

UNIT 1: THE TEACHING/LEARNING ENVIRONMENT

THE PUPIL, THE TEACHER, THE CURRICULUM, RESOURCES AND TEACHING METHODS

INTRODUCTION:

When we talk of education, we talk of learning and teaching. We also talk of planned facts and activities, learnt or taught in and outside the school. These planned activities are referred to as the curriculum

There can be no learning and teaching without the learner (the child), the teacher, and some learning and teaching oriented activities. We can safely say then, that learning and teaching are centred on the child, the teacher and the curriculum. However, nothing can be achieved in education if a conducive environment is not prepared for the cordial interaction of the three i.e. the child, the teacher, and the curriculum. As there can be no teacher without the learner (the child), so there can be no learning without a curriculum.

It is pertinent to add that resources and teaching methods are the ingredients necessary for effective teaching and learning activities. The resources and the teaching methods are unavoidable tools for teaching or learning.

It is a common agreement among psychologists that pupils differ from one another in learning. They differ psychologically, biologically, socially, emotionally and mentally. This fact makes the work of the teacher to be complex. He has to appeal to the various senses of the pupil through educational resources to learn. Equally, he has to use various appealing and appropriate strategies (methods) to make them learn and understand.

In this unit, we shall examine the relationship between the teacher, the pupil, the curriculum and the resources in creating a conducive environment for effective learning.

We shall also examine in detail the questioning method, which originated from Socrates, the well – known philosopher of the medieval period. Emphasis will be given to its types, purpose, characteristics and procedures of asking good questions and finally, the principles of asking good questions and how to treat students' answers.

OBJECTIVES:

At the end of this unit, you should be able to:

1. discuss the pupils' perceptions of themselves and how psychologists view them;
2. explain the roles of the teacher in curriculum implementation;
3. state the principles the teacher should observe in order to create a conducive environment for effective curriculum implementation;
4. define educational resources and teaching methods;

5. explain the various educational resources and their advantages;
6. explain the importance of methods in teaching and how they can be used to enhance better teaching \ learning environment;
7. discuss Socratic (Questioning Method), its types, uses and purposes;
8. explain the characteristics of good questions and the procedure of asking good questions;
9. identify the principles involved in the art of questioning.

HOW TO STUDY THIS UNIT

1. Read through the unit once. You should note the important ideas as you read. Also as you read, look up for the meanings of unfamiliar words in your dictionary.
2. Then go back, and study the unit step by step as arranged. Attempt all the activities given.
3. Try and observe all the rules stated. Do not forget to attempt the assignment. If you carry out all the instructions, then you will benefit from this unit. .
4. Consult your course facilitator for any difficulty.

THE PUPIL

The term “pupil” in this unit refers to the learner (the child) in the school, particularly in primary schools.

Normally “teacher” is a common term used for all professionals who stimulate learning or transmit knowledge in schools, ranging from the nursery to the tertiary institutions.

The “curriculum” refers to all forms of manifest and latent learning and teaching activities going on between the teachers and the pupils in the school. In a nutshell, curriculum refers to all the experiences a child has under the guidance of a school.

Psychologists describe the child (the pupil) in very many ways. Some view the pupils as innocent God's creatures who are being pushed by the adults to face a forced task called learning. The innocence of the child is described to the point of saying that the child's mind is a tabula rasa, a plain or blank organ without any form of experience. On this blank mind, adults forced-in impressions called experiences. Some psychologists argue that before the pupils get to the school their minds are not blank. It is argued that they have had experiences.

However, it is generally agreed that the pupils differ from one another either as a result of their biological make up or inheritance or as a result of the influences of their environment or as a result of the misconception of the child by the teacher.

The misconception or fiction between the child and the teacher centres on the teacher's conception of a good pupil. The child on his own part sees himself as an individual and he expects every adult to treat him in a comfortable manner as his mother does. The whole idea of education or learning as adults perceives it is different from the child's perception. The concept of life is unconceivable to a child. The concept of success in life is unknown to him

how much less of success through education. We should realize that the pupil in early childhood becomes part of a pattern he never fully understands and he is powerless to change. The process called learning, to him, is made up of rituals that follow each other in quick succession. He cannot explain them. He is made to fit into a scheme without an alternative. Above all, the pupil has been made to fit into a situation, which he cannot change. His reaction is immediately misinterpreted and he is the worst for it.

Whatever way the pupils may see the teacher's attitudes as contended by some psychologists, it is evident that teachers do all they do with innocence. They are trained to reshape the child from the "animal being" to "social being".

However, it must be mentioned that some teachers fail to study and understand their pupils. Here lies the misunderstanding of their humanitarian assignment. Often, teachers make the mistake of regarding all the pupils as the same. So, they expect them to behave alike. They forget that each child is an individual and should be so treated. It may be true that no child is born stupid or lazy but they learn and develop at different rates.

Some pupils have difficulty with their teachers. Some teachers make derogatory remarks about their pupil's home, culture or training. Such remarks put off some pupils. The teachers' mistakes lie in the fact that they measure each child's home/culture against their own or against what is often termed as the school culture or tradition.

Pupils in classes handled by such teachers gain very little. When they do not conform to the school culture their teachers condemn them. More often than not, the school culture is markedly different from that of the home. Accepting the school culture means going against the home culture and vice-versa. Whichever way the child goes, he stands to be condemned. However, an understanding teacher handles such situations tactfully and saves the child.

All children who are fully integrated into the school cordial environment want to learn. By this time they know the usefulness of the school. By this time, some of them have interest in some subjects or activities more than in others. They make up their minds to learn what they want and in the way they want it. They want to find things out for themselves. They want to develop how to be responsible for themselves and their own ideas. This is why *Individualized Instruction* is emphasized. Resourceful teachers exploit the pupils' exploratory activities rather than discourage them. However, some teachers insist that the pupils should comply with the school time-table.

The pupils need the support and guidance of their teachers at various stages of their learning. They take their Teachers as confidants where the teachers behave so. Some take their teachers for immediate parent. This should be so. Pupils with home problems look at their sympathetic teachers for solace and succour. A teacher should not disappoint his pupils in this regard.

Pupils often end up disliking teachers who are:

- i. academically incompetent;
- ii. unsympathetic;
- iii. particular about punishing for trivial offences;

- iv. biased,
- v. not ready to consider pupils' points of view, and
- vi. insensitive to the pupils' needs.

In actual fact, we should realize that the social interaction between the teacher and pupil is affected by each other's attitudes and expectations.

ACTIVITY I

1. Briefly describe how a child sees himself.
2. Enumerate some teachers' mistakes in their relationship with their pupils.
3. Why do some pupils dislike their teachers?

THE TEACHER

The teacher is the strong factor joining the pupils and the curriculum. Just as the success of the pupil in learning depends in some respects on the teacher so does the successful implementation of the curriculum depends on the teacher. The importance of the teacher in the relationship 'between the pupil and curriculum therefore cannot be over emphasized. The teacher is the key factor that can create a conducive teaching/learning environment that will make the pupil like to learn.

In the first instance, the pupil does not know that there is any curriculum. He does not partake in the formulation of the curriculum. He does not and cannot interpret it either. The teacher may partake or not partake in the formulation of the curriculum but he, interprets, analyses and breaks it down to the pupils' level. He also makes the pupil aware of what the curriculum is all about. He pilots the pupils in the learning activities. The success of the teacher in all these activities can be attributed to three factors. "These are:

- i. the teacher's knowledge of the curriculum;
 - ii. the teacher's knowledge of his pupils; and
 - iii. the teacher's resourcefulness to create a conducive teaching/learning environment.
- i. As regards the curriculum, it could briefly be said that the teacher should understand the curriculum. A further discussion on this comes up later.
 - ii. A good teacher should know his pupils as individuals and as a class. This is why it is necessary for the teacher to study his pupils. Each pupil is an individual. The pupils differ particularly in their biological make-up and inheritance, in their environmental location and conditions, home background and culture as well as social factors. It is clear that every class is a heterogeneous group of pupils. making this group learn is, no doubt, a big task for a less resourceful teacher. To make the pupils learn, the teacher has to take note of certain principles:

- The Teacher must build a very good relationship with his pupils. This will make the pupils like and respect the teacher. The teacher will have to be patient, kind and accommodating
- He has to be a master of his subject. He has to be a dedicated teacher who can make the learning process effective and pleasant for his pupils. .
- He should have a good command of language to be able to communicate' effectively with his pupils. His voice should be clear and pleasing to listen to.
- His total personality should be without questioning. He should modest and neat in appearance
- He should expose his pupils to available educational resources around.
- He should be very observant He should correct his pupils' mistakes promptly when necessary.
- He should sparingly punish his pupils. Anyone punished must be made to have no doubts that he deserved such a punishment.
- He should know his pupils' parents. He should invite them to school when necessary and visit them in the same manner.

Closeness to the parents and the pupils is a Pivot for better relationship, confidence and respect.

Any teacher who observes these principles will no doubt create a good environment for teaching and learning.

ACTIVITY II

1. What are the roles of the teacher in curriculum implementation?'
2. What principles should a teacher observe in order to create teaching-learning environment for both the teacher and the pupil?

THE CURRICULUM

The curriculum is not so much what is found in the printed guide as what the teacher makes of it in the classroom. His ability to adapt it to meaningful learning experiences useful to the pupil. is of much importance. The Curriculum document is a guide to the teacher to tune the pupils to the aspirations and goals of the society. In creating a conducive teaching learning environment to implement the curriculum, the teacher has to note some principles. These are:

- i. The Teacher should have a good knowledge of the curriculum. He should understand the national objectives of the curriculum and he should know what the objectives are all about.

- ii. He should translate the curriculum to the syllabus and topics which are at the level of each class.
- iii. He should determine the strategies or methods which are appropriate for the pupil to learn successfully.
- iv. He should marry his knowledge of the child and his environment with his knowledge of the curriculum in order to create a workable atmosphere for the pupil to learn without tears.

It is worthwhile to say that the formulators, the implementer and the beneficiary of the curriculum, i.e. the Curriculum planners, the teacher and the pupil must play their roles appropriately in the whole exercise thereby creating a conducive teaching/learning environment.

ACTIVITY III

- I. What is the curriculum document to a Classroom teacher?
2. What are the principles the teacher should note in his effort to create a conducive teaching-learning environment to implement the curriculum?

RESOURCES

Educational resources cover all those materials, human or non-human, drawn or photographed, built but manually or electrically operated, books and all forms of related materials used in teaching and learning process. They are also called teaching aids or learning aids in some books. Teaching methods are the strategies, techniques or systems used by the teacher in piloting the pupils to learn.

Learning resources are the things or materials that help pupils in learning. There are numerous types of learning resources. In fact, any material, however small or big, that can be used to make “learning meaningful and understood” is a learning resource. However, we can safely classify these resources into seven categories i.e.

- i. Human Resources
- ii. Visual Resources
- iii. Audio Resources
- iv. Audio – Visual Resources
- vi. Community Resources
- vii. Other Resources

Some authors group items ii, iii, and iv. as Electrical Resources. There are of course some visual resources, which are not electrically operated.

- (i) **The teacher’s most important resources is himself.** Besides, the fact that he does the teaching, his personality and communication abilities influence the understanding

of the lesson a lot. Other teachers in the school or people from the community or afar also constitute human resources.

- (ii). **The visual Resources** include real objects (realia), specimen, models, chalkboards, flannel or felt boards, still pictures, textbooks and workbooks. Supplementary readers, magazines and newspaper articles, graphics such as charts, maps, cartoons, diagrams, posters, globes and graphs.

In this group are real objects, which provide first hand experiences to the pupils. Where these real objects are non-available, their models play similar roles.

The chalkboard is the commonest and the most readily available material mentioned in this group. It is a versatile aid to the teacher in the classroom. The printed materials listed in the group are among the most accessible and easy to use resources available in schools. There are equally many different kinds of newspapers and magazines from where pupils collect cartoons and articles. One discovers that most of the visual materials are easily accessible and available in our schools. Except for some dangerous real objects and specimens, which normally a teacher should not bring to the class, it is discovered that the visual materials are safe for the pupils to use.

- (iii). **The audio resources** include radio, record player and tape recorders. These are electrically operated. Batteries can equally be used to operate them. They are very useful in individualized instruction in study laboratories as well as classrooms. They are equally used to teach a large population of students at once.
- (iv). **Audio-Visual Resources** These media are basically sound motion pictures i.e. film projector, Videotape, and television. These media combine the effects of both seeing and hearing in teaching and learning. These are media, which have the capability of recreating the past as well as bringing the distant places and events to the classroom.
- (v). **The School Environment Resources.** Many teachers often forget the importance of these resources. The architectural design of the school buildings, the library and laboratories. The horticultural layouts of the surroundings, the various equipment and the total nature of the school scenery have influence on the learning outlooks of the pupils. These resources serve as salient resources to the pupils. Besides, teachers during teaching find these resources nearby to refer to.
- (vi). **Community Resources.** The community has bounteous resources ranging from human to landscapes as well as realia. All teacher needs to do is to attract or take the resources to the school. In the alternative, the teacher arranges for the class to visit the immovable resources i.e. hills, factories, monuments.
- (vii) **The Other Resources.** These are numerous. Some are very important and are used for various subjects. These resources include sheets of paper, pencils, pens, biro, ruler, eraser and some other stationery. These are fundamental resources. Though they may look trivial, but the non-availability of them can wreck the best of educational intentions, and encourage indiscipline behaviour in the class. Resources like blocks, puzzles, counters, measuring containers, scales, tape measures are useful for mathematics. Colours, crayons and brushes are useful resources for fine art. Balls,

binbags, hoops, ropes, and many other games equipment are necessary for physical education. All these are necessary resources without which some of these subjects cannot be practically taught. Some other resources, which are becoming very useful especially in the nursery and primary schools, are puppets and dioramas. They are not yet in use in our schools; but they are in use in Europe and America.

ADVANTAGES OF RESOURCES

As had been earlier stated, pupils differ from one another not only socially or physically but in the ways and manner they learn. It is well known that we human beings learn through our five senses. These are through seeing (visual), hearing (auditory), smelling, touching and feeling, and tasting. The pupils differ in the organs they use best in learning; Before the teacher can make his heterogeneous class learn effectively, he has to use various resources. When the teacher lectures, the pupils make use of their sense of hearing (auditory sense) only. When he talks and uses some educational resources, the pupils make use of many senses. This depends on the type of resources used. However, it is known that educational resources have many advantages, some of which appear below.

- i. They appeal to the various senses of the pupils.
- ii. They make the lesson interesting and arrest the attention of the pupils.
- iii. They help to make clear the complexities of any skill or concepts thereby making the pupils understand the lesson.
- vii. Some of the resources, particularly human and real objects, serve as sources of first hand information.
- viii. The audio-visual materials now make Individualised Instruction more practicable and effective.
- ix. With the audio/visual or Audio-visual resources the pupils can now work at their own pace on topics of their interest.
- x. The Audio-visual aids have now made it possible for a teacher to teach a lesson without being physically present. This can be done through recorded cassettes.
- xi. In the same way the audio-visual materials have made it possible for the teacher to teach thousands of students through the radio or television.
- xii. The same media have the capacity to re-create the past or bring a distant place or events or a dangerous phenomenon to the classroom through recording. The importance of this is that, the pupils would see the real form of what they could have imagined, perhaps with a wrong conception.
- xiii. Through some of the resources, the pupils can easily store and recall any topic. In this way, the pupils learn easily and pleurably.

Educational resources are no doubt important in the development of a conducive teaching learning environment. The resources could give a more valuable and powerful direction to teaching and learning than any teacher could watch by personal efforts alone.

ACTIVITY IV

1. a. define educational resources.
b. define method of teaching.
2. mention the various categories of resources.
3. define and describe the importance of other resources.

TEACHING METHODS

In last sections, we examined the pupil, and the curriculum in relationship with the teaching and learning environment. It is discovered that the teacher is the unifying factor or the link between the pupil and the curriculum. The teacher is able to perform this important function through the use of teaching methods. We have also discussed the importance of educational resources. Much as these resources are important, their usefulness are determined by the teaching methods. Thus, we can see that teaching methods are important factor in teaching and learning activities. It is an important instrument that the teacher employs in performing his function of teaching.

In unit 1,2, and 3 in this module, some methods are treated in detail. Among the methods are the Lecture, Discussion, Individual, Problem Solving, Discovery and Inquiry methods. Others in unit 4 are Group, Class, Project and some innovations in teaching techniques.

Teaching methods could be categorised according to their operations or functions. Some in their operations organize the class in the formation best suited to topic. Some are used to communicating with the pupils while some are in activities forms.

From the explanations made in the Units mentioned above, it can be seen that in a lesson, the teacher uses at least two or more methods. Secondly, it is discovered that there is no single method that can be regarded as perfect. The reasons for these could be traced to some factors.

- i. The learners have their individual differences, which obviously make them react differently to each method. Hence, no single method has been identified to be able to satisfy every pupil in a class.
- ii. Subjects differ from one another while verbal explanation could be used in some, some require practice. These subjects require different methods of teaching.
- iii. Within a subject, there are many topics, which require different approaches or for example, in Geography, while a teacher in Lagos State can use verbal description coupled with audio- visual resources to teach the feature of the desert, a visit to locality will achieve more on a topic relating to mangrove swamps.
- iv. The availability or non availability of appropriate resources may affect the level of success of a teaching methods.

No doubt, the basic factors, which determine the degree of success of method of teaching, are human resources as well as the nature of the methods. Some of these factors are uncontrolled by the teacher. In that light perfect method of teaching may be difficult to come by. However,

educationists continue to conduct researches to find out better methods or innovate the existing methods.

ACTIVITY V

1.
 - a. Name some of the methods you have learnt.
 - b. Name some of the innovations in methodology you have learnt.
2. What factors render all methods ineffective?

USING METHODOLOGY TO ENHANCE BETTER TEACHING/ LEARNING ENVIRONMENT

As earlier explained, methods of teaching are strong instrument in the hand of the classroom teacher to determine the degree of the success of a lesson. To enliven the classroom environment for successful teaching and learning. It is necessary for the teacher to observe the following:

- i. He should use an appropriate organizational method to lay out the class in the appropriate manner that will (a) allow all the pupils to see and hear all that may be required, done or said in the lesson; (b) allow for social interaction among the pupils and between the teacher and the pupils for learning purposes; (c) allow for free movement in the class as may be necessary for the lesson; and (d) place the pupil in such position that can be easily controlled by the teacher.
- ii. He should employ stimulating activities within the framework of the dominant teaching method he may use to communicate with the pupils. This is to:
 - a. arouse the interest of the pupils in the lesson ;
 - b. get the pupils ready for the lesson; and
 - c. kindle the inquisitive spirit of the pupils so as to involve them in the lesson.
- iii. During the presentation stage, the teacher should use the most suitable method accommodating other short methods or techniques as well as retention and recalling.
 - a. explain the complex skills or concepts in a lesson.
 - b. emphasize the basic point;
 - c. involve the pupil in lesson;
 - d. maintain the interest and attention of the pupils; and
 - e. enhance the pupils' understanding of the topic as well as retention and recalling.
- iv. The teaching/learning activities should be evaluated. The purpose of this are:
 - a. to have the feed back from the pupils;
 - b. to reinforce and reward their efforts; and

- c. to correct and give them remedial reinforcement where they make mistakes
- (i) The pupils should be given assignments on the topics serve as:
 - a. extra activities for practice ;
 - b. a means of making the spirit of self study and investigation; and
 - c. a link between the topic and the next topic.

The teacher has to employ his knowledge of the pupils, his good relationship with them alongside the methods used to create an environment, which will make the pupils learn successfully.

ACTIVITY VI

1. Of what advantages is the use of an organizational method in a lesson?
2. Why does a teacher need to use short methods or techniques during the presentation stage of a lesson?
3. What are the advantages of evaluation in a lesson?

QUESTIONING METHOD

From childhood, man asks question for various reasons prominent among which is to find out or learn new experiences. In teaching, questions are important tools the learners and teachers use to learn or to teach. This is why teachers and students ask questions of various orders at various stages of the lesson. This may be during the introduction stage, presentation stage, or at the conclusion stage. The questions are asked not as the basic method used in the lesson but as means of giving the learners adequate facts and making the facts clearer and understandable. In another way, questioning may be used as a method. This is termed as the questioning method or Socratic method. It is named after the Greek philosopher Socrates (470-399 BC) who had the reputation of asking questions to make his points. With skilful handling of questions or the Socratic method, a teacher can make a success of any lesson. However, the method should not be used for a long period. Restless students easily get discouraged.

DEFINITION

Questioning Method is the process in which, a sequence of suitable questions are asked with the objective of leading the students to draw a logical conclusion or generalization. In this method, the teacher skillfully asks students questions so that they could see the limitations or inadequacies in a statement earlier made. This statement they eventually reject for a more adequate one. For example, the teacher makes a statement, which the students accept without any doubt. The teacher then asks a question based on the statement. From this point, the teacher builds up more questions, which would lead the students to the generalization. The questions asked in Socratic method are pre-planned and thought provoking.

TYPES OF QUESTIONS

Researchers have identified four types of questions which are broadly categorized into two i.e. the lower order questions and the higher order questions. The lower order questions are equally termed by some authors as the factual questions while the higher order questions are questions are labeled the thought-provoking questions. The two categories are broken into the four types as follows:

- (i) The factual or lower order type;
 - (ii) The complex or higher order type;
 - (iii) The probing type; and
 - (iv) The divergent or creative type.
- (i) The factual or lower order questions are those questions, which require only established factual data. They are the “yes” or “no” or “recall” questions.
 - (ii) The complex or higher order questions are those, which require the students to make use of ideas. The students are to relate one idea to another, compare and contrast them or reason out the cause and effect. Such questions asked are those which ask for “why”.
 - (iii) The probing questions. This is the type of question asked to keep a discussion going. This type makes the students go beyond their initial response. The student’s first answer is the teacher’s cue. The teacher then goes on to probe the student’s responses. This probe may be in the form of asking for clarification or justification or a redirection of the question.
 - (iv) In the divergent or creative questions, the students are to use both concrete and abstract thinking to select for themselves an appropriate response. The type of question is an open-ended type in which the students are expected to think creatively and rationally. In this case, any response given by the students may be difficult to be classified as ‘wrong’ or ‘right’.

ACTIVITY VII

1. Define the Questioning Method.
2. Mention and discuss the various types of questions.

PURPOSE OF ASKING QUESTIONS

In questioning method lesson, the teacher asks questions with the ultimate aim of making the students learn the preplanned concept. To achieve this end result, questions serve the following purposes:

- (ii) Questions serve as a means of learning new ideas or concepts and making the acquired experiences meaningful.

- (iii) Questions help the students to develop their ability to think rationally and solve problems.
- (iv) Questions stimulate the students to actively participate in the lesson.
- (v) Questions guide the teacher to know the previous knowledge of the students.
- (vi) The teacher knows how successful he has taught from the responses the students give.

As regards questions asked in lesson involving other methods, teachers and students ask questions:

- (i) as an introduction, questions are asked to stimulate students' interests;
- (ii) to clear any point not clear to the students;
- (iii) to develop the imagination and rational thinking of the students;
- (iv) to recall previous knowledge;
- (v) to make shy students participate in the lesson and arrest wandering minds;
- (vi) to emphasise important lesson;
- (vii) to diagnose students' problems in the lesson;
- (viii) to provide drill or practice; and
- (ix) to recapitulate at the end of the lesson.

CHARACTERISTICS OF GOOD QUESTIONS

The ultimate objective of asking a question is to have an answer. However, it is only a good question that will stimulate the expected answer. To achieve this, the teacher has to put in mind certain principles when asking questions. These are:-

1. The question must be clear, brief and direct. This must be in a straightforward, simple and clear language.
2. The question must be thought provoking. Good questions are those, which encourage students to apply the knowledge learned. These are the higher order questions.
3. The questions must be at the level of the students. It must be the type the students do understand and can attempt.
4. The question should ask for the essential points.

ACTIVITY VIII

1. State any four purposes of asking questions when using the Socratic Method.
- (viii) Give any four characteristics of good questions.

PROCEDURE FOR ASKING QUESTIONS

Questioning is an art. In asking question, a procedure has to be followed so as to achieve its objectives.

- (ix) The question must be stated in the straightforward language and manner.
- (ii) The students must be given time to think of the answers after considering the question.
- (iii) Call on a student at a time to give the answer.
- (iv) Allow the students to attempt the question. The teacher should not interrupt the student. Nor should he allow any student to do the same or shout down the student attempting the question. The class should listen to the speaker.
- (x) The teacher comments on the student's answer. It is not appropriate to repeat the students' answers. The teacher should only pass comments as necessary.
- (vi) The student must be made to know whether his answer is correct or wrong.

PRINCIPLES TO NOTE WHEN ASKING QUESTIONS

- (I) The important question, which will lead the students to understand the topic, should be pre planned. These should be given more emphasis than the less important ones.
- (ii) The questions should be asked in logical order to allow for sequential development.
- (iii) The whole class must be addressed when asking a question. The teacher should face the entire class not a group in the class.
- (iv) Each student called should be given his chance to attempt the question.
- (xi) The teacher should avoid repeating questions. This is to make the students pay attention to the questions.
- (vi) Questions should be evenly distributed to the class. Questions should not be for only a group in the class. It should be spread to all.

TREATMENT OF STUDENTS' ANSWERS

In the questioning method, the ways the students' answers are treated are as important as in the ways the teachers' questions are asked. Thus, the students' answers should be treated as follows:

- (xii) The teacher should encourage the students to give complete answers and in good language.
- (ii) Correct answers should be acknowledged and a times commended depending on the complexity of the question and the efforts made by the students who answered it.
- (iii) Should the answer should be wrong, tell the student so. The teacher may reframe the question and allow the student to try again. Alternatively, he should ask another student to give the correct answer.

- (iv) If the answer is partly correct, the teacher should acknowledge the correct part.
- (xiii) Students who give wrong answers or who cannot give any answer should not be embarrassed or shouted down.
- (vi) A follow up may help a student who seems not to be answering to the best of his ability.
- (vii) The teacher should not repeat or reframe the students' answer.
- (viii) The students should not be allowed to answer questions in unison. This does not give the teacher the opportunity to know those who know the correct answer and those who only repeat what others are saying.

ACTIVITY IX

Answer True or False to the following statements.

1. Students that cannot answer questions satisfactorily should be politely told so.
2. Wrong answers of students should be repeated by the teacher and then corrected.
3. A teacher does not need to plan his questions in advance.
4. The teacher should repeat his questions so that the students can hear well.
5. The students should be commended for correct answers.
6. If the answer given by a student is partly correct, the student should be told the part that is correct.
7. Chorus answering should be allowed in order to give the weak students some motivation.

SUMMARY

- The child (learner), the teacher and the curriculum are the hinges on which all teaching and learning activities are based. But there cannot be any meaningful learning if the environment is not conducive for such a vital activity.
- In this unit, the term pupil is used to refer to the learner at the primary school level. The teacher is the pilot of the pupil while the curriculum refers to what is planned for the pupil to learn under the guidance of the school.
- Some psychologists view the child as a small human being with blank brains. The teacher on his own part often looks at a pupil like any other pupil and he expects all the pupils to behave alike and also perform brilliantly alike. However, the child does not look at himself as any other being but himself as an individual. He is self-centred. It is later that he starts to compare and compete with his peers.
- The pupil needs the protection and support of his teacher like his parents. He could like his teacher or dislike him. This depends on the teacher's relationship with him.

- The teacher on his own part, has the responsibility of shaping the child to the dictates of the society. He interprets, analyses and implements the curriculum as handed over to him. However, in doing all these, he must take into consideration the individuality of the child as well as the interest of the society. He should create an atmosphere in which the pupil will interact with the curriculum.
- He should create a good relationship with his pupil, master his subject and be able to communicate convincingly with the pupil. He should have a good personality, be observant, sympathetic and objective. He should be close to his pupil as well as the child's parent. The teacher is a strong link between the pupil and curriculum. The teacher should have a good knowledge of the national objectives of the curriculum. He should be able to translate the curriculum to meaningful syllabus topics for the pupil. He should make use of the appropriate methods or strategies to make the pupil learn without tears. However, the curriculum planners, the teacher and the pupil must play their own roles appropriately to create a conducive teaching/learning environment.
- Education Resources and Methods of Teaching are other important factors, which could influence the teaching/learning environment and situation in a classroom.
- The education resources refer to all human, visual, audio-visual, school environment and community materials. They also include other fundamental materials used in the class to make learning more meaningful to the pupils.
- The methods of teaching refer to the strategies or techniques the teacher employs to guide the pupils in their learning activities.
- The education resources include the teacher, other teachers in the school, human being in the community, real objects, specimen or models, chalk and display boards, electrically operated equipment like radio overhead projector, film projector, video tapes, television, books newspapers and magazines. Others are graphics productions, the school building and layout, the community at large and the fundamental materials which pupils are expected to have at any time i.e pen, pencils, e.t.c. The resources make learning more real and meaningful to the pupils. They are used in giving first hand information and making clear complex points. They make individualised instruction more practicable. In some cases, these resources present the teacher's lectures when he is not physically present. They aid the pupils in storing and reproducing any topic.
- The teaching methods are the instruments the teacher uses in teaching.
- In each case, the teacher uses two or more methods. It is discovered that no single method is perfect. This is because of the differences in the nature of the learners, the subject and the topics. The search for innovations in teaching methods is among those activities which preoccupy educationists today. The organization of the class, the introduction, presentation and evaluation of a lesson could be used by resourceful teachers to enliven the teaching/learning environment.

- The questioning or Socratic method is a process in which the teacher makes a statement and asks higher order question to lead the student to see the limitations in such a student. More questions lead the students to reject the statement and come up with a generalization. There are four identified types of questions. They are the factual or lower order, the complex or higher order, the probing and divergent or creative types. In questioning method, question are asked to learn more concepts, to help the students to think critically and rationally and to involve the students actively in the lesson. Equally, the question help the teacher to know the previous knowledge of the student as well as to know how successful he has been in making the student learn. Questions are also asked for other motives during introduction, presentation and conclusion of the lessons. A good question is expected to be clear, brief, direct, though provoking and at the level of the students. In asking question, there must be a pause after the question had been asked. After this, a student at a time should be called to answer it without any interruption or embarrassment. Appropriate remarks should be passed on the answer given by the teacher. Question should be asked in sequential order and all the student in the class should be given fair chance to attempt the question. The teacher should appreciate answers but he should avoid repeating students answers.

ASSIGNMENT

1. In what ways can the teacher make the pupils like to learn?
2. Discuss the ways in which the teacher is the strong link between the pupil and the curriculum.
3. “A curriculum is meant to serve the interest of a society not the pupil” discuss .
4. List and discuss some educational resources.
5. What are the advantages of the educational resources to teaching and learning activities?
6. In what ways can method of teaching be used to create better teaching and learning environment?
7. Give four reasons why teachers ask questions at the various stages of lesson i.e. introductions, presentation and conclusion.
8. Critically examine the procedure of asking questions in the classroom.
9. In asking question in the classroom, what are the principles you should bear in mind?

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UNIT 2: GENERAL ORGANISATIONAL SKILLS OF THE TEACHER AND HIS COUNSELLING ROLES

INTRODUCTION

In the last five units, it is proved that Methods and Resources are important tools in the hands of the teacher to pilot the pupils in learning. In actual fact there is no learning without using one method or another. It is true that learning can take place without a teacher or teaching. However, the learner would use one form of method or another in achieving his objectives. These days, through the use of educational resources, learning has been much individualised. For example, through the use of some educational resources the learner can learn without the teacher being physically present. There are other forms of silent learning where teachers, in the real sense of the term, are not involved. However, the learner uses any of the many methods that he chooses. The contributions of resources to individualized learning these days are a testimony to their importance in teaching methods.

In unit 3, you learnt about Micro Teaching. You remember that the technique is primarily to teach the student teachers the various skills in the art of teaching. This emphasizes that teachers make use of series of skills in their daily interactions in the school. Among such skills or expertise are those we would in this unit simply categorize as the Instructional and Organizational skills. These are those, which have to do with the art of making the pupils learn and those, which have to do with the layout of classroom. However, some skills will be examined in line with how the teachers utilize them for effective teaching and learning processes. The description of teachers as local parents, classroom doctors, lawyers, judges, administrators leaders, advisers and guidance counselors make them unique not only in the eyes of the society, but also in the eyes of children. In order to effective in the discharge of these responsibilities, they need to have some technical knowledge that would aid them in their performance of these enormous responsibilities. The unit under study will expound on at least some of these roles and how teachers should go about using them in classroom situation.

OBJECTIVES

By the end of this unit, you should be able to:

1. enumerate some tips for the selection of methods and resource materials;
2. discuss the different instructional and organisational skills that teachers are expected to possess; and
3. expatiate on the leadership and counseling roles expected of the teacher.

HOW TO STUDY THIS UNIT

1. Read through the unit once. You should note the important ideas as you read. Also as you read, look up unfamiliar words in your dictionary.
2. Then go back and study the unit step by step as arranged. Attempt all the activities given.

3. Try to observe all the rules stated. Do not forget to attempt the unit assignment. If you carry out the above instructions, then you will benefit from this unit.

TIPS TO CONSIDER IN CHOOSING METHODS

There are many methods and techniques of teaching. New innovations are introduced in recent years. Some of the methods are simple to use while some require some time to prepare. Some are child centred while some are teacher- centred. However, not every method can be used in teaching every topic or subject at all times. There are some important factors to consider in choosing a method of teaching. Some examples are given here.

1. The objectives of the lesson This is a strong factor which should guide the teacher in his choice. The method chosen must be in agreement with the activities that can lead to the achievement of the objectives of the lesson.
2. The Age and class of the pupils. The age and class determine the maturation of the pupils to learn certain topics using certain methods. Maturation or readiness is an important factor in learning. Certain methods are meaningful to certain ages. For example, for pupils in the Nursery classes and Primary I the play method is ideal for them. It is meaningful to them. Such a method should not be used with teenagers in higher institutions. To them such a method is a waste of time and a useless exercise. In the same manner the toddlers of the Nursery classes will not give lecture method any recognition.
3. The Nature of the class Pupils is another factor for consideration. This may be divided into three areas i.e.
 - a. The biological composition of the class pupils.
 - b. he average rate of assimilation of the class.
 - c. The inquisitive and the instinctive nature of the class pupils.
 - a. In a class where there are boys, girls and deformed children, it will not be appropriate to use vigorous practice method like playing football during the physical education lesson. It is inappropriate to use the class method in this case. The group method coupled with drill or practice method should be used. The girls should be separated from the boys and the deformed from the normal children. Each group can practice any game specified for their nature.
 - e. A class with an average high rate of assimilation deserves a method, which accommodates many facts than a class with a low average rate of assimilation. This may be interpreted to mean a class with an average high I.Q versus a class with an average low I.Q.
 - f. The inquisitive and instinctive nature of the class pupils is another factor. The type of method to be used for inquisitive and curious pupils is different from those who are submissive and want to be spoon-fed. While the child may use the discovery method with the curious class, the lecture method may be used with the docile class.

4. **The Subject** is another strong factor. The subjects differ from one another in their nature. The Arts subjects are different from the sciences. Technical and vocational subjects are equally different from the others in nature. The teacher may successfully use the lecture, discussion or questioning method in the arts lessons. In the sciences such methods may fail. The discovery and the project methods may be more suitable.
5. **The topic** is a similar factor to (iii); but the two are different from each other. In a subject there are many topics. For example in History the methods to be used in teaching local history vary from those for foreign history. For local history study trip may be used. This method will not be useful in foreign history.
6. **The time limit** is a factor to be considered.

Some methods require long-term preparation by the pupils or class in general while some methods do not involve such a preparation. For example, the dramatic method may not be as appropriate as the lecture method for a short time lesson. The dramatic method requires pre- lesson preparations, in class preparation and post lesson discussion. In the case of lecture method the teacher gives the lecture after his own pre-lesson preparation, which relatively takes a shorter period. Definitely, some methods are time consuming while some are not. The time factor should determine which of them to use as the situation demands.

7. **The size of the class and the classroom** are factors, which also affect the choice of methods. The teacher using the individual method can comfortably handle a class of 20 or 25 pupils. He would have time to pay more attention to each individual. The situation cannot be the same in a class of about 40 children or more. Often, the teacher uses the class and lecture methods among others.

The size of the classroom aids the use of individualized instruction or dramatic method. In a small classroom, the dramatic method or the individualised instruction, which requires free movements, may not be appropriate.

8. **The size and location of the school** do affect the choice of methods. In a small school without a big hall and some streams of a class, the team teaching technique cannot be successfully used. There is even no need for such a trial. Usually in small schools a teacher teaches all the subjects in a class. Team teaching technique can be used in a big school with a big hall and many streams of a class.

As regards the school location, the accessibility or non-accessibility to certain resources do affect the choice of a method. For example, in learning about transportation in Nigeria, in Geography, a teacher in PortHacourt may decide to take his class to the seaport, the airport, the railway station as well as the motor garage to see the vehicles as well as activities in such places. A teacher in Geidam in Borno State may visit the motor garage and see the camel caravans but he has to depend on pictures, descriptions and perhaps audio-visual aids to make the pupils understand the concept of a steamer ship, an aeroplane and a railway train. While the PortHacourt teacher may use field study, the Geidam teacher may depend on lecture method.

- 9 **The availability of Educational Resources** in the school is another factor. Some schools are rich in graphic or electrically operated resources. They can afford to use methods which will make use of these resources. In a school where these materials are not available, the teachers often depend on methods, which involve verbal interactions mostly.
10. **The home and societal background of the pupils** requires some considerations. In a home where there are no chairs and tables for the pupils to sit and write on and where there are no more literate persons to put him through his assignment, it is of no use using the assignment method. This is a method to be used where the required furniture, home library and educated parents, brothers or sisters are available.
- In some societies, the pupils help their parents on the farm, in cattle rearing, working in the workshops or selling materials after school hours. Some of them return home tired. It is not good enough to ask them to take home some assignments. They will not have the time for it. Such a method should not be used.
11. **The type of lesson.** There are three stages in the treatment of a topic or field of study. These stages are the Introductory, Development and the application or Recapitulation stages. The first lesson or two may be used in introducing the field of study. Some lessons, which follow, may be on the development of the concept of the topic. The last two or so lessons may be for practice. For example in Mathematics, in teaching the concept of addition to primary one, the first two or three lessons may be spent on the introduction of the concept. Subsequent lessons will be on the gradual developments while the last few lessons may be on practice or application. The choice of the method at each lesson depends on the stage of the lesson.

OTHER CONSIDERATIONS

Much as the factors enumerated are considered to be very important, the teacher should not lose sight of some other considerations, which aid learning.

- i. The method to be chosen should be based on the pupils' interest. It should promote self discovery through reading and investigation. Efforts should be made to develop this quality in all the pupils in the class.
- ii. The method should provide the pupil with opportunities for self expression.
- iii. The method should be the type that will keep the pupils busy. They should be involved in the activities of the class.
- iv. It should be the method that will occupy the period allocated for the lesson. Equally, it should not take more than the allocated time.
- v. The method should be the type that will help the pupils to benefit by their efforts.
- vi. Attention should be paid to both the weak and the brilliant pupils in the class. The method should provide opportunities for interaction.
- vii. The method should make use of relevant resources.

- viii. The pupils have some experiences. The method should be the type that will enable the pupils utilize their experiences.
- ix. The method should be the type that will give the pupils the opportunity to know their performances.

ACTIVITY I

1. Briefly discuss the nature of the class as a factor for selection of methods.
2. Discuss how the size of the class and classroom affects the choice of method of teaching.
3. Enumerate the factors, which the teacher has to consider in the choice of teaching methods.
4. What other considerations should the teacher bear in mind in selecting teaching methods?

TIPS TO CONSIDER IN SELECTING RESOURCE MATERIALS

Just as the resources can be very useful to successful teaching and learning activities so they can be a burden. Some of them could produce negative results in learning. For this reason among others, there are some principles to consider in the choice of the materials.

- i. The learning resources should be consistent with the objectives of the lesson. For example, if the topic of a physical education lesson is Long Jump and the objective of the lesson is centred on "lifting on take-off board" the graphic resources or audio-visual materials to be used should be on this aspect of long jump.
- ii. The resources to be chosen should be relevant to the topic. Using the example in (i), all the materials to be used should be on long jump with the emphasis on the objectives.
- iii. The materials should be readily available. It is true that many materials may be suitable for a topic. The one to be chosen should be the one that can be easily obtained.
- iv. The materials should be the cheap type. For example, if the teacher wants to use trinkets as part of the teaching resources, it is better to use the cheap inferior type rather than the expensive gold type.
- v. The availability of the related infrastructure should be considered. For example, it is inappropriate to choose to use electrically operated materials where there is no electricity. At best one should choose the battery-operated type.
- vi. The materials must be appropriate for the age, class and interest of the pupils. For example, a primary I pupil would prefer a model or toy motorcycle to be used as a resource material to the big Honda Motor-cycle. The toy is within his ability and conception. It is useful to him as he can pull it about. He cannot roll the big Honda about.

- vii. If the teacher is using a manually or electrically operated device, he should be sure that he can operate the machine before bringing it to the class to avoid embarrassment. The machine should also be in good working condition.
- viii. Resource materials should be big enough for every child in the class to see. Tiny materials would not make the required impact. Heavy materials should be avoided; they are dangerous.
- ix. The safety of the pupils must be considered in selecting resource materials. Any dangerous material should not be brought to the class. Sharp knives, uncaged snakes (the cage should be made of glass) or any dangerous item should not be brought to the class.
- x. Printed materials should be of bold characters so that they can be easily read.
- xi. The pictures selected should be simple and bold. They should be easy to read. They should also be neat and bright.

Teachers should produce teaching materials and encourage pupils to produce some. Such materials should be used and neatly stored for future use.

ACTIVITY II

1. Enumerate the factors, which teachers should bear in mind in the selection of resource materials.
2. What factors should the teacher consider in selecting graphic resource materials?

INSTRUCTIONAL AND ORGANIZATIONAL SKILLS OF THE TEACHER

Skills refer to expertise. Instructional and organizational skills of the teacher refer to the teaching and arrangement expertise of the teacher. The display of many skills is required of the teacher in teaching and learning activities. An unskillful teacher is unlikely to lead the pupils to learn with ease. To avoid ruining the pupils in all facets of education, teachers are trained in professional skills. This is done both in theory and in practice. What you have been studying since you started this course are parts of the theoretical training given to teachers of your calibre to develop professional skills.

Teaching involves the use of many skills. In this section, you will learn about seven broad skills, which cut across the teaching/learning activities, classroom organization and the teacher's human relationship in the school. They are skills in teaching preparation, motivation, communication, resources development and utilization, questioning, humanity and classroom organization.

TEACHING PREPARATION SKILLS

One of the most difficult assignments of a teacher is to determine the objectives of a lesson. The reasons stem out of the complexities of planning and implementing the curriculum. Specific difficulties of planning and implementing may be due to the fact that:

- i. the curriculum may be planned by some people among whom may not be the class teacher;

- ii. the curriculum may be planned for specific social objectives;
- iii. the classroom teacher who is not a party to the planning is expected to interpret and implement the curriculum in line with societal objectives which may not be stated in detail;
- iv. the pupils who are to be taught differ from one another;
- v. the instructional objectives to be formulated are expected to cover and operate the cognitive, affective and psychomotor domains simultaneously.

It is not easy to combine all these requirements together to formulate instructional objectives. The assignment requires professional skills of a resourceful teacher to implement.

- i. A skilful teacher would tactfully solicit for the pupils' input thereby making the objectives both teacher-and-pupils oriented.
- ii. The objectives must be stated as learning outcome or pupils behavioural changes expected after the three facets of the instructional objectives together.
- iii. The teacher should skillfully balance up the objectives in such a way that the culture of the child, his individuality, freedom, and life-long education are incorporated.

The teaching preparation should consider the maturation and capabilities of the pupils, the time limit for the lesson, the entry behaviour (previous knowledge) of the pupil and the choice of appropriate methods and resources. All these different factors are to be considered and respected in a single preparation. This activity requires professional expertise or skills.

MOTIVATIONAL SKILLS

Motivation is central to educational methods. It is not just a matter of giving a short-term stimulus for the pupils to react to. Interest and motivation are similar but they do not necessarily mean the same thing. High interest can cause motivation but there are other causes. Simply, motivation can be described as the natural or external conditions, which cause or encourage us to act in a certain way. A common approach to motivation is the satisfaction of the psychological needs of the learner.

There are two types of motivations, the intrinsic and the extrinsic motivations. The intrinsic motivations are natural. The extrinsic are external. Some of the sources are rewards and the teachers' personality and skills.

A skilful teacher has behind his mind some principles which do, and some which can, stimulate motivation. Some of the principles a teacher should bear in mind are as follow:

- i. Intrinsic motivation produces more successful learning than the extrinsic.
- ii. The pupils who are intrinsically motivated work more easily and harder.
- iii. Motivation by reward is more successful than by punishment.
- iv. Pupils are more motivated when they understand the standard of work expected of them.

- v. The standard, goals and purposes of any lesson should be at the level of interest, activities and maturity of the pupils.
- vi. Worthy activities that are not rewarded or cheap rewards given could lead to lack of motivation.
- vii. Healthy competitions at reasonable intervals can lead to motivation.
- viii. Teachers who have good relationships with their pupils can motivate them to like their lessons.
- ix. The child's environment is an influence on his level of motivation. The ability to motivate is an important skill that teachers should possess to be able to stimulate the pupils to learn.

COMMUNICATION SKILLS

Communication is defined in many ways by many authors. In a broad sense, communication is defined to include all the procedures whereby one mind may affect another. This involves written and oral speech, music, the aesthetic, historical and theatre arts, in fact, all human behaviour. In this section, we shall consider the oral speech communication. This is much needed and used by the teacher in his interactions in the school. In Module 18 unit 7, the classroom communication process is treated. Communication skill is an important verbal interaction instrument used by the teacher. Some teachers have the knowledge but their oral communication is poor. In the long run, they are ranked as poor teachers. The sources of poor oral communication are:

- i. insufficient vocabulary;
- ii. poor knowledge of the structure of the language;
- iii. poor pronunciation;
- iv. poor voice modulation or inflection;
- v. poor diction and enunciation;
- vi. misinterpretation of meaning; and
- vii. contradicting facial expressions, hand gestures and posture changes.

It requires high skills for the teacher to get his verbal messages across to his pupils. To improve the communication skill of the teacher, he has to

- i. learn to speak in simple, straightforward language;
- ii. develop his vocabulary by constant reading;
- iii. learn to pronounce each word distinctly;
- iv. learn to use appropriate body gestures with whatever he says;
- v. learn to vary the tone of his voice and rate of speech;
- vi. avoid as much as possible, the use of long words;

- vii. be a good listener; and
- viii. encourage his pupils to listen attentively.

SKILLS IN RESOURCES DEVELOPMENT AND UTILIZATION

Educational resources are important tools the teachers use in their teaching. These resources cover all those materials used in teaching and learning processes. Some of them are printed materials, sketches, charts, pictures, objects and machines.

A skilful teacher can make some of the materials. He should also be able to handle the graphic materials and encourage his pupils to build theirs. As many materials as are needed should be collected and kept by the class.

The teacher should learn to make the best use of resources.

- i. He should use appropriate materials for each topic.
- ii. Such materials should be attractive.
- iii. The materials used must be bold.
- iv. They should be simple and capable of being used to explain complex concepts.
- v. The materials should be safe.
- vi. The materials should be used when needed.
- vii. They should not be too many in a lesson.

Educational resources could be very useful in the success of a lesson if skillfully used. In the same way, unskillful use of them could ruin the best of a lesson.

ACTIVITY III

1. Why is it difficult to determine the instructional objectives of a lesson?
2. What principles should a teacher bear in mind in order to stimulate the pupil's motivation?
3. What should a teacher do to develop his verbal communication skills?
4. What should a skilful teacher note about resources development and utilization?
5. What are the sources of the teachers' poor oral communication?

QUESTIONING SKILLS

One of the characteristics of a skilful teacher is the successful use of questioning. Questions are asked and answered throughout a lesson. The art of questioning is not an early activity. The reason is that, before the pupils can give the answers required by the teacher, the question must be clear and unambiguous. At times, the pupils give wrong answers not because they do not know the correct answer but because the question was poorly asked.

There are certain guidelines to follow in asking useful questions.

- i. The question must be asked before choosing a pupil to answer.
- ii. The question should not be the type that requires a 'yes' or 'no' answer only. Such questions are leading questions which do not require much thinking.
- iii. The pupils must be given time to think and answer the question.
- iv. The pupils must not be forced to answer the questions.
- v. The questions asked must be at the level of the pupils.
- vi. The teacher should make it a practice to ask his questions only once. This is how to train the pupils to listen to the teacher at all times.
- vii. The question should be straightforward.

Questions are important in teaching. It is a very evaluative instrument in the hands of skilful teachers.

HUMANITY SKILLS

Teaching and learning are activities, which take place among human beings including the teacher and his pupils. There is the need for cordial relationship between the teacher and his pupils. The development of a good relationship is not an early assignment. However, it is important for many reasons.

- i. A good relationship between the teacher and the pupils is a pivot to the creation of good teaching/learning environment.
- ii. It makes the pupils have confidence in their teacher.
- iii. It also makes the pupils have interest in the teacher's lessons.
- iv. Cases of indiscipline are few in a classroom where there is a cordial relationship between the teacher and the pupils.

The development of good relationship is a skill to be developed and utilized by the teacher. He can develop this inter-personal regard by following the highlighted principles:

- i. The teacher must prove that he is out for their success.
- ii. He must be democratic in the management of the class.
- iii. He must encourage the pupils to ask and answer questions.
- iv. He should reward the pupils when necessary.
- v. He should use appropriate situations to explain issues, which will make the pupils, know that he cares for them.
- vi. He should be sympathetic and kind to his pupils.
- vii. He should counsel those who have problems.

CLASSROOM ORGANIZATIONAL SKILLS

Classroom management among other things involves the arrangement and organisation of the classroom facilities and specific routines of handling equipment, orderliness, and well regulated atmosphere.

The purpose of classroom organization is to create an atmosphere of efficiency of both the teacher's and pupils' time, efforts and energies. The efficient use of materials, furnishings and teaching resources are the other purposes.

The class is made up of pupils of various backgrounds and characters. The behaviour of these pupils can positively or negatively affect the morale of the classroom. A good classroom organization aids in controlling the class.

The mode of seating arrangement depends on the classroom size, subject and method of teaching.

Before the commencement of the lesson, the teacher must organize himself. He should make sure that all the materials he has to use are well laid out. These materials should be arranged in such a way that they can be easily distributed and collected without disturbing the peace of the class. The organization and coordination of all human and material resources in a classroom require skills. The teacher must have these management skills.

ACTIVITY IV

1. What are the guidelines to follow in asking useful questions?
2. What is the importance of good human relationship between the teacher and the pupils?

LEADERSHIP AND COUNSELLING ROLES OF THE TEACHER

A leader is a person who by action of guiding, giving examples or encouragements by activities, directs the affairs of a group of people, organisations or nations. Leadership is not a single trait as described above but a composite quality involving many characteristics. Good leaders are known to be assertive, possess initiative, tactful, possess self-confidence and fairly understand their followers. A teacher as a leader in the classroom can be viewed from these perspectives.

Counselling is a process by which one person tries to help another person in a person-to-person or face to face advisory activities. In school, counselling is a discussion between a pupil with a problem and a teacher (or professional counsellor) who can help in the understanding of the problem and thereby advises the pupil to find a solution to the problem. Counselling is a part of the overall guidance process. It concerns the emotional aspect of development. Guidance, in school, is a process of offering each pupil an opportunity to understand himself so that he can realize his potentials better.

TYPES AND ROLES OF TEACHERS

The learning/teaching situations and the school activities in general depend on the type of roles the school teacher assumes. Some educators group teachers according to their roles in the school. These are:

- i. The Laissez - fair (Take-it-easy) teachers,
- ii. The Authocratic Teachers,
- iii. The Democratic Teachers, and
- iv. The Authoritarian Teachers.
 - i. The Laissez-Fair (take-it-easy) teachers care less about the activities of the school. They exert little or no pressure to see the pupils learn. They have no defined goals. Their pupils are usually loose and without a guide.
 - ii. The Authocratic teacher is interested in his pupils and he pays much attention to their performances. The weakness of this type of teacher is that he feels his own ways are the best and all the pupils must conform. He has no respect for the pupils' views.
 - iii. The Democratic teacher is the open minded type who listens to the views of his pupils. He has good human relationship with his wards. He helps and guides them as necessary.
 - iv. The Authoritarian teachers are the "iron type." They have no room for any nonsense. They are very strict and harsh. They punish their pupils often. This is a poor group of teachers. A teacher is not expected to be an unbendable iron or an extremist. A teacher is expected to build his pupils and not to destroy them.

The roles of the teachers in the school are basically three i.e.

- i. a participant in decision making in the school. In other words, a party to the school administration,
- ii. a classroom teacher,
- iii. a counsellor or an adviser to his pupils.
 - i. As a part of the school administration the teacher participates in decision-making. He contributes to discussions on vital issues concerning the school. He advises the headmaster to whom he is responsible. He carries out school decisions or the headteacher's instructions.
 - ii. As a class teacher. The teacher pilots, directs and inspires his pupils to learn. He is responsible for whatever happens in his class. His primary assignment includes seeing to the success of his pupils in their learning and life.

- iii. As a Counsellor, he is an advisor. He advises his pupils on matters affecting their studies and life. This assignment may take him to the point of intervening between the pupils and their parents at home.

SOURCES OF TEACHERS' LEADERSHIP/AUTHORITY

- i. By training and profession, he is the representative of the school authority. He is employed and assigned to lead the class.
- ii. The skills he possesses in his subject area make him a master of his subject. He knows more than his pupils and he is respected for this. Little children look at their teachers as an encyclopaedia of knowledge and whatever he says is right. He is recognized as a leader in his field.
- iii. His experience is another source of authority. This is closely related to his academic skills. Among equals experience is a pivot to leadership. It is even more so when the teacher is compared with the pupils.
- iv. The personality of the teacher is another source of authority for leadership. A teacher who is
 - a. committed to his calling,
 - b. consistent in his behaviour to all his pupils, and
 - c. open-minded in his relationship with his pupils and colleagues stands a better chance of being a leader de facto if not de-jure.

TEACHER AS A CLASSROOM LEADER

Leadership may be by democratic election, by ascription or inheritance, by achievement, by force, by appointment or by assignment. In the case of teachers, leadership in the classroom is by assignment. Every teacher by the nature of his job is a leader. However, some leaders are integrated into the body of the society while some are not. Some characteristics expected of good leaders determine the acceptance or rejection. These are:

- i. A leader must be fairly assertive. This is based on his conviction of a mission to be achieved. A teacher who is a leader will be committed to the fact that he has a task to make his pupils learn and succeed in life. The assertion, of course, must not be overpowering, aggressive or harsh.
- ii. He must have the initiative to plan, start and implement a project course of study. He should not be the type who should be told or pushed to act. He should be able to identify problems, think of solutions and take necessary actions.
- iii. The teacher must be tactful. He should be flexible. He should learn to bend when necessary and be firm when necessary.
- iv. He should understand the pupils he leads. He should study them and know their strengths and weaknesses.

- v. He should be confident of his ability. He should not be someone to be pulled by the nose rather he should lead the class. However, he should be over-bearing.
- vi. He should be a man of his words. He should be sincere and straightforward.
- vii. He should be fair and just to all his pupils.
- viii. He should be sympathetic, kind and accommodating.

The pupils must see him as an image worthy of their respect. The teacher must realize that he is not a dictator. His role is to guide the pupils in the learning activities rather than bossing them.

ACTIVITY V

1.
 - a. Define Leadership
 - b. Define Counselling.
2. Enumerate the various types of teachers in our schools.
3. What factors impose leadership on teachers in the classroom?
4. Explain the characteristics of good leadership.

THE TEACHER AS A COUNSELLOR

Counselling in school is a process in which the teacher tries to help his pupil with problems in a face-to-face situation. It has a personal touch in that the teacher as counsellor brings into the exercise of solving the pupils problem his sympathy, patience, interest understanding, concern and co-operation.

The most important thing in counselling is the child's feelings. It is the task of the teacher to find out why the child feels the way he does. The emphasis in counselling is on the process of decision-making rather than on the quality of decisions made.

The main objective of the teacher as a counsellor is to help each of his pupils to succeed. Certain points have to be borne in mind to achieve the objectives. These are:

- i. The teacher must have a good understanding of the pupil.
- ii. He should develop good relationship with each pupil to the point that the child can trust him.
- iii. His behaviours should convince each pupil that he cares for them.
- iv. He should prove to the pupil that he can keep secrets.
- v. He should encourage the pupil to develop self confidence in himself.
- vi. He should also encourage the pupil to develop positive attitudes towards his academic work.

CHARACTERISTICS OF COUNSELLING

There are five main characteristics of counselling. These are acceptance, listening, responding, empathy and trust.

- i. Acceptance means that the teacher has to take the pupils as he is at the time of counselling. There should be no bias of any type. Any bias could influence the teacher's sense of reasoning and advice. The teacher should be warm and sincere to the child.
- ii. Listening in counselling refers to concentration on feelings and how something is said rather than what is said. This requires a lot of patience, attention and concentration.
- iii. Responding. The teacher should discuss the problem with all indications of understanding. He should speak in such a way that the pupils would have confidence in him.
- iv. Empathy means putting oneself in someone's position in order to fully understand his problems. This, the teacher should be able to understand the pupil best.
- v. Trust. If the teacher can perform i-iv convincingly, the child should be able to trust him and be ready to tell him more of his problems.

Above all teachers who have good human relationship, who are just, sincere, responsible, honest, pleasant and who possess self control and the qualities of leadership stand the chances of being successful counsellors to their pupils.

ACTIVITY VI

1.
 - a. What is the basic objective of counselling in school?
 - b. What points should a teacher bear in mind to achieve this objective?
2. What are the characteristics of counselling?

SUMMARY

- Methods and resource materials are for effective learning. Their choice as learning and teaching activities demands caution. In selecting methods the teacher has to consider:
 - i. the objectives of the lesson;
 - ii. the age and class of the pupils;
 - iii. the nature of the pupils;
 - iv. the subject;
 - v. the topic;
 - vi. the time limit (or duration of the lesson);
 - vii. the sizes of the class and classroom;

- viii. the size and location of the school;
 - ix. the availability of educational resources;
 - x. the type of the lesson; and
 - xi. the home and societal background of the pupils.
- Other considerations include the pupils' interest, development of individual potentialities, involvement of the pupils in the lesson and adequacy of materials and time. The method should compensate for the pupils' efforts and also cater for their interest. Resources should be used in the methods and the pupils must be made to determine their progress.
 - In selecting materials the teacher must make sure that the materials are:
 - i. consistent with the objectives of the lesson;
 - ii. relevant to the topic;
 - iii. readily available;
 - iv. cheap;
 - v. available with their infrastructure;
 - vi. appropriate for the pupils age, class and interest;
 - vii. big and bold enough for easy visibility;
 - ix. safe; and
 - x. Printed or written in bold characters.
 - Instructional and organizational skills of the teacher refer to the teaching activities and arrangement expertise of the teacher. The necessity to possess these skills led to the idea of teacher training. In this unit, we examined seven broad skills, which cut across the teaching/learning activities, teachers human relationship and the classroom organization. These skills are, teaching preparation skills, motivation, communication skills, resources development and utilization, questioning skills, humanity and classroom management skills. One of the most difficult assignments of a teacher is to form the objectives of a lesson. This is due to the complexities of planning and implementing the curriculum. The teaching preparation should consider the maturation and the capabilities of the pupils, the time for the lesson, the entry behaviour of the pupils and the methods used.
 - Motivation is central to educational methods. A common approach to motivation is the satisfaction of the psychological needs of the learner. There are intrinsic and extrinsic motivations. Rewards are among the sources of motivation.
 - Communication skills are limited to oral interactions between the teacher and the pupils. Some factors inhibit the teacher's oral communications skills.

- Educational resources cover all the materials used in aiding his teaching. It could be very useful in the hands of skilful teachers. The art of questioning requires professional skills. The teacher must ask thought-provoking questions. The questions must not be ambiguous. A good relationship between the teacher and the pupil is pivot to the creation of good teaching/learning environment. The teacher must be sympathetic and kind to his pupils.
- The teacher's organizational skills are useful in classroom arrangement as well as class control. The teacher must be sure that all the materials he has to use in a lesson are well laid out before the lesson begins.
- A leader is a person who by action of guiding, giving examples or encouragements by activities, directs the affairs of a group of people, organizations or nations.
- Counselling is a process by which one person tries to help another person in face-to-face advisory actions.
- There are four types of teachers. These are (i) The Laissez fair teachers, (ii) The Autocratic teachers (iii) The Democratic teachers and (iv) The Authoritarian teacher. The roles of the teachers in the school are basically three i.e. (i) Participation in the school decision making (ii) A classroom teacher and (iii) a Counsellor.
- The teacher derives his leadership status through (i) his professional training (ii) his mastery of his subject (iii) his experience and (iv) his personality.
- Leadership may be by election, ascription, achievement, force, appointment or assignment. The teacher is an assigned leader. The characteristics of leadership include fair assertion, possession of initiatives, tactfulness understanding, confidence, sincerity, fairness and justice, sympathy, kindness and accommodating.
- The main objective of the teacher as a counsellor is to help his pupils to succeed. As a result, the teacher should understand his pupils, develop good relationship with them and proves to them that he cares. He should prove that he keeps secrets. He should develop the pupils' self-confidence and encourage them to study hard. The characteristics of counselling are acceptance, listening, responding, empathy and trust.

ASSIGNMENT

1. Enumerate and discuss the general principles (tips) for the selection of teaching methods and resources for teaching.
2. Carefully examine the instructional and organisational skills are expected to possess and explain how teachers could use them in the discharge of the duties.
3. Enumerate and explain the leadership and counseling roles of teachers. Do they, you in your opinion perform these roles effectively?

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UNIT 3: RESOURCES MANAGEMENT, CHILDREN WITH LEARNING DIFFICULTY AND RECORD KEEPING

INTRODUCTION

Children learn at different rates and by different means. There are those who learn better when they hear; others learn better when they see and touch and some others learn more when they combine all the senses of hearing, sight, touch and even tasting and smelling. Consequently, the emphasis in teaching in our schools today is on the use of devices to provide varied learning opportunities for children. Instead of merely relying on the teacher's verbalisation or voice, there is a movement towards the use of a great variety of materials around which can be used to make our meanings clearer, understandable and interesting. These materials are often referred to as resources. In this unit, you will learn about these resources in the classroom and how they are managed.

You will also learn about record keeping and its importance in the school system. Children with difficulty in learning are also discussed and the various ways through which their problems could be handled by their teacher(s) are equally highlighted.

OBJECTIVES

At the end of this unit, you should be able to:

1. identify at least five types of visual material resources in the classroom;
2. discuss at least five guidelines for the selection of material resources in teaching;
3. discuss at least four principles which govern the use of material resources in teaching;
4. examine at least five causes of learning problems in children;
5. suggest at least three ways of assisting a child with learning problems;
6. List the importance of the school records;
7. explain the procedure for keeping the school records.

HOW TO STUDY THIS UNIT

1. Study this unit carefully and master the concepts as used.
2. Proceed your study of this unit step-by-step.
3. Follow all instructions and do all activities and assignment.

RESOURCES IN THE CLASSROOM

Ordinarily, resources are materials which help in doing something. For example, flour, sugar, water and so on serve as resources for the preparation of bread or cake. In the classroom situation, resources become materials or devices which are used to facilitate teaching and learning. Resources in the classroom can be classified into two broad categories. Those which appeal to the sense of sight are classified as visual material resources and those which appeal

to the sense of hearing are classified as audio materials. There are also those which combine both features and are classified as audio-visual(A-V) materials. Below are examples of material resources according to the above classifications:

1. Audio-Materials

Radio

Tape-recorded material.

Record Player

2. Visual Materials

Pictures

Objects like pen, tin, cup

Specimens like feather, egg, frog, fish

Textbooks

Workbook

Newspapers

Magazines

Chalkboard

Projected materials like slides, films and film- strips, over-head projector

Charts

Maps and globes

Posters

Diagrams

3. Audio-Visual Materials

Television

Cinema

Video tape recorder and TV.

While it should be noted that the above list is not exhaustive, it should also be noted that all of them may not be available in a single school. Also, each of these materials or resources has its advantages and disadvantages when selected for use in teaching. For example, the radio has the following advantages:

It is informative. Pupils get information and news from radio. In this way, they become aware of what is happening in the state or country. For example, pupils get to know about most government policies and programmes on the radio.

The radio serves educative purpose. In addition to the informal experiences it provides, there are also educational programmes on radio. These programmes are based on selected topics in the major school subjects like English, Mathematics and the Sciences and presented by professional teachers in these areas.

Unfortunately, radio has the following disadvantages: It does not repeat itself. If a pupil fails to hear what the radio says, he fore-feits the opportunity as the radio does not repeat itself.

Most of the educational programmes on radio are often not aired or broadcast at suitable times. They are hardly broadcast during schools hours. Hence, the teacher is unable to adapt them to facilitate teaching during the normal lesson for the subjects.

At times, a number of factors could make the use of radio in teaching to fail. For example, thunder could disturb the radio wave and the volume of the radio such that pupils may loose trend of the radio programme.

SELECTION OF RESOURCES

When the resources in the classroom are employed in teaching and learning situation, they become teaching aids. Since these resources aid teaching and learning, they must be carefully selected in order to facilitate the attainment of the set objectives. The following guidelines for the selection of resources have been suggested:

1. **Visibility:**

Whenever, a visual material is to be selected for use in teaching, an important factor to be considered is the ease with which the pupils can see the materials be they objects, models or specimens. For example, if a diagram showing the parts of a leaf is used to illustrate the topic, it is only sensible for the diagram and the labelling to be as bold as possible. This is necessary so that pupils sitting at the back of the class can see without straining their eyes.

2. **Audibility:**

If the material resources to be used are those which make sense or meaning when heard, they should be audible. In other words, they should be easily heard by all the pupils in the class without straining their ears. For example, if a taped or recorded educational programme is to be used, the recording should be well done to produce good output. Where there is no electricity, good batteries should be used so that the sounds produced can be distinct and clear.

3. **Relevance:**

Resources selected for use become useless if they are not relevant to the topic to be taught. They are supposed to promote the lesson objectives. Therefore, the relationship between the resources and these objectives should always be the guiding principle in the selection of material resources for teaching and learning.

4. **Attractiveness:**

One of the roles of teaching aids or material resources is to stimulate and sustain pupils' interest in the lesson. Therefore, whatever materials you select for use must be

attractive and carefully arranged. A well drawn and neatly labelled diagram is likely to be more attractive than a mutilated one.

5. **Simplicity:**

Any material resources selected for use is supposed to convey a given information which is relevant to the behavioural objectives for the lesson. It should not contain at the same time, other information not relevant to the lesson. If the material contains too many information at the same time, there may be the tendency for pupils' attention to be distracted. Therefore, for the selected material to be helpful, it should be simple and not too complex. For example, if you want to teach the parts of a feather, it would be more appropriate to use a single feather rather than drawing a complete fowl. Otherwise, some pupils' attention would be taken by the other parts of the fowl.

6. **Easy usage:**

Before you choose to use a given material resource, be it visual or audio, you must ensure that you can manipulate it with ease. It becomes ridiculous and embarrassing if you come to the class with an equipment which you cannot operate. Today, there are numerous electronic media or resources which are being used to improve teaching and learning. These include films and filmstrips, projector, and so on. Some of these demand little technical skill to manipulate. The ease with which you can use a given material resource should always guide your selection.

7. **Availability:**

One thing is to conceive of a very important and effective material resource and another is for it to be readily available. Therefore, you should always consider the availability of the materials you intend to select for use. Availability here includes locating the materials and their prices. Those to be selected should be what the school can afford. It is however more appropriate to make use of simple and cheap materials so that the teacher can improvise some of them when the school cannot afford them.

8. **Class/School environment:**

The classroom and school environment determines to a great extent what materials are to be selected for use in teaching and learning. If there is no electricity it is no use thinking of a television or projector. If there is no dark- room, projector may not be thought of.

9. **Durability:**

When materials are used to illustrate or demonstrate teaching, they are supposed to be kept or preserved for sometime. At times, pupils may want to demonstrate the use of such materials at the end of the lesson. In fact, the lesson period may be too short for the pupils to fully appreciate the meaning of the materials. As soon as the lesson ends, they try to pay more attention to the study of the diagram or specimen or object. Therefore, the materials to be selected should be such that is durable and capable of being preserved for a fairly long time. Besides, other teachers may want to make use of the materials such as maps, specimens, objects and equipment in their lessons.

USE OF RESOURCES IN THE CLASSROOM

It has been said that resources in the classroom or school are meaningless unless they are effectively employed in teaching and learning. But how can these resources be effectively employed? The following guidelines will help you in your use of resources in the classroom:

1. **Effectiveness:**

Resources selected for use should be employed as teaching and learning aid not for decoration or casual viewing. There is the tendency for some teachers to go into the class with as many resources as possible without proper use of them. Instead they are kept in front of the class without referring to them at the appropriate time. In planning your lesson, you should always make provision for when and how to use the resources which you intend to use. And when the time comes, you should make sure that they are properly used.

Similarly material resources should be seen as aids to teaching and learning and not as a substitute for the teacher. In other words, you should not think that your lesson will be successful if you have selected the appropriate resources. They become useless if not effectively used. In fact, the resources cannot speak well for themselves unless they are interpreted, applied and demonstrated.

2. **They must educate:**

Often, some teachers use resources to entertain and kill time. For example, if you spend unnecessarily too long a time on the use of a given resource, the impression may be that you do not have more fact on the lesson and that you want to use the materials to keep the time going. Again, the purpose of the materials should be to inform and educate and not to amuse or entertain.

3. **The use of resources should be systematic:**

There are three stages, which the use of materials should follow. The first is before the lesson. Here, you need to preview the relevance of the materials to the lesson. You should conceive of how to use them, the questions to expect from the pupils and a plan of how to answer them. The second stage is the presentation of the lesson. Here, you should use the materials to illustrate, explain and clarify concepts or theories or principles. The last stage is after the presentation. Here, you need to review how far the materials have been used effectively. Some more illustrations or clarifications may be necessary to add meaning to the materials.

4. **Purposefulness:**

Materials for teaching are used for definite purpose, that is to promote the attainment of the set objectives. In this way, emphasis is on stimulating and arousing pupils' interest and curiosity which are relevant to the objectives of the lesson. Therefore, the interest and curiosity which the materials generate should be seen as relevant to the objectives and not merely a fun or entertainment. More importantly, the materials should be used to clarify and explain concepts or facts or ideas and must enrich learning the lesson.

5. Preparation of the environment:

Before you make use of any material resource for teaching, you should ensure that the classroom environment is conducive for it. For example, you would need to darken the room for better visibility if you want to make use of motion pictures, slides or filmstrips. The room should be as free from noise as possible if you are making use of audio materials as radio. So that the pupils can hear clearly.

6. Preparation for pupils:

It is proper for the pupils to have some background information or knowledge about the subject under which the materials are to be used. This helps them to follow the trend as well as ask questions relating to the problems the materials are intended to solve. For example, before moving pictures are used to teach different types of agriculture, the pupils would have been taught the various types of agriculture so that they can easily follow the processes involved when they see the moving pictures. This helps to promote the effectiveness of the moving pictures used for this purpose.

ACTIVITY I

1. What are the three categories of material resources used in the classroom?
2. List three types of material resources under each of the three categories above.
3. Explain any five criteria for the selection of material resources.
4. Why should resources for teaching and learning be durable?
5. Explain any four criteria for the effective use of materials for teaching.

EVALUATION OF MATERIAL RESOURCES

Much of the teacher's job calls for predictions about the kind and magnitude of changes in learners' behaviour that are likely to result from various educational experiences. Consequently, decisions have to be taken on a continuous basis on every technique or material used to bring about these changes in learners' behaviour. Resources in the classroom instruction therefore need to be evaluated to determine the extent to which they have made learning possible. In evaluating material resources, the following guidelines should be borne in mind:

1. Attainment of objectives

Materials are not employed for the fun of using them. They are to facilitate the attainment of the set behavioural objectives for the lesson. In order to assess the adequacy, efficiency and appropriateness of the materials used, you would need to find out whether or not and to what extent the set objectives have been attained. The attainment of the set objectives may be a good indication that the materials used are appropriate. This probably comes at the end of the lesson. But the evaluations of material resources for teaching could be done at every stage as the lesson progresses. Here, you assess how the materials being used are influencing pupils' reactions - attentiveness, eagerness, curiosity and so on as expression of understanding of the

purpose which the materials serve. Moreover, you assess the extent to which they are able to answer questions based on the materials used. But when these behavioural changes are not forthcoming, you should ask yourself if you are actually communicating. You may have to look out for what is wrong with the materials or their use that is preventing learning to take place.

2. **Principle of use**

At the end of the lesson, you need to ask yourself if you have actually applied the principles of use while employing materials to facilitate teaching and learning. That is, a consideration of the extent to which you have used the materials properly, effectively and purposefully. You also need to ascertain the conduciveness of the classroom environment and the background preparation of the pupils for the use of the materials.

3. **Principle of selection**

One basic question you keep asking yourself before you make use of any material is whether you have observed the principles of selection before choosing to use the materials in teaching. This same question may also come after the lesson. To assess the adequacy of the materials used, you reflect on the factors which you considered before selecting them. The more of the principles of selection that you apply, the more the adequacy of the materials.

On the whole, evaluation of materials in teaching provides a good deal of information which are useful for important decisions concerning the improvement of teaching and learning. It reveals where you have or have not observed the principles of selection and use and the need to apply them in the future.

CHILDREN WITH LEARNING PROBLEMS

The main aim of teaching is to help someone acquire or change some skill, attitude, knowledge, ideal or appreciation. In other words, it is to bring about some desirable changes in the learners' behaviour. Teaching is said to be effective only when the learners have been able to achieve the set behavioural objectives. Thus, teaching and learning go together. It is like buying and selling. If nobody buys, it means nobody sells. Similarly, if nobody learns, it follows that nobody teaches.

However, it should be pointed out that, it is not every teaching that brings about pupils' learning. In fact, you can force the horse to the stream but you cannot force it to drink water. In a sense, it is possible that you could put in your best efforts to teach and yet some pupils fail to learn. That should not be seen as if you have not done your job, for there are pupils who find it difficult to learn due to some learning problems. In this unit, you will learn about some of the learning problems, of children and how to cope with them.

As you teach, you should be able to monitor the pupils' reactions or feedback so as to know which of them are following. In doing this, it is sometimes easy to detect children with learning problems.

In addition to their inability to participate actively in the lesson, they exhibit some traits which reveal that they are finding learning difficult. You may observe that a pupil is trying to copy from the work of others. You may find that a pupil has covered his note-book, folding his hands while his mates are busy doing an exercise. And you may find that a pupil is consistently scoring low marks in his exercises. You may even observe that a particular pupil is fond of asking irrelevant questions. Some continue to draw the class back on issues already resolved. Some are always asking for a repetition of the lesson. These are some of the symptoms of a child with learning problems. But what are the causes of learning problems? You will find answers to this question in the next section.

CAUSES OF LEARNING PROBLEMS IN CHILDREN

Some children are unable to learn as much as others due to a number of factors including the following.

1. Physical handicaps

When a child is physically handicapped, he would find it difficult to apply himself fully to the learning situation. Physical handicaps take many forms including hearing and sight difficulties.

If a child does not hear properly, or does not hear at all, your message will not reach him. As a result, he cannot respond or make a feedback to show that he has had some experiences. Sometimes, you will observe that a particular pupil is always restless or looking very straight into your face in an attempt to hear what you are saying. There could be others whose parents would be courageous enough to come to tell you that their child is hard at hearing. Another sign could be for the child to always turn his ear to the direction where the sound or message is coming from. If they are unfortunate not to have heard you, learning will fail to take place as expected.

Another aspect of physical handicap is sight difficulty. A child may find it difficult to see what is too near to him. Under this condition, if such a child is seated in front of the class, he is less likely to see what is written on the chalkboard. You should remember that, the purpose of writing on the chalkboard is to communicate. If the child cannot see what is written, communication will break down and learning cannot take place effectively. The same holds for a child who can only see things which are near but cannot see those at a distance. Thus, if he is seated at the back of the class, he will find it difficult to receive your message.

2. Dependence

As a result of the way a child has been brought up in the home, he may grow up to remain dependent on others in whatever he does. If he has been too petted or pampered at home, there is the tendency that he would always want someone to do a number of things for him. In the classroom situation, he may find learning difficult because he has never learnt to apply himself or use his personal efforts to solve problems. This is rather common in the African tradition whereby if one happens to be the only child of the parents, he is over-pampered and hardly allowed to do a

number of things on his own. In the classroom, such a child does not put in efforts to learn. In fact, trying to learn means a new life to him which he has to adapt to. Since he does not possess the needed capabilities, desires and attitude to be initiative, he would normally find learning difficult. At this stage, he does not have confidence in his ability to achieve.

3. **Lack of attention and concentration**

If a child is not comfortable and well-fed at home, he may not be able to give the needed attention and concentration for classroom learning. A hungry pupil is likely to be ill- looking and restless in the class. While you are teaching, he is more concerned with other problems and needs than the need to learn.

Similarly, if the child does not like you as the teacher because you fail to show love or fairness to him, that hatred may be extended to your lesson. He is in the class so that he would not be punished for being absent and not for purpose of learning. In this way, your message does not get to him and learning does not occur as expected.

Inattention may be caused by emotional problems. A child may come from broken home or be under the care of a step-mother who is harsh and cruel to him. He sees his home as insecure and gets scared to get back there. The anxiety and depression caused him by the home can easily be extended to the classroom. The result is that, he finds it difficult to concentrate because his mind is not settled.

4. **Absenteeism and lateness**

A child that is constantly absent from class work is likely to have some learning problems. It has been pointed out that learning proceeds in a predetermined sequence and in stages. If one stage is jumped, a problem will be created. A child that is absent always misses the trend of the lesson sequence and finds it difficult to learn. For example, if a child was absent when 'Conjugation of verbs' was taught, he would find it difficult to cope when 'Sentence Construction' is taught. This is because he does not possess the basic information or ideas for sentence construction.

A child's absenteeism may be due to a number of factors including illness, accidental death of relations, domestic work and lack of school materials like books. Lateness has the same effect as absenteeism.

5. **Mental retardation**

Learning becomes a problem for a child when he is mentally retarded, that is, if his brain is naturally not developed to facilitate learning. Mental retardation can be shown in many ways. A child may find it difficult to recognise objects; letters of the alphabet or numbers; or associate object or even remember what he has learnt. These arise because the parts of the brain which coordinate learning and memory are deficient.

Mental retardation may be due to early childhood events such as prolonged convulsion, epilepsy, accidental falls and even dangerous drugs taken by the mother during pregnancy. It could also be due to natural malformation of the appropriate

organs of the body, that is, where they are not well formed just as some people are born with twisted limbs.

COPING WITH CHILDREN WITH LEARNING PROBLEMS

One of the greatest tasks of the teacher is to help children learn according to their capabilities. At the same time, the teacher is expected to be of help to the children in solving their learning problems. In doing this, the following suggestions have been made.

1. Effective sitting arrangement

As soon as you identify a child with hearing difficulty, make him sit in front of the class. In this way, he would be able to hear most of what you say in the class. Similarly, on identifying those who cannot see faraway objects clearly, make them, sit in front of the class. Those who cannot see close objects clearly should be seated behind the class. This may help them, to cope with learning.

2. Encouragement and counselling

For the child to get out of dependence, he needs to have faith in his own ability. You should try and get this into his head that he can do most things. Make him believe that he possesses the capabilities for working on his own. You should follow this up by providing him with the opportunities for demonstrating his potentials and initiatives. For example, the use of simple exercises.

Also, what the child needs in order to become more attentive in the class is counselling. You should try to find out why he is restless and inattentive. If it originates from the home, you may need to speak with his parents or guardians to make them realise the need for conducive home environment for the child's progress in learning.

The child himself should be made to realise that paying attention in the class helps him to achieve something, that is, knowledge which is important for his future prospect. You may use cases of school drop-outs to show the effect of inattentiveness in the class.

3. Variation in learning experiences

A child may have got tired or bored by your way of teaching. You may have to vary your teaching methods and provide varied learning experiences like story telling, drama, singing, games and so on to revitalise or refresh the child's interest and desire to learn. You may use the Parent-Teacher-Association as a means of talking to the parents not to over-burden children at home. They should be made to realise that children need good food, clean and well ventilated room and above all sufficient rest at home. These make them strong and lively in the class.

4. Psychiatric treatment

There is little or nothing by way of medical treatment a teacher can do for a mentally retarded child. The most he can do here is to identify him for reference to the psychiatric specialists for possible medical assistance.

ACTIVITY II

1. Indicate any three symptoms of a pupil with learning problems.
2. Explain any four causes of learning problems in children.
3. Identify three factors that may bring about mental retardation in children.
4. Examine any three ways in which you would be of assistance to a child with learning problems.

RECORD KEEPING: IMPORTANCE, TYPES AND PROCEDURE FOR KEEPING THEM

Like in many other social institutions, it is mandatory for the school to keep some records which are vital to its existence and for the benefit of the pupils who pass through it. The records are not kept for the fun of it. They are meant to be used as occasions demand. They are equally meant to assist the teacher to perform his duties efficiently. An average child spends 16 years in schools from the primary school till he graduates from the university. Thus, the history of such a young man of early twenties is more or less his school life history. A well kept school record is an instrument to build a history of the pupils. The society all over the world is becoming more and more complex such that we cannot but keep accurate records in schools in the interest of the state, of the teachers as well as the students. All these facts were realized before the idea of continuous assessment record was introduced into our educational system. This innovation depends on accurate keeping of records.

TYPES OF RECORDS

There are many records kept in the school. Some are frequently or daily used while some are used occasionally. They include:

1. The Attendance register,
2. The School record and diary;
3. The Continuous Assessment Record;
4. The Store ledger or stock book; and
5. The cash account book. These five are among those frequently kept and used. Others include:
6. The admission register;
7. The log book;
8. The punishment log book;
9. The visitor book; and
10. The transfer certificates, are among those not kept daily.
11. The Record of Handicraft,

12. The weather record, and
13. The agriculture record.

IMPORTANCE OF AND PROCEDURE FOR KEEPING THE RECORDS

1. THE ATTENDANCE REGISTER

The register is supplied by the school proprietor to as many classes as there are in the school. Each class has one. It is marked on resumption in the morning and after the long break in the midday.

Importance -

- i. It shows the number of pupils present and absent each day.
- ii. It helps to inculcate the spirit of regularity and punctuality in the mind of the pupils.
- iii. It is used to give the parents the information as regards the regularity and punctuality of their children in school. This is known when the records in the register is transferred to the term's report.
- iv. It helps the teacher to know when a pupil is absent and be able to check for the reason(s). Cases of truancy are exposed in this way.
- v. It helps the teacher to locate the possible cause or causes of a weak pupil's performance. If a truant fails at the end of the session, a possible cause can be established through the record in the register.
- vi. From the register, statistics of the population, sex and age of the pupils are given to the Ministry of Education of the state or other interested researchers.

Procedure

- i. The names of all the children in the class are written in the register. The boys' names are written first in blue in alphabetical order while the girls' names are written in red below in the same manner.
- ii. The register is marked twice daily i.e in the morning and afternoon sessions. In the morning a slanting stroke from the left to the right i.e (V) is marked in front of the name of the child, who is present, under the week and the day of the week. In the afternoon the slanting stroke goes opposite i.e. (V). At the end of the day, the strokes will be (V). If the child is absent he will be marked zero on the two occasions i.e. (oIo).
- iii. The headmaster checks the register daily.
- iv. At the end of the week the total number of strokes against the name of each child is recorded in the analysis session. All these are added together to know the total number as well as the percentage present that week. The same is done at the end of the term and session accumulating.

2. THE SCHOOL RECORD AND DIARY

This record contains.

1. the scheme of work
2. the weekly record of work
3. list of books currently in use in the school
4. terminal and yearly examination results
5. the headmaster's special note column is also included.

Importance

- (a) The scheme of work to be followed week by week in each subject is laid out there.
- (b) The amount of work done each week in each subject is recorded in the diary.
- (c) It shows areas of alterations in the scheme if there are any.
- (d) In case the teacher is transferred the diary is the indicator of where the teacher stopped and where his successor should start.
- (e) The terminal and seasonal results of the class are also recorded there.

Procedure

- (a) The scheme of work for each subject should be recorded there at the beginning of the year. This should include the list of books.
- (b) The topics covered in each subject each week should be recorded.
- (c) the examination results for the terms and session should be recorded in the appropriate columns.
- (d) It has to be checked and signed by the head teacher every week and term.

3. CONTINUOUS ASSESSMENT RECORD (CUMULATIVE RECORD)

This is a comprehensive record which shows the particulars of the child as well as his performances, activities and progress from the day he enrolled in the school until he left.

Importance

- i. The record contains the year by year physical development of each child.
- ii. The monthly termly and yearly academic progress of each child is recorded.
- iii. The emotional development and the child's behaviours are equally recorded.
- iv. The detailed information about the child during his stay in the school can be obtained from the record.
- v. It is now useful for certification and recommendations in later life.

- vi. It is a reference document which contains the cognitive, psychomotor and affective development of each child.

Procedure

The form used is supplied by the Ministry of Education. It may vary from one country or state to the other. However below are the essential information required (i) General Information.

- (a) Name -- Abebi, Bolade
- (b) Date of Birth - 6th June 1980
- (c) Home town - Igashi Ajowa Local Government Area (LGA) Akoko North
- (d) Nationality - Nigerian
- (e) Date of Admission - 10th Jan. 1988 Adm. No. 2864
- (f) Name of parents - S. B. Abebi
- (g) Address of parents - 7 Bimbi St. Lagos
- (h) Last School attended - Model Primary School Surulere.
- (i) Date of Leaving - Dec. 4, 1987
- (j) Class passed - Primary Two

(ii) **Academic Record**

Year	Primary Passed	Grading	Strong Subjects	Weak Subjects	Remarks
1986	I	Fair - -			Hardworking,
1987	II	Fairly Good	Arithmetic	Fine Art	Cooperative and Kind.
1988	III	Good Arith.	Gen. Science	-	

(iii) **Health Record**

Year	Weight (kg)	Height (Meters)	Days absent through illness	Illness	General Health
1986	9.4	1.06	8	Fever	Good
1987	10.3	1.15	5	Fever	Good
1988	11.2	1.28	10	Headache & Fever	Good

(iv) **Games Record**

Year	Events	Achievements	Position of Responsibility
1986 1987	Active at play Egg race	Won Junior race in Interhouse	Junior team leader
1988	Egg race Relay race	Won Junior race in Egg & relay	

CONDUCT

Year	Remarks
1986	Quiet
1987	Cooperative with peers
1988	Cooperative with peers, kind

General Comments Upon Leaving:
A kind, cooperative and well behaved girl.

Sign: _____

_____ **Head Teacher**

Date: _____

4. **THE STORE LEDGER/STOCK BOOK**

In a school where there is a storekeeper, this record should be kept by him. He should be supervised by the headmaster who is accountable to the proprietor of the school. However, if there is no storekeeper, the head- master is to keep the record.

Importance.

- i. The store ledger is important because it is a record of all the materials in the school.
- ii. It helps both the school proprietor and the head teacher to know what has been used among the consumable materials and what is left. In other words, it helps in stock taking of materials.
- iii. It assists the head teacher in the maintenance of the school materials.

Procedure

- i. Reserve few pages for listing the materials and list the pages on which they are recorded in front of them. This is to aid easy identification of records.
- ii. Categorize the materials into permanent, semi permanent and consumables.
i.e.
 1. Furniture - tables, cupboards, benches, desks etc.
 2. Textbooks
 3. Library books
 4. Geography materials - Globes, maps, thermometer etc.
 5. Science Materials
 6. Agricultural Materials
 7. Office materials etc.
- iii. Allocate enough pages to each heading and record items.
- vi. Spaces must be created for the receivers to sign as well as to make further remarks i.e date and materials broken, when repaired or replaced.
- v. All correspondences about stock should be filed.

5. THE CASH ACCOUNT BOOK

If there is an accountant or account officer in the school, he keeps this record under the supervision of the head teacher. If there is no accounts' officer, the head teacher keeps the record.

Importance

- i. It is to record the income and expenditure of the school.
- ii. To know the balance in the account at any given time.
- iii. To guide the head teacher in the judicious spending of the funds.

Procedure

This depends on the kind of ledger supplied. However, the head teacher must record:

- i. the amount received and the source
- ii. the expenditure and the reason
- iii. the counter-foils of all the bank tellers for deposit must be kept safe.
- iv. the cheque book must be kept safe
- v. the voucher must be filled and signed before any payment
- vi. receipts for all purchases must be kept safe.

6. THE ADMISSION REGISTER

This is the first record in which the name of a new child should be written. It is kept by the head teacher only. It is not frequently used like the Attendance Register.

Importance

- i. It is used to record the arrival and presence and withdrawal of any of the pupils.
- ii. It is kept to have an up-to-date list of all the children who had enrolled in the school

(b) Procedure

It is a printed record supplied to the school by the pro-prietor. Usually, it is ruled in tabular form under these headings:

- i. Admission Number
 - ii. Name of pupil and date of admission (surname first)
 - iii. Sex
 - iv. Date of Birth
 - v. State of origin
 - vi. Name and address of parent or guardian
 - vii. Last School Attended: Name of School
Date of Leaving
Class passed
 - viii. Date of passing successive classes

1st Yr.	2nd Yr.	3rd Yr.	4th Yr.	5th Yr.	6th Yr.
1980	1981	1982	1983	1984	1985
 - ix. Date of Leaving and Reason
 - x. Date of re-admission (if any)
 - xi. Remarks.
1. Each child should be given an admission number in serial order. This he uses as long as he is in that school.
 2. Start the number from 0001 and continue as long as the school exists.
 3. The surname is to be written first.

7. THE LOG BOOK

This is an important record in the school where all the important events and activities which took place in the school are recorded. It is supplied by the school proprietor and kept by the head teacher only.

- i. It is the record for the keeping of important events and activities in the school. i.e. the list of staff for the year - their names and qualifications, absence from school by staff, transfer, assumption of duty, inspection, dates of opening and closing for the term etc.
- ii. The reports of inspectors are usually copied into the log book.
- iii. It is a record that keeps the history of the school.

8. THE PUNISHMENT LOG BOOK

The use of corporal punishment is no more allowed in our schools. Only the head teacher is allowed to administer when it is very necessary. Other teachers are not allowed. In an attempt to protect the head teacher as well as the students, every corporal punishment is expected to be recorded.

Importance

- i. Information about the offence committed by the child which necessitated the punishment is kept in this record.
- ii. The type of punishment and the manner in which it was given are recorded in this record. Interested people can see it and compare the gravity of the offence with the punishment given. This is to avoid misrepresentation of facts.
- iii. The consciousness of the availability of a record to fill, makes many young teachers to restrain themselves from punishing the children indiscriminately.
- iv. The record serves as a protection for the head teacher against possible prosecution in case the parents of the pupils punished decide to go to court.

Procedure

- i. The head teacher keeps the record
- ii. The information in the record should include the admission number, date, name of pupil, sex, age, class, the nature of the offence, the punishment showing number of strokes of the cane given. It should be signed by the one who inflicted the punishment (usually the head teacher or anyone assigned to), two witnesses one of whom could be the school headboy or girl and the other a senior teacher. The head teacher should also sign. Minor offences and the punishment should not be recorded in the Log Book.

IMPORTANCE AND PROCEDURE FOR KEEPING THE RECORDS (CONT'D)**9. THE VISITORS' BOOK**

This record is to be signed by visitors to the school, particularly the government officials

Importance

- i. This is to show the names of the important visitors who had visited the school.
- ii. It is also kept to show the degree of interest people in the environment take in the school.

Procedure

- i. It is kept by the headteacher.
- ii. The information in the record should include visitor's name, address, occupation, purpose of visit, remarks, signature and comments.
- iii. When an important visitor calls, the book is given to him to record his comments.

10. TRANSFER CERTIFICATE

This is usually given to a child who wants to leave the school for another school. This record is provided by the school proprietor to be filled by the headteacher.

Importance

- i. This is to testify to the particulars, standard and conduct of the child who is going to another school so that he could be fixed in his appropriate class.
- ii. This gives an up-to-date information regarding students who withdraw from the school.

Procedure

- i. It is issued by the headteacher at the request of the parent or guardian of the pupil concerned.
- ii. Detail information about the academic standard and conduct of the child as well as his particulars should be recorded. The reason for leaving should be written.
- iii. A duplicate should be kept in the booklet.

11. THE RECORD OF HANDICRAFT

This should be kept by the class teacher or subject teacher. It should contain a record of articles made by each child and their whereabouts.

Importance

- i. The record is kept to show the aesthetic attitude and skills of each child.
- ii. The record also shows the movements of the materials.

Procedure

In tabular form the record should show:

- i. The name of the pupil
- ii. The article made
- iii. The material and quantity used
- iv. The source of materials
- v. Date began
- vi. Date completed
- vii. Grade given
- viii. How disposed of.

This is to be recorded for each item made for all the class pupils.

12. THE WEATHER RECORD

This is to be kept by the Geography teacher or any teacher assigned to keep it (in case there is no special geography teacher).

Importance

- i. This is to train the pupils in observing the geographical conditions of the environment.
- ii. It trains them to keep their own records at home.

Procedure

- i. The record should be kept under the following headings in different pages:
 - (a) Temperature
 - b) Rainfall
 - (c) Wind direction
 - (d) Nature of weather.
- ii. The record should be kept daily, possibly throughout the year.

13. THE AGRICULTURAL RECORD

This is to be kept by the agricultural master if there is one, or by the class teacher.

Importance

- i. This is to make the pupils create interest in agriculture.
- ii. To have a record of planting and harvesting period as well as the quantity of seeds planted and the harvest.
- iii. To have a record of how the harvest was disposed of.

Procedure

The records should include the dates of making ridges, planting, hoeing and harvesting. The quantity and weight of each item harvested should be recorded. The procedure of disposal and any revenue accrued from it should be recorded.

ACTIVITY III

1. List some of the record books kept in the school.
2. What is the importance of the school Attendance Register?
3. Give any three uses of the Admission Register.
4. Explain the procedure for keeping the visitors' book
5. Why does a child need a transfer certificate when moving to another school?

SUMMARY

- Resources in the classroom are materials which are used to facilitate teaching and learning
- Resources in teaching and learning are categorised into visual, audio and audio-visual.
- Each type of audio, visual and audio-visual materials has its advantages and disadvantages.
- Principles for the selection of materials for teaching include.
 - i. Visibility
 - ii. Audibility
 - iii. Relevance
 - iv. Attractiveness
 - v. Simplicity
 - vi. Easy usage
 - vii. Availability
 - viii. Environment
 - ix. Durability.

- Principles for the use of materials in teaching include
 - i. Effectiveness
 - ii. Educativeness
 - iii. Purposefulness
 - iv. Environment
 - v. Preparation for pupils
 - vi. Systematic approach.
- Evaluation of materials in teaching can be based on the following criteria.
 - i. Attainment of behavioural objectives
 - ii. Principle of selection
 - iii. Principle of use.
- Children with learning problems are those who not only learn slowly but learn much less than others under the same conditions.
- Symptoms of learning problems in children include dependence, inability to remember, inability to ask or answer questions, and low scores in tests and examination.
- Causes of learning problems include:
 - i. Physical handicaps
 - ii. Dependence
 - iii. Lack of attention and concentration
 - iv. Absenteeism and lateness
 - v. Tiredness
 - vi. Mental retardation
- Solutions to learning problems include
 - i. Adequate sitting arrangement for those with hearing and sight difficulties
 - ii. Encouragement and counselling
 - iii. Variation in learning experiences
 - iv. Psychiatric treatment
- In this unit, a list of school Records kept by the class teacher, subject teachers, other school officers or headteacher were given. These records include:
 1. The Attendance Register
 2. The School Record and Diary

3. The Continuous Assessment Record
 4. The Store Ledger or Stock book
 5. The Cash Account book
 6. The Admission Register
 7. The Log Book
 8. The Punishment Log Book
 9. The Visitors' Book
 10. The Transfer Certificate
 11. The Record of Handicraft
 12. The Weather Record
 13. The Agriculture Record.
- The importance and procedure of keeping these records were given. Some of the records are of immense importance to the future of the pupils and they must be kept accurately. From them, future confidential reports about ex-students could be extracted. Some of the records help to keep the history of the school. Some of them are to protect the teachers and headteacher against embarrassment or court action while some are very useful to the educational planners as well as researchers. The importance of these records cannot be over emphasized. They need to be kept accurately.

ASSIGNMENT

1. Identify any five types of visual materials in teaching.
2. Identify any three types of audio materials in teaching.
3. Discuss any five guidelines for the selection of materials in teaching.
4. Discuss any four guidelines for the use of materials in teaching.
5. Examine any three ways of evaluating materials in teaching.
6. Identify any three symptoms of learning problems in children.
7. Identify any five causes of learning problems in children.
8. Suggest three ways of assisting a child with learning problems.
9.
 - (a) What does the school record and diary contain?
 - (b) Of what importance is the School Record and Diary?
 - (c) How is it to be kept
10.
 - (a) What are the advantages of keeping the punishment log book?
 - (b) How is it to be kept?

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