

## Effectiveness of Discussion Method of Teaching in Curriculum Delivery in Secondary Schools in Bayelsa State of Nigeria

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**Abstract:** This study investigated the effectiveness of discussion method of teaching in curriculum delivery in secondary schools in Ogbia Local Education Authority (LEA) of Bayelsa State, Nigeria. Nigeria has thirty six States in which Bayelsa State is one of it and Bayelsa State has eight Local Education Authorities which Ogbia is one of it. Ten secondary schools were randomly selected from the thirty schools in Ogbia LEA and eighteen teachers from each of the ten selected secondary schools were randomly selected for the study. The study was guided by three research questions. The instrument for the study was questionnaire developed by the researchers. Split half reliability was used to determine the reliability of the instrument,  $r = 0.87$  was realized which is within the acceptable reliability benchmark. The instrument was administered to respondents and was retrieved and analyzed using percentage. The findings revealed that discussion method of delivering curriculum had positive impact on student because it encourages listening, talking and critical thinking among students which leads to better performance. It also encourages cooperation and teamwork among students and teachers. From the study, it was also discovered that discussion method of curriculum delivery helps students to deal with stereotype, gender bias and social disability. The best subjects suitable for discussion method are art/social science related subjects as well as science subject like health education. Teachers have adequate preparation but lack adequate instructional materials for effective curriculum implementation using discussion method of teaching. Based on the findings of this research, the researchers made some recommendation which includes curriculum planners and textbook writers should provide topical issues/discussion topics before, during and after every reading task to make lessons more participatory, meaningful, purposeful, exciting, enjoyable and pleasurable. Teachers should be encouraged to attend seminars, workshops and conferences in methodology to update their skills in discussion.

**Keywords:** Curriculum delivery, discussion method, secondary school, arts subjects, health education, teaching method, Nigeria

### INTRODUCTION

Nigeria is one of the developing countries of the world still grappling with political, economic and social challenges. Nigeria however hopes in the educational system for the production of the required manpower to man the various sectors of the economy. But manpower production is affected by a number of factors. These include the curriculum which must be relevant and functional and its delivery mode which again depends on the teachers' competence and resourcefulness; and of course, on the availability and accessibility of modern technological media [1]. In order for secondary education to deliver on its mandates, the teaching and learning behaviors of its participants should be scrutinized. In Africa, many countries are repackaging their curriculum and delivery strategies in line with the emerging societal needs. They also have built-in quality mechanism to enable them assess the institutions' attainment of the required

developmental goals. Often, it is the product of these institutions that are used as baseline for these assessments. In spite of the efforts to provide relevant curriculum, literature is replete with studies decrying the failure of Nigerian education system to produce competent manpower for the country especially the teacher education programmes [2, 3]. Again, research has shown that teaching with information and communication technology (ICT) reduces the input-output time and increases the process time [4, 5]. The process time is very crucial as it affords learners opportunity to interact with the teachers as well as with fellow students, engaging in activities that promote learning, such interactions and activities may involve meaningful discussions, brainstorming on issues, demonstrations and search for knowledge using modern media like the computer, internet facilities and other electronic and print media [6, 7]. Relevant curriculum delivered with learner at the center enhances their

ability to take control of their learning, enable them to construct meaning and learn skills, attitudes, and values that they can use to solve life's problems. Such learners are said to be autonomous because they are actively, involved in their learning rather than being passive conformists.

Curriculum delivery itself involves teaching and learning, which are two inseparable activities [8]. One of the prominent areas of education which had attracted the attention of educationists through ages is the process of making teaching-learning situation easy for both teachers and the learners. This has led to the evolvement of various types of methods of teaching such as lecture method, demonstration method, field trip method, discussion method, dramatization method, experimental method etc. One important step in educational design is choosing a teaching method. The traditional lecture method often focuses on memorization rather than the comprehension and uses of information. Lecturing is one of the primitive and maybe the oldest method of teaching and it is currently the most conventional educational technique. In this approach, students silently and passively receive information. However active participation and cooperation of students often leads to better, effective and permanent learning because of the participation. In various studies, the conventional lecturing method has failed to transfer concepts to students as effective active learning approaches such as small group tasks and discussion. Teaching small group discussion creates an active learning environment for all students including those with all levels of intelligence and mental ability. Student's mental abilities and skills are higher in group discussion and it is useful for remembering information.

Discussion was defined as a process of giving and talking, speaking and listening, describing and witnessing which helps expand horizons and foster mutual understanding, students to organize information, summarize it, and compare what they already know [9]. Discussion is a situation where students and teacher converse to share information, ideas, or opinions or work to resolve a problem. A discussion can serve a variety of purposes. One purpose is to review and extend what students have learned in order to ensure their mastery of the subject. The second one is to have students examine their ideas or opinions. The third one is to solve a problem and the fourth one is to improve their face-to-face or interpersonal communication skills. These purposes help learners make points, handle disagreement and conflicts, and overcome fear to speak in public. And then the teachers who use discussion also believe in the purpose of discussion which includes the reviewing of extend of what students have learned, examination of ideas and opinions, problem solving and increased interpersonal communication skills.

Discussion method requires the teacher to organize students into groups. These groups have been defined as a collection of interacting persons with some degree of reciprocal influence over one another. Discussion can also help the children learn how to think critically, as they become involved in the process of discovering science, understandings of concepts, making interpretations to their environment or to new situations. At the same time discussion tends to develop desirable scientific attitudes, such as respecting the opinions of others, rejecting unreliable or unqualified evidence, not jumping to hasty conclusions, listening intelligently, speaking effectively and participating cooperatively and democratically. There are three common characteristics of reasoning in discussions: recognizing that prior ideas (models) may be incorrect; evaluating new observations for consistency with current ideas and using evidence to modify ideas; and coordinating all mutually consistent knowledge propositions into a coherent model. The classroom discussion is one of the most powerful strategies that teacher can use to facilitate cognitive and affective gains in students. It can also be used to promote inquiry and develop problem-solving skills.

For curriculum content to be said to have been properly delivered, learning must take place. For learning to take place, the learner must be actively involved in the learning process not a passive listener. The learner should be able to contribute, ask questions and give out or feedback on what has been given to him/her by the teacher. Hence various methods of teaching have been applied in the teaching-learning process. If the learner is not able to meet up with the stated objectives of the lesson, then learning has not taken place and the teaching method used need to be reviewed or changed. The study, therefore, investigate the effectiveness of curriculum delivery using discussion method of teaching-learning, problems associated with discussion method, and the roles of the teacher in using discussion method of teaching effectively. Specifically, three research questions are posited for the study as follows:

- What is the impact of discussion method of teaching in curriculum delivery in secondary schools in Ogbia LEA?
- What subjects are most suitable for discussion method of teaching in the act of curriculum delivery;
- To what extent are teachers prepared to effectively implement discussion method of teaching in curriculum delivery in Ogbia LEA?

## **MATERIAL AND METHODS**

The design of the study was a survey research design. The population of the study consisted of the 341 Senior Secondary class 1-3 teachers from 28

government secondary schools in Ogbia LEA of Bayelsa State, Nigeria.

The study through random sampling technique selected 18 teachers each from ten (10) secondary schools making a sample size of 180 teachers to be involved in the study. The instrument for this study was questionnaire. The questionnaire titled effectiveness of discussion method of teaching in curriculum delivery in secondary school's questionnaire (EDMTCDSSQ) was divided into two section, A and B. Section A of the questionnaire contained items on demographic data of the respondents while section B contained items on effectiveness of discussion method of teaching in curriculum delivery in secondary school. The research instrument was validated by experts in measurement and evaluation of the Faculty of Education, Niger Delta University, Bayelsa State. They helped in validating the

face and content validity of the instrument, suggestions and corrections made were incorporated to ensure adequacy of the instrument. The reliability was determined using split half reliability and  $r = 0.84$  was realized which is within the acceptable reliability benchmark. The questionnaire after being validated was administered to the respondents of each school by the researcher through personal visits to the selected schools involved in the study. The questionnaire filled, was retrieved by researcher after one week of administration and analysed.

## RESULTS

Table-1 is on biographical information of the respondents such as gender, qualifications and teaching experience whilst Tables 2-4 present data according to the research questions that guided the study.

**Table 1: Distribution of Respondents by Gender, Qualification and Teaching Experience**

Gender	Frequency	Percentage
Male	85	47.22
Female	95	52.78
<b>Total</b>	<b>180</b>	<b>100</b>
Qualification		
NCE	12	6.67
OND	-	-
HND	18	10
B.Sc	50	27.8
B.Ed	105	58.3
M.Sc	1	0.6
M.Ed	4	2.2
<b>Total</b>	<b>180</b>	<b>100</b>
Teaching Experience		
1-5 years	43	23.9
6-10 years	64	35.6
11-15 years	35	19.4
16-20 years	12	6.7
21 and above	26	14.4
<b>Total</b>	<b>180</b>	<b>100</b>

*Source: Field Survey, 2017*

Table-1 showed that 85 (47.22%) of the respondents were male while 95(52.78%) were female. This showed that most of the teachers in the study area are females. Also distribution of respondents by qualification revealed that out of 180 teachers selected from ten schools sampled for the study, 12(6.67%) of the respondents are holders of National Certificate of Education (NCE), 18(10.0%) are holders of Higher National Diploma (HND), 50(27.8%) have Bachelor of Science degree B.Sc., 105(58.3%) have Bachelor of Education degree (B.Ed.), 1(0.6) has a Master's of Science degree (M.Sc.) and 4(2.2%) have Masters of Education degree (M.Ed.). This shows that majority of the respondents are B.Ed. holders and B.Sc. holders. In

terms of distribution of respondents by teaching experience; the result revealed that teaching experience of respondents by years of teaching calibrated into 1-5 years, 6-10 years, 11-16 years, 16-20 years and 21 and above years are as follows: 1-5 years 43(23.9%), 6-10years 64(35.6%), 11-16 years 35( 19.4%), 16-20 years 12(6.7%) and 21 years and above 26(14.4%) The percentage of the respondents with 6-10 years is the greatest. Therefore, majority of the teachers in study have taught for a period of 6-10 years averagely.

Research question one was on the impact of discussion method of teaching in curriculum delivery in secondary school Ogbia LEA.

**Table-2: Responses on the impact of Discussion Method of Teaching in Curriculum Delivery in Secondary School in Ogbia LEA**

S/N	QUESTIONNAIRE ITEM	SA	A	D	SD	TOTAL
1	Discussion method encourages listening and talking, critical thinking leading to better academic performance.	105 58.33%	72 40%	-	2 1.67%	180 100 %
2	Discussion encourage slow learners	30 16.67%	102 56.67%	24 13.33%	24 13.33%	180 100
3	Discussion encourages cooperative teamwork between students and teachers and students and students	96 53.33%	78 43.33%	6 3.33%	-	180 100%
4	Discussion helps student to argue rationally and encourage logically reasoning	60 33.33%	120 66.67%	-	-	180 100%
5	Students helped to deal with stereotype and social rejection across disability race and gender	45 25%	105 58.33%	30 16.67	-	180 100

Source: Field survey 2017

In Table-2, item 1 revealed that 105(58.33) of the respondents strongly agreed that discussion method encourages listening, talking and critical which can lead to better academic performance. 72 (40%) agreed while 3(1.67) disagreed with the statement. This indicates that discussion method encourages student participation in teaching and learning process. Item 2 revealed that 30(16.67%) of the respondent strongly agreed that discussion method is the best method to encourage slow learners while 30(16.67%) disagree with the statement, this shows that slow learners could be encouraged to go through discussion method. Item 3 revealed that 96(53.33%) of respondents responded in affirmation to the statement (strongly agreed) that discussion method encourages cooperative teamwork between students and teachers and between students and students, 78(43.33%) agreed while 6(3.33%) disagreed with the statement. The study revealed that discussion method encourages cooperative team. Item 4 indicated 60(33.3%) of the

respondent strongly agreed that discussion method helps students to argue rationally and reason logically, 120(66.67%) of the respondent agreed with the statement while disagree and strongly disagree has no response. Evident from the study shows that discussion method of teaching encourages student rational argument and rational reasoning. Item 5 indicates that respondents, 45(25%) strongly agreed that discussion method helps students to deal with stereotype, social difference across disabilities, race and gender difference, 105(58.33%) agreed while 30(16.33%) disagreed with the assertion. From research question one analysis, it is evident that discussion method of curriculum implementation has a very strongly positive impact on student.

Research question two was on subjects that are most suitable for discussion method of teaching in the act of curriculum delivery.

**Table-3: Responses on the Subjects Suitable with Discussion Method of Curriculum Delivery**

S/N	QUESTIONNAIRE ITEMS	SA	A	D	SD
1	Discussion method is mostly used in teaching agricultural science subject	15 8.33%	45 25%	66 36.67%	54 30%
2	Discussion method is mostly in teaching science related subjects such as health education.	18 10%	45 25%	63 35%	54 30%
3	Discussion method is mostly used in teaching management related subjects such as shorthand, typewriting secretarial studies and office practice.	21 11.67%	78 43.33%	60 33.33%	21 11.67%
4	Discussion method is best suit with arts/social science subjects like history, religious studies, and social studies.	42 23.3%	21 11.67%	39 21.69%	78 43.33%

Source: Field Survey, 2017

In Table-3 above, item 1 revealed that discussion method is not suited with agricultural science. It was indicated by 15 (8.33) and 45 (25%) respondent responding in affirmation strongly agreed and agreed respectively, while 63 (35%) and 54 (30%) disagreed and strongly disagreed respective to statement, item 2 indicated that 18 (10%) and 45 (25%) of the respondent at strongly agreed and agreed that discussion method is mostly used in teaching science related subjects like health education, while 63

(33.33%) and 54 (30%) of the respondent strongly disagreed and disagreed with the statement This revealed that discussion method is not so suited with science related subjects. Item 3 of the research question two table two indicated that 21 (11.67%) and 78 (33%) of respondents strongly agreed and agreed that discussion method is best suited with management related subjects from the study, it could be used to implement management curriculum in secondary school. Item 4 showed that 120 (66.67%) and 45 (25%)

of the respondent strongly agreed and agree with the statement which says that discussion method is best suited with arts and social science related subjects such as history, religious studies, social studies etc. while 15(8.33%) of the respondent disagreed with the statement. Based on the responses obtain discussion

method is the best method to be used in implementing social science/arts curriculum in secondary schools.

Research question three was on the extent of teachers' preparedness to effectively implement the discussion method of teaching in curriculum delivery in Ogbia LEA.

**Table-4: Response on Teachers Preparedness for Effective Implementation of Discussion Method of Teaching in Curriculum Delivery**

S/N	STATEMENT	SA	A	SD	A
1	Teachers prepare their lesson plan before teaching	165 91.67%	15 8.33%	-	-
2	Teachers consults related materials on teaching subjects before introducing such for discussion	90 50%	50 27.75%	28 15.56%	22 6.67%
3	Apart from educational qualification you have also had in- service training on teaching methodology and new curriculum	54 30%	90 50%	24 13.33%	12 6.67%
4	For effective discussion teachers provide relevant materials for students	80 47.78	60 33.33	30 16.57	4 2.22
5	Teachers must possess good class room management to avert distraction and noise during discussion	117% 65	63% 35	-	-

*Source: Field Survey 2017*

Table-4, item 1 revealed that 165 (91.67%) and 15 (8.33%) of the respondent strongly agree and agreed that teachers prepare their lesson Plan before teaching. While there is no response from strongly disagreed and disagreed categories. This implies that for effective curriculum implementation, it is necessary for teacher to prepare their lesson plan as a guide to effective teaching and learning. Item 2 on the above Table also indicated that 90 (50%) out of 180 respondent strongly agreed that teachers consult related materials on teaching subjects before introducing it for discussion among student, 50 (27.28%) agreed while on the contrary 24 (13.33%) disagreed and 22 (12.22%) strongly disagreed. From the study, it is crystal clear that teachers equip themselves with information and knowledge regarding teaching the topic under consideration before presenting such to student for discussion. Item 3 revealed that 54 (30%) of the respondent strongly agreed that apart from academic qualification, they have had no in-service training on teaching methodology and new curriculum. 90(50%) agreed whilst 24 (13.33) disagreed and 12 (6.67%) of the respondents strongly disagreed. This shows that most of the teachers have not had in-service development training on teaching methodology. Item 4 shows that 86 (47.78%) out of 180 respondents strongly agreed that for effective discussion method, teachers should provide relevant materials to student, it was supported by 60 (33.33%) of the respondent. While 30 (16.67%) of respondent disagreed and 4 (2.22%) strongly disagreed. Curriculum cannot be effectively implemented without adequate supply of instruction material. It is evident from the study that instructional material should be supplied to teachers for effective curriculum implementation using discussion method. Item 5 from the Table shows that 177 (65) and 63

(75%) of respondent strongly agreed and agreed respectively that teacher must possess good class room management skills to avert distraction and noise during discussion. There is no response from disagreed and strongly disagreed categories. The implication of this response is that no teacher can achieve lesson objective where there is distraction and noise, so study revealed that classroom management is important in implementing discussion method of teaching and learning. Conclusively, prior to the teaching in the classroom, there has been rigorous preparation on the part of the teacher for him/her to be equipped with different technicality in implementation of the curriculum.

## DISCUSSIONS

The first research question seeks to know the impact of discussion method in curriculum delivery in Ogbia Local Government Area of Bayelsa State. The finding revealed the positive impact of discussion method of curriculum delivery student. The study agrees with the findings of Obanya [10] who said that discussion tends to develop desirable scientific attitudes, such as respecting the opinions of others, rejecting unreliable or unqualified evidence, not jumping to hasty conclusions, listening intelligently, speaking effectively and participating cooperatively and democratically. Applebee, Langer, Nystrand and Gamoran [11] conducted a meta-analysis of quantitative studies that provided evidence of the effects of different approaches to text based discussions on measures of teacher and student talk and/or of individual student comprehension and reasoning outcomes. Three major findings emerged from the meta-analysis; one major of them was that the approaches to discussion differentially promoted high-



level comprehension of text. Many of the approaches were highly effective at promoting students' comprehension, especially those that were more efferent in nature. The Study agrees with the description of Gaga and Berliner [12] which has the following as its objectives of discussion: thinking critically; democratic skills; complex cognitive objectives; speaking ability; ability to participate; and attitude change.

Research question two revealed that social science and arts related subjects are suited with discussion method. The study is in agreement with the findings of Abdu-Raheem [13] who recommended that as a matter of urgency, teachers of arts related subjects should explore and use discussion method of teaching to promote knowledge to secondary school students. Abdu-Raheem explained further that if discussion method is properly managed, it will go a long way to improve students' achievement.

Research question three shows that teachers need to adequately prepare before implementation curriculum using discussion method of teaching. The study agreed with the findings of Kafu [14] which established that lesson planning gives teacher confidence in curriculum instructional processes, Kafu also maintained that teachers select and use appropriate content for the lesson to be taught and organizes it in a functional way to help achieve the instructional objectives. Fall Webb and Chudowsky [15] emphasized that the success or failure of any educational programme rests majorly on the adequate availability of qualified (professional), competent and dedicated teachers. Twoli [16], noted ability of a teacher to teach is not derived only from one's academic background but it is based upon outstanding pedagogical skill acquired. The realization of the national growth in technology as highlighted in the Nigerian National Policy on Education hinges (among others) largely on the quality of the teachers. According to Thomas [17] Teacher preparation has huge effect on their understanding of teaching learning process in terms of content mastery and delivery. The exposures during the training, the result obtained in answering research question one attests to this facts. Teacher preparation is essential in the process of equipping a teacher before he/she heads out to do the job, the society at large will feel the effect of wrong teaching, as members of the community will exhibit that which the teacher has taught as they will hold firm to ideas despite its negative effect but since that is what the teacher has taught it sticks to heart of the learners and they will always exhibit the ideas behind what the teacher has taught. Teachers preparation also reflects on the level of preparation before teaching, ability to prepare lesson plan and note, coordinate the class; make good instructional materials and good judgment towards effective use of discussion method in curriculum delivery.

## **CONCLUSION**

In conclusion, discussion method is a strategy for achieving instructional objectives that involves a group of persons, usually in roles of moderator and participants, who communicate with each other using speaking, nonverbal and listening process. The aim of discussion method is for students to participate in learning and listen to other's opinion and express their opinions. Discussion method makes the students not to rely on rote learning and develops creativity among students. For effective discussion the students should have prior knowledge and information about the topic to be discussed. So the discussion helps students to become active in class. Based on the issue under investigation, it was revealed that discussion method has impact on the curriculum delivery, it encourages teamwork among teachers and students encourage listening, and talking, critical thinking, logical reasoning and rational argument. Though for effective implementation, teacher must be adequately prepared by both pre-service and in-service training to master various teaching methodology. Finally, based on the empirical data obtained from this research, it can be concluded that discussion method has the potential to improve students' performance as it gets everybody contributing to the teaching and learning process. Therefore, discussion method should be used alongside the conventional method in order to facilitate and enhance students understanding.

## **RECOMMENDATIONS**

The following recommendations were made on the basis of the findings of the study:

- Teachers should be encouraged to use discussion alongside the conventional method in order to enrich their lessons.
- Curriculum planners and textbooks writers should provide topical issues/discussion topics before, during and after every reading task to make lesson more participatory, meaningful, purposeful, exciting, enjoyable and pleasurable.
- Teachers should be encouraged to attend seminars, workshops and conferences in methodology to update their skills in discussion method as well as other methods of teaching.
- Federal, State and LEA and Ministries of Education should initiate processes whereby teachers can be trained specially in teaching methodologies to enhance their pedagogical skills.
- More effective training through workshops, seminars, conferences, in- services courses on how to implement discussion method may help to give teachers more support in trying to implement discussion method in their teaching.

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