

EDUCATION:

A MULTI-DISCIPLINARY APPROACH TO IMPROVING QUALITY OF LIFE

A book of readings in honour of

**Professor
EMMANUEL ADEREMI AKINADE**



*A Publication of the Faculty of Education,
Lagos State University, Ojo, Lagos.*

Table of Contents

14

<i>Autography</i>	v
<i>Foreword</i>	vi
<i>List of Contributors</i>	vii
Chapter 1: Counselling Psychology and Educational Psychology in the Service of the Nigerian Educational System	1
Chapter 2: Beyond Basal Readers to New Trajectories in Reading Instruction: Implications for Guidance and Counselling	5
Chapter 3: Best Counselling Practice in Controlling Child Labour in Nigeria	18
Chapter 4: Counselling Practices in Nigerian Universities: Need for Effective Management	27
X Chapter 5: Students' Poor Performance in External Examinations: Challenges for Counselling	34
Chapter 6: Enhancing Quality of Life in Children Through Effective Early Life Attachment Relationships with Parents	43
Chapter 7: The Place of Information Communication Technology (ICT) in Language Learning Counselling	51
Chapter 8: From Teaching to Mentoring: Desirabilities of Stronger Affinities in the Classroom for Better Quality of Life	60
Chapter 9: Factors Influencing Attitude of Artisans Towards Human Immunodeficiency Virus Voluntary Counselling and Testing (Vct) Three Communities	72
Chapter 10: Stress Pattern of Tertiary Undergraduate Students in Lagos State – Implication for Quality Life Living	92
Chapter 11: Psychological Stress of Abortion Among Female Students in Tertiary Institutions	103
Chapter 12: Sexual Coercion Among University Female Students in South-West Nigeria	111
Chapter 13: The Incidence of Hypertension Among Pregnant Women: A Case Study of Orile Agege General Hospital In Alimosho Local Government Area of Lagos State	120
Chapter 14: The Role of Incentives as Motivation for Higher Performance in Sports	128
Chapter 15: Social Facilitation: A Factor for Classroom Improvement	135
Chapter 16: Labelling in the School System: An Aspect of Hidden Curriculum for Improving Quality of Life	143
Chapter 17: Integrated Early Childhood Development: A Challenge for Reforms in Pre-Primary Education Programme in Nigeria	154

Chapter 18: Appraisal of Audiovisual Utilization for Teaching Physical Education in Lagos State Secondary Schools	163
Chapter 19: Effective Implementation of the Physics Curriculum: A Requirement for Nigeria's Technological Development	170
Chapter 20: Gaining Employees Commitment and Retaining the Best People in Organisations	179
Chapter 21: Educational Research in Nigeria in the 21 st Century Misconceptions, Facts and Suggestions	185
Chapter 22: Nature, Place and Role of Mathematics Teachers for the 21st Century of Nigerian Economy	197
Chapter 23: Philosophy of Education and The Question of Relevance to Teacher Education	214
Chapter 24: The Role of School Counsellors in Social Reorientation	222

Chapter 2

Beyond Basal Readers to New Trajectories in Reading Instruction: Implications for Guidance and Counselling

Foluso O. Okebukola (Ph.D)¹

¹Department of Languages, Arts & Social Science Education
Lagos State University, Lagos State, Nigeria
fokebs@yahoo.com

Folashade A. Sulaimon (D.Ed)²

²Department of Educational Foundations & Counselling Psychology
Faculty of Education, Lagos State University, Lagos State, Nigeria.
sulaaa@yahoo.co.uk

Abstract

Investigations into emergent literacy reveal a dialectal relationship between learning and instructional approaches. One of the key findings is that the basal reader approach which dominates the teaching of reading in the African school system is responsible for the widespread reading failure among learners. Many, if not all reading experts seem to agree on the need for change.

This paper presents an analysis which demonstrates that a new type of intervention is needed: one taking a multi sectorial approach. The paper identifies the most innovative and successful initiatives in beginning and developmental reading.

Reviewing initiatives on the part of the teacher, the paper casts light on a variety of interventions developing practical activities in the affective, metacognitive, discourse, syntactic and vocabulary components of reading. The implications of the intervention for guidance and counselling are discussed.

Beyond basal readers to new trajectories in reading instruction

Effective reading instruction is a topic that has commanded a great deal of attention in recent years. One motivation for this attention is that learning to read is painfully difficult for some children. There are students in every school in all nations of the world who are experiencing difficulties becoming readers. A second motivation for attention to reading instruction is that in the eyes of many parents, there is an obvious culprit when their child does not learn to read in school. They believe that their son or daughter is the victim of the reading teacher who is incompetent for lack of adequate preparation and/or ignorance of reading methods.

As noted by Abel (2003) the reading problem is continuously evolving and is deeply embedded in the traditional understanding of the nature of teaching reading in the foundation phase – the elementary years of schooling. The need

In the solution to this problem, we may assume that the set of all the elements that should be in the database is known, even if there may be some to be learned as to their exact number and quality.

The importance of reading as a life skill is evident, but it seems to have been forgotten somewhat in the past few years. In all education where there is not enough emphasis on reading, it is inevitable that it will be done up to a certain point, but beyond that, reading will be neglected. For example, in the United States, it is not until the fourth grade that the paper reading instruction is introduced by the teacher. Teachers who have a career in teaching in the elementary school, the new model of teaching has come to be perceived as the "new teacher" model. This teacher model is not a new model, but a new model, which has been developed out of a need for the fact that the majority of the new teachers have been trained out of school as a result of their inability to teach reading adequately due to the inefficiency of their teacher and the curriculum.

1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 26

- Focus on the new curriculum, work in the classroom
- Needs-based teaching
- Engage students in the class
- Connect to the real world
- Use authentic materials
- Build on the experiences of students' learners

It is more an attitude difference between an English language learner and a reading teacher than a reading program. A more realistic approach to use basal readers (new ones programmed) is to cover material rapidly to learn the vocabulary of the reading programs so as to be able to get away from their use. A reading teacher has to provide the student with diverse, relevant, and useful information and experiences with which the student can be provided skills and strategies for reading. She must provide the student with explicit understanding skills to make it all easy to predict on the basis of making the plan. She must make how to use a connection between all of these factors work better. The experience with writing and about the entire school program.

Another teacher must be trained in the child's ability to learn and to respond. Following steps such as, (a) the teacher can take risks or describe their an effective teacher can create the right atmosphere in which the child can often reading the problem. (p. 106) (Berg, 2004) specifies these common goals when a teacher reaches out to a child to generate an effect on

1. The sign of each slope indicates a stimulus for growth, indicating that a rise in the ability to conduct a reaction, negative and positive feedback will occur.

2. Showing awareness of the ability to understand primary and secondary texts, the types of different reading and comprehension questions regarding texts as well as the reading materials.
3. Recognizing, comprehending, and evaluating the concepts, characters and events found in the learning of reading and can be used as a means to assess both written and oral skills in a classroom and as a means for evaluating the performance of the child.

According to Gagne (1985), the knowledge of reading comprehension is more of a skill than a mere state to be memorized (p.108).

The third reader is Gagne, 1985, who has a record in reading starting in 1961. He has been blamed for the unsuccessful reading failure in Africa which gave birth to the need for Nigeria's education to be re-evaluated in 1980 (Gagne, 1981 and 1985). Gagne has often claimed that it was the programme of reform of the 1960s that was responsible for the low and poor achievement of the students in the 1980s. He has also claimed that the programme of reform of the 1960s was a failure in the area of reading.

Gagne (1981) noted that the approach does not allow the reading programme to be carried out as a whole. He said that the approach is based on the idea that the reading programme is a process of learning to read. He said that the approach is based on the idea that the reading programme is a process of learning to read. He said that the approach is based on the idea that the reading programme is a process of learning to read.

Gagne (1981) noted that the basic reader approach is a long-term process. He said that the approach is based on the idea that the reading programme is a process of learning to read. He said that the approach is based on the idea that the reading programme is a process of learning to read. He said that the approach is based on the idea that the reading programme is a process of learning to read.

At the same time, the need to get beyond the constraints of the basic reader approach is a long-term process. He said that the approach is based on the idea that the reading programme is a process of learning to read. He said that the approach is based on the idea that the reading programme is a process of learning to read. He said that the approach is based on the idea that the reading programme is a process of learning to read.

Consequently, the reading teachers must be encouraged to try other strategies to improve their performance. This is the thrust of the policy of the Ministry of Education who has been leading and controlling education in Nigeria. In Nigeria, a developing country where the English language is the official language, it is a challenge to the Ministry of Education to improve the performance of the reading teachers.

some strategies, which have been very useful in reading instruction for almost 1000 years. (Lundberg, 1997, p. 5) Abel, 1998, based on a year and a half conceptual framework, this paper identifies some innovative and successful initiatives in developing reading programs that can be used to supplement the basal reader and other materials used by many teachers. Includes the reading model below.

Affective Aspects

Traditionally, many teachers have assumed that reading instruction should be done for educational purposes only. For the classroom, student success at reading was measured by how well they mastered a number of reading skills. Such a view, however, runs the risk, for the importance of the affective aspects of the reading process. Reading is not just a cognitive process, it's also an affective process (Ottoboni, 1995). American students of the reading process include a reader's personal attitudes and interests about reading. Students' ability and interest in reading play a major role in the way they approach reading experiences and in the way they respond to them. For example, a child who does not read a story because it is not one of the more exciting things to read, is not likely to become a reader or to develop a capacity to read.

Therefore, the child will not become a reader if exposed to a language that is someone else's. Learning to read is a learning activity that involves exposure to direct and indirect experiences. All children become readers and become better when they are interested in reading and the difference is considerable not only among a group of first readers but teachers as well. It is true that the teacher reading to students provides evidence for why you should do this for enjoyment. Thus from an early age, there is a shift in exposure to the beauty of texts in songs, rhymes, stories and poems (Kubacki, 1988). Learners are taught to increase word and nonword knowledge in texts and to respond to words and the use effects of these words and relate them to their lives. More positive experiences can be provided with opportunities to select their own reading materials.

Activities for developing effective centers include:

Book Talk - At the beginning of each week, have some minutes to introduce new books to your students. Discuss the title, author, the plot and summarize briefly about the book or author that may interest the students. Set the focus of the reading center of the classroom.

Storytapes - Create a tape of specific stories or songs to use as a guide to the story book character. Use the pictures to continue. Encourage the students to come up with their own story character to a story of the reading center which they have read, come to read or will read yourself. Have a center for the students to identify the characters from the books. Have students to tell about the characters and the books from which they

Unsurprisingly, knowledge of context is the main determinant of how well children have been able to understand and use a new word. However, the children who knew the meaning of most of the words they hear are also the children who learn these words do not. Children who have poor vocabularies are often also poor understanders of much of the oral and written language they are exposed to, but they are also the children who would benefit most from a vocabulary enrichment program (Snowling, 2000). This includes two special knowledge (1) the knowledge of the meaning of words (morphology) and (2) the knowledge of the meaning of an unfamiliar word from the surrounding context. Both elements are essential for a reading process, but we must make sure a meaningful method is provided to teach vocabulary. If we hope to make a difference in the classroom,

המחיר הנמוך ביותר של 1.15 ש"ח נרשם ב-1997, והוא נשאר נמוך עד 2001, שבו עלה ל-1.25 ש"ח. מאז 2001, המחיר עלה באופן משמעותי, וב-2007 הגיע ל-1.75 ש"ח. המחיר הנמוך ביותר של 1.15 ש"ח נרשם ב-1997, והוא נשאר נמוך עד 2001, שבו עלה ל-1.25 ש"ח. מאז 2001, המחיר עלה באופן משמעותי, וב-2007 הגיע ל-1.75 ש"ח.

518796-01 support the development of valuable information and do:

According to Klinger, this is the opposite of what we do when we learn a new word. When we learn a new unfamiliar word, we try to explain it, we try to understand its meaning. Sometimes, based on knowledge of context, we comprehend and explain it at the time, but not according to Klinger's model. When we are using the word, it is a word.

and a suitable difficulty meeting. These frequently involve a for beginning readers, who know the meaning of many words already, but not so less familiar words or longer or more difficult words.

Thus, although we do not read out a common world in itself, a beginning reader is determining its meaning by knowing what, according to knowledge about language, other people can do. The reader holds a power to identify the world's meaning. For example, for reading new text, a student unfamiliar with the meaning of the word "insubstantial" can use a dictionary to find its meaning.

Learning to collaborate is an important part of becoming a caring educator.
© 1999, 1980 and 1981 NCTE

1. I have received the following articles to develop demand for technology:

Univariate Inertial Mechanics Framework

Joe and I have designed a new approach for teaching statistics for business students. It is usually presented as "social" (soft), inductive, and intuitive. It lets students re-learn the concepts of statistics from a set of data and then problems them with more complex problems. It follows the following pattern:

- [illegible]

1. **Introduction**

Major activity: *complex structures*, where we perform a complex activity without paying attention to any of the component parts of the activity. For example, driving a car or driving a car in reverse. The person performs a complex task without attending to the components of the task. Tracking each of these complex tasks through requires you immediately attend to each of the component tasks. The beginning, usually, you want to perform a sub-section without attending to each of the components. That is, you develop automaticity with respect to each of the component parts.

- [illegible]

Հոգ: Կարճ

Conclusion

The eight components of reading discussed in this article contribute in major ways to reading competence. They do not mean, of course, that we need to devote time to the single skill or strategy. As teachers, we need to engage all our thinking in developing a types of reading experiences so that each may grow and become an integral way to work with our students. Goals should include students becoming themselves, developing a love of reading, and becoming self-motivated learners. There is no doubt that this is an elusive goal of reading programs and the teacher are expected to pay attention. So often, only good words including the students will reach the heart.

Spencer, S.H. and Colquhoun, A.M. (1985). Programmed curriculum: the learning cycle. *Contemporary Reading and Secondary Methods: The Reading Teacher*, 38(3), 194-197.

Stenhouse, K.E. (1984). *Meaning in education - a comprehensive model of individual differences in the development of reading - means. Reading Research Quarterly*, 19, 32-71.

Tesol, W.H. and Soltero, L. (1982). *Processes: Theory, Research, and Practice*. Newark: Prentice Hall.

Smith, D. (1982). Strategies for teaching reading to children with special needs. *The Reading Conference - In a Different Way*. Proceedings of the 1st National Reading for All and Oracy Conference, 1982, 197-210.