



# Effective Teaching of form Four History at Zimbabwe's Dakamela Secondary School: A Comparative Study of Group Discussion and Lecture Methods

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## Authors' contributions

*This work was carried out in collaboration between all authors. Author MTK designed the study, wrote the protocol and supervised the work. Authors ACN and TT carried out all laboratories work and performed the statistical analysis. Author MTK managed the analyses of the study. Author ACN wrote the first draft of the manuscript. Author TT managed the literature searches and edited the manuscript. All authors read and approved the final manuscript.*

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## ABSTRACT

This study was focused on the comparative effectiveness of using the group discussion method and the lecture method in the teaching and learning of history by form four students at Dakamela Secondary School in Nkayi District with the aim of finding which of the two methods better suits the teaching of this subject due to its strengths. The study used 50 students in two classes one with 26

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and the other with 24 students. The population was made up of all 320 pupils in the school doing history since the subject is compulsory and is expected to be done by all the pupils. The study employed the quantitative paradigm and used the experimental design. Experiments were carried out in both classes which were exposed to both methods simultaneously. The study revealed that students who were exposed to the group discussion method performed relatively better than those exposed to the lecture method. The study recommends that students should be taught mostly using the group discussion method since it has proved to be more effective than the lecture method.

*Keywords: Lecture method; group method; form four.*

## **1. INTRODUCTION**

Despite the development of new approaches to teaching and learning in the classrooms, the lecture method remains a prominent feature of most lesson delivery sessions [1]. The teachers are the major source of information while students have to remember what the teacher says [2]. Research conducted in American classrooms indicates that approximately 80% of talk time is taken by the teacher and thus, the teacher controls what happens in the classroom (Wertsch and Toma, 1995 in [1]). As [3] observes, the major factor which contributed to the adoption of the lecture method was (and still is) the ability of the method to deal with a large number of students at one time. According to [1], lecture is a teaching method where an instructor is the central focus of information transfer. Typically, an instructor will stand before a class and present information for the students to learn, sometimes they will write on a board or use an overhead projector to provide visuals for students with students expected to take notes while listening to the lecture [1]. As [4] argues, this didactic method of education is education through the transmission of information and this theory of learning assumes that students are passive recipients of knowledge transmitted by the teacher. It is on account of this information that this study compared the effectiveness of the group discussion method with the traditional lecture method.

## **2. LITERATURE REVIEW**

The lecture method is an organised method of presenting information and conveying knowledge from one person to a group of people [5]. The authors also refer to the lecture method as the 'telling method' because it is made up of one teacher telling it all to students who are assumed not to know much of the subject under scrutiny [5]. [6] states that the lecture method is probably the oldest method mostly used in schools, colleges and universities and goes back to the

times of the oldest scholars such as Socrates and Aristotle, who used the method to teach large audiences, deliver key ideas and information and stimulate further interest in the subject. According to [7] the lecturer is himself / herself given some publicity as the professional expert from whom much is expected and this implies that the lecturer does not expect much from the students since they are deemed ignorant neophytes who know nothing about the topic. This, according to [8], makes the lecture a one way traffic in which only the lecturer does the bulk of the talking. [6] states that teachers feel that if they do not lecture they are not teaching at all and all the other teaching methods make teachers feel that they are losing power and control over their classes and this explains why it is hard to dissuade teachers from using this method.

The lecture method has been praised for several advantages over other methods such as the discussion method, discovery method and computer learning [9]. [5] assert that the lecture method saves time and a large body of facts of information can be exposed in a short time. A carefully prepared lecture is loaded with knowledge and skills [5]. [10] posits that prime reasons for the lecture's appeal in educational programmes include limited student and faculty time and monetary and personnel resources. A lecture is also economical in saving personnel as one lecturer can teach hundreds and the other methods are labour intensive and need more personnel making them expensive [11]. The lecture method is, as cited by [8] good at teaching people skills of attentive listening and logical analysis because students become adept at analyzing and making sense of long speeches and verbal analysis.

Despite the advantages cited above, the lecture method has some disadvantages. There is very little interaction and feedback from the audience as the lecturer or teacher does most of the talking; and even if the audience (students)

wanted to interact, the large numbers involved would limit the level of interaction to a few individuals as time is also of essence to the lecturer [9]. Therefore, the lecture method with its focus on the lecturer is undemocratic as it ignores the students who are the subjects of the learning, the core business of teaching [5]. [11] also castigates the lecture method for its insensitivity to student individuality as it is difficult to adapt to individual learning differences.

Dillon [9] states that, the group discussion method is a particular form of group interaction where members join together in addressing a question of common concern, exchanging and examining different views to form their answer, enhancing their knowledge and understanding, their appreciation or judgement, their decision, resolution or action over the matter at hand. This implies that in a discussion, students must talk to one another, listen to one another and also respond to one another's views all the time striving to reach an accommodation or consensus concerning the issue of interest to them [12]. The discussion is not an argument to convince one another or debate in which one group must win, but is driven by students' genuine desire to understand something they do not fully understand and which is of interest to them [13].

Carpenter [8] postulates that group discussion method can be a powerful means of enabling students to engage actively with course material and develop their own views based on sound critical thinking since students will think originally and not to be led by the teacher every time. Discussions are simple communication devices which the teacher can use to stimulate students' interest as well as evaluate their level of misconception over a given subject [12]. As [9] argues, the teacher's job during the discussion sessions is to clear obstacles which interfere with student learning and leave the students to learn while he keeps a watchful eye on the groups, but not unnecessarily interfering because, once he / she does that, it disturbs the pupils' train of natural argument which is the main stay of good discussion groups.

Some of the merits of the group discussion method, as highlighted by [12], include that discussion teaches pupils to have better appreciation of problems, idea formulation and it guides values of thinking and also breeds a culture of respect of pupils for one another in their individual capacities. Students learn more

as they discuss and put issues under scrutiny and discussion also entails more student involvement in the learning process which helps retention and transfer of learning [9]. Discussion helps students to learn how to learn and solve problems collectively and also develop good attitudes to ideas of others and tolerance to listen to others [8]. As [11] posits, as students continue to engage in discussion, their capacity for language usage and communication increases, and also shows the true personality of the individual student so that learning interventions can easily be done.

Group discussion method of teaching could influence students' attitudes towards learning because it was found to be an activity-based method of teaching that is pedagogically effective and highly rewarding when compared to the lecture method [14,15]. Similarly, [16] observes that group discussion pedagogy is a method that can improve students' communication skills. Also, active learning methods were shown to result in higher student performance in a physiology course for physical therapist students when compared with the lecture method only [17]. However, students in these active learning courses felt that they had learned less and lower perceptions of instructor and course effectiveness when compared with students in the lecture –only course [18].

However, inspite of its merit, the group discussion method is difficult to sustain and the capacity to make students discuss is not easy [9]. As [11] states, a good class discussion is not easy to perform and discussion is time consuming, kaleidoscopically unpredictable in process and uncertain of outcomes as much as unsure of success. The key problem as [13] argues, is that discussions do not cover a well defined body of knowledge succinctly and clearly and there is always unfinished business. Teachers lack experience of using the discussion method and have not been trained well to use it; and, as [9] postulates, most teachers when they use discussion they fail to adhere to democratic ideals and have personality defects which put them in a collision course with students especially on matters of how much teachers should control their discussion and teachers feel that if they do not say something they are doing nothing when tradition expects them to talk.

Teachers indisposed towards discussion might not have a strong sentiment of inquiry, interest in student thinking, trust of group processes, nor

indeed democratic attitudes generally and in particular, towards knowledge and authority [12]. As [13] argues, teachers see pupil groups as a waste of time and getting nowhere and the curriculum material as not being covered as students cannot seem to be going anywhere. Teachers feel out of touch with the class if they are not lecturing, they feel a debilitating loss of class authority as students become somewhat independent [9]. The school system has opted its own in-built antipathies which do not encourage discussion at all; in fact as [11] states, student attempts to discuss is seen as a sign of indiscipline; and a whole host of factors dissuade any discussion, for example, the way furniture is arranged in the classrooms, learning in large classes, too much focus on timelines whereby any attempt to discuss is seen as time wasting and in the schools, content coverage is seen as the evidence of learning. [9] states that teaching is seen as a tight management and control of students with teachers having privilege to determine what is learned in class and some teachers erroneously view the Socratic method or question and answer method as a discussion, yet it is far from it, orderliness as a sign of learning, yet this might not be the case.

An interesting revelation in the literature is that students tend to gain more knowledge after applying both the lecture and group discussion methods [19]. Students obtained higher scores when taught by the lecture method and 83% of the students preferred being taught by the group discussion method [20,21].

## **2.1 Statement of the Problem**

The general tendency in most classrooms in secondary schools is to rely heavily on the lecture method to deliver lessons and yet using other methods like the group discussion method may motivate students to participate more meaningfully during the learning process.

## **2.2 Research Question**

Is there a significant difference in the final test scores, attitudes and levels of understanding (cognition) between the two groups of students, one group using the group discussion method and another using the lecture method?

## **2.3 Sub-Questions**

1. Which method involves more pupil-pupil interaction?

2. Which method ensures more information retention?
3. Which method encourages more transference of learning?
4. Which method improves pupil's attitudes towards history?

## **2.4 Objectives of the Study**

The study sought to compare the effectiveness of the group discussion method compared to the lecture method as measured by final test scores and survey of two groups of form four students.

## **2.5 Significance of the Study**

While there is no 'best' method for teaching any subject, the importance of the study stemmed from the fact that it sought to find the best method of teaching and learning of history in schools and encourage teachers and students to view history not just as story telling, but through the use of proper methods students may develop concepts which can be useful in encouraging historical interest and be applied in life situations. Admittedly, each method has its own strengths and weaknesses. Therefore, the conduct of this study enables educators to be armed with requisite information to choose the right method according to the subject, situation, and level, purpose, learning style, age and interests to name few considerations for choice of teaching methodology. Also, the study enables teachers to make informed judicious choices regarding the choice of traditional and student-centred teaching and learning methods.

## **2.6 Delimitation**

The study focused on form four pupils at Dakamela Secondary School in Nkayi District. Views from 50 pupils were used. Views from other pupils in the other forms were not used.

## **2.7 Limitations of the Study**

The experimental design has the limitation of 'The Hawthorne effect'. If human beings discover that they are subjected to experimentation they may behave differently and influence test and observation results and may respond in uncharacteristic ways to questionnaires and interview questions. This was mitigated by requesting the history teachers to collect data during lessons in the studied schools so that this appeared like students were attending normal learning sessions.

### **3. METHODOLOGY**

The study employed the quantitative methodology and made use of an experimental design. The rotating groups experiment was used. As [21] states, the rotating groups experiment is an experimental method where method X and Y are equally applied to both groups A and B respectively in the first cycle of the experiment, and later the methods are applied in the other half of the experimental cycle. The study used quasi-experimental design which is more ethical than true experiments when researching on human subjects [22]. The researchers used experimental and control groups in order to get the true effects of the intervention. The treatment groups received intervention, while the control groups got business as usual.

The population consisted of all the history students at Dakamela Secondary School and a purposive sample was used to select the 50 form four history students. While the size of the sample ought to be determined by scientific methods, a general rule of the thumb is that each group ought to be at least 30 participants [22]. In Zimbabwe, form four pupils refer to learners who have completed their first four years of post-primary school education and are ready to write a public examination called Ordinary Level. These form four pupils were selected on the basis of the intellectual maturity that enabled them to exhibit some degree of mastery learning after an exposure to either group discussion or lecture methods of teaching. The authors sought permission to carry out from three levels. First, they applied for permission to carry out the study at Dakamela primary school from the Permanent Secretary of the Ministry of Primary and Secondary Education in Zimbabwe. They then sought similar permission to carry out the study from the Matabeleland Provincial Director, the District Education Officer and the school head. Eventually, teachers and form four pupils were requested to take part in the study after reading the informed consent form and listening to the researchers' explanation of the purpose of the study. The history pupils in both classes were put into their respective different classes. The form four pupils were taught history by two teachers who recorded their findings to enable the researchers compare the effectiveness of group discussion and lecture methods in the teaching of history. The classes in form four C and form four D were subjected to the two different

teaching methods in rotation. Form four C was subjected to a well planned lecture with the question-answer or Socratic method for a week (4 lessons) without any group discussion between 7 and 11 July 2014. During the same week the other class, form four D was divided into discussion on the same topic as that being covered by form four C, with the teacher only facilitating. In the second step those students in the class which previously did group discussion were changed to the lecture method and the other group used the discussion groups again for a week for both classes. At the end of the week the classes were given the same test on the same day and the scores were recorded. The questionnaire was used to complement data obtained from the experiment. The questionnaire was used because as [22] posits, makes it possible to measure what a person knows (knowledge), what a person likes (values and preferences) and what a person thinks (attitudes and beliefs). All the classes were given the questionnaire during lessons after the experiment so that the return rate was maximized. The questionnaires were collected at the end of each lesson (See Appendix 1). Also, lesson plans were used to find out how comparable form four pupils' performance in history would be after teaching them using group discussion and lecture methods (See Appendix 2 for samples). The learners wrote essays and tests that were meant to gauge their degree of master learning after an exposure to group discussion and lecture methods (See Appendix 3 for samples). Both tests and essays were administered once a week for a period of two weeks. The researchers collected three forms of data namely, descriptive information, data on fidelity of the study and data on the dosage of the intervention [22]. Descriptive information allowed the researchers to understand the study's context and the nature of the participants. Data on the fidelity of the study enabled the researchers to confirm that the study was planned, hence, the use of the quasi-experimental research design to carry out the study. Lesson plans, tests and questionnaires were used to provide data on the dosage of the intervention measures for the quantity of the intervention. Means, modes, standard deviations and other statistical analyses were carried out on the scores to establish changes and establish causality. Data was tabulated and presented in various graphs and tables for easier interpretation.

**4. FINDINGS AND DISCUSSION**

The study set out to compare the lecture and group discussion methods on the teaching of history in Zimbabwean secondary schools. This section is presented in two parts namely, presentation of data and discussion thereof.

**4.1 Presentation of Data**

**4.1.1 Interpretation and analysis of data**

Using class form four C as presented in Table 1, the lecture method has a mean of 47.46 less than that of the discussion method which is 63.8. Using class form four D as presented in Table 2 the mean score of the lecture method is 30,625 which is less than the mean score of the group discussion method, standing at 49.2. From the difference of the scores of the two methods using the two classes, discussion had a higher mean and we can therefore conclude that students scored higher after exposure to the group discussion than the lecture method of instruction. We can further investigate the hypothesis using the t-distribution. For form four C in class in Fig. 1, the mean for the discussion method is 63.8. After calculating, the t-value is 0,06429. The value calculated is falling in the rejection region and we reject the null hypothesis and accept the alternative hypothesis. The conclusion is that there is a difference between using the two

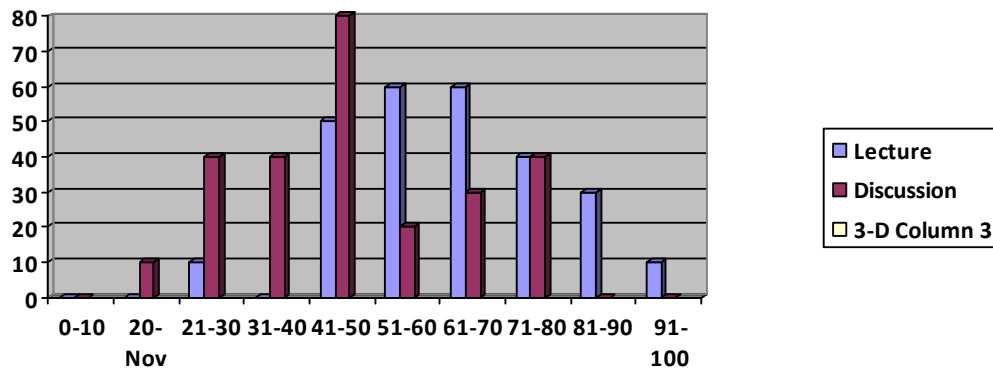
methods, lecture method and group discussion method.

**Table 1. Test scores for form four C class**

Scores	Discussion method	Lecture method
0 – 10	0	0
11 – 20	0	1
21 – 30	1	4
31 – 40	0	4
41 – 50	5	8
51 – 60	6	2
61 – 70	6	3
71 – 80	4	4
81 – 90	3	0
91 - 100	1	0

**Table 2. Test scores for form four D class**

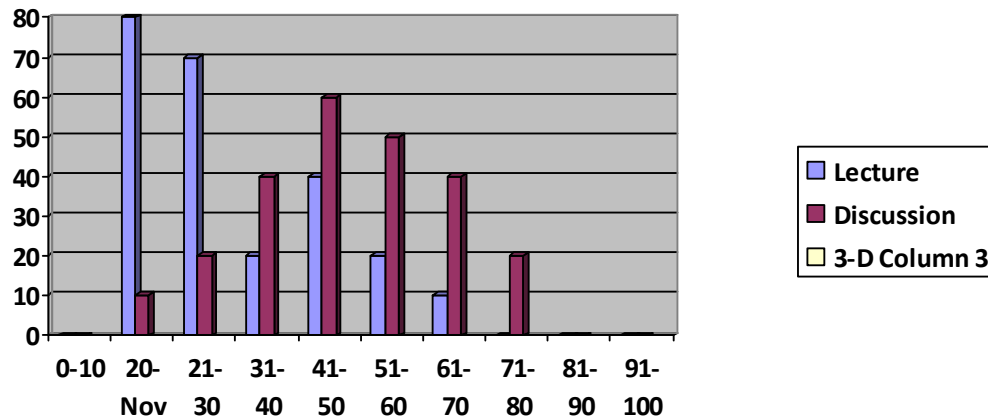
Scores	Discussion method	Lecture method
0 – 10	0	0
11 – 20	8	1
21 – 30	7	2
31 – 40	2	4
41 – 50	4	6
51 – 60	2	5
61 – 70	1	4
71 – 80	0	2
81 – 90	0	0
91 - 100	0	0



**Fig. 1. Bar graph showing scores for form four C class**

**Table 3. Questionnaire responses towards the lecture method (N=50)**

Statement	Category of responses				
	SA	A	D	SD	NS
Learned a lot during lecture method	3	10	2	28	7
Wish lecture is used mostly	5	6	9	26	4
Pure lecture format better for me to learn history	6	2	5	31	6



**Fig. 2. Bar graph showing scores for form four D class**

**Table 4. Questionnaire responses towards the group discussion method**

Statement	Category of responses				
	SA	A	D	SD	NS
Learned a lot during discussion method	44	0	3	0	3
Wish discussion method mostly used	43	5	2	0	0
Pure group discussion is the best format for me to learn history	32	3	10	0	5
Compared to lecture method discussion method improves student communication skills	47	0	0	3	0
Student-student communication is important	48	0	0	0	2
Lecture method improves critical thinking	48	0	0	0	2

Information gathered from the questionnaire as presented in Table 3, shows that only 6% of the students completely agreed that they learned much during the lecture method and were boosted in their numbers by 4% who disagreed only slightly, meaning that for the most part these 4% thought they learned much during the lecture to an extent. On the other hand, 56% disagreed that they had learned much during the period of the lecture method usage. 20% only slightly agreed with the statement that they learned much giving a total of 76% of the students who disagreed that they had learned much during the lecture method. On the other hand, 98% of the students in Table 4, in one way or the other believed that they had learned a lot during the group discussion method. On the second question where students were asked whether they thought it better to have lecture method used in most history lessons, 28% to some degree concurred while 64% disagreed with the other 8% not sure. On the other hand, 90% of the respondents in Fig. 2 concurred that the group discussion method should be the teaching / learning method mostly used for teaching history.

Only 10% disagreed. Students believed that compared to lecture method group discussion increased their communication with other students (98%). 94% of the students agreed that the group discussion method improved their ability to communicate with other students and 96% agreed that student-student communication was vital in successful learning. Another 96% also believed that group discussion method involved more critical thinking than the lecture method.

#### 4.2 Discussion

Data from the study reveal that students scored higher marks after being exposed to the group discussion modality of learning compared to the lecture method. This tallies with observations by Dillon (2004) who argues that there is very little interaction and feedback from pupils as the teacher does most of the talking making it very difficult to benefit from the lecture method. Smith (2008) also castigates the lecture method for its insensitivity to student individuality as it is difficult to adapt to individual learning differences.

Maodzwa (2013) states that during the group discussion method students learn more as they discuss and put issues under scrutiny and discussion also entails more student involvement in the learning process which helps retention and transfer of learning. These findings are disputed by Doppen, (2007) who argues that students in these active learning courses felt that they had learned less and lower perceptions of instructor and course effectiveness when compared with students in the lecture – only course.

Information from the study also revealed that pupils indicated that they learned very little during the lecture method and they did not wish it was used mostly by their teachers. The findings are inconsistent with previous research findings on lecture method by Carpenter (2006) who observed that lecture method is good at teaching people skills of attentive listening and logical analysis because students become adept at analyzing and making sense of long speeches and verbal analysis.

On the other hand, the majority of students indicated that they learned more during group discussions and wished the group discussion method would be used most of the time during the learning / teaching process. The pupils also indicated that compared to the lecture method, the group discussion method improved their communication skills as well as improved critical thinking among the students. Carpenter's (2006) observations are congruent with these findings when he postulates that discussion can be a powerful means of enabling students to engage actively with course material and develop their own views based on sound critical thinking since students will think originally and not to be led by the teacher every time. As Smith (2008) posits, as students continue to engage in discussion, their capacity for language and usage and communication increases and also shows the true personality of the individual student so that learning interventions can easily be done. All the preceding findings appear to be at variance with an interesting revelation in the literature that students tend to gain more knowledge after applying both the lecture and group discussion methods (Wiersma, 2008).

## 5. CONCLUSION

- From the findings of the experiment, it was concluded that pupils who learn using the group discussion method are capable of

getting higher scores than when they use the lecture method.

- Pupils believe they learn more when using the group discussion method than the lecture method.
- Pupils indicated that they preferred to learn using the discussion group method than the lecture method. From this, therefore, it can be concluded that teachers are using a method pupils do not enjoy when learning.
- The group discussion method increased communication among students which enhanced critical thinking.

## 6. RECOMMENDATIONS

In light of the findings of this study, the researchers would like to make some recommendations:

- The group discussion method of learning history be used most of the time as it is most likely to improve the pass rate of students.
- Pupils should be allowed to communicate with each other in class more often and that the teacher facilitates learning only and desist from viewing pupil talk as noise, but as constructive engagement related to learning.
- Teachers should be democratic and proactive and allow students direction and when summing up after students have presented their discussion material.

## COMPETING INTERESTS

Authors have declared that no competing interests exist.

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## **APPENDIX 1. QUESTIONNAIRE USED IN EACH LESSON**

### **1. Questionnaire for the Lecture Method**

This questionnaire is meant to find out how you are benefitting from the use of lecture method in your learning of European History. Answer all questions in an honest manner. Do not write your name because we do not want to know your identity. Indicate whether you Strongly Agree (SA), Agree (A), Disagree (DA) or Not Sure (NS) with the question.

**(i) I learnt a lot about the causes of the World War II as a result of the lecture method**

<b>SA</b>	<b>A</b>	<b>A</b>	<b>SD</b>	<b>NS</b>
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**(ii) I wish the lecture method is used mostly to teach history lessons.**

<b>SA</b>	<b>A</b>	<b>A</b>	<b>SD</b>	<b>NS</b>
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**(iii) The lecture method is better than the group discussion method.**

<b>SA</b>	<b>A</b>	<b>A</b>	<b>SD</b>	<b>NS</b>
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**(iv) The lecture method should be used in combination with the group discussion method to teach history.**

<b>SA</b>	<b>A</b>	<b>A</b>	<b>SD</b>	<b>NS</b>
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### **2. Questionnaire for the Group Discussion Method**

This questionnaire is meant to find out how you are benefitting from the use of group discussion method in your learning of European History. Answer all questions in an honest manner. Do not write your name because we do not want to know your identity. Indicate whether you Strongly Agree (SA), Agree (A), Disagree (DA) or Not Sure (NS) with the question.

**(i) I learnt a lot about the causes of the World War II as a result of the group discussion method.**

<b>SA</b>	<b>A</b>	<b>A</b>	<b>SD</b>	<b>NS</b>
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**(ii) I wish the group discussion method is used mostly to teach history lessons.**

<b>SA</b>	<b>A</b>	<b>A</b>	<b>SD</b>	<b>NS</b>
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**(iii) The group discussion method is better than the lecture method.**

<b>SA</b>	<b>A</b>	<b>A</b>	<b>SD</b>	<b>NS</b>
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**(iv) The group discussion method should be used in combination with the lecture method to teach history.**

<b>SA</b>	<b>A</b>	<b>A</b>	<b>SD</b>	<b>NS</b>
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**(v) It is important to communicate with class mates during history lessons.**

<b>SA</b>	<b>A</b>	<b>A</b>	<b>SD</b>	<b>NS</b>
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**(vi) Group discussion method improves critical thinking.**

<b>SA</b>	<b>A</b>	<b>A</b>	<b>SD</b>	<b>NS</b>
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**APPENDIX 2. SAMPLE OF LESSON PLANS USED IN THIS STUDY FORM FOUR**

SUBJECT : EUROPEAN HISTORY  
 TOPIC : CAUSES OF THE SECOND WORLD WAR  
 METHOD : GROUP DISCUSSION  
 DATE : 7 July 2014  
 TIME : 1200-1240 Hours  
 S.O.M : History Syllabus  
 Peacock (2013)  
 Gromwell (2009)

**OBJECTIVES**

By the end of the lesson pupils should be able to:

1. Describe at least five causes of the Second World War
2. Evaluate at least five causes of the Second World War.

<b>Introduction</b>	<b>Activities</b>
Question and Answer	The teacher uses question and answer approach on the possible causes of war.
Step 1 guided questions	Pupils are given guide questions or job cards questions to help them explore causes of the second world war.
Step 2 Silent Reading	Pupils read through the relevant texts on causes of the Second World War.
Step 3 Group Discussion	Pupils in groups discuss the causes of the Second World War and note them.
Step 4 Feedback to the class	Pupils evaluate the causes of the Second World War during giving feedback to class.
Step 5 Written Work	Pupils write notes in their exercise books.
Step 6 Conclusion	Teacher asks lesson ending questions while pupils respond to show mastery.

**Evaluation**

The lesson was conducted on a fine note. Pupils were able to master the lesson’s content because the teacher used:

1. A relevant, introduction to whet pupil’s appetite to learn.
2. Thought provoking guided questions on the job-cards.
3. Search work to promote pupils’ independent learning.
4. Group discussion, method to enable pupils share ideas regarding causes of the Second World War.
5. Group feedback session to permit pupils evaluate the causes of the Second World War as they panel beat each other’s group effort.
6. Lesson ending questions to find out the extent to which pupils have mastered the content causes of the Second World War.

**The lesson had the following weakness (es):**

1. The text books were rather few such that pupils ended up reading aloud instead of having silent reading.
2. The group discussion session was rather long.

**Regarding solutions to the above weaknesses, the teacher needs to:**

1. Borrow more textbooks from the next classroom so as to improve pupil textbooks ratio.
2. Time group discussion to at most ten minutes in order to spare adequate time for group feedback and individual written work.

**FORM FOUR**

SUBJECT : EUROPEAN HISTORY  
 TOPIC : CAUSES OF THE SECOND WORLD WAR  
 TEACHING METHOD LECTURE METHOD  
 DATE : 8 July 2014  
 TIME : 0900-0940 Hours  
 S.O.M : History Syllabus  
           Peacock (2013)  
           Gromwell (2009)

**OBJECTIVES:**

By the end of the lesson pupils should be able to:

1. Regurgitate ten causes of the Second World War that will have been lectured by the teacher.
2. Write notes that the teacher will detecting regarding the causes of the Second World War.
3. Answer teacher’s lesson summarizing questions to mark the end of the lesson.

<b>Steps</b>	<b>Activities</b>
Step 1 Introduction	The teacher introduces the lesson by informing pupils that they are going to cover causes of the Second World War.
Step 2 Lecture of the causes of the Second World War.	The teacher lectures the causes of the Second World War, while pupils listen.
Step 3 Note Taking	Pupils write notes regarding causes of the Second World War that the teacher will be dictating.
Step 4 Conclusion	Teacher asks lesson summarizing questions which pupils respond to as a means to mark the end of the lesson.

**Evaluation**

**The lesson was carried out during the stipulated time. It had the following strengths:**

- i. Good content coverage during the lesson’s duration.
- ii. Compulsory note taking by pupils.

**However the lesson was characterised by the following:**

- i. The pupils were not actively engaged in the learning as they were passive recipients of information.
- ii. Pupils were not given time to interrogate textbook material regarding causes of the Second World War.

- iii. Pupils were not given time to share ideas because of lack of group work.
- iv. Pupils were compelled to regurgitate causes of the Second World War during the lesson conclusion.

**The following remedial measures suffice;**

- i. Pupils need to be allowed to ask questions during the lectures.
- ii. Pupils need to be exposed to group work which permitted them to carry out communal learning.
- iii. Pupils need to read through text work material to enable them broaden their knowledge of causes of the Second World War.
- iv. Pupils need to be guided by appropriate learning media to enhance mastery learning.

**APPENDIX 3. SAMPLE OF TEST ITEMS USED IN THIS STUDY**

Two kinds of tests were used to assess learners' performance namely, essay and short response test items.

Sample of scores in an essay test administered on 12 July 2014

**1. Essay items:**

- (i) Discuss any five causes of the Second World War (100 marks).

**2. Short response items:**

- (i) List any five causes of the World War II.
- (ii) Why did Hitler invade the Soviet Union?
- (iii) Who tried to kill Hitler?
- (iv) What did the Fascists want?
- (v) Why did Hitler commit suicide?
- (vi) Where did the Russians get their supplies towards the end of the war?
- (vii) Why did Benito Mussolini escape from prison?
- (viii) Which project developed the atomic bomb?
- (ix) Who was the commander of the Germany secret police?
- (x) Which three countries made the axis powers?
- (xi) What happened when the Russians blockaded the Berlin?
- (xii) When Hitler was child, what was his dream?
- (xiii) How did the harsh Russian winter help during the war?
- (xiv) After the war, Germany was divided into how many zones?
- (xv) Where did Germans think the allies would invade Europe?
- (xvi) Where was the conference at the end of the war held?
- (xvii) World War II began when Germany invaded which country?
- (xviii) Who was the commander of operation overload?
- (xix) Who did the Nazis kill during Holocaust?
- (xx) Who wrote a famous diary while she was hiding from the Nazis?

Student no.	Lecture method students' scores (%)	Group discussion students' scores (%)
1.	15	-
2.	22	28
3.	26	-
4.	24	-
5.	29	-
6.	33	-
7.	36	-
8.	40	-
9.	37	-
10.	46	49
11.	43	50
12.	44	50
13.	45	50
14.	45	48
15.	48	-
16.	49	-
17.	50	-
18.	53	60
19.	51	53
20.	-	58
21.	-	57
22.	-	55
23.	-	59
24.	61	70
25.	62	68
26.	65	64
27.	-	61
28.	-	65
29.	-	66
30.	74	80
31.	73	80
32.	71	80
33.	71	75
34.	-	88
35.	-	86
36.	-	85
37.	-	-

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