

## UNIT ONE

### THE TEACHER AND THE CHILD

#### Who is a teacher?

Before the advent of Islamic and Western Education in Nigeria, every adult member of the society served as a teacher and initiated the young ones to the culture norms, ethics and beliefs of the society. In actual fact, if a father was a good blacksmith, the son would automatically become one, and if a mother was a good cook, the daughter would become one. In Nigeria today, a teacher is a person who has undergone approved professional training in education at a College of Education or Faculty of Education in a University. The Teacher's Registration Council handbook (2002) defines teaching as a systematic process of transmitting knowledge, attitudes and skills in accordance with professional principles. The child is like a young plant which needs proper growth, nurturing, shaping and pruning, while the teacher, is like a gardener who understands the plants, some require bending, some straightening and others pruning. For successful teaching/learning processes, the teacher is required to understand thoroughly the child and the subject matter which must be considered and chosen according to the child's state and standard. Since the child is the subject of education, the teacher should be able to guide him successfully to become an achiever in life. The teacher is trained in both the theory and practice of education. He is very important through his influence, his character and his example. The child is his responsibility. He must be patient and be fond of the child. The teacher needs perseverance, high ideals and a desire to give time, energy, thought and cares to his work. He must have the power of imparting knowledge and should master the knowledge to impart.

Teaching is like no other profession. As a teacher you will assume many roles. you will, to name but a few of the roles teachers assume in carrying out their duties be a/an:

- ❖ Communicator

programme, business education students are exposed to the nitty-gritty in entrepreneurship and this goes a long way in influencing the entrepreneurial aspirations of the students. Students are specifically given projects to carry out and these projects have a way of stimulating their interest and propelling their entrepreneurial aspirations.

**Infrastructural Base:** The infrastructural base in the country plays a pivotal role in influencing the entrepreneurial aspirations of business education students. Infrastructure plays a dominant role in accelerating economic development. Imeokparia and Ediagbonya (2-14) stressed that infrastructural base like road network, communication and power promote the growth and development of Small and Medium Scale Enterprises (SMEs). Most business education students/graduates will have high entrepreneurial aspiration if it is perceived that the infrastructural base is okay which can promote the entrepreneurial venture. But if the infrastructural base is not okay, the drive to establishing and managing entrepreneurial venture may not be high.

**Raw Materials:** The availability and accessibility of raw materials have a great link with the establishment, growth and development of entrepreneurial venture. Business education students' entrepreneurial aspiration will be higher if the needed raw materials for production is available and accessible with minimum cost consideration. But if raw materials are not available and accessible, there would be lower entrepreneurial aspirations.

**Ready Market:** It is often emphasized that production is never completed until goods produced get to the final consumers. This brings to our mind the importance of market. A market is described as a contact between seller and buyer with the intent of exchange. Once there is ready

- ❖ Disciplinarian
- ❖ Conveyer of information
- ❖ Evaluator
- ❖ Classroom manager
- ❖ Counsellor
- ❖ Member of many teams and groups
- ❖ Decision-maker
- ❖ Role model, and
- ❖ Surrogate parent

Each of these roles requires practice and skills that are not often thought in teacher preparatory programme. Not all who want to be a teacher should invest time and resources in teacher training or teacher preparatory programme, if they do not have the appropriate, temperament, skills and personality.

Make no mistake, as a teacher your day doesn't necessarily end when the school bell rings for closing, if you are conscientious ,you will be involved in after school meetings, committees, assisting students, grading homework/assignments, projects and talking with parents. All these demands some sacrifice on your personal time. If you are committed to excellence as a teacher, it is a sacrifice you can live with, if not you will be uncomfortable at best.

### **Attributes of a Good Teacher**

#### **A Good Teacher:**

- is good at explaining things
- keep his/her cool
- has a good sense of humour

- v. support from friend, peers and mentors;
- vi. entrepreneurship education programme in schools;
- vii. infrastructural base;
- viii. raw materials;
- ix. ready market for goods and services; and
- x. drive to be a boss.

High Unemployment Rate: the term unemployment has been described as a situation whereby productive resources like labour are unengaged in any activity that may earn it income. The increasing numbers of graduates that are churn out from the nations secondary and post secondary institutions without a commensurate job placement has been identified as a major problem in this nation (Ediagbonya, Agbaje & Suberu, 2013). Most graduates that are churn out from the nation's institutions are often seen roaming the street in search of jobs. In some cases, some of the graduates go to the extent of falsifying academic records and other unwholesome activities in order to get a job. The unemployment rate in the country as at 2013 was 21.6% (Ediagbonya, 2014). This figure seems not to be too pleasant and this development has further redirected the mindset of students and graduates towards becoming entrepreneurs. This has in turn positively influence the entrepreneurial aspiration of business education students.

Socio-Economic Background: the socio-economic background of an individual (business education student) has a great role to play in influencing the entrepreneurial aspiration of business education students. Several scholarly research works have attempted to document the influence of socio-economic background in entrepreneurial venture (Imeokparia, 2014; Ediagbonya, 2013). There is no doubt that not all students are from the same background. With the imbalance in the society and the inequality in the distribution of income, these have made it

- likes people especially students in the age range(elementary, special, secondary or higher education level) in which they intend to teach. If you are not comfortable working with young children, don't major in elementary education.
- is fair-minded
- has a command of the content they teach
- sets high expectations for their students and holds the students to these expectations
- is detail oriented
- is a good manager of time
- can lead or follow as the situations demand
- doesn't take things for granted

### **The Duties of a Professional Teacher**

The duties of a Professional teacher are the assigned responsibilities that a teacher must perform at one time or the other. In the teaching-learning processes, they perform numerous duties.

The duties of a teacher, some of which are enumerated below:

- The teacher as a dispenser/facilitator of knowledge must be well enriched, a resource person who can help students acquire the knowledge they seek
- The teacher must be capable of promoting the moral, social and cultural heritage of the community which he serves
- The teacher must be prepared to learn all the time. He should have the ability to carry out research, he should be computer literate and have knowledge on how to get, information from the internet.
- For the educational objectives to be attained, a teacher must have positive influence on the student and should inspire the students under his care to learn.

- He must be competent and have professional qualification. He must be sensitive to changes in his field and be capable of innovation. The teacher must be able to communicate effectively and be able to give a clear, simple and logical lesson
- He must be capable of meeting emotional, physical, intellectual and social needs of the student.
- He must help the student to have good and cordial interpersonal relationships.
- He should be capable of helping students to develop attitudes, morals, and norms that promote the unity and solidarity of the nation.
- The teacher should be able to help the students develop critical thinking and scientific attitudes to life.
- The teacher must be able to cater for the students' individual differences in learning and wage war against mediocrity
- A teacher should be able to evaluate his own performance and also the performance of his students.

#### **Factors Responsible for Teachers' Poor Image (Low Status)**

Having discussed the duties of professional teachers, one will tend to ask the question as to whether majority of our teachers are professional or they take to teaching as a formal occupation for livelihood. Many factors are responsible for the low status of teachers. Molagun and Taiwo (2004) made an outline of these factors:

- ❖ There is a lack of recognition of teachers by the various governments unlike other professions such as medicine and law.
- ❖ Teachers are not well financially remunerated and are looked down upon, thereby making the profession unattractive.
- ❖ Several teachers are not professionally trained. The free entry and exit of the profession by any person is another reason for the low status of teachers.

- ❖ The level of professional training and intensity of professional preparation cannot be compared with what operates in other professions like medicine, law, engineering etc
- ❖ There is lack of self-esteem and dignity of labour on the part of many teachers.
- ❖ The effects of teachers' efforts are not felt immediately like doctors who treat patients and they get healed or lawyers that handle cases a win. To crown it all, poor academic performance of students is on the increase at all levels.

### **How Children Learn**

Having discussed the duties of a teacher at length, it will be interesting for us to know how a child learns. According to Adeyemo (1985), education should be child-centred and if any good teacher wants to teach a child anything, he must bear in mind that he has three-way traffic before him: he should know himself, he should know the subject matter well and above all he should know the child he is going to teach.

1. Children learn more readily when there is something they see, feel, taste, touch and/or smell (i.e.) when teaching appeals to their senses.
2. Children learn when they can handle concrete objects rather than abstract ideals. This is why it is very important that you make use of teaching aids, illustrations and blackboard summaries while teaching.
3. Children learn when you punctuate all oral lessons with short periods of activities. For example children can write notes, draw or even write answers to questions between lessons.
4. Of great importance is the fact that repetition aids learning, thus teachers should make it a point of duty to ask students from time to time to know what they have gained so far during the process of teaching.

## **Factors Affecting Learning**

A complex set of factors affect students learning children's learning depends on:

1. The child's teacherability which is determined by personal and family characteristics:
  - Personal; gender, innate ability, IQ, early childhood experiences
  - Family; socio-economic status and parent's level of education
2. For children to learn, the teacher must endeavour to link the new body of knowledge to their previous experience. For example in mathematics, the knowledge of addition will aid that of multiplication.
3. Readiness or the level of preparedness of a child will aid learning. No matter how well you handle a subject matter a child that is not ready or has not mature will not learn; e.g. a six months old child cannot walk. Children with high interest, motivation, aptitude, intellectual capacity and high level of assimilation will learn but a child with low interest will not learn. A child or children with physical defects like visual or hearing impairment may be hindered.
4. Also mental retardation can hinder learning. Fatigue of the eye or muscles can hinder learning. Also when anxiety is in excess a learner might not assimilate well.
5. There are environmental factors that mar a child's learning e.g. a child from a happy home will readily learn. Also, a homely and conducive school climate will enhance the child's learning. And if the community where the school is sited is loving and peaceful the child will learn.
6. On the whole, good teaching prevents disciplinary problems and enhances learning, whereas poor teaching encourages disciplinary problems and discourages learning.
7. The physical facilities in which learning takes place affects students learning
8. Curriculum and instructional materials affects students learning
9. Teaching quality and styles (the quality and effectiveness of the teachers affects students learning)

14. Pupil/students' transition;
15. Stakeholders' dialogue on minimum standards;
16. Instructional materials;
17. Guidance and counseling;
18. Qu'ranic integration;
19. Girl child education;
20. Private providers;
21. Production/Media relations;
22. Statistics/Education Management Information System(EMIS);
23. Procurement or goods;
24. Classrooms, toilets, doors, windows, Libraries, head teachers' offices laboratories, etc;
24. Teachers'
26. Administration;
27. Books of accounting;
28. Teaching and learning situations;
29. Instructional Materials;
30. Textbooks;
31. Building and other infrastructure; and
32. Other equipment. (Mohammed, 2012:9)

Strategies employed by UBEC for Maintaining Standards.

The Universal Basic Education (UBE) Programme was introduced to ensure unfettered access to early childhood care education and nine (9) years of formal schooling, adult literacy and non-formal education , skills acquisition programmes and the education of special groups as nomads and migrants, girl-child, and women, almajirai, street children and disabled groups. It is also to ensure that acquisition of life skills, ethical, moral and civic

## **CONCLUSION**

In teaching, the concern of any good teacher is how to make students learn. In the process of teaching and learning, the teacher, the student and the subject matter are involved. Duties of professional teachers are so all encompassing that those who merely earn a living by teaching will find it difficult to cope.

## **20. Professional responsibilities**

### **SUMMARY**

The following are the major highlights of what you must have learnt in this unit.

- ✓ The teacher is a Gardner, who has to undergo an approved professional training for successful teaching, and the child is his responsibility.
- ✓ The child is like a young plant that needs proper nurturing for Growth
- ✓ In the course of performing his duties the professional teacher assume different roles
- ✓ The professional responsibilities of the teacher are the duties the teacher must perform to enhance the teaching profession.
- ✓ A teacher must know himself, know the subject matter and know the child.
- ✓ Children learn when teaching appeals to all their senses, when they handle concrete objects and when lessons are punctuated with periods of activities
- ✓ On the whole, good teaching will bring about good learning
- ✓ There are many factors affecting learning such as previous experience, intellectual capacity, interest, physical defects and environmental factor like the home, school and community.