



Storytelling Method of Instruction, School Location and Students' Academic Achievement: Any Synergy?

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Abstract

Stakeholders in the education industry in Ekiti State have criticized the unsatisfactory performance of CRS students' results in external examinations in rural schools. This study examined storytelling methods of teaching, school locations, and students' academic achievement in Christian Religious Studies (CRS) in Senior Secondary Schools, Ekiti State, South West Nigeria. Research questions and hypotheses were developed for the study. The design adopted for the study was a quasi-experimental research of two groups, that is, one experimental group and one control group. The Senior Secondary School Two (SSS2) students of the Ekiti State public secondary schools formed the population. The schools (rural and urban) for the study were purposively selected from Ekiti South-West Local Government Area of Ekiti State. A total of 159 students participated as the sample for the study. One instrument, 'Achievement in CRS' (ATCRS) instrument was used for data collection. The research hypothesis was analyzed using analysis of Variance (ANOVA). Findings from the study revealed no significant difference in the academic achievement of urban and rural students with CRS utilizing storytelling and conventional lecture methods. The study concludes that storytelling is a location friendly teaching method. The recommendations are based on the finding that teachers of CRS in Ekiti State public secondary schools should adopt the storytelling method during the instructional process to enhance students' academic achievement in both rural and urban schools.

Keywords *Storytelling method; Christian Religious Studies; School location; Academic Performance; Public secondary school*

INTRODUCTION

Analyses of students' results in Christian Religious Studies (CRS) external examinations such as the West African Senior Secondary Certificate Examinations (WASSCE) conducted by the West African Examination Council in 2020/2021, 2021/2022, and 2022/2023 academic sessions reveal students' unsatisfactory performance in rural schools ([Ekiti State Teaching Service Commission, 2023](#)). This disparity in the academic achievement of students in CRS in rural and urban schools calls for urgent action to reverse the trend in secondary education, which is an important milestone in the education system, must achieve its goal of bridging basic education and tertiary education ([Kilag et al., 2023](#)), especially in rural areas across Ekiti State.

Stakeholders in the education industry in the State have debated that there is no reason why students' results in rural schools should not be satisfactory if their counterparts in urban schools are performing excellently in their examinations. Therefore, the unsatisfactory academic achievement of rural students with CRS has been attributed to ineffective methods of instruction by CRS teachers, among other factors. According to [Njoku and Njoku \(2015\)](#), instructional methods such as inquiry, field trips, discussion, questioning, and lecture methods are teacher-centered. Hence, there is a need to adopt a more relevant and effective method of instruction such as storytelling in Ekiti State public secondary schools, most especially in rural schools, so as to enhance students' academic achievement. According to [Guache et al. \(2023\)](#), teachers must pay proper attention to students' individual differences with respect to their cultural backgrounds and the methods of teaching that promote students' awareness.

Most recently, scholars have expressed the view that the use of storytelling could be most effective when it is employed in teaching school subjects because people enjoy listening to stories.

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It should be stated that storytelling can be deployed to achieve some targeted goals, such as boosting students' interest in learning, helping discourse flow, making learners recall content, overcoming students' reluctance or nervousness, establishing cordial relationships between the teacher and the learners, and the learners themselves, and enhancing students' academic achievement (Linda & Clement, 2023). Eck (2006) confirmed that storytelling is an efficient technique that seems to offer valuable outcomes in teaching-learning process. This is evident in the works of some researchers such as Jacklynn (2010); Bryant and Harris (2011); Abatan (2011); Odunolowu and Akintemi (2014); Yusuf (2016); Catur (2017); Abah et al. (2018); Csikar and Stefaniak (2018) and; Bezilova (2019), who used storytelling to enhance learners' performance, retention, and critical thinking. All these researches were undertaken both in Nigeria and in other climes in subject areas such as English, Yoruba, Spoken Narrative, Mathematics, and Biology. However, no research has been carried out on Christian Religious Studies that employ the storytelling method of instruction in Ekiti State secondary schools. Furthermore, school location clearly matters in terms of students' academic performance, but the rate at which school location determines students' academic achievement is less clear (Brownie et al., 2023). To this end, this study seeks to raise the following questions:

1. What is the academic achievement of students who were exposed to the storytelling method in CRS before and after treatment?
2. Does school location influence students' academic achievement when exposed to storytelling in CRS?

Hence, the objective of this research was to determine if the school location (rural and urban) could influence students' academic achievement in CRS before and after treatment using the storytelling method.

LITERATURE REVIEW

The theoretical framework that guides this study is based on the constructivism learning theory of Swiss psychologist Jean Piaget. Constructivism emphasizes the importance of learners' active involvement in constructing knowledge for themselves, self-regulation, and the building of conceptual structures through reflection and abstraction. In this case, the learner takes an active role in constructing his/her own understanding rather than receiving it from someone who knows, learning through observation, processing, and interpretation. There are four aspects of knowledge acquisition: knowledge construction rather than knowledge transmission; new learning builds on prior knowledge; learning is enhanced through social interaction; and meaningful learning develops through authentic tasks (Dagar & Yadav, 2016).

The theory is germane to this study because some activities students engaged in made them participate in classroom teaching and learning activities like internalization of learning, creating mental images of learning, relating personal stories to learning, class discussion, and dramatic activities. Learners become motivated and active in constructing their own (knowledge) learning through the use of vivid images stimulated by storytelling and body language to capture their attention and motivate them.

Storytelling as a method of instruction to educate, propagate, preserve and transmit information, knowledge and societal values from one generation to another has variously been defined by scholars as a verbal engagement in which language and bodily signs are utilized in a captivating manner to bring about scenes in a sequential way and perceived storytelling in a different way (Arrifqi, 2020; Serrat, 2017). According to them, storytelling is defined as the clear portrayal of an idea, belief, individual experience, and lesson via narrative, which evokes great emotion in a way that brings about insight. In whatever way it is defined or perceived, storytelling has the capacity to engage, inform, and make learning or concepts taught memorable. This may be

one of the reasons why it is commonly used by all categories of people, societies, organizations, and institutions to educate, inform, and transmit knowledge, ideas, and values from one generation to the next. It is on this basis that [McCall et al. \(2019\)](#) define storytelling in relation to its benefits to humankind, declaring that storytelling helps us formulate our thoughts, personalities, traditions, ideas, encounters, and relationships with our surroundings and one another. Hence, storytelling is germane in the preservation and transmission of God's revelations and interventions in the national histories of the ancient Hebrews and African societies.

According to [Bjoraker \(2015\)](#), the Hebraic root of storytelling existed for centuries before the written Torah. The stories about Adam and Eve, Cain and Abel, of Noah and the Great Flood, of the Tower of Babel, and the stories of the offsprings of Abraham, Isaac, Jacob, and Joseph were narrated and passed from one generation to the other orally by good storytellers before they were finally committed into writing as documented in the Torah now. This points to the fact that the tradition of storytelling was respected and widely practiced by Jewish parents, leaders, rabbis, and authors. [Jacklynn \(2010\)](#) argued that even when the holy text was written down, oral traditions did not go into extinct. The rabbis taught by word of mouth, and their sentences were given by word in the same manner as in ancient times. A look at the Old Testament shows the extent to which the Hebrew experiences and relationships with God were defined by stories. Parents and religious leaders are normally taught through storytelling, playing on words, and using associations of ideas when making arguments rather than making intellectual conclusions ([Oaks, 1995](#)).

From ancient times, the Africans have been using storytelling as a method of transmitting codes, cultures, practices, and traditions and for preserving societal values. Prior to the discovery and development of writing and reading, ancient Africans used storytelling as a means of transmitting and preserving their valuable cultures and traditions ([Tuwe, 2016](#)). This is also applicable to modern Nigerian societies: storytelling is employed as a method of educating the present generation by the indigenous people ([Edosomwan & Peterson, 2016](#)). It is a known fact that storytelling remains a potent method of instruction for all ages. [Barbosa et al. \(2022\)](#) asserted that storytelling has been used as an art of creating emotional feelings throughout history. The art of telling stories has never been lost since the generations of our ancestors to this generation, and this art has continued to be employed.

Meanwhile, the argument about storytelling is that teaching-learning is most effective when undertaken in a social atmosphere that provides reliable contextual ideas about how knowledge is to be deployed. In many life endeavors such as aviation, military, law, and medicine, storytelling is used in teaching difficult and important concepts in their disciplines ([Isha, 2014](#)) and to help create rational ability in learners ([Andrews et al., 2009](#)). Besides, storytelling is also used in the teaching profession. It is relevant to the instructional process of all school subjects and difficult concepts and topics. Hence, [Abrahamsen \(1998\)](#) argued that storytelling is the foundation of the teaching profession. According to [Oyinloye \(2017\)](#), storytelling is therefore part of the school curriculum, and teachers must explore this technique by using it to teach certain subjects.

Based on research findings, therefore, the use of storytelling as pedagogy offers some benefits for both teachers and learners. The following are some benefits of this strategy:

- i. Storytelling is a versatile storytelling strategy. One key aspect of storytelling is its versatility in teaching various content and school subjects, such as mathematics, music, geography, English, History, and even values ([Drumm, 2013](#))
- ii. Storytelling promotes memory and facilitates learning. [Drumm \(2013\)](#) posited that with the deployment of storytelling in knowledge presentation, additional areas of the brain, including those that involve sensation, text, smell, vision of shapes and colors, and sound, become engaged and active. With this widespread brain activation, learners can create richer memories related to emotions, images with color, and three dimensions. [Drumm \(2013\)](#)

- asserted that memories established through personal experience can be retrieved effortlessly; thus, knowledge is retained and can be deployed more readily to practice. The fact that individual stories are rooted in real-life events also enables them to identify with and locate in memory. Likewise, [George and Schaer \(1986\)](#) stated that storytelling is a potent instrument for stimulating children's imagination, ultimately leading to an increased cognitive level in students' responses.
- iii. Storytelling enhances the classroom environment and atmosphere. While recognizing individual differences among students, storytelling can be utilized in building community within a classroom and school by identifying commonalities and encouraging reflection ([Miller & Pennycuff, 2008](#)). This is possible because stories are capable of encouraging learners to relax and limit their fears, as they are enjoyable. [Eck \(2006\)](#) asserted that a well-narrated story can create feelings of belonging and community during the instructional process more than conventional methods of teaching.
 - iv. The storytelling method of instruction offers a natural and very effective strategy to teaching-learning and information retention ([Eck, 2006](#)). [Drumm \(2013\)](#) noted the necessity of affirming that storytelling is inherent in human beings. However, the difference lies in the way and the resources that individuals deploy to achieve a meaningful teaching-learning process ([Guache et al, 2023](#)). The utilization of voice and gestures to engage learners in the storytelling session allows them to internalize the story being told. In this way, learners are introduced to new vocabulary, expressions, and content that must be supported with scaffolding provided by the teacher. Based on this assertion, [Linda and Clement \(2023\)](#) declared that generally, both students and teachers benefit from storytelling in the instructional process.
 - v. Apart from making retention possible, storytelling captivates learners through visual, auditory, and kinesthetic learning styles and appeals to many intelligence areas, including interpersonal intelligence and spatial linguistics ([Rose & Nicholl, 1997](#)). Based on this, physiological changes occur in the brain to increase the engagement between the speaker and listener when an individual listens to a real-life story told by another individual. In addition, telling stories during the instructional process improves analytical ability and curiosity for learning ([Alkaaf & Al-Bulushi, 2017](#)). This is to affirm that with storytelling, knowledge is best acquired through active construction in the mind ([Dejacto et al., 2023](#)).

Meanwhile, school location refers to a particular place in relation to other areas in a physical environment (rural or urban) where the school is located ([Ntibi & Edoho, 2017](#)). In another definition, [Amadi et al. \(2018\)](#) refer to the location of a school as a geographical area in which a school is located, which could be urban or rural. They further explained that schools in rural areas are located in the interior constituencies of towns, cities, or states, while urban schools are located in accessible areas of towns, cities, or states where there are social amenities such as electricity, portable water, telecommunications, and road networks. Rural societies in Nigeria are homogenous, uniform, inexpensive, and less congested than urban areas where there is diversity of cultural beliefs that normally affect students' academic performance ([Ntibi & Edoho, 2017](#); [Brownie et al., 2023](#)).

[Alokan and Arijesuyo \(2013\)](#) identified some factors believed to be causing perceived differences in rural-urban schools, such as uneven distribution of resources such as computers, science equipment or apparatus, textbooks, and teachers. These resources are less available in many rural schools than in urban schools. Hence, the differences between the rural-urban students' academic achievement. The rural-urban migration of more educated individuals in search of greener pastures is believed to create gaps in learning outcomes between rural and urban schools. ([Alokan & Arijesuyo, 2013](#)). Meanwhile, rural-urban location of schools has been established as one

of the key predictors of differences in students' academic performance. The Urban environment is perceived to have a positive outcome on students' learning (Amadi et al., 2018). Amadi et al. (2018) noted that school-age children exhibit lower educational aspirations in rural schools than in urban settings. He established that a low percentage of rural secondary school students were enrolled in institutions of higher learning. Furthermore, the fact that students in rural schools place less value on education makes them have lower academic motivation. Subsequently, this often affects students' academic performance (Amadi et al., 2018).

Research Hypotheses

The following hypotheses were developed for the study:

- i. There is no significant difference in the effect of storytelling method on CRS performance after controlling for pre-test scores.
- ii. There is no significant difference in the academic achievement of CRS students in rural and urban areas before and after treatment using the storytelling method.

RESEARCH METHOD

In this study, a quasi-experimental design was adopted. This involved pre-test, post-test, and control groups. That is, one experimental group and one control group. The intact class in each selected class was used. The teaching treatment was storytelling with the CRS package as the independent variable, while students' performance in CRS was the dependent variable. School location (rural and urban) was the intervening variable. The control group received conventional lecture (chalk and talk) instruction for CRS. The population of the study was 4,164 Senior Secondary two (SSII) students offering CRS in Ekiti State, southern Nigeria. The total number of Public Senior Secondary Schools in Ekiti State was 180 during the 2022/2023 academic session. These schools are spread across the three senatorial districts and sixteen Local Government Areas of Ekiti State.

In line with the adopted design, the sample for the study was 159 Senior Secondary School two students of CRS. A multi-stage sampling procedure was used to select the sample. A senatorial district (Ekiti South) was randomly selected out of the 3 senatorial districts in Ekiti State. At the 2nd stage, one Local Government Area (Ekiti South West) was randomly selected from the senatorial district already selected for the study. Ekiti South West Local Government comprises three towns (Ilawe-Ekiti, Ogotun-Ekiti, and Igbara Odo-Ekiti) with many farm settlements where public schools are located. The 3rd stage was the selection of six schools that were purposively selected from the local government areas by taking care of three schools from rural areas and three schools from urban areas. The 4th stage was the selection of one class from each of the schools that had already selected a sample from which the class intact size of the students was considered using the purposive sampling technique. This was because CRS was a major subject offered by students in Arts classes. From the 6 schools, 3 schools were assigned to the experimental group and the other 3 schools to control group.

One instrument was used in the study for data collection. This was an Achievement Test in Christian Religious Studies (ATCRS). The instrument was used to measure the learners' academic performance in CRS before and after treatment using the CRS package. Experts in testing, secondary education, measurement, and evaluation, and lecturers in CRS from the Arts and Language Education Department, Faculty of Education, Ekiti State University validated the instrument. The experts confirmed the face and content validity of the instrument. After this, mall corrections were performed. To ensure reliability, an achievement test was administered to 80 students who were not part of the selected sample of the study. Pearson's product moment correlation was employed to measure the reliability after a test-retest was conducted, and a reliability of 0.913 was obtained. The achievement test in Christian Religious Studies comprises two parts. The first part consisted of

objective questions, and the second part was an essay. The objective part contained 50 items in all, while the essay section consisted of eight questions only. However, the following instructional guides: teachers' instructional guide for storytelling method of instruction, teachers' instructional guide for conventional lecture method and lesson plan were used in the course of teaching and learning before the administration of the instrument.

The procedure for the study took three stages: the pre-test stage, the treatment stage, and the post-test stage. The researcher, in conjunction with the CRS teachers at the selected schools, administered a pretest on the students before the introduction of the treatment to determine whether the samples were homogenous or not.

The study incorporated experimental teaching sessions of 40 minutes per lesson/period. The teaching schedule covered two periods per week in each of the selected schools for the research. The experiment also lasted for seven weeks during which the lessons designed for the experimental group through the identified strategy for each group were delivered by the concerned teachers/research assistants simultaneously; the control group had their own lesson as they normally had it through their regular learning style. The experimental group was exposed to storytelling strategies in teaching CRS topics some of which are: the Philistines capture the Ark of God (1 Samuel 5: 1 – 12), the story of Shadrack, Meshack and Abednego (Daniel 3: 1 – 30), and Daniel's deliverance (Daniel 6: 1 – 28), using some of the following teaching aids:



Figure 1. The Philistines Capture the Ark of God (1 Samuel 5: 1 – 12)

(sources: www.freebibleimages.com)

Figure 1 explains the Israelites carrying the Ark of Covenant and the dragon falling down before the Ark with broken arms.



Figure 2. The Story of Shadrack, Meshack, and Abednego (Daniel 3: 1 – 30)

(sources: www.freebibleimages.com)

Figure 2 explains Shadrack, Meshack, Abednego, and the angel of the Lord in the fiery furnace without being harmed by the fire while king Nebuchadnezzar approached the mouth of the burning fiery furnace in amazement.



Figure 3. Daniel's Deliverance (Daniel 6: 1 – 28)
(source: www.austintommy.com.ng)

Figure 3 explains Daniel in the lion pit with God's angel, who sealed the lions' jaws to prevent them from harming Daniel.

A post-test on CRS was administered to the students at the expiration of the seventh week. Scores were allotted accordingly for analysis using appropriate statistical tools. The collected data were analyzed to answer the research question and test the hypothesis described. Descriptive statistics involving mean and standard deviation were used to answer the research questions, whereas ANOVA was used for the hypotheses. The hypotheses were tested at a significance level of 0.05.

FINDINGS AND DISCUSSION

Research Hypothesis

Hypothesis 1: There is no significant difference in the effect of storytelling method on students' academic achievement in CRS after controlling for pre-test scores.

Table 1. ANOVA for the difference in the effect of storytelling method on students' academic achievement in CRS

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	8701.782 ^a	2	4350.891	31.808	.000	.290
Intercept	58820.527	1	58820.527	430.024	.000	.734
Pretest	386.670	1	386.670	2.827	.095	.018
Group	8234.362	1	8234.362	60.200	.000	.278
Error	21338.369	156	136.784			
Total	307751.000	159				

Corrected Total 30040.151 158

a. R Squared = .290 (Adjusted R Squared = .281)

Table 1 shows the Analysis of Covariance to evaluate the effect of storytelling method on students' academic achievement in CRS after controlling for pre-test scores. The results revealed a statistically significant effect on the academic achievement of students ($F_{1,156} = 60.200$, $p < 0.001$, $Eta^2 = 0.278$). This indicates that storytelling accounted for approximately 27.8% of the changes in post-test scores. In contrast, the main effect of the pre-test was not statistically significant ($F_{1,156} = 2.827$, $p = 0.095$, $Eta^2 = 0.018$), indicating that the initial achievement did not exert influence on the out of the post-test. Hence, the null hypothesis was not supported, indicating a significant difference in the effect of storytelling method on academic achievement in CRS. In order to locate the point of difference, pairwise comparison was carried out, as presented in table 2.

Table 2. Pairwise comparisons of differences in the effects of storytelling methods on students' academic achievement in CRS

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	p-value
Storytelling	Lecture Method	14.399*	1.856	.000
Lecture Method	Storytelling	-14.399*	1.856	.000

*. The mean difference is significant at the .05 level.

Table 2 shows that, with a mean differences value of 14.339, the storytelling method had a significantly higher mean score than the lecture method ($p < 0.05$). This implies that the storytelling teaching method has a greater positive impact on students' academic achievement in CRS than the lecture method.

Table 3. Analysis of Variance (ANOVA) of Difference in the Academic Achievement of Urban and Rural Students in CRS Taught Utilizing Storytelling and Lecture Methods

Source	SS	Df	MS	F	Sig.
Corrected Model	8628.183 ^a	3	2876.061	20.820	.000
Intercept	236532.720	1	236532.720	1712.247	.000
Group	6245.819	1	6245.819	45.213	.000
Location	293.933	1	293.933	2.128	.147
Group * Location	39.247	1	39.247	.284	.595
Error	21411.968	155	138.142		
Total	307751.000	159			
Corrected Total	30040.151	158			

*Significant at $P \leq 0.05$

Table 3 shows ($F = 0.284$, $p = 0.595$) at a significance level of 0.05. This implies that the interaction effect between treatment and location was not statistically significant. Therefore, the null hypothesis was not rejected. Similarly, although the main effect of location ($F = 2.128$, $p = .147$) was not statistically significant, the main effect of treatment ($F = 1.896$, $p > 0.05$) was statistically significant at the 0.05 level. Hence, there was no significant difference in the academic achievement of urban and rural students in CRS taught using storytelling and those taught using the lecture method.

FINDINGS AND DISCUSSION

The findings revealed that the effect of storytelling method on students' academic achievement in CRS after controlling for pre-test scores was statistically significant. This finding agrees with the findings of [Bryant and Harris \(2011\)](#), [Yusuf \(2016\)](#), and [Catur \(2017\)](#) that there was a significant difference between students taught using storytelling techniques and those taught using existing methods in those schools. It was proven by the calculation of the mean scores of the pre-test and post-test of the experimental and control groups, and that the use of storytelling increased students' interest in the lecture and their recollection of learning contents.

Based on the findings, the post-test result shows that there was no significant difference in the academic achievement of rural and urban students using storytelling and conventional lecture methods. This implies that storytelling is location friendly as both rural and urban students have equal chances to excel in CRS through storytelling. The findings of this study are in line with those of [Alokan and Arijesuyo \(2013\)](#), who discovered that there is no significant difference in the academic achievement of students from rural and urban environments. Contrary to these findings, [Amadi et al. \(2018\)](#) found that there was a significant interaction effect of teaching method and location on the students' reading achievement.

Furthermore, [Owoeye and Yara \(2011\)](#) revealed a significant difference between the academic achievements of students in rural and urban secondary schools in senior school certificate examinations. According to them, the geographical location of schools has an influence on the academic performance of students. Rural urban differences in terms of academic achievement of students have been attributed to various causes, such as poor teaching strategies, inappropriate use of relevant teaching materials ([Dogondaji & Maccido, 2023](#)), poor school mapping, uneven distribution of resources, lack of good roads and facilities, problem of qualified teachers refusing appointments or not willing to perform well in isolated villages, poor communication networks, and nonchalant attitudes of some communities to schooling among others ([Owoeye & Yara, 2011](#)).

In the view of [Titus et al. \(2016\)](#), the remoteness of schools in rural areas makes it almost impossible for education inspectors or quality assurance officers to visit schools for inspection. Despite all these, the findings from the current study revealed no significant difference in the academic achievement of CRS students in both rural and urban areas in Ekiti State public senior secondary schools. This implies that the unsatisfactory achievement of CRS students in external examinations such as WAEC in 2020/2021, 2021/2022, and 2022/2023 academic sessions was a result of inappropriate teaching methods used by CRS teachers in rural areas of the State. These findings have established that storytelling is appropriate and effective in the instructional process of CRS in Ekiti State senior secondary schools, especially in rural schools. The implication of this is that storytelling can be adopted as an effective method to enhance CRS students' academic performance in Ekiti State secondary schools. This is very important, as there are many rural schools across Ekiti State that must be educationally supported.

Meanwhile, the objective of the research, which is to determine if the school location (rural and urban) influences students' academic achievement in CRS before and after treatment using storytelling method, has been fulfilled based on the findings and discussion of the study. It has been established that the storytelling method's effect on students' academic achievement in CRS after controlling for pre-test scores is statistically significant. Additionally, the post-test results show that there was no significant difference in the academic achievement of rural and urban students using storytelling and conventional lecture methods. This implies that storytelling is location friendly as both rural and urban students have equal chances to excel in CRS through storytelling.

CONCLUSIONS

Findings from this study have revealed that storytelling method of instruction is location friendly in teaching and enhancing students' academic achievement in Christian Religious Studies, as there is no significant difference in students' academic performance when taught with storytelling and lecture methods in rural and urban schools. This shows that both rural and urban students have opportunities to excel when taught storytelling. It should be observed that the disparity between the results of students in rural and urban schools in external examinations was caused by the lecture method used to teach students in rural public secondary schools in Ekiti State. The unsatisfactory achievement of CRS students in rural secondary schools can therefore be enhanced by utilizing storytelling. Based on the findings and conclusions, some recommendations are suggested:

- i. since the storytelling method is location friendly, the teachers of CRS in Ekiti State public secondary schools should adopt it during the instructional process to enhance students' academic achievement in both rural and urban schools.
- ii. teachers of CRS in all the public secondary schools in Ekiti State should be sensitized on the need to adopt storytelling methods in both rural and urban schools across the State. The need to also use appropriate instructional aids with storytelling should be made known to learners.

LIMITATION & FURTHER RESEARCH

Through the findings of this study, it has been established that storytelling method of instruction is location friendly, and that it can be utilized to enhance CRS students' academic achievement in Ekiti State rural public secondary schools. However, it is necessary to identify other factors that could determine students' unsatisfactory academic achievement of CRS students in Ekiti State rural public secondary schools. Furthermore, the same inappropriate methods of teaching might not be the only factor.

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