State, Nigeria.

1.2. Statement of the problem

Civic education was recently introduced as a core curriculum in the UBE programme and in the senior secondary education level based on the importance and urgent need for learners to be exposed to learning experiences concerning civic responsibilities, duties and societal norms and values in a democratic society. Its core interest areas are: civic social attitude, civic self-concept and civic competence. Thus, its introduction implies that learners are expected to perform above average in the subject in order to acquire the necessary knowledge, skills and attitude on offer by the subject's curriculum. Yet, reports appear to reveal a worrisome trend that is somewhat alarming based on the students' academic performance in the subject so far. Issues concerning students' academic achievement in the subject, and acquisition of all of civic social attitudes, civic self-concept and civic competences seemingly create the impression that they may not have been appropriately exposed to the learning experiences on offer from the subject. For instance, the 2018 result of West African Examination Council (WAEC), it was revealed that only 38.68% of students who sat for it passed (Ukwayi, Angioha & Aniah, 2019; Fapohunda, 2018).

Aside the worrisome trend as observed, even more worrisome is the perceived chain-like effect or consequences which trail the trend. Issues of insurmountable challenges in the process of nation-building and sustenance of the democratic dispensation in the country, the aim of re-orienting peoples' attitudes towards appropriate civic attitudes in this democratic era not being visible, and insurmountable barriers towards reducing the

prevalence of malevolent vices which do not sustain a democratic society could possibly serve as consequences of the students' below average performance in the subject.

There is no gainsaying the fact that grand efforts have been made by scholars, school teachers/administrators as well as government agencies to cushion this ugly trend. Yet, solution has remained elusive. Series of studies have been conducted in different places on Civic Education students' academic performance; school administrators keep effective supervision of teachers' lesson notes and lesson presentation; the Cross River State Government once provided simplified textbooks on several secondary school subjects including Civic Education. None of these imputes have yielded the desired result. The gap noticed by the current researchers is teaching method; perhaps most of the teachers make use of the lecture methods in teaching such a crucial, practical subject (Ezegbe, Oyeoku, Mezieobi and Okeke, 2012; Odey & Adie, 2019). It is therefore imperative to determine the prevalent teaching methods in use in Calabar metropolis as well as to examine the difference in academic performance of students taught with lecture and discovery method in order to establish which is more effective for the subject. In essence, it is assumed that the teaching methods applied to teach the learners could possibly be responsible for the development of the worrisome trend. Which method is therefore prevalent in teaching Civic Education in Calabar Metropolis? Again, does instructional method influence students' academic performance in Civic Education in Calabar Metropolis of Cross River State?

1.3. Objectives of the study

1. To establish the method of teaching that is prevalent in teaching Civic Education in Calabar Metropolis
2. To investigate the difference in the academic performance of Civic Education students taught with lecture method and those taught with discovery method in Calabar Metropolis of Cross River State

1.4 Statement of hypothesis

There is no significant difference in the academic performance of Civic Education students taught with lecture method and those taught with discovery method in Calabar Metropolis of Cross River State

2. Method

This study was conducted in the city of Calabar also known as the Canaan City or the Paradise City of Nigeria. The metropolis is the capital city of Cross River State and it is made up of two Local Government Areas (Calabar Municipality and Calabar South). The area is bound to the north and northwest by Odukpani LGA, to the south and southwest axes by the Bight of Biafra, to the southeast by Bakassi LGA, and to the east and

northeast axes by Akpabuyo LGA. The population of the area is estimated at 406,064 and with a total landmass of 406km², it has a population density of 1000 persons per km² (NPC Gazette, 2016). The indigenous languages spoken in Calabar are Efik, Ejagham and Qua.

2.1 Design

The research design of the study was a quasi-experimental type comprising of a pre-test and post-test process. The pre-test was used to establish equality between the treatment groups at the beginning of the experiment while the post-test was used to determine the difference between the academic performances of students taught with the two methods.

2.2 Population, sample and sampling technique

The population of the study comprised all Senior School Two (SS2) students in the 23 schools in Calabar Metropolis, which had 3,193 students and the 255 SS2 teachers in the 2018/2019 academic session (Cross River State Secondary Education Board, 2018). Note that all teachers who taught SS2 class irrespective of subject taught constituted the population. The sample consisted of two SS2 classes in two sampled secondary schools (one each in Calabar Municipality and Calabar South) using stratified and simple random sampling technique. The reason for selecting SS2 students was because they had completed SS1 curriculum in Civic Education and had done some of the content meant for SS2. The sampled arms in each school were the "A" and "B" arms. The "A" arm in each school was taught using the lecture method while the "B" arms were taught using the discovery method. The assignment of the classes being taught by the various methods was achieved using a simple random sampling technique. In this sampling technique, all the respondents had equal opportunities of being selected. The researchers employed the balloting method of simple sampling technique, in which the YES and NO were written in pieces of papers, folded and dropped in a container. The subjects chose from the container. Anyone that chose YES was automatically selected for administration of the instrument. Through this method the sample for the study was drawn.

2.3 Instrumentation

Before the teaching process in each school (i.e., in each class), the subjects (students) were administered a Civic Education Achievement Test (CEAT) which was validated by five teachers of the subject in secondary schools in the study area. The CEAT, made up of 20 test items with options lettered A-D, was constructed by the researcher. The reliability of the achievement test was determined using test-retest method. The instrument was administered to 35 students selected from one secondary school in the area that was not part of the sample used for the main study. Before administration of the reliability, serial numbers were assigned to each of the students. The instrument was administered to the same set of students after a two-week interval and the two instruments were coded using serial numbers. The data was analysed using Pearson Product Moment Correlation which gave a reliability index of .76 indicating that the instrument's internal consistency was appropriate enough to be used for the study.

The teaching period for the study was 2 weeks with the total number of students being 107 (51 males and 56 females). The group for the discovery teaching were 52 students

while those for the lecture method were 55 students. The researchers purposively decided to use teachers from half of the schools. However, the schools were selected using the ballot method of simple random sampling technique. Accordingly, 109 SS2 teachers from 12 schools constituted the sample for the study. The study's hypothesis was tested using independent t-test analysis at .05 level of significance. The other instruments for data collection were observations and a Teaching Method Checklist (TMC). These were used to answer the first research question, which is based on the teachers. The TMC contained a list of 10 instructional methods from which teachers were expected to tick the top three they used. This was analysed using simple percentages and a bar chart.

3. Results

3.1 Research question

1. What is the prevalent method of teaching Civic Education in Calabar Metropolis?

The result of the data collected from teachers in respect of the research question stated above is presented in the table 1.

Table 1: Prevalent method of teaching in Calabar metropolis (N= 238)

S /N	Teaching methods	Prevalence (%)
1.	Lecture method	59 (24.8)
2.	Discussion method	49 (20.5)
3.	Discovery method	31 (13.0)
4.	Dramatization method	23 (9.7)
5.	Demonstration method	19 (8.0)
6.	CAD instruction	18 (7.6)
7.	Play way method	18 (7.6)
8.	Field trip method	13 (5.4)
9.	Inquiry method	8 (3.4)
10.	Individualised instruction	0 (0)
	Total	238 (100)

Table 1 and Figure 1 show the rating by teachers of the teaching methods they use in Calabar Metropolis. The teachers were to choose from the list of 10 instructional methods the ones they use most often. Their responses have been arranged serially based on their choice beginning from lecture method which proves to be prevalent to individualised method that was not used by any of the teachers. From the list, 59 (24.8%) of the 238 teachers said they use lecture method. This was closely followed by discussion method, 49 (20.5%); discovery method, 31 (13%) and dramatization, 23 (9.7%). Other teaching methods used in Calabar Metropolis include demonstration method, 19 (8%); computer aided instruction, 18 (7.6%); play way method, 18 (7.6%); field trip method, 13 (5.4%), inquiry method, 8 (3.4%); and individualised method, 0 (0%).

3.2 Test of hypothesis

The hypothesis directing the study stated thus:

1. There is no significant difference in the academic performance of Civic Education students taught with lecture method and those taught with discovery method in Calabar Metropolis of Cross River State.

The dependent variable is teaching method which was categorized into lecture method and discovery method while the dependent variable is students' academic achievement in Civic Education. The hypothesis was analysed using independent t-test analysis and tested at .05 levels of significance to compare the mean scores of the students taught with lecture method and discovery method. The result of the analysis is as presented in Table 2.

TABLE 2

Dependent t-test analysis of teaching methods and students' academic performance in Civic Education

Testin g	Teaching methods	N	\bar{x}	SD	t- value	p- level
Pre- test	Lecture method (Group 1)	55	9.18	3.64	-.669*	.505
	Discovery method (Group 2)	52	8.73	3.31		
Post- test	Lecture method (Group 1)	55	11.87	3.56	4.668*	.000

Discovery method	52	14.67	2.60
(Group 2)			

*Significant at .05 level; $p < .05$.

The result in Table 2 revealed that the mean score obtained by the 52 students taught with discovery method in the pre-test was 8.73 with a standard deviation (SD) of 3.31 is slightly less than the mean score of 9.18 with an SD of 3.64 obtained by the 55 students taught with lecture method. The mean difference was not statistically significant since the obtained t-value of -.669 with a p-value of .505 did not meet the criteria for significance at .05 level as the p-level is greater than .05. On the other hand, the mean score obtained by the 52 students taught with discovery method in the post-test was 14.67 with an SD of 2.60, which is greater than the mean score of 11.87 with an SD of 3.56 obtained by the 55 students taught with lecture method. The mean difference was statistically significant since the obtained t-value of 4.668 with a p-value of .000 met the criteria for significance at .05 level as the p-level is less than .05.

Based on this, the null hypothesis which stated that there is no significant difference in the academic performance of Civic Education students taught with lecture method and those taught with discovery method in Calabar Metropolis of Cross River State was upheld for the pre-test but was rejected with regards to the post-test. This implies that the students in the two groups had similar characteristics since they did not differ significantly in the pre-test while the significant difference in the post-test can be attributed to the effect of teaching methods. Therefore, students taught with discovery method perform better academically than those taught with lecture method of teaching.

4. Discussion

- The result of the study's first research question showed that the most prevalent teaching method used in Calabar metropolis is lecture method. This comes before discussion, discovery and demonstration methods. This corroborates Ezegbe, Oyeoku, Mezieobi and Okeke (2012), who verified the instructional methods, used by teachers for the teaching-learning process of mathematics, and found out that the lecture method was mostly favoured over all other teaching methods. This proves that Nigerian teachers generally make use of the lecture method of teaching. Most of the subjects are taught using this method tool. This is probably because it is easy and economical to employ for instructional purpose.
- The second finding of the study was that significant difference exists between the academic performance of students taught with discovery method and their counterparts taught with lecture method, with those taught with discovery method outperforming the later. This is ascertained by the fact that hypothesis directing the

study was rejected and the alternate hypothesis accepted. The finding is in line with that of Akani (2017) and Bamidele and Ariyo (2017) who revealed that discovery instructional method was found to be significantly more effective than the conventional lecture method which was used for the control group. The conclusion of these authors suggests that lecture method is conventional and generally used. But then, it proves that it is not the best method of teaching. In fact, discovery method yields a better result in comparison to the so-called conventional method. The reason, besides the empirical verification, could be that discovery method enhances students' learning. In another study, Bamidele and Ariyo (2017) found that students exposed to guided discovery had better retention ability and also outperformed those exposed to the other methods including lecture method. This goes to show that discovery method of teaching is a veritable method of teaching Civic Education. The use of discovery method is to promote the retention of learned material. If discovery method of teaching is capable of doing this then students' academic performance in Civic Education would naturally increase if this method of teaching is employed in teaching students. It must be noted, however, that Suphi and Yabatan (2016) found a contrary result. They noted that discovery method of teaching does not necessarily enhance improve the academic performance of students.

5. Conclusions

Whereas it was found that lecture method of teaching is the most commonly used teaching method not only in teaching Civic Education but also other subjects in Calabar Metropolis of Cross River State, it was concluded that the prevalent method of teaching is the Metropolis is lecture method followed by discussion and demonstration methods among others. Therefore, teachers in the study area find the conventional lecture method of teaching most convenient for teaching. Still, in view of the hypothesis test that rejected the null hypothesis, it was also concluded that there is a clear difference in the academic performance of students taught with discovery method and those taught with lecturer method with the former outperforming the latter. Thus, students taught with discovery method of teaching perform better than those taught with lecturer method. Discovery method is the best method of teaching Civic Education.

6. Recommendations

1. Regular retraining exercise accompanied by supervisory activities should be organised for teachers in Calabar Metropolis to keep them updated with the current and best teaching methods to forestall the use of the wrong ones.
2. Teachers in Calabar Metropolis should be discouraged from using lecture method of teaching and rather encouraged to make use of discovery method. This will greatly curtail the increasing rate of failure recorded in Civic Education in the metropolis.

Acknowledgements

We are grateful to the authors whose research works have been useful to this research endeavour. Special thanks go to Professors B. Ushie and (Mrs) B. U. Cornelius-Ukpepi of the Department of Curriculum and Teaching, University of Calabar for their unquantifiable contributions for the success of this work through proofreading, criticism and useful suggestions.

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Appendix A. An example appendix

Authors including an appendix section should do so after References section. Multiple appendices should all have headings in the style used above. They will automatically be ordered A, B, C etc.

A.1. Example of a sub-heading within an appendix

There is also the option to include a subheading within the Appendix if you wish.

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