

## Learning and Teaching Methodology

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**Abstract** Several scholars have admitted that education is one of the most important factors that help in bringing about social and economic development in any given society. This is as a result of the fact that it is through the mechanism of education that the various categories of manpower are developed. The development posed new challenges to the pattern employed by the teacher and the learner in carrying their functions. There is the need for the person studying them, usually the teacher or learner to endeavour to understand some of the various methods employed in teaching which shows that without listening, it might be difficult to achieve any development. This paper, therefore, looks into the curriculum of teaching and learning which means the success or failure of any educational endeavour depends ultimately upon the method adopted by the teacher. It also explains some criteria or principles necessary for the selection of instructional method a teacher can use in the teaching-learning process. It also identified their implications while suggestions and recommendations were proffered.

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### Introduction

Ngada (2004) among the key personnel that assist the executive in the schools/offices to achieve the set goals and objectives is the teacher. It is practically impossible for any standard layers, professor, engineers to operate without the knowledge of a teacher. As the nature of education is becoming more and more complex, as a result of evolution of teaching and learning, so also are the duties of a teacher.

Education is a systematic training and instruction designed to transmit knowledge and develop skills in individuals. Education is a process of changing the behaviour pattern of individuals in the desired direction. Education also involves a continuing development relevant knowledge, skills and habits whose broad understanding and application enable individual to contribute meaningfully towards the growth of their society.

Bello (1981), the success or failure of any educational endeavour depends ultimately upon the method adopted by the teacher. Methodology is first a science and then a way of teaching and teaching strategies.

### What is Teaching?

Teaching, according to South and Laslett (1993) is an all-purpose profession engaged in human resource development for individual and economic growth (Oyekan, 1994). Teaching has been defined as an attempt to help someone acquire or change, some skill, attitude, knowledge, idea or appreciation. In other words, the teacher's task is to create or influence desirable changes in behaviour, or in tendencies toward behaviour in his students.

Dewey maintains that in order to say one has taught, some changes in student behaviour should have taken place, when he says "a person might as well say he has sold when no one has bought and say he has taught and no one has learned". The goal of teaching is to bring about the desired learning in the students. Therefore, the only valid criterion of success. According to James (2004) in teaching is the degree to which the teacher has been able to impart knowledge in his students.

### Functions of Teaching

1. Informing and explaining: A good teacher is expected to be knowledgeable in his area of specialisation. He is expected to be able to communicate his knowledge to his students.

2. Stimulating, directing, guiding and administering: Teaching involve stimulating the pupils/students to learn. The teacher is equally to be directed and guided in his study. He has the duty of administering many children in the classroom as a teacher. He maintains order and discipline in the classroom to create conducive classroom environment for effective learning, free from disturbance.
3. Identify what to learn: Authorities give out the syllabus to the teacher and it is his responsibility to interpret and present it to the learner.
4. Identifying learning problems: pupils learning problems are expected to be identified by the teacher through his interactions with the children; this could be through questions posed to them. It is the responsibility of the teacher to solve these problems through remedial work.
5. Evaluating, reporting and recording: Teaching includes evaluation of the pupils' performance which are usually reported and recorded to show the progress record of the learners.
6. Classroom arrangement: this is part of the teaching activities. The classroom is the stage for learning. The methods to be used and the likely atmosphere of the class is determined by the organisation of the classroom. This creates the conducive atmosphere for effecting teaching-learning.
7. Socialisation: Some functions of teaching are deliberate while some are latent. Among the latent functions is socialisation. As the pupils learn together, they become intimate.
8. School-community relationship: The school is known to be a macrocosm of the society. Through teaching, the teacher may foster relationship with the wider community.

### Principles Underlying Teaching

1. Clear objectives: Teaching is goal-oriented. To achieve the goal, there should be set objectives. In preparing to teach, the objectives to be achieved must clearly be stated; this serves as a guideline in teaching.
2. Pupils' Readiness: Teacher should ensure that the pupils are intellectually ready for what to be taught.
3. Previous experienced: Every child had some experiences before going to school. The teacher should build on this.
4. Individual differences: It is known that learners are different from one another in many ways. These differences must be realised by the teacher. He should recognise these differences and use a variety of methods and materials to teach.
5. Teaching should be systematic: It should proceed from the known to unknown, simple to difficult, concrete to abstract and general to specific.

### Characteristics of a Good Teacher

Adeyemo (1977) identified certain qualities that are expected from a good teacher. According to him, such qualities vary from place to place and situation to situation or environment. Some of his findings include the following:

#### The Qualities Expected of a Good Teacher In the classroom:

- i) The teacher should be clean in thought, deeds, words and body.
- ii) He should be a good disciplinarian, i.e. being firm but not over-bearing on his pupils/students.
- iii) He should be hard working, doing his work knowingly and conscientiously

- iv) He remains a student that is reading up-to-date books and journals to get new ideas and helps that he might grow and progress, accepting suggestions that have been tried and proved by others.
- v) He should be honest and careful in all things, dealings and obligations.
- vi) He should be persistent, courageous and preserving in face of discouragements and difficulties.
- vii) He should be firm, fair and determined in his action.
- viii) He should be punctual in all engagements and keeping promises made.

### Methods and Techniques of Teaching

There are many methods and techniques for effective teaching. These different methods and techniques should be used skilfully in the class by the teachers in order to teach his students effectively. The skilful and competent teacher uses as many methods and techniques as possible because, there is no single method which is regarded as the best for every teaching situation. In a single lesson therefore, the teacher can employ as many methods as possible. The success of every method depends on the calibre of the teacher and his professional experience in the field of teaching

Adamu (2008) method can be defined as a procedure by which a goal is reached, a purpose accomplished or a result achieved. Method can also be defined as a practical application of teaching principles based on the nature of learner, the nature of the subject and the learning needs of the pupils/students.

### Principles Underlying the Choice of Teaching Methodology

Some criteria or principles are necessary for the selection of instructional method or methods a teacher can use in the teaching-learning process. These are necessary if the teacher's aim of imparting knowledge to his students is to be successful. They include the following:

- The type of subject: For example, in History, story telling method can be used in junior forms while experiments may be performed in science lessons.
- Type of Lesson: i.e. the lesson patterns will dictate the type of method to be used for example, information lesson (discussion or lecture methods). Practice lesson (demonstration methods); practical lessons (practical approach/experiments); appreciation lesson, etc.

According to Oyekan (1994) teaching methodology is concerned with what method techniques or approach, individuals or group of teachers select and use in actual classroom situation. As teachers, we know that there are many methods of teaching and whether one method is appropriate or not depends on many factors such as subject or topic to be taught, the learning characteristics of learners, the socio-cultural environment, etc.

Teaching methods can generally be classified into two broad categories, namely:

- Child-centred methods
- Teacher-centred methods

Child-centred methods include:

- Activity methods
- Assignment
- Supervised study
- Discussion method
- Field trip
- Project method
- Play and games method etc.

Of these methods may be applicable to both individual and group approaches to teaching. However, some of the methods are more amenable to group than to individual approach and vice versa.

The teacher centred methods as the name implies, means that the principal actor in the lesson is the teacher while the learners are passive listeners. At the end of the lesson, the learner may ask one or two questions or be required to answer some questions or pass some comments or jot down some points.

Teacher-centred methods are a clear negation of the accepted view that learning is an active rather than a passive process, that the best and most applicable learning is learning by doing.

Lecture methods, questioning method and demonstration method are some of the teaching methods in this category.

### **Lecture Method**

This is the oldest and the most common method in use at the tertiary level of our institutions. It is the process whereby the teacher verbally delivers a pre-planned body of knowledge to his students. The teacher talks while the students listen and jot down essential points. This method is teacher-centred. The teacher is the most active.

Lecture method is used to teach a large group of students who are often passive listeners with little or no opportunity to ask questions. This method is more appropriate for higher level students (Maduewesi et al. 1999).

### **Advantages of the Lecture Method**

1. Wide area of studies can be covered within a short time.
2. Large population of students are taught at once by a single teacher.
3. It saves time and energy of the teacher as he can say one thing to the whole students at the same time instead of single individual.

### **Disadvantages of the Lecture Method**

1. It is a teacher-centred method of teaching
2. It kills students' initiatives as it makes passive listeners
3. It does not cater for the individual differences of the students. This is evident in the sense that the students are taught by the teacher at the same speed as a whole group.
4. It does not provide students with enough opportunities to practice their oral communication skills.

Fafunwa (1974) defined education as the aggregate of all process by which a child or young adult develops the abilities, attitudes and other form of behaviour which are of positive values to the society in which he lives. Here, education is regarded as the totality of all forms of brilliant ideas, usable skills and desirable value orientations that can nurture individuals into responsible competent citizens. Such educated men and women would use their competence, experience and vision of a good society to create wealth for nation-building.

Ughamadu (1992) education therefore involves a continuing development of relevant knowledge, skills and habits whose broad understanding and application enable individuals to contribute meaningfully towards the growth of their society.

### **Method**

The success or failure of any educational endeavour depends ultimately upon the method adopted by the teacher. Methodology is first a science and then a way of teaching. As a science methodology is the study

of teaching methods. The person studying them, usually the teacher or learner to be, endeavours to understand some of the various methods employed in teaching different subjects, set of students and age grades. These methods are usually those that have been tried or used by educationists and famous teachers in different parts of the world, usually with a view to throwing and possibly using them.

The following methods of teaching:

1. Lecture method
2. Learning by doing method
3. Discovery method
4. The play method
5. The Socratic method
6. Co-operative method
7. The project method
8. The problem-solving method
9. The Dalton plan or assignment method
10. The remedial method
11. Play-way method
12. individual method
13. Dramatic method
14. Demonstration method
15. Discussion method
16. Story-telling method

For effective discussion, Maduewesi et al. (1999) suggested that the following elements and points are worth considering:

1. The environment must be favourable for such discussion
2. There is need for preparation by all members
3. There should be good planning
4. There should be elements of friendliness, tolerance and good social feelings prevalent in the group.
5. While discussion is on, the teacher should make such that everybody is actively participating. No person should monopolise the discussion.
6. The teacher must not allow the discussion to digress into less productive and side issues, and as much as possible limit the scope of the discussion.
7. Inconsistencies, faulty logic and irrelevance should be challenged. The teacher may however develop a feeling of responsibility for effective conduct of the group.
8. A periodic summary of what has been said is necessary. The teacher or leader of each group may do this. This will help in evaluating the progress of the discussion as well as keeping everybody up to date.

### **Advantages of Discussion Method**

- a) It creates a forum, to solve some difficult problems or questions which require a variety of ideas and ways to resolve them among the students.

### **Disadvantages**

- a) It is not applicable to all topics in a subject
- b) It is not ideal for large group of students

## Play-Way Method

Play has been referred to as any pleasurable activity embarked upon in the classroom by the teacher with his students to promote learning. According to Farrant (1980), play can be regarded as the experimenting stage of learning where the child tries out his newly acquired knowledge and skills with the activities of people and things, hence play encourages the child to:

- stimulate creative imagination;
- provide opportunity for experimentation beyond the real level of development;
- exercise learning competencies;
- engage in independent learning;
- gain experience and express himself freely with confidence.

## The Remedial Method

As the name implies, this method is a practice whereby teachers devote some periods specifically for the removal of common weakness among their pupils. During class teaching or the correction of class written work and during a host of other activities, careful teachers will observe a variety of weakness, faulty practices and misunderstanding. Teachers must devote some teaching periods to remove such common errors.

## The Problem Solving Method

When confronted with a problem, normal human beings almost always endeavour to discover its solution, so the problem method is related to the discovery of new facts. This contributes to the growth of knowledge.

## Cooperative Method

**All educational effort is to enable learners to acquire socially desirable knowledge, attitudes and skill (dramatic method) etc.**

### Instructional Objectives

In accordance with what concrete result the teacher expects from the lesson he chooses his method with a view to accomplishing those results.

**Class Age or maturity of students:** The teacher must choose a method that would suite the maturity of the pupils or students. He must not forget that the methods are for the students but the students are not for the methods.

**The individuality of pupils/students:** The teacher should not forget that there is a big difference among the pupils with regards to their disposition and ability to do school work. A bright student with very little to do may cultivate habits of indolence and laziness in school, on the other hand, he may hasten to finish his work in order to cause disorder, therefore, brighter students should be given as much work to do as possible.

**Slow learners** should be given simple work to do as well in order to motivate them to take more interest in the lesson at hand.

## Learning

According to James (2004) the primary function of the teacher is to facilitate learning by various means. In other words, the intension of all teaching activities is to bring about learning. Therefore, it is impossible to understand what teaching is, until we know what learning is. Learning is not only about verbal knowledge acquired through institution, study and rote memory. Rather, modern and proper use of the term 'learning'

embraces work or activities in every aspect of life. To the psychologists, learning is a process which produces progressive series of changes in behaviour and experience as a result of the sum total of all such changes.

The education considers learning to be a permanent change in behaviour which results from activity, training or observation. As process, learning may be seen as the acquiring of new knowledge, ideas, skills, values and experiences which enable the individual to modify or alter his/her action or to realise his/her action or to realise his/her desired goals.

Learning can also be described as the permanent acquisition and habitual utilisation of the newly acquired knowledge or experience. Therefore, learning must bring about permanent changes in the person and the change must be in knowledge to be used, in character to be acquired, in skills to be developed or an attitude to be shaped. It is these changes that confirm learning. Learning is simply the conceptualisation of meaningful experiences and it implies that whatever is said to have been learnt is:

- clearly perceived
- retained
- built over time
- can be put to work
- enhances being (survival)
- Affects or modifies behaviour

Learning can generally be sub-divided into three broad categories or types. These are:

- Cognitive learning (facts, ideas and knowledge)
- Affective learning (teaching attitudes, values)
- Manipulative learning (physical dexterity)

For any individual to survive or be a useful member of the society, learning in the three areas must take place. The aim of learning is always some specific achievement such as:

- believing something one did not believe before
- acquiring a habit one did not believe before
- knowing something one did not know before

### **Objectives of Teachers and Method of Learning**

Learning requires effective effort by the learner. Therefore, all objectives must be stated in terms of activities that would best permit students learning. Specific objectives are the observable behaviour of students which is expected at the end of the instruction.

Objective is an intention communicated by a statement describing a proposed change in the behaviour of a learner at the end of instruction. It states what the learner will do or is expected to be able to do at the end of the lesson as an evidence that learning has taken place.

### **Findings**

- Teaching must be according to the school curriculum. The listener must pay attention to the teacher.
- There must be cordial relationship among the teacher and learner
- The learner must be submissive
- The teacher must adopt so many methods which can be understandable to his pupils
- The teacher must be observant and know or emulate the characters of his student and their age limit.

## Summary and Conclusion

Charting a way forward has always been a concern to progressive minds. For any profession to stand the test of time, both inward and external examinations/assessment are desirable. In this paper, efforts have been made to chart a part of forwardness for our noble profession. The expectation of both the school and the world of work in terms of curriculum development was thoroughly looked into. The study concluded that the school is doing an excellent job by equipping the learners and the teachers with the technical skill of the world of work.

## Recommendations

As a result of the findings above, the presenter hereby suggests the immediate implementation of the following recommendations:

School curricular should include:

- Providing instruction materials for teaching
- The teachers will teach through the school syllabus
- The lesson plan must be well organised through whatever that is in the course content.
- Teacher and student must be present always
- Attendance must be necessary so that learning can be more effective
- There must be assessment to assess the learning ability.

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