

## METHODOLOGIES OF TEACHING AND LEARNING IN NIGERIA SCHOOLS: ROLE OF THE RELIGION EDUCATION TEACHER.

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### Abstract

*Education is a cooperative teaching/learning process of preparing an individual from birth and throughout life. Education is a process of skill acquisition, knowledge and understanding. It is a process of cultural transfer or mutation into society. For a child or learner to acquire these, teaching is involved. Methods are instructional techniques, strategies or styles the teacher employs to teach the learner to bring about effective teaching and learning. It is important to note that using one method exclusively without interfering with others is difficult. The problem remains that some people who did not go through these teacher training courses teach at all levels of education (Primary, Secondary and Tertiary). Such teachers are quacks who*

*cheat rather than teach. The quacks do much damage to the learners. A teacher who knows the subject matter but cannot impart such knowledge to the students is useless in the system. This paper, therefore, emphasizes the following: The concept of teaching, the concept of learning, the idea of methodology, and various methods of teaching, including the roles of the religious education teacher. The paper concluded by recommending that government should organize seminars/workshops on different methodologies in teaching and learning in schools. The ministries of education, both state and federal, should ensure that only professionally qualified and registered teachers are employed to teach in schools; Government should provide opportunities for advancement for both teachers and learners.*

**Keywords:** *Teaching, learning, methods, religion teacher, Nigerian schools.*

### Introduction

In the teaching method, there is no doubt that ways of transmitting or imparting knowledge or teaching impact learners or learning in general. This was why it was possible and acceptable for a teacher to master their subject and also master some methods of teaching even outside schools of teacher education. With the current globalization, for instance, applying information communication tools in teaching-learning, it is observed that teachers and learners are not acquainted with using these tools (Fudak, 2018).

In teacher training institutions, the teachers are equipped with the relevant knowledge of the learner, subject matter and pedagogy. They go through the principles and practices of education. Foundation courses for trainee teachers include; Sociology of education, Psychology of education, measurement and evaluation, curriculum studies, guidance and counselling education, history of education, educational management, instruction methodology, Educational Technology, Research Method and Teaching practice. These courses are in addition to the prospective teachers' major teaching subject, which could come from the sciences, Art, or social sciences. All these are to make/equip or prepare the prospective teacher adequately for the complex job ahead (Kearly 2010).

This paper, therefore, examines the concept of teaching, learning, methods of teaching, Varieties of Methodologies in Teaching and Learning, and roles of a religious teacher. It further explained various methods which are employed in teaching. Nwagbo and Ebiringa (2015) organized these methods into four groups, as will be discussed later in this paper.



**(a) Concept of Teaching**

Teaching is a very important vehicle for the attainment of education. Teaching as perceived by a layman is in the class of other education synonyms like training, indoctrination, drills, instruction, lecturing, preaching, conditioning, tutoring, mentoring and so on. Peretemode (2017) further classified teaching into three acts. These are logical, strategic and institutional. Logical acts refer to activities such as explaining, inferring, concluding and giving evidence or proof. This act of teaching is coherently based. This aims to impart knowledge based on the available content and the learner in question. The strategic acts include activities like motivating, praising, encouraging and disciplining. This embodies enhancing the behavioural and performance of the learner.

Okeke (2015) perceived teaching from two distinct perspectives. These are teaching as an activity and as a profession. Stating further, Okeke explained teaching as an activity to mean a conscious and deliberate effort to impart knowledge. This happens when one accepts the task for another person's learning and provides directions, activities, materials and guidance that facilitate learning.

**(b) Concept of Learning**

Learning can be defined as mental activities through which knowledge, skill and attitude are acquired, retained and utilised. It is defined as changes in a particular form, changes in behaviour, or tendency, resulting in relatively permanent practice (Okeke, 2015).

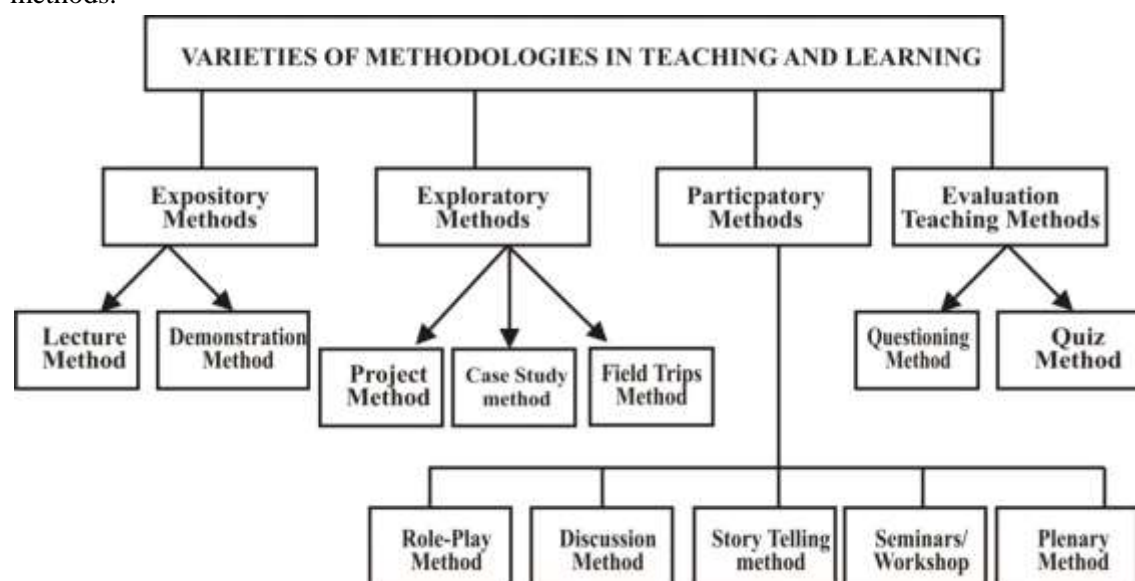
**(c) Concept of Methodology**

A method is a way of doing something. Mkpa in Vikoo (2016) feels that in education, three terms – "teaching method", "teaching approach", and "teaching technique" are often used as if they are synonymous in explaining the "methods" a teacher uses in his assignment. Vikoo (2016) describes a "teaching method" as a set of deliberately and systematically arranged information that is exchanged between a teacher and his learners or between learners and their experiences with a view of causing a predetermined change in behaviour of the learner.

**(d) Varieties of Methodologies in Teaching and Learning**

Nwagbo and Ebiringa (2015) categorized these methods into four (4) groups; they are

(i) expository methods; (ii) exploratory methods; (iii) participatory methods (iv) evaluation teaching methods.



**Fig 1: Diagrammatic Representation of Methodologies in Teaching and Learning**

**Expository Methods:** Methods that fall under the expository method are: Lecture method and the Demonstration method. They are methods used to reveal new ideas or materials in teaching.



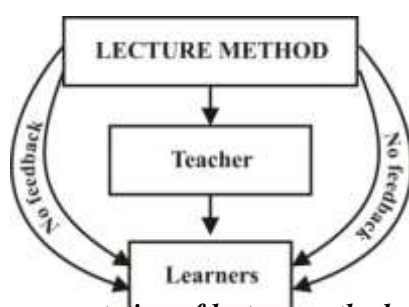
- **Lecture Method:** This method is one-way communication from the teacher to the learner(s). This lecture method in teaching has the disadvantage of not actively allowing the learners to participate (Kearsley, 2017). The lecture method is where the lecturer prepares lectures and comes to the class, exposing the knowledge to the students who passively take it down without regard to whether the students understand.

#### **Merits of Lecture Method**

1. Syllabus covered within a short time
2. It gives room for competition among students
3. It improves listening skills
4. It is very useful and suitable for teaching adults in tertiary institutions

#### **Demerits of Lecture Method**

- Teacher- centred
- 1. It encourages truancy among students.
- Students become passive learners
- Not suitable for pre-primary, primary and secondary school



*Fig. 2: Diagrammatic representation of lecture method of teaching*

#### • **Demonstration Methods**

The demonstration method is used in practical lessons. It is learner-centred. The lesson's content to be presented to the learner is put into practice or acted upon for the learners to see. The method is very useful in subjects like mathematics, physical and health education, sciences and so on (Viko 2016). The demonstration method is an instructional method in teaching learners which explains a particular skill or activity verbally and then puts it into action in a step-by-step process. The teacher's verbal explanation and demonstration are usually followed by opportunities for learners to practice the activity (Ikechukwu 2013).

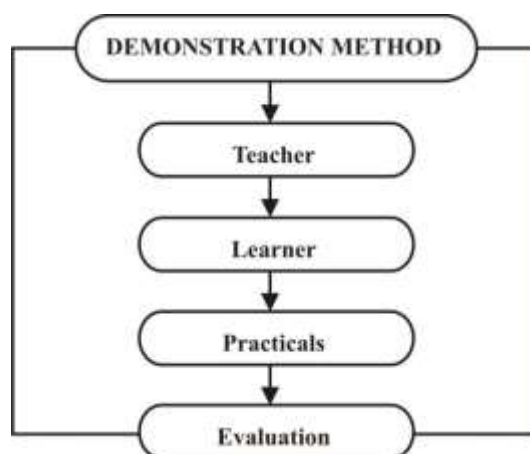
#### **Merits of Demonstration Method**

- Learning is interesting and lasting
- Teaching is practical
- Learners are trained to be good observers.
- Understanding is enhanced through this method.

#### **Demerits of Demonstration Methods**

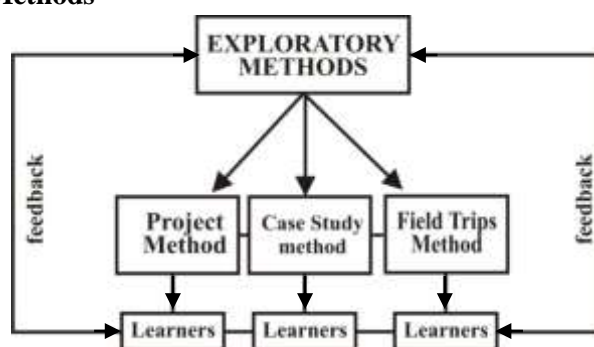
- Learning cannot be used in a large class.
- It is an expensive method of teaching as the material equipment cost money.
- It is time-consuming.
- With this method, it is difficult to measure Learners' understanding of the concept.





*Fig. 3: Diagrammatic representation of demonstration method of teaching*

## (2) Exploratory Methods



*Fig 4: Diagrammatic representation of Exploratory methods of teaching*

These teaching methods emphasize learners discovering new skills and ideas for themselves. They are "do it yourself method of teaching. The role of the teacher is to direct the discovery process and assess the outcome in a manner that will positively reinforce the learners. The expository method comprises the following: (a) Project Method, (b) Case Study Method and (c) Field Trips Method.

### (a) Project Method

Uzoechima (2015) defined the project method as the cooperative study of a real-life situation by a class or even by a whole school, under the teacher's guidance. The project method is a method of teaching that puts the responsibility on the individuals or groups of pupils to carry out their learning activities with the teacher playing a supervisory role. Project scan is undertaken in all subject areas in the curriculum, but not necessarily all topics within a subject can be taught through the project method. Individuals or groups can conduct projects, and they can be short or long. Shorter projects last a few lessons or days. Short-term projects are easier to direct and control but tend to achieve less. In long-term projects that last for many weeks or even a term or a session, there is an opportunity to achieve more, but students can lose their enthusiasm and become discouraged and lacking in ideas (Vikoo, 2016).

### Merits of Project Method

- It gives Learners first-hand information
- Promotes teamwork and cooperation
- Encourages learners to be persistent until the project is completed.



**Demerits of Project Method**

- It takes a long time to accomplish
- Some projects are expensive
- Learners work at different paces and with accuracy

**(b) Case Study Method**

In the case of the study method, individual learners and groups of learners study a real-life situation or problem (Staley in Ilechukwu, 2013). The purpose is to help learners develop general problem-solving skills by having them examine and analyzed specific real-life situations and problems. In the case study method, for example, the learners could be asked to analyze a current problem prevalent within their learning environment and come up with perceived solutions to the problem.

**Merits**

- Learning is real
- It encourages problem-solving skills.
- It enables learners to proffer solutions to problems.

**Demerits.**

- It is time-consuming
- The lazy learners hide under the canopy of the brilliant ones
- It requires finance to cope with the case study method.

**(c) Field Trip Method**

Fieldwork is one of the rich community resources that should be used in a broad educational programme where a great variety of learning experiences related to the physical environment and natural resources can occur. In fieldwork, there may be no books; thus, learning here is by looking, observing, interacting and listening.

This method involves taking learners outside the classroom/their immediate learning environment to a direct source of information to make relevant observations and obtain first-hand facts about concepts, things and situations. Fieldtrip can be taken to places of interest, industries, banks, post offices, farms and so on (Idialu, 2016)

**Planning for the Field Work**

There are three phases of the field trip method: (i) the pre-fieldwork activities, (ii) the field work and (iii) the post-fieldwork activities.

- The Pre-field work activities:** The Pre-fieldwork activities are the necessary plans the teacher and learners make before the fieldwork.
  - The fieldwork:** In the field work proper, after the necessary introduction, learners are told about the rules of the field trip location, which must be strictly observed.
- **The Post fieldwork activities:** The post-field work activities consist of learners writing the reports of their observations and experiences during the fieldwork.

**Merits.**

- Learners obtain first-hand experience/information
- Arouses and sustains learners' interest during the lesson.
- Exposes learners to various careers, and career opportunities
- It also motivates learners and guides them in career choices.

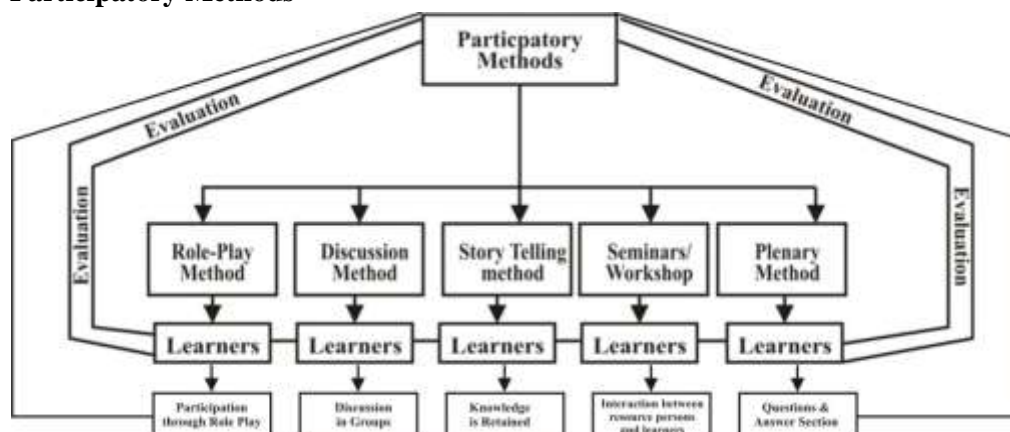
**Demerits**

- It is time-consuming
- It involves high risk (accident may occur)



- It is an expensive method
- It is energy demanding on the part of the teacher when planning the field trip.

### (3) Participatory Methods



**Fig 5: Diagrammatic representation of Participatory methods of teaching**

Participatory methods are learning-centred methods that enable learners to share their knowledge and experiences. These methods of teaching give room for active participation. The methods embedded into these methods includes: (a) role-play method; (b) discussion method; (c) storytelling method; (d) seminars/workshop and (e) Plenary method.

#### (a) Role Play Method

In the role-playing method, an individual is made to act a part to express his interpretation of how a person might behave in a given circumstance. It is a dramatization of real-life situations. The teacher guides and directs learners to act out or dramatize roles such as teachers, sales associates, managers, pilots, soldiers, contractors, farmers, police officers, nurses, doctors, pastors and so on (Lalaga and Olu (2015).

#### Merits

- It makes lessons interesting and real
- It equips the learners with problem-solving skills
- It sharpens the imaginative and organizational skills of teachers and the learners
- It involves active participation of the learners, resulting in retentive memory.

#### Demerits

- It is time-consuming
- It can turn into a mere drama if not organized properly
- It involves finance in purchasing costumes for learning
- It is time-consuming for the teachers

#### (b) Discussion Method

This method provides active participation of learners in the teaching-learning process and opportunities to acquire self-confidence as participants in the dialogue. Adeyemi (2014) explains that this method requires all participants to have at least a minimal level of knowledge which just a small number of participants will dominate. Encouraging students to hold discussions and voice viewpoints, even if they disagree with the instructors, will develop students' skills in analyzing situations and thinking critically (Oghuvbu, 2014).

#### Merits

- It helps learners to develop their communication skills and to be fluent in speaking
- It makes learners be bold and able to speak before a large audience



- Every learner has the opportunity to participate in the discussion.
- It is a cheap method of teaching.

#### Demerits

- It cannot be used in large classes
- It is not suitable for pre-primary and primary school because they cannot engage in meaningful discussion
- The method is time-consuming
- If not properly moderated, the introverts will be overshadowed by the extroverts.

#### (c) Storytelling Method

This teaching method is limited to subjects like Literature, History, Home Economics, Religious Knowledge, Social Studies and other arts subjects. Stories are very useful tools that have emotional and moralizing effects on the learners' minds. It is perhaps the oldest art in inculcating moral consciousness. Psychologists emphasize the need for using stories as entry behaviour in teaching because it generally stirs up the imagination of students (Osaigbovo, 2015)

#### Merits

- It helps learners to learn the rudiments of Grammar
- Stimulates and sustains the learner's interest.
- Retention and recall are aided by this method
- It is a cheap method of teaching

#### Demerits

- Time-consuming
- Learners receive and believe all stories without questioning situations that can lead to falsehood
- Uncensored stories can pass wrong virtue to young learners.

#### (d) Seminar Method

In this teaching method, learners at a conference or large gathering are broken into smaller units. The learning process under the sub-unit is coordinated by another learner who might be an expert or someone elected by his fellow learners (Osam 2016). Hanushek, Piopiunick and Weiderhold (2018) advocate using small groups to reinforce learning among learners.

#### (e) Plenary Method

This method enables the learners to openly interact, express their views, and react to each other's contributions. It helps the facilitator better understand the learners and get their opinions (Unachukwu, 2014). The challenge is that such a discussion in a large group can be very time-consuming and may easily lose its focus. The active students may dominate the discussion while others remain passive and bored. It is therefore important for the facilitator to establish clear ground rules (e.g. regarding time management and mutual respect during the discussions), provide direction, and re-direct the conversation if it goes off-topic (Bolarin, 2014).

#### 4. Evaluation Teaching Methods

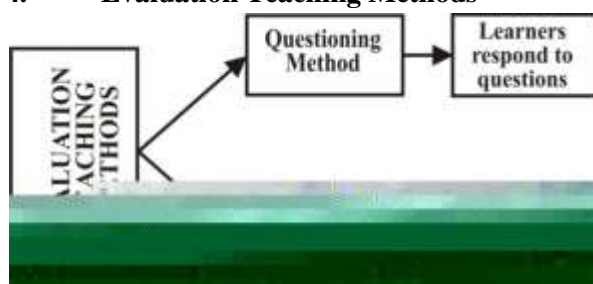


Fig 6: Diagrammatic representation of Evaluation Teaching Methods



These teaching methods are used to test the outcome of teaching. The teacher emphasises the knowledge that should have been learnt and how well it has been learnt. This includes teaching methods like

(i) Questioning Method

(ii) Quiz Method

(i) **Questioning Method:** Questioning is a teacher's verbal utterances which seek responses from the learner. Essentially, it is a teacher-controlled device for promoting thought, making an appraisal, and moving students towards the goals of instruction. It is one of most teachers' commonest and readily available techniques who spend 70-80 percent of the class time asking questions (Fudak, 2018).

(ii) **Quiz Method:** A quiz can help test the knowledge and skills acquired by the participants during the training. It can also be a good way of repeating what has been discussed and presented to enhance the learning effect (Uzoechima (2015). The competitive element can also stimulate interest and alertness among the participants. A quiz can take different formats. For example, it can be a quick exercise during or at the end of a presentation or training session. However, it can also be turned into a whole session or event by organizing some quiz show in which groups or individuals compete against each other answers, which brings in a strong element of entertainment (Bindu, 2019).

(e) **Roles of Religion Education Teacher and Methods in Teaching/Learning.**

The religion teacher has a role to play in using different methods of teaching as stated:

1. **Subject master Mastery:** The worth of a religion teacher depends largely on their knowledge of the subject matter they teach. It enables the religious education teacher to teach facts and principles relevant to the lesson's topic and suitable for teaching and learning.
2. **Student Counseling:** The counselling role of the religion teacher and good interpersonal relationship with students enables the teacher to acquire learners' confidence to act as their guardian.
3. **Professional Self Development:** It is necessary that religion teachers continuously seek and acquire relevant knowledge. These could be through full-time, part-time or in-service training, which is very important to avoid being obsolete on the job.
4. **Interpersonal Relationship:** The religious teacher is expected to ensure harmony in the school. In doing this, they are expected to maintain good relationships with other interest groups and approach parents, especially those in position, to resolve environmental problems that affect children's learning and thereby remove difficulties in learning.
5. **Instructional Management:** Instructional ability of the religion teacher requires a sound knowledge of the subject and the ability to communicate well
6. **Evaluation:** Assessment of learning materials and experiences is another important role of the religion teacher towards achieving educational objectives.
7. **Curriculum Development"** The role of the religion teacher as a curriculum developer embraces the development of a scheme of work, planning of lessons, actual classroom teaching and evaluation of learning.

## Conclusion

Everything in life has the best way of doing it, including teaching. A bad workman always quarrels with his tools. Teachers should not rely only on one teaching method or group to create an interactive class that will enhance the learners' interest. A classroom structure which will adopt elements of competition, cooperation, and individualism garnished with just the right mixture of different methodologies in teaching will make learning worthwhile. The religion education teacher's role in molding the learner's character cannot be overemphasized.

## Recommendation

Based on the above conclusion, the following suggestions were made



- Teachers should be made an essential service equitable to other professionals.
- Government should provide opportunities for advancement for both teachers and learners
- Seminars/workshops on the improvement of different methodologies in teaching should be organized from time to time.
- The ministries of education, both state and federal, should ensure that only professionally qualified and registered teachers are employed to teach in the schools.
- Private schools should also be regularly monitored to ensure compliance with absorbing qualified teachers.

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