PARTICIPATORY TEACHING/LEARNING: THE PANACEA TO HIGH FAILURE RATE/HIGH SCHOOL DROP-OUT IN NIGERIAN SCHOOLS.

ADAKU NGOZI ACHILIKE

Dr. Akanu Ibiam Federal Polytechnic, Unwana, Ebonyi State – Nigeria
E-mail: aachilike@yahoo.com

Abstract-Teaching and learning are the main crux of education which is viewed as the achieved result of positive change in behavior as a result of exposure to reading materials and practical experiences in a conducive environment. The word participatory portends a situation whereby each stakeholder (student, teacher, public) is practically involved in the activities contributing to the success of education. The participants can make contributions via planning, presentation, assignments, funding, practical sessions, Industrial experience, among others. Participation can be done individually or as a group while the groups can be small or large. High failure rate is an educational disaster which Achilike 2012 viewed as devaluing its essence. The value of education which ensures students stay to finish their studies is compromised when participants feel neglected, hence the justification for the study. The Research was carried out in order to determine the preferred participatory activities by students for purposes of recording better achievements and thus reduce failure rate. Sample population of the study is made up of Students and lecturers drawn from selected institutions of Higher Learning in Abia State, Bayelsa State and Ebonyi State of Nigeria. While a total of 150 (One hundred and fifty) students and 30 (thirty) lecturers were selected from each state, three institutions of Higher learning were used in each of the states; thus giving a total of 540 students and 90 lecturers constituting the population sample. Questionnaire instrument was formulated from three Research questions using the Likert type style of Most Preferred (MP) 5 points, Preferred (PF) 4 points, Anyone (AO) 3 points, Not Preferred (NP) 2 points and Worse Preferred (WP) 1 point. Findings and implications were utilized in proffering recommendations which included, but not limited to a review of the Schools curricular and a conscious effort to address teaching venue arrangements as well as other educational tools and requirements to make participation in teaching/learning to be economically worthwhile.

Keywords- Drop-out, Failure rate, Participatory learning/teaching, demonstration and technology.

I. INTRODUCTION

Although some school dropouts have ended up in succeeding through life, but these are exceptional cases that people have destinies that may not be tied to educational successes. It is also not unusual that what little knowledge acquired during their short stay in school may have been all they required in order to succeed. The above support Michelacci (2015) views that "survival strategies availability of materials, maintenance of qualified staff, good organizational design and culture congruence" constitute relevant factors for entrepreneurial success.

The importance of education to values formation, higher productivity, personality building, technocracy (OECD, 2008) cannot be divorced from strategies aimed at solving the problems of educational failures either on the part of students, teachers or management. Technology which according to Brian (2009) is a collection of skill; cannot come without knowledge provided by education, methods and processes, techniques and is the brainchild of education. Achilike (2013) identified wastes and leakages in Nigerian educational system that demand reforms and considered finding out students preferred choice on how they should be taught as very important. In the face of students' preference for technology (education-killing-device), poorly groomed teachers, lack of quality equipment, among other things lacking in our schools, there is need for conscious effort to bridge the effect of these challenges.

The philosophies behind technology have enabled it to stand firm and transform nations for the sake of currency. The educational exposures and experiences presented to learners at any stage in life fashions knowledge and skills in different settings, in groups and individually in order to make the desired impact on them. The method (ways and styles) of presenting the experiences captures the attention of the learner and either helps to determine his stay or drop-out of school. High failure rate (HFR) or High School Dropouts (HSD) are indications that desired learners behavioural change has not been achieved. The need to identify causes of HFR and HSD has prompted the study into participatory teaching/learning techniques preferred for successful service delivery in the educational system. In participatory learning, the students preferred style were identified while the teachers will identify what they observe as students preferred style.

According to Buchanan (2011), education as life activity demands that participation at individual-collective and local-global dimensions be vigorously pursued for sustainability to be achieved in the system. Fayombo (2012) on her part revealed that subject-matter is only a tool in achieving mastery over self and utilizing such to sustain self as well as others. She suggested active learning involving participation and this challenged this paper aimed at

finding out what makes learners tick in lesson intensification. The paper thus identified active learning indicators (ALI) such as participatory teaching/learning, demonstration, lecturing, class interaction, out of class involvement, institutional provisions, and perceived disadvantages of participatory teaching/learning.

Curriculum designers would then be enabled to utilize the preferred method to fashion out learning objectives that will be acceptable to curtail HFR and HSD. The questionnaire requesting for demographic information like Student (male, female) and teacher (male, female) as well as details of preferences on participatory method of teaching/learning was formulated in order to elicit relevant responses. Percentage responses were used to conclude on the popularity of the preferred methods given; participation, demonstration, lecturing, class interaction, out-of-class involvement, institutional provisions and disadvantages of participatory teaching/learning.

Implication of findings led to conclusion and recommendations for improved teaching and learning processes.

II. RELEVANT TERMS EXPLAINED

Demonstration (demo) style of teaching involves the use of pictures, diagrams, body language or multimedia (slides and overhead projector) to enhance student/audience understanding and at the same time capture attention. The instruments are used as an aid while Frame laMelate (2013) advocates for proper verbalization of demo for better impact. Students as participants should repeat procedure to avoid forgetting or inability to answer questions properly.

Lecturing/Teaching methods underscores the styles adopted by teachers in presenting principles, knowledge and skills to make students to better understand, internalize and manage their life through what is taught. A combination (combo) of styles can be added advantage although some teachers consider this a time waster, especially when they are battling to complete course content. The shorter the period of demo the better for both parties.

Class interaction is the communication between teacher and students in a lesson setting. It involves talking, listening, responding and sharing actions by student, teacher, and group. Reciprocity in form of responses, influences, demonstrable actions is the main thrust here because it will reflect in assessment of performance. On the other hand, out-of-class involvement takes the form of excursions, field trips, educational visitations/tours involving short journeys outside the school environment in order to gain field experience from designated experts. It also enables students to witness use of needful equipment that may be lacking in their school. The change of environment sometimes ignites excitement which will generate students' interest and yield greater result when they are grouped for report writing or individualized reports for assessment.

It is worthy to note that institutions are supposed to provide teaching tools and conducive environment for learning but because this is highly unattainable in Nigerian setting, out of class involvement is a great option. The nascent nature of technologies in developing countries appear to be a cog in the wheel of service delivery in the educational sector, participatory teaching/learning is considered an option as a panacea in ensuring reduction in HFR and HSD.

III. METHODOLOGY

The paper is tailored to address the following Research Questions:

1. To what extent do Nigerian students and teachers prefer participatory teaching/learning?
2. How do students differ with teachers in their choices of teaching/learning, given participatory/demonstration/class interaction/out-of-class involvement and provision of tools by institutions?
3. What are the disadvantages of participatory teaching method which could have reduced choice of student and teachers for the method of learning?

Findings

Students

TABLE 1 : PF = Preferred, NP = Not Preferred

	Participation	Demonstration	Lecturing	Class Interaction	out-of Class Involvements	Institutional Provisions	Disad. Of participatory T/L
Male (PF)	55	75	63	58	72	66	55
Female (PF)	49	88	74	66	82	80	53
Male (NP)	27	10	12	18	13	13	25
Female (NP)	37	5	10	15	6	8	28

FIG:1

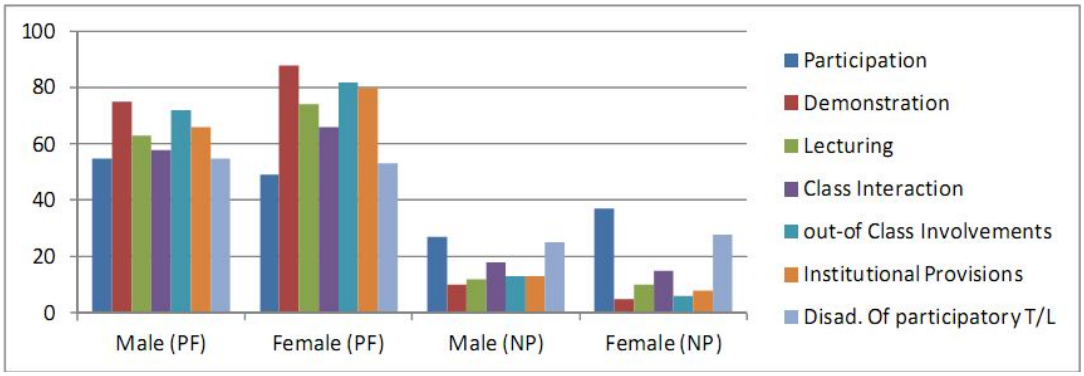


TABLE 2 :PF = Preferred, NP = Not Preferred
Teachers

	Participation	Demonstration	Lecturing	Class Interaction	out-of Class Involvements	Institutional Provisions	Disad. Of participatory T/L
Male (PF)	63	88	85	74	88	83	47
Female (PF)	61	87	73	65	84	79	27
Male (NP)	23	7	7	11	8	11	23
Female (NP)	25	5	17	28	6	9	49

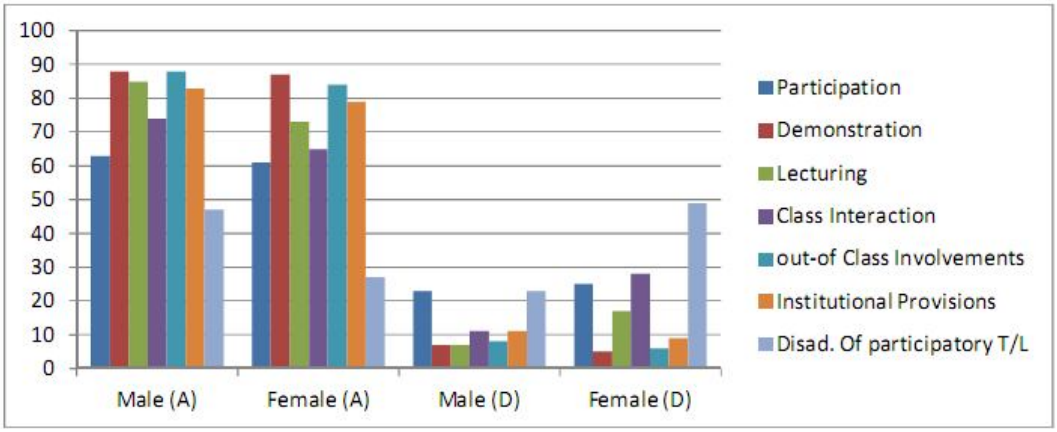


FIG:2
Comparing Preferred option for Teachers and Students

	Participation	Demonstration	Lecturing	Class Interaction	out-of Class Involvements	Institutional Provisions	Disad. Of participatory T/L
Students	52	82	69	62	77	73	54
Teachers	62	88	79	70	86	81	37

TABLE 3

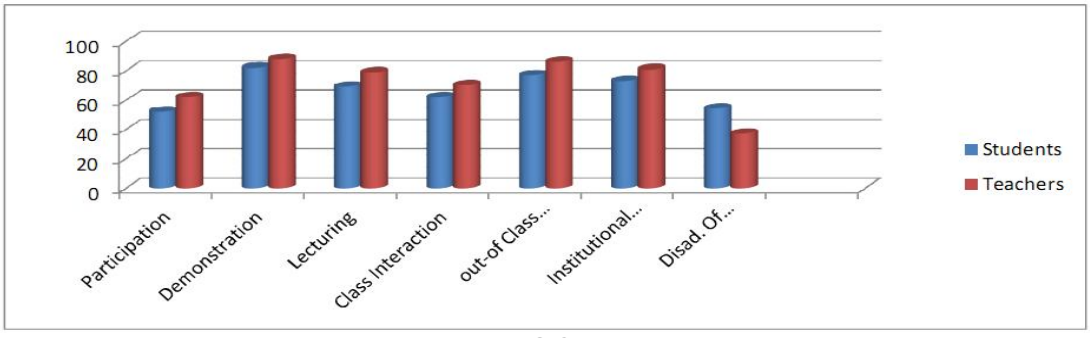


FIG: 3
Comparing Not Preferred option for Teachers and Students

	Participation	Demonstration	Lecturing	Class Interaction	out-of Class Involvements	Institutional Provisions	Disadv. Of participatory T/L
Students	29	8	11	16	9	10	27
Teachers	24	6	12	20	7	10	37

TABLE 4

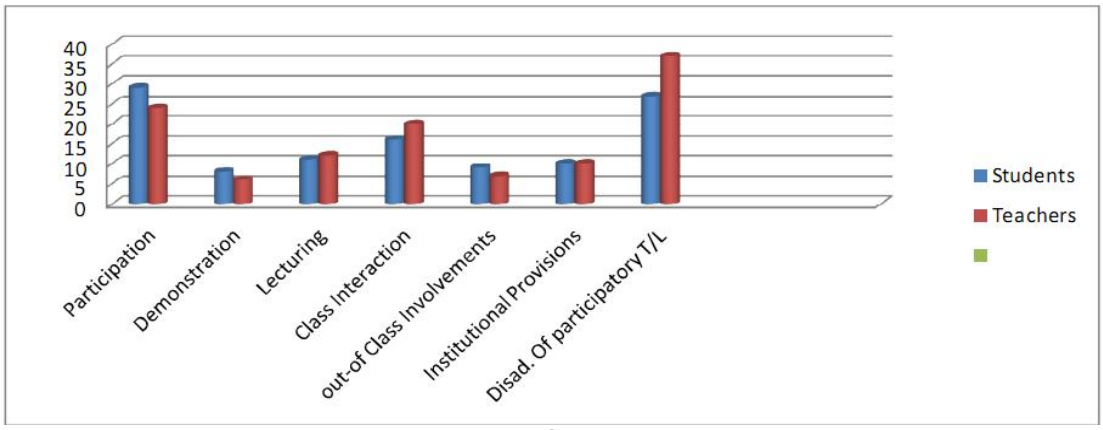


FIG 4

Findings reveal an average 55% male preference for participatory teaching/learning (PTL) while 27% do not prefer it. However, 18% does not mind where the pendulum swings. For females, 49% prefer while 37% does not prefer PTL. On the preference for demonstration method (Demo), 75% male and 88% female prefer while 10% and 5% male and female respectively do not prefer demo. Lecturing method saw 63% male and 74% female preferring while a low 12% and 10% male/female consider lecturing not preferable. Class interaction which is partly PTL had 58% male and 66% female as preferred while 18% and 15% male/female tipped not preferred. Out of class involvement which is a combination of lecturing and demo attracted preferred response but was rejected by 13% male and 6% female. Institutional activities as viewed by respondents attracted preferred from 66% male and 80% female while 13% and 8% does not prefer it. On disadvantages of PTL, responses from male/female students showed that 55% and 53% of them consider it as real while 25% and 28% view them as not disadvantageous (See Table 1 and Fig 1).

Table 2 and Figure 2 showcase findings on Teacher opinions at a glance. Responses reveal male and female preferred as 63% and 61% for PTL while 23% and 25% male/female do not prefer the method. Demo attracted 88% and 87% (male, female) preferred but 7% and 5% (male, female) as not preferred. The preference for lecturing had male & female opinion as 85% and 73% but 7% and 17% not preferred. For class interaction, 73% and 65% (male, female) preferred it while 11% and 28% (male, female) tipped not preferred. Out-of-class involvement teacher preference stood at 88% male, 84% female and not preferred 8% male and 6% female. On institutional provisions, 83% male, 79% female preferred while 11% male and 9% female do not prefer suggested variables. Whether teachers considered the disadvantages of PTL as highly in existence, 47% male and 27% female agreed while 23% male and 49% female did not agree.

Comparing teacher and student opinions as shown in Table 3 Fig 3; students preferred ratio to teachers appeared lower in all the variables except for PTL and the disadvantages where teachers' rating was higher in one and lower in the other thus showing congruence. The same occurred in Table 4 Fig 4 showing not preferred where conversely; teachers rated lower for PTL and higher for the disadvantages. Percentage rating of both teachers and students was same for institutional provisions.

IMPLICATION OF FINDINGS

Students' preference for PTL which shows above average and disadvantages of PTL also showing above average is an indication that despite its shortcomings, students still consider it as a good teaching style that can reduce HSD and HFR. This is in consonance with Frame laMelate (2013) views.

Teachers' love for lecturing show a lazy approach to the profession and shun for difficult task. Also teachers rated disadvantages of PTL as a result.

CONCLUSION AND RECOMMENDATION

The need to make teaching and learning fruitful and reduce high rates in failure and dropout was unfolded by the study. The rating of teachers and students showed very high rating for institutional provisions and CEOs and government should take note of this. Schools' curricula should be reviewed to include massive participatory, demonstrations, class interaction, out of school involvement and other active learning indicators (ALI) while tools to make

active learning effective should be provided and properly arranged for better result.

REFERENCES

[1]. Achilike, A.N. (2015). Polytechnic and Education for Science and Technology in an Emerging Economy.Conference Proceedings for the 3rd Annual National Conference of ASUP in Rivers State – Nigeria, pp 1-8.

[2]. Achilike, A.N. (2013). Toxic Wastes and Leakages in the Nigerian Educational System: A Catalyst for further Reforms. Mediterranean Journal of Social Sciences, 4(8), 139-146.

[3]. Achilike, A.N. (2012). Education: The Deserving Insulation from Territorial, Economic and Technological Disasters of vision 2020 Saga. Journal of Educational and Social Research, 2(7), 167-176.

[4]. Abidoye, J.A. and Fatoki, O.R. (2016).Use of Multimedia in Teacher Education Programmes in Nigeria.Niger Delta Journal of Education; 8(2), pp 319-325.

[5]. Adeniyi, (2013).Nigerian Education – http://nigerianstalk.org/2011.accessed on June 20th 2015.

[6]. Ajibiye, S. and Osasoma, B. (2014).Polytechnic Education and Glowing Ember of stigma. Punch Newspaper, http://punchonline.com/opinion..... accessed July 1st, 2015.

[7]. Brian, A.W. (2009). Technology, www.googlesearch..... Accessed on 6th November, 2017.

[8]. Buchanan, J. (2011). Efficacy, Agency and Behavioural Change: Evaluation of a Local/Global Sustainability Education Programme. Being lead paper presented at the 1st International Conference on Teaching and Learning and Change organized by ISSR and AATL at Omoku, Rivers State, Nigeria; 5-8 September, 2011.

[9]. Fayombo, G.A.(2012).Active Learning: Creating Excitement and Enhancing Learning in a Changing Environment of the 21st Century. Being Guest Lecture presented at the International Conference on Science and Technology Education by AATL at AlvanIkoku Federal College of Education, Owerri, Imo State, Nigeria; 22-26 October, 2012

[10]. Michelacci, C. (2015)."Are They All Like Bill, Mark, and Steve? The Education Premium for Entrepreneurs" (PDF). EIEF. Retrieved November 27,2015

[11]. Obasi, O.O. (2010). Qualitative and functional Education in Nigeria: Problems and prospects. Alvana Journal Social Sciences; 5(2), pp 97-106.

[12]. OECD (2008).Compendium of productivity indicators.

[13]. Uzoagulu, A.E. (2004). Functionality of University Education in Nigeria.In Uzodinma, C.U. (Ed.). Functionality of University Education in Nigeria: Issues, Problems and Concerns.

[14]. www.wikipedia.org/wiki/Excursion. Accessed on 10th November, 2017.

[15]. www.merriam-webster/vocabulary.com/dictionary/interaction. Retrieved 10th November, 2017.

[16]. www.slideshare.net/FramelaMelate/demonstration-in-teaching. Accessed on 10the November, 2017.

[17]. Zobi, F. (2016).Development and Evolution of E-learning in European Union Countries. Scholars World – International Referred Multidisciplinary Journal of Contemporary Research, pp 11-15.

★★★