

DIPLOMA IN

ARABIC AND ISLAMIC STUDIES

STUDENTS' HAND BOOK

PART 1^A

Edited by

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THE STUDY OF EDUCATION

by
S. O. MAKINDE

Objectives

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

- (i) define and state the purpose of Education
- (ii) identify and discuss the forms of Education
- (iii) mention and discuss the main components of the discipline of education
- (iv) explain the basic principles of Teaching
- (v) explain teaching and the related concepts
- (vi) discuss the child as the centre of the educational activities.

Introduction: Education

In everyday discussions, people tend to equate education with literacy (the ability to read and write) and numeracy (the ability to manipulate figures). People who have learned special skills and have acquired practical abilities like reading, writing, driving, painting, typing, drawing repairing mechanical gadgets, carving, swimming and others which could be acquired in schools or vocational institutions are seen as being educated.

Not only that, others who can demonstrate or display their ability to memorise and recall facts have been said to be educated. More than that, some people believe that to be educated is to be indoctrinated, by getting the learner to accept a religious or political creed or doctrines.

To some people, education is limited to the acquisition of knowledge within the school or classroom settings. While there is no doubt that each of these: literacy, numeracy, acquisition of knowledge, ability to recall the knowledge acquired, indoctrination and schooling are essential elements in the process of education, they do not in themselves constitute education, (Obanya 1980:1-3).

The word education was derived from the Latin word 'educare' (educio, educare, educari, educatum), meaning to bring up, 'to lead out', 'to raise up', to educate. Originally 'educare' means 'acting' in order to lead out all the potentialities of an individual. It therefore means the process of leading the individual into ways of life of the society to which he has been born to live, work and die. (Adeyinka and Adetoro (1992:2).

Education is a universal concept and it has different meanings from place to place and from time to time. It has been defined and described in various ways by educational philosophers, scholars and students. An individual can even define education in more than one way, because one's understanding of the word changes from time to time. A good example is Jerome Brunner who recently admitted that his earlier definition of education was inadequate for his contemporary society. Some of the current ideas and definitions of education are given below.

The Oxford Advanced Learners' Dictionary defines education as the systematic training and instruction of people and that it involves acquiring knowledge and abilities from such training.

In Adedipe (1985:25-26), the broad meaning of education is said to involve the following:

- the process of education being a life - long process, from infancy to old age or from womb to grave;
- experiences gained through the various formal and informal agencies of education like the home, school, church, club, press, friends, physical and social environments.
- receiving education many a time when we are not conscious of the fact and
- all experience being said to be educative.

Chauhan (1978) says education is the shaping of behaviour or modification of an individual's behaviour for adequate adjustment in the society. R. C. Lodge is quoted in Adeyinka and Adetoro 1992:2 as saying that life is education and education is life which means that the process of education spans a man's life. From the Platonic view of education, it consists to giving to the body and the soul all the beauty and all the perfection they need. Education is the total efforts of a given society to raise the standard of life of the people socially, economically and politically. Majasan (1967) sees it as the process by which society passes its culture from one generation to another. To Babs Fafunwa (1983), the end objective of education is to produce an individual who is honest, respectful, skilled, co-operative and who conforms to the social order (rules and regulations guiding the society). Related to this view of Fafunwa is that of Good Carter (1959) which says that education is the art of making available to each generation the organised knowledge of the past, that is, the process by which the traditions and culture of a society are passed on from one generation to the other and from older ones to the young ones.

The Second Vatican Council (1965) states that true education is directed towards, the formation of the human person in view of his final end and the good of the society to which he belongs and in the duty of which he will, as an adult, have a share. Arinze (1965) views education as the development of the whole man which includes the soul, body, intellect, will, emotion and physical well being.

From the various definitions above, one could see that the various 'wise heads' define education from their

different points of view. The process of education is not confined to the four walls of the school. It is an in-and-out of school experience and an individual's level of attainment is determined by his abilities, capabilities, exposure and potentialities. It involves training, acquisition of special skills, knowledge, attitudes and values needed by an individual to be responsible and would give him the opportunity to develop himself and contribute his own quota to the growth of his community.

Education as earlier mentioned is a life long process and it aims at imparting the skill needed to an individual to live a meaningful life and for the individual's all round development. It affords the individual the ability to adjust well not only to his immediate environment but to the ultimate world or universe in which he finds himself.

It is the process by which a sound mind in a sound body is developed because for education to be worth its while, it must be able to produce an individual with a refined mind, body and soul.

The main purpose of education therefore is to develop the individual so that he can be useful not only to himself but to his family, and the society in general. In other words it is to develop the whole man. It embraces all the activities of man: intellectual, emotional, spiritual, moral and physical that manifest themselves in the behaviour and mental activities of a person. In an age of science and technology part of the purpose of education should be to provide for the individual the basic training in science and technology such that at the end of the programme, the individual would serve his nation and use acquired skills to develop and maintain the tools that are essential for the scientific and technological development of the nation. A nation that ignores education in science and technology cannot be fully developed and the tendency for such a nation would be to continue to depend on the technologically advanced countries for its industrial and economic development.

Forms of Education

According to Adeyinka (1992:30) in his lecture notes, he explained that in most countries of the world, particularly African Countries, two forms of education are normally available and these are:

- Informal Education and
- Formal Education

Some authors like Agbionu (1997:30) also talk of non-formal education as being distinct from formal and informal education. The forms of education can also be classified into

- Traditional or indigenous education
- Western education
- Islamic education.

Informal Education

This is the one acquired unconsciously by children in the home and the immediate environment, when they play with their peers. There is no formal teacher. Informal education employs unwritten scheme of work and it enables children to learn to communicate in their mother tongue (MT). The medium of instruction is the MT.

Formal Education

This is the type that is being offered by various kinds of educational institutions: schools, colleges, polytechnics and universities (Adeyinka, 1992:30,31). It is also referred to as Western Education. There is a formal teacher and it employs a written scheme of work. According to Bray et al (186:109), Formal education tends to stress the intellectual development of the individual while paying rather less attention to the needs, goals and expectation of the wider society. It is expedient to note that western education is usually credited to Christian Missionaries. The main aim of the Christian Missionaries was to convert 'pagans' even Muslims to Christianity. As conversion was easier through education, schools were started and religion formed the main course of study. Later, other subjects were added. Nigeria is currently running a 6-3-3-4 system of education and it is expected to turn those who look for jobs to those who create jobs.

Non- Formal Education:

Bowers and Fisher (1972) in Agbionu (1997:30) defines non-formal education as education for which learners are not enrolled or registered. UNESCO publication, Terminology of Adult Education (1979:14) defines non-formal education as "out-of-school education". Lowe (175:24) sees it as any organised educational activity outside the established formal system that is intended to serve identifiable learning clientele and learning objectives.

Agbionu explained that non-formal education is different from formal education on the ground that it operates outside the formal school environment. It is also different from informal education on the ground that it is organised to serve a specific purpose to specific learning individual or individuals, while informal education is not organised to serve any specific purpose, it involves learning by chance.

Traditional or Indigenous Education

According to Balogun et al (181:1) traditional or indigenous education preceded both the Islamic and

Christian forms of education, and has been used for centuries in training children and youths in the family and the village. This form of education goes on until the school takes over in the case of those children who go to school and for others, it continues throughout life in the traditional way. The individual is expected to assume the role of a teacher of the younger generation and at the same time he continues preparation for future roles right through to old age. This helps the individual to adapt to his environment. According to Oduyale (1985:233-242) traditional education is not only functional, it is also pragmatic, that is, children learn to do by doing. Both adults and children are informally involved in traditional education through ceremonies, rituals, imitation, recitation and demonstration. Some people regard traditional as an informal form of education.

Aims of Traditional or Indigenous Education

The main purpose or concern of traditional education is education for the good life of man. For instance, among the Yoruba people, the philosophy of Yoruba education is embraced in the concept of Omoluwabi (Awoniyi 1975). To be an Omoluwabi is to be of good character. Good character according to Oduyale includes: respect for (elders) old age, loyalty to parents and local traditions, honesty in public and private dealings, devotion to duty, assistance to the needy, sympathy, sociability, courage and many other desirable qualities.

The goal of indigenous education is classified by Bray et al (1986: 102-103) as normative and expressive goals. Normative goals are those concerned with instilling the accepted standards and beliefs governing correct behaviour and expressive goals with creating unity and consensus. A great deal of the content of indigenous education consists of what sociologists refer to as moral education. An essential element of moral education is the spirit of discipline. We shall see more of what traditional education entails in the next section to be discussed.

Aspects of Traditional Education

Fafunwa (1974) identifies seven aspects of traditional education which are:

- (i) Development of Latent Physical Skills: Latent abilities are developed unconsciously through observation of elders.
- (ii) Development of Character: This is developed through religious education; a code of manners, conventions, customs, morals, superstitions, elderly sayings, folklores, proverbs and the laws of the society. The teachers are the child's immediate family and members of the extended family.
- (iii) Respect for Elder and Peers: This is related to character training. The child is taught to respect those in authority, older relations, religious leaders and other relations. Greetings are also emphasised. Physical gestures which vary from place to place usually accompany verbal greetings.
- (iv) Intellectual Training: Knowledge of the local history, geography, plants etc. are obtained from a close contact are very rich sources of traditional education. Poetic and prophetic aspect entails the learning of Ewi Alohun (oral poetry in general) like Ofo/Ogede (incantations); Oriki (cognomen or praise poetry), Ijala (hunters' chant), Esa or Iwi Egungun (masquerade Chant), Iyere/Ese Ifa (Ifa Chants). Traditional Mathematics for measuring liquids, grains etc. and counting in number are also available.
- (v) Vocational Training: This is done by apprenticeship available vocations include agricultural education like farming, fishing, cattle rearing and hunting. Trades and crafts like weaving, smithing, sculpturing, painting, decorating, carpentry, building, drumming, dancing, singing/chanting and acrobatics. Graduation is usually marked with a special ceremony and apprenticeship is based on observation and imitation.
- (vi) Community Participation: Age groups are involved and engaged in communal work like bush clearing, planting, harvesting, road clearing to mention just a few. Related to this is co-operative labour.
- (vii) Promotion of Cultural Heritage: Culture is caught as the child observes, imitates and mimics the actions of his elders and siblings. Ceremonies like marriage, child birth, coronation, graduation, new yam festivals, funeral etc. are witnessed by the child.

Islamic Education:

According to Balogun (1981) Islam in Arabic means 'peace' and as a creed was started by the Prophet Mohammed, who had received the divine message of Allah (God) and wanted to spread them to all people in Mecca and Medina in Arabia as far back as late seventh century and the early eight century. Recorded in the Qur'an are Allah's revelation to the Prophet. The prophet's saying and practises are in the Hadith. He died in 732 A.D. and after his death, his followers continued spreading his religious doctrines throughout the rest of Arabia and from there to other lands including northern Nigeria towards the close of the tenth century.

From historical accounts, it is learnt that struggles exist between those who believed strongly in the message of the Quoran and those who applied reason and inquiry to it (Balogun 1981:5). For instance, whenever freedom and creativity was given encouragement, like it happened under Muslim rulers such as Haroun al Rashid,

there was remarkable progress in the arts and sciences but if the reverse was the case, a decline in learning would be witnessed.

It is expedient to note that some states which are theocratic in many ways are making remarkable advancements in science and technology. Such states are Saudi-Arabia, Kuwait and Libya. Islamic schools 'madrasas' were either located in private premises, special buildings or mosques for Islamic learning. Qur'an was the main textbook and that was the reason why the schools were called Quranic schools when Islam spread to Nigeria.

Although Islam is said to have reached the savannah region of West Africa in the eighth century, A.D., the earlier contact with the present day Nigeria is linked to a Muslim scholar, named Hamed Muhammed Mani with Umma Jilmi a Kanem ruler (1085-1097) who accepted Islam with his household. With several other contacts with Tunisia and Cairo, Kanem had become the centre of Islamic learning and Arabic scholarship had reached a very high standard towards the end of the thirteenth century. During the reign of Mai Idris Alooma (1570-1602) many 'madrasas' were established and the region witnessed a rapid spread of Islam.

In the wake of the fourteenth century, scholars and traders taught Islam and later the religion spread to other parts of the North like Kano and Katsina. Islamic scholars were employed by the Northern rulers to help in their establishment of effective communications with their counterparts in North Africa.

Hitherto, the women were not exposed to education due to some social factors but Uthman Dan Fodio, the Muslim reformer from Hausaland, spoke out against the neglect of women's education. Thus he encouraged women's education by involving his own daughter in the programme.

Islam had been introduced to the south before Uthman Dan Fodio's Jihad. It was around 1830 and above that Islamic scholars started entering the Yorubaland from the North. Later, Islamic teaching and preaching spread far and wide into the Southern part of Nigeria with Ilorin and Ibadan being reputed as centres for Islamic learning.

The Quranic Schools

Thousands of Quranic schools are in existence in Northern and Southern parts of Nigeria. As earlier mentioned, they may be found very close to the mosques, in a room of the teacher's house or under the shade of a tree. The Islamic teacher, is found sitting on a chair or stool with volumes of Quran while the pupils sit on the floor of ground with their wooden tablets, inkpots and pens. The teaching method takes the form of rote-learning with the teacher reciting from the Quran while the pupils repeat after him. A bright pupil may however lead the class in the recitation. The recitation is repeated several times until the teacher is satisfied with the pupil's pronunciation. Apart from the recitation, pupils are made to write Arabic alphabet as well as passages from the Quran. The stage at which the pupils start writing is determined by the teacher. However very few of the teachers are well qualified to handle the teaching effectively.

In Nigeria, the spread of Islam has been remarkable in the Northern and Western Nigeria. Although Muslims are found in almost all areas of Nigeria, not much impact has been made in the Eastern part of Nigeria.

Advancements in Islamic Education

As a result of the need to upgrade the quality and variety of Islamic education in the Northern Provinces, Law School was established in Kano in the 1930s to train the Islamic lawyers (Alkalis) for the purpose of presiding over area courts to try minor cases. It was renamed the school for Arabic Studies in 1947, and started to train teachers in Arabic and Islamic Studies.

In the 1950s, the curriculum was broadened to train primary school teachers. In the 1960s the school introduced post-secondary courses in Arabic and Islamic Studies, the products were then sent to Bayero College in Kano (now Bayero University).

Some Universities in Nigeria now run Diploma and Degree Courses in Arabic and Islamic Studies. Doctoral Degrees in Arabic and Islamic Studies are also available in some Universities e.g. The University of Ibadan. However, expansion of Western Education was easier in the South than in the North. Apart from the geographical factor in terms of distance which made it uneasy for the missions to reach the North conveniently, another major reason was the indifference of the region to western form of schools, as the Quranic schools and other Islamic institutions had been providing religious, literary and vocational training for their wards. Another fear was that of religious conversion of Muslim children to Christianity. In spite of these obstacles, the missions penetrated the North and started their activities. With government intervention, both Christian and Islamic religious studies co-exist in schools with western subjects especially in the government controlled schools.

Education as a discipline is a composite concept. The main components are philosophy; sociology, psychology; administration, planning and managements; principles and practice and curriculum studies. The main components will be discussed below.

Philosophy of Education:

According to Akinkontu (1996:1-2), the word 'philosophy' is derived from Greek words 'philia - sophia meaning 'love of wisdom'. It is the body of knowledge and an activity of criticism of classification. It attempts to

ensure clarification and understanding in human assumptions and it embraces the sum total of human experience.

Philosophy of education is the activity of clarifying terms, thoughts, ideas and principles that guide educational policies and practice everywhere as well as problems that inhibit it. It is a process that proposes ends or goals for education and suggests ways and means of reaching them. It provides the ingredients or ideas on which a society bases its educational policy and practice (Adeyinka, Adetoro and Nwosu 1992:46).

The four major components of philosophy are:

- i. Metaphysics: This is the theory of reality, the nature of man and the world he finds himself. It probes into topics such as the question about the soul, the mind, life after death, human destiny, predestination, freewill, fate and the existence of God.
- ii. Epistemology: This is the theory of knowledge and it has great relevance to education especially to classroom teaching and learning activities. While education as a process deals with the issue of imparting and acquiring knowledge, through the teacher-learner relationship, epistemology as a branch of philosophy probes into the root of knowledge so imparted or acquired by trying to find out what knowledge itself is and what it means to know something.
- iii. Axiology: This is the theory of values and it is very important not only in the classroom environment but also for the school and the society. The teacher must get himself acquainted with the aims and objectives of the educational programme which of course must have a good value basis by giving adequate consideration for the present and future need, and desires of the individual and that of the society.
- iv. Logic: This term, 'logic' is derived from the Greek word 'logikos' meaning "has to do with reason". It has to do with the use of arguments to arrive at a valid or invalid conclusions. It can also be seen as a method of philosophic thought. It is the system of reasoning known as formal reasoning. It provides the standard required for systematic reasoning and it requires us to begin with known to unknown before we can infer certain conclusions.

The following are the various methods employed in logic:

- deductive method (deductive logic)
- inductive method (inductive logic)
- dialectic method (dialectic logic)
- experimental method (experimental logic)

The knowledge of logic is indispensable to the teacher. It develops in the teacher the ability to consider alternate solutions to problems after a critical examination of the alternatives. Thus judgement is made on the basis of facts rather than personal preferences or considerations. (Adeyinka et al 1992: 44-45 and Akinkuotu 1996: 5-15)

Sociology of Education:

Sociology is viewed as one of the social science subjects which is concerned with the clarification and analysis of the different types of relationships within the society. Such relationships produce social institutions and associations through which the behaviours of individuals are organised and controlled. Sociology attempts to establish links between various sub-systems in the society by studying the relationship between the family system and political system, religious system and the economic system, education system and the family system etc. Some institutions are involved in the cultural transmission. The institutions include: the family, the school, the church/mosque, the community, the mass media etc.

Sociology of education is the application of the findings of sociology to the educational system in the society. It tries to find out the relationship between education and the society and deals with such concepts as culture, community, society, socialization, status and roles. In a nutshell, sociology of education is the application of sociological approach to educational institutions and problems (Daramola 1992:229-230).

Educational Psychology:

Psychology is the scientific study of human behaviour. In education the components of psychology include developmental psychology (which deals with the issue of the learner's normal physical, intellectual, social and psychological development) (Emiola & Bojuwaye 1992:123). Psychology of learning (which looks into general learning theories and their implications for education in the various disciplines); Social psychology (which is the study of the individual in society with particular reference to human interaction (Mordi 1992:211); Guidance counselling (which is concerned with the provision of counselling and guidance services in matters relating to socio-personal, psychological and educational problems).

Curriculum Studies:

Balogun et al (1981:83) defines curriculum as a written statement of the educational experience which the school proposes to provide or create for children and the aims, materials and procedures of such experiences.

From the point of view of Bray et al (1986:144), curriculum includes both planned and unplanned learning experience that take place within the school. The planned or official curriculum refers to the statements of goals, the structure of education and the content and style of examinations (evaluation). In the curriculum, every subject taught in the school is taken care of including the content, how the content would be taught (methodology) the material and human resources involved and the process of evaluating the learning outcomes. Comparative studies of other countries' curriculum could bring about a review of a country curriculum content.

Educational Administration and Management.

This has to do with the principles and practice of educational administration, planning and management. It spells out the role of every individual involved in educational practices like the teacher, the Principal, inspectors and others. Economic implications of educational systems and practices are also studies under this component of education.

Basic Principles of Teaching

Teaching can be described as a process which facilitates learning. Its major task is to ensure that learning takes place. Teaching involves the following:

- a. Planning what to teach by:
 - selecting and studying the topic
 - identifying instructional objectives
 - preparing the daily lesson plan
 - preparing the teaching aid or instructional materials
 - b. Presentation of educational materials in the classroom by:
 - introducing the topic of the lesson to the pupils.
 - explaining clearly the instructional objectives.
 - helping the learners to identify the important aspects of the lesson through active participation.
 - effective use of appropriate methodology.
 - making sure that learning is taking place through effective motivation.
 - constantly evaluating the learners' and the learning process.
 - c. Effective class control to ensure compliance on the part of the students.
 - d. Identification of and attendance to the special needs, of the individual learners - be it mental, material to the physical needs.
- Teaching and learning are inseparable, hence teaching is incomplete until learning has taken place. Teaching activities must be learner centred because the most important theory is not how much has been thought but how much learning the learners have been able to do.

Professional Ability of the Teacher

For effective learning to take place, the competence of the teacher is the determining factor. Certain skills must be demonstrated by the teacher if his teaching would be meaningful to the learners. These include

- creating a conducive classroom climate that suits a particular lesson.
- organising and arranging the classroom to ensure free movement and effective class control.
- ensuring a very neat classroom environment.
- handling emergencies like sudden illness without panicking
- ensuring a cordial teacher - learner relationship.
- relating to learners in such a way that his personality will command the learners' respect.
- carrying the pupils along in the teaching - learning process.
- ensuring effective communication, clarity of expression, writing legibly on the chalkboard; appropriate use of instructional materials and asking of straight - forward but logically presented questions.
- rewarding learners' good behaviour and exemplary performance through adequate reinforcement.
- fairness promptness and firmness in handling of any of indiscipline or distraction (Ijala, 1988:8:10)

Ajibade (1987:164-165) describes the teacher by saying:

One can sum up the teacher as a guide,
a teacher, a modernizer, a model, a searcher,
a counsellor, a creator, an authority, an
inspire of vision, doer of routine, a breaker
of group, a story teller, an actor, a builder
of community, a learner, a facer of reality,
an emancipator and a person.

Teaching and Related concepts

Teaching as an art is much more than just standing before a group of learners and pouring out facts and information or instructing, explaining and telling the learner a lot of things. It transcends the ability to impress learners with the amount of information you have gathered. It is more than just guiding the pupils' hands to develop the skill of writing or handling some particular tool or instrument. It is more than just giving examples to pupils to follow or instilling fear into them in order to force them into obedience. What then is teaching? Balogun et al (1981:101) has this to say.

It is the passing on of ideas, knowledge, skills, attitudes beliefs, and feelings to someone, with the aim of bringing about changes in that person.

Teaching is an activity which involves a teacher, something to teach (a learner), and an intention to teach by the teacher and an intention to learn by the learner. Teaching then takes place when the materials have been combined to produce a change in the behaviour of the learner (Akinkuotu 1996:66). some of the related concept include: learning, training, indoctrinating, instruction etc.

Learning

This is a very difficult concept to define in simple terms since it is not possible to see learning directly. Through observation of a child's behaviours, one can say whether learning has taken place or not. The evidence of learning is an observed change in the behaviour of the learner. Learning is therefore a relatively permanent change in human behaviour as a result of experience.

Training

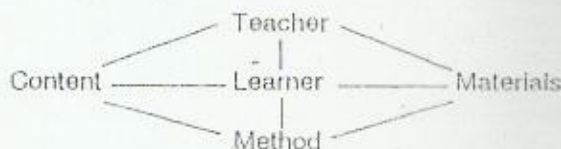
This is a kind of teaching which is concerned specifically with preparing the learner for effective performance of a specific role for which he has been trained. Training has a limited scope. It is fixed and the learner is equipped to be competent in a narrow form. While teaching develops the learner all round, training has its narrower goal. The narrow goal the training institute seeks to achieve is what the learner is trained to achieve and not the overall development of his intellect. Training does not take a long time like education. It helps in the building of physical and manual skills.

Indoctrination

Webster's New International dictionary (2nd Edition) defines Indoctrination as instructing in the rudiments or principles of learning or a branch of learning; to instruct (in) or to imbue (with) as a principle or doctrines. In a derogatory sense, it means to imbue with an opinion or with a partisan or sectarian point of view.

From the first definition, indoctrination means a special kind of teaching, an instruction in doctrines and it can also be viewed as being synonymous with-teaching. Then from the second definition, we can add that indoctrination (in a derogatory sense) is partisan teaching.

Instruction: This is the arrangement or the management of the learner's environment in such a way as to enable him engage in activities or acquire experience that would bring about a desired change in his behaviour. The instructional process could be described as a series of interacting components that revolve around the learner as shown below.



Like a simple communication process, it involves the sender (teacher), the message (content), media (the materials; facilities and equipment used) methods (has to do with the means or way the message has been sent) while the receivers are the learners. A feedback is expected in the instructional process in form of evaluation.

The Child As The Centre of Educational Activities:

For effective teaching learning process in the classroom the teacher must employ the relevant and appropriate teaching methods. Although no single method can be said to be capable of serving all purpose, there is no fixed method for a particular subject of topic. For this reason a number of issues must be resolved before a choice of teaching method is made.

According to Balogun et al (1981), the methods we use for teaching could be grouped into two based on whether the pupil or the teacher is the principal actor, that is, whether it is teacher-centred or pupil-centred.

Learner-Centred (Pupil-Centred) Approach:

In the learner-centred approach the learner plays major roles in the teaching-learning process. The entire activities of learning revolve round the learner. The learner is the main focus and the teacher only plays a supportive role of an adviser, a guide, a director or a consultant. The teacher introduces the lesson (topic), directs the students to relevant resource for collection of information and evaluate the learning activities at the end of it. Thus the child is encouraged to be creative, independent, initiative and resourceful.

Some of the methods categorised under the approach are: The project, enquiry, problem solving, discovery, play-way, programmed, instruction, assignment, activity, decentralised discussion methods, supervised study, field trips, games, simulations etc.

Teacher Centred Approach:

Teacher-centred approach employs the teacher literally in the role of the director of studies and works in the assumption that in all matters of learning "the teacher knows best" (Farrant 1980:129). The teacher dominates the teaching-learning process and he presents himself as the source of information and knowledge with little or no consideration for learners' individual differences. Learners are led at the teacher's pace, his level of vocabulary and experience. He lays much emphasis on teaching rather than learning activities.

Methods such as lecture, demonstration, questioning, controlled discussion, fall under this category. A good teacher is the pupil's joy. A good teacher will incorporate elements from the two approaches in his teaching like taking some elements of lecture, demonstration, discussion, and assignment methods all in a lesson to teach a secondary school topic.

It is sad to know that some teachers select or choose teaching methods based on their own interests and conveniences at the detriment of the learners. The following are the seven major criteria for selecting teaching methods as opined by Olaseinde (1988:12-14)

a. Objectives or learning outcomes envisaged.

This means that the behavioural domain to be measured would determine the selection of the method for use. For instance, activities involving psychomotor domain require serious thinking while the affective domain is more of demonstration and role playing.

b. Subject Matter

This is the body of knowledge which the teacher intends to teach the students. The nature of subject matter determines the method to be adopted in teaching. For instance, story telling method may be profitable to teach some topic in History and the Novel in literature while it will be unrewarding in accounting.

c. Learners' Characteristics

Characteristics such as age, socio-economic status of parent/guardian, aptitude, ability, gender, level of intelligence, entry behaviour, interest etc. of the learner should guide the consideration. Thus, learners' characteristics would determine the level of problem, speed of instruction, instructional time, instructional materials etc.

d. Stage of Lesson

There are three stages to a lesson viz: introduction, presentation and evaluation. Any method selected must make provision for these. For instance, questioning and story telling are good to introduce a lesson so as to arouse the interest of the learners while any method could go for the presentation depending on the topic; questioning, discussion and oral summary would be appropriate for the stage of evaluation.

e. Instructional Materials

These are equipment and materials used in the teaching-learning process to facilitate learning. It could be projected visual media like films slides etc. or non projected visuals like pictures, charts, chalkboard, bulletin board, models, mock-ups. It can be audio media like radio, television etc. or audio-visuals like video tape, television, video disk etc. The selection and use must be based on the objectives already formulated for the lesson.

f. Space

This has to do with the sitting arrangements, ventilation, lighting, acoustics of the room and consideration of these factors would definitely affect the teaching method to adopt. Practical oriented subjects would require a lot of space. For easy movement, proper interaction, assessment and maintenance of discipline, the classroom must be roomy or large enough to accommodate the students and their activities.

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g. Time

Time allotted to every subject on the time-table must be considered before selecting a method. Some methods, would not be appropriately used to achieve the desired objectives because of time inadequacy. The teacher should note this.

In selecting teaching method, the learner for whom instructions are designed should be the focus of attention. There is no "The Master Method". The choice of a particular method must be based on its capability to contribute meaningfully to the learning process. The effectiveness on the other hand depends on the teachers' ability; initiative; foresight and resourcefulness.

EXERCISE

Try and answer the following questions individually and, or in groups as a form of practice.

1. What is Education?
2. Who is an educated man?
- 3a. List the forms of education and discuss any two
- b. List and discuss the aspects of informal educational identified by Fafunwa
4. Do you think that students attending a Quranic school should learn Arabic? Give your reasons.
5. Mention and discuss the components of the discipline of education.
- 6a. What is teaching b. List the qualities of a good teacher
7. Discuss the professional ability of the teacher
8. Write short notes on the following
(i) Teaching (ii) Training (iii) Learning (iv) Introduction (v) Instruction
9. Visit a school and make a list of all the records used in the school system. Describe any three of them.
10. Discuss the contribution of the following towards education in your community.
 - i. School
 - ii. Home
 - iii. Church
 - iv. Mosque
 - v. Community
 - vi. Peer Group
 - vii. Mass Media
11. Prepare a lesson note on any topic of your choice for teaching a class of your choice in the primary school.

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