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DIFFERENT TEACHING METHODS ADOPTABLE FOR PRIMARY SCHOOL TEACHERS IN SOKOTO NORTH LOCAL GOVERNMENT AREA OF SOKOTO STATE

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Abstract
The aim of the study was to access the impact of different teaching methods and techniques on Primary School teachers. The study adopted theoretical review method. Major review was drawn from the study among others revealed that most of the methods adoptable by primary school teachers such as discussion method and demonstration method among others. Teaching load affect the method of teaching used by the teachers in the Primary Schools based on the review. It was concluded among others that since learning is a process that involves investigating, formulating, reasoning and using appropriate strategies to solve problems, teachers should realize that it becomes more effective if the pupils are tasked to perform rather than just asked to remember some information. It was also concluded that increase in knowledge was medicated by use of different methods, qualified and experienced teachers at the primary school level as well-being females and males who had skills of managing students. Hence, it was recommended that teachers should also increase their knowledge of various instructional methods and techniques.
Keywords: Assessing, Impact, Teaching methods and Techniques

Introduction

There are different methods and techniques of teaching, in order to make a success of various methods of teaching, the teacher should make sure to observe certain principles since their usage or selection depend on the level of education of the students concerned and their individual differences with regards to teaching-learning process. Using the appropriate methods to teach according to the nature of the topic, the subject, the student, the available resources in the school, considering the individual differences of the students using knowledge of child's psychology and personally development to determine the teaching procedure and evaluation of techniques to be used, the teachers develop a good rapport with the students and the method used must be stimulating, directing and administering to the students. The most important principle of teaching is to make learning experience as concrete and realistic as possible. It is often possible to make use of physical items found in the community to power or support teaching such as Museum, educational institution, radio station, farm, market and other places helps the students stimulate better (Yakubu et al., 2004).

According to Lite Quality Assurance and Standards Officers' record of inspection reported that the teaching methods used in teaching in the Primary Schools affect the performance of students in Primary Schools. Teachers are mostly using the teacher centered methods like the lecture method of teaching. Records in Sokoto State Ministry of Education and Sokoto North Education Board Office indicate that there has been poor academic performance in Sokoto North Primary Schools. Regular poor academic performance by the majority students is fundamentally linked to application of ineffective teaching methods by teachers to impart knowledge to learners (Adunola, 2012). The failing standard of education in Nigeria attributed to the low quality of knowledge acquired by students, the methods and techniques of acquiring the knowledge and skills among other things and this is evident in students' performance in examination. Education being an important weapon for the overall development of any nation make it necessary to study this situation in order to be able to compete with other local government within the state, Nigeria and the world at large. In trying to point out the use of effective

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teaching method in producing infallible learning, learning is said to be clear in expression of ideas, variable and flexible in their approaches to teaching enthusiastic, task oriented and maximize time on task. Therefore, it is call to assess the impact of different teaching methods and techniques of secondary school students.

Concept of Teaching Method

There are many definitions of teaching method by different authors. Teaching method can be defined as a practical application of teaching principles based on the nature of learner, the nature of the subject and the learning needs of the pupils/students. According to Oyekan (2009), teaching methodology is concerned with what method techniques or approach, individuals or group of teachers select and use in actual classroom situation. Some of the methods that are applicable to Primary Schools' level of education include, Play method, Supervised Activity method. Activity method, Demonstration method, Games method, Storytelling method, Pictorial method and Assignment method (Oyekan, 2009).

The study taking the definition which is teaching methods is the means or strategies employed by the teachers in attempt to impart knowledge to the learners (Asikhia, 2010). Teaching method is also defined as the strategy or plan that outlines the approach that teachers intend to take in order to achieve the desirable objectives (Osokoye, 1996). This involves the way teachers organize and use technique of subject matter, teaching tools and teaching material to meet teaching objectives. McDougall and Boyle (2004) categorised teaching methods into formal and informal methods. Formal methods are defined as those that take place within the normal classroom interaction between students and teacher, on the one hand, and among students, on the other hand. Informal methods emphasize students' own desire and ability to figure out things on their own through interaction with other sources either in the classroom or outside.

Imsen (2098) reported in his study that what constitutes good teaching methods is not easy to define, because these are influenced by teachers: normative assessment, the kind of learning, the methods are supposed to foster students' characteristics, the tools being used, physical and social environment, and many other factors from society, school institution, and pedagogical and cultural factors as well. Basically, teaching methods should aim at promoting learning among the students and be adopted to competency goals of the curriculum, foster higher order skills such as "examine", "analyze", "discuss" and "explore", and provide guidelines on how the methods should be used (Repstad, 2006). According to Ogden (2004), a prerequisite for effective teaching is that "teachers master a broad range of teaching principles and know how they can be applied in different situations to promote learning" (free translation). From a practical point of view, no teaching methods is better than another, even though methods different considerably from a theoretical point of view.

Different Methods of Teaching Adoptable for Primary School Teachers

Problem Solving Method

Instructional methodologies or teaching methodologies should improve reasoning ability in the students. In this way, students become capable to find out the solutions of different kinds of problems not only during the studies but in their daily routine matters as well. Every child has the curiosity to explore the things and this psychology of the children can be utilized in a better way through problem solving method. Bruner, Oliver, Greenfield (2011) and Gagne (2007), the most famous psychology, also gave the top priority to this method.

In this method, students are given such problems which cannot be solved easily or their solutions are not obvious. A student tries to reach the goals or solutions through the set of events or procedures. Gagñe (2001) calls these events or procedures as lower order capabilities in which formulas , rules and concepts are used from which a student is already familiar. According to him, what the student learns is called higher order principle which is the result of lower order capabilities.

According to Nafees (2011), problems solving is a process to solve problems through higher order cognitive operations of visualizing, associating, abstracting, comprehending, manipulating, reasoning and analysing, PSA

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encourages students to promote and construct methods through practice, and reflect to solve problems (Weber, 2008). It increases self-confidence in students to think mathematically for constructing, assessing and improving their own theoretical formulas and techniques to solve problems. Teachers must be clear about what they want in their students to achieve as they structure circumstance that are both challenging and achievable for a wide range of students. Teachers need to modify the balance of control in the classroom for practicing PSA (Flowerd, 1992). Teachers are required to be able to adopt instructional approaches and activities to encourage students' development of basic abilities, rational skills and personal qualities (Crunkilton 1992; Flowers, 1992). As Weber (2008) declares that the teacher must have a solid understanding of how to develop ability of arguments in students to solve a problem. Problem based learning needs student-centered learning environment in which a student is the central figure of the learning process. The individualized, self-directed learning provides independence to the learner to decide about learning themselves under the guidelines of teacher.

Discussion Method

Discussion method is an important component for any teaching or learning situation which allows students to share their ideas (Ndirangu, 2007). It can be used at the beginning of a topic to ascertain students' pre-conceived notion of the subject matter or toward the end of a sub topic by presenting students with a new situation and asking them to explain it in terms of what they have just learned. Discussion group method entails a teaching and learning strategy through sharing and exchange of ideas, experience and opinion takes place, accompanied by active learning with all members of the group participating in it (Kinmweri, 2004). Strengths of discussion method are: increases the depth of understanding and grasp of the subject matter, enhances motivation and generates greater involvement of the learners, promotes leadership role skills, develops a spirit of cooperation among learners. In spite of the strengths there is also limitations of discussion method which includes time consuming, can be used effectively with a limited number of learners, if not well handled some extrovert learners may dominate the discussion.

In discussion method the instructor leads or guides the learners in expressing their opinions and ideas with a view to identifying and solving problems collectively. Shulman (2007) said it is an exposition that the image of teaching involves exchange of ideas (interaction) between the instructor and learners through questions and probes, answers and reactions, and praise and criticism. Pollard et al, (2008) perceived as exploratory talk where participants explore ideas and feelings together, it makes absolutely fundamental contribution to learning. Duruji et al (2014) assert that discussion is a design that provides opportunity for discussion between instructor and learner, and learners to learners. It is a strategy that centred on shared conversations, discussions and exchange of ideas in class. It gives opportunity for all to sit and listen, as well as talk and think, thus emphasizing the process of "coming to know as valuable as "valuable as "knowing the right answer". Baxter (2011) concerned with Zvavanbu (2010) that class discussion can motivate learners while also helping them retain knowledge and develop effective problem-solving abilities. During discussion session learners participate in the learning process by contributing problems, placing the solution(s) into action and evaluating the results.

Discussion method is an interactive learning process that encourages learners to think critically and creatively at higher cognitive levels. The use of this method according to Mezeiobi (2008) said is consensus learning and encourages participatory learning where participants put their ideas together and contribute meaningful ideas that can help arrive at conclusion on a topic. Both the instructor and the learners discuss the pros and cons of the problem and then arrive at some tangible conclusion. Thus, "discussion is a thoughtful consideration of relationship involved in the topic or the problem under study. These relations are to be analysed, compared, evaluated and conclusions are drawn. The discussion requires a statement or enumeration of the facts to be analysed. In discussion mere allegation un-supported by evidence are of little value.

Brainstorming/Heuristic Method

Brainstorming is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members. In order words, brainstorming is a situation where a group of people meet to generate new ideas and solutions around a specific domain of interest by removing inhibitions. People are able to think more freely and they suggest as many spontaneous new ideas as

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possible. All the ideas are noted down and those ideas are not criticised and after brainstorming session the ideas are evaluated (Free encyclopaedia, 2016). Brainstorming is a teaching technique in which every learner response that applies to a given topic is acceptable (MIE, 2014).

Demonstration method

Demonstration is a practical display or exhibition of a process and services to show or point out clearly the fundamental principles or actions involved (Kimweri, 2004). Teaching by demonstration is a useful tool available to teacher and plays an important part in the teaching of skills, however, for a demonstration to be effective it should immediately be followed with a practical session in order to reinforce procedures (Kimweri, 2014). The strengths of demonstration include learners get the actual experience of what they are learning and interesting to learners and thus promote their attention and retention. The limitations of the demonstration methods are: time consuming and expensive, needs thorough preparation in practice and rehearse before the session, enough teaching and materials are required to successfully conduct a demonstration. It is more appealing when used with a group that has a limited number of learners. Other methods of teaching are role play method, case study, buzz group and field trips.

Play way method

Learning through play is a term used in education to describe how a child can learn to make sense of the world around them. Through play children can develop social and cognitive skills, mature emotionally, and gain the self-confidence required to engage in view experience and environments (Fisher, & Hirsh-Pasek, 2012). Key ways that young children learn include playing, being with other people, being active, exploring and new experiences talking to themselves, commination with others, meeting physical and mental challenges, being shown how to do new things, practicing skills and having fun. Balschweid (2014 sees play method as a technique that allows students to explore realistic situation by interacting with other people in a managed way in order to develop experience and try different strategies in a supported environment. Depending on the intention of the activity, participants might be playing a role similar to their own (or their likely one in the future) or could play the opposite part of the conversation or interaction. Both options provide the possibility of significant learning, with the former allowing experience to be gained and the latter encouraging the student to develop an understanding of the situation from the "opposite" point of view.

Play techniques is a very flexible teaching approach because it requires no special tools, technology or environments, for examples student could work through a role-play exercise just as effectively in a lecture hall as in a seminar room. However, technology can provide significant advantages, and even new possibilities, for using the approach as a learning activity. At the simplest level, technology such as voice recorders, video cameras and smartphones/tablets allow traditional face-to-face role-play exercises to be recorded and stored online for latter reference, analysis and reflection (Chiamson, 2008). However, technology can be used to create role-play exercises beyond what is possible in a face-to-face session. Asynchronous technologies, such as online forums and discussion boards, Social Networks, Twitter, etc, allow role-play to take place over longer periods of time and in a more considered way. This means that role-play can take outside of timetabled sessions and in situation where students are unable to physical meet at the same time. In this situation students would post their part of the conversation, wait until the other participant(s) have responded, and then post their own reply, and so on. This method allows participants to engage when they are able and gives them time to consider their responses, and while it may seem quite artificial compared to a face-to-face exercise, it can reflect situation such as email discussions quite closely (Oyinloye, & Babalola, 2012)

Conclusion

In light of the fact that learning is a process that involves investigating, formulating, reasoning and using appropriate strategies to solve problems, teachers should realise that it becomes more effective if the students are tasked to perform rather than just asked to remember some information. A typical learning environment with a presentation from the course teacher accompanied by a lecture promotes learners' participants nor build the required level of reasoning among students. Students build a better understanding of the main concepts more effectively when they are engaged to demonstrate or teacher demonstrates with the use of physical tools or likely

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materials. The type of teaching methods employed by the teacher to a large extent determined the learning outcomes of their students in their subjects. The study found that students preferred demonstration, discussion and play method for teaching them, which in turn they perform better in the outcome of their results in examination, test and exercises. These three methods make students to understand and enjoy their lessons during teaching and learning. This indicates that increase in knowledge was medicated by use of different methods, qualified and experienced teachers at the secondary school level as well-being females and males who had skills of managing student. Besides, demonstration method was found to be more effective than discussion and play, and other conventional methods suggesting that students learn best through demonstration because of their involvement and their age.

Recommendations

Based on the review, the following recommendations were made:

i. It is recommended that teachers should create an atmosphere conducive to learning in order to enhance the development of students' learning experiences.
ii. Teachers should also increase their knowledge of various instructional strategies in order to keep students engaged and motivated throughout the learning process.
iii. More instructional materials, uniform curriculum, chairs and tables, as well as classroom space and skilled teachers need to be provided to make teaching more efficient.
iv. Besides, government should rain and employ more qualified and seasoned teachers in secondary schools to aid effective teaching and learning.

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