

UNIT 1: THE CONCEPT OF EDUCATION

INTRODUCTION

Education is a commonly used term which has various meaning to various people; yet it is a very important concept to the society. This unit discusses the concept of education, its aims and problems.

OBJECTIVES

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

- (i) give various definitions of education;
- (ii) explain what an educated person is;
- (iii) distinguish education from training, indoctrination, schooling and teaching;
- (iv) describe at least four aims of education.

HOW TO STUDY THIS UNIT

1. Read through the unit carefully and take note of the important ideas as you read.
2. Look up the meaning of unfamiliar words in a good dictionary. Make a note of the unfamiliar words and study them in your private time.
3. Study the unit step-by-step and attempt all the activities and assignments stated in the unit.
4. Seek the help of your course facilitator on areas of difficulty.

WHAT IS EDUCATION?

The meaning of education cannot be definite as it means different things to different people depending on their perception of what it is. There are cases where education is simply taken to mean “knowledge”, “enlightenment” or “wisdom”. No wonder one hears such expressions as “You are not enlightened” to refer to the person that behaves differently from the norms of those who have been to school and so “the educated,” “enlightened” or “the wise ones”. But is it adequate to describe a person that has not attended a formal school system as uneducated?

Education, in general terms, is the process of transmitting societal lores, values and desirable attitudes from one generation to another. Education seeks to socialize individuals so as to equip them with the desired mode of behaviour that is in conformity with the way of life of the society in which they live. Education is the process of teaching, training and learning in schools and colleges for the development of knowledge and skills so as to prepare individuals to live happily with themselves and others in the society where they live. However, various educators and educationists have offered series of definitions to education that we must pause to examine some of them here.

According to John Stuart Mill (1931) education includes “whatever we do for ourselves and whatever is done for us by others for the express purpose of bringing us nearer to the

perfection of our nature. It comprehends even the indirect effects produced on character, and on the human faculties, by things of which the direct purposes are quite different; by law, by forms of government, by the industrial arts, by modes of social life, nay, even by physical facts not dependent on human will; by climate, soil and local position”.

This explanation further emphasizes the totality of education in its role as a refiner and regulator of human behaviour in the society. It does not only embrace the deliberate processes of schooling but includes even indirect and incidental influences. The core of education here is the culture which each gives purposely to those who are to be its successors in order to qualify them for at least keeping up, and if possible for raising, the level of improvement which has been attained.

To Chanhan (1976), education is the process of shaping individual’s behaviour for adequate adjustment in the society.

Fafunwa (1974) sees education as “the aggregate of all the processes through which a child develops abilities, attitudes and other forms of behaviour which are of positive value to society.”

From these definitions, the focus of education is to imbue the individuals with the knowledge, abilities, skills or behaviour to enable them function in their immediate environment and the society at large. However, the definitions still fell short of telling us what education is but its intent and processes.

Dr. Adiele (1975) defines education as “a desirable change in human behaviour” while G. Leonard (1967) says “To learn is to change. Education is a progress that changes the learner.” These definitions are all one in their stand on a positive change in human behaviour as a mark of good education. Professor B.O. Ukeje (1973) says “the process of education occurs whenever any influence produces a change in the physical and mental behaviour.” This brings us to the same plane with the others that attempted a definition of education.

While agreeing with the relevance of all the definitions offered to education by the different people mentioned above we are, for the purpose of this course, adopting the one given by Nwagwu (1976) that is “education is the process by which every society attempts to preserve and upgrade the accumulated knowledge, skills and attitudes in its cultural setting and heritage in order to foster continuously the well being of mankind and guarantee its survival against the unpredictable, at times hostile and destructive elements and forces of man and nature”.

This definition seems adequate for our discussion and is encompassing.

WHAT IS IT TO BE EDUCATED?

It is quite common to hear some elders in the village to pass such remarks as “This fellow is enlightened but is uneducated”. This raises the fact that to be educated goes beyond schooling, being literate or skilled in one trade or the other. To be educated goes beyond being learned or knowledgeable.

This is hardly surprising as to educate involves a number of activities designed to bring an individual to a worthwhile state of being called educated.

There is no doubting the fact, however, that education involves showing the evidence of knowledge and breadth of understanding. These two terms are being used together here to show that we are not just talking of mere recitation of information and the acquisition of skills (which is the reality of training) but that these information and skills should have been internalized and that the educated should be able to make sense of them. We talk of breadth of understanding because the knowledge of the educated should cut across a wide spectrum of human interest and endeavour and not just a narrow field.

An educated man is not necessarily a moral being or one that is aesthetically sensitive but the onus is on him to be able to distinguish a moral question or an aesthetic question from a religious, political or scientific question. This will inform his reaction to issues at any point in time.

An educated man will be expected to show other characteristics like

- realization of self;
- growth of the person;
- cultivation and development of one's own interest;
- development of a sense of individuality and historical perspective.

The educated should also behave in the values of truth, rationality and autonomy. Because of the value of truth and rationality we educate people rather than indoctrinate or merely train them. It is only the educated that can act autonomously and pursue the goals of truth and rationality. In this perspective, an educated is knowledgeable, has breadth of understanding, can use knowledge in the most acceptable and appropriate manner and comport himself into an acceptable level, with the society's code of conduct.

ACTIVITY I

1. In your words, give a working definition of education. In what ways is your definition better than the ones given by (a) Fafunwa (b) Mill and (c) this paper.
2. Describe what it is to be educated.

OTHER CONCEPTS RELATED TO EDUCATION

As discussed above, education is a concept that is often misunderstood with other concepts particularly when it is defined in its very narrow sense. Some of these concepts are:

Initiation

This is usually seen as introducing a new member into the membership of a society to internalize their practices, rules and regulations. The activities involved in the process of initiating are usually gradual and are aimed to develop the individual's mind and body.

Education also involves some elements of initiation as individuals are introduced into certain generally accepted knowledge, ideas and beliefs. Education involves other agencies like the

home, the age grades, cultural societies, the school and the religious movements. All these agencies practise initiation in one form or the other.

Initiation is usually for the benefit of the individual and the society. The uninitiated can not actualize him or herself in the society and contribute meaningfully to the growth of that society.

In the school setting, all cases of orientation, induction and matriculation are forms of initiation.

Training

Training is a process deliberately planned to impart into someone a set of skills in the performance of an operation or a set of operations. Efficiency in the performance of a given task is usually the aim. The task may be mental or physical. Training does not require the individual to understand the underlying principles or the discretion to use those skills or not. It is thus specific, limited and narrow in direction. Training can therefore not be equated with education. However, it is one of the processes at educating. Thus physical training exercises the muscles while mental training exercises the mind.

In the school system rote learning through recitation of poems etc. is training the mind and physical education trains the muscles.

Drilling

This is another concept that is related to training and is also used in the process of educating. Drilling involves the repetition of simple knowledge, facts, skills or attitude to a point where it can be done perfectly and repeatedly without any error. Drilling is common in the learning of some subjects in the school – learning of spellings, vocabulary and grammar in English language, dramatization etc. Drilling is also an essential part of the military training. The flawless performance of a given activity is the goal of drilling.

Also, it is a useful concept in education but, is not education in itself.

Instruction

This is the process of building into the mind the knowledge of facts, relations, rules or principles of one kind or another. This could be done through verbal, written or other non-verbal expressions.

The instructor is usually taken as one who has the pre-requisite knowledge and authority to direct others. Those being directed are passive and at times, as in the military may not be given the opportunity to air their opinions. It is a one-way communication affair.

Because of this, instruction is of limited value in education though it is a necessary aspect of education.

Indoctrination

This concept is often confused with instruction. It can be seen also as a matter of teaching or imparting knowledge in a certain manner (method criterion). Some see it as a certain kind of intent (intention criterion); to others it is the success achieved in closing somebody's mind on an issue (consequence criterion).

Indoctrination involves the use of non-rational means in an attempt to impart unquestioning commitment to the truth of certain unprovable claims with the intention of making them stick. Indoctrination thus involves some elements of coercion.

Indoctrination occurs in the teaching of absolute moral values e.g. truth, justice, purity, teaching of religious beliefs, political ideologies like democracy, communism and socialism.

A teacher that attempts to inculcate into the minds of his pupils his own value system, beliefs, attitudes and ideas is indoctrinating. This should not be encouraged. The teacher should encourage and enhance freedom and intellectual integrity in the classroom.

Schooling

This is a concept that is taken to be synonymous with educating. It is true that schooling is the process of formal education but it is not by itself education.

The aim of the school is to develop a person's abilities and talents following some prescribed rules, regulations and curriculum.

It is through the school that the society teaches values, skills, treasured knowledge important to the survival of society and the individual.

Schooling is an essential process to education but still it is not education. The school is the most organised and systematized institution which brings pupils together for the purpose of educating them.

ACTIVITY II

1. Distinguish clearly between Teaching and Indoctrination. Of what importance are they to education?

AIMS OF EDUCATION

There are general aims as well as specific aims of education for the various levels of the educational system. For this purpose, only the general aims of education will be discussed here.

Ukeje (1979) listed the following aims of education:

- (i) To develop the full potentialities of every child, while at the same time taking into consideration the needs and welfare of the country.
- (ii) To develop social and individual efficiency so that the individual can become more effective in the society.
- (iii) For the preparation and training of young people for the problems, the tasks and the future as they exist today and can be foreseen tomorrow.
- (iv) To develop the discipline of the body.
- (v) For self-fulfillment or self-realization.

However, O’lenor (1957) suggested five aims of education. Some of those listed above could be subsumed under these aims:

1. To provide men and women with the minimum of skills necessary for them to take their place in society and to seek further knowledge.
2. To provide men and women with vocational training that will enable them to be self-supporting.
3. To awaken an interest in and a taste for knowledge.
4. To make people critical.
5. To put people in touch with and train them to appreciate the cultural and moral achievements of mankind.

It is in line with the above that the National Curriculum workshop on Teacher Education (1972) suggested the following aims and objectives for education in Nigeria.

- (i) Meeting the emotional, social-political, cultural and religious needs of the individual for the development of an integrated personality.
- (ii) For the development of moral character – personal and social ideals.
- (iii) For the development of critical thinking and awakening of intellectual curiosity.

These aims are vital to the survival of the country. Achieving them is then the focus of the various curriculum packages in the school system at various levels and the mobilization of essential resources.

ACTIVITY III

- 1 Study the various aims of education listed above. Explain the inadequacy, if any, of each. List four aims of education of your own.

SUMMARY

- This unit has taken us through what education is. We have discovered that there are various definitions of education. We have also discussed such concepts as teaching, indoctrination, drilling, training, schooling and initiation which are often confused with education but are some of the concepts of education.
- We also described what it is to be educated and be called an educated man.
- The unit closes by enumerating the aims of education.

ASSIGNMENT

1. A woman selling bean cake in the market was infuriated by the behaviour of a young Corper and said “You are learned but you are not educated.” What is the woman trying to say?

2. Give three working definitions of education and from them list five aims of education of your own.

REFERENCES

Awotua-Efebo, E.B. (1999) **Effective Teaching: Principles and Practice:** Nigeria ISBN

Agwu, S.N. (2001) **Teaching in Nigeria:** Nigeria ISBN

H. Gilbert (1951) **The Art of Teaching:** Great Britain

UNIT 2: TEACHING AND THE TEACHER

INTRODUCTION

In the previous Unit, you have learnt the definitions of education and the various concepts associated with it – Indoctrination, Initiation and Teaching.

In this Unit, you will be introduced to the art of teaching and the general principles that qualify it to be a profession of all times.

Teaching, as you will learn in this unit, is viewed as a profession for all comers but far from that, it is a noble job that has rules and principles governing its operation. There are teachers and there are teachers. Not everybody that holds a chalk and stands in front of the students that is worth the name. Some are cheats rather than teachers because they do not possess those sublime qualities that distinguish a good teacher from other packs.

You will also learn from the unit, that a good teacher plans his work very well and knows precisely which method he will use to deliver his lessons. A teacher must consciously work towards ensuring a carefully planned lesson that has all the potentials for achieving the desired objectives. Failure to plan is surely planning to fail.

OBJECTIVES

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

- (i) define teaching;
- (ii) enumerate the qualities of good teaching;
- (iii) mention the qualities of a good teacher.

HOW TO STUDY THIS UNIT

1. Carefully read through the unit and take note of the important ideas mentioned in it.
2. Check the meanings of new words in a good dictionary – with a view of clarifying your thoughts on the unit.
3. Attempt all activities and assignments contained in the unit. Your answers must be clear, explicit and in good English.
4. See your course facilitator for explanation of any difficult area.

TEACHING AND THE TEACHER

Teaching, like education, is variously defined by different people to suit their perception of the word. Teaching, according to Clark and Starr (1970:4), is an attempt to help people acquire some skills, attitude, knowledge, ideas and appreciation. In other words, the teacher's task is to create or influence desirable changes in behaviour in his or her own pupils. Van Dalen and Brittel (1950) defined teaching as the guidance of the pupils through planned activities so that they (pupils) may acquire the richest learning possible from their experiences. Clark (1995) sees teaching as the interaction between a teacher and student

under the teacher's responsibility in order to bring about the expected change in the student's behaviour.

Having examined some of the definitions given to teaching, it is pertinent to also examine who a teacher is. This is because the success of any system of education depends, to a large extent, on the number of teachers, their quality and their devotion to duty and their effectiveness on the job. It is as a result of this central position of the teacher that it is often said that no education system can rise above the quality of its teachers. Who, then, is a TEACHER?

Alaezi (1990:1) describes teaching as the business of all those involved in the act of changing human behaviour and transformation of society for better, particularly when their actions render them perceptibly significant, respectable and recognizable to others because of the consequences they accomplish and the unique manner they do them. This definition of a teacher implies that he must possess knowledge and methods of imparting it that could bring about positive change in the learner's attitude/behaviour. Before one answers the name "teacher", he must consciously attempt to receive training in the art of teaching that will equip him with the requisite knowledge, skills, techniques, aptitude and methods necessary for the job. The teacher, in the course of his teaching, helps his students to:

- * acquire, retain and be able to use knowledge;
- * understand, analyse, synthesize and evaluate skills;
- * establish habits; and
- * develop attitudes.

ACTIVITY I

1. Examine the various definitions given to teaching.
2. What are the qualities of good teaching?

QUALITIES OF A GOOD TEACHER

Education being the greatest hope of a nation especially for a developing country like Nigeria, cannot just be left in the hands of mediocre. Hence the transmission of knowledge and information from one generation to another requires the service of someone adequately trained and skilled in the area of doing the job. That person is the teacher. He/She is the one assigned the role of transmitting to the present generation the accumulated knowledge and values of the past and thus interprets this information with reference to the present with a view to modifying and improving the future.

In the past, many people thought that just anyone who could hold pieces of chalk and stand in front of the learners is a teacher. Studies have shown this to be a wrong notion. For an individual to be regarded as a good teacher, he/she needs to possess a number of characteristics that befit the noble profession. It is the possession of these qualities that endears him/her to his/her students and the society. Failure to possess and display any or some of these qualities make people cast doubt on the genuineness of his training and interest

in the profession. Some of the qualities a good teacher is supposed to possess include the following:-

1. **Good Character:** Teacher as a mold of lives must be an embodiment of good character. A good and effective teacher is one who respects the truth, who is sincere in word and act, and whose personal life sets a good example to his pupils. He/she must like people especially the young ones. The teacher with good sense of humour and care for the young ones instills confidence in the parents that their children are in safe hands. Students soon get to know the teacher that is sincere and honest.
2. **Very competent to handle his/her teaching subject:** One must know what he teaches to be able to inspire the confidence of his students. A good teacher must know his subject inside out, not just what he is to cover as shown in the syllabus. A teacher's knowledge of the subject must be above that of non-education graduate of the same field. It is only then that a teacher can open the doors of this field in an interesting and exciting manner to the students.
3. **Willing to add to his/her knowledge:** Education is not static; new knowledge, ideas and insight of application of this knowledge come out daily. A teacher who does not update his knowledge regularly becomes stale and outdated. Effective teachers always find the slightest opportunity to update their knowledge and skills. A good teacher is a practical scholar, a student of the academic discipline.
4. **A good teacher must be flexible and open-minded:** He is not fixed and limited in his ways. He is always ready to receive new ideas especially those that will foster positive development. He sees things in different angles, thus approaches a topic from several viewpoints. He has a creative mind.
5. **Faces reality in an objective way:** A good teacher does not allow his emotions to cloud his judgement. He has a way of ascertaining facts. A good teacher seeks help and tries to free himself from any emotions that will upset him and or make him sway to his personal or irrational judgement on topical issues.
6. **Neatness:** A good teacher leads by example in this regard. Though not necessarily expensive but his dressing should be neat, clean and smart. He should emphasize the culture of cleanliness in his pupils and should try to live a healthy life.
7. **Firmness:** As much as the teacher is kind towards his students, he should be firm in ensuring fair-play and equal treatment to all. Students are often confused when he changes his rule frequently. Teacher's weaknesses are exposed by his inconsistency in enforcing rules and acceptable mode of behaviour. Any attempt to show preferential treatment to his students will make him lose respect and so lack his students' confidence.
8. **Kindness and understanding:** A good teacher is always friendly and helpful to his students. Being aggressive does not help the situation as it will only distance the students from the teacher, thus making it difficult for him to understand their problems. A good teacher always takes interest in his students' genuine personal problems and shows a lot of understanding in assisting to solve them. He treats any

personal problems of his students with utmost confidentiality with a view to enlisting their confidence.

9. **He must be active in the community and ready to initiate parent contacts:** He must always show co-operation to the parents of his students in finding solution to their students' problems.
10. **Effective Communication:** A good teacher does not leave his students in doubt on what he wants them to do. He gives clear instructions and direct orders that elicit understanding from his students. A good teacher in this regard, is expected to have adequate knowledge of the language being used as a medium of instruction in schools. In addition to having adequate knowledge of the subject-matter with good personality, the teacher needs to present his lesson with good, simple and clear language adequately adjusted to the students' level and population. While the teacher is expected to be fluent and accurate in his speech, his voice must be lively, pleasant and audible everywhere in the classroom so as to avoid monotony.

ACTIVITY II

1. Enumerate the qualities of a good teacher.
2. "Education ... cannot just be left in the hands of mediocre". Explain this statement in the light of the importance attached to education.

SUMMARY AND CONCLUSION

- You have learnt in this unit the various definitions given to teaching. The definitions are given based on what their proponents regard the term to be. Teaching is misunderstood to be a profession for everybody with bookish knowledge. No! it is a profession with set rules and codes of conduct that regulate its practitioners. For any teacher to succeed, he must possess the requisite qualities that will enable him perform very well on the job.

ASSIGNMENT

- (i) Visit at least five schools and take a survey of their qualified professional teachers.
- (ii) How do the professional teachers differ from their non-professional counterparts in:
 - a) planning their lessons;
 - b) personal relationship with school authority and colleagues; and
 - c) commitment to the job.

REFERENCES

Awotua-Efebo, E.B. (1999) **Effective Teaching: Principles and Practice:** Nigeria ISBN

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H. Gilbert (1951) **The Art of Teaching:** Great Britain

UNIT 3: OBJECTIVES IN CURRICULUM IMPLEMENTATION INSTRUCTIONAL AND BEHAVIOURAL OBJECTIVES

INTRODUCTION

Curriculum is the sum total of all the planned and guided programmes by means of which the formal educational system of a nation is executed or carried out . It is the complete experience of a child while he is under the guidance and direction of the school. Curriculum includes all the activities of the school which are aimed at the over-all development of the child. These include academic and non- academic, vocational and recreational activities.

You will study the various levels at which educational objectives are stated. Also, there is discussion on the lesson plan, lesson notes and lesson patterns in the unit.

OBJECTIVES

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

1. explain the concept of behavioural objectives;
2. state at least four qualities of a good behavioural objective;
3. identify the three domains of learning objectives;
4. state at least three behavioural objectives in the cognitive domain;
5. identify the five levels of learning in the affective domain;
6. state at least two instructional objectives in the psychomotor domains.
7. explain at least five uses of lesson notes;

HOW TO STUDY THIS UNIT

1. This unit has been organised in steps. So study it in that order.
2. As you study, try and give your personal examples where illustrations of concepts have been made.
3. You will benefit more from this study if you do all the activities and assignment in the unit.

MEANING OF BEHAVIOURAL OBJECTIVES

When a teacher picks up a topic to teach, one of the questions he must address his mind to, is why he wants to teach it. He does not teach mainly because he wants to fulfil his obligations to his employer. Primarily, he teaches in order to bring about some desirable changes in the pupils' behaviour. He therefore, focuses his attention on those aspects of the pupils' behaviour in which he wants these changes to occur. When he specifies these, we have what we refer to as instructional and behavioural objectives.

Behavioural objectives are what the teacher expects the pupils to learn at the end of the lesson. The emphasis here is that, these objectives or what you hope the pupils to learn are in relation to a given instruction or lesson. Hence, they are often referred to as instructional or lesson objectives. These may include a knowledge of some concepts, facts or information and competence in the application of some principles derived from the lesson. Other related outcomes or results from instructional objectives include the development of certain attitudes, values and aesthetics or appreciation.

The objectives of a lesson or an instruction are stated in terms of pupils' behaviour. In this way, you become very specific in terms of the changes you want to occur in the pupils' behaviour. Hence, they are referred to as behavioural objectives. They are behavioural in the sense that, they specify observable and measurable actions or activities of the pupils. These actions or activities may take the form of naming, listing, writing, drawing, defining, explaining, describing, distinguishing, stating, calculating, criticizing and so on. These are action verbs which, when used to state objectives of lessons, produce acceptable behavioural objectives. For example, by the end of the lesson on the occupations of the Binis, pupils should be able to:

1. define the term occupation;
2. identify at least three major occupations of the Binis; and
3. give at least three reasons why the Binis are known for a named occupation.

The behavioural nature of the above objectives is that, they specify clearly what the pupils would be doing or performing during and immediately after the lesson as evidence that the desired learning has taken place. The behavioural objectives emphasize performance.

RELATIONSHIP BETWEEN INSTRUCTIONAL OBJECTIVES AND BEHAVIOURAL OBJECTIVES

The term, 'instructional objective' means the expected outcome of instruction. This expected outcome of instruction may be stated as a general or behavioural objective. A general objective is that statement of objective that is written to describe in broad terms the expected outcome of instruction. Such an objective may be stated using such terms as know, understand, show awareness of, etc. For example: "By the end of the unit of instruction lasting three weeks, the students should be able to:

1. know the meanings of technical terms encountered in the series of lessons,
2. understand how each of the terms has been used in the passages studied.

The above examples show that the general objectives are used when stating the objectives of a unit plan. A unit plan is a selected amount of content and learning experiences meant to be covered within a period of some weeks. This is different from a lesson plan which describes what should be taught or learned in one lesson period.

General objectives are therefore used when writing unit plans while behavioural objectives are used when writing lesson plans (notes). The relationship between

instructional objectives and behavioural objectives can be stated precisely: All behavioural objectives are instructional objectives but not all instructional objectives are behavioural objectives. When the instructional objective is stated in terms of observable learner's behaviour, we call it behavioural, specific or lesson objective. But when the instructional objective is stated in broad general term as is used for instructional plans meant to last a few weeks (unit plan), we call it general objective.

CHARACTERISTICS OF BEHAVIOURAL OBJECTIVES

In order to make behavioural objectives to be of practical use in the teaching and learning process, they should have the following characteristics:

Relevance:

Behavioural objectives should be relevant to the topic to be taught. This is necessary because these objectives are intended to serve as guide for the teaching of the topic. They also point to the aspects or scope of the topic to be taught.

Clarity:

It is very important to write the behavioural objectives in a clear and precise manner. This means that, there should be no room for any one to be in doubt as to what the objectives imply. They should communicate immediately, the intent or what tasks the learner would be performing at the end of the lesson.

Specificity

One of the most important attributes of behavioural objectives which you must recognise is that, they are specific. Each objective points to a single task or performance and the action verbs used in stating it is such that gives no room for further interpretation. For example, to calculate, draw, label, arrange, and demonstrate are precise in their meanings. This precision helps to remove vagueness, ambiguity or a situation in which a statement may have more than one meaning. Thus, you are strongly advised never to use such verbs as to know, understand, see, comprehend, and so on when writing behavioural objectives.

Measurability

No behavioural objective is worthwhile if it does not possess the attribute of being measurable. In other words, it should be such that can be evaluated in terms of the extent to which it has been attained. It is for this purpose that behavioural objectives must be stated clearly, categorically and specifically. For example, it is possible to measure or evaluate the extent to which a pupil can draw the map of Nigeria showing the thirty-six (36) states by asking him to draw it. We can also easily determine the extent to which he can recite the National Pledge by his being asked to recite it at the end of the lesson. This would be more measurable than trying to find out how much the pupils have appreciated the map of Nigeria showing the thirty-six (36) states or how much they have understood the National Anthem. These objectives cannot easily be measured or evaluated within the classroom setting.

Pupil-Centredness

The teacher does not teach purposely to test how much of the subject-matter he knows. Rather, the focus of teaching is the pupils, that is to help them acquire certain desirable skills, knowledge, attitudes, capabilities and so on. Hence the behavioural objectives must be stated in terms of observable pupils' behaviour. In other words, they should be statements of what the pupils would be doing and not what the teacher intends to do. For example, it is more appropriate to have behavioural objective stated as follows:

By the end of the lesson, the pupils should be able to draw the map of Nigeria; instead of by the end of the lesson, the teacher should be able to help the pupils draw the map of Nigeria.

The first is pupil-centred in that it focuses on what task the pupil would be performing by the end of the lesson. The second is teacher-centred in the sense that it focuses on the task the teacher would be performing and so is no behavioural objective.

IMPORTANCE OF BEHAVIOURAL OBJECTIVES

Modern approach to teaching lays much emphasis on behavioural objectives. This is so because these objectives play important roles in the entire teaching and learning process. The following are some of the values of behavioural objectives:

1. Behavioural Objectives Guide Teaching

To a large intent, the behavioural objectives serve as guides for the teachers. The objectives dictate to teachers what to emphasize in the teaching of the subject-matter or topic. They also suggest the resource materials and activities to be used in the teaching and learning. As you teach along, one thing keeps striking your mind. That is, the objectives of the lesson. In this way, you try to ensure that every action you take and every activity of the lesson are geared towards achieving the lesson objective.

Without the behavioural objectives therefore, the teacher will have nothing on which to focus his lesson.

2. They Provide Motivation for Teaching and Learning

In the absence of behavioural objectives, you may not be able to relate the lesson to real life or carry all the pupils along. Behavioural objectives make the lesson to have purpose. This purpose motivates the teacher.

Furthermore, statements of objectives accommodate the needs of the learners. In other words, you would be expected to have all the pupils in mind while stating your instructional objectives. Similarly, you would be guided by the desire to see that as many of the pupils as possible attain these objectives.

3. They Facilitate Evaluation and Test Construction

A lesson begins with some set objectives. The question that must normally arise at the end of the lesson is therefore, the extent to which the objectives have been attained. The measurement and determination of the extent of attainment of the specified

objectives is referred to as evaluation. But evaluation of the attainment of instructional objectives cannot be undertaken if the objectives do not possess certain attributes which make them quantifiable or measurable. If they have been stated in terms of pupil's behaviour, evaluation becomes very easy. Therefore, behavioural objectives facilitate the evaluation of the outcomes or results of an instruction.

Usually, pupils are examined or evaluated at the end of the term, year or even their course of study. The test questions used in these examinations are supposed to be based on the content covered as reflected in the lesson objectives all through the term, year or course. Behavioural objectives therefore give us an insight into what types of questions to set for examination purpose.

4. **They Make Teaching Child-Centred**

Gone are the days when the teacher dominated the entire teaching and learning. He was seen as one who knew everything to be imparted to the learners. It was entirely passive learning. Today, the trend has changed from passive to active learning whereby the learner himself is practically involved. The child or pupil is now the focus of teaching. Behavioural objectives provide one of the avenues for stressing the place of the learner in the teaching and learning process. The whole activities are expected to centre around him and this need is constantly brought to focus each time we state instructional and behavioural objectives.

ACTIVITY I

1. What are behavioural objectives?
2. List any four attributes of a good behavioural objective should possess the attributes of clarity, relevance and measurability.
3. Explain any four ways in which behavioural objectives are of importance to the teaching/learning situation.

TAXONOMY OF EDUCATIONAL OBJECTIVES

If you examine a number of behavioural objectives or even examination questions, you will observe that they are of varying degrees of difficulty. You will also observe that the competences implied in the behavioural objectives, or those being tested in the case of examinations are not all the same. They fall under various domains, classes or categories of learning outcomes. Here, you will study the various levels at which educational objectives are stated.

LEARNING OBJECTIVES

Learning outcomes are categorized into three: the cognitive domain, affective domain and psychomotor domain. Each domain is further divided into levels, each level pointing to a specific behaviour.

COGNITIVE LEARNING OBJECTIVES

Cognitive objectives are the learning outcomes or mastery which describe academic or mental work. They tend towards the intellectual aspect of learning. They emphasize knowledge, understanding and other thinking or academic tasks.

According to B.S. Bloom, cognitive objectives are stated at six levels. These are in ascending order of complexity as follows.

1. Knowledge

The emphasis here is the ability to recall specific facts or ideas in the form in which they have been learnt. It does not matter here whether or not the pupil understands what he is recalling. All he is required to do is to remember. This is likened to a situation common to learning which takes place at the kindergarten where children learn to recite rhymes most of which they may not understand. Behavioural objectives stated at this level utilize such action verbs as the following: identify, recall, recite, reproduce, mention, define, name, state and so on. For example, by the end of the lesson the pupils should be able to recite the National Pledge.

2. Comprehension

This second level of cognitive learning involves a demonstration of understanding of the concepts or principles or ideas. This could be by way of rephrasing or summarizing or interpreting. It also involves the ability to isolate or compare a number of events or ideas. For example, after reading through a passage, a pupil could be asked to answer a number of comprehension questions based on the passage. He could also be asked to report the message or ideas in the passage in his own words. He could also be asked to give the meaning of certain words in his own words as used in the passage. Behavioural objectives at this level are stated with action verbs such as explain, classify, select, indicate, summarise, interpret, illustrate and so on. These tend to focus on the pupil's ability to comprehend what he has learnt.

3. Application

The point should always be made that any knowledge which has no bearing with human problems is not worthwhile. In the same way, acquiring the knowledge is worthwhile only when the learner has the capacity and opportunity to put it into use. In teaching, provision is made while stating the behavioural objectives for the application of the knowledge or skill derived from the lesson. This is the level of application in the taxonomy or classification of educational objectives. It involves using the previous learning in a new situation. For example, one of the objectives of teaching Simple Interest is that pupils should be able to calculate Simple Interest, given the formula. The objective here is at the level of application. Thus, behavioural objectives stated at the level of application utilizes such action verbs as the following: calculate, solve, construct, compute, show, demonstrate and so on.

4. Analysis

At this level, the anticipated learning is demonstrated through divergent thinking. It involves considering and weighing of all facts or characteristics of a given situation or event in order to throw more light on the subject. For example, for a pupil to fully appreciate the concept of monogamy or polygamy, he should be exposed to as many facts as possible concerning them. He would need to know their advantages and disadvantages from different points of view. It involves accepting and rejecting facts at the same time. That is, while he considers the merits of a given situation, he at the same time pays attention to its weaknesses or demerits. For example, Let us ask a question like 'why do most people prefer smaller family size nowadays?' The operational or key word here is why and for the pupil to answer it, he has to think far and wide. He has to look for divergent or different information to support his answer. Analysis also implies isolating the component parts of a material so that its organizational structure may be understood. This may include identification of the parts, analysis of relationships between parts, and recognition of the organizational principles involved. At this level of analysis, statements of behavioural objectives may utilize such action verbs as differentiate, contrast, compare, separate and so on. They focus on the pupils' ability to consider facts with reference to situations or conditions.

5. Synthesis

Although this is slightly related to analysis, its main functions are different. At the level of synthesis, the pupil is required to do a combination of separate parts, components or elements so that new ideas may be developed. It is like listening to the views of different persons on an issue and coming up with an amalgam or summary of the main points in the argument. It also involves drawing inferences or making deductions from given observations. For example, Eze was in Agu's house throughout yesterday. Yesterday, Musa visited Agu. It follows that Musa must have met Eze. Or if $A=B$ and $B=C$, therefore, $A=C$. In this way, the pupil is able to look at the relationship between two or more observable events. He tries to draw some inferences. These inferences are the new ideas or those resulting from combinations of separate elements. Thus, behavioural objectives at the level of synthesis take the form of combine, restate, summarize, argue, discuss, organise, relate, deduce, conclude and so on. For example, after reading through a given comprehension passage, the pupil could be asked to draw out the lessons or experiences of the passage. He may be asked to conclude the passage, derive the aim of the author or to suggest suitable title for the passage. To state the behavioural objectives in this case, you could have: 'By the end of the lesson the pupils should be able to (a) suggest suitable title for the passage read (b) show the relationship between paragraph one and two and so on.

6. Evaluation

This is the last and highest level of cognitive learning. Here, the pupil is required to make decision, pass judgement, assess, criticize, attack and defend a view or an idea. This involves divergent thinking and ability to look at issues critically. Issues

involved here are those which demand divergent or opposing views. For example, rather than ask such questions as why do most people prefer a family of smaller size nowadays, you may ask, 'is it good to have small family size? This requires the pupil to take a stand from his point of view on whether or not small family size is good or not. To state behavioural objectives in this respect, you may say that at the end of the lesson on polygamy, the pupils should be able to defend or attack with reasons, the practice of polygamy.

AFFECTIVE LEARNING OBJECTIVES

There are many changes in learners' behaviour which are not easily observable. These include attitudes, values, feelings and emotions. These are mainly internal to the learners. Because they are internalized, it is sometimes difficult to determine whether or not the desired changes in attitude have been effected through teaching. Those learning outcomes which relate to the social life of the learner fall under the umbrella of affective behaviour. They are affective because they are concerned with learners' inner minds and feelings which are not easy to see from outside. For example, after teaching the National Pledge, the teacher expects that the pupils should be able to demonstrate honesty in their lives. After teaching the Commandments of God, the pupils should be able show appreciation for or demonstrate living by the Commandments. All these possible learning outcomes deal with the pupils, attitudes and values. They may have made up their mind on the issue of Christianity or Islam or Traditional Religion. It would be difficult for the teacher to know if such attitudes or values have changed immediately after the lesson. Affective learning objectives can be achieved both inside and outside the classroom through the influence of varied learning experiences over a period of time. It is through observed actions of people that we can infer whether the objectives have been achieved.

For the purpose of clarity, objectives stated in the affective domain of learning experiences are in five levels. Arranged in a descending order of complexity i.e. from highest to the lowest, these include characterization, organization, valuing, responding and receiving.

1. Characterization

This is the highest level of behaviour in the affective domain. The emphasis here is that the values or attitudes or ideas have become characteristics of the learner such that he acts on them naturally. For example, learning to stop eating or writing with the left (in the traditional system). It may take sometime for the pupil to learn to use the right hand in writing. After a lesson on customs and tradition, the teacher expects that the pupil should be able to stop using the left hand in eating and writing. This is an affective learning objective, in that, it borders on values and attitude of the learner. However, the objective can only be accomplished over a period of time. Associated action verbs used in stating affective objectives at the level of characterisation include change, stop, accept, develop, decide, and so on.

2. Organization

This is the next (lower) level after characterization. At times when a new idea or opinion has been formed and made part of oneself, it does not mean that entire old practice is thrown away. In certain rational or organised ways, the new ideas or values are intentionally added to those already held ones in such a way that they fit in. For example, though the child has been taught to learn to use the right hand instead of the left, he may have to combine the two hands to lift a heavy object where a single hand cannot help. Thus, you teach the child to organise or relate old and new ideas or values where they complement one another. The action verbs used in stating objectives here include organise, relate, correlate, associate, form and so on. An example of affective objective would be that at the end of the lesson, the pupils should be able to adapt to any new situation making use of a combination of social experiences. Social experiences here, may mean different values or attitudes to life developed over-time as a result of exposure to different social groups or environments.

3. Valuing

This is the third level in the descending order. At a stage, the pupil fully accepts the new ideas or attitudes or values resulting from his exposure to some learning experiences. He now attaches importance to it. For example, the pupil may not know the rationale for the development of the spirit of cooperation when he has not lived such a life from home. But over time, he may begin to see the value or something good in this and at the same time tries to demonstrate it in his living. While you evolve a number of activities to create room for cooperation among the pupils, you may expect that along the line, the pupils should be able to accept cooperative living. They should be able to participate in cooperative activities such as some games or group reading in the class, and influence some other pupils to develop the desired attitudes and values. These are affective learning objectives.

4. Responding

This is the fourth level in the descending order. As soon as the pupil accepts the change in attitude or values and they become part of him, he tries to have more information about them. These are to increase his understanding of the new ideas which he has now accepted. This is usually on the long-run when the teacher tries to reinforce the changes which have occurred in the pupils' behaviour. The pupils now respond to situations or questions which help them have confidence in their present state of attitudes or feelings or values. For example, as soon as you notice a somewhat permanent change in the pupil's behaviour, your next objective would be for the pupil to state why he now prefers his new values and attitudes.

5. Receiving

This is the lowest level of behaviour in the affective domain. At this level of affective learning, the emphasis is on the pupil having becoming aware of the new ideas and being willing to learn them. A condition would have been created for appropriate change and receptivity. That is, the pupil's appetite for new ideas has been wetted.

One of the tasks of the teacher at this stage, is to create numerous and varied learning opportunities capable of bringing about desirable changes in pupils' attitudes, emotion and values. For example, the use of drama and moral instructions could help to impart desired experiences to the pupils. Also, such a subject as Social Studies is an important tool for developing in the young persons the desired social values and ideals of the society. In stating objectives at this level, action verbs used include listen, prefer, be aware, accept, select and so on. For example, by the end of the lesson the pupils should be able to "perceive the existence of God." or "accept the need for national unity."

PSYCHOMOTOR LEARNING OBJECTIVES

The psychomotor aspect of learning is concerned with the learners' ability to acquire and apply skills. It involves muscular and motor skills or manipulation of objects or activities using neuro-muscular co-ordination. In other words, it involves the use of the hands or legs or any other parts of the body as co-ordinated by the brain in any practical sense. For example, ability to pronounce correctly, sing, dance, run, draw, shoot, and so on, form part of psychomotor performance. Learning objectives stated in the psychomotor domain are categorised into three.

1. Communication

This is concerned with the learners ability to express himself through talking and use of language. Teaching the languages emphasizes the development of communication skills by the learners. In stating instructional objective here, you may say that by the end of the lesson on pronunciation, the pupils should be able to pronounce certain words correctly. The ability to achieve this objective can be measured or evaluated by listening to the pupil as he reads through a passage or selected words.

2. Application

The emphasis here is on the ability to manipulate objects based on the skills already learnt. For example, riding a bicycle or throwing the javelin or using the sewing machine. It also involves the ability to adapt to the use of similar tools or materials such as someone who has been used to riding on Honda Motorcycle and suddenly finds that he has to ride on a Yamaha. This requires situational or on the spot adjustment by manipulating his skills. Similarly, if a child has been taught letters of the alphabets, he would require skills to arrange these letters in their order if they have been produced on pieces of plates or cards and mixed up for him to rearrange. He also requires skills to construct perfect circles, rectangles, triangles, etc., using a set of mathematical instruments. An instructional objective in this regard could be that, by the end of the lesson on construction, the pupils should be able to construct a perfect parallelogram, using a set of mathematical set. The emphasis here is on the ability to use or manipulate tools or instrument.

3. Acquisition

Apart from the skill needed for the manipulation of instruments or objects, a person can be very proficient or good in the practical use of natural talent. For example, some

children show more talent than others in singing or running or playing ball and so on. These are parts of psychomotor learning where such talents are developed through constant or habitual training or application. In the school, there are a number of curricula and extra- curricula activities which provide opportunities for children to develop their natural potentialities to the fullest. For example, one of the objectives of organising sporting activities is to have pupils develop interest in sports. Thus, in teaching music in schools, you may want the pupils to acquire some capabilities in singing. On the whole, it should be noted that there is no marked distinction between the functions of cognitive, affective and psychomotor objectives. For example, an affective behaviour (attitude) is usually the direct result of cognitive learning or psychomotor performance. Furthermore, it is through cognitive behaviour that we can identify the existence of an affective learning.

ACTIVITY II

1. What are cognitive learning objectives?
2. Outline the six levels of learning in the cognitive domain.
3. List the five levels of learning outcomes in the affective domain from the highest to the lowest.
4. State one objective each for the following under affective learning:
(a) receiving (b) characterization (c) valuing.
5. What are psychomotor learning objectives?
6. List the three levels of learning in the psychomotor domain.
7. State two learning objectives in the psychomotor domain.

LESSON PREPARATION, LESSON NOTES AND LESSON PATTERNS

Imagine a situation in which a person is expecting guests the number of which, and the time and duration of the visit he does not know. When the guests finally come, their host finds it difficult to make adequate provision for their accommodation and entertainment.

Also think of a situation in which a meeting is summoned without an agenda or programmes. The meeting will proceed in a disorganised manner and may end up without any specific objective achieved.

Finally, think of a situation in which a woman goes to the market without an idea of what to buy. She ends up not being able to buy a number of items for lack of money or returns home with some unspent money because she does not know what to buy.

All these problems arise mainly due to lack of proper planning. In the classroom situation, similar problems or uncertainties may arise if a teacher fails to prepare for his lesson.

IMPORTANCE OF LESSON NOTES

Preparing for lessons by writing notes of lesson or lesson note is significant to the teacher and the learners in the following ways.

1. **It is a Guide to Lesson Preparation**

It makes the teacher to become more familiar with the materials to be taught. While preparing for your lesson, you are opportuned to take a number of vital decisions. These decisions include: the most appropriate teaching aids to use; the most suitable teaching methods to adopt and the order in which the learning material is to be presented. Thus, a lesson note serves as a guide to lesson preparation

2. **It is a Guide to Effective Teaching**

Teaching is deemed effective only when it results in the realisation of the set objectives. In order to do this therefore, the set objectives should always be your focus while teaching. Fortunately, the lesson note is written based on some set objectives and learning materials which are most relevant to these objectives are selected. The use of such a lesson note serves as a guide for you to progress towards the attainment of the lesson objectives. It is like the land-map or compass which guides a traveller to his destination without loss of time, or bearing or direction.

3. **It saves time**

Since lesson notes guide the teacher to the relevant points of the lesson, he is saved from beating about the bush. In this way, precious time is saved. It is common to see a teacher who did not plan for his lesson. Such a teacher is unorganised and uncertain in his delivery. At times, he exhausts the time for the lesson when he is half-way into his teaching period. He may keep on wasting time on irrelevant examples and illustrations, and at times digressing. But when you plan for your lesson by writing notes of lesson, all these problems will be minimized.

4. **It saves energy**

If the lesson note contains only the relevant points of the lesson, it saves the teacher the possibility of digression. It also helps him to conserve some energy. In fact, if you fail to prepare for your lesson, you may run the risk of talking too much on irrelevant things and at the end you develop headache. But when you are armed with a lesson note, you talk to the point and come out strong.

5. **It serves as a reminder**

It is human to forget. But with the lesson note on hand, you can easily look up for the information you could have forgotten. This is often easy to do because the lesson note is skeletal or sketchy with the main points or procedures such that they can be seen at a glance. However, you must not form the habit of always looking into your lesson note. Otherwise, the pupils may develop bad impression about you.

6. It enhances logical presentation

Learning proceeds in a systematic way. Pupils learn more successfully when led from the known to the unknown or simple to the complex. A well written lesson note is logical and systematic. Thus, the material to be taught is presented step-by-step to ensure continuity in pupils' learning. That is to create a situation in which what a child learns in one step forms the basis of what he will learn in a subsequent step. In the same manner, what he learns in a future step is made possible and clearer by what he had earlier learned. Lesson note therefore enhances the logical and systematic presentation of materials to be taught.

7. It is a guide for the substitute-teacher

At times, a teacher may be unavoidably absent from school due to ill-health, accident and so on. The pupils in his class have to be taught. The headmaster may decide to ask another teacher to handle the class whose teacher is absent. Since the new teacher was not informed about his new assignment in advance, he is likely to find it difficult to teach without a lesson plan. If the original teacher had prepared the lessons in a lesson note, the substitute teacher would have less difficulty in delivering the lesson. This is so because the lesson note contains the essential information and guidelines for the lesson. Thus, writing a lesson note is important because it could solve some unforeseen problems.

PARTS OF A LESSON NOTE

In spite of the numerous purposes, which a lesson note serves (as discussed in 4.1.1), educationists and educators are yet to agree on what should constitute a lesson note. Generally, the following are some of the features common to most lesson notes.

1. Subject and topic

Without a topic, the teacher would have nothing to teach as he cannot go on discussing the entire subject. At this point, a distinction should be made between a subject and topic. A subject refers to the broad field of study such as Mathematics while a topic refers to a component of the subject such as 'Quadratic Equation' or 'Simple Interest'. You should note that any topic selected for teaching should be clearly and categorically stated to avoid vagueness. For example, it is not appropriate to have 'Reading' as a topic because it is too vague. The topic should indicate the nature of task to be performed. For example, 'Reading for Comprehension,' 'Reading for Accuracy,' and so on.

2. Description of pupils

Since the lesson is going to be centered around the learners, you should take time to describe the level or category of learners whom the lesson is meant for. This helps in determining the pupils' problems, needs, interests and capabilities as bases for effective teaching. The information needed include:

class	:	Primary IV
Average Age	:	8 + (that is above 8 years)
Sex	:	Mixed

3. **Instructional and behavioural objectives**

These are the specific tasks or behaviours you want the pupils to perform or demonstrate immediately after the lesson as evidence that learning has taken place. These include a knowledge of some facts or concepts or the application of some principles or skills. The objectives are to be stated in terms of pupils' behaviour and in such a way that they can be evaluated. To facilitate this, you are advised to use such action verbs as to name, identify, mention, explain, discuss, describe, distinguish, calculate, arrange, defend, criticise and so on. You should avoid using such words as know, feel, understand and so on. These are nebulous or vague.

4. **Duration of the lesson**

This refers to the length of time allocated to the lesson as the time-table. This could be 30 or 40 minutes. This knowledge is important because you are expected to plan for what you can accomplish or finish within the limited time. It is embarrassing to the next teacher and disruptive to the next subject if you teach into the next lesson period allocated for another subject. It is worse still if you cannot accomplish your lesson objectives before the time elapses.

5. **Teaching aids**

These are the resource materials to be used to facilitate the attainment of the lesson objectives. They could be used for illustration or demonstration of processes or concepts in the lesson. For example, maps are used to bring to reality, events which are far away from the pupils such as that showing the physical features of a place. Not only should the teaching aids to be used be mentioned in the lesson note, they should be briefly described in terms of their composition and the purpose they are to serve. In fact, for teaching aids to be of any worth, they should be relevant to the topic and level of the learners; attractive, simple, capable of easy usage, and readily available. Above all, they should be used at the appropriate time.

6. **Pupils' previous knowledge or entry behaviour**

It is generally accepted that learning cannot be built without a foundation. This foundation could be what a child has learnt or known before, his maturity and readiness, or existing ability and willingness to learn. Therefore, you must seek to base your lesson on the pupils' previous knowledge, which is relevant to the present task to be performed. The previous knowledge may arise from the last lesson(s) taught. It may derive from pupils' informal experiences such as the television, newspapers, radio, church or social activities, peer group activities, buying and selling in the market and so on. This is usually stated in the form of assumption. For example, before teaching a topic like simple interest, the pupils must have known that

people lend and borrow money or any other thing. An attempt to prove the assumption helps to introduce the new lesson in a very interesting way.

7. **Introduction**

This aspect of the lesson note has to do with the different activities used in initiating or introducing the pupils into the new lesson so as to arouse their interest. This could be by oral questioning and answers, demonstration, short analogy or story or event similar to the experiences in the new lesson. In this way, pupils' past experiences are linked with those expected to be met in the present lesson.

8. **Development**

This is the presentation stage. Here, you present the concepts or facts of the lesson step-by-step as carefully planned in the lesson note. A number of techniques are used to stimulate and sustain pupils' interest in the lesson. For example, oral questioning and answer method is used at appropriate stages. They serve not only as a way of carrying the pupils along, but as a means of moving from one step or stage of the lesson to the other. It is important that you write down some of these questions and their possible answers in your lesson note as they serve a number of purposes as discussed above. At the appropriate stage of the development of the lesson, provision should be made for the use of relevant teaching aids.

9. **Summary**

As soon as you finish presenting the instructional materials, you are required to recap or make a brief summary of the important points you want the pupils to always remember in the lesson. This is often regarded as the skeletal note which should be adequate enough to make sense.

10. **Evaluation**

This aspect relates to the procedures to be adopted in determining the extent to which the stated objectives have been attained. These procedures or techniques depend on the type of behavioural objective. They may take the form of oral-questioning and answers; drawing, arranging, selecting, labelling, reciting and so on. Evaluation is necessary as a way of determining the adequacy of every activity in the lesson

11. **Assignment**

Perhaps, the last part of the lesson note is a statement of what tasks the pupils would perform on their own after the lesson. They could be take-home assignment, enquiry or collection of specimens such as grass-hoppers, feathers, fruits, and so on.

SPECIMEN OF A LESSON NOTE

In this section, attempt is made to write a specimen lesson note. You should therefore study it carefully to understand how each part of the lesson note has been planned to facilitate teaching.

A Lesson Note on Social Studies

Topic	:	Occupations of the Binis
Class	:	Primary 5
Average	:	Age: 9+
Sex	:	Mixed
Duration	:	35 minutes
Behavioural		
Objectives	:	By the end of this lesson, the pupils should be able to: (a) define the term occupation; (b) identify at least two main occupations of the Binis; and (c) explain with reasons why the Binis are known for a . named occupation.
Teaching Aids	:	Pictures showing the Bini works of art; pictures showing the . vegetation of the region occupied by Binis.
Previous Knowledge	:	The pupils already know that people work to earn a living, and that their parents do something to sustain their families.
Introduction	:	Questions posed to the pupils include:
Question I.	:	What work do your parents do?
Expected answers	:	Trading, Teaching, Fishing, Painting and so on.
Question 2	:	Do you think other people do something for a living?
Expected answer	:	Yes.
Development:		
Step 1	:	Meaning of occupation. Any lawful work which a person does for a living is his occupation
Question 3	:	Give examples of occupations you know.
Expected answers	:	Medicine, Law, Engineering, Teaching, Trading, Farming, Fishing, . Barbing, Driving, Hunting.
Question 4	:	Can a single individual engage in all these occupations at the . same time?
Expected answer	:	No. To carry out an occupation needs specialization and depends on many other factors
Teacher	:	It follows that some people are known for certain occupations such as the Binis (Topic written on the board)
Step II	:	Occupations of the Binis

- The Binis are known for a number of occupations including farming, hunting, carving, bronze-casting and so on.
- Question 5** : Why do you think most Binis are farmers?
- Expected answers : May be they have surplus land or they have good vegetation and so. on.
- Step III : Factor influencing the occupations of the Binis.
Most Binis are farmers and hunters due to the nature of the climate and vegetation in their environment.
- Step IV : Use of Teaching Aids
A picture showing the rain forest vegetation is shown to the pupils and explanation made on their suitability for agriculture and hunting.

Summary

- (a) An occupation is any lawful activity carried out by a person for the purpose of earning a living.
- (b) The main occupations of the Binis are farming and hunting.
- (c) Natural conditions (climate and vegetation) account for the popularity of farming and hunting among the Binis.

Evaluation : Oral-questioning and answers

- (a) Define the term 'occupation'
- (b) Identify any two main occupations of the BINIS
- (c) Explain with reasons why the Binis are known for either farming or hunting.

Assignment :When you get back home, find out from your elder brothers or sisters the main occupation of the Ijaws.

OTHER PATTERNS OF LESSON NOTES

The pattern presented above is just one out of several other patterns of writing lesson notes. It has been pointed out above that, there is no hard-and-fast rule about the number of components that should be included in the lesson note. Thus, some notes may add to the elements listed in our example. Some may not in the same way; some writers may use the tabular format. In the tabular format, the elements or components contained in the above example are presented like a table in columns.

ACTIVITY III

1. What is a lesson note?
2. Identify any five purposes which a lesson note serves.
3. Of what importance is the pupil's previous knowledge to you as a teacher?
4. State any three qualities of a good teaching aids.
5. List two possible entry behaviours or previous knowledge on each of the following topics.
(a) Letter writing (b) Addition of money
6. Write a lesson note on "parts of a leaf."

SUMMARY

- Behavioural objectives are what the teacher expects that the pupils should be able to do by the end of the lesson as evidence that the desired learning has taken place.
- An instructional objective may be stated in general terms using such words as "know" and "understand" especially when writing unit plans. It may also be stated in behavioural terms as in the case when writing lesson plans. All behavioural objectives are instructional objectives but not all instructional objectives are behavioural objectives.
- Some of the attributes of a good behavioural objective are:
 - a. clarity
 - b. specificity
 - c. measurability
 - d. pupils centredness
 - e. relevance
- Behavioural objectives are important in the teaching and learning situation in the following ways:
 - a. as guides to teachers
 - b. making teaching realistic
 - c. making evaluation of learning outcomes and test construction possible.
 - d. making teaching child-centred
- Learning occurs in three categories or domains- cognitive, affective and psychomotor.
- Cognitive domain of learning objectives consists of six levels. These are, from the simplest to the most complex:
 - i. Knowledge

- ii. Comprehension
- iii. Application
- iv. Analysis
- v. Synthesis
- vi. Evaluation
- Affective domain of learning objectives consists of five levels from the most complex to the simplest.
 - i. Characterisation
 - ii. Organisation
 - iii. Valuing
 - iv. Responding
 - v. Receiving
- Psychomotor domain of learning objectives consists of three levels
 - i. Communication
 - ii. Application
 - iii. Acquisition
- A lesson note may be regarded as the plan or framework of the activities of the teacher and the pupils during the lesson.
- Importance of a lesson note include the following.
 - i. It serves as a guide to preparation
 - ii. It serves as a guide to lesson presentation.
 - iii. Promotes effective teaching
 - iv. Saves time
 - v. Helps to conserve energy.
 - vi. Serves as reminder
 - vii. Enhances logical presentation of the lesson
 - viii. Serves as a guide to substitute-teachers.
- The main parts of a lesson note include
 - i. Subject and Topic
 - ii. Description of the pupils
 - iii. Instructional Objectives

- iv. Duration of the lesson.
- v. Teaching aids
- vi. Pupils' previous knowledge
- vii. Introduction
- viii. Development
- ix. Summary
- x. Evaluation
- xi. Assignment

ASSIGNMENT

1. Explain the meaning of behavioural objectives.
2. State any four attributes of a good behavioural objective.
3. Explain any four ways in which behavioural objectives are important to the teaching and learning situation.
4. State any three behavioural objectives.
 1. Outline the three domains of learning outcomes.
 2. Identify the six levels of cognitive objectives.
 3. State at least three behavioural objectives in the cognitive domain.
 4. Identify the five levels of affective objectives.
 5. State at least three affective objectives.
 6. Identify the three levels of psychomotor objectives.
 7. State at least two psychomotor objectives.
1. Explain any five purposes of a lesson note.
2. Identify the main parts of a lesson note
3. Write a lesson note on 'germination of seeds.'

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UNIT 4 THE CLASSROOM COMMUNICATION PROCESS, LEARNING OUTCOMES AND CONTROL AND DISCIPLINE

INTRODUCTION

By nature, man is a social being. His life is happier when he interacts with his fellow human beings. Human interactions may take the form of talking, exchange of ideas, sharing moments of joy and grief and so on

Above all, a group of people may share common beliefs, norms and values which they transmit from one generation to another. This transmission could be by means of behaviour, instruction or telling, writing, artifacts and any other means by which the essence of their culture is learnt.

Today, the society has become so complex that the act of governance is no longer an easy one. Efforts are made to bridge the gap between the people and government by ensuring effective flow of information from either way. This could be by way of radio and television broadcast, newspapers, face-to-face contact; or even the use of the town criers as is the case in most villages. The essence is to communicate with the people as the case may be. Communication is also an essential ingredient of teaching. In this unit, you will learn about the process of communication in the classroom situation, evaluation of learning outcomes, control and discipline which involves rewards and punishment.

OBJECTIVES

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

1. explain the concept of communication;
2. point out the importance of communication in effective teaching;
3. identify at least three barriers to effective classroom communication;
4. explain the term evaluation in relation to classroom instruction;
5. explain at least five purposes of evaluation in classroom instructions;
6. define classroom control and discipline;
7. define reward and punishment;
8. explain the factors that aid class control and discipline;

HOW TO STUDY THIS UNIT

1. Think of a time when you could not understand what somebody was trying to tell you. What do you think prevented you from getting his message?
2. Carefully study this unit step-by-step as put together and try to master the use of certain concepts in it.

3. Follow all instructions and do the activities and assignment as these will help you develop the needed ideas and skills.

MEANING AND PROCESS OF CLASSROOM COMMUNICATION

Communication is a term that has been defined in different ways by different people. Of these definitions, the term communication may be used to mean the transfer, transmission or exchange of ideas, knowledge, beliefs, attitudes or emotion from one person or group of persons to another. For example, 'You have been promoted.' This is information which is passed across to another person by talking. I can tell you to come' by using hand gesticulation or signal. I can say 'no' by shaking my head.

These are forms of communication. If I do not like what you have done, I may decide not to talk or do anything with you. This may make you develop some feelings as a reaction to my attitude. You may become sad if you meet people wailing over the loss of a relation. Their state of emotion is thus transferred to you. These are also forms of communication.

Classroom Communication Process

What is communication process? You have seen the meaning of communication. A process is the attribute of an activity to be continuous, proceeding in stages. Communication in the classroom is not just a unilateral or one way direction of transmitting ideas or facts. It involves organised procedures and requires finding out whether the message has been fully got. The acknowledgment or reaction of the learner with regard to the message gives rise to further instruction. The process continues in that form. Hence classroom communication is a process.

Classroom communication process involves three basic elements; the communicator, the message and the receiver. The teacher who is the communicator is often referred to as the source. He conceives of what to communicate, organizes them in the form of a lesson, selects the means or media by which to communicate. These media are the channel of communication such as his voice, facial expression, body gesticulation or movement, teaching aids, and so on. The learners are the receivers who interpret the meaning of the message which the teacher transmits in their own system such that they can understand. While they do this, they give feedback or response by way of asking question, taking down notes, nodding the head, staring, listening and so on. Each feedback is useful to the teacher in reviewing what he has taught or continuing with the lesson. The following diagram shows a typical process of classroom communication

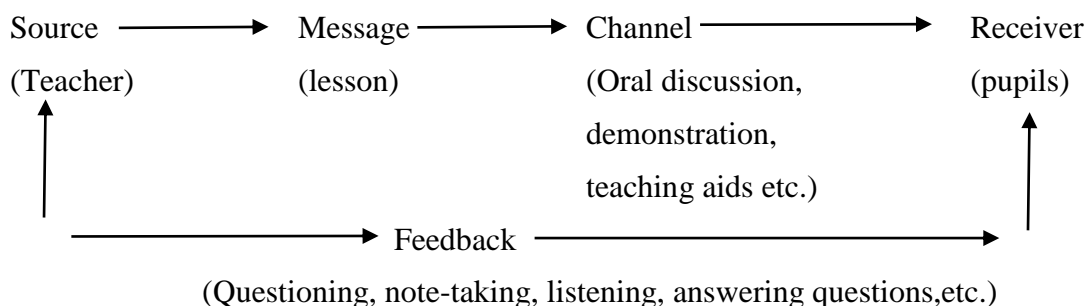


Figure 1. *Process of communication in the classroom.*

This process is a continuous one as feedback gives rise to new activities. It is therefore essential that you are sensitive to the reactions of your pupils while you are teaching.

COMMUNICATION AND EFFECTIVE TEACHING

In this section, you are to examine the relationship between communication and effective teaching. Teaching is the complex act of a person or group of persons trying to influence the behaviour of another person or group of persons. It is the act of transmitting knowledge of some facts, ideas, information skills and even capabilities through the use of some techniques. On the other hand, communication involves the transmission or transfer of ideas or information or knowledge or attitude from one person to another. The purpose of communication is to cause a change in behaviour or reaction. For example, if I say 'come', your behaviour will be affected when you react by coming.

Teaching and communication have a number of things in common. Both involve two parties - one transmitting and the other receiving. They both focus on transmission and their object is to influence someone else. Teaching and communication, therefore, cannot be separated. In fact, communication is an essential instrument for teaching. Without communication, teaching cannot take place.

Think of a situation in which a teacher goes to the class to stand in front of the pupils without uttering a word or writing on the black-board. The pupils keep staring and at the end he would have achieved no behavioural objective because he failed to do something to influence the pupils' behaviour in a desirable manner. In other words, he failed to communicate.

Similarly, think of a situation in which a teacher goes into the infant class and begins to speak high sounding words as if he is teaching in the College or University. The pupils will only be moping at him because they do not know what he is talking about. It follows that for effective teaching to take place, there should be effective communication. But what is effective communication? It is that which brings about the message getting to the receiver well understood. It also entails the receiver giving a feedback or making a response. For example, if I say "come here" and someone says that he is coming, that is the feed-back. If he keeps quiet, it could mean that he has not got my message for one reason or the other. The communication becomes ineffective.

From the above, you can deduce that teaching fails at times because of ineffective communication. But what makes communication ineffective? You will learn about this in the next section.

BARRIERS TO EFFECTIVE CLASSROOM COMMUNICATION

As a teacher, one thing that may sometimes baffle you while reading through some pupils' assignments or tests is when they write as if you did not teach them. You may be lucky that some of them will be doing the right thing. One basic question that comes to your mind is: does it mean that these pupils did not understand what I taught them? Certain factors may have constituted barrier to your communication. These include the following:

1. Noise

Ineffective communication may result from some interference in the pupils' environment. These may be shouts, laughter of other pupils, unusual sound from moving cars, shuffling of feet or chairs on the floor and so on. Any such event in the physical environment which interferes in the reception of the message is known as noise. Thus, for a learning situation to be conducive, there should be no noise. If there are noises, they may distract the attention of the receiver (the pupils) from listening and disrupt their trend of thinking. Noise could also cause the source to loose trend of what he is saying thereby disrupting the trend which would have facilitated effective learning.

2. Incompetence in the use of language

One of the greatest problems of teaching is that some teachers lack the ability to express themselves well in English Language which is the main language of instruction in Nigerian Schools. Not only have some of them not been well grounded or trained in the use of English, they find it difficult to communicate well in it, not being their mother- tongue. This poses problem to effective communication. If the teacher is incompetent in verbal communication skills, then he is limited in his ability to translate his thoughts, ideas or intentions into a message that will elicit or bring about response or feedback. It is very common to see pupils who find learning difficult because their teacher lacks the ability to express his thoughts for pupils to understand.

3. Deficiency in listening skills

A teacher may put in his best to communicate his thoughts and yet some pupils are unable to get the message. This arises perhaps when such pupils do not possess listening skills. Listening is not just a matter of hearing sounds but involves catching the patterns of thought and making meanings out of them. It involves comprehension. Unfortunately, most children in Nigerian schools come from homes where parents are not reasonably educated and where English is hardly used as a means of communication. Hence, they find it difficult to understand being taught in English. Experiences at the International School, Ibadan have shown that children tend to learn more when taught in their native language than when taught in English.

4. Confusion in meanings

Certain words or concepts mean different things to different people depending on how they are used. For example, the term "value' may be used to describe the element of people's culture in relation to their concept of good and bad or right and wrong. It can also mean the amount spent on a good or the importance or usefulness of something. When the meaning of a word is not clarified by the source to suit a particular purpose, communication is likely to break down. You as a teacher should therefore note that there is no room for the assumption that people have the same meanings for identical things. You should always relate the meaning of concepts to particular situations so that the pupils can easily understand you.

5. Lack of consideration for pupils' level in the use of technical and difficult words

Communication often breaks down when you are not talking to a child in the language he understands in terms of the relationship between your vocabulary and his level of development and understanding. If you use words meant for high-school students for infants, your communication may not get a positive feedback. It is common for teachers just coming out of training to show how much they know by using high sounding English vocabulary. The pupils will end up moping.

HOW TO IMPROVE CLASSROOM COMMUNICATION

The point has always been made that effective teaching demands effective communication. Hence, there is need to improve communication in the classroom. The following suggestions have been provided.

1. Minimizing noise.

The teacher should try to minimize distractions from within and outside the class. Effective class control is required and attempt should be made to prevent cars from driving straight into the classroom areas of the school.

Where noise becomes inevitable, you should increase the volume of your voice to suppress the noise.

2. Improved speaking ability.

The teacher should make effort to improve his verbal communication skills. He does this by trying to speak good English always. He should try to pronounce words properly and aloud for learners to hear and understand. At the teacher training institutions, attention should be paid to adequate preparation of teacher-trainees in the use of language.

3. Be organized

Most people fail in their communication because they are not organized. In attempt to speak fast, they fail to coordinate their thought patterns. You should therefore learn to think about what you want to say before saying it.

4. Consider pupils' needs, interests and capabilities

At all times, you should have the pupils' level of development and understanding in mind while teaching so that you do not use words or concepts far above their level. In this way, your message may be received.

5. Class control

In order to promote listening with comprehension among the pupils, ensure that they pay attention. The attention should not be such that their minds are not there. Constant use of questioning and watchful eyes by you will help to get their listening attention.

ACTIVITY I

1. (a) Define Communication.
(b) Why is communication regarded as a process in the teaching-learning situation?
2. What is the importance of communication in teaching?
3. Discuss any four barriers to effective communication in the teaching-learning situation.
4. Mention any three causes of noise in classroom communication
5. Explain any four means of improving classroom communication.

EVALUATION OF LEARNING OUTCOMES

One fundamental aspect of the educational process is to obtain information through some devices to assess a child's over-all progress towards some predetermined goals or objectives. Hence, at the end of the lesson you ask yourself whether or not, the set behavioural objectives have been attained. On their part, parents may want to know how much progress their children are making in school learning. Consequently, a conscientious attempt must be made to provide both quantitative and qualitative judgement of the learner's progress. In this unit, you will learn about the concept and process of evaluation in classroom instruction. have mastered the desired skill or the extent to which they have acquired the expected knowledge of some concepts, facts or ideas.

What To Evaluate:

For many years until recently, evaluation in schools was limited to paper and pen only. That is, testing pupils' cognitive learning with little or no emphasis on the affective and psychomotor learning. Hence, according to the National Policy on Education, attitudes, values, Physical Skills and abilities are important for the students as well as cognitive skills." Thus, there are three dimensions of evaluation. They are the cognitive, affective and Psychomotor domains.

Evaluation of cognitive learning involves measuring the pupil's knowledge and understanding in a subject by means of oral or written tests. In this way, you are able to give a value for or quantify the progress which the pupil makes in his learning. For example, after teaching "addition of numbers under units," you may ask the child to solve some problems on it to determine how much he has understood. This is cognitive learning evaluation.

To facilitate the evaluation of cognitive learning outcomes, the instructional and behavioural objectives should be stated very clearly and categorically in terms of pupils behaviour. For example, "At the end of the lesson, the pupils should be able to add up numbers under the unit". To evaluate the attainment of this objective, the pupils may be asked to add up 3,4 and 2.

Another area of learning outcome which we evaluate relates to pupils' internalized behaviour, attitudes, values or emotion. These fall within the affective domain. In order to evaluate pupils' behaviours, a norm or standard has to be established to provide the yardstick. For

example, to assess the pupils' behaviours, you may be concerned with their mode of dressing, hygiene or neatness, emotion, the way they talk, respect, loyalty, attentiveness, passivity and so on. However, pupils' behaviours are influenced by a number of factors including the home, school, community, peers and the self.

To a large extent, the pupil's behaviour has serious influence on his academic performance. A child who is withdrawn or unassociating may find it difficult to work with others and may not be able to participate well in group learning activities.

Moreover, evaluation of pupils' behaviours helps in making a number of decisions such as selection for leadership or recommendation for employment. For such judgements to be valid, the assessment should be very objective. The instrument or method used here is observation carried out over a prolonged period of time.

Lastly, the third aspect of learning outcome which we evaluate is the psychomotor. The focus here is a measure of the extent to which the child is able to apply the skills which he has acquired. For example, the practical lessons in Integrated Science; Practicals in Health and Physical Education or Domestic Science and any other area involving the manipulation of tools or objects. The point you should note here is that, it would be unfair on the pupils to test them on things which they have not been encouraged to learn or master.

IMPORTANCE OF EVALUATION OF LEARNING OUTCOMES

Evaluation should be regarded as an integral part of teaching and learning because of the following purposes which it serves:

1. It is a measure of the effectiveness of the teaching strategy

In the absence of evaluation, the teacher may feel that he has done a successful job and may not be able to explain when the end becomes a failure. But an evaluation of the learning outcome or what the pupils have learnt will reveal which of the behavioural objectives have or have not been attained. You will then ask yourself why the lesson has not been as successful as planned. You may have to re-examine the adequacy or otherwise of the strategies used in the presentation. You may also have another look at the teaching aids and other aspects of the lesson including the physical environment of the class. These will provide hints for improvement in subsequent lessons.

2. It is a source of encouragement for pupils

When a child is successful in tests or examinations or even such school activities as sports, debates, quiz and so on, he becomes motivated to achieve more. When you carry out a programme of evaluation once in a while, you would be creating a situation that motivates learning in the pupil. Similarly, if evaluation reveals that a pupil is not doing well, he is reminded to work harder. Otherwise, without evaluation, the pupil might go with a false appearance of well-being.

3. It provides bases for guidance and counselling

Every pupil needs to be advised to solve his academic and emotional problems. Without evaluation, you may not know which of the pupils have academic problems for which they need advice. Evaluation at times reveals that emotional problems retard the academic progress of the child. On the basis of this, you can be of help to the pupil by helping him to solve some of the problems through counselling. For the successful pupil, he may need guidance as to where his subjects of interest will take him to in terms of vocation.

4. It serves as a basis for classification of pupils

There is a practice whereby pupils are kept in classes according to their level of intelligence measured by their level of performance in tests or examinations. For example, you could have the very bright ones in class 3A, the good ones in class 3B and the average and weak ones in class 3C. This classification is impossible unless a form of evaluation is carried out to assess the competences of the pupils. They may become more hard-working to avoid relegation by way of being placed in streams or arms of the class below B. It is this same explanation that holds for the use of evaluation for selection of candidates, for admission or employment.

5. It serves as a basis for pupils' promotion

It is conventional or traditional to promote pupils from one class to the next at the end of the academic year. This follows a form of evaluation by way of examination. In this way, since the pupils know that their promotion depends on passing their examination, the tendency is that, most of them may become serious with their studies.

6. It Provides a measure of standards:

At times governments become sad over students' poor performance in competitive examinations. Some may threaten to close down schools which consistently perform poorly. They may want to link the seriousness of the teachers and pupils in the school with the pupils' overall performance in their examinations. Often, a school whose pupils always do well in external examinations tends to command more public respect than failure schools. Evaluation by way of examination thus, provides means of setting standards for schools.

METHODS OF EVALUATING COGNITIVE LEARNING OUTCOMES

There are many methods of evaluating pupils' cognitive learning outcomes. However, the most commonly used are the teacher-made tests and examinations.

The Teacher-made test

This involves the teacher setting questions for the pupils to answer based on a set of objectives. These questions could be essay-type or multiple-choice (objective) type. Each of them has its own merits and demerits. However, in using tests to evaluate your pupils, you should be guided by the following:

1. **Validity:** The validity of any test material or question is the extent to which it measures what it is supposed to measure, that is the set objectives. You should therefore bear in mind always that there is no room for any test item which has no specific objective to measure.
2. **Reliability:** One thing is to base your test items on the objectives stated in advance another is to ensure that the tests sufficiently and correctly measure these objectives. In other words, the test should measure accurately and consistently.
3. **Objectivity:** A test ceases to be objective if the scoring is affected by bias or partiality of the teacher. Hence, teachers are advised to remove personality while using tests to evaluate pupils' learning outcomes.
4. **Usability:** A test should not be complicated or cumbersome to make its use easy both in terms of administration and scoring. For example, when some test items are not well constructed, they become vague and difficult to score.

TYPES OF TESTS:

Essay-type tests

These are tests which permit pupils to express their opinions in their answers and in writing. The questions to be used here may be restricted or unrestricted. Restricted essay tests are those which do not allow a pupil to say as much as he knows about the question. He is restricted to some aspect of the topic such as: Identify any five parts of a tree or Discuss any three uses of water. On the other hand, the tests become unrestricted when the pupil has the opportunity to say as much as he knows about the topic. For example what are the uses of water? Who is more important, mother or father and why?

In constructing essay test items, you should bear the following in mind:

1. **Clarity:** The questions should be as clear and categorical as possible to avoid vagueness and confusion. They should clearly indicate the task to be performed or what is expected of the pupils.
2. **Pupils' level:** The pupils' level of understanding and development should guide the teacher in constructing his essay test questions. The level of language used should be such that does not pose a barrier to pupils' understanding of what they are required to do.
3. **Accuracy:** The questions constructed should be grammatically correct to convey complete and meaningful ideas.
4. **Instructions:** There should be adequate guides or instructions for pupils in essay-type tests such as the need for diagrams and the allocation of marks for the questions.

Scoring Essay-Type Tests

Scoring essay-type tests is usually not an easy one. However, you should always try to make your scoring as objective as possible to make it reliable. A number of approaches could be adopted.

1. **Marking Scheme:** Before scoring, you are required to prepare a marking guide showing the main points expected from pupils' answers and how marks would be distributed. This helps you to be consistent in the allocation of marks.
2. **Marking Across-Board:** Where the test answer sheets to be marked are many, you are advised to score the scripts in stages. For example, you may decide to score all the pupils in a particular question before moving to the next. This prevents tiredness and enhances consistency.

Objective-type tests

An objective test is characterized by a question for which a number of answers have been provided out of which only one is correct. The pupils are required to identify the correct one. This is multiple-choice and the most commonly used method of objective tests. The major advantages of this type of test are that, it is easy to score and more reliable. However, it is difficult to construct. Therefore, you should bear the following in mind.

The questions which you construct should be clear and concise. You should avoid the use of negative, long and ambiguous statements.

The questions should be as many as possible to provide wider experiences for the pupils as well as raising the validity of the test.

The suggested alternative answers should be such that pupils cannot easily identify the correct one without making some efforts. You do this by making the alternatives to be almost equal in length or similar in structure. For example, which of the following is the new capital city of Nigeria?

- (a) Aladjia
- (b) Abaji
- (c) Abuja
- (d) Aguda

In this way, the correct answer is not easily given away.

Scoring

As pointed out earlier, scoring objective type tests is relatively easy. But where the scripts are many, you may need to devise a means to facilitate your scoring.

Punching:

Here, you prepare a separate answer sheet for the pupils. Instead of answering in their bulky question papers, they would just be required to shade the appropriate letter of the alphabet which stand for the correct answer to a particular questions

For example

1.	A	B	C	D	E
2	=	=	=	=	=
3	=	=	=	=	=

During scoring, all you are required to do is to pick up an unused answer sheet and provide the correct answers on it. You will then make holes on each of the correct answers such that when the master-sheet is placed on the pupils' answer sheets, their correct answers are easily seen and counted. However, you may need to scan through their work for those who may have provided more than one answer. Generally, the arrangement of the question items and how the answers are to be provided determine how scoring will be done.

Evaluation of learning outcomes takes place at various levels or stages.

1. Class Tests

Once in a while, you may need to give your pupils some questions to answer as a way of testing how much they have learnt. In some cases, this comes up weekly or fortnightly. Today, continuous assessment is highly emphasized in Nigeria to the extent that many schools organize tests every week.

2. Terminal Examinations

At the end of term, it is traditional to organize examinations in schools to test the overall learning progress of the child during the term. This is also the time most parents, especially the uneducated busy ones, do remember that their children attend school. They would ask for their report cards to assess the level of their attainment in school work.

3. End-of-Year Examinations

At the end of the academic year, some decisions need to be made on which of the pupils are fit for promotion to the next class. Examinations are conducted to facilitate these decisions.

4. Certification

When a pupil completes his course of study, there has to be something to show for it. The distinction of the learner also needs to be reflected by the grade of certificate he gets. Through examinations, this distinction becomes possible.

On the whole, whenever tests or examinations are used to evaluate pupils' learning outcome, there has to be a feed-back. That is, the pupils should know the result of their performance as this would serve as motivation to continue with good performance or improve on poor one.

ACTIVITY II

1. (a) Define the term “evaluation”.
- (b) Identify the main aspects of learning outcomes which we evaluate in school.
2. Identify any four ways in which evaluation of learning outcomes is important.
3. What educational implications does evaluation have as a basis for classification of pupils?
4. What are the methods used in evaluating cognitive learning outcomes?
5. Mention any four qualities of a good test.
6. Construct one restricted and one unrestricted question.
7. Construct one multiple-choice question.

CLASS CONTROL AND DISCIPLINE: REWARDS AND PUNISHMENT

Formal learning is not an activity for the market square because of the disturbing and uncontrolled atmosphere. It is ideal in a quiet and controlled environment. However, a classroom may equally not be conducive for learning if the atmosphere is similar to that of the market square or motor park. This explains the importance of class control and discipline in teaching and learning situation.

The classroom atmosphere is no doubt determined by the control and discipline prevailing there. The teacher's leadership qualities and the cooperation of the pupils are among the factors which affect the classroom climate. The relationships among the students as well as between the teacher and the students are some other factors. Much as the classroom serves as a theatre stage for learning, the prevailing control and discipline are strong determinants of successful learning. However, the emphasis in this unit is on reward and punishment which are instruments of class control and discipline.

MEANING OF CLASS CONTROL AND DISCIPLINE

Class control has to do with the ability to maintain order and discipline among the class pupils with the objective of creating a conducive learning.

The word discipline is perhaps difficult to define because it means different thing to different people and professions. To the military, discipline means complete obedience to order. To some others it means total conformity to the laid down rules and norms. The word discipline is also used in higher institutions of learning i.e Universities, to denote a branch of knowledge or a subject. However, in classroom situation, discipline is viewed differently. If we go by the verb meaning, it means to punish. As a noun, discipline means having developed self control. In the classroom situation, the noun meaning is preferred.

Rewards in the classroom situation refers to the complimentary comments, gifts or marks students are given for their good performances, actions, behaviour or services. This is a counterpart of punishment. It is actually a worthy device to compensate the pupils for their

praise- worthy actions. Equally, it is used to stimulate the pupils to more good actions or to work harder.

Punishment is the discomfort or pain inflicted on an offender solely as a result of some definite violation of agreed rules or regulations of the school. It is usually given by someone in authority.

FACTORS THAT AID CLASS CONTROL AND DISCIPLINE

The classroom control is much influenced by the teacher's leadership qualities. The first assignment a teacher has to do is to bring the pupils under control and to use all possible stimulating activities to sustain the control as he teaches. Some of the ways of creating good classroom control are:

1. **Through preparation of his lesson:** A teacher who is not sure of his facts or who is shallow in the topic will not be able to control his class as expected.
2. **Teachers' own personality:** This refers to the teacher's human relationship with the pupils, his physical appearance, the way he speaks, his temper and mannerism.
3. **Classroom arrangement and organization:** A teacher who organizes his class in such a way that he can get to any part or any material without disturbing the peace of the class, will sustain the control longer than a teacher who is unorganised. Equally, the teacher who lays out the materials he needed for his lesson in appropriate places and gets them without wasting time during the lesson, stands a better chance of sustaining the class control.
4. **Teacher's performances during teaching:** A teacher who is dull in presentation gives the pupils the opportunity to wander in their minds. A teacher who knows the names of all his pupils, who is brilliant and active in his presentation, who gives brisk and clear instructions and who has consideration for his pupils will have their cooperation and submission.
5. One of the factors that aid discipline in schools, is the making of few simple rules and regulations which the pupils must know.
6. **Interesting work and the involvement of the pupils in the lesson:** When the pupils are interested and involved in the lesson they have no time for indisciplinary activities.
7. **School studies:** The pupils' attention should be drawn to the lives of successful or great men of the past and present. Such people may be near or far away. The essence of this is for the pupils to emulate their lives.
8. **The School Societies are instruments of discipline.** The pupils and teachers should be encouraged to join them. There, they can develop good relationships which will help in the class discipline.
9. **Fairness in punishment:** The teacher's punishment must commensurate with the offence. The exact offenders only should be punished. The pupils must be made to

know that there is no witch-hunting and all the teacher is doing is for their benefit individually and collectively.

10. **Teacher's strictness:** The teacher should be strict, firm but kind. There should be no favouritism or bias in all he does in class.

KINDS OF REWARD

In schools, teachers use reward to

- i. commend their pupils for their efforts or a good act done,
- ii. encourage the pupils to continue striving harder to do better,
- iii. encourage other pupils to emulate the recipients.

Children like to get rewards. They hate to be punished. This shows the possible effects of rewards in relation to the pupils and the school, the pupils and their class teacher.

There are different modes of rewards.

- i. **Praise.** This is the commonest form of reward at the disposal of the teacher. Complimentary statements like 'very good', 'Well done', 'Good boy' 'thank you', are praises which pupils like to hear. Equally, clapping for them, hailing them, patting them on the back, make them, happy.

Most educators are of the opinion that praise is far more an effective reward than prize, for example. One of the reasons is that, it is readily available to be used. Secondly, it is not as costly as buying a gift. In fact, it does not cost any money. However, the teacher should consider whom to praise, when to praise and how to praise so as to make it effective. Praise should be based on progress or praiseworthy actions. A child A' who normally gets between 7 and 8 out of 10 has not improved as pupil B'who rose from 2 out of 10 to 6 out of 10. Thus, pupil B' should be praised for his progress.

- ii. **Prizes.** This is an expensive form of reward. It should not be frequently given. The prizes should not be too costly and they should be the type that will be useful to the children directly. Prizes won for academic ability should not be as valued as those for hard work, good conduct, praiseworthy actions. The fact is that, academic ability is a natural endowment. The learner may not always have to study hard to achieve. This is unlike a less endowed pupil but who performs highly as a result of his hard work.
- iii. **Place taking.** A commonly used form of reward is place taking. This is a situation where the pupils are ranked according to their performances in given tasks. Much as this is an age long form of reward,not much modification has been done to it to achieve some of the objectives of reward. One of the reasons, is that it is always to the advantage of the gifted or brilliant pupils. The weak ones, however much they try, often find themselves below. Thus, they become discouraged. Only very few children react to low positions and say "I will do better next time!"

iv. Position of Responsibility in Class or School.

This is an assignment and also a reward for the pupils who display proven qualities of leadership or ability to perform in one activity or the other. For example, pupils who prove to be accommodating, responsible and possess other sterling qualities of leadership could be made the head boy or a prefect later.

PRINCIPLES UNDERLYING REWARDS

- i. Rewards should be within the reach of every child. They should not be limited only to the brilliant pupils. Instead, they should be for all the children who show evidences of progress.
- ii. They should not be expensive. Rewards could be exercise books, pencil, biro, pen and other simple school materials.
- iii. Rewards should not be given frequently neither should they be numerous. This is to avoid losing its value. If for every little act a reward is given, then it will become cheap and valueless.
- iv. Rewards should be for commendable efforts. They should not be for natural academic ability.

PURPOSE AND KIND OF PUNISHMENT

One of the purposes of punishment is to correct the misbehaviour of the child thereby bringing a change in him for the better. Punishment should aim at making the children see their mistakes and stop behaving antisocially or contrary to the school or societal rules and regulations or norms

Secondly, punishment is inflicted to deter other pupils from copying the antisocial behaviour of the offender.

Punishment may take many forms. It ranges from simple verbal interaction to expulsion. Punishment at each stage depends on the gravity of the offence and the prevailing situation.

Punishment can be classified broadly into three categories as follows:

- i. **Verbal interaction punishments.** These include serious advice, conference with the pupils' parents, censure or class scolding.
- ii. **Deprivation punishments.** These include loss of mark, temporary deprivation from performing responsibilities in class or school, sending pupil out of class, deprivation of pleasure, detention and task.
- iii. **Harsh or serious punishments.** These include corporal punishment, suspension, and expulsion from school.

1. Verbal Interaction Punishments

- (a) **Advice** - This may be in form of pointing out the pupil's mistake and counselling him as to how to behave. This is to make the offender sober and see his mistakes.

(b) **Conference with the offender's parents.**

This takes place when the offender continues repeating the offence. This is to call the attention of the parents to the behaviour of their child. It is also to solicit for the cooperation of the parents to change their child for the better. It is equally possible that the root of the indiscipline may be the home. The parent's attention may help.

(c) **Censure** - This may be in form of reprimand or re-proof.

(d) **Class-scolding** - The offender may be asked to stand up in the class and be scolded. This is more or less exposing him or putting him to shame in the class. It is known that girls hate this type of punishment more than boys.

2. **Deprivation Punishment**

(a) **Loss of marks** - This may be used when the offence is connected with cheating in one form or the other during any work. Whatever be, the deduction should be clearly written on the page of the exercise book where the offence was committed.

(b) **Deprivation from performing responsibilities.** A monitor or a captain who committed an offence may be deprived of his office privileges for a day or two. This is to call him to order.

(c) **Deprivation of pleasure.** An offender may not be allowed to have his siesta or go for games.

(d) **Sending out of class.** This is often not recommended unless the presence of the offender will work strongly against orderliness and effective learning in the class.

(e) **Detention and Task.** This takes place after school hours or on Saturdays in boarding schools. The offender is not allowed to go home in time, instead he is given an assignment which may be mental or physical to do.

3. **Harsh or serious punishments:**

(a) Corporal punishment is not recommended in schools these days.

However, the headteacher can administer corporal punishment. It is one of the punishments of the last resort. A pupil who has self-discipline would have changed with any of the milder punishments discussed earlier.

Corporal punishment should not be indiscriminately used neither should it be inflicted under anger or frequently. Hard canes or unyielding materials should not be used on the child. The pupils should not be beaten on the head. Above all, the child must see that he is given a fair trial before the punishment. Corporal punishment should be recorded in the Punishment Record Book. This is to protect the head teacher in future.

- (b) Suspension. This is meant for grievous offences.
- (c) Expulsion is the last resort of punishments. Both suspension and expulsion must be recorded in the Punishment Record Book. Clearance must also be received from the school proprietor before expulsion.

PRINCIPLES UNDERLYING EFFECTIVE PUNISHMENT

- i. The punishment should be given near where the offence was committed and as soon as possible after the trial so that the offender can associate the punishment with the offence.
- ii. It should not be prolonged.
- iii. The punishment must fit the offence.
- iv. The age, physical and emotional conditions of the pupil and the sex must be considered.
- v. Punishment should not be administered in anger.
- vi. The teacher must be convinced and he must make it clear that the offender deserves the punishment.
- vii. As much as possible, the simplest punishment should be inflicted for an offence. Evidence of mercy should be displayed.
- viii. Punishment should educate the offender against the future.

ACTIVITY III

- 1. Define Reward and Punishment
- 2. Mention the factors, which aid discipline in the classroom.
- 3.
 - (a) Why do teachers give rewards in schools?
 - (b) Enumerate the principles underlying rewards.
- 4.
 - (a) Why do teachers punish their pupils?
 - (b) Enumerate the principles underlying effective punishment.

SUMMARY

- Communication is the process of transmitting or transferring ideas, information or knowledge from one person to another. In the classroom situation, it is the teacher communicating with the pupils.
- Communication process involves the source (teacher), message (lesson) channel (methods) receiver (pupils) and feedback (learners' responses).
- Communication is essential to teaching because without it teaching cannot take place.
- Classroom communication can breakdown due to

- i. noise
 - ii. lack of speaking ability
 - iii. lack of listening ability
 - iv. Confusion in meaning of concepts
 - v. Use of listening ability
- Classroom Communication can be improved through.
 - i. minimization of noise
 - ii. teachers improvement of speaking ability
 - iii. proper organisation by the teacher
 - iv. a consideration of pupils' capabilities
 - v. class control.
 - Evaluation of learning outcomes is a procedure or process of measuring the extent to which the pupils have attained set objectives for the lesson.
 - Evaluation of learning outcomes covers cognitive, affective and psychomotor learning.
 - Evaluating learning outcomes serves the following purposes.
 - i. As a measure of the effectiveness of teaching strategy
 - ii. As a source of encouragement for the learners
 - iii. As basis for guidance and counselling
 - iv. As basis for classification of pupils
 - v. As basis for pupils' promotion
 - vi. As a measure of standards for schools.
 - Methods of evaluating cognitive learning outcomes include tests and examinations.
 - The qualities of a good test are
 - i. Validity
 - ii. Reliability
 - iii. Objectivity
 - iv. Usability
 - Tests could take the form of essay questions or objective questions.
 - Test questions should be clear and categorical to remove vagueness. They should also reflect pupils' level of development and understanding.

- Objectivity and consistency should be the watch-words while scoring pupils' answers.
- Evaluation takes place at the end of the lesson, weekly, fortnightly, termly, yearly or at the end of the course of study.
- Class control and discipline are necessary to create a conducive atmosphere for learning in the classroom. Class control has to do with the maintenance of order and discipline. Discipline in the classroom means self control. Rewards are the complimentary remarks or gifts given to pupils for their progressive efforts or good acts. Punishment is the discomfort or pain inflicted on the children as a result of their misbehaviour.
- To have a good control in his class, the teacher has to prepare his lesson thoroughly. He should be a master of his subject. He should be active during his lessons and his personality should command the respect of his pupils. Among the factors aiding discipline are the teacher's personality and his involvement of the pupils in his lessons. School lessons and societies could be good aids to discipline. The school rules and regulations should be simple and straight forward. There should be fairness in punishment.
- Teachers use rewards to commend their pupils for good acts and to encourage the recipient to improve on such acts. Equally, other pupils are encouraged to emulate such good acts. Rewards may be in form of praise, prizes, place taking or giving a position of responsibility in the class or school. It is recommended that it should be within the reach of every student and it should not be expensive. It should not be given too frequently neither should it be cheaply given. It should be for commendable efforts. Punishments are given to correct the offender and deter both the offender and other pupils from such misbehaviour. Punishment may be in form of verbal interaction between the teacher and the pupils or the pupils' parents. It may be deprivation punishment or the harsh or serious punishments. The verbal Interaction punishments include serious advice, conference with the pupil's parents, censure and class scolding. Among the deprivation punishments are loss of marks, temporary deprivation from performing responsibilities in class or school, sending out of class, deprivation of pleasure, detention and task. Harsh or Serious punishments are corporal punishment, suspension and expulsion.

ASSIGNMENT

1. Explain the meaning of communication
2. Explain with the use of a diagram the classroom communication process.
3. Examine the importance of communication in teaching- learning situation.
4. Identify any three barriers to effective classroom communication.
5. Suggest any three ways of improving classroom communication.
6. Explain the term evaluation in relation to learning outcomes.

7. Identify the three areas of pupils' behaviour in which evaluation is done during classroom instructions.
8. Explain at least five purposes of evaluation of learning outcomes.
9. Identify any two methods of evaluating cognitive learning outcomes.
10. Enumerate the various types of reward
11. Explain the three broad types of punishment

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