

Degrees of Representation of Features and Involvement of Learners in Discussion Method by Class Teachers

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ABSTRACT Degrees of representation of features and involvement of learners in discussion method by class teachers is the submission in this article. Thirty- two (32) class teachers drawn from Junior and Senior Secondary Schools in sections of Akure, Ondo State, Nigeria, participated in the research. A Use of Discussion Method by Class Teachers formed the instrument. Three features of discussion method: questioning, listening, and responding, were the central elements of the instrument. A copy of the instrument was used to record the performance of each teacher under observation, by the researcher. Data obtained were analyzed using frequencies, percentages, and Chi-square (χ^2) statistics. Findings show that features of discussion method were (i) identifiable with class teachers in Junior Secondary School (JSS) more than with class teachers in Senior Secondary School (SSS) significantly, (ii) not available in lesson notes/plans of teachers in both JSS and SSS, (iii) available in JSS but not in SSS in practical presentation of objectives, (iv) not represented under methodology in lesson notes/plans of teachers, (v) class teachers did not involve learners in discussion ($\chi^2 = 38.440$). Four recommendations are made to reduce the inadequacies: class teachers should be representative enough in lesson preparations on paper and increase involvement of learners in discussion; teacher preparation should underscore efficiency in paper -work preparation and in-service programs should stress required improvements.