

**APPLICATION OF JEAN JACQUES ROUSSEAU'S PHILOSOPHY OF  
EDUCATION TO TEACHING AND LEARNING IN PRIMARY SCHOOLS  
IN NSUKKA EDUCATION ZONE OF ENUGU STATE**

**BY**

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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS  
FACULTY OF EDUCATION  
UNIVERSITY OF NIGERIA NSUKKA**

**NOVEMBER, 2019**

**TITLE PAGE**

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**A RESEARCH PROJECT SUBMITTED TO DEPARTMENT OF EDUCATIONAL  
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OF THE REQUIREMENTS FOR THE AWARD OF MASTER'S DEGREE (M.Ed) IN  
PHILOSOPHY OF EDUCATION**

**SUPERVISOR: REV. FR. DR. G.C. ABIOGU**

**NOVEMBER, 2019**

### **CERTIFICATION**

Ngwoke, Celestine Ik, a master's degree student in the Department of Educational Foundations with Registration Number PG/M.Ed/16/80258 has satisfactorily completed the requirements for the AWARD OF Master's Degree in Philosophy of Education.

The work embodied in this project report is original and has not been submitted in part or in full for any other Degree or Diploma of this or any other University.

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## **DEDICATION**

This research work is dedicated to my Bishop, Most Rev. Godfrey Igwebuike Onah, my parents, my siblings and members of my chaplaincy (St. Thomas Aquinas, F.C.E., Eha Amufu) for their support throughout the period of this academic programme.

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## ABSTRACT

The study was carried out to investigate the application of Jean Jacques Rousseau's philosophy of education to teaching and learning in public primary schools in Nsukka Education Zone of Enugu State. Four research questions and four hypotheses guided the study. The study adopted descriptive survey design. The area of study was Nsukka Education Zone. The population of the study was 2,107 public primary school teachers in Nsukka Education Zone. The sample of the study was 600 primary school teachers, consisting of 300 male and 300 female teachers selected using stratified proportionate random sampling technique. The instrument for data collection was a researcher-designed questionnaire titled "Child-Centred Learning and Learning by Skill Questionnaire (CCLLSQ). The instrument was face-validated by three experts in the Faculty of Education University of Nigeria, Nsukka. The trial testing of the instrument to determine its internal consistency was carried out in Obollo-Afor Education Zone, using 20 respondents (teachers) in public primary schools. The trial testing was computed using Cronbach alpha statistics. The overall reliability score for the trial yielded 0.82. The data collected were analyzed using mean and standard deviation. The t-test statistics was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that child centred and skill acquisition methods of teaching were highly recommended by both male and female teachers in public primary schools in Nsukka Education Zone. Secondly, the respondents noted that child-centred and skill acquisition method of teaching in public primary schools in Nsukka Education Zone has some challenging problems which include but not limited to teachers' negative attitude, lack of skilled teachers on inservice training opportunities for teachers on the use of skill acquisition method and curriculum structure not allowing enough hours for practical works in the school.

# **CHAPTER ONE**

## **INTRODUCTION**

### **Background of the Study**

Teaching occupies a central place in education. From the purview of education, teaching has been defined differently by scholars, each from the point of views his own educational background or orientation. According to Yhoi (2008) teaching is a process of arranging situations in which the things to be learnt are brought to the notice of learners. Three things are involved in teaching according the author: the one who teaches, materials to be taught and the learners. Teaching cannot take place without learners. Thus, teaching and learning are interrelated. In the context of schools and schooling, Smith (2018) defines teaching as a process of attending to people's needs, experiences, feelings, and intervening so that they learn particular things and go beyond the given. Process here means a set of procedures carried out in the succession to execute a teaching task in schools. The aim of teaching is to address people's needs to know, acquire information and skills. To achieve this educational aim, the experiences and feelings of the learners are tied around the subject to be taught. This is to make learning interesting and effective. Contextually, teaching is a process of imparting knowledge and or skills to learners. From the foregoing definitions, teaching appears to go hand in hand with learning. Therefore, teaching and learning are like two sides of a coin.

Just like teaching, there is no generally accepted definition of the concept, learning. Philosophically, Abiogu (2013) avers that the term learning involves a whole lot of interconnected webs of knowledge or skills through practice, study or by being taught. Analytically, one is said to have learned when a new knowledge or skill is acquired by him who learns. Connotatively, there is no learning without new knowledge or skill. In the view of Abiogu

(2013:177) “learning is a process of coming to know something that one did not know already. In other words, one cannot learn something that one already knows.” Acquisition of new knowledge or skill is central in the act of learning. For the purpose of this study, learning is a process of acquiring new knowledge or skills through different channels. Teaching and learning have a lot of benefits to both the learner and the society. For example, teaching and learning are essential for learners’ intellectual, psychological, spiritual and emotional development. Learners acquire basic skills, gain wealth of knowledge and information that could transform them from a low social status to a very high status in the society. Teaching and learning also help learners to develop their talents.

Teaching is carried out in schools through various methods such as teacher-centred, demonstration, experimentation, play, recitation, memorization, explanation, story-telling, field trip methods among others. Over the years, teaching in primary schools has been done majorly through teacher-centred (lecture) methods in many countries of the world, including Nigeria. Of recent, there have been suggestions by scholars to shift from teacher-centred education to a more practical oriented education that could solve the various problems confronting the present human society. As scholars in foreign countries are searching for alternative system of education that will be more suitable for their citizens, scholars in Nigeria are not left out. They have come up with various studies on alternative and complementary form of education that could solve Nigerians’ numerous problems, especially economic and technological advancement with some suggesting child-centred education and learning by skill acquisition. Nevertheless, scholars have not been able to focus on some of the major proponents of child-centred education and skills acquisition by Jean Jacques Rousseau, whose philosophy of education might lead to successful academic outcome in primary schools in Nigeria.

Philosophy of education is the foundation upon which education policy is built upon. Federal Republic of Nigeria (FRN, 2013), states that no policy on education can be formulated without first identifying the overall philosophy and goals of the nation. Philosophy of education is defined by various schools of thoughts in line with their own educational orientations. For instance, Noddings (1995) defines philosophy of education as a practical philosophy concerned with the nature and aim of education and the philosophical problems arising from educational theories and practices. In the same vein, Alu and Ugwu (1999) define philosophy of education as an application of philosophical principles of analysis, criticism, argument, questioning, prescription and justification in the solution of educational problems. Philosophy of education plays a vital role in education: it guides, directs and evaluates educational theories and practices to ensure that the objectives of education are achieved. In this study, philosophy of education is defined as the use of philosophical methods of critical analysis, logic, epistemology among others to proffer solutions to educational problem and guide education system to its goals.

Education is an instrument of developing man and the society. In his view, Nwankwo (2005) defines education as all those experiences by which intelligence is developed, knowledge acquired and character formed. The above definition is corroborated by Strevens (2007) who defines education as a system deliberately designed to equip individuals with desired knowledge, skills and attitudes, which help them live worthy and happy life in the society. For the purpose of this study, education is a planned activities aimed at imparting knowledge and skills that lead to positive change of behaviour in an individual or group of individuals.

Education is seen as an instrument for national development that fosters the worth and development of the individual for the individual's sake and for the general development of the

society (FRN, 2013). In the same vein Ocho (2005), notes that education is generally perceived as a potent instrument for the promotion and facilitation of national development.

Nigeria's system of education is carried out in three stages: primary, secondary and tertiary education. This study is concerned with primary education only. Primary education is the foundation of education system in Nigeria. According to the Federal Republic of Nigeria (2013), primary education is the first level of education given to children aged 6-12 years. It is an education which children receive from the age of about six to twelve, coming after preschool, infant school and before secondary school (Amoke, 2018). Primary education is therefore the first level of education in Nigeria which is provided for children aged between 6 and 12 years to prepare them for other levels of education.

It is obvious that the present structure of primary education in Nigeria is teacher-centred and curriculum based. Many scholars have criticized this structure for its failure to provide the required education that will improve the quality of life and socio-economic development of Nigerians (Alede, 2012; Anyanwu, 2012; Adiele, 2006). For instance, Adiele contends that the present primary education philosophy has failed to equip the pupils with the required practical knowledge that will guide them in their future careers. Similarly, Alede tags the present pedagogical approach in primary education as dysfunctional, stating that it has failed to develop life manipulative skills that will enable the child to function successfully in the society. More so, Anyanwu stresses that there is need for alternative primary education philosophy that is sound, practical and child-centred. Anyanwu lamented that primary education in Nigeria has not been able to meet the developmental needs of our society and that of the individuals. Equally, Obikwelu (2015) is of the view that the structure of education in Nigeria is not pragmatic hence it has not provided the learners with the right foundation to explore the innate potentials in them

in contributing to the development of the society. From these criticisms, it is obvious that, the present structure of primary education in Nigeria has not brought out the best in children with respect to utilizing the skills innate in them for the benefit of the society.

Based on apparent failure of present philosophy of education in primary schools to bring out the best in the children, especially in economic and technological advancement, a lot of alternative educational philosophies have continued to emerge through researches conducted by scholars in Nigeria. Scholars, such as Umar (2015); Elijah (2014); Ayotala and Ishola (2013) have differently advocated for an alternative primary education that corresponds to solving the needs of the present Nigerian society, especially unemployment. These scholars argued that education must be creative and skill-oriented, child-centred learning or a return to primary education that encourages “the mobilization of schools for agriculture and industry” (MOSAI) which was tested in 1980s in Nigeria. Some other scholars such as Okolo (2014) and Mark (2012) have called for the review of educational philosophy of past philosophers such as that of the Chinese philosopher Confucius (551-479 B.C.), Socrates (469-399 B.C.), Plato (427-347), Jean Jacques Rousseau (1712-1778), John Dewey (1859-1952), among others, to know whether their philosophies are applicable in teaching primary school children in Nigeria, and in realizing the objectives of primary education more perfectly.

The earliest individual teachers to have a profound direct effect on learner-centred education were Confucius (551-479 B.C.) and Socrates (469-399 B.C.). Confucius stressed on character and good citizenship, and believed that every person should strive for the continual development of self until excellence is achieved. Blumberg and Everette (2008) noted that Socrates advocated a student-centered approach that develops learners’ critical thinking skills. This learning method is the very opposite of lecture method of teaching which has been very

popular in Nigeria. In the same vein, Locke (1632-1704) recommended another learner-centred education through his concept of *tabula rasa* or blank slate, proposing that at birth, the mind is like a blank slate, and the only way to fill it is through experiences, feeling these experiences, and reflecting on them. According to Garforth (1964), Locke's experience-based educational philosophy gave birth to the concept of experiential education, which is learner-centred. This experience-based educational philosophy supports learning by participation in which learners develop their experience by taking part in the learning process. Among all the philosophers mentioned, Jean Jacques Rousseau stands as one person whose philosophy of education provided a detailed explanation not only on child-centred education but also on learning by skill acquisition.

Jean Jacques Rousseau was a Genevan philosopher, a great contributor to the philosophy of Education. Foxley (1975) a posthumous editor of Rousseau's "*Emile*" notes that Rousseau condemned traditional and formal education, with the view that such knowledge is manmade and undesirable because it does not give children the freedom to choose what to learn by themselves. Foxley explains further that Rousseau in *Emile* maintained that learning should take place when the child is free to develop and grow according to his impulses. *Emile* is divided into five books; each detailed a specific pedagogy for each stage of education. In books I and II, Rousseau insisted that children must be trained to emphasize the physical side of their education (Foxley, 1975). Rousseau held that children must be freed and allowed to play outside, thereby developing the physical senses that will be the most important tools in their acquisition of knowledge. The scholar emphasized a learner-centred education in which the learner freely chooses what he wants to learn at any given moment in the process of teaching and learning.

Rousseau's philosophy of education is usually termed naturalism. He contends that all the ills and miseries of our society emanates from man's departure from a state of nature which he described as a state of innocence and goodness. He opines that the only solution to the evils of civilization is a return to nature (Smith, 2018). For Rousseau, education must recognize man's natural goodness and must be carried out in harmony with the original and uncorrupt human nature. Human nature is described by Rousseau as native instincts, impulses and capacities.

The goal of education is to preserve a child's goodness and assist him develop freely without constraints from adults. In his view, discipline and use of force should not come into place in child's education. He advocates for a natural and friendly environment for child education. His philosophy of education revolves around the child, child-centred and skill acquisition methods of teaching. He raises objection against a kind of education that subject children to an education system that is meant for adults. The role of the teacher is to monitor, guide and motivate the child to learn by observation. He recommends that education should not be a burden placed on the child but should be made to be an interesting, enjoyable and creative. He however, advocates that as the learners approach puberty, they should be taught a manual trade, such as carpentry, and be allowed to learn other skills. The book III concerns the selection of a trade. Rousseau believes that it is necessary for the child to be taught a manual skill appropriate to his gender and age, and suitable to his inclinations, by worthy role models. This implies that skill acquisition is central focus of Jean Jacques Rousseau's educational philosophy as contained in books I, II and III of *Emile*. Books IV and V of *Emile* focused on adolescent age and the education of choosing the right wife, which is not part of this study.

In books I, II and III of *Emile*, Rousseau proposed that young children should work with a private tutor; study and read only what is useful and pleasing. He believed that in this manner,

the learner will essentially educate himself and be excited about learning. Rousseau also stated that early adolescence is the best time to begin such study, since after puberty the child is fully developed physically, and yet still uncorrupted by the passions of later years. Equally, the child is able to develop his/her own reasoning under the guidance of a tutor who is careful to observe the personal characteristics of his/her pupil and suggest study materials in accordance with his/her individual nature (Foxley, 1975).

Going by the *Emile*, Rousseau propounds child-centred education and manual training (skill acquisition) for the primary school pupils at the same time. His view about the education of the child represents quite a new shift from the hitherto teacher-centred concept of education which Plato, Locke and many others subscribed to in child-centred education. It is not surprising that Rousseau has maintained his standard on child-centred education, approving it for allowing children to follow a career path they desire. However McCombs and Whistler (1997) noted that in a child-centered learning environment, learners are treated as co-creators in the learning process, as individuals with ideas and issues that deserve attention and consideration.

Various definitions emerge on child-centred education. Ryan (2005) holds that in a child-centered education, the curriculum begins with the needs and interests of the child and responds to the unique characteristics of childhood. Teachers use their knowledge of how children develop to structure learning experiences that facilitate children's learning through play and discovery. He holds that children, therefore, are viewed as active learners who require freedom from adult authority to explore ideas independently and make sense of their world in child-centred education. Grieshaber and Ryan (2005) defines child-centeredness as an enduring and fixed entity in early childhood education that is based on learning by experimentation and students' involvement which can bring about genuine development of the child. Mark (2014) observes

that, a child-centered learning environment recognizes that the prior knowledge of learners powerfully influences future learning and thus, attempt to build on prior knowledge. Jahnke (2012) points out that in such learning, pupils participate in the evaluation of their learning process. This means that pupils are involved in deciding how to demonstrate their learning in child-centred environment.

Rousseau's idea of education as anchored on the child-centered analysis is impressive and could be a way of improving pupils' interest in skill acquisition. It emphasizes that the child is more important than the subject-matter. Rousseau disclosed that it is very difficult to believe that one can teach the same material by the same method with the same degree of effectiveness to all children. Schofield (2012) explains that this is why Rousseau is regarded as the discoverer of the child by many educational thinkers.

No doubt, child-centred education devotes attention to what a child is capable of learning as a child rather than teaching a child as if he is already an adult. Thus, Rousseau holds that one should not be looking for the man in the child without considering what he is before he becomes a man. Rousseau is resolute in this position that nothing is useful and good for him which is unbecoming for his age. For Rousseau, education becomes a matter of guidance. In other words, the prime concern in education is the child and his present nature as a child. With an insight of a psychologist, Rousseau (1762) declares that:

Nature wants children to be children before they are men. If we deliberately pervert this order, we shall get premature fruits which are neither ripe nor well flavored, and which will soon decay... childhood has ways of seeing, thinking, and feeling, peculiar to itself, nothing can be more foolish than to substitute our ways for them (p.54).

Rousseau did not limit his views on child-centred learning. However, he also proposed manual works for children in primary schools, giving an instance of carpentry. Manual works according to Onaga (2012) are synonymous with skill acquisition. It is concerned about training on a particular task or technical work, in which one becomes expert. Mark (2015) defined manual works as works that involve using hands and physical strength rather than mind. In this study, manual works are conceived as skilled acquisition such as bead making, art work, weaving, basket making, photography, video editing, computer installation and repair, carpentry, and so on. There is tendency that when primary school pupils become exposed to this manual works at tender age, they will grow to become self-reliant and contribute to socio-economic development of the society. This could be the case of primary school pupils in Nsukka Education Zone if Rousseau's education philosophy is applied.

Certain factors could hinder teachers' application of child-centred education and learning to skill acquisition. Udoh (2015) highlights some of the factors as follows: inability of teachers to adopt child-centred method, difficulty in changing the curriculum, lack of training of teachers in the teaching method, poor environment for such learning, lack of facilities to promote skill acquisition, and government's lack of interest in such learning method. Ugwu (2017) states that lack of resource persons, large number of students in one class, poor maintenance culture of learning facilities, and school timetable, not allowing enough hours for practical work, all hinder skill acquisition in schools in Nigeria generally and Nsukka education zone in particular.

Nsukka Education Zone comprises three (3) local government areas namely: Nsukka, Igbo-Etiti and Uzo-Uwani. Just like other parts of the country, lecture and teacher-centred education are majorly used by teachers in primary schools in these areas. However, the

researcher thinks that this structure of education has not been so beneficial to the people of Nsukka Education Zone. The researcher's mindset was informed by the fact that teacher-centred education has only provided a sense of theory among learners in the education zone. Most of the children cannot remember what they were taught one year ago, because most things under teacher-centred system of education are theoretical. This explains why many Nigerian youths are not practically inclined and this has negative impact on the nation's economy. Secondly, youths today who pass through primary education and other levels of education are still idle, hoping that government would surely provide job for them. It is worrisome that majority of them who have passed through primary and secondary schools in the three local government areas that constitute Nsukka Zone have remained idle and therefore unproductive to the society, which is as a result of the system of education they were exposed to (teacher-centred education). Some of these youths have continued to constitute problem to the society as they engage in different social vices such as stealing, armed robbery, kidnapping, fraud, prostitution, among others. There is therefore, a need to rethink on a more suitable education that could lead to creativity and skill-acquisition by both male and female primary school children in Nsukka Education Zone.

Male and female differ in the roles they play or assume in society, which is an indication of gender stereotype. The girl child is trained to understand that her role is to nurture children, cook for the family and be pathetic and sensitive to things while the boy child is trained to be assertive and strong. Berk (2009) affirms that the above is the kind of gender orientation children receive and carry into adolescence and adulthood and that it affects almost all that they do. This implies that gender is a social construct that has to do with behaving according to social classification of being male or female. In other words, males differ from females in their thought pattern and the way they perceive things. This means that there could be gender disparity in

perception of application of child-centred education and skill acquisition learning in public primary schools in Nsukka Education Zone. Hence, this study seeks to determine whether Jean Jacques Rousseau's education philosophy is applicable to teaching and learning in primary schools in Nsukka Education Zone. It also seeks to determine the perception of male and female teachers in Nsukka Education Zone on the application of Jean Jacques Rousseau's educational philosophy in teaching and learning in primary schools.

### **Statement of the Problem**

Without doubt, there is need for urgent intervention in the present teacher-centred method of education in Nigeria, especially at the foundational level, which is the primary school. This has become necessary as a result of present societal changes, which require a practical and skill oriented education that can solve numerous Nigerian problems including unemployment and economic degradation. Some educational researchers have argued that the present structure of primary education in Nigeria, which is teacher-centred and curriculum based has failed to provide the required quality education that will foster the realization of primary education objectives. Others have emphasized that the educational system has failed to equip the pupils with the required practical knowledge that will guide them in their future careers and also, help them to develop manipulative skills that will enable the child function successfully in the society within the limits of the child's locality.

Presently in Nsukka Education Zone, there are indications that the present curriculum seems not to provide the opportunity of addressing the societal needs on today's youths. Pupils within the zone have been observed by the researcher to be theoretically inclined; and most of the pupil can only retain what they have been taught for about one year as a result of lack of

practical support for such education. Similarly, it is very common to see adults who have passed through primary and secondary schools relying entirely on job provided by government as a result of lack of skilled acquisition while they were in school. It has also been realized that majority of the crimes committed in Nsukka Education Zone today, are committed by adults who have no job, and this is connected to the wrong foundation that the present primary education in Nigeria provides. Hence, the argument has been that if a right foundation is laid today for children by exposing them to child-centred education that will bring out their potentials and train them on skills as early as in the primary schools, then some of the problems confronting our society today will drastically be reduced.

Thus, there have been suggestions for an alternative primary education philosophy that will lead to solving the emerging needs and promoting the values of the society. This study therefore, investigates the application of Rousseau's philosophy of education to teaching and learning in primary schools in Nsukka Education Zone in Enugu State, with major focus on the perceptions of male and female teachers. This will focus on the application of child-centred education, and skill acquisition method.

### **Purpose of the Study**

The aim of this study is to investigate the application of Jean Jacques Rousseau's philosophy of education to teaching and learning in primary schools in Nsukka Education Zone, Enugu State. Specifically, the objectives are to:

1. find out the perception of teachers on the application of child-centred method of teaching in public primary schools in Nsukka Education Zone;

2. determine the perception of teachers on the application of skill acquisition method of teaching in public primary schools in Nsukka Education Zone;
3. ascertain the challenges hindering teachers from applying child-centred method of teaching in public primary schools in Nsukka Education Zone; and
4. find out the challenges hindering teachers from applying skill-acquisition method of teaching in public primary schools in Nsukka Education Zone.

### **Significance of the Study**

The findings of this study will be of great significance both theoretically and practically. Theoretically, the findings of the study will provide data that will help in understanding Jean Jacques Rousseau's theory of learning and the utility value of the theory in the Nigerian contemporary education system. The study will also provide information about the tenets of the theory which includes child-centred learning and skilled training for primary school pupils.

The findings of the study will be of great practical benefit to policy makers, primary school teachers, pupils and primary school management board. The findings of this study will provide empirical data for policy makers in understanding the system of education provided by Jean Jacques Rousseau. Such information may help them to make policies that will encourage child-centred education and skilled training for primary school pupils.

The findings of the study will be useful to the primary school teachers. It will provide data that will help primary school teachers to know more about the applicability of educational philosophy of Jean Jacques Rousseau which is based on child-centred education and skilled training of primary school pupils. These findings, if considered applicable by the teachers and approved by the government could lead to a more practical oriented teaching in primary schools, which will on the other hand improve the knowledge of the teachers in skill acquisition training.

The data provided in this study will be beneficial to the primary school pupils. If the education philosophy of Jean Jacques Rousseau is considered applicable by the teachers and approved by the government, it will lead to a pragmatic learning and skill acquisition by the pupils and will help the pupils in their future career and socio-economic wellbeing.

The result of the study will be beneficial to the primary school management authority, especially that of Enugu State. This is because the finding of the study could be adopted for effective teaching of the pupils in the state. It will guide the primary school management board in planning and organizing workshops, seminars, conferences and talk shows for primary school teachers on the gains of child-centred education and skill training for primary school pupils.

Finally, the findings of this study, when documented and published, will add to the stock of existing knowledge in the area of child-centred education which will be disseminated through conferences, internet postings, workshops and learned journals.

### **Scope of the Study**

The geographical scope of the study was delimited to public primary schools in Nsukka Education Zone. This covers three (3) local government areas that make up the zone, namely: Nsukka, Igbo-Etiti and Uzo Uwani. The content scope of the study will be to find out the perception of teachers on the application of child-centred method of teaching in public primary schools in Nsukka Education zone; determining the perception of teachers on the application of skill acquisition method of teaching in public primary schools in Nsukka Education Zone; ascertaining the challenges hindering teachers from applying child-centred method of teaching in public primary schools in Nsukka Education Zone; and finding out the challenges hindering teachers from applying skill-acquisition method of teaching in public primary schools in Nsukka Education Zone.

## Research Questions

The following research questions guided this study;

1. What is the perception of teachers on the application of child-centred method of teaching in public primary schools in Nsukka Education Zone?
2. What is the perception of teachers on the application of skill acquisition method of teaching in public primary schools in Nsukka Education Zone?
3. What are the challenges hindering teachers from applying child-centred method of teaching in public primary schools in Nsukka Education Zone?
4. What are the challenges hindering teachers from applying skill-acquisition method of teaching in public primary schools in Nsukka Education Zone?

## Hypotheses

The following null hypotheses guided the study and were tested at  $p < 0.05$  level of significance.

1. There is no significant difference between the mean ratings of male and female teachers on their perception on the application of child-centred method of teaching in public primary schools in Nsukka Education Zone.
2. There is no significant difference between the mean ratings of male and female teachers on their perception on the application of skill acquisition method of teaching in public primary schools in Nsukka Education Zone.
3. There is no significant difference between the mean ratings of male and female teachers on challenges hindering teachers from applying child-centred method of teaching in public primary schools in Nsukka Education Zone.
4. There is no significant difference between the mean ratings of male and female teachers on challenges hindering teachers from applying skill-acquisition method of teaching in public primary schools in Nsukka Education Zone.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter is organized under the following sub-headings: conceptual framework, theoretical framework, review of empirical studies and summary of Literature Review.

#### **Conceptual Framework**

Concept of:

Education

Teaching

Learning

Primary Education

Jean Jacques Rousseau's Philosophy of Education

Child-Centred Method of Teaching

Skill Acquisition Method of Teaching

Gender

#### **Theoretical Framework**

Jean Jacques Rousseau's theory of Learning

#### **Review of Empirical Studies**

Studies on Child-centred Education

Studies on Learning by Skill Acquisition

Studies on Gender and Skill Acquisition

#### **Summary of Literature Review**

## **Conceptual Framework**

The conceptual framework represents the blueprint of this study. Ogula (2008) defines conceptual framework as a description of the main independent and dependent variables of the study, and the relationship among them. In this study, the dependent variables are education, teaching, learning and primary education while the independent variable is Rousseau's philosophy of education.

## **Concept of Education**

Education has been defined in various ways by scholars. Redden (2006) defines education as a process by which knowledge, character and behaviour of the young are shaped and molded. In the opinion of Nickell (2009), education is regarded as equivalent to instruction and consists of the specific influences consciously designed in a school or college or institution to bring about the development and growth of the child. This definition although comprehensive, failed to indicate the process of education. Similarly, Collins (2010) views education as the act or process of acquiring knowledge and the theory of teaching and learning. Additionally, Mark (2014) defines education as a deliberate systematic and sustained effort to transmit, evoke or acquire knowledge, values, attitudes and skills. For Mitchel (2015), education is the art of making available to each generation, the organized knowledge of the past.

More so, some other scholars have defined education in terms of process of impacting knowledge. According to Kaita and Peters (2012), education is a process of socialization, enculturation and transmission of what is worthwhile to those who are committed to it, be they children or adult. This definition did not mention what is transmitted to the child. Okafor (2012) views education as a process of acculturation through which the individual is helped to attain the development of his potentials and their maximum activation when necessary according to right reason and to achieve his perfect self fulfillment. The point of view of this definition is that

children are only helped to develop their potentials, which means that these potentials are already in them, and include skills and talents.

There is formal and informal education. According to Osindeinde (2009), formal education occurs in a structured environment which explicit purpose is teaching students. Usually, formal education takes place in a school environment with classrooms of multiple students learning together with a trained, certified teacher of the subject. Most school systems are designed around a set of values or ideals that govern all educational choices in that system. Such choices include curriculum, physical classroom design, student-teacher interactions, assessment methods, class size, educational activities, and more. Education in Nigeria is based on a 9-3-4 system, which involves three levels of institutional learning processes, with 9 signifying nine years learning in the primary school up till the end of learning in junior secondary schools, 3 signifying three years learning spent in senior secondary school, and the last 4 signifying four years spent in the university.

Education in Nigeria starts at primary schools (elementary schools) where children between 6 to 12 years are taught primary literacy among others. Primary school lays the foundation for other educational levels such as secondary and tertiary. The objectives of primary school according to Federal Republic of Nigeria (FRN) (2013) include inculcating permanent literacy and numeracy and ability to communicate effectively; laying a sound basis for scientific, critical and reflective thinking; promoting patriotism, fairness, understanding and national unity; instilling social, moral norms and values in the children; developing in the child the ability to adapt to the changing environment; and providing opportunity for the child to develop life manipulative skills that will enable the child function successfully in the society within the limits

of the child's society. The researcher affirms that the above objectives have sound theoretical values, but criticizes them on the basis of the apparent lack of practical approach in their realization. The teacher-centred method of education in primary schools in Nigeria therefore has not been able to lay a sound basis for scientific, critical and reflective thinking which are necessary for proper identification and development of the potentials of a child. This is the major reason Jean Jacques Rousseau's philosophy of education needs to be examined to know whether it can be applied in Nigerian primary education.

### **Concept of Teaching**

Teaching has been variously defined and sometimes used interchangeably, but wrongly with instruction. Teaching is regarded as the organization of learning. It is a fact that each pupil must assume responsibility for his learning, but a good teacher can help learners by pointing out obstacles which the pupil may encounter and answering questions relating to the learning tasks (Davidson, 2011). Teaching goes along with learning. Teaching and learning, according to Davidson are opposite sides of the same coin. They are both inter-dependent and inter-woven. They work together. Saylor (2008) defines teaching as a process whereby one person mediates between another and the substance of his world to facilitate learning.

Besides, helping one learn something does not make one a teacher. For Aguokogbuo (2013), teaching involves some complex activities on the part of both the teacher and the learner in the classroom. By implication, teaching is the process of attending to pupils' needs, experiences and feelings, and making specific interventions to help them learn a particular thing. According to Lieberman (2013), there are two fundamentally different ways of understanding teaching. The first one is seeing teaching as an instructor-led activity in which knowledge

is transmitted from someone who has acquired that knowledge to novice learners who are in need of knowledge.

The second fundamental way of understanding teaching is seeing teaching as a learner-centered activity in which the instructor ensures that learning is made possible for novice learners and supports, guides, and encourages them in their active and independent creation of new knowledge, that is, teaching as assisted knowledge creation. The author also noted that teaching is an activity aimed at bringing about meaningful learning through a method that is morally and pedagogically acceptable. It involves a teacher, a learner, content in form of knowledge, facts, information and skills to be imparted as a deliberate intention on the part of the learners to learn, and finally a method that respects the learners' cognitive integrity and freedom of choice (Nuthall, 2007).

Teaching is also seen as instruction. Smith (2012) described teaching as an instruction or delivering particular skill or subject or something that someone tells an individual to do. Teaching in this case may refer to showing or explaining to a pupil how to do something. Beere (2012) argues that teaching is an intervention commonly taking the form of questioning, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities (such as note taking, discussion, assignment writing, simulations and practice). The author also noted that teaching is considered as deliberate actions undertaken with the intention of facilitating learning on by the teachers using particular teaching methods, teachers with high expectations for all pupils, and teachers who have created positive learner-teacher relationships that are more likely to have the above average effects on pupils' achievement.

Teaching can be defined as interaction between the teacher and the learner as far as it is related to imparting of the knowledge to the pupils, to cover almost every aspect of education which the pupils are expected to learn from a teacher and which the teacher will teach them using all the teaching techniques and aids available to him. This includes motivation, encouragement and character building of the pupils. A good teacher must understand each and every trait of each of his learners to deal with them accordingly. In a nut shell, we can say that teaching is to train the learners in a way that they can be useful citizens of a nation. People may try to define teaching in their own way but whatever definition is given, it must include the training in various subjects of study as well as the building of the personality of the learners. In view of this Pring (2009) defines teaching as the engagement in certain activities which you have grounds to believe will be instrumental to bring about in another individual the learning of something that can be characterized or specified. The problem with this definition is that what should be characterized or specified is not known.

Hence, there is some confusion in spite of the fact that the definition clearly brings out the important idea of the teacher having an intention for being in the class as well as the means of achieving this intention. Akinpelu (2010) defines teaching as the deliberate effort by a mature or experienced person to impart information, knowledge, skills and so on to an immature or less experienced person. Akinpelu's definition has implication for teachers. This is because, whenever a teacher is in the classroom, he should assume to be a member though a more mature member of the class; his role being to guide and direct the immature (learner) to learn, and also all intended activities must be designed, planned, facilitated and guided so as to promote learning. In the context of the study, teaching is a deliberate effort by an experienced person to impart information, knowledge, skills to learners.

## **Concept of Learning**

Learning can be described as a positive change in behaviour, which is likely to result from encounters with teachers as they teach prescribed subjects. It implies that learning can also be the result of encounters with other children in the school during class work interactions and on the play-ground in and outside schools. Chauhan (2008) defines learning as a relatively enduring change in behaviour, which is the function of prior behaviour usually called practice. In other words, learning may be defined as a process whereby relatively permanent change occurs as a result of experience. Such change can be in form of changes in patterns of adjustment. According to Marx (2009), learning is a change in behaviour, disposition and capability that is not the result of growth and equally persists over a period of time. VanDale and Brittell (2011) pointed out that learning is the result of experience and requires the active participation of the child. This implies that learning is as a result of experience and practice which is observable when the individual performs some activities. Tyler (2010) states that changes due to drug, fatigue, alcohol, illness, maturation or growth cannot be classified as learning. Besides, experience through which learning results can be planned or unplanned depending on the existence of certain regularities in the environment.

Learning is the process by which an activity originates or is changed through reacting to an encountered situation, provided that the characteristic of the change in activity cannot be explained on the basis of native response tendencies, maturation or temporary states like fatigue, drugs among others (Hilgard, 2008). Gagne (2013) defines learning as a change in human disposition or capability which can be retained and which is not simply ascribable to the process of growth. Kimble and Garmery (2010) define learning as a relatively permanent change in behaviour as the result of continuous, reinforced practice. It implies that learning occurs in

behaviour once there is continuous reinforcement. For the purpose of this study, learning is an active process by which relatively permanent change in behaviour of the pupils occurs through a deliberate effort of an experienced person (teacher) who helps the learners to develop knowledge and skills as enshrined in the primary education objectives.

### **Concept of Primary Education**

Primary education is the foundation of education. According to Federal Republic of Nigeria (2013), primary education is the education given in an educational institution for children aged 6 to 11 plus. Accordingly, FRN held that since the rest of the education system is built upon it, the primary level is the key to the success or failure of the whole system and the duration shall be six years. For the purpose of this study, primary education is education given to a child before he begins secondary education.

The goals of primary school education according to the FRN document include among others to inculcate permanent literacy and numeracy, and ability to communicate effectively; lay a sound basis for scientific and reflective thinking; give citizenship education as a basis for effective participation and contribute to the society; mould the character and develop sound attitude and morals in the child; develop in the child the ability to adapt to the child's changing environment; give the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity and provide him with basic tools for further educational advancement, including preparation for trades and crafts of the locality. In the pursuance of the above goals, primary education shall be tuition free, universal and compulsory, and the curriculum for primary education shall include: languages, language of the environment, English, French, Arabic, mathematics, science, physical and Health Education, Religious knowledge, Agriculture/Home Economics, social studies and citizenship

Education, Cultural and creative, Arts (Drawing, Handicraft, Music and Cultural Activities) and computer education.

Primary education begins at or around the age of 6 for the majority of Nigerians. Students spend six years in primary schools and graduate with a school-leaving certificate. Primary school pupils are required to take a Common Entrance Examination to qualify for admission into the Federal and State Government Secondary schools, as well as private ones. Also, the following educational services shall be provided: school library, basic health scheme, counseling, educational resource Centre, special teachers of particular subjects such as mathematics, sciences, physical education, language Arts (in relation to English, French and Sign language) Music, Fine Art and Home Economics.

The goal of primary education is centered on functional literacy and numeracy, the ability to communicate effectively, and the inculcation of positive attitudes towards cooperation, work, community, national development, and continuing learning. Permanent literacy and numeracy and communication skills are the top priority. Also, a number of emerging social issues such as HIV and AIDS, information technology, environmental education, gender equity and child labour have been introduced in the relevant contents of the curriculum. The core compulsory subjects specified in the primary education curriculum are: language arts (English and a major Nigerian language); mathematics; basic science; social studies; civic education; cultural and creative arts; religious studies; physical and health education; and computer studies. However, as stated previously, the teacher-centred education in primary schools in Nigeria has not been able to lay a sound basis for scientific, critical and reflective thinking since the structure has not encouraged any practical oriented learning in which the potentials that a child has are identified and brought into limelight.

This is why a study on the applicability of Jean Jacques Rousseau's philosophy of education to teaching and learning in primary schools is the focus of this study.

### **Jean Jacques Rousseau's Philosophy of Education**

Jean Jacques Rousseau (1709-1778) was a Genevan Philosopher, writer and composer of the 18<sup>th</sup> century. Rousseau became very popular in the field of education through his work *Emile*. In *Emile*, Rousseau affirmed that, 'the noblest work in education is to make a reasoning man, and we expect to train a young child by making him reason. He believed that, if children understood how to reason, they would not need to be taught. This proves that Rousseau right from the beginning believed that meaningful education should make the learner to reason, be creative, otherwise, if education fails to achieve this, it ceases to be relevant to learners.

The constituent of meaningful education can be seen in Rousseau's child-centred education. Rousseau as one of the proponents of child-centred education sees education as an instrument that is used to acquire survival skills and competencies through reasoning and creativity (Mark, 2005). This is illustrated when a hypothetical boy, *Emile* is to be raised in the country side, which Rousseau believes is a more natural and healthy environment than the city, under the guardianship of a tutor who will guide him through various learning experiences arranged by the tutor. He argues that the tutor will make sure that no harm is inflicted on *Emile* through his learning experiences. Rousseau was one of the first to advocate developmentally appropriate education, and his description of the stages of child development mirrors his conception of the evolution of culture. He divides childhood into stages.

- First stage age 12, when children are guided by emotions and impulses.
- Second stage 12-16 years, reason starts to develop.
- Third stage 16 years onwards, when the child develops into an adult.

Rousseau recommends that the young adult learns a manual skill such as carpentry which requires creativity and thought. His philosophy lays more emphasis on producing a creative learner who is able to reason on his own and solve problems, as opposed to producing a passive learner who is accustomed to a dependence syndrome always. In *Emile*, Rousseau recommended a type of education that was unknown at the time, an education that was natural, child-centred, and experience based. His main intent was to protect children from a corrupting society and allow them to develop naturally. This was demonstrated by the fact that *Emile* was given the freedom to explore and interact with nature. Rousseau believed that children learn better on their own from consequences that they generate by them-selves. His child-centred education has been emphasized and elaborated in literature.

### **Child-Centred Method of Teaching**

The term child-centred education has been variously defined by scholars. O'Neil and McMahon (2005) in their discussion of the term 'child-centred learning' linked the concept with other terms such as flexible learning, experiential learning and self-directed learning. They also emphasized that the term has been overused and can mean different things to different people. Similarly, Tabulawa (2003) states that, 'learner-centredness' has often been used interchangeably with 'participatory', 'democratic', 'inquiry-based', and 'discovery' methods. These strands differ from each other only in so far as they emphasize different degrees of learner autonomy. Mark (2007), states that child-centred learning can be seen as a reaction against methods of teaching that emphasize the monopoly of the teacher in the process of transmitting knowledge to students. Mtika and Gates (2010) contend that child-centred education echoes the idea of effectively equipping pupils with competencies in creative intelligence, critical thinking and problem solving skills.

Emphasis has also been made on the gain of child-centred education. According to Education Sector Support Programme in Nigeria (ESSPIN) (2010), the approaches that best match with the way that children learn are ones which puts children, especially young children and the way they learn at the centre of the teaching and learning process. This is usually referred to as ‘child-centered learning’. The body revealed that, in the child-centred approach to learning, the child rather than the teacher is a frame of reference. Cooper (2012) argues that, teachers will find child-centred learning more enjoyable, and it will lead to improved students learning outcome. Erickson (2007) posits that, child-centred learning allows for brainstorming, group work, debates, use of ICT, case studies, discussions, questioning, corroborative learning, among others. This is why many philosophers, even before Rousseau have laid emphasis on the need for child-centred education.

Child-centred education began appearing in the minds of philosophers around 3500 B.C. The earliest among these philosophers were Chinese philosopher Confucius (C.551 -479 B.C.) and the Greek philosopher Socrates (C.469-399 B.C.). Confucius took opportunity of Chinese formal school to advocate for a system of education that is based on character and good citizenship, and one that improves continual development of self until excellence is achieved. He believed that this can only be achieved through child-centred education.

Socrates on his own part stressed a student-centred approach that challenges learners to develop their critical thinking skills and engage in analytic discussion (Blumberg, 2008). His emphasis was on innate ability. He also emphasized that teacher’s responsibility is to find a way to “pull out” the knowledge that has already existing in students (that is, the process of recollection). Socrates equally believed that, a good way of teaching is to ask good questions that promote critical thinking.

John Dewey (1859-1952) was an American Educator, Pragmatist, Philosopher, Psychologist and Social Activist, whose child-centred education encourages the teacher to teach based on the needs and interests of the child, and to allow the child participate in planning his/her course of study. Dewey stressed that students should play an important role in their own education; they must be involved in setting objectives for their own learning. He believed in active learning, the type of learning that connects to life. Dewey's works were made powerful because he recognized that each child has both a psychological dimension and a social dimension; and to be effective, education must begin with understanding how the child's capacities, interests, and habits can be directed to help the child succeed in the community. In opposition to Rousseau, who wanted to protect children from society, Dewey believed that the only way a child would develop to his potential was in a social setting. He believed that, the school should be a microcosm of its community and that education is living, not just a preparation for life. Dewey's view of child-centred education embraced the idea that education should be both problem-based and fun. He pointed out that each experience should leave each student motivated and that the solving of each problem must lead to new related questions about the topic (Good & Brophy, 1997).

Other philosophers such as John Locke (1632-1704), Lev Vygotsky (1896-1934), Johann Pestalozzi (1746-1827), Friedrich Froebel and Jean Piaget contributed in child-learning education. John Locke (1632-1704) introduced the concept of tabula rasa or blank slate, proposing that at birth the mind is a blank slate, and the only way to fill it is through having experiences, feeling these experiences, and reflecting on them. Locke's experience-based educational philosophy gave birth to a concept called 'experiential education' (Garforth, 1964).

In Switzerland, Johann Pestalozzi (1746-1827) opened a school with a child-centred curriculum. Pestalozzi believed that the whole child should be educated physically, mentally, and emotionally and that children should be nourished like a plant while they learn by doing. Pestalozzi believed that teachers must respect children and base their discipline on love. In Germany, Friedrich Froebel used the child-centred, experience-based ideas to develop the world's first kindergarten, a school for young children (Campbell, 1967). Lev Vygotsky (1896-1934) studied children's interactions. He saw that when students worked in small groups to solve problems by discussing problems, the learners were able to talk to each other through to the solutions, which is to say that by helping other group members, they collectively solved problems more efficiently than they could solve them when working alone. He called this 'social learning approach'. Vygotsky used a system which is now known as 'cooperative learning' to encourage cooperation within each learning group (Ozman & Craver, 1999).

Piaget focused his attention on the learner as an individual. While many may not think of him as a constructivist, his work consisted of giving his students (usually his own three children) problems to solve, not written problems but problems that encouraged them to manipulate concrete objects. He watched the ways in which they manipulated the objects and saw that each learner made assumptions and drew right or wrong conclusions about the objects (Good & Brophy, 1997). However, among all these philosophers, none provided a detailed child-centred learning as did Jean Jacques Rousseau.

The Swiss-born philosopher Jean Jacques Rousseau (1712-1778) was one of history's greatest contributors of child-centred learning. With the birth of his own children, he gave away each child, yet, perhaps no one else has ever done so much to help children. In his adopted country, France, as perhaps, was true universally at the time, children were seen as small adults

and were not treated well. Rousseau understood that such treatment was unnatural and damaging to children. After tutoring a boy named Emile, and Emile's sister, Rousseau wrote a book titled 'Emile'. In this book 'Emile', Rousseau recommended a type of education that at the time was unknown, an education that was natural, child-centred, and experience-based. His intent was to protect the children from a corrupting society and permit them to develop naturally. Emile was given the freedom to explore and interact with nature (Ikenberry, 1984). Rousseau contended that, the system of education for the child should be child-centred in which the learner freely chose what they want to do. He proposed that, as the learners approach puberty, they should be taught a manual trade, such as carpentry, and be allowed to develop within it (Rousseau, 1762). His concept of manual trade of which carpentry is an example represents a whole lot of skill acquisition such as painting, welding, photography, tailoring, shoe-making, and lots more, emphasized by Nigerian government today.

### **Skill Acquisition Method of Teaching**

Skill is the ability to do something that comes from training and practice. According to Ejiofor (2010), skills are well established habits of doing things by people. Okeke (2011) opines that demonstrating the habit of acting, thinking in such a way that the process becomes natural through repeated practice refers to skill. Skill acquisition means a specific and prolonged form of learning about a task or event. Mark (2007) asserts that, skill acquisition is freedom from economic, social and education and access and opportunities for being creative and productive; and enjoying personal self-respect and guaranteed human rights. The author further explains that, central concern of human development is the quality of peoples' lives, what they are capable of doing. Oluremi (2008) buttresses this point by saying that skill acquisition aims at transforming the people so as to bring about their potentials and make them leaders, who will in

turn inspire and empower others to excel and articulate meaningful vision for the society. Asante (2009) avers that skill acquisition means releasing human energy; it means providing an opportunity for people to make the maximum contribution to their own development and to the self sustaining development of their communities. It is therefore, glaring that the need to provide skills is very crucial and vital if poverty is to be reduced or eradicated.

Emphasis has been made by scholars on learning by skill acquisition. According to Tyarkoni (2011), acquisitions of skills occur at three stages in learning. To him, skill acquisition takes place at cognitive level when learners receive instructions and develop performance strategies. The second stage is associative level, where previously learned strategies that are appropriate strengthen the new situation on the basis of feedback. The last stage is autonomous; at this point performance strategy slowly becomes more autonomous and less subject to cognitive control or external interference. Mohammed (2012), states that skills can only be learnt under the guidance of skilled tutors. Teachers use material resources to inculcate necessary skills to learners. Agbo (2000), Adeyeye and Akerele in Nwabudike (2009) discovered that no effective teaching and learning can take place without materials, equipment and tools related to the skills to be learnt. In the context of this study, skill acquisition method of teaching is a process through which a teacher imparts both knowledge and manual dexterity of performing physical tasks to learners.

## **Gender**

Various definitions of gender have been provided by scholars. Okeke (2009) conceived gender as socially constructed roles and socially learned behaviours and expectations associated with males and females. According to Sinclair (2013), gender is a culture-specific construct -- there are significant differences in what women and men can or cannot do in one culture as

compared to another. But, what is fairly consistent across cultures is that there is always a distinct difference between women's and men's roles, access to productive resources, and decision-making authority. Typically, men are seen as being responsible for the productive activities outside the home than the women. Gender identity, in nearly all instances, is self-identified, as a result of a combination of inherent and extrinsic or environmental factors; gender role is manifested within society by observable factors such as behaviour and appearance. For example, if a person considers self a male and is most comfortable referring to his personal gender in masculine terms, then his gender identity is male. However, his gender role is male only if he demonstrates typically male characteristics in behaviour, dressing, and/or mannerisms. Gender, therefore, is the condition of being masculine or feminine.

Gender conjures varying responses among societies, depending on prevalent cultures and conscious efforts to promote equity in gender role (Ayodeji, 2009). It changes according to culture, class, time and place. Hannan (2012) provides what seems to be a comprehensive definition of the concept. He sees gender as the attributes and opportunities associated with being male and female and the socio-cultural relationship between women and men, boys and girls, as well as the relationship between different groups of women and different groups of men. These attributes, opportunities and relationship are socially constructed and learned through the socialization process. They are context specific and changeable. Gender determines what is expected, allowed and valued in a woman and man in different contexts.

Gender is therefore, a psychological concept, with cultural interpretation. The different roles that men and women play in society and benefits ascribed to the roles are created and sustained through traditions, customs, conventions, rules and regulations which are transmitted to generations across time and space. Gender in the context of this study is a cultural construct that

distinguishes male and female members of a society in line with their biological makeup. In this study, gender consideration is important because perception of males and females about issues generally differ considerably. Thus, there could be disparity in the opinion of male and female teachers about application of child-centred education and skill acquisition learning in public primary schools in Nsukka Zone.

### **Theoretical Framework**

The theoretical framework for this study is based on Jean Jacques Rousseau's theory of learning.

#### **Jean Jacques Rousseau's Theory of Learning (1762)**

Jean Jacques Rousseau propounded the theory of learning in 1761. The tenet of his theory is that learning should be based on nature. The theory stressed that human nature is essentially good, but people are made evil by perverted society and institutions. Rousseau maintained that learning should take place when the child is free to develop and grow according to his impulses. He emphasized that traditional and formal education was manmade and therefore, undesirable (Rousseau, 1762).

The system of education as Rousseau proposed in *Emile* details a specific pedagogy for each stage of life. *Emile* is divided into five books, each corresponding to a developmental stage. In books I, II and III Rousseau insists that young children in the age of nature must emphasize the physical side of their education. Rousseau posits that children in this stage of life must be free from restrictions by adults, and allowed to play outside, thereby developing the physical senses that will be the most important tools in their acquisition of knowledge (Rousseau, 1762). He emphasized a learner-centred education in which the learners freely choose what they want to do. He however advocates that later, as the learners approach puberty, they should be taught a

manual trade such as carpentry, and allowed to develop it, further augmenting their physical capabilities and hand–brain coordination (Rousseau, 1762). Books IV and V of *Emile* focused on adolescent age and the education of choosing the right wife, which is not part of this study.

Rousseau also proposes that teenagers should work with a private tutor, study and read only what is useful and pleasing. In this manner, the learner will essentially educate himself and be excited about learning. He will nurture a love of all things beautiful and learn not to suppress his natural affinity for them. Rousseau states that early adolescence is the best time to begin such study, since after puberty the young man is fully developed physically and still uncorrupted by the passions of later years. He is able to develop his own faculties of reason under the guidance of a tutor who is careful to observe the personal characteristics of his student and suggest study materials in accordance with his individual nature (Rousseau, 1762).

This theory is related to the present study because the tenets of the theory reflect child-centred learning and manual trading (skilled works) which are also the major variables of the present study.

### **Empirical Studies**

This section is concerned with empirical studies related to studies on child-centred learning and learning by skill acquisition. The empirical studies are discussed below:

#### **Studies on Child-Centred Learning**

Macgregor, Smith and Robinson (2010) conducted a study on teachers' use of child-centred education in Canada. Three research questions guided the study. The design of the study was descriptive survey. The population of the study was 2,115 students. A sample of 300 college teachers was composed for the study using simple random sampling technique. The instruments

for data collection were questionnaire and oral interview. The reliability of the instrument yielded 0.76. Data were collected from 8 selected schools in the area of study and were analyzed using Percentage, Mean and standard deviation. The study revealed that teachers expressed consistent satisfaction when students in their classes are demonstrating one or more of these indicators of increased learning, much greater conceptual understanding, more complex critical-thinking skills, better class attendance, and greater confidence. About two-thirds of teachers stated that they covered fewer topics in class when they used group work, but that students learnt and retained more of the ‘big ideas’ when exposed to child-centred learning. This study is related to the present study because both focused on child-centred learning. The areas of difference in the two studies are in the topics, content and geographical scopes of the study. For instance, while this study focused on teachers’ use of child-centred education in Canada, the present study is on application of Jean Jacques Rousseau’s philosophy of education in teaching and learning in primary schools in Nsukka Education Zone.

Benkosi (2014) investigated how the child-centred approach is applied in teaching Natural Science (NS) in Johannesburg East schools, South-Africa. Three research questions and two hypotheses guided the study. The design of the study was descriptive. The population of the study covered 802 Grade five students. The sample size of the study was 120 teachers selected through simple random sampling technique. Data was collected from 5 randomly selected schools in Johannesburg East through observations of Natural Science teachers teaching. The method of data analysis was mean and standard deviation. Data analysis revealed that no single teacher who participated in the study used a limited range of child-centred teaching methods. They only used class activities as well as question and answer method. The study also revealed

that there are certain challenges and factors that inhibit the implementation of the child centred approach in teaching. These challenges among others include the teacher-centred curriculum which dictates the pace and content to the child, lack of adequate resources, large class, different abilities, talents, interests and skills possessed by learners, learners' lack of discipline, as well as shortage of qualified teachers. The study is related to the present study because both studies tend to find out teachers use of child-centred approach in teaching. The areas of disparity are in the topics, theory, content and geographical scopes of the study. For example, while this study focused on the use of child-centred approach in teaching Natural Science (NS) in Johannesburg East schools, South-Africa, the present study tends to find out application of Jean Jacques Rousseau's philosophy of education in teaching and learning in primary schools in Nsukka Education Zone.

Hieu (2015) carried out a study to determine primary school teachers' experiences and perceptions of child-centred education, focusing especially on teachers working with Jrai ethnic minority primary students in Gia Lai Province, Vietnam. Four research questions guided the study. The population of the teachers was 240. The entire population was used hence, there was no sampling. The design of the study was cross sectional survey. Questionnaire was the instrument for data collection. All the administered questionnaires were collected by the researcher. The data collected were analyzed using mean. The study found that a child-centred approach has the potential to be more affirming of ethnic minority children's identities and more sensitive to their circumstances, including their cultural, linguistic and social backgrounds. It also has potential to deliver more authentic, personally relevant and practical learning for these children, with immediate benefits for their families and broader communities. However, even

though all participant teachers do have such personal understanding and beliefs about CCE and its value in the Vietnamese context, only a small number are committed to implementing it. Most participating teachers had not embraced CCE as an educational philosophy that places children at the centre of their teaching practice. Rather, they viewed CCE as a policy directive with an emphasis on specific teaching methods. In addition, there is incongruence in understanding of CCE at the systemic level and there remained inconsistencies and tensions in resourcing, curriculum and assessment which hinder the implementation of CCE. The study is related to the present study because both have interest in perception of primary school teachers about child-centred approach in teaching. The areas of disparity are in the topics, design, theory used, content and geographical scopes of the study.

Andiema and Kitainge (2016) investigated how utilization of child-centred approaches influenced teaching and learning activities in Early Childhood Education Development (ECDE) in West Pokot County. Two research questions were posed in the study. The design of the study is descriptive. The population of the study was 1,208 teachers. The sample size of the study was 200 teachers sampled from public pre-schools in West Pokot County. Questionnaire was the instrument for data collection. Filled questionnaires were collected back by the researcher for analysis. The data were analyzed using mean and standard deviation. The study result showed that there was moderate application of child-centred approaches in teaching and learning of language activities in pre-schools. Out of the four child-centered approaches, activity based approach and child discovery approach ( $r=0.343$ ) had higher correlation ( $r=0.375$ ) on acquisition of language competencies by ECDE pupils. The study concluded that teachers continuous utilisation of child-centred approaches had significant influence on teaching and learning of language activities in ECDE centres in West Pokot County. The study is related to the present

study because both have interest on utilization of child-centred learning in teaching and learning. The point of departure is on the topics, theories, content and geographical scopes of the study which differed significantly.

Ubulom and Ogwunte (2017) carried out a study on process evaluation of the effectiveness of teacher-centred and learner-centred methods for financial accounting instructional delivery in senior secondary schools in Rivers State. Two research questions and two null hypotheses guided the study. Evaluation research design and the process evaluation component of the Stuffle Beam's evaluation model were adopted for the study. The population for the study was made up of 834 accounting teachers in public secondary schools in Obio/Akpor and Port Harcourt City Local Government Areas. A sample size of 250 respondents was used for the study. A 25-item validated research instrument known as Teacher centred and Learner-centred Teaching Approaches Rating Scale (TaLTARS), structured on a 5-point response options with 0.89 reliability co-efficient was used for data collection. Research questions were answered using mean, standard deviation and z-test was used to test the hypotheses at 0.05 level of significance. Findings revealed that teacher-centered instructional method was ineffective, while learner-centered method was very effective in teaching accounting subjects at the secondary school level. The study is related to the present study because both lay emphasis on learner-centred education. However, while this study focused on process evaluation of the effectiveness of teacher-centred and learner-centred methods for financial accounting instructional delivery in senior secondary schools in Rivers State, the present study is on application of Jean Jacques Rousseau's philosophy of education in teaching and learning in primary schools in Nsukka Education Zone.

### **Studies on Skill Acquisition**

Ogunbiyi, Joseph and Olukayode (2006) in their study sought to investigate the effect of skill acquisition on student's achievement in environmental education concept in social studies among a sample of Nigeria Junior Secondary School students in Abeokuta, Ogun State. Four research question and three null hypotheses guided the study. Fifty respondents were randomly selected from two co-educational schools. The study was experimental in nature. A pre-test, post test, control group quasi-experimental design was used for the study. The students were exposed to three week teaching. The treatment was administered and the scores analyzed use t-test statistics. The result showed that skill acquisition method has positive effect on students' academic achievement in environmental education concept in social studies among a sample of Nigeria Junior Secondary School students in Abeokuta, Ogun State. Female who used skill acquisition method performed better than their male counterparts who did not use it. The study is related to the present study because both lay emphasis on learning by skill acquisition. However, while this study focused on the affect of cooperative learning strategy and gender on student's achievement in environmental education concept in social studies among a sample of Nigeria Junior Secondary School students in Abeokuta, Ogun State, the present study is on application of Jean Jacques Rousseau's philosophy of education in teaching and learning in primary schools in Nsukka Education Zone.

Danjuma, Hussaini, and Nasiru (2011) studied the role of skills acquisition and capacity building on women economic empowerment in Birnin Kebbi town of Kebbi State. Five research questions guided the study. The study employed the descriptive survey design. The population of the study was 5000 graduates in Birnin Kebbi town of Kebbi State. The sample size was 225 graduates of Women Day Centre Birnin Kebbi that were purposively sampled. The instrument

for data collection was the structured and unstructured interview. The data collected was analyzed using the spearman rank correlation coefficient. The findings revealed that there is a low positive correlation between skill acquisition and women economic empowerment and a high positive correlation between capacity building and women economic empowerment. This study is related to the present study because both emphasize the importance of learning by skill acquisition. However, while this study focused on the role of skills acquisition and capacity building on women economic empowerment in Birnin Kebbi town of Kebbi state, the present study is on application of Jean Jacques Rousseau's philosophy of education in teaching and learning in Primary Schools in Nsukka Education Zone.

Tsado (2012) examined ways acquisition of skills in secondary school Home Economics could be improved in its curriculum implementation towards self-reliance in Bida town, Niger State. The population comprised 20 SS 3 Home Economics teachers in 6 senior secondary schools in Bida town. A structured questionnaire was used for data collection, while mean score was used for data analysis. Findings revealed 15 factors serving as hindrance to acquisition of Home Economics skills in secondary schools. The study also revealed that secondary school students' skill acquisition could be improved by 12 strategies designed towards self-reliance. This study is related with the present study because both focused on skill acquisition. However, the two studies differed in title, geographical and content scope.

### **Studies on Gender and Skill Acquisition**

Butter, Ryan and Chao (2005) investigated how gender influence student's attitude and how they relate to computer skills from Canadian universities of North America. Four research question and three hypotheses guided the study. The study used the ex post-facto design. The population of the study was 4000 in arts, liberal arts and humanities. The sample size of the study was 906 students. The basic instrument for data collection was interview through phone,

face to face and focus groups. The data collected were analyzed using Mean and standard deviation. The hypotheses were tested using t-test scores. The analysis of the result obtained showed that there was a significant difference between the levels of skills of the male and the female students in graphic programme, web site creation and non conceptual understanding of Information Technology. The males have higher skills than females, although in generic computer skills, both male and female students have high level of competence. This study is related with the present study because both focused on gender and skill acquisition. However, the two studies differed in title, design and geographical scope.

A study was conducted by Ismail, Solasoye, Bernice, Olayede, and Olawale (2012) with a purpose of ascertaining the gender differences in entrepreneur skills acquisition among students in Lagos state. Four research questions and three hypotheses guided the study. The study employed the survey design. The population of the study was 2,300 students. The sample size of the study was 110 entrepreneurial students selected through random sampling across two institutions. The instrument for data collection was a self-administered questionnaire and the data collected were analyzed using the chi-square. Based on the analysis the findings were reached that the marketing related value with regard to choice of entrepreneurial skills has nothing to do with being a male or female. This study is related with the present study because both focused on gender and skill acquisition. However, the two studies differed in title, content and geographical scope.

## **Summary of Literature Review**

The literature reviewed in this study covered conceptual framework, theoretical framework, empirical studies and summary of literature review. Under the conceptual framework, education, Jean Jacques Rousseau's philosophy of education, child-centred education, learning by skill acquisition and primary education were reviewed. Education is regarded as equivalent to instruction and consists of the specific influences consciously designed in a school or in a college or in an institution to bring about development and growth of the child. Child-centred education echoes the idea of effectively equipping pupils with competencies in creative intelligence, critical thinking and problem solving skills. It encompasses methods of teaching that shift the focus of instruction from the teacher to the student. Skill is the ability to do something that comes from training and practice. Skill acquisition on the other hand, means acquiring skills in manual related work such as bead making, art work, weaving, basket making, photography, video editing, computer installation and repair, carpentry, and so on. From the reviewed studies, learning is conceived as a relatively enduring change in behaviour which usually persists over a period of time. Primary school is the level of education given to a child aged 6 to 12. Gender in the biological and physiological characteristics that define men and women," and "gender" refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women.

The theoretical framework of this study is anchored on Jean Jacques Rousseau's theory of learning. The system of education Rousseau proposed in *Emile* detailed a specific pedagogy for each stage of a child's life. Rousseau proposed a learner centred education in which the learner freely chooses what he wants to do. He however advocated that later, as the learners approach puberty, they should be taught a manual trade such as carpentry, and allowed to

develop within it, further augmenting their physical capabilities and hand–brain coordination(Rousseau, 1762). His theory of manual work is likened to the skill acquisition widely advocated for today.

The literature review also covered empirical studies on child-centred learning and learning by skill acquisition. However, the studies reviewed differ significantly with the present study in the following areas: title, research questions, hypotheses and method of data analysis. The geographical scope was also a gap in this study. This because none of the study reviewed focused on application of Jean Jacques Rousseau’s philosophy of education to teaching and learning in primary schools in Nsukka Education Zone of Enugu State. It is in order to fill this gap that this study was carried out.

## **CHAPTER THREE**

### **RESEARCH METHOD**

This chapter presents the procedures that were adopted in carrying out the study. The chapter explained the design of the study, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

#### **Design of the Study**

The design adopted in this study is descriptive survey design. A descriptive survey design addresses the matter that exists and opinion held by people in a research. According to Ali (2006) descriptive survey design is concerned with describing events as they are, without any manipulation of what caused the event or what is being observed. In descriptive surveys, views, facts, among others are collected, analyzed and used for answering research questions. The descriptive survey design is considered most suitable for the study because it permits the collection of original data from the respondents themselves, describes the present conditions as they exist in their natural school settings.

#### **Area of the Study**

The study was carried out in Nsukka Education Zone. Nsukka Education Zone is one of the six education zones in Enugu State. Nsukka Education Zone comprises three local government areas, viz: Nsukka, Igbo-Etiti and Uzo-Uwani. Nsukka Education Zone is considered most appropriate for this study because pupils within the zone have been observed by the researcher to be theoretically inclined in education and most of them can only retain what they have been taught for only about one year as a result of lack of practical orientation in their

education. Secondly, previous empirical studies back the fact that the present curriculum based education has not provided sound foundation for practicals and skills learning in the state.

### **Population of the Study**

The population of this study consists of 2,107 public primary school teachers in Nsukka Education Zone. This figure consists of 1,053 teachers (303 males and 750 females) in 117 public primary schools in Nsukka Local Government Area, 511 teachers (244 males and 267 female) in 63 public primary schools in Uzo-Uwani Local Government Area; and 543 teachers (234 males and 309 females) in 60 public primary schools in Igbo-Etiti Local Government Area

Source: (Ministry of Education, Enugu State, 2018/2019).

### **Sample and Sampling Technique**

A sample of 600 primary school teachers was drawn using multi-stage sampling technique. This consists of 300 male and 300 female primary school teachers, representing 28.5% of the population. In the context of this study, the following sampling stages were used in selecting the sample size: simple random sampling and stratified proportionate random sampling technique. Firstly, simple random sampling technique was used to select ten primary schools from each of the local government area that constitute Nsukka education zone. Again, simple random sampling technique was equally used to get 200 teachers (100 males and 100 females) from each of the three local governments that make up Nsukka education zone. This gives a total of 600 teachers used as the sample size in this study.

### **Instrument for Data Collection**

The instrument for data collection was a researcher-designed questionnaire titled “Child-Centred Learning and Learning by Skill Questionnaires (CCLLSQ). The questionnaire consists of two sections: A and B. Section A provides information on gender of the respondents. Section B contains items built in four clusters, A, B, C and D. Cluster A consists of 10 items on Perception of Teachers on Child-Centred Learning Method of Teaching (PTCCLMT), cluster B contains 10 items eliciting information on Perceptions of Teachers on the Application of Skill Acquisition Method of Teaching (PTASAMT), cluster C contains 5 items on Factors Inhibiting Teachers’ Application of Child-Centred Method of Teaching (FITACCMT) and cluster D consists of 5 items on Factors Inhibiting Teachers’ Application of Skill Acquisition Method of Teaching (FITASAMT). A four-point rating scale was provided for the respondents to indicate the strength of their opinion on the clusters as follows: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1 respectively.

### **Validation of the Instrument**

The instrument was given to three experts of whom are two from the Department of Educational Foundations (Philosophy of Education) and one from Measurement and Evaluation from the Faculty of Education. The experts were asked to add or remove any item of the instrument that they consider not useful to the study. They were equally asked to modify the research questions and hypotheses if need be. The experts’ suggestions were maintained by the researcher and used in the final structuring of the instrument.

### **Reliability of the Instrument**

To determine the internal consistency of the instrument, trial testing of the instrument was carried out in Obollo-Afor Education Zone using 20 respondents (teachers) in public

primary schools. The choice of the zone is because it shares the same type of environment with Nsukka Education Zone. The trial testing was computed using Cronbach Alpha Statistics. The reliability estimate yielded 0.76, 0.88, 0.87 and 0.78 for clusters A, B, C, D, and 0.82 as overall estimate of the entire instrument respectively. The results indicated that the various sections of the instrument were reliable (See appendix E, page 81).

### **Method of Data Collection**

The researcher made use of thirty public primary schools for the study, ten from each local government area that constitute Nsukka Education Zone. The researcher also made use of fifteen research assistants, five from each local government area constituting Nsukka Education Zone. Each research assistant covered two public primary schools. The researcher guided the research assistants through the objectives of the study and also instructed them to administer the questionnaires directly to the respondents in a friendly manner and collect same on the spot afterwards.

### **Method of Data Analysis**

The data collected were analyzed using mean and Standard Deviation. Clusters 1, 2, 3 and 4 were analyzed with 2.50 as the Bench Mark. Any item with a mean of 2.50 and above was considered as positive response and therefore accepted while any item with mean score below 2.50 was considered as negative response and so not accepted. The t-test statistics was used to test the null hypotheses at 0.05, level of significance.

## CHAPTER FOUR

### RESULTS

This chapter presents the analysis and results of the study. The analysis and results of the study are presented in line with the research questions and hypotheses that guided the study.

**Research Question 1:** what is the perception of teachers on the application of child-centred method of teaching in public primary schools in Nsukka Education Zone?

**Table 1: Mean Analysis of the ratings of male and female teachers on the application of child-centred method of teaching in public primary schools in Nsukka Education Zone.**

| Item Statement                                                          | Group Statistics |            |             |                |             |
|-------------------------------------------------------------------------|------------------|------------|-------------|----------------|-------------|
|                                                                         | Gender           | N          | Mean        | Std. Deviation | Decision    |
| <b>Teachers should:</b>                                                 |                  |            |             |                |             |
| form the pupils in groups for discussion for production of ideas        | Male             | 300        | 3.13        | .49            | Agreed      |
|                                                                         | Female           | 300        | 3.26        | .68            | Agreed      |
| receive and use feedbacks from the groups for instructing the pupils    | Male             | 300        | 3.42        | .56            | Agreed      |
|                                                                         | Female           | 300        | 3.25        | .56            | Agreed      |
| encourage pupils to learn topics through the use of games               | Male             | 300        | 3.04        | .65            | Agreed      |
|                                                                         | Female           | 300        | 3.13        | .68            | Agreed      |
| allow pupils to contribute ideas in the class                           | Male             | 300        | 3.33        | .55            | Agreed      |
|                                                                         | Female           | 300        | 3.24        | .66            | Agreed      |
| use drama as a learning medium in the class                             | Male             | 300        | 3.06        | .60            | Agreed      |
|                                                                         | Female           | 300        | 3.33        | .74            | Agreed      |
| encourage pupils to learn by exploring their environment                | Male             | 300        | 3.12        | .51            | Agreed      |
|                                                                         | Female           | 300        | 3.51        | .50            | Agreed      |
| make learning pleasurable                                               | Male             | 300        | 3.04        | .50            | Agreed      |
|                                                                         | Female           | 300        | 3.35        | .70            | Agreed      |
| lay emphasis on critical thinking                                       | Male             | 300        | 3.12        | .56            | Agreed      |
|                                                                         | Female           | 300        | 3.42        | .65            | Agreed      |
| Allow pupils to work at their own pace to master the contents of topics | Male             | 300        | 3.07        | .57            | Agreed      |
|                                                                         | Female           | 300        | 3.31        | .68            | Agreed      |
| organize debate for the pupils in the class                             | Male             | 300        | 3.30        | .61            | Agreed      |
|                                                                         | Female           | 300        | 3.44        | .55            | Agreed      |
|                                                                         | Male             | 300        | 3.17        | .32            | .018        |
|                                                                         | Female           | 300        | 3.40        | .38            | .021        |
| <b>cluster Mean 1</b>                                                   |                  | <b>300</b> | <b>3.40</b> | <b>.38</b>     | <b>.021</b> |

The results in Table 1 above revealed the mean rating of the male and female teachers on items 1,2,3,4,5,6,7, 8, 9 and 10 which range from 3.03 to 3.51. This shows that mean ratings of both male and female teachers are above the criterion of 2.50 and therefore indicate agreement.

Therefore, both male and female teachers agree that teachers in public primary schools in Nsukka Education Zone should form the pupils in groups for discussion for production of ideas, encourage pupils to learn topics through the use of games, allow pupils to contribute ideas in the class, use drama as a learning medium in the class, encourage pupils to learn by exploring their environment, make learning pleasurable, lay emphasis on critical thinking, work at their own pace to master the contents of topics and organize debate for the pupils in the class.

However, the overall mean ratings of 3.17 and 3.40 for the male and female teachers respectively indicate that female teachers had higher mean rating than the male teachers.

HO<sub>1</sub>: There is no significant difference between the mean ratings of male and female teachers on their perception on the application of child-centred method of teaching in public primary schools in Nsukka Education Zone

**Table 2: T-test Analysis of the difference in the mean ratings of male and female teachers on their perception on the application of child-centred method of teaching in public primary schools in Nsukka Education Zone**

| Gender | N   | Mean | SD   | Df  | t-cal  | sig   |
|--------|-----|------|------|-----|--------|-------|
| Male   | 300 | 3.17 | 0.32 | 598 | -8.205 | 0.000 |
| Female | 300 | 3.40 | 0.38 |     |        |       |

Table 1.2 shows that there is a significant difference in the mean ratings of male and female teachers on their perception on the application of child-centred method of teaching in Public Primary Schools in Nsukka Education Zone in favour of the mean rating of female teachers. That is to say that:  $t(598) = -8.205$ ,  $P = 0.000$ . This is for the fact that the probability value of 0.000 is less than 0.05, level of significance. Thus, the null hypothesis was rejected.

**Research Question 2:** what is the perception of teachers on the application of skill acquisition method of teaching in public primary schools in Nsukka Education Zone?

**Table 3: Mean Analysis of the ratings of male and female teachers on the application of skill acquisition method of teaching in public primary schools in Nsukka Education Zone.**

| Item Statement                                | Group Statistics |            |             |                |             |
|-----------------------------------------------|------------------|------------|-------------|----------------|-------------|
|                                               | Gender           | N          | Mean        | Std. Deviation | Decision    |
| <b>pupils should be taught the following:</b> |                  |            |             |                |             |
| basket making                                 | Male             | 300        | 3.35        | .60            | Agree       |
|                                               | Female           | 300        | 3.33        | .67            | Agree       |
| Weaving                                       | Male             | 300        | 3.27        | .64            | Agree       |
|                                               | Female           | 300        | 3.31        | .77            | Agree       |
| bead making                                   | Male             | 300        | 3.14        | .70            | Agree       |
|                                               | Female           | 300        | 3.28        | .74            | Agree       |
| art work                                      | Male             | 300        | 3.16        | .67            | Agree       |
|                                               | Female           | 300        | 3.26        | .81            | Agree       |
| Cobbling                                      | Male             | 300        | 3.15        | .66            | Agree       |
|                                               | Female           | 300        | 3.45        | .71            | Agree       |
| mat making                                    | Male             | 300        | 3.21        | .63            | Agree       |
|                                               | Female           | 300        | 3.45        | .75            | Agree       |
| Carpentry                                     | Male             | 300        | 3.20        | .65            | Agree       |
|                                               | Female           | 300        | 3.44        | .80            | Agree       |
| painting                                      | Male             | 300        | 3.20        | .73            | Agree       |
|                                               | Female           | 300        | 3.30        | .89            | Agree       |
| Plumbing                                      | Male             | 300        | 3.23        | .60            | Agree       |
|                                               | Female           | 300        | 3.46        | .57            | Agree       |
| Tailoring                                     | Male             | 300        | 3.24        | .62            | Agree       |
|                                               | Female           | 300        | 3.36        | .60            | Agree       |
| <b>cluster Mean 2</b>                         | <b>Male</b>      | <b>300</b> | <b>3.30</b> | <b>.32</b>     | <b>.018</b> |
|                                               | <b>Female</b>    | <b>300</b> | <b>3.52</b> | <b>.36</b>     | <b>.021</b> |

The results in Table 2.1 above revealed that the mean ratings of the male and female teacher on items 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20 which range from 3.14 to 3.52. This shows that mean ratings of both male and female teachers are above the criterion of 2.50 and therefore indicate agreement. Therefore, both male and female teachers agreed that pupils should be taught the following in public primary schools in Nsukka Education Zone: basket making, weaving, bead making, art work, cobbling, mat making, carpentry, painting, plumbing and tailoring.

However, the overall mean ratings of 3.31 and 3.52 for the male and female teachers respectively indicate that the female teachers had higher mean rating than the male teachers.

**HO<sub>2</sub>** There is no significant difference between the mean ratings of male and female teachers on their perception on the application of skill acquisition method of teaching in public primary schools in Nsukka Education Zone.

**Table 4: t-test Analysis of the difference in the mean ratings of Male and Female teachers on the application of skill acquisition method of teaching in public primary schools in Nsukka Education Zone**

| Gender | N   | Mean | SD   | Df  | t-cal  | sig   |
|--------|-----|------|------|-----|--------|-------|
| Male   | 300 | 3.31 | 0.32 | 598 | -8.205 | 0.000 |
| Female | 300 | 3.52 | 0.38 |     |        |       |

Table 2.2 shows that there is a significant difference in the mean ratings of male and female teachers on the application of skill acquisition method of teaching in public primary schools in Nsukka Education Zone in favour of the mean rating of female teachers,  $t(598) = -8.205$ ,  $P = 0.000$ . This is because of the fact that the probability value of 0.000 is less than the 0.05 level of significance. Thus, the null hypothesis was rejected.

**Research Question 3:** what are the challenges hindering teachers from applying child-centred method of teaching in public primary schools in Nsukka Education Zone?

**Table 5: Mean Analysis of the ratings of male and female teachers on the challenges hindering teachers from applying child-centred method of teaching in public primary schools in Nsukka Education Zone?**

| Group Statistics                                                     |               |            |             |                |             |
|----------------------------------------------------------------------|---------------|------------|-------------|----------------|-------------|
| item Statement                                                       | Gender        | N          | Mean        | Std. Deviation | Decision    |
| Child-centred method not adequately provided for in the Curriculum   | Male          | 300        | 3.23        | .64            | Agree       |
|                                                                      | Female        | 300        | 3.33        | .71            | Agree       |
| Lack of training of teachers for child-centred method                | Male          | 300        | 2.06        | .82            | Disagree    |
|                                                                      | Female        | 300        | 3.53        | .66            | Agree       |
| Teachers' negative attitude towards child-centred method of teaching | Male          | 300        | 2.67        | .87            | Agree       |
|                                                                      | Female        | 300        | 3.47        | .69            | Agree       |
| Poor classroom environment for child-centred method                  | Male          | 300        | 3.27        | .71            | Agree       |
|                                                                      | Female        | 300        | 3.54        | .73            | Agree       |
| Too many pupils under the care of one teacher in a class             | Male          | 300        | 3.26        | .68            | Agree       |
|                                                                      | Female        | 300        | 3.38        | .76            | Agree       |
| <b>Cluster Mean 3</b>                                                | <b>Male</b>   | <b>300</b> | <b>2.78</b> | <b>.33</b>     | <b>.019</b> |
|                                                                      | <b>Female</b> | <b>300</b> | <b>3.58</b> | <b>.32</b>     | <b>.018</b> |

The results in Table 3.1 above reveal the mean ratings of the male and female teachers on items 21, 23, 24 and 25 which range from 2.67 to 3.58. This shows that mean ratings of both male and female teachers are above the benchmark of 2.50 and therefore indicate agreement. The mean ratings of the male and female teachers on item 22 are 2.06 and 3.53 respectively. This shows that the mean rating of the male teachers is below the benchmark of 2.50 which indicate disagreement while that of the female teachers is above the criterion of 2.50 which indicate agreement. Therefore, both the male and female teachers agreed that the following challenges inhibit teachers from applying child-centred method of teaching in public primary schools in Nsukka Education Zone: child-centred method of teaching is not adequately provided for in the curriculum, teachers' negative attitude towards child-centred method of teaching, poor classroom environment for child-centred method of teaching and too many pupils under the care of one teacher in a class. The male teachers disagreed with the female teachers that lack of training of

teachers on child-centred method of teaching is a challenge hindering teachers from applying it in public primary schools in Nsukka Education Zone. Nonetheless, the overall mean ratings of 2.78 and 3.58 for the male and female teachers respectively indicate that the female teachers had higher mean rating than the male teachers.

**HO<sub>3</sub>** There is no significant difference between the mean ratings of male and female teachers on challenges hindering teachers from applying child-centred method of teaching in public primary schools in Nsukka Education Zone.

**Table 6: t-test Analysis of the difference in the mean ratings of male and female teachers on the challenges hindering teachers from applying child-centred method of teaching in public primary schools in Nsukka Education Zone**

| Gender | N   | Mean | SD   | Df  | t-cal   | sig   |
|--------|-----|------|------|-----|---------|-------|
| Male   | 300 | 2.71 | 0.33 | 598 | -29.546 | 0.002 |
| Female | 300 | 3.58 | 0.32 |     |         |       |

Table 3.2 shows that there is a significant difference in the mean ratings of male and female teachers on the challenges hindering teachers from applying child-centred method of teaching in public primary schools in Nsukka Education Zone in favour of the mean rating of female teachers,  $t(598) = -29.546$ ,  $P = 0.002$ . This is because of the fact that the probability value of 0.002 is less than the 0.05 level of significance, thus, the null hypothesis was rejected.

**Research Question 4:** What are the challenges hindering teachers from applying skill-acquisition method of teaching in public primary schools in Nsukka Education Zone?

**Table 7: Mean Analysis of the ratings of male and female teachers on the application of skill-acquisition method of teaching in public primary schools in Nsukka Education Zone.**

| item statement                                                                                | Group Statistics |            |             |                |             |
|-----------------------------------------------------------------------------------------------|------------------|------------|-------------|----------------|-------------|
|                                                                                               | Gender           | N          | Mean        | Std. Deviation | Decision    |
| Lack of skilled teachers on the use of skill acquisition method                               | Male             | 300        | 2.56        | .74            | Agree       |
|                                                                                               | Female           | 300        | 3.49        | .71            | Agree       |
| Lack of in-service training opportunities for teachers on the use of skill acquisition method | Male             | 300        | 3.24        | .66            | Agree       |
|                                                                                               | Female           | 300        | 3.27        | .68            | Agree       |
| Lack of facilities in primary schools such as craft centre for skill acquisition              | Male             | 300        | 3.05        | .51            | Agree       |
|                                                                                               | Female           | 300        | 3.37        | .63            | Agree       |
| Lack of provision of craft materials like sewing machines, crochets, etc in the schools       | Male             | 300        | 3.11        | .64            | Agree       |
|                                                                                               | Female           | 300        | 3.40        | .78            | Agree       |
| Curriculum structure not allowing enough hours for practical work                             | Male             | 300        | 3.13        | .59            | Agree       |
|                                                                                               | Female           | 300        | 3.39        | .69            | Agree       |
| <b>Cluster Mean 4</b>                                                                         | <b>Male</b>      | <b>300</b> | <b>2.96</b> | <b>.30</b>     | <b>.017</b> |
|                                                                                               | <b>Female</b>    | <b>300</b> | <b>3.52</b> | <b>.41</b>     | <b>.023</b> |

The results in Table 4.1 above reveals the mean ratings of the male and female teachers respondents on items 26, 27, 28, 29 and 30 which range from 2.56 to 3.52. This shows that mean ratings of both male and female teachers are above the benchmark of 2.50 and therefore indicate agreement. Therefore, both male and female teachers agree that lack of skilled teachers on the use of skill acquisition method, lack of in-service training opportunities for teachers on the use of skill acquisition method, lack of facilities in primary schools such as craft centre for skill acquisition, lack of provision of craft materials like sewing machines, crochets and so on in primary schools and curriculum structure not allowing enough hours for practical work are challenges hindering teachers' application of skill acquisition method of teaching in public primary schools in Nsukka Education Zone.

**HO4** There is no significant difference between the mean ratings of male and female teachers on challenges hindering teachers from applying skill-acquisition method of teaching in Public Primary Schools in Nsukka Education Zone.

**Table 8: t-test Analysis of the difference in the mean ratings of male and female teachers on challenges hindering teachers from applying skill acquisition method of teaching in public primary schools in Nsukka Education Zone**

| Gender | N   | Mean | SD   | Df  | t-cal   | sig   |
|--------|-----|------|------|-----|---------|-------|
| Male   | 300 | 2.96 | 0.30 | 598 | -19.138 | 0.000 |
| Female | 300 | 3.52 | 0.41 |     |         |       |

Table 4.2 shows that there is a significant difference in the mean ratings of male and female teachers on the challenges hindering teachers from applying skill-acquisition method of teaching in public primary schools in Nsukka Education Zone in favour of the mean rating of female teachers,  $t(598) = -19.138$ ,  $P = 0.000$ . This is less than the 0.05 level of significance. Thus, the null hypothesis was rejected.

### Summary of the Findings

Based on the research questions and the null hypotheses that guided the study, the following findings were made:

1. One common perception shared by the respondents is that the application of child-centred method of teaching with the class given tasks in groups and use feedbacks from them for their further instruction and guidance goes a long way to make teaching pleasurable arousing therefore their creative impulse.
2. Again, the respondents are of the same opinion that pupils should be taught skills such as basket-making, weaving, bead-making, art work, cobbling, mat-making, carpentry, painting and similar skills in primary schools.

3. In the same vein, the respondents agreed, among others that lack of training of teachers for child-centred method of teaching, teachers' negative attitude towards child-centred teaching and too many pupils under the care of one teacher in a class constitute challenges hindering teachers' application of child-centred method of teaching in Nsukka Education Zone.
4. The respondents also agreed that lack of skilled teachers on the use of skill acquisition method of teaching, lack of in-service training opportunities for teachers on the use of skill acquisition method, lack of facilities in primary schools such as craft centre for skill acquisition among others hinder teachers' application of skill acquisition method of teaching in Nsukka Education Zone.

## **CHAPTER FIVE**

### **DISCUSSIONS, RECOMMENDATIONS AND CONCLUSION**

This chapter presents the discussion of findings, conclusions, educational implications, recommendations, limitations of the study, suggestions for further studies and summary of the study. Discussions are presented following the order of the research questions and hypotheses formulated to guide the study.

#### **Discussion of Findings**

##### **Teachers' Perception on the Application of Child-Centred Method of Teaching in Public Primary Schools**

The findings of this study revealed that teachers form the pupils in groups for discussion for production of ideas, receive and use feedbacks from the groups for instructing the pupils, encourage pupils to learn topics through the use of games, allow pupils to contribute ideas in the class, use drama as learning medium in the class, encourage pupils to learn by exploring their environment, make learning pleasurable, lay emphasis on critical thinking, work at their own pace to master the contents of topics and organize debate for the pupils in the class.

The result findings of the study are not surprising as they corroborate the empirical findings of Macgregor, Smith and Robinson (2010) whose studies reveal that teachers expressed consistent satisfaction that students in their classes are demonstrating one or more indicators of increased learning, more complex critical thinking skills, better class attendance

and greater confidence. The findings of this study also tally with the empirical findings of Umbulom and Ogwunte (2017) which revealed that child-centred method of teaching and learning was more effective than teacher-centred method as child-centred method makes learning pleasurable and allows pupils to contribute ideas and participate more actively in the process of teaching and learning.

### **Challenges hindering teachers from applying Child-centred Method of Teaching in Public Primary Schools**

The result of this study revealed that child-centred method is not adequately provided for in the curriculum, teachers' have negative attitude towards child-centred method of teaching, classroom environments are poor for child-centred method to flourish and that too many pupils are left under the care of one teacher in a class.

The findings of this study in this regard are not surprising but give cause for concern. They are not surprising because they are in line with the findings of Benkosi (2014) who noted that there are certain challenges hindering the use of the child-centred method in teaching which include unwieldy large classes, shortage of qualified teachers and lack of control leading to breakdown of discipline. The findings furthermore give concern and create worry because as Udo (2015) noted that teachers' inability to adopt child-centred method, lack of novelty, flexibility of curriculum and the deficits in teacher quality, coupled with poor environment, all these compound the situation and make it difficult for teachers to apply child-centred method of teaching in public primary schools.

### **Challenges hindering Teachers' Application of Skill acquisition Method of Teaching**

The result of the study revealed that lack of skilled teachers on the use of skill acquisition method, lack of in-service training opportunities for teachers on the use of skill acquisition method, lack of facilities in primary school such as craft centre for skill acquisition, lack of provision of craft materials like sewing machines, crotchets and so on in the schools and curriculum structure not allowing enough hours for practical works hinder teachers' application of skill acquisition method of teaching in public primary schools in Nsukka Education Zone. These findings are interesting, understandable but nonetheless disturbing. They are understandable because they are in line with the findings of Ugwu (2017) who pointed out such challenges as lack of resource persons, unwieldy class size, poor maintenance culture regarding the learning facilities and rigidity in curriculum structure. These are enough to hinder learning by skill acquisition in public primary schools in the zone. These discoveries are indeed disturbing.

### **Educational Implication**

The findings of this study have some educational implications for families, teachers, school authorities and the State Primary Education Board.

If the findings of application of Jean Jacques Rousseau's philosophy of Education are made available to families, they will realize the importance of employing child-centred and skill-acquisition methods of teaching and learning to their children at home. By so doing, families will become the first school for their children and parents, the first teachers to their children. What is learned in the school will become an extension of what is taught and

learned at home. The contiguity of what is taught at home and school makes learning easier for the pupils.

If the findings of the study are made available to the teachers, it will increase their skills and methods of teaching, leading to increased learning outcome on the part of the pupils.

If the findings on application of Jean Jacques Rousseau's philosophy of Education to teaching and learning in public primary schools are made available to school authorities, they will make efforts towards providing teaching and learning materials for the teachers and the pupils.

If the findings on the study are made available to the State Primary Education Board, they will make effort to build skill acquisition structures, provide the needed materials to enhance child-centred and skill acquisition methods of teaching and learning in public primary schools.

Undoubtedly, if no positive steps and measures are taken to address the existing lapses in teaching and learning in primary schools in Nigeria in general and Nsukka Education Zone in particular, all because of unawareness of an alternative philosophy of education offered by Rousseau, primary education in Nigeria will remain out of touch with needs of Nigerian society. Secondly, the ills bedeviling our society will persist as long as our education system keeps producing students who cannot help themselves and the society.

## Recommendations

Based on the findings of this study, the researcher makes the following recommendations:

1. Teachers should make teaching and learning very interesting to the pupils, allow them to hold planned, guided group discussion on topics to produce ideas and use the feedbacks from such groups to facilitate teaching and learning in the class. Teachers should also teach the pupils skills such as basket-making, art work, weaving, painting, tailoring and so on.
2. Families should be more available and closer to their children at their early stage of life to guide them purposefully, allow them to explore their environment under the watchful of their parents or older siblings, provide educative audio-visual materials at home for their children, providing and encouraging their children to use games and simulations to learn at home. Parents should also provide enabling environment for their children at home to learn through observation and practice.
3. The school authorities should provide the teaching and learning materials to the teachers in their schools. They should also supervise the teachers to ensure that the materials are used for the purpose for which they were provided.
4. The State Universal Primary Education Board should ensure that only qualified teachers who are well trained in child-centred and skill-acquisition methods of teaching are employed in public primary schools. For those teachers already employed, the board should also provide in-service training opportunities on child-

centred and skill acquisition methods of teaching. They should also ensure that facilities such as craft centres and craft materials like sewing machines, crochets are provided for schools.

### **Limitations of the Study**

This study was attended to by some constraints which may set a barrier to the generalization of the findings.

1. One moment of limitation is that the geographical scope of the study was delimited to public primary schools in Nsukka Education Zone which is just one out of six Education Zones in Enugu State, namely: Agbani, Awgu, Enugu, Obollo-Afor and Udi Education Zone.
2. The content scope was delimited to finding out the perceptions of teachers on the application of child-centred method of teaching and learning in public primary schools in Nsukka Education Zone; determining the perception of teachers on the application of skill acquisition method of teaching and learning in public primary schools in Nsukka Education Zone; ascertaining the challenges hindering teachers from applying child-centred method of teaching in public primary schools in Nsukka Education zone and finding out the challenges hindering teachers from applying skill acquisition method of teaching in public primary schools in Nsukka Education Zone. In spite of these limitations, this study recorded some successes and has opened the door for further studies on areas the present study did not cover.

### **Suggestions for further studies**

On the basis of the above findings, the researcher suggests that further works could be done in the following areas:

1. Strategies for effective application of Jean Jacques Rousseau's philosophy of education to teaching and learning in Public primary schools in Nsukka Education Zone.
2. The present study can be replicated in the rest of other Education zones in Enugu State, namely: Agbani, Awgu, Enugu, Obollo-Afor and Udi Education Zones.
3. Extent to which child-centred teaching and learning methods are applied in public primary schools in Nsukka Education Zone.
4. Extent to which skill acquisition method of teaching is applied in public primary schools in Nsukka Education zone, among others.

### **Summary of the Study**

The study was carried out to investigate the application of Jean Jacques Rousseau's philosophy of education to teaching and learning in public primary schools in Nsukka Education zone. The literature review covered conceptual framework, theoretical framework, empirical studies and summary of literature review. Under conceptual framework, concept of education, overview of teaching, meaning of learning, concept of primary education, Jean Jacques Rousseau's philosophy of education, child-centred method of teaching, skill acquisition method of teaching and concept of gender were reviewed. Theoretical framework focused on Jean Jacques Rousseau's theory of learning. The last part of the review of

literature was review of empirical studies. The review of empirical studies was carried out on studies on child-centred education, studies on learning by skill-acquisition and studies on gender and skill acquisition.

The study adopted descriptive survey design. The area of study was Nsukka Education zone. The population of the study was 2107 public primary schools teachers in Nsukka Education zone.

A sample of 600 primary school teachers was drawn using multi-stage sampling technique. The instrument for data collection was a researcher-design questionnaire titled “Child-centred Learning and Learning by Skill Questionnaire (CCLLSQ). The instrument was face-validated by three experts in the Faculty of Education University of Nigeria, Nsukka. The trial testing of the instrument to determine its internal consistency was carried out in Obollo-Afor Education Zone, using 20 respondents (teachers) in public primary schools. The trial testing was computed using cronbach alpha statistics. The overall reliability score for trial tested instrument yielded 0.93. The data collected were analyzed using mean and standard deviation. The t-test statistics was used to test the null hypothesis at 0.05 level of significance.

The findings of the study revealed that child centred and skill acquisition methods of teaching were highly recommended by both male and female teachers in public primary schools in Nsukka Education Zone. Secondly, the teachers noted that child-centred and skill acquisition method of teaching in public primary schools in Nsukka Education zone have some challenging inhibitions which include but not limited to teachers’ negative attitude,

lack of skilled teachers on inservice training opportunities for teachers on the use of skill acquisition method and curriculum structure not allowing enough hours for practical works in the school.

## **Conclusion**

Based on the findings of this study, it is not surprising that child-centred and skill acquisition methods of teaching are highly recommended by teachers in primary schools in Nsukka Education Zone. This goes a long way to prove that Jean Jacques Rousseau's philosophy of education is not only applicable to teaching and learning in primary schools but appears to provide the needed panacea to the wide gap between theory and practice in Nigeria's primary education system. No doubt, application of Rousseau's philosophy of education comes with it some challenges, some of which have been pointed out in the foregoing pages. But in so far forth as we strongly and collectively feed the need to have a paradigm shift in the orchestration of education at the public primary schools (the foundation of all the other strata of education) what is needed is the practical will to do the needful. Allowing the status quo ante to endure is tantamount to paying lip service to our apparent clamour and determination to work towards taking our rightful place in the comity of nations.

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## APPENDIX A

Department of Educational Foundations,  
University of Nigeria,  
Nsukka.  
11<sup>th</sup> June, 2019.

Dear Sir,

### REQUEST FOR VALIDATION OF INSTRUMENT

I am a Master's degree student of the above mentioned institution and department, conducting a research on: **Application of Jean Jacques Rousseau's Philosophy of Education to Teaching and Learning in Primary Schools in Nsukka Education Zone of Enugu State.**

I wish to request for your assistance in the validation of my research instrument. You are to vet the instrument in terms of clarity of items, simplicity of vocabulary and relevance of items to the study.

You are also requested to express your comments and suggestions for improving the quality of the instruments.

Attached is a draft copy of the instrument, Statement of Problem, Purpose of Study, Research Questions and Hypotheses. Thanks for your anticipated co-operation.

Yours faithfully,

**Ngwoke, Celestine Ik**

**PG/M.Ed./16/80258**

### **Purpose of the Study**

The general purpose of the study is application of Jean Jacques Rousseau's philosophy of education to teaching and learning in primary schools in Nsukka Education Zone, Enugu State.

Specifically, this study seeks to ascertain:

1. the perception of teachers on the application of child-centred method of teaching in public primary schools in Nsukka Education Zone?
2. the perception of teachers on the application of skill acquisition method of teaching in public primary schools in Nsukka Education Zone?
3. the challenges hindering teachers from applying child-centred method of teaching in public primary schools in Nsukka Education Zone?
4. the challenges hindering teachers from applying skill-acquisition method of teaching in public primary schools in Nsukka Education Zone?

### **Research Questions**

The following research questions will guide this study;

1. What is the perception of teachers on the application of child-centred method of teaching in public primary schools in Nsukka Education Zone?
2. What is the perception of teachers on the application of skill acquisition method of teaching in public primary schools in Nsukka Education Zone?
3. What are the challenges hindering teachers from applying child-centred method of teaching in public primary schools in Nsukka Education Zone?
4. What are the challenges hindering teachers from applying skill-acquisition method of teaching in public primary schools in Nsukka Education Zone?

## **Hypotheses**

The following hypotheses guided the study and were tested at  $p < 0.05$  level of significance.

**H0<sub>1</sub>:** There is no significant difference between the mean ratings of male and female teachers on their perception on the application of child-centred method of teaching in public primary schools in Nsukka Education Zone.

**H0<sub>2</sub>:** There is no significant difference between the mean ratings of male and female teachers on their perception on the application of skill acquisition method of teaching in public primary schools in Nsukka Education Zone.

**H0<sub>3</sub>:** there is no significant difference between the mean ratings of male and female teachers on challenges hindering teachers from applying child-centred method of teaching in public primary schools, in Nsukka Education Zone.

**H0<sub>4</sub>:** There is no significant difference between the mean ratings of male and female teachers on challenges hindering teachers from applying skill-acquisition method of teaching in public primary schools in Nsukka Education Zone.

## **APPENDIX B**

### **LETTER OF INTRODUCTION**

Department of Educational Foundations,  
University of Nigeria,  
Nsukka.

11<sup>th</sup> June, 2019.

Dear Respondent,

#### **A REQUEST TO RESPOND TO THE QUESTIONNAIRE**

I am a Master's degree student of the above mentioned institution and department, conducting a research on: **Application of Jean Jacques Rousseau's Philosophy of Education to Teaching and Learning in Primary Schools in Nsukka Education Zone of Enugu State.**

Please answer the questions to the best of your knowledge and be assured that all the information provided herein will be treated with strict confidence and used for the purpose of the research only.

Thanks in anticipation.

Yours faithfully,

**Ngwoke, Celestine Ik**  
**PG/M.Ed./16/80258**

## APPENDIX C

### QUESTIONNAIRE FOR THE APPLICATION OF ROUSSEAU'S PHILOSOPHY OF EDUCATION TO TEACHING AND LEARNING IN PRIMARY SCHOOLS IN NSUKKA EDUCATION ZONE OF ENUGU STATE

#### PART A: Demographic data of the respondents

**Instruction:** Please indicate as applicable to you by providing the required information in part A and ticking (✓) in the appropriate box.

**Sex:**

a. Male Teacher ☐

b. Female Teacher ☐

#### PART B: INFORMATION ON CHILD-CENTRED LEARNING AND SKILL ACQUISITION.

**Instruction:** Please indicate your answer by ticking (✓) in the appropriate box for clusters A, B, C and D using the scale: Strongly Agree =SA; Agree = A; Disagree = D; Strongly Disagree =SD.

##### Cluster A: Teachers' Perception on the Application of Child-Centred Method of Teaching

| SN  | ITEM STATEMENT                                                          | SA | A | D | SD |
|-----|-------------------------------------------------------------------------|----|---|---|----|
|     | <b>Teachers should:</b>                                                 |    |   |   |    |
| 1.  | form the pupils in groups for discussion for production of ideas        |    |   |   |    |
| 2.  | use feedbacks from the groups for instructing the pupils                |    |   |   |    |
| 3.  | encourage pupils to learn topics through the use of games               |    |   |   |    |
| 4.  | allow pupils to contribute ideas in the class                           |    |   |   |    |
| 5.  | use drama as a learning medium in the class                             |    |   |   |    |
| 6.  | encourage pupils to learn by exploring their environment                |    |   |   |    |
| 7.  | make learning pleasurable                                               |    |   |   |    |
| 8.  | engage pupils in critical thinking                                      |    |   |   |    |
| 9.  | Allow pupils to work at their own pace to master the contents of topics |    |   |   |    |
| 10. | organize debate for the pupils in the class                             |    |   |   |    |

##### Cluster B: Teachers' Perception on the Application of Skill Acquisition Method

| SN  | ITEM STATEMENT                                | SA | A | D | SD |
|-----|-----------------------------------------------|----|---|---|----|
|     | <b>Pupils should be taught the following:</b> |    |   |   |    |
| 11. | basket making                                 |    |   |   |    |
| 12. | Weaving                                       |    |   |   |    |

|     |             |  |  |  |  |
|-----|-------------|--|--|--|--|
| 13. | bead making |  |  |  |  |
| 14. | art work    |  |  |  |  |
| 15. | Cobbling    |  |  |  |  |
| 16. | mat making  |  |  |  |  |
| 17. | carpentry   |  |  |  |  |
| 18. | painting    |  |  |  |  |
| 19. | Plumbing    |  |  |  |  |
| 20. | Tailoring   |  |  |  |  |

**Cluster C: Challenges hindering Teachers' Application of Child-Centred Method of Teaching**

| SN  | ITEM STATEMENT                                                       | SA | A | D | SD |
|-----|----------------------------------------------------------------------|----|---|---|----|
| 21. | Child-centred method not adequately provided for in the Curriculum   |    |   |   |    |
| 22. | Lack of training of teachers for child-centred method                |    |   |   |    |
| 23. | Teachers' negative attitude towards child-centred method of teaching |    |   |   |    |
| 24. | Poor classroom environment for child-centred method                  |    |   |   |    |
| 25. | Too many pupils under the care of one teacher in a class             |    |   |   |    |

**Cluster D: Challenges Inhibiting Teachers' Application of Skill Acquisition Method of Teaching**

| SN  | ITEM STATEMENT                                                                                | SA | A | D | SD |
|-----|-----------------------------------------------------------------------------------------------|----|---|---|----|
| 26. | Lack of skilled teachers on the use of skill acquisition method                               |    |   |   |    |
| 27. | Lack of in-service training opportunities for teachers on the use of skill acquisition method |    |   |   |    |
| 28. | Lack of facilities in primary schools such as craft centre for skill acquisition              |    |   |   |    |
| 29. | Lack of provision of craft materials like sewing machines, crochets, etc in the schools       |    |   |   |    |
| 30. | Curriculum structure not allowing enough hours for practical work                             |    |   |   |    |

## APPENDIX D

### POPULATION DISTRIBUTION OF MALE AND FEMALE TEACHERS IN NSUKKA EDUCATION ZONE

| S/N | Name of the LGA | No. of Primary<br>Schools | No. of Male Teachers | No. of Female<br>Teachers |
|-----|-----------------|---------------------------|----------------------|---------------------------|
| 1.  | Nsukka          | 117                       | 303                  | 750                       |
| 2.  | Uzo-Uwani       | 63                        | 244                  | 267                       |
| 3.  | Igbo-Etiti      | 60                        | 234                  | 309                       |
|     | <b>TOTAL</b>    | <b>240</b>                | <b>781</b>           | <b>1326</b>               |