

INTRODUCTION
to
**TEACHING
METHODOLOGY**

EDITED BY:
PROFESSORS
A. A. ADEGOKE, R. A. LAWAL,
A.G.A.S. OLADOSU & ALICE A. JEKAYINFA

Dr. A. f. Ogunlode & others
Complimentary copy from
the Dean.

D.A. Adesola
25/07/16

INTRODUCTION

TO

TEACHING

METHODOLOGY

EDITED BY

A.A. ADEGOKE, R.A. LAWAL, A.G.A.S. OLADOSU & ALICE
JEKAYINFA

Copyright 2016

All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the permission of the Publisher

PUBLISHED BY

THE FACULTY OF EDUCATION, UNIVERSITY OF ILORIN, NIGERIA

June, 2016

ISBN: 978-978-54506-0-6

Printed by
Haytee Press and Publishing Company Nigeria Ltd
No 2, Mejindadi Street off Taiwo Rd, Ilorin Kwara State, Nigeria.
08038282074, 08033604983
email:tayo_haytee@yahoo.com

Notes on Contributors

- A. A. Adegoke is the Dean of the Faculty and Professor in the Department of Counselor Education**
- R. A. Lawal is a Professor in the Department of Arts Education**
- A.G.A.S Oladosu is a Professor in the Department of Arts Education**
- F. Olasehinde-Williams is a professor in the Department of Social Sciences Education**
- A. A. Jekayinfa is a Professor in the Department of Social Sciences Education**
- R. W. Okunloye is a Reader in the Department of Social Sciences Education**
- A. F. Oyelade is a Senior Lecturer in the Department of Arts Education**
- S. B. Olajide is a Reader in the Department of Arts Education**
- E. Omosewo is a Professor in the Department of Science Education**
- A. S. Olorundare is a Professor in the Department of Science Education**
- F. O. Adeniyi is a Senior Lecturer in the Department of Arts Education**
- B. O. Olawuyi is a Reader in the Department of Social Sciences Education**
- O. O. Obiyemi is a Professor in the Department of Human Kinetics**
- A. Yusuf is a Reader in the Department of Social Sciences Education**
- S. A. Onasanya is a Professor in the Department of Educational Technology**
- O. O. Ogunlade is a Senior Lecturer in the Department of Educational Technology**
- H. O. Owolabi is a Professor in the Department of Adult and Primary Education Studies**
- O. E. Abdullahi is a Professor in the Department of Social Sciences Education**
- M. O. Fajemidagba is a Professor in the Department of Science Education**
- R. O. A. Oduwaiye is a Senior Lecturer in the Department of Educational Management**
- S. Oyeniran is a Lecturer in the Department of Educational Management**
- A. T. Alabi is a Professor in the Department of Educational Management**
- A. O. Sheu is a Lecturer in the Department of Educational Management**
- R. L. Abdulkareem, is a Lecturer in the Department of Educational Management**
- N.J.K. Abdullahi is a Lecturer in the Department of Educational Management**
- L.A. Yahaya is a Professor in the Department of Counselor Education**
- M. Esere is a Reader in the Department of Counselor Education**
- I. Durosaro is a Professor in the Department of Counselor Education**
- A. O. Oniye is a Reader in the Department of Counselor Education**
- A. I. Idowu is a Professor in the Department of Counselor Education**
- S. H. Umoh is a Professor in the Department of Counselor Education**

A. A. Adegoke is a Professor in the Department of Counselor
M. G. Fajonyomi is a Professor in the Department of Counselor
A. A. Jekayinfa is a Professor in the Department of Social Sciences Education
O. L. Dominic is a Reader in the Department of Human Kinetics
I. O. Abimbola is a Professor in the Department of Science Education
I.O.O. Amali is a Senior Lecturer in the Department of Social Sciences Education
O. O. Obiyemi is a Professor in the Department of Human Kinetics
B.S. Adebayo is a Lecturer in the Department of Human Kinetics
M. Ibraheem is a Lecturer in the Department of Human Kinetics
T. O Ibraheem is a Lecturer in the Department of Human Kinetics
S. T. Bakinde is a Lecturer in the Department of Human Kinetics
M. G. Aina is a Lecturer in the Department of Human Kinetics
A.E. Talabi, is a Professor in the Department of Human Kinetics Education
M.T. Ajadi is a Lecturer in the Department of Human Kinetics
Y. O. AbdulRaheem is a Lecturer in the Department of Human Kinetics
S.A. Adeoye is a Lecturer in the Department of Human Kinetics

Foreword

The production of this text book on Teaching Methodology titled: "Introduction to Teaching Methodology" was borne out of a strong desire to ensure that students that we train in the Faculty of Education have a strong grounding in the methodology of Teaching.

Over the years, there are indications that student teachers are no longer as conversant as they should be with teaching methodology. A major reason for this development includes the non-availability of a well prepared text book on the methodology of teaching. As part of the effort of the Faculty of Education to redress this situation a Workshop on Methodology of Teaching was organized on the 17th of December 2015 for all Lecturers in the Faculty of Education. This Workshop, in part, was meant to build the capacity of all staff and also refresh their knowledge on the methodology teaching.

At the end of the Workshop it became necessary to initiate the publication of this book titled "Introduction to Teaching Methodology. This book is meant to make available to student a one-stop shop for all student teachers in the Faculty of Education on key issues relating to Teaching Methodology.

Apart from the fact that the chapter contributors are seasoned, well qualified and highly dedicated members of staff of the Faculty of Education, some of the authors have decades of teaching experience in the Faculty of Education. The authors brought to bear on their respective chapters a rich pedagogical experience.

The book is divided into eight different sections covering a wide range of issues ranging from Basic Concepts in teaching, classroom communication and interaction, evaluation and feedback mechanisms in teaching, classroom management strategies to counselling services as an integral part of teaching and practical instructions on the playing ground.

This book is therefore a veritable resource for all students studying Education in all Nigerian Universities. I recommend this book to all students in Education across Nigerian Universities.

Prof. Alfred A. Adegoke
Dean, Faculty of Education
15 June, 2016

Faculty Sub-Committee On Subject Methodology Textbooks

- | | | |
|----|-----------------------------|-------------|
| 1. | Prof. Alice A. Jekayinfa | Chairperson |
| 2. | Dr. R. A. Sheu | Member |
| 3. | Dr. T. O. Ibraheem | Member |
| 4. | Dr. Olufunmilola L. Dominic | Member |
| 5. | Dr. C. O. Olumorin | Member |
| 6. | Mr. A. A. Aina | Secretary |

Contents

SECTION A

BASIC CONCEPTS

Chapter One

Pedagogy as science, technology and art of teaching	
<i>R. A. Lawal & A.G.A.S Oladosu</i>	2

Chapter Two

Teaching as a component of instruction	
<i>A.G.A.S Oladosu & R.A. Lawal</i>	6

Chapter Three

Concept of and perspectives on learning	
<i>F. Olasehinde-Williams</i>	12

SECTION B

AIMS, GOALS AND OBJECTIVES IN EDUCATION

Chapter Four

Interrelationship among Aims, Goals and Objectives	
<i>A. A. Jekayinfa & R. W. Okunloye</i>	20

Chapter Five

Educational aims and the National Policy on Education (NPE)	
<i>A. F. Oyelade & A. J. Olaniyi</i>	30

Chapter Six

Educational Goals and the Curriculum	
<i>S.B. Olajide</i>	35

Chapter Seven

Educational objectives in the scheme of work and Lesson Plan	
<i>E. O. Omosewo</i>	42

Chapter Eight

Concept, principles and formats of lesson – planning	
<i>A. S. Olorundare</i>	47

SECTION C

ISSUES IN CLASSROOM COMMUNICATION AND INTERACTION

Chapter Nine

Communication in the classroom	
<i>F. O. Adeniyi</i>	65

Chapter Ten

Interaction in the classroom

O. Olawuyi.....73

Chapter Eleven

Approaches, methods and techniques of teaching

O. O. Obiyemi & A. Yusuf.....79

Chapter Twelve

Concept, functions and types of instructional resources

S.A.Onasanya.....89

Chapter Thirteen

Principles of selection, adaptation and improvisation of instructional Resources

M. O. Yusuf & O. O. Ogunlade.....99

SECTION D

EVALUATION AND FEEDBACK IN TEACHING

Chapter Fourteen

Concept, goals, types and forms of Evaluation

H. O. Owolabi.....107

Chapter Fifteen

Principles of Classroom Evaluation

E. O. Abdullahi.....114

Chapter Sixteen

Concept, goal and types of instructional feedback

M. O. Fajemidagba.....126

SECTION E

CLASSROOM MANAGEMENT STRATEGIES

Chapter Seventeen

Discipline in the classroom

R. O. Guduwaie.....133

Chapter Eighteen

Techniques of Class control

S. Oyeniran & A. A. Lawal.....138

Chapter Nineteen

Record keeping and classroom management

A. T. Aiabi & A. A. Sheu.....145

Chapter Twenty

Managing large classes

R. L. Abdulkareem. & N.J.K .Abdullahi.....151

SECTION F

COUNSELING AS AN EDUCATIONAL SERVICE

Chapter Twenty-One

Problems of organizing counseling practicum in the Nigerian Schools

L. A. Yahaya & M. Esere.....157

Chapter Twenty-Two

Clients' rights and responsibilities in counseling

I.A. Durosaro & A.O. Oniye.....162

Chapter Twenty-Three

Counseling Techniques and Skills

A.I. Idowu & S.H. Umoh.....166

Chapter Twenty-Four

Hints for effective counseling practice

A.A. Adegoke & M G. Fajonyomi.....175

SECTION G

REFLECTIVE PRACTICE IN TEACHING

Chapter Twenty-Five

Mentoring in teaching

A.A. Jekayinfa & D. O. Leah.....181

Chapter Twenty-Six

Self-reflection on professional knowledge, values and skills

I.O. Abimbola.....188

Chapter Twenty-Seven

Professional networking among teachers-

I.O.O. Amali.....199

SECTION H

PRACTICAL INSTRUCTIONS ON THE PLAYING GROUND

Chapter Twenty-Eight

Recreational Sports: Antidote to curb student's vices in school

T. O Ibraheem, S.T Bakinde, & M. G. Aina.....206

Chapter Twenty-Nine

Managing Practical Classes and Safety Measures in Physical Education

O.O. Obiyemi, B.S. Adebayo & M.T. Ajadi.....212

SECTION A

BASIC CONCEPTS

CHAPTER FIVE

EDUCATIONAL AIMS AND THE NATIONAL POLICY ON EDUCATION (NPE)

A. F. Oyelade Ph.D & A. J. Olaniyi Ph.D

Introduction

At the end of this chapter, you are expected to be able to:

1. state the educational aims in the National Policy on Education.
2. discuss the educational aims in the National Policy on Education.

The theme of this chapter would be discussed in terms of the aims of education in the National Policy on Education. The 2013 edition of the National Policy on Education would be the reference document. In the National Policy on Education the thinking of government about education that is worthwhile, education that is valuable, is stated in general terms and subsequently in less general terms.

The thinking of government about education that is worthwhile and valuable, stated in general and less general terms, constitute the aims of education in the national policy on education. This is discussed in the "philosophy of the nation" (p. 13) and then in the "national philosophy of education" (p. 13), and subsequently in the clarification under various levels of education: basic, secondary, and tertiary.

Educational Aims Stated in General Terms

In the "philosophy of the nation", the government states that the nation values:

- i. living in unity, harmony; democracy and sovereignty. It also values recognition of the principles of freedom, equality and justice.
- ii. the promotion of inter-African solidarity and world peace. (p. 13).

In the "philosophy of education", the government states that the nation values education that:

- i. promotes unity of the country;
- ii. serves as instrument for social development, and national development;
- iii. promotes maximum development of potentials of the individual and the society;
- iv. is comprehensive, functional, qualitative;
- v. is relevant to the needs of the society;
- vi. is compulsory; and

- vii. serves as the right of every Nigerian irrespective of gender, social status, religion, ethnic background, and any peculiar individual challenges (p. 13). Thus, the government values education that recognises the principles of equality, freedom, and justice as stated in the "philosophy of the nation".

It is clear from the foregoing that the "philosophy of education" in Nigeria is based on the "philosophy of the nation". In addition, the government states that the national philosophy of education values development of the individual into a sound and effective citizen; and provision of equal opportunities for all citizens at the basic, secondary and tertiary levels of education both inside and outside the formal school system (p. 14).

Clarification about citizenship education and value of education inside and outside the formal school system is contained in statements about Vocational Enterprise Institutions (VEIs) and Innovative Enterprise Institutions. While the formal school system is promoted at the basic, secondary and tertiary levels of education, the non-formal system of education is also promoted through encouragement and recognition of institutions like Vocational Enterprise Institutions (VEIs) that pursue such non-formal specialised skills acquisition as: craftsmanship in indigenous fabric making, artisanship, and apprenticeship in the technologies of "tie-and-die" dresses (e.g. "Adire", "Aso-oke" and "Akwaete"); and all other vocations (pp. 38-40).

Moreover, Innovative Enterprise Institutions that are also non-formal institutions are encouraged to educate learners in various trades and careers such as: Information and Communication Technology, Oil and Gas Technology, Fashion Designing, Film making, Manufacturing, Hospitality and Tourism, Banking, Agriculture, Co-operative and Allied Careers and Entrepreneurship. The Innovative Enterprise Institutions, which are private-sector-driven, are promoted through government regulation of their activities and recognition of the certificates that they award (pp. 60-62).

In effect, the government values education at all levels within and outside the formal school system and pursues the actualisation of the value by taking steps that culminate in the recognition of formal and non-formal education. This is with the intention of enabling all citizens to have equal and functional education for maximum realisation of individual potentials towards individual development, and social and national development.

Educational Aims Stated in Less General Terms

Apart from educational aims stated in general terms, the government makes statements about educational aims in less general terms. The following statements of educational values contain the educational aims in less general terms:

- i. respect for the worth and dignity of the individual;
- ii. recognition of man's ability to make rational decisions;
- iii. moral and spiritual development of the individual and the society;
- iv. physical, emotional and psychological development of the individual and the society;
- v. skills acquisition towards functional citizenship and societal development;
- vi. development of potentials toward individual self-realisation and national development and global relevance;
- vii. shared responsibility for the common good of the society. (p. 16)

It follows that the aims of education in the National Policy on Education in less general terms emphasise the values of democracy which are in the "philosophy of the nation" (p. 13). The aims emphasise the values in the "philosophy of the nation" which include: unity in diversity, harmony, freedom, equality and justice. The aims further emphasise inter-African solidarity and world peace.

Moreover, the aims recognise the "philosophy of the nation" and the "educational philosophy of the nation" both of which emphasise development of all citizens (pp. 13 and 14). It is in this connection that the government promotes: Mass Literacy, Adult and Non-formal Education (for children, youths and adults who have been out of school); Special Needs Education (for special needs people); and Open and Distance Learning. All these are in addition to the education that goes on in the Vocational Enterprise Institutions, and Innovative Enterprise Institutions (which have been discussed earlier). Thus the education that is promoted in the formal school system at the basic level, secondary level, and tertiary level; and the education promoted in the Non-formal Institutions at various levels are in pursuance of values of democracy which are stated in the philosophy of the nation (p.13); and alluded to in the "educational philosophy of the nation" (pp. 13 and 14).

Conclusion

It follows that the aims of education in the national policy of education which are in consonance with the philosophy of the nation and the educational

philosophy of the nation are (in general and less general terms) in recognition of the values of democracy and promotion of the values of democracy in education (FRN, 2013; and Crittenden, 1973, pp. 130, 131, 139).

However, it can be observed in the policy (and even in practice) that the government values the promotion of science and technological education more than the promotion of moral, spiritual, rational and arts-oriented education, as the education progresses from basic level to tertiary level (see FRN, 2013 pp. 13 and 55-56).

Since democracy and democratic values have been recognised as the values in the "philosophy of the nation" (p. 13) and the "philosophy of education in the nation" (pp. 13, 14), it would be expedient for the policy to pursue the values of democracy in education (which also constitute the aims of education in Nigeria) without bias for a particular type of education from the basic level to tertiary level of education.

Democracy, as it has been observed, involves the pursuit of freedom, equality and justice. It also promotes living in unity, harmony and peace. It recognises arts-oriented and science and technology-oriented education equitably. To de-emphasise arts-oriented education progressively in the policy is to de-emphasise education in moral, spiritual, rational and allied disciplines. Such a de-emphasis portends great danger for the individual citizens and the society in terms of moral, spiritual, and rational development which the nation needs for all-round development. The policy therefore needs to pursue the aims of moral, spiritual, and rational education equitably with those of science and technology education at all levels of education for all-round development of the individual citizens and the nation.

Review Questions

- (1)
 - (i) State the "philosophy of the nation" in the National Policy on Education.
 - (ii) Discuss the relationship between the "philosophy of the nation" and the aims of education in the National Policy on Education.
- (2)
 - (i) State in brief the "philosophy of education" in the National Policy on Education.
 - (ii) Discuss in brief the relationship between the "philosophy of education" and the aims of education in the National Policy on Education.
- (3) Highlight the nature of two non-formal education institutions that the government promotes in Nigeria, with a view to promoting equality of education for all.

References

Crittenden, B. (1973). *Education and social ideals*. Ontario: Longman Canada Limited.

Federal Republic of Nigeria (2013). *National policy on education*. Lagos: NERDC