

**INQUIRY AND EXPOSITORY METHODS IN THE TEACHING OF SOCIAL STUDIES  
IN JUNIOR SECONDARY SCHOOL IN IBIONO IBOM LOCAL EDUCATION  
AUTHORITY.**

**BY**

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**ABSTRACT**

*This study compared two teaching methods such as inquiry and expository methods in the teaching of social studies in junior secondary school in Ibiono Ibom Local Education Authority. The population of this study consisted of Ibiono Ibom Local Education Authority, Akwa Ibom State. The study adopted experimental research design while simple random sampling technique was used in selecting the respondents. The instrument for data collection which was tagged "Teaching Method and Students' Academic Performance Inventory (TMSAPI)" was administered to the respondents and used for the study. The instrument was vetted by the researcher's supervisor who is an expert in the field before the reliability test was conducted which produced the reliability coefficient of 0.85 proving the instrument to be reliable for the study. Data collected were analyzed using Independent T-Test Analysis. From the results of the data analysis, it was observed that there is significant difference between the performance of boys taught using inquiry method and those taught using expository method. There is significant difference between the performance of girls taught using inquiry method and those taught using expository method. It was therefore recommended that teachers in schools should be given training in planning and implementing inquiry based teaching approach through in-service courses. This may be an effective teaching approach in providing suitable learning conditions for students of diverse learning and academic abilities that is common in most classroom settings.*

**KEY WORDS: Performance, boys, inquiry, expository method, girls, Ibiono Ibom Local Education Authority**

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**INTRODUCTION**

Teaching is a process of facilitating learning through a proper management by the teacher, coupled with the inter-relationship between teachers and students; this may involve giving instruction to students so that they can acquire knowledge, skills, attitude and information. The teachers giving this information to the students would determine ultimately if he or she is teaching, instructing, training, indoctrinating and so forth. It should be technique to execute the impartation (Ulmore, 2010). Hence it is only when knowledge is impacted through good technique and one makes sure that the learner has gained something useful, that one can say that his or her learning has occurred.

The scope of social studies therefore varies depending on the level one wants to cover. This involves the determination of what aspect of constituent and content that would be considered most valuable for the realization of the objectives of social studies. It is therefore obvious that social studies by its nature is a dynamic discipline which is wide and cannot be expected to have boundaries. The scope certainly covers both immediate and distant environment

in content and methodology, the exquisite and transfer of knowledge requires some teaching methods or instructional strategies in the teaching of social studies. Based on these question, social studies teaching is said to be a complex process of co-operative communication between the teachers and the students. It is a clear means by which students are assisted to acquire new skills, values, attitudes, appreciation, knowledge and understanding (Edinyang, 2001). The method of teaching social studies differs depending on the instructor and the medium of delivery, and the content that exist in different teaching methods. However, the teaching of social studies by inquiry method enables students to find out information in their environment by themselves; it also encourages divergent thinking of a particular concept by the learners compared to the project method of teaching social studies, concept in social studies. An inquiry method of teaching social studies should be made easy for the students (Tubu, 2004).

Education in Nigeria has come a long way in the last thirty years from using educational resources which have severed as instrument or aids in teaching and learning. Norwood (1999) observed that through vast quantities of social studies materials there are two important consideration which the teacher must know, where he can find them and must select those that will best fit that topic. He further highlighted some other consideration in selecting classroom materials which includes materials to be adopted as content format and style to suit the age and level of the group using them. Teaching resources must be properly handled to enable the teacher create more impact on the students performance, the resources should be able to arose the students attention and interest. However, for a teacher to do well in a subject he or she must endeavor to make effective use of the instruktural resources.

Teachers of social studies must endeavor to use materials like maps, pictures, photographs which are commercially made and non-texts which include models, real objects, videos and films, audio aids which can be improvised. Boekarts (1991) stated that competence is learnt, attitudes and aptitudes manifested as a capacity for controlling actively with the mastery of life problem, through the use of skill or methods in teaching. Schug, Todd and Barry (1984) noted that students tend to equate uninteresting and unimportant things, thus students are not motivated to learn social studies content due to lack of interest in social studies, which relates to the instructional methods used by the teacher as the student becomes very passive in learning.

From the foregoing, it is certain that must of the secondary schools in our environment does not have teachers that make use of effective teaching methods in impacting learning. Most of the class are known to be lecture based. Studies have shown that the consistent use of these lecture method makes students to be redundant and strip in reasoning. Most of our schools lack these methods and it is on this backdrop, that the study intends to compare two teaching methods in the teaching of social studies in junior secondary school in Ibiono Ibom local education authority, Akwa Ibom State.

### **Statement of the Problem**

Irrespective of the fact that education is a panacea for societal development, it is seen that teachers are instrument for the realization of learning. The harsh reality is that over two fifth of participant described most social studies teaching as expected by students as not lively. Apart from students regarding the subject as uninteresting, they tend to extremely regard it as unimportant, many teachers today do not consider the interest of the students, they in one way or the other make use of continuous textbook approach in impacting knowledge, which makes it difficult for students to assimilate learning. The teaching of social studies does not have diversified method of teaching, but most social studies teacher spend much time on their own

affairs, and they don't take time to use different methods in teaching social studies, and do not know if the students assimilate what is taught by them. Therefore, since this is what is happening in our school system today, it is therefore pertinent to address the matter by comparing two teaching methods in the teaching of social studies these methods includes inquiry and expository methods.

### **Purpose of the Study**

The main purpose of this study is to compare two teaching methods such as inquiry and expository methods in the teaching of social studies in junior secondary school in Ibiono Ibon Local education authority. This study is carried out to:

- (i) Determine the differences in the performance of boys taught using inquiry and those taught using expository method.
- (ii) Determine the differences in performance of girls taught using inquiry method and those taught using expository method.

### **Research Question**

To guide this study the following research questions were set

- (i) Is there any difference between the performance of boys taught using inquiry method and those taught using expository method?
- (ii) Is there any difference between the performance of girls taught using inquiry method and those taught using expository method?

### **Hypotheses**

The following hypotheses were formulated to guide the study:

- (i) There is no significant difference between the performance of boys taught using the inquiry method and that of those taught using expository method in teaching social studies.
- (ii) There is no significant difference between the performance of girls taught using the inquiry method and that of those taught using expository method in teaching social studies.

### **Literature Review**

Teaching is a process by which we interact with one another with the intention of influencing the learning of that person, it is the interplay between the teachers and the learners. Teaching is a useful and practical art cells for intention, creativity improvisation and expressiveness (Ben-clays, 1999). Though there are many teaching methods and techniques associated with the integrated social studies, there is no single mode of teaching which fits all the learning situations. This may involve firing instructions to somebody on knowledge, skill and attitudes with the intention that the person will be able to know the information or do something or act in a particular way that is compatible with the instruction. Akintola (2001) pointed out that in order to be a source of information, a guide, an organizer of opportunities for learning, a person who can stimulate any environment for effective learning and using method in teaching such as inquiring and expository methods should be engaged.

Inquiry and expository methods are ways of seeking the truth, information or knowledge. Inquiry or expository learning is a complex process whereby students attempts to convert information into useful knowledge, through a structure of identification or identifying "real"

questions, finding resource to gather information and reporting the findings (Kona, 2000). During this process a student constantly refine the real question, evaluate and verify information and report findings often in non-traditional ways.

Expository method of teaching is a way in which people view the world (Olibie and Ezeoba, 2013). It requires critical thinking, a contribution of new ideas and reflection throughout the entire process as such the students are at the centre of the experience with the teachers as co-partner and guide (Mcbride, Bhatti and Mohammed, 2004).

Chard (2002) compiled the following list of advantages inquiry based instruction for students, Inquiry and expository instructions help students identify and refine real questions into learning.

- Inco-operate inter disciplinary study
- Is suited for a collaborative learning environment or team work
- Work with any age group and as student get other more sophisticated questioning and research skills and development.
- Acknowledge students funds of knowledge, a term comes opens opportunity.

According to Mezleobi and Funbara (2008), the teacher which is the human resource manager is concerned with the management of instructional material, and is a repetition of knowledge which is transmitted to the learner. Resource place include places that have much value for the purpose of classroom teaching. A trip to a place of interest is of obvious value and ensures the use of available resources. Oder (1999) observes that many teachers direct the attention of their classroom frequently to contemporary problem and to topical issues which can be woven into ongoing course of study, they can make significant contribution to enlighten citizenship, by examining with the students.

## **Methods**

### **Research Design**

The research design for this study is an experimental type. This design is found fit for this study as it attempts to find out the effect of experimented teaching methods on the performance of students.

### **Area of the Study**

The area of this study is in Ibiono Ibom Local Education Authority, Akwa Ibom State.

### **Population of the Study**

The population of the study will consists of all social studies teachers and JSS2 students in Ibiono Ibom Local Education Authority in Akwa Ibom state, estimated to be 4782.

### **Sample and Sampling Technique**

The respondents in the study consisted of 3 social studies teachers and 300 students. These were obtained through the simple random sampling method such that, from each of the schools selected for the study, 75 students were chosen and classified under inquiry method while the expository method also used 75 students. The two teaching methods were used to assess the academic performance in social studies. Hence, the sample size read 300.

**Research Instrument**

The researcher developed an instrument tagged “Teaching Method and Students’ Academic Performance Inventory (TMSAPI).

**Reliability of the Instrument**

Crombach Alpha technique was used to determine the reliability of the instrument (TMSAPI), using 30 respondents who did not form part of the main study were randomly selected and the instrument administered on them. Data collected from the respondents were subjected to reliability test and it produced the reliability coefficient of 0.76 to 0.85.

**Validation of the Research Instrument**

The instrument was face and content validated, which was done by the researcher’s supervisor. Three experts from test, measurement and evaluation also helped in validating the instrument.

**Method of Data Analysis**

Each hypothesis was tested with independent t-test analysis. The results of the statistical analysis for the hypotheses were tested for significance at 0.05 alpha level. Each result was considered significant if the calculated value was either equal to or greater than the critical value, but non-significant if less.

**Hypothesis One**

The null hypothesis states that there is no significant difference between the performance of boys taught using inquiry method and those taught using expository method. In order to test the hypothesis, two variables were identified as follows:-

1. Teaching method (inquiry and expository) as the independent variables
2. Performance as the dependant variables

Independent t-test analysis was used in comparing the two independent variables (See table 1).

**Table 1**

**Independent t-test Analysis of the difference between the performance of boys taught using inquiry method and those taught using expository method.**

| Teaching Method   | N  | $\bar{X}$ | SD   | t     |
|-------------------|----|-----------|------|-------|
| Inquiry method    | 75 | 63.29     | 4.38 |       |
|                   | s  |           |      | 4.41* |
| Expository Method | 75 | 59.47     | 6.11 |       |

**\*Significant at 0.05 level; df =148; N =150; Critical t-value = 1.960**

The above table 1 presents the obtained t –value as (4.41). This value was tested for significance by comparing it with the critical t-value (1.960) at 0.05 levels with 148 degree of freedom. The obtained t-value (4.41) was greater than the critical t-value (1.960). Hence, the result was

significant. The result therefore means that there is significant difference between the performance of boys taught using inquiry method and those taught using expository method.

**Hypothesis Two**

The null hypothesis states that there is no significant difference between the performance of girls taught using inquiry method and those taught using expository method. In order to test the hypothesis, two variables were identified as follows:-

1. Teaching method (inquiry and expository) as the independent variables
2. Performance as the dependant variables

Independent t-test analysis was used in comparing the two independent variables (See table 2).

**Table 2**

**Independent t-test Analysis of the difference between the performance of girls taught using inquiry method and those taught using expository method.**

| Teaching Method   | N  | $\bar{X}$ | SD   | t      |
|-------------------|----|-----------|------|--------|
| Inquiry method    | 75 | 49.39     | 4.56 | 14.05* |
| Expository Method | 75 | 37.45     | 5.77 |        |

**\*Significant at 0.05 level; df =148; N =150; Critical t value = 1.960**

The above table 2 presents the obtained t –value as (14.05). This value was tested for significance by comparing it with the critical t-value (1.960) at 0.05 levels with 148 degree of freedom. The obtained t-value (14.05) was greater than the critical t-value (1.960). Hence, the result was significant. The result therefore means that there is significant difference between the performance of girls taught using inquiry method and those taught using expository method.

**Discussion of the Findings**

The result of the data analysis in table 1 was significant due to the fact that the obtained t-value (4.41) was greater than the critical t-value (1.960) at 0.05 level with 148 degree of freedom. The result implies that there is significant difference between the performance of boys taught using inquiry method and those taught using expository method. The result therefore was in agreement with the research findings of Olibie and Ezeoba (2013), who viewed inquiry method as student centred method of teaching whereby students interact actively, question assumptions and provide their view point on any area of the subject matter. The significance of the result caused the null hypotheses to be rejected while the alternative one was accepted.

The result of the data analysis in table 2 was significant due to the fact that the obtained t-value (14.05) was greater than the critical t-value (1.960) at 0.05 level with 148 degree of freedom. The result implies that there is significant difference between the performance of girls taught using inquiry method and those taught using expository method. The result therefore was in agreement with the research findings of Akinleye (2012), who rightly opined that, most social studies teachers stuck to the use of expository teaching method where they dominate instruction in the class. The significance of the result caused the null hypotheses to be rejected while the alternative one was accepted.

### **Conclusion**

Based on the findings of the research work, it was concluded that inquiry teaching method is more effective than expository method. There is significant difference between the performance of boys taught using inquiry method and those taught using expository method. There is significant difference between the performance of girls taught using inquiry method and those taught using expository method.

### **Recommendations**

In comparing two teaching methods such as inquiry and expository method in the teaching of social studies, the following are recommended:

1. Teacher training should be designed to produce teachers capable of planning and implementing inquiry-based teaching approach.
2. Teachers in schools should be given training in planning and implementing inquiry based teaching approach through in-service courses. This may be an effective teaching approach in providing suitable learning conditions for students of diverse learning and academic abilities that is common in most classroom settings.
3. Social studies teachers should adopt the inquiry method of teaching other than the regular method of teaching as this leads to high performance of students.

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