



# **Teacher's Fastidiousness: A Constructive Tool to Students Meaningful Learning**

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## **ABSTRACT**

Teacher's Fastidiousness: A Constructive Tool to Students Meaningful Learning was instinctive due to poor teaching attitudes among teachers across the schools system in Nigeria. Teachers being employed without teaching qualifications, no in-service training leading to students holding strong to misconceptions and apathy to learning activities. How these factors affect the students learning habit and the production of ineptitude graduates was fully x-rayed in this study. The study further analyzed the role of students and the attitudes required from learners to achieve meaningful learning and how teachers' fastidiousness can compensate good learning habits among learners was fully discussed. The study unveiled latent qualities expected of a real teacher and how to develop them for effective learning. The study showcased the meaning of education and the various type of education practiced worldwide. Components of curriculum and there intricacies were previewed, and the paper concluded with recommendations that will help to reposition teachers and learners to achieve meaningful learning.

**Keywords:** Teacher, Learner, Fastidiousness, Tool, Meaningful Learning, Education, Formal, Non-Formal, Informal, Semi-Formal Education, Curriculum, Syllabus, Quality.

## **INTRODUCTION**

The relationship between learning, teaching and the society cannot be undermined. Education is said to be a continuous exercise characterized by teaching as a processing and environment as a condition. Therefore, the three elements learning, teaching and the environment must be paired to have a synchronized interplay before a well deserved meaningful knowledge can occur. Education is a complex activity which its primary purpose is to exchange the crude animalistic behaviours to human behaviours, breed humans for social interactions, create opportunity for continuous improvement, discovering of latent potentials and to develop learners for future economic, environmental, social and political brouhahas that these transformations may result or degenerate against human peaceful coexistence.

In order to achieve these goals enumerated above, learning must be meaningful to the learner and useful to the society. For learning to be meaningful, it must be designed in such a way that it will equally be attractive to the learner, and for the learning outcome to be useful to the society, it must be designed to meet the basic needs of the people and solve militating challenges of the environment as a meaningful curriculum. Therefore, to actualize this dreams and visions, a good mission statement should be well spelt out with realizable footprints otherwise referred as strategies, models, techniques, ergonomic or pedagogy.

Learning is all about learning and knowledge is all about knowing. An effective knowledge cannot take place without meaningful learning, learning cannot be meaningful without meaning teaching and teaching cannot equally be meaningful to the learner without meaningful environment, thus a meaningful society cannot be achieved without the combination and the organization of the three elements in a meaningful facet.

Therefore, it is imperative to identify the environmental factors that will aid meaningful teaching in order to achieve meaningful learning that will produce meaningful knowledge. Achuonye (2019) identified the learner, the society and the environment as three key poles. She further postulated that for the three poles to have good interactions that will bring about the desirable change in behaviours and societal transformations of our dream there must be a good motivating and supportive classroom environment in terms of aestheticism, acoustics as well as infrastructures.

In the bid to actualize these objectives, more emphasis should be laid on the organization of the environment. How the teacher forms the most significant factor that can make or mar the teaching-learning process shall be the foci of this study.

### **Education**

Education has no definite definition; different scholars have different views as to what exactly is education and that which education is all about. Achuonye (2019) defined education as the process of humanizing human beings thus it's not mere increase in knowledge but positive change in attitude. Eluozo (2019) sees education as knowledge acquisition via multifaceted means to equip the learner against present and futuristic defies.

Some other scholars maintained that education is a procedure of fascinating truth and opportunities with time to discovery. John Dewey (1916) concluded that education is a social process of maintaining present lives not a preparation for futuristic living. Therefore, it is a process that acts in the humans and not on humans. Borrowing the Greek term educere (educere) meaning to draw out, develop, invest and inculcate the desired attitudes which will make the learner become well informed, respectful, wiser and productive to the larger society. Therefore, education can be said to be the total rehabilitation of human knowledge, by the teacher and supported by the environment.

### **Society**

Society is a group of people living within the same territory sharing the same cultural values. Achuonye (2019) perceives society as a community of human beings structured and bounded by similar beliefs and states which includes the learners, teachers, parents, governments and every other member of the populace.

### **Environment**

The environment is the totality of all what forms the surrounding be it physical, emotional, psychological and otherwise. Environment comprises of four major stratum, the lithosphere (land), atmosphere (air) and hydrosphere (water) and hemisphere (humans). Each of these stratum has its various composites that make up the environment. The society is a segment of these environments depending on geographical locations as well as natural and artifact features.

### **Types of Education**

Education having been conceived as a continuous process of knowledge acquisition, information transfer and processing, development of potentials, improving on stagnant views, and teaching, above all change in human behaviours. This numerous objectives, mission statements, visions and dreams cannot be achieved through one means but diverse procedures, methods, settings, systems, strategies, tactics, organization, aides and innovations including human resources. Hence, the stratification of education process into formal, informal, semi-formal and non-formal education.

### **Informal Education**

Informal education is referred to the kind of education that learning can take place anywhere, anytime, by anyone without designating any person for instruction neither institutionalized. It is an all round activity characterized by social influence, interactions, imitation, self-directed activities and self-instructions. Informal education is born out of motivation, dogmatism, traditions and ancient cultures, learning by

acculturation. This mode of education has no age limits, archives, theatres but based on traditional inheritance. It is not a modern form of education hence it could lead to misconceptions of facts because of its rigid and belief orientation. However, it still has some elements of positive contributions to human mental development such as cultural sustenance, promoting peace and societal harmony and a basis of initial knowledge conception hence no learner comes into formal education blank rather with incongruity.

#### ***Non-formal Education***

Non formal education is an organized education model characterized by practical experiences rather than theoretical cognition. It is mostly influenced by personal choice of knowledge acquisition. It is well structured according to trade and duration of apprenticeship. The teachers are designated by experience and practice. Non-formal education is based on knowledge transfer. Examples are artisan mechanics, electricians, carpenters and other enterprise. This kind of education though it seems to be partially institutionalized but inappropriate for a modern society hence most of its activities are characterized by trial and errors. Currently, some curriculum tends to fuse non-formal and formal education since formal education alone cannot service the purpose of comprehensive university education, hence the need to introduce industrial attachment programs.

#### ***Formal Education***

Formal education is the most efficient form of education. It is well structured by education experts with a good planning as well as framework of sequential graduation from primary to the tertiary level. Formal education is characterized by a community of scholars, learning facilities, infrastructures, time schedule and certification. It is controlled by the society leadership and implemented by the teacher. It's most astute nature is facial contact between the learner, teacher and the environment. In effect, it is an interactive medium geared towards shaping and reshaping of human behaviours with regular evaluation as a guide and weapon. In summary, formal education is the combination of all forms of education.

#### ***Semi-formal Education***

Semi-formal education is a new form of education described by scholars in different views. This kind of education was firstly experimented in the United Kingdom far back in 1968. It is typified by separation of the three elements of education (leaner, teacher and the environment). Some scholars refer to it as distance education while others call it correspondence education. Semi-formal education is structured with the consideration of the leaner being in a distant location. Its major intent is population management. This form of education is facilitated by four Medias audio, visual, audio-visual and printed media. The curriculum is designed to venerate the contents of formal education curricula. The teacher in this context uses one medium to reach out to so many people at the same time. The learners are spatial, self-disciplined, dedicated, courageous and mostly adults. This type of education shares similarity with formal education in the areas of conventional school building, well structured learning materials, group and individualized examinations as well as certification.

#### ***Adult Education***

Adult education is defined as the education of former school dropouts, educational disadvantaged or education of the age long people. Some authors refer semi-formal education as adult education. These definitions are ambiguous considering the definition of what constitutes the term adult. The term adult is relative in the sense that it is based on the constitutional declaration of a given country. For instance in Nigeria, an adult is anyone from the age of 18 years while in USA it is those that has attained the age of 16 years. Adult education cannot be tied to any form of education rather education of those whom are already an adult. It is also worthy to state that there is no barrier of age to education hence a 20 years citizen can be admitted into primary one. Therefore, adult education is education of the adults irrespective of levels.

#### ***Special Education***

Special education is an educational program designed for exceptional group of persons such as education for the deaf and dumb, visually impaired people, physically challenged and extremely brilliant as well as blunt learners. This kind of education differs from the other types discussed above. In most cases special education requires specially trained teachers in the areas of exceptionality. The program can be within the

same normal school environment but a bit separated from conventional school activities. This kind of program is mainly to strike a balance among all citizens and to promote literacy in the society.

**The Learner**

The learner is someone who is shallow in knowledge, receiver of education, the user of information or someone receiving training for a specific purpose expected by the proponent. Learning is actually a complex function same as teaching. For learning to be effective, the learner has to make choice of being a meaningful learner. A learner must be open-minded to receive contents, process data and make effective the information received. The learner must be of a given age according to the level of lessons to be learnt. Lessons must be well organized, planed and presented to the learner in order to achieve a meaningful learning. Learning can only be said to be effective when the learner is able to replicate, transform and utilize the contents to solve meaningful problems as well as satisfy the conditions and requirements of the teacher that is when meaningful learning has taken place.

**The Teacher**

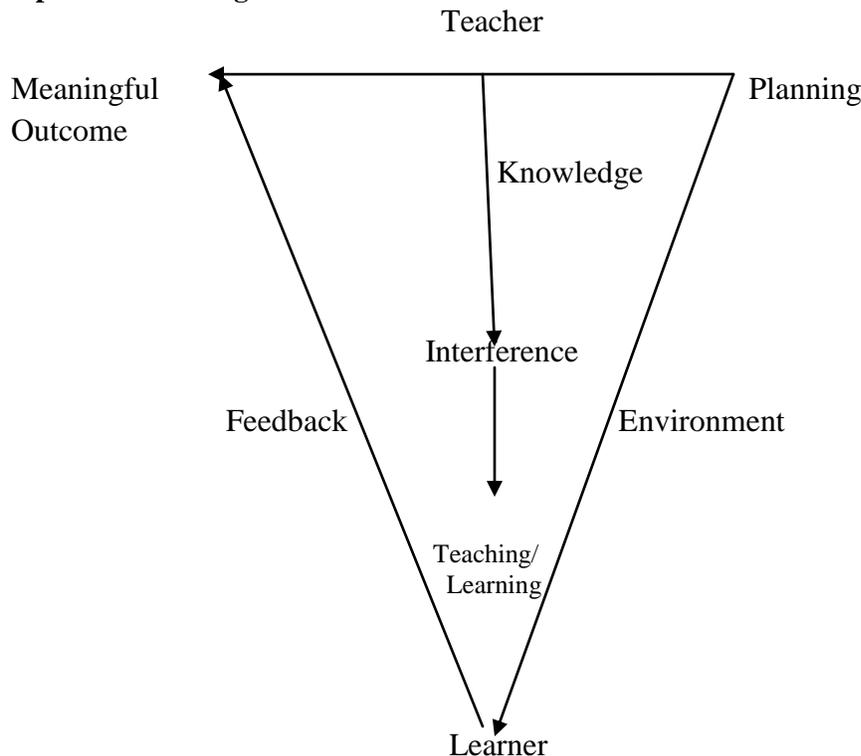
A teacher is someone who has undergone tedious pre-service, in-service or post-service training in education pedagogy. A teacher is someone whom is certified to teach. A teacher is that person who is ready to teach and research, innovate, condense and who can impact knowledge meaningfully to the learner.

A teacher must possess teaching qualifications in the order of Teachers Training College (TC2), Colleges of Education (NCE), University degree in Education (B.ed, M.ed & Phd.E), either of these certificates qualifies a teacher including the registration with National Teachers Council.

**Teaching**

Teaching is the job of a teacher. Teaching is the most complex job to do considering the complex nature of humans. Teaching is the search and research for current information verifiably with axioms analyzed and synthesized into simplified units for the purpose of implementing the contents of a given curriculum. Teaching entails management of personnel, use of materials to impact useful knowledge to the learner.

**Tripods of Teaching**



The tripod of teaching depicts the teacher at the apex with content experience, he plans the lesson based on the environmental conditions, removes impediments and teach. The teacher further evaluates the learner's performance and concludes whether the feedback is worthwhile or otherwise.

### **Learners Quality**

For learning to be effective, the learner must possess some meaningful learning qualities as follows;

1. The learner must be of the age to learn a predestinated content.
2. Must have a pre-knowledge of what is to be learned.
3. Should be determined to learn and carryout self practice on the contents.
4. Should always ask questions for clarity of purpose.
5. Cooperative and expressive.
6. Humble and obedient to the teacher.
7. Dedicated and courageous.
8. Curious and fastened.
9. Patient and capable.
10. Promising and resilient.

### **Curriculum**

Curriculum is the totality of program, a blueprint document, academic framework designed by education experts in accordance to the desired goals of a state or society expected to be completed and complied with and enforced by well trained teachers.

According to Achuonye (2019) curriculum is personification of all guided activities/experiences consisting of program of studies, activities, and supervision which the learners interrelate with under the patronage of a school whether online or facial contacts.

### **Syllabus**

Syllabus is the contents of a curriculum broken down into longtime achievable components. The syllabus is the articulation of most useful contents of the curriculum graded according to the period of completion. The syllabus simplifies the broad goals of a curriculum into objectives to be achieved within a specified time frame.

### **Scheme of Work**

Scheme of work is the third stage of a curriculum; it is derived from the syllabus in a more simplified manner and to achieve a segment objective of the curriculum within a shorter time frame.

### **Unit Plan**

This is the fourth stage of the curriculum; its purpose is to further simplify the curriculum into weekly achievable paradigm. While the curriculum is all encompassing from the begging of a program to the end, the syllabus is yearly and the unit plan per term.

### **Lesson Plan**

Lesson plan is the last stage of the curriculum as well as the implementation stage of the curriculum. Lesson plans are drafted on a daily basis. It is the plan of styles of teaching, strategies, methods, and evaluation of barriers, motivations and the fidelity of the curriculum before teaching.

### **Lesson Note**

Lesson notes are sometimes misconstrued for lesson plan, while the lesson plan addresses the problems of teaching, the note is product of a well planned lesson given to the learners to practice at home for the purpose of knowledge retention.

### **Pyramid of Curriculum**

Challenges	Society
Curriculum	Stakeholder
Syllabus	Administrators
Scheme of Work	School heads
Unit Plan	Teachers
Lesson Note	Teachers
End Results	Learners

### **Meaningful Learning**

The term meaningful learning was derived from the theory of Ausubel in 1968. The theory stressed the value of past experience; use of meaningful items in the environment to aid the learner to learn meaningfully. Ausubel prescribed physical activities, mental functions and teacher's support as the embryo of purposeful knowledge. Meaningful learning is learning to understand. Understanding the understandable, knowing about the unknown, and forming of bricks upon an existing brick. For meaningful learning to be measurable, the contents to be learned has to be meaningful, the learner should equally be of choice to meaningful learning and the environment has to equip the teacher meaningfully. Therefore, the learner, the teacher and the society has to contribute meaningfully to the achievement of a meaningful curriculum.

### **Instructional Tools**

Tools sometimes referred as apparatus, materials or paraphernalia in this context is instructional aides or teaching aids. These are materials that assist the teacher to achieve the objectives of his lesson. Anything that the teacher uses in the classroom for illustrations, demonstration or to capture the attention of the learners during the class session is called teaching materials. Teaching aids could be biotic or abiotic, real life experience, television show, sound, pictures, specimen, realia, graphics, symbols, diagrams, cartoons, computers, atlases, books, videos, radios, museums, libraries, laboratories, plants, animals, zoo, artifacts or human beings etc.

### **Use of Instructional Tools**

The use of instructional materials is a well planned activity by the teacher. The use of instructional apparatus requires special skills, trainings and practices before exhibition during the classroom situation. The teacher must have been trained in a special course called instructional technology, micro-teaching and macro-teaching practice before certification as a teacher. The inappropriate use of teaching tools leads to misconception, distraction, cluelessness and sometimes nicknaming of the teacher as such it must be carefully planned and implemented. The use of paraphernalia entails absolute selection of teaching method, techniques, environment, conducive-situation, students' age and the right topic to apply it. If there is mismatch to any of the above listed parameters it will equally lead to misconception and poor learning among the learners. Experimental lessons require experimental tools, theoretical lessons requires pictures while socio-cultural topics goes with field trip etc.

### **Teacher's Fastidiousness**

A teacher is an astute personality amongst the members of the society. The teacher is an executive officer of knowledge, a role model, and the hope of the future generation, friend of the society, a surrogate parent of the students, highly moral person and a discipline leader. Being a teacher is different from teaching. Some many persons can teach but not all that are teachers. A teacher is a qualified educationist certified in characters, learning, performance and in practice. Teaching is an act of a teacher or job position of anyone who chooses to teach. However, not how much a teacher teaches that matters but how well did he teach. A real teacher is inborn, extraordinary, natural, instinctive, intuitive, inherited, congenital and inherent as well as manmade and synthetic. Any teacher that is not born to teach cannot perform excellently in the job of a teacher. An inborn teacher equally requires reformation, training and modern pedagogies in-order to cope with the challenges of teaching. Therefore, a teacher is an inborn person with

the right feelings of human development equipped with the scaffolding cognitive, affective and psychomotor skills ready for impartation.

**Expected traits**

For a teacher to be called a real teacher, he/she must possess the under-listed qualities;

1. Fastidiousness
2. Caring
3. Carefulness
4. Neatness
5. Preciseness
6. Precision
7. Fussiness
8. Meticulousness
9. Assiduousness
10. Orderliness
11. Efficiency
12. Smartness
13. Good organization
14. Competence
15. Effectiveness
16. Accuracy
17. Thoroughness
18. Strictness
19. Diligence
20. Perfectionism
21. Stylishness
22. Elegance
23. Truthfulness
24. Persistence
25. Industriousness
26. Tirelessness
27. Equality
28. Loving
29. Merciful
30. Brilliant etc

Above all the teacher must be a master in his field of study.

**CONCLUSION**

In the society of knowledge, in which the route of social development is disjointed by the swiftness and span of modification in community relations, edification should situate the fundamentals for an innovative and diverse brand of social arrangement. This entails a drastic elucidation of the model of education, skills, trainings, retraining, work, and illustration of a genuine role of point of reference where the essentials is to gain the capacity to acclimatize towards numerous and mutilated framework, to live in convolution and assume uninterrupted modernization. This tedious task cannot be actualized without the contributions and proper integration of the teacher in the helm of curriculum innovation and implementations.

**Way forward**

Based on the findings from the study, the following recommendations are made:

1. Teachers should be constantly trained to meet the current challenges of teaching.
2. Governments and proprietors should screen teachers properly before employment in-order not to full the system with quacks.
3. Teachers should be of good characters and friendly to the students.

4. Teachers should scrutinize the topics, methods, techniques and tools before presentation in the class to achieve meaningful learning.
5. The itemized qualities should be emulated in-order to achieve meaningful learning among the learners.
6. The act of meaningful learning, meaningful teaching and meaningful outcome should be encouraged.
7. Teachers should see attitude as the most important tool of teaching and it should be encouraged.
8. All stakeholders should put hands on deck to ensure meaningful learning and meaningful teaching.

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