Effects of clicker-based literacy and storytelling learning strategy on performance of students in social studies

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Abstract
The need for more participatory, student-centered approaches to learning has come to light in recent years to raise student performance in Ekiti State, Nigeria. Alternative approaches such as clicker-based literacy and storytelling have surfaced as effective means of involving students and promoting more in-depth learning opportunities throughout the curriculum. The purpose of this study is to investigate the effects of clicker-based literacy and storytelling on the performance of students in Social Studies. It adopted a quasi-experimental research design of the pretest and posttest of the control group design. The sample for the study consisted of 123 students in Upper Basic Class. This consisted of Clicker-based literacy (42 students), Storytelling and retelling (43 students) and Conventional method (38 students). The sample was selected using multistage sampling techniques. The first stage involved the grouping of Ekiti State into three senatorial districts. The second stage involved the selection a local government area from each of the senatorial district using simple random sampling technique. The third stage is the use of simple random sampling technique to select a school from each of the selected local government areas. The selected schools were assigned to the experimental clicker-based literacy and storytelling and retelling and control group (conventional Method) respectively and Intact classes were used for the sample of the study. An instrument tagged Student Performance in Social Studies (SPSS) which consisted of 20 objectives item questions which the students answered both in the pretest and posttest respectively was used. A teacher's guide package was also prepared by the researcher for each of the teachers that will teach the students using both clicker-based literacy and storytelling and retelling strategy. Research question 1 was answered using frequency count, mean and standard deviation. Hypotheses 1 and 2 were tested using t-test analysis while hypothesis 3 was tested using Analysis of Variance (ANOVA). All hypotheses were tested at 0.05 level of significance. The finding of the study revealed that students exposed to Storytelling and Retelling performed better compared to the Clicker-Based Literacy group, clicker-based literacy approach was more effective in enhancing students' understanding and retention of Social Studies material than the Conventional Method, storytelling and retelling method was more effective in improving students' performance in Social Studies compared to the conventional method and storytelling and retelling method was more effective in improving students' performance in Social Studies compared to Clickers-Based Literacy. It was recommended among others that Teachers should integrate storytelling and retelling

techniques into their teaching practices to promote active engagement, critical thinking, and deeper understanding of Social Studies concepts.

Key words: Effects, Clicker-Based Literacy, Storytelling Learning Strategy, Performance, Social Studies

Introduction

Education is essential for both the growth of the individual and the advancement of society since it is the foundation for teaching students how to think critically, be creative, and solve problems. Educators are always looking for new and creative ways to improve student engagement, comprehension, and overall academic performance in their quest for educational greatness. According to Okebukola (2010), input elements for teaching and learning activities include curriculum, teachers, students, facilities, and instructional materials. In the course of teaching, administration, research, quality assurance, and community impact, these input components are merged are to enhance quality education (Okebukola, 2010) Students' abilities, attitudes, and research orientation are indicators of their participation in teaching and learning. In order to determine the most efficient method of delivering knowledge content, learners are given technical training, exposed to career awareness on the labour market, given the tools necessary to have a sophisticated understanding of technology, and encouraged to think creatively (Ogbulogo, George & Olukanni, 2014).

Lately, students have shown less enthusiasm in studying and little memory for what they have been taught (Joseph, 2015). This can be the outcome of the instructional strategies the instructor employed during the classroom's teaching and learning process. Teachers are urged to employ captivating images, quick videos, social media tools, and creative teaching techniques to improve learning activities and prevent students from becoming disinterested during lectures. These aid students in developing a clear mental image of a specific setting. The variety of teaching techniques employed in the modern classroom offers teachers the chance to grow and learn. Clicker-based literacy, sometimes referred to as interactive or electronic response systems, uses software or handheld devices to enable students to participate in class activities and receive real-time feedback (Bruff, 2009). However, storytelling is a time-tested educational approach that uses narrative to effectively communicate difficult ideas, spark students' imaginations, and elicit strong emotional responses to the material (Aina & Omojemite, 2021). A teaching technique is a useful tool for coordinating student and instructor efforts and organising learning. To apply and integrate different instructional strategies, it is critical that teachers possess both creativity and professional development. This study examined how students in Ekiti State, Nigeria's upper basic social studies class performed when exposed to clicker-based literacy, storytelling, and retelling in comparison.

Several research on teaching and learning strategies do emphasizes the significance of grounding teaching strategies in established educational theories. However, there is identified gap in the literature regarding the integration of constructivism theory within the context of clicker-based literacy and storytelling learning strategy in Social Studies. This theory offers valuable insights into how students engaged with content, process information, and retain knowledge, which are important consideration when designing approaches that will enable effective teaching. Incorporating constructivism theory will provide a stronger foundation for better understanding of the underlying mechanism that contribute to learners or students' performance in Social Studies. Investigating the effects of clicker-based literacy and storytelling learning strategy on the performance of students in Social Studies in Ekiti State. Comparing these strategies, the studies aim to offer practical insights into the strategy that will be more in enhancing students' engagement, comprehension and academic performance. This study intends to give educators useful insights to maximise teaching and learning experiences by clarifying the relative benefits and drawbacks of clicker-based literacy and storytelling methodologies. In order to promote holistic student development, professional development programmes, curriculum design, and instructional delivery can all benefit from an understanding of how various techniques affect students' performance.

Literature Review

Clicker-based Literacy

With the use of interactive technology called clickers, teachers can ask children questions and instantly compile and display the class's responses. These comprise the clicker software, which is supported by Carnegie Mellon, uses radio frequency transmitters, which are more dependable than earlier versions of this technology. Instructors can present multiple-choice questions either orally, through presentation software, or through the use of remote transmitters. Students click in their answers using these transmitters, which are available at the bookstore. The system instantly compiles and tabulates the results, which instructors can view, save, and (if they so choose) display anonymously for the entire class to see (Centre for Teaching Excellence, Eberly, 2024).

Clickers are a versatile teaching and learning technology and are used across many disciplines (Han, 2014). Other names for clickers include student response systems, audience response technologies, and classroom communication systems. Inquiry-based pedagogy combined with a clicker technology system—a computer technology that allows teachers to pose questions and students to respond with handheld devices called clickers is known as clickers-aided education. This allows the questions and answers, which summarise students' responses, to be shown simultaneously on a multimedia projector. The relationship between instructors' use of clickers (for formative or summative assessment) and students' perceptions of its use in the classroom was a significant topic in the literature on clickers. PI is known for its effectiveness for increasing learning (Vickrey et al., 2015). Modern classrooms are increasingly incorporating technology, and in order to improve student learning, students of the twenty-first century must have access to these resources. Student response systems, sometimes referred to as "clickers" or personal response system, are among the newest and best educational technology on the market today, and they perfectly meet this purpose. These cutting-edge evaluation instruments are simple to use at any grade level, boost motivation and involvement in the classroom, and require little training. According to studies on clicker benefits, children use these tools with greater engagement and enjoyment (MacGeorge et al., 2008). Clicker system application in higher education is being covered in an increasing number of case studies (Johnson & Lillis, 2010). Most of this research relied on surveys to examine how students perceived the impact of PRSs on their learning (Perkins & Turpen, 2009), motivation (Gauci, Dantas, Williams, & Kemm, 2009), and/or engagement (Weerts et al., 2009). Students generally take clickers well (Beckert, Fauth & Olsen, 2009).

According to research, clickers make lectures by instructors more entertaining and engaging for the students, which is why they like utilising them in the classroom (MacGeorge et al., 2008; Stuart, Brown, & Draper, 2004). Research found that when clickers were used in the classroom, students' comprehension of the material and expectations improved. When clickers were used, students were also more likely to answer questions and take part in class discussions (Boatright-Horowitz, 2009).

A study by Majerich, Stull, Varnum, and Ducette (2011) examined the impact of clickers' instant feedback on students' performance in a physics course. They discovered a favourable correlation between higher achievement and the quantity of clicker quizzes completed. Specifically, the regression results showed those students' final grades increased by 1.756 points for every extra clicker lesson or quiz they completed, even after accounting for all model factors (Majerich et al., 2011). According to Majerich et al. (2011), the students found the usage of clickers to be enjoyable and beneficial as it enhanced their comprehension of the subject matter. Regression models were used with control and experimental groups in a different study by Lass, Morzuch, and Rogers (2007) to determine the impact of PRSs on student performance when using variables like gender, teaching technology, cumulative GPA, high school GPA, and average exam scores in a statistics course. Exam results indicated that the variable "teaching technology," or clickers, had a significant impact on students' learning (Lass et al., 2007). The study's findings also revealed that students' success on the course's instructional technology components may account for about one-third of their final test score (Lass et al., 2007).

Storytelling and Retelling
Storytelling, a time-honored teaching tradition, utilises the power of narrative to convey complicated concepts, spark imagination, and generate emotional connections with content (Aina & Omojemite, 2021). Fikriah (2016) claims that storytelling is a kind of instructional strategy that can help young students develop their literacy, critical thinking, creativity, and inventiveness. As a result, storytelling, as noted by Maulany (2017), is especially advantageous for teaching foreign languages to young learners and encourages them to actively participate in the meaning-building process. According to Baker and Greene (2010), storytelling is not recitation of a script; rather, it is a conversation between the storyteller and the audience. They claimed that a team effort produces the best narrative. This concept seems to support Sarah (2016)'s argument that storytelling is valuable in the classroom since it fosters collaboration and interest.
It has been demonstrated that using stories as a teaching tool is very effective across the curriculum (Sarah, 2016). This literacy strategy, which is focused on literature, makes studying any content more engaging to learners because they are generally fascinated by stories. The teaching and learning process may be aided using stories as pedagogical aids when teaching subjects that most Nigerian students find challenging. To help young learners relate to the stories and perform well academically, it is expected that teachers utilise true stories to teach curricular subjects. Therefore, stories need to be told to students in a way that is conducive to learning in order to pique, maintain, and deepen their interest in the subjects being covered (Maulany, 2017).

There is a significant difference between the pretest and posttest mean scores of the students' performance in both Basic Science Technology and Social Studies, according to research by Aina & Omojemite (2021) that looked at the effects of storytelling and retelling on academic performance of primary school students across the curriculum in Ekiti State. Additionally, it was shown that there was a substantial difference in the posttest means scores of students who were taught using the narrative and retelling strategies. Since learning is enhanced when many sub-skills of a language are activated, using tales or stories to educate involves both the teacher telling stories and the students retelling them in order for them to better understand the themes that are presented to them (Morais, 2015).

Telling stories to children is important for their growth because it strengthens the neural pathways that enable all forms of learning. Storytelling, which was long thought of by many educators as a fun activity at best and a total waste of time at worst, is now acknowledged as a potent technique that can support kids' development of literacy and critical thinking abilities. According to Yulianis' & Hartanto, (2022) by implementing storytelling, learning systems need will create new content, folklore and sounds that appeal to students and teachers). The use of digital storytelling shows that in the learning process, children quickly understand and adapt the various mechanisms behind the system to create their stories, mostly involved in creating narratives or playing language games (Suastika 2018).It is impossible to overstate the value of using storytelling as a teaching technique as, It describes the application of storytelling technique in an educational context, demonstrating that it is a useful tool that integrates into high-quality learning practices (Sylla, Coutinho, Branco, & Müller . 2015)., it is a means of transmitting knowledge from one generation to the next and from person to person. According to Al-Mansour (2011), reading aloud to children while telling stories might help them develop their imaginations, which in turn improves their literacy. Telling stories to students improves their linguistic skills and their readiness to express their views and feelings.

Theoretical Framework
Constructivism Learning Theory
Constructivism Theory, sometimes referred to as Constructivist Learning Theory, serves as the foundation for this investigation. The work of Dewey (1929), Bruner (1961), Vygotsky (1962), and Piaget (1980) provides the historical foundation for constructivist ideas of learning. Several implications of constructivist theory for instructional developers have been proposed by Bednar, Cunningham, Duffy, and Perry (1992) and von Glasersfeld (1995). These proposals emphasise that learning outcomes should centre on the process

of knowledge construction, and that learning goals should be established through authentic tasks that have specific objectives.

This theory suggests that learning is an active process in which individual construct knowledge and meaning via their experience and interactions with the environment. Constructivism holds that knowledge and understanding are built upon by students, and that learning is improved by purposeful, group projects. Through active engagement and conversation, clickers-based literacy and storytelling can be seen as strategies that encourage students to build their own understanding of social studies themes. This implied that the method is one in which students actively create their own knowledge and understanding by inquiry, discussion, and introspection.

Statement of the Problem

The need for more participatory, student-centered approaches to learning has come to light in recent years as a way to raise student performance in Ekiti State, Nigeria. Alternative approaches such as clicker-based literacy and storytelling have surfaced as effective means of involving students and promoting more in-depth learning opportunities throughout the curriculum. Clicker-based literacy facilitates formative evaluation, active engagement, and improved student comprehension and retention of material through interactive polls, quizzes, and group projects. Storytelling combines themes, characters, and narratives to attract students' attention, develop empathy, and sharpen their critical thinking abilities as they examine, decipher, and react to tale aspects. There is no empirical study that explicitly compares the efficacy of clicker-based literacy and storytelling tactics, despite their potential educational benefits. It is imperative that this vacuum in the literature be filled in order to guide educators in choosing the most appropriate pedagogical techniques to meet the different needs of their students and to inform evidence-based instructional practices.

Purpose of the Study

The purpose of this study is to investigate the comparative effects of clicker-based literacy and storytelling and retelling on performance of pupils in upper basic class in Social Studies in Ekiti State, Nigeria. It specifically:

1. Determine the pre-test and posttest mean score of students exposed to the experimental and control group.
2. Investigate the significant difference in the performance of students exposed to clickers-based, literacy strategy and conventional method after treatment; and
3. Investigate the significant difference in the performance of students exposed to storytelling and retelling strategy and conventional method; and
4. Determine the most significant predictor of students' performance in Social Studies among clicker-based literacy, storytelling and retelling and conventional method.

Research Question

This research question was raised for this study:

1. What is the pre-test and post-test mean score of students exposed to the experimental and control groups?

Research Hypotheses

The following research hypotheses were formulated for this study:

1. There is no significant difference in the performance of students exposed to clickers-based literacy and conventional method after treatment.
2. There is no significant difference in the performance of students exposed to storytelling and retelling and conventional method after treatment.
3. Clicker-based literacy, storytelling and retelling and conventional method have no significant effects on students' performance in Social Studies.

Methodology

This study adopted the quasi-experimental research design of the pretest and posttest of the control group design. The population of this study consisted of all students in Upper Basic Class in Ekiti State Secondary schools. The sample for the study consisted of 123 students in Upper Basic Class. This consisted of Clicker-based literacy (42 students), Storytelling and retelling (43 students) and Conventional method (38 students). The samples were selected using multistage sampling procedure. The first stage involved the grouping of Ekiti State into three senatorial districts. The second stage involved the selection a local government area from each of the senatorial using simple random sampling technique. The third stage is the use of simple random sampling technique to select a school each from each of the selected local government areas. The selected schools were assigned to the experimental clicker-based literacy and storytelling and retelling) and control group (conventional Method) respectively. Intact class to select the sample for the study. An instrument tagged Student Performance in Social Studies (SPSS). The instrument consisted of 20 objectives item questions which the students answered both in the pretest and posttest respectively. A teacher guide package was also prepared by the researcher for each of the teachers that will teach the students using both clicker-based literacy and storytelling and retelling strategy. Research question 1 was answered using frequency count, mean and standard deviation. Hypotheses 1 and 2 were tested using t-test analysis while hypothesis 3 was tested using Analysis of Variance (ANOVA). All hypotheses were tested at 0.05 level of significance.

The following paradigm was used for the experimental procedure is shown below:

Group 1: O_1 X_1 O_2 (Clicker-based Literacy)
Group 2: O_3 X_2 O_4 (Storytelling and Retelling)
Group 3: O_5 - O_6 (Conventional Method)
O_1, O_3 and O_5 =   Pretest (Observation)
O_2, O_4 and O_6 =   Posttest (Observation)
X_1, and X_2 =   Treatment

Results

Descriptive Analysis

Research Question 1: What is the pretest and posttest mean score of students in Social Studies in both the experimental and control groups?

Table 1
Descriptive Analysis of the pretest and posttest mean score of students in Social Studies in both the experimental and control groups

Variable	N	pretest Mean	S.D	Posttest Mean	S.D	Mean Difference	Ranking
Clicker-Based Literacy	42	48.83	4.74	73.10	3.51	**24.27**	2nd
Storytelling and Retelling	43	51.00	4.61	79.26	12.69	**28.26**	1st
Conventional Method	38	49.00	4.99	64.76	5.78	**15.76**	3rd

The pretest and posttest mean scores for each group are contrasted in Table 1. With a mean difference of 24.27, the clicker-based literacy group's score climbed from 48.83 to 73.10. Storytelling & Retelling group has mean score risen from 51.00 t0 79.26 resulting in a mean difference of 15.76. The group that used the conventional method saw a mean score increase from 49.00 to 64.76, yielding a 15.76 mean difference. Following the Clicker-Based Literacy group and the Conventional approach group, the experimental group using the Storytelling and Retelling approach achieved the greatest mean posttest score and the largest mean difference between pretest and posttest scores. This implies that students exposed to

Storytelling and Retelling performed better compared to the Clicker-Based Literacy group. Figure 1 further depict this findings
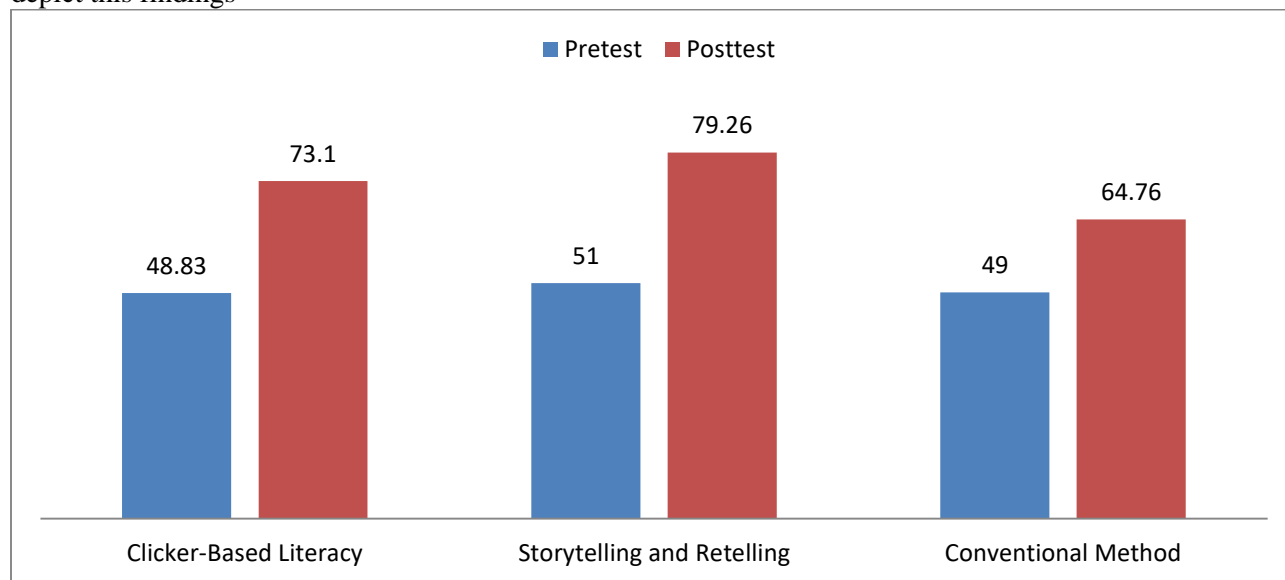

Figure 1: *Bar Chart showing the pretest and posttest mean scores of students exposed to clicker-Based literacy, Storytelling and Retelling and Conventional method.*

Testing of Hypotheses

Hypotheses 1: There is no significant difference in performance of students exposed to clickers-based literacy and conventional method after treatment.

Table 2
t-test analysis of the significant difference in performance of students exposed to clickers-based literacy and conventional method after treatment

Variable	N	Mean	S.D	Mean	S.D	df	t_{cal}	p_{value}
Clicker-Based Literacy	42	48.83	4.74	73.10	3.51	78	7.89	0.00
Conventional Method	38	49.00	4.99	64.76	5.78			

P<0.05

There was a statistically significant difference (t(78) = 7.89, p < 0.05) in the post-treatment performance of students exposed to Clicker-Based Literacy and the Conventional Method in Social Studies, according to the t-test analysis. The Clicker-Based Literacy group's mean posttest score was significantly higher (M = 73.10, SD = 3.51) than the Conventional Method group's (M = 64.76, SD = 5.78). This significant difference implies that students' comprehension and retention of Social Studies content were improved more by the Clicker-Based Literacy approach than by the Conventional Method.

Hypotheses 2: There is no significant difference in performance of students exposed to storytelling and retelling and conventional method after treatment.

Table 3
*t-test analysis of the significant difference in performance of students exposed to clickers-based literacy and conventional method after treatmen*t

Variable	N	Mean	S.D	Mean	S.D	Df	t_{cal}	p_{value}
Storytelling and Retelling	43	51.00	4.61	79.26	12.69	79	6.47	0.00
Conventional Method	38	49.00	4.99	64.76	5.78			

P<0.05

Following treatment in Social Studies, Table 3 displays the findings of a t-test study comparing the performance of students exposed to Storytelling and Retelling with those subjected to the Conventional Method. A statistically significant difference between the two groups was found by the study (t(79) = 6.47, p < 0.05). In particular, the mean posttest score of students in the Storytelling and Retelling group was considerably higher (M = 79.26, SD = 12.69) than that of students in the Conventional Method group (M = 64.76, SD = 5.78). This shows that, as compared to the Conventional Method, the Storytelling and Retelling method was more successful in raising students' performance in Social Studies.

Hypothesis 3: Clicker-based literacy, storytelling and retelling and conventional method have no significant effects on students' performance in Social Studies.

Table 4
ANOVA of the Significant effects of Clicker-based literacy, storytelling and retelling and conventional method on students' performance in Social Studies

	Sum of Square	Df	Mean Square	F_{cal}	P_{value}
Between Groups	4248.318	1	2124.159	29.958	0.000
Within Groups	8508.674	120	70.905		
Total	12756.992	122			

P<0.05

According to the ANOVA result, there is a statistically significant difference between the various teaching approaches in terms of students' performance (F(2, 120) = 29.958, p<0.05). The sum of square between groups is 4248.318, among groups is 8508.674 and the total amount of square is 12756.992. This suggests that rather than being the result of chance, the variation in students' performance can be linked to the various teaching strategies. According to the significant F-value, students' performance in social studies is substantially impacted by at least one of the instructional strategies. Nevertheless, more post-hoc analyses are required to identify the particular groups that differ from one another significantly.

Table 5
Scheffe Post-Hoc Analysis showing the multiple comparison of the method the is most effective in the determining the performance of student in Social studies

(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
CBL	STR	-6.16058*	1.8268	0.004	-10.6885	-1.6326
	COVM	8.33208*	1.88525	0.000	3.6593	13.0049
STR	CBL	6.16058*	1.8268	0.004	1.6326	10.6885
	COVM	14.49266*	1.87481	0.000	9.8457	19.1396
COVM	CBL	-8.33208*	1.88525	0.000	-13.0049	-3.6593
	STR	-14.49266*	1.87481	0.000	-19.1396	-9.8457

*. **The mean difference is significant at the 0.05 level.**
Key :CBL = Clickers-Based Literacy, STR = Storytelling and Retelling, COVM = Conventional Method.

The mean difference between CBL and STR, with a standard error of 1.82680, is -6.16058. This difference's confidence interval spans from -10.6885 to -1.6326. At the 0.05 level, the mean difference is statistically significant, as indicated by the p-value (Sig.) of 0.004 for this difference. Students who were

exposed to Storytelling and Retelling scored better than those who were exposed to Clicker-Based Literacy, as indicated by the fact that the mean score for STR is much higher than that of CBL. For this reason, using stories and retellings to teach social studies is more effective.

Discussion

Storytelling and Retelling method was more effective in improving students' performance in Social Studies compared to Clickers-Based Literacy. This could be because storytelling engages students by creating an emotional connection to the topic and encouraging active engagement through narrative immersion. This method encourages a variety of cognitive functions, including visualisation and critical thinking, which improves information understanding and retention. This result supported the findings of Aina and Omojemite (2021), who examined the effects of storytelling and retelling on elementary school students' performance in Basic Science, Technology, and Social Studies in Ekiti State. They discovered that these activities had an impact on students' performance across the curriculum. Additionally, Maulany (2017) noted that as learning is enhanced when many sub-skills of a language are activated, using tales and stories to educate involves both the teacher telling stories and the students retelling them for them to better understand the themes given to them.

Jegede, Onukaogu, Inyang, and Arua (2003) state that when students are taught stories, they listen and think; when they retell stories, they talk and think again. Students must retell the stories exactly as they were told, but they will not be fined or embarrassed if they make mistakes along the way. Telling demonstrates the capacity for literal comprehension. The act of retelling stories, they said, involves structuring, integrating, and categorising material that is hinted but not expressed in a narrative, demonstrating the learner's aptitude for inference and conclusion-making. According to Mariah (2017), based on the students' proficiency, teachers can use guided or unguided story-retelling when using story-telling to teach subjects across the curriculum. While employing guided retelling, the teacher might help the student narrating the story by giving specific words or phrases that the student could have missed. Moreover, he may ask the student retelling the story to include certain details that he wants them to include. Students' performance improved when they were exposed to the narrative and retelling method, even though this study found it to be more successful than clicker-based literacy. This supported a few investigations conducted by academics studying education. Majerich, Stull, Varnum, and Ducette (2011) investigated how clickers' instant feedback affected students' performance in a physics course. They discovered a favourable correlation between higher achievement and the quantity of clicker quizzes completed.Specifically, the regression results showed that a student's final grade increased by 1.756 points for every extra clicker lesson or quiz they completed, even after accounting for all of the model factors. Regression models were used with control and experimental groups in a different study by Lass, Morzuch, and Rogers (2007) to determine the impact of PRSs on student performance when using variables like gender, teaching technology, cumulative GPA, high school GPA, and average exam scores in a statistics course. According to Lass et al. (2007), exam scores indicated that clickers were a significant factor in students' learning. The enhanced learning outcomes could not be attributable to the clicker technology alone. It is an instrument that promotes engaged learning in the classroom. There may be a statistically significant learning gain from additional systems that boost class interaction, give students and teachers' rapid feedback, and both. If students desire to be interested and engaged they are more likely to perceive clickers positively in terms of learning, teaching, and classroom interaction (Trees & Jackson, 2007).

Conclusion

The results of this study showed that, when compared to Clicker-Based Literacy and the Conventional Method, Storytelling and Retelling proved to be the most successful teaching strategy for raising students' performance in Social Studies. Storytelling and Retelling are preferable because they actively involve students, help them develop emotional connections to the content, and encourage critical thinking and comprehension. In terms of total student performance, Storytelling and Retelling beat Clicker-Based Literacy, although showing promise in improving knowledge and retention when compared to the

Conventional Method. These results highlight the value of using a variety of teaching techniques that are customised to fit the requirements and learning styles of students. Storytelling and Retelling have been shown to be especially successful in raising academic standards in Social Studies.

Recommendations

Based on the findings of this study, it was recommended that:

1. In order To encourage student participation, critical thinking, and a deeper comprehension of Social Studies ideas, educators should incorporate storytelling and retelling strategies into their lesson plans. This may entail asking students to relate personal stories to the subject, recount historical incidents, or write made-up tales that serve as conceptual examples.
2. Teachers should have access to professional development programmes to improve their understanding of and proficiency with storytelling and retelling techniques in the classroom.
3. Although the study's most successful teaching strategy was Storytelling and Retelling, Clicker-Based Literacy is still useful as an additional tool for improving students' comprehension and memory of Social Studies content. To reinforce important ideas, give prompt feedback, and encourage active learning in the classroom, teachers might use clicker quizzes, polls, and interactive exercises.
4. In order To maximise the efficiency of instructional tactics, it is imperative to create a learning environment that is both supportive and inclusive. Instructors ought to promote cooperation, discourse, and introspection among pupils, offering chances for them to express their viewpoints, pose inquiries, and participate in significant conversations concerning Social Studies subject.
5. It is essential to regularly examine and evaluate the learning outcomes of students to track advancement, pinpoint areas that needs improvement, and modify teaching tactics as necessary. Using a range of assessment techniques such as quizzes, projects, performance assignments and formative assessments, teachers can monitor students' learning and monitor their progress in the classroom over time.

Limitations of the Study

Due to constraints such as time and resources, the study has limited sample size which focuses on a particular setting or group of learners hence, limited its applicability to other educational context. These limitations do not in any way affect the findings of the study.

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