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Teaching Techniques and Social Development among Pre-Primary School Pupils in Akwa Ibom State

By

ESTHER A. ABIATA, Ph.D

*Department of Early Childhood Care and Education,
College of Education,
Afaha Nsit,
Akwa Ibom State.*

Abstract

The study investigated the influence of “Teaching Techniques on Social Development of pre-primary school Pupils in Akwa Ibom State. The work is a survey study. The population of the study comprised of 486 pre-primary school teachers in the study area. A simple random sampling technique was used to select a sample of 60 pre-primary school teachers from 10 public primary schools in the study area. Two null hypotheses were formulated to guide the study. An instrument titled “Teaching Techniques and Social Development of Pupils (TTESDEP)” was used for data collection. Pearson Product Moment Correlation Coefficient was used to analyze data collected. The findings revealed that there is a significant relationship between play-way technique and pupils’ cooperative behavior and activity-based technique and pupils’ sharing ability in Early Childhood Care and Education. Based on the findings, it was recommended among others that teachers of Early Childhood should of necessity adopt appropriate instructional techniques that is child-learning oriented which should involve play-way, activity and individualized techniques. It was concluded that teaching children in pre-primary school is very important and should focus on the needs of the children in order to produce high level of social development thereby educating the whole child.

All teaching is carried out for the purpose of generating learning in order to produce educated persons. According to Oyediji (2009), the two basic types of instructional methodology are the teachers-centered and learners-centred. The teachers-centered instructional approaches are more didactic and traditional where learners acquire knowledge by listening to the teacher or reading textbooks or both, thereby

making the learners passive recipient of information. In contrast, learner-centred approaches to instruction provide a learning environment that invites learners to actively participate in and shape their own learning experiences.

Pre-school teaching and learning standards according to Nwagbara (2003) are grounded in a strong theoretical framework for delivering high quality educational experiences to young children. The pre-school standards represent what pre-school children know and can do in the context of a high quality pre-school classroom. Children experience can have long lasting implications for the future. The earliest years of schooling can promote positive developmental experiences and independence while also optimizing learning and development. Developmentally, appropriate teaching practices scaffold successful achievement of the pre-school standards, and such practices are based on knowledge about how children learn and develop, how they vary in development and also how best to support their learning and development. Pre-school educational experiences are intended to stimulate, assist, support and sustain emergent skills that maximize young children's learning and development, providing each child with a foundation for current and future school success.

Teaching techniques are the specific activities and actions required in class to implement the selected method. It is therefore described as an activity performed to achieve the method selected for teaching (Lawal and Oyeleye, 2003).

Statement of the Problem

Social competence and emotional well-being in young children have received much attention in recent years as they are linked to learning. The ability of young children to manage their emotions and behaviors and to make meaningful interpersonal relationships is an important pre-requisite for school readiness and academic success. Increasingly, teachers express concerns that children, especially those living in poverty enter primary school with limited social and emotional competences which are likely to compromise their successful transition into a formal learning environment (Reid and Stool Miller, 2008).

It is against these problems of inappropriate use of instructional techniques by pre-primary school teachers which have resulted in poor social skills acquisition therefore informed the need for this research to find out the relationship between teaching techniques and social development of pupils in Early Childhood Care and Education in Nsit Ibom Local Government Area and Akwa Ibom State as a whole.

Objectives of the Study

The general objective of the study is to determine the relationship between teaching techniques and social development of pupils in Early Childhood Care and Education.

Research Questions

The researcher formulated the following questions to guide the study:-

- (i) How does play-way technique relate to pupils cooperative behavior?
- (ii) To what extent does activity-based technique of teaching have relationship with pupils sharing ability in pre-school?

Research Hypotheses

The following null hypotheses were postulated to direct this study:-

- (i) There is no significant relationship between play-way technique and pupils' cooperative behavior in pre-primary school in Akwa Ibom State.
- (ii) There is no significant relationship between activity technique and pupils' sharing ability in pre-primary schools in Akwa Ibom State.

Methods

The research design adopted for this study is a survey design. The population of this study comprised of all pre-primary school teachers in public primary schools in Nsit Ibom Local Government Area. The target population therefore comprised of four hundred and eighty six (486) public pre-primary school teachers in Nsit Ibom Local Government Area. A simple random sampling technique was used to select a sample size of sixty (60) pre-primary school teachers from ten (10) public primary schools in the study area. Accordingly, six (6) pre-primary school teachers were chosen from each of the selected schools to constitute the sample size indicated above.

A questionnaire titled "Teaching Techniques and Social Development of Pupils" (TTESDEP) was used to collect data from the respondents. The questionnaire was divided into two sections. Section "A" was designed to collect the respondents' bio-data, and section "B" which contains twenty-one (21) items seeking to determine the influence of teaching technique on social development among pupils in pre-primary school. The questionnaire consists of a 4-points likert scale respond option; Agreed (A) Strong Agreed (SA), Disagreed (D) and Strongly Disagreed (SD) in each variables statement.

To ensure the content appropriateness of the research instrument, section "B" of the instrument (TTESDAP) was subjected to face a content validation to ensure that the item in the instrument relate to the problems of the study. Three experts comprising of the research supervisor and two eminent lecturers from measurement and evaluation were contacted to assist in the validation of the instrument. Suggestions and correction made by experts were noted and integrated in the questionnaire. The data collected for this study were presented in relevance tables and analyzed using Pearson Product Moment Correlation Coefficient.

Result

Hypothesis 1: There is no significant relationship between play-way technique and pupils' cooperative behaviour in pre-primary school.

Table 1: Pearson Product Moment Correlation analysis of the relationship between Play-way technique and pupils' cooperative behaviour in pre-primary schools.

Variable	$\sum x$	$\sum x^2$	$\sum y$	$\sum y^2$	$\sum xy$	r
Play-way Technique	277	11219				
Pupils' Cooperative Behaviour	143	3179	5401			0.89

Table 1 above shows Pearson Product Moment Correlation analysis of the relationship between play-way technique and pupils' cooperative behaviour in pre-primary schools in Nsit Ibom Local Government Area.

The computation of Pearson r using the raw score method gave a value of 0.89. Since the obtained r-value of 0.89 is close to perfect positive correlation of +1.00, the null hypothesis which states that, there is no significant relationship between play-way technique of teaching and pupils' cooperative behaviour in pre-primary schools in Nsit Ibom Local Government Area is hereby rejected. The result is correlated, which shows that there is a positive relationship between Play-way technique and pupils' cooperative behaviour.

Hypothesis II: There is no significant relationship between activity-based technique and pupils' sharing ability in pre-primary school.

Table II: Pearson Product Moment Correlation analysis of the relationship between activity technique and pupils' sharing ability in pre-primary schools.

Variable	$\sum x$	$\sum x^2$	$\sum y$	$\sum y^2$	$\sum xy$	r
Activity Technique	295	12603				
Pupils' Sharing Ability	125	2403	5097			0.92

Table II above shows Pearson Product Moment Correlation analysis of the relationship between activity technique and pupils' sharing ability in pre-primary schools in Nsit Ibom Local Government Area.

The computation of Pearson r using the raw score method gave a value of 0.92. Since the obtained r-value of 0.92 is close to perfect positive correlation of +1.00, the null hypothesis which states that, there is no significant relationship between activity technique of teaching and pupils' sharing ability in pre-primary schools in Nsit Ibom Local Government Area is hereby rejected. The result is correlated, which shows that

there is a strong positive relationship between activity technique and pupils' sharing ability in pre-primary schools.

Discussion

The findings of this study are discussed here in relation to the research hypotheses which guide the study.

Hypothesis 1: There is no significance relationship between play-way technique and pupils' cooperative behaviour in pre-primary schools.

From research hypothesis one, it was found that there is a significant relationship between play-way technique and pupils cooperate behaviour in pre-primary school in Nsit Ibom Local Government Area. It is also in line with Jones (2003), who acknowledges that though play is not the only means by which the child comes to discover the world, but saw it as supremely the activity which bring him psychic equilibrium in the early years, and again that during play, pupils learn to negotiate, compromise, persuade, cooperate and also appreciate the feelings of others, as such it should be given enough time.

Hypothesis 2: There is no significant relationship between activity technique of teaching and pupils' sharing ability in pre-primary schools.

From hypothesis two, it was found that, activity technique of teaching significantly relates to pupils sharing ability in pre-school as shown in table II. This finding confirmed the position of Priyanka and Verma (2004) who opined that there is need to share with others because it makes the world goes round. That when pupils are allowed access to an activity, it develops in them consciousness of sharing with others in order to reach maximum satisfaction in life.

Summary

The study investigated the relationship between teaching techniques and social development of pupils in pre-primary school in Akwa Ibom State.

The population for the study consisted of four hundred and eighty six (486) public pre-primary school teachers in Akwa Ibom State, a questionnaire was used for data collection while Pearson Product Moment Correlation was used to analysis data. The result of the analysis showed that, there is a positive relationship between play-way technique and pupils cooperative behavior and activity-based technique and pupils sharing ability in pre-primary education.

Conclusion

Understanding the impact of quality pre-primary school is the first step, but providing teaching techniques that fosters healthy emotional and social development requires foresight and planning. The pre-primary education is found to be more effective in preventing antisocial behaviour and delinquency in children. Quality programmes with balanced curricula that focus on the needs of the children provides opportunities to pursue their interest and interact with their peers and activities during teaching, thereby produce high level of social development and educating the whole child.

Teaching children in pre-primary school is very important and requires certain skills which can be studied, developed and practiced. Teachers in Pre-primary school must learn how to teach children to develop socially. Though, there are many teaching techniques, some are not effective in pre-primary education because they do not provide children with an opportunity to explore and develop problem-solving abilities which may negatively affect their development of social skills, and this can have long-term consequences for learning.

Recommendations

Based on the findings of the study, the researcher hereby recommends that;

- (i) Pre-primary school teachers should of necessity adopt appropriate teaching techniques that are child-learning oriented which should involve play-way and activity-based techniques.
- (ii) Pre-primary school teachers should take advantage of the opportunities that teaching techniques provides for observing children's social development and learning. Through such observations, teachers can learn about child's interactions, cognitive and language abilities/competencies, motor skills and emotional development.
- (iii) Pre-primary school teachers should be encouraged to attend regular workshops and seminars to acquaint themselves with requisite skills to use appropriate teaching techniques.

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