

## Comparing the Effects of Futures-Wheel and Story-Telling Methods of Teaching on Students' Achievements in History in Sapele Education Zone, Delta State

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### Abstract

This study was comparing the effects of futures-wheel and story-telling methods of teaching on students' achievements in History. Quasi-experimental design involving non-equivalent pre-test, post-test, control and experimental groups was adopted. The research was carried out in Sapele Education Zone of Delta State, purposefully to verify the more effective teaching method for catalyzing students' achievement in History. Two research questions and three hypotheses guided the study. Population of the study was 450 SS1-3 students with sample size of 120 SS1 students, (50 male/70 female) students drawn from the only three schools that were taught History as at research time. Procedurally, two intact-classes were sampled by simple division of the students for the study. One class for control group taught with story-telling method and another class for experimental group taught with futures-wheel method. Data were collected using History Achievement Test (HAT). Research questions were answered using mean and standard deviation, while hypotheses were tested with ANCOVA. Major results revealed that students taught with futures-wheel method showed higher achievement in History than those taught with story-telling method. The study revealed that females achieved higher than males in History subject. Findings also showed that futures-wheel is a novel innovative method that can motivate and sustain students' achievements in studying History as well as prevent History from going into extinction in secondary

schools, because studying History catalyzes national unity and development. Findings showed that futures-wheel can mid-wife knowledge and motivate students to brainstorm, think critically, perceive insights about problems and proffer solutions. Implication entails that if futures-wheel method is continually used in teaching History, many students will develop high achievements in History subject and it will prevent the subject from dying-out from secondary schools. Conclusively, it was recommended that futures-wheel method should be used to teach History because it can make students to achieve higher in History than story-telling method.

**Key words:** Futures-wheel; Story-telling methods; History; Secondary schools; Sapele Education Zone

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### INTRODUCTION

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The low achievements of students in History cum the deterioration, dilapidation and near extinction of the study of History subject in secondary schools in Nigeria are highly worrisome to History teachers, History scholars and historians. The study of History in secondary schools appears to be unproductive, non-functional, seemingly irrelevant, repugnant and low-achievable to many students and this has led to near-extinction of History from the annals of subjects of studies in class rooms in secondary schools.

The importance of History can never be over emphasized. History brings salvation to mankind; History brings professionalism. It catalyzes inter-personal, inter-family, inter-community, inter-national, inter-racial cordial

relationships. It is capable of tracing peoples' ancestral lineages, origins and monogenism of all human races. History brings national unity and national development and reduces rancor, variance, oppression and war.

If History dies off from secondary schools, it will be disastrous to the on-coming generations; in short, it will ape the re-enactment of dark-ages for the next generation.

Hypothetically, the teaching method that has been in use till date in explication of knowledge and learning contents of History might have constituted the problem. The conventional or traditional method that has always been used in teaching History is the story-telling method which might have since become out-dated, obsolete and repugnant to the students thereby making them to have low achievements in History. This have made many students to abandon History with the allegation that History does not produce any viable or sought-after, and employable professional even in the field of education, to the extent that by experience, the researcher found out that even some professionally trained History teachers are now teaching other subjects (such as Government or Economics) rather than History which they were trained to teach. This in fact is pathetic and appalling.

In the classroom setting, teachers are in a better position to compare various teaching methods in order to verify and pick out the one that can motivate and enhance higher achievements of students in their subject of study such as in History. According to Iloh, Edozie, Akpomuje and Ademu-Awuja (2006), comparison of two or more teaching methods is very essential in order to ascertain various effects of each on students' achievements in a particular subject such as History. Based on this, this study attempted to make a pragmatic comparison of futures-wheel and story-telling methods in order to find out the one that will be more effective in motivating and sustaining the achievements of students in the study of History in secondary schools. So the problem is put in question form, thus: between futures-wheel method and story-telling method which one, has more effects on students' achievements in History subject among secondary school students? This question presents the problem that necessitated the study.

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## PURPOSE OF THE STUDY

The main purpose of this study is to compare the effects of futures-wheel method and story-telling method of teaching on SS 1 students' achievements in History subject.

Specifically, the study is designed to:

- Ascertain the pre-test and post-test mean achievement scores of students taught History using futures-wheel method and those taught using story-telling method.

- Ascertain the mean achievement of scores of male and female students taught History using futures-wheel method in experimental group.

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## RESEARCH QUESTIONS

The study was guided by the following research questions:

- What are the pre-test and post-test mean achievement scores of students taught History using futures-wheel method and those taught using story-telling method?

- What are the mean achievement scores of male and female students taught History using futures-wheel method?

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## RESEARCH HYPOTHESES

The following hypotheses guided the research and were tested at 0.05 level of significance:

HO<sub>1</sub>: There is no significant difference between the mean achievement scores of students taught with futures-wheel method and those taught with story-telling method.

HO<sub>2</sub>: There is no significant difference between the mean achievement scores of male and female students taught with futures-wheel method and those taught with story-telling method

HO<sub>3</sub>: There is no significant interaction effect of gender and method on students' mean achievement scores.

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## METHODS

The design for this study was Quasi-experimental design, specifically non-equivalent pre-test and post-test control and experimental group design. The reason for using Quasi-experimental design was to enable the researchers to put the respondents in intact-class groups for experimental and control groups. Nworgu (2015:105), posited that the "groups here are not equivalent, nor equated". Also Omoruguiva (2010) posited that this kind of design is usually used in the class room where experimental and control groups are naturally assembled at intact class without equating them.

The study area is Sapele Education Zone of Delta State, Nigeria. The researchers used History Achievement Test (HAT) to do the comparison in the classroom among 120 SS 1 students of secondary schools comprising of 50 males and 70 females of which 65 students were grouped for experimental while 55 students were for control groups for the collection of data. Research questions were answered using mean and standard deviation, while Hypotheses were tested with ANCOVA at 0.05 level of significance.

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## RESULTS

### Research Question one

What are the pre-test and post-test mean achievement scores of students taught History using futures-wheel method and those taught using story-telling method?

**Table 1**  
**Mean achievement scores of students taught History using futures-wheel method and those taught using story-telling method**

	Experimental Group = 65		Control Group = 55	
	Mean	S.D	Mean	S.D
Pre-test	22.24	5.03	20.74	4.23
Post-test	26.86	1.29	25.96	1.93

In Table 1, the students in the experimental group had mean achievement scores of 22.24 in pre-test and 26.86 in post-test with the standard deviation of 5.03 in the pre-test and 1.29 in the post-test respectively. While the students in the control group had mean achievement scores of 20.74 in pre-test and 25.96 in post-test with the standard deviation of 4.23 in the pre-test and 1.93 in the post-test of History Achievement Test (HAT) respectively.

The results showed that the mean achievement scores in the experimental group are higher than the mean achievement scores in the control group. This showed that students taught with futures-wheel method had higher achievement scores than the students taught with story-telling methods based on their pre-test (22.24 and 20.74) and post-test (26.86 and 25.96) scores.

## RESEARCH QUESTION TWO

What are the mean achievement scores of male and female students taught History using futures-wheel method?

**Table 2**  
**Mean achievement scores of male and female students taught History using futures-wheel method**

	Experimental Group			
	Males: = 30		Females: = 35	
	Mean	S.D	Mean	S.D
Pre-test	20.96	4.82	20.22	3.97
Post-test	26.03	2.30	26.37	1.82

Table 2, showed the mean achievement scores of male and female students taught History using futures-wheel method. The male students had mean score of 20.96 in the pre-test and 26.03 in the post-test with the standard deviation of 4.82 in the pre-test and 2.30 in the post-test respectively, showing a mean difference of 5.07 after treatment. While the female students had mean score of 20.22 in the pre-test and 26.37 in the post-test with a standard deviation of 3.97 in the pre-test and 1.82 in the post-test respectively, showing a mean difference of 6.15 after treatment. The result showed that, with the mean score difference of 1.08, the female students achieved higher than the male students in History subject. These entail that the female students showed more interests and had higher achievement scores in History than the male students due to the use of futures-wheel method, being a novel innovative teaching method. Therefore there was

a significant difference between the mean achievement scores of male and female students taught History using futures-wheel method.

## RESULTS OF HYPOTHESES

### Null Hypothesis One

There is no significant difference between the mean achievement scores of students taught History using futures-wheel method and those taught using story-telling method

**Table 3**  
**ANCOVA result for mean achievement scores of experimental and control group**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	.258a	1	.258	.061	.805
Intercept	81347.716	1	81347.716	19291.687	.000
Group	.258	1	.258	.061	.805
Error	489.140	116	4.217		
Total	82193.000	118			
Corrected Total	489.398	117			

Table 3 shows an f-value of .061 and this is significant at .805. Since .805 is greater than .05, and at .05 level, the f-value of .061 is not significant. The hypothesis of no significant difference is not rejected as stated. Therefore there is no significant difference between the mean achievement scores of students taught History using futures-wheel method and those taught using story-telling method.

### NULL HYPOTHESIS TWO

There is no significant difference between the mean achievement scores of male and female students taught History with futures-wheel and those taught with story-telling method.

**Table 4**  
**ANCOVA result for mean achievement scores of male and female students**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	.665a	1	.665	.158	.692
Intercept	79278.631	1	79278.631	18816.637	.000
Gender	.665	1	.665	.158	.692
Error	488.734	116	4.213		
Total	82193.000	118			
Corrected Total	489.398	117			

Table 4 shows for gender an f-value of .158 and this is significant at .692. Since .692 is greater than .05, and at

.05 level, the f-value of .158 is not significant. Therefore, hypothesis 2 is not rejected as stated. Therefore, there is no significant difference between the mean achievement scores of male and female students taught History with futures-wheel method and those taught with story-telling method.

### NULL HYPOTHESIS THREE

There is no significant interaction effect of gender and method on the students mean achievement scores

**Table 5**  
ANCOVA result for interaction effect between gender and method as measured by HAT

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1.199a	3	.400	.093	.964
Intercept	77743.615	1	77743.615	18154.011	.000
Gender * Group	1.199	3	.400	.093	.964
Error	488.199	114	4.282		
Total	82193.000	118			
Corrected Total	489.398	117			

In Table 5, gender\*group as main effect, gave an f-value of .093 and this is significant at .964. Since .964 is greater than .05, and at .05 level, the f-value of .093 is not significant. Therefore, hypothesis 3 is not rejected as stated. Hence, the interaction effect of gender and method as measured by HAT is not significant.

### DISCUSSION

This study compared Futures-wheel method with Story-telling method of teaching History. Futures-wheel is a novel innovative teaching method as well as a new entrant into the teaching methodics. While story-telling method is a traditional/conventional teaching method that has been in use in classroom since ages past till now during teaching and learning processes. The comparison of the two teaching methods was to ascertain their various effects on the students' achievements in History, so as to pick out for use, the more effective one that can denervately motivate, ginger and enhance the achievements of students in the study of History; as well as revive re-invigorate and sustain the study of History in secondary schools especially in Delta State.

The result from research question one, showed the mean achievement scores of students in both experiment and control groups in both pre-test and post-test. The result declared that the students in the experimental group obtained a greater mean achievement scores than the students in the control group. This means that the use of futures-wheel method in teaching motivated the students to put more efforts in studying History and

thereby achieving higher scores than those taught with normal conventional story-telling method in the control group. The ANCOVA analysis showed that there is no significant difference between the mean achievement scores of students in the experimental and control group. This may mean that, though, the treatment group achieved higher than the control group, the difference which exists between them is not much. The finding of this study was in contrast with Eneze (2016), who revealed that there was a significant difference between the mean achievement scores of the researched subject due to method when they were taught Mathematics with Polya's-problem-solving strategy. This could be true for Eneze, as the mean difference between the experimental and control group was very high unlike that of this study, whatever is the contrast, the main fact was that futures-wheel method was found to be a teaching strategy that can motivate students to a higher achievement in the study of History than story-telling method.

Furthermore, the result from research question two showed the differences in the mean achievement scores of students with respect to gender. The result showed that the female students have higher achievement scores than the male students. This means that the female students have greater achievement in History than the male students especially as the teacher was using futures-wheel method to teach History. The finding of this study was in contrast with that of Ubachu (2017) which revealed that there was no significant difference in the mean achievement scores of male and female in mathematics, but the finding of this study showed that there existed a significant difference between male and female achievement scores in History subject. In a related development, there was a similarity between this finding and that of the finding of Akintola and Poopola as cited in Ubachu (2017), that gender had significant effect on student's achievement in mathematics and this was the same with History. However, to improve the academic performance and achievements of students in History, emphasis should be laid on teaching method and not on gender, since all categories of learners are expected to benefit from the proficient teaching method such as futures-wheel.

In all, statistics evidently showed that there is no significant interaction effect on gender and method as measured by the History achievement test and revealed by the result of the statistical analysis. These show that there is a need to motivate both male and female students alike to put more efforts in order to achieve high scores in the study of History, by applying the futures' wheel method of teaching.

### CONCLUSION

This study has shown that futures-wheel method is more effective than story-telling method in catalyzing

the achievements of students in the study of History in secondary schools. Many students promised to make History their choice core course and to write it in their senior secondary school certificate examinations (SSCE) and pursue it professionally in tertiary institution, if futures-wheel method is continually used in teaching History in their schools. According to some students, futures-wheel method motivated them to critical thinking and reasoning, brainstorming, deep insight and perceptions about their lives and future.

Therefore, this study has succeeded in exhuming and showcasing futures-wheel method, being a novel innovative, achievement-oriented and attractive teaching method which can be used to motivate the students to embrace studying History and any other seemingly dying or difficult subject for improved studies both in secondary schools and in tertiary institutions, as well as sustain History or such subject from dying out from the syllabi of curriculum implementation.

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## RECOMMENDATIONS

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From the findings of the study, the following recommendations are hereby made:

- Futures-wheel method is recommended to be used in teaching History in order to sustain the achievements of the students in the study of History.
- Teachers of other subjects can also use futures-wheel method to teach their own subject in order to make the learning of their subject more achievement oriented and attractive.
- Curriculum implementers and other researchers should endeavour to embark on more comparative researches on other novel innovative teaching methods in order to ascertain the more or the most effective ones that can increase the achievements of students in various subjects especially History in secondary schools.
- History Society of Nigeria (HSN), Curriculum Implementers and Ministry of Education should endeavour to organize workshops, seminars and conferences for History teachers in order to re-educate them on the effective ways of finding out and implementing effective, motivating, cum high-achievement-oriented teaching

methods that can revive, improve and sustain the teaching and learning of History in schools.

- The Ministry of Education should fully return History and make it a compulsory core subject of study for all students in secondary schools in order to foster unity and national development of Nigeria.

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