

Teaching Methods and Learners' Environment in a Nigerian University

E.O. Osakinle, E.O. Onijigin and B.A. Falana

Faculty of Education, University of Ado Ekiti, Ekiti State Nigeria

Abstract: The research , a descriptive survey focused on the teaching methods and learners environment of education students in a State University of in Nigeria. It had 400 randomly selected male and female students from 100 to 400 levels as samples. They responded to a questionnaire used to collect the data. The data revealed that teaching methods and the learners environment have significant relationship. Highly prepared environment produced better learning among the samples. Based on the findings, it was recommended that the authority need to provide sufficient state of the art lecture rooms for students. The study was a descriptive design of the survey research. The population was all students in the faculty of Education, University of Ado-Ekiti. The sample was 400 randomly selected male and female students from 100 to 400 hundred levels. A questionnaire was used to collect the data from the students. The questionnaire had a reliability co-efficient of 0.85 while the validity co-efficient was 0.77. Three null hypotheses were generated and tested at 0.05 level of significance, using correlation and t-test analysis. The results of the analyses showed that teaching methods and the learners environment have a significant relationship. Based on the findings, it was recommended that the library be stuffed with relevant books and also that the authority need to provide sufficient lecture rooms for the students.

Key words: Learners • Learners' Environment • Teaching methods and teachers

INTRODUCTION

When parents send a child to the university, they expect the lecturers to educate him. By education, it is meant to train the child whole being, helping his mind, body and personality to grow to the full. Therefore, the aim of education is to help the child to develop as well as possible mentally, physically, morally, socially and emotionally. To do these, there are usually curricula on the various school subjects. The lecturers are expected to prepare their lecture notes as guides since they cannot give a good lecture unless it has been well prepared. Furthermore, the aim of the lecture is expected to show what the lecturer can lecture in a period. He must think "can I achieve this in one period/lesson?" To promote order and learning in the classroom, every lecturer should process essential teaching skills no one can lecturer something to someone without doing it in some particular way, and that way of teaching has significant effects on the entire teaching and learning situation [1]. Also, Ehindero and Ajibade [2] posited that teaching is a process of continuous personal development and professional self discovery along side an emerging understanding of the teaching and learning process.

Also, the teacher must decide on the best method for the lesson, class method, or group method and must think if any special organization will be needed [3]. Taking the different teaching method one after the other:

Lecture Method: This perhaps is the most widely practiced method of teaching. At the levels of education, teachers are in fact called "lecturers", the title seems to be more prestigious than the title "Teachers". A lecture usually an exposition, where the lecturer tells the students/audience what he thinks they should know. Obanya [4] says, that the lecture method of teaching is used at all levels of education. Obanya [4] opines that the lecture method is a suitable method at lower levels of education. For example primary and secondary schools. This is because real teacher - pupil interaction is necessary for the promotion of learning. It is not a suitable method for the dull or slow - learning child [4]. The method can be used to deal with very large classes in a comparatively short time, it involves one - way communication channel in the classroom / lecturer room / hall.

The Discussion Method: This involves a greater degree of teacher - pupil interaction than the lecture method. Communication flows from the teacher to pupils and eventually pupil to pupil. This method takes care of inter - learning but the method is suitable only with small groups of learners ranging from two to about fifteen. Most lecturers, however, teach large classes of thirty, forty, or even fifty. In the lower classes of the Nigerian secondary school most classes are quite large [4]. Also from observation in some departments in the university, the number is as high as to 100 students in a level, if it is a Faculty course, the number could be as high as 2,200.

Individual Methods: Are a Variety of Approaches Designed to Ensure That:

- Each child studies what interests him
- Methods of teaching are appropriate to the needs of each child.
- Each child progresses at his own pace in individualized teaching, there are groupings done which have to take care of:
 - (a) Level of intelligence
 - (b) Level of prior subject - matter knowledge
 - (c) Level of interest and motivation
 - (d) age level
 - (e) Home and environmental conditions.

Using individualized methods may be difficult to carry out in a University in Nigeria. This could be practicable among the science students; as well as during project supervision of students.

The Eclectic Method: This is a general method which tends to cut across subject boundaries and which can help realize the general objectives of education. The eclectic method is a combination of all that is good in all the other methods of teaching / lecturing.

In a teaching procedure most of the students are actively following the teachers instructions, observing, asking and answering questions. If, on the other hand, the lecturer has done all the talking he is likely to render the learners passive. Most learners will forget what they have been told but they are likely to remember for a long time what they have manipulated or talked about [4].

The environment to the learner is also very important. By environment is meant the type of home and family the learner/child comes from as well as where the learning takes place. A teacher should find out as much as

possible about each child's environment. Some may come from rich homes, others may come from poor homes, one may come from a large family, another small family, one may be the youngest child in the family, another the oldest. One may have sensible parents who listen to advise, another have foolish parent who continue to do foolish things for example give the child a poor diet, refuse to take him to the hospital for treatment when he is ill, do not help him to practice the laws of hygiene, [3]. She observed that school training can never take the place of a good sensible family life, and teachers can only build on the foundations started at home. Such learners environment include: the library, the lecture rooms, availability school clinic and other facilities that could make learning possible [3].

When the work has been taught it must be consolidated in the minds of the students this is done through practice and activity, e.g. exercises, questions, assignments, group works and dramatization. This is a most important part of teaching, for we have not really taught anything until we have helped the students to learn it and as well backed up by the family. According to Aggarwal [5], who said parents can and should play an important role in shaping and building the career of their children. Also, Crow and Crow in Aggarwal [5] observed that in rural areas, the young child may be almost entirely dependent upon his family for his early education in human relationship. As a result, the influence upon him or home conditions and family attitudes is more potent than it is for a child whose home appears to be in an urban area. To this end, the researchers try to investigate teaching methods and learners' environment students in a Nigerian University.

Research Method: The research design for the study was the descriptive design of the survey type. The population of the study consisted of all students of Education, University of Ado-Ekiti, Nigeria. The sample of 400 students were randomly selected from the students in the Faculty of Education, University of Ado-Ekiti, Nigeria. The instrument used in the study to collect information from the respondents was a questionnaire constructed by the researchers. It was titled "Teaching Methods and Learners Environment of Education Students (TMLEES). It had two sections A and B. Section A was to elicit information on the bio-data of respondents while section B would find out the teaching methods used by lecturers and their school environment, it had 20 items. The validity of the instrument was 0.77 while the reliability was 0.85, both co-efficient were significant at 0.05 level which made

the instrument suitable for the study. Frequency counts and percentages were used to answer the questions raised. Correlation and t-test analyses were used for the data collected and the testing was done at 0.05 level of significance.

Research Questions:

- Are there methods of teaching preferred by students
- Is the teaching environment conducive for the learners?

Two Hypotheses Were Raised in the Study:

- There is no significant relationship between the environment of learner and teaching method
- There is no significant difference between male and female students on teaching methods

RESULTS AND DISCUSSION

The research questions were answered using some of the items on the questionnaire.

Research questions: Teaching Method:

From Table 1, it can be seen that the students enjoy their lecturers method. 296 (74%) agreed while 104 (26%) disagreed. Also, 280 (70%) of students agreed that they understand the lectures while 120(30%) disagreed. That whether the lecturers make their lessons interesting 326(81.5%) agreed while 74 (18.5%) disagreed. Whether the lecturers create fear in the students 75(18.8%) agreed while 325(81.3%) disagreed. That the lecturers encourage students 323(80.8%) agreed while 77(19.3%) disagreed. On the whole, the results show that the methods the lecturers of the Faculty use is suitable and acceptable to the student.

Research question of the learners environments. Some of the related items on the questionnaire were used to answer.

From Table 2, it can be seen that the 226 (56.5 %) of the students agreed to use the library while 174(43.5%) disagreed. Whether or not there are enough materials in the library 147(36.8%)agreed while 253 (63.5%) disagreed. As to whether there are congestions in lecture rooms, 85 (21.3%) agreed while 315 (78.8%) disagreed. Also, 226 (56.5%) agreed that there is a functional school clinic while 174 (43.5%) disagreed. As whether the lecture rooms are conducive, 83(20.8%) agreed while 317(79.3%) disagreed. From the results it could be discovered that since as high as 253(63.3%) disagreed that there are

Table 1: Frequency and Percentages on Teaching Method

Item on teaching	Agree		Disagree	
	Freq	%	Freq	%
Enjoy lecture method	296	74.0	104	2.6
Understand lectures	280	70.0	120	30.0
Lecture interesting	326	81.5	74	18.5
Lecturers create fear	75	18.8	325	81.3
Lecturers encourage students	323	80.8	77	19.3

Table 2: Frequency and Percentages of Learners' Environment

Item	Agree		Disagree	
	Freq	%	Freq	%
Use of the library	226	56.5	174	43.5
Enough materials in the library	147	36.8	253	63.3
Congestions in the lecture rooms	85	21.3	315	78.8
Availability of school clinic	226	56.5	174	43.5
Conducive lecture rooms	83	20.8	317	79.3

Table 3: Showing relationship between environment and teaching method

Variables	N	r-cal	r-table
Environment	400	0.291	0.164
Teaching method	400		

Table 4: t-test showing difference in sex and teaching method

	N	Mean X	SD	Df	t-cal	t-table
Male	176	10.3750	1.07770	398	1.699	1.96
Female	224	10.1696	1.28732			
Total	400					

enough materials in the library, the library will need to be more equipped with useful materials for the students. Also, 317(78.3%) of the students disagreed that the lecture rooms are conducive. Therefore the university has to look into this area as well.

Hypotheses: Two null hypotheses were generated.

- There is no significant relationship between the environment of learner and teaching method.

From Table 3, it could be seen that the number for environment (400) and teaching method (400). The r-cal is 0.291, the r-table is 0.164. Since r-cal (0.291) is greater than r-table (0.164) at 0.05 level of significance, the hypothesis is rejected. Therefore, there is a significant relationship between environment and teaching method.

Hypothesis 2: There is no significant difference between male and female students on teaching methods.

The number of males (176) with a mean of 10.3750 with a standard deviation of 1.07770. The number of female (224) with a mean of 10.1696 with a standard deviation of 1.28732. Both have a degree of freedom of 398, t-cal is 1.699 and t-table is 1.96. Since t-table (1.96) is greater than t-cal (1.699) at 0.05 level of significance. It means the hypothesis is accepted. Therefore, there is no significant difference in sex and teaching methods of lecturers.

DISCUSSION

From the findings of the research, it was discovered that majority of the students in the Faculty of Education, University of Ado-Ekiti, enjoyed the methods of teaching of their lecturers 296 (74%) that whether the lecturers make their lectures interesting 326 (81%) of the students agreed.

Adediwura and Bada [1], Ehindero and Ajibade [2], Obanya [4] as well as Grant [3] support good methods of teaching that would make the learners develop and have sound education. The methods that are meant to train the child whole being, helping his mind and personality to grow. The methods that are enjoyed by the students to such an extent that the students would be able to progress at their own pace.

From the observation of the researchers, the lecture rooms are not sufficient; there is a good environment for study and lecture room such as the library, school clinic is very good. Furthermore, 317 (79.3%) of the respondents disagreed that there lecture rooms were conducive. Grant [3] and Aggarwal [5] said that the learners environment have to be conducive since the school is expected to be an extension of the home. There was a low relationship between environment and teaching method and the relationship was significant. This is an indication that students are comfortable as much as possible when the lecturers are going on [3,5]. Also the sex of the students does not have a significant difference and the teaching methods of the lecturers, since lectures are held together and not individualized. Also, it will not matter whether one is a male or female what they gain from the lecturer is most important [1,4].

CONCLUSION

It can thus be concluded that, the lecturer rooms of the students need to be improved upon and made more conducive, the library has to be equipped the more and the lecturers need to continue with their methods of teaching since the respondents said the methods are interesting and quite understandable.

Recommendations: It is therefore recommended that the school authority provide sufficient lecture rooms for the students. Also, the library need to be stuffed with sufficient and relevant books.

REFERENCES

1. Adediwura, A.A. and Bada Tayo, 2007. Perception of teachers knowledge, attitude and teacher skills as predictor of academic performance in Nigerian secondary schools. *Educational Research and Review*, 2(7): 165-171.
2. Ehindero, O.J. and Y.A. Ajibade, 2000. What our student say about how we teach. *Ife J. Educational Studies*, 7(1): 1-9.
3. Grant, M., 1977. School methods with younger children. Evans Brothers Ltd, Ibadan.
4. Obanya Pai, 1980. General methods of teaching Macmillan Nigeria Publishers Ltd, Lagos.
5. Aggarwal, J.C., 2006. Teacher and education in a developing society. Vikas Publishing House, New Delhi India.
00. Chauhan, S.S., 1981. Advanced educational psychology. Vikas Publishing Hoiuse, New Delhi, India.
00. Jegede, S.A., 2007. The relative effectiveness of discussion and excursion methods on senior secondary school students' achievement in Chemistry. *Educational Focus*. (EDEOC), 1(1): 96-102.