STUDENT-CENTREDNESS IN TEACHING
AND LEARNING PROCESS FOR EFFECTIVE PERFORMANCE*

Abstract
Students' participation in teaching and learning improves standard of education and makes students to perform better academically. For a teacher to impact knowledge to the students, there are many factors involved before effective teaching and learning can take place. It is a major contemporary issue regarding the incidences of poor performance of students in academics. It is a well-known fact that when the students have not learnt the teacher has not taught. However, teachers need to inculcate reading habit on themselves and the students, the need for teachers to possess good qualities, the knowledge of the different teaching methods used to impact knowledge to the students, mastering of the different learning domains which will help the teachers to have a holistic thought about education and also aid the teachers in preparing his lesson plan can never be over emphasized. These backdrops propel the researchers to tailor the aim of this study to expose the incidences of non-involvement of students in teaching and learning processes which results in poor performance in education. The research methodology was doctrinal approach, using expository and analytical research design. The main sources of data collection were various legal literatures, both from the physical library and the e-library. It was observed that there are poor performances of students in academics due to non-involvement of students in the teaching and learning processes. Therefore, it was recommended, among others, that feminist jurisprudence, human right scholars and the government should encourage teachers to become addicted readers, engage in self-development programme, involve students more in teaching and learning processes, use various teaching methods and be conversant with the learning domains. Finally, this article was made to be significant to all stakeholders in human rights, scholars and society at large.

Keywords: Lecturers, Teachers, Students, Domains of Learning, Cases, Legal and Human Rights.

1. Introduction: Inculcating Reading Habits in the Students

The involvement of students in teaching and learning is encouraging and a welcome development. Students' participation improves standard of education. According to Eze Denco, he propounded that 'when the students have not learnt, the teacher has not taught'. Students Excellency determines teachers' performance. Some people may disagree with the above statement. Many will be of the opinion that many students are not serious with their studies, many waste their time in the social media, some come late to lectures, others do not attend lectures at all, many play less affair attitude to their studies while others play non challant attitude, some have emotional and psychological problems, some are cultists while others are addicted to hard drugs and some are financially bankrupt while some students are depressed because of ups and downs of life, they lack faith in God and they do not believe that what God cannot do does not exist. Some may share the view that the lecturers are not the problem and some may ask if the lecturers will force the unserious students to read their books. My humble opinion is that a lecturer should be all encompassing. He or she must put all these factors into consideration. He must use stimulus variation, be friendly with the students and still maintain high level of discipline. We must maintain discipline in whatever we do because a life without discipline is really a hopeless one. The first problem that every conscientious teacher must endeavour to solve in order to improve the standard of education is that we must instill and inculcate reading habit in the students. They must become an avid reader.

Knowledge is power and ignorance is powerlessness, darkness and poverty. Poverty is not the absence of money but the state of the mind[1]. According to the biblical book of Hosea[2], it stipulates thus 'my people perish out of ignorance'. Nobody is a graduate in the school of success. According to Lincoln[3] when you stop learning, you are old whether at 20 or 80. Osborn corroborated, [4] 'when you stop learning, you start dying'. Studies showed that sixty eight percent of the world population will rather die than to read.[5] Be a life time learner. Studies have revealed that only five percent of the human populace think! Fifteen percent think they are thinking while the remaining eighty percent would rather die than think.[6] Do you know why ninety five percent of humans do not think? Only readers can generate solutions through thinking. Without reading our minds will be like *tabula rasa*; an empty vacuum. Your mind is like fire; information is like fuel. The fire will not burn unless you add more fuel to it. Fuel gives intensity to fire.[7] Great men read one book in two weeks while the poor and mediocre read one or none in twelve months[8]. The problem most

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[1] Ifeanyi AC Eze, The Untapped Treasures, (Lagos: Kings Uncommon Wisdom Limited, 2014) XII.
[2] The Good News Bible Hosea 4 Verse 6.
[3] Abraham Lincoln quoted by Ifeanyi AC Eze, *High Life in Christ*, (Lagos: Kings Uncommon Wisdom Limited, 2012) 106.
[4] TL Osborn quoted by Eze Ibid
[5] Ifeanyi AC Eze, *15 Laws of Money*, (Lagos: Kings Uncommon Wisdom Limited, 2014) 122
[6] Eze (n 1)
[7] Ibid.
[8] Ifeanyi AC Eze, *The Untapped Treasures* , (Lagos: Kings Uncommon Wisdom Limited, 2014)29.

people have is that we feed our stomach and starve our brain. But a conscientious lecturer should put all these challenges into consideration and find a way of remedying the situations. Lecturers must be unpredictable. We must use various ways in delivering our lectures. Myles Munroe had a number of doctorate degrees. He had written about one hundred books and travelled to about one hundred and eighteen nations. He has offices in seventy nations. Mike Murdock said in a seminar recently that he had read 7000 biographies and presently had about 5000 E-books on his ipad. That is why he is a worldwide speaker. You need to develop the appetite for reading books. Ben Carson a professor and director of Pediatric neurosurgery at John Hopkins medical institution and author of many books formed the habit of reading two books a week when he was still in his infancy. Endeavour to read four books a month in any expertise. Laziness is a cancer that has eaten up many destinies. Many graduates stop learning once they finish school. When you stop learning you start dying irrespective of your age. You should not have time for frivolities. Be a life time Lerner. We have three types of learners; above average learners, average learners and below average learners. Nobody's mind is a *tabula rasa.* When there is massive failure, there is either problem with the teachers method of teaching or due to non challant altitude of the students. We must inculcate reading habits in the students.

Furthermore, Students are encouraged to actively participate in classroom. Nevertheless, many of them are still reluctant to speak up. The size of the classroom, personalities of the teacher and the students and the perception of the peers influence the students to speak up in class. Studies have shown that there are various factors that influenced the student's participation in the process of learning. The first factor lies in the personality of the students. Students with high efficacy showed better academic achievement and participate more in classroom. If the students' self-efficacy is high, it will enhance their confidence to become more active and speak more in the classroom. They will show more interest to learn more by asking questions, giving opinions and discussing the topics in the classroom. Students with Low levels of self-confidence do not make preparations before class, fear of failing to show their intelligence, fear that their answers will be criticized by the lecturers and the feelings of confusion, thus becoming less engaged in classroom discussion.[9] The second important factor that affects the students to participate actively in the classroom is the traits and skills of the teacher. Traits that have been shown by the teacher, such as supportive, understanding, approachable, friendliness through positive nonverbal behavior, giving smiles and nodded for admitting the answers that are given by the students, affirmative and open mindedness also contributes to students active participation in the classroom. These positive traits give a motivational on students to actively participate in the classroom. Moreover, the varieties of teaching techniques employed by the teachers will encourage the students to be more active, not feel bored or depressed during the class.[10]

Another important factor that influences students to speak up in class is the perception of classmates. Students open mindedness gives a motivational effect on other students to actively participate in the class. Environmental factors such as the size of classroom, condition of the class, lecture time and the use of technology affect the motivation of students to engage verbally in classroom. It was found that 90% of students felt that they prefer to participate in discussions in small group as compared with in bigger classroom. A classroom equipped with proper lights, fan or air conditioning and other basic facilities will make students to feel comfortable and may encourage them to participate in the learning activities. It was observed that the positive traits of the teacher and the method or style of teaching employed play a major role and are important motivating factors to stimulate verbal engagements among students in the classroom. A traits that are favoured by students are friendly, know each students well, do not criticize the students, always show a good mood and approachable.[11]

The lecturer must prepare his or her lesson plan for the topic he or she wants to deliver. The lesson plan will contain the following preliminaries; Period, Date, Topic, Specific objectives, Entry Behaviour and Set Induction. Entry Behaviour means their previous knowledge before the present topic. What they already know before teaching them the new topic. Set induction is done to arouse their interest for the new topic. It is either done through asking the students questions or by side attraction or even by dramatizing short drama that will arouse the attention of almost all the students to the new topic. They will be attracted to the lesson. They will pay attention and not be distracted. There shall be specific objectives of what the teacher intends to achieve by the end of the lesson. The specific objectives must be stated in measurable terms. Evaluation will be based on the specific objectives. If you have four specific objectives, you will have four evaluation questions at the end of the lesson. The lesson plan contains six columns. The six columns contain the following;
1) Step
2) Content Development
3) Teachers Activities
4) Students Activities

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[9] Mohd Yusof B Abdullah, Noor Rahamah Abu Bakar and Maizatul Haizan Mahbob, Student's Participation in Classroom: What Motivates them to Speak up? December, 2012, https://www.researchgate.net/publication/257716731_Student's_Paticipation_in_ClassroomWhat_Motivates_them_to_Speak_up Assessed on 14 September 2022.
[10] Ibid.
[11] Abdullah (n 9)

5) Teaching Aids
6) Evaluation Guide

The number of specific objectives will determine the number of the steps the lesson plan will have. If the steps are four, the final evaluation questions will be four. The content development is the breaking down of the topic into sub topics. It shows the different divisions of the topic. It enhances the understanding of the topic. The students will find it easier to understand the topic. All the different types of learners will be carried along. We have three main types of learners; fast learners, average learners and slow learners. We have excellent and very brilliant students, mediocrity students and very dull students. The lecturers must be all encompassing and consider the different types of learners. Teachers activities involve the performances of the teacher in delivering the lesson and what the teacher does to impact knowledge to the students, whereas the students' activities are active involvement of the students in teaching and learning. If the teaching is students centred, the students will be actively involved in the lesson. The teaching aids are the materials, objects, charts, textbooks, pictures and other materials used in the delivery of the lesson to enhance comprehension and understanding of the lesson. The evaluation guide are questions asked at every steps of the lesson delivery which helps to assess the students' comprehension of the lesson. It is from the questions asked that the lecturer will know the capability or the performance of the students. If the questions are not well answered, the teacher will either repeat his or her explanation or use some other teaching methods in delivering the lecture.

2. Qualities of a Good Teacher and How to Develop Them
Furthermore, for a teacher to impact knowledge effectively to the students and to improve teaching and learning, the teacher must possess the qualities of a good teacher. A good teacher must possess under listed qualities.
Good teachers are life-long learners dedicated to the academic development of students. They typically continue their own education to further develop their methods and skills. In seeking to become a strong teacher, you should endeavour to build and have the following characteristics:

Effective Goal Setting
The most effective teachers know how to set clear objectives for individual students, single lessons, their entire class and themselves. Developing goals can assist with gauging academic performance while giving students clear directives on how to improve. Goals are also an important part of setting and measuring challenges, both for the students and the teacher. You can set clear objectives with the following steps:[12]

Checking for Understanding
Instead of waiting to test students' knowledge and performance in a test, you check for comprehension during each lesson. This process allows you to answer student questions and provide a deeper understanding of the topic for students.

Offer Feedback. Feedback allows students to know how their performance matches up with your expectations. Feedback that is timely, detailed and constructive can assist students in understanding academic expectation

Clear Communication
Teachers use verbal and nonverbal communication skills to identify student needs and to know when to listen versus when to talk.

Use active listening skills
Instead of preparing how to respond, use active listening skills when communicating and listen to understand the other person's needs. Give yourself a few seconds after the question to decide how to respond so that you can truly focus on what the student, parent or fellow teacher is saying.

Acting as a Role Model
Setting rules and encouraging certain behaviors is a good step toward student development. Teachers who model the same behaviors they ask from their students are more likely to help students cultivate desirable habits and behaviors. You can be a role model for your students with the following tips
Students observe and learn how to speak, act and treat others and other developmental behaviors. Modeling behaviors of patience, understanding, empathy and communication can encourage students to develop these same skills

Adaptability and Flexibility
Each student comes from a unique background with individual personalities, educational needs and developmental milestones. Teachers find that while one lesson plan or method of teaching works well with one type of student, it does not work well with another student. Good teachers learn how to adjust to meet the individual needs of each student. You can learn to adjust using the following steps.

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[12] Indeed, Editorial Team, 8 Qualities of a Good Teacher (and Tips for How to Develop Them, January 3 2020, https://www.indeed.com/career-advice/career-development/qualities-of-a-good-teacher, Accessed on 4 September, 2022.

Celebrate students' individuality
Create an environment of acceptance by encouraging creativity, freedom of thought and questions in the classroom. Accept students where they are developmentally and academically. When students feel comfortable and accepted, they also feel more comfortable asking questions and learning

Identify different learning styles
Good teachers can identify the individual learning needs of their students while also creating lesson plans that cater to their academic styles. For example, some students may learn best in a lecture classroom whereas other students are better able to grasp information with student centered approach. Consider blending methods in lessons to appeal to more students at one time.

Preparation
In addition to learning to adjust to individual student needs, effective teachers also learn to prepare for every possible scenario. Preparation can promote trust and comfort in the classroom, and it allows teachers to create lesson plans that are centered to the individual needs of each student. Use the following tips to become more prepared.

Create Intentional Lesson Plans
The most effective teachers create lesson plans with intention by considering the ways the lesson plan could shift as well as the potential emotions, thoughts and concerns that each lesson plan could bring up with each student. Teachers can also define each lesson's purpose to ensure students understand why they are learning that specific topic.

Understand strengths and weaknesses
It can also be useful to create lesson plans based on the strengths and weaknesses of each classmate. Getting to know these areas of improvement early on can assist you in creating classroom plans that are catered to the individual needs of your students

Self-Reflection
Self-reflection is a person's ability to reflect on their own needs, desires and interests that can lead to self-acceptance as well as academic success. Teachers who are reflective of their own strengths, weaknesses and characteristics as a teacher and are intentional about improvement are better able to encourage the same level of self-reflection from their students. You can encourage this in your classroom with the following tips:

Designate time
Designate a time each day to focus on self-reflection activities. Encourage students to evaluate their own progress for the day and come up with ways they can do better tomorrow. Promote self-evaluation with the focus on improvement by having self-reflection time after a big test or near the end of the semester's class

Life-Long Learning
Teachers are often required to an avid reader and continue education courses and encouraged to pursue professional development opportunities to best serve their students. Teachers can employ their continuing education in the following ways

Promoting a Love of Learning
Good teachers also make learning enjoyable by educating students in a way that is engaging and appeals to students' interests. When students enjoy learning, they are more likely to participate in the classroom, perform better academically and value continued education. You can instill positive feelings in your students in the following ways:

Use Alternative Methods of Teaching
The best teachers aim to try something new to make any topic more entertaining. Turn a lesson into a game or performance. This step can help students want to learn and even promote creativity, critical thinking and collaboration skills they can apply outside the classroom as well.

Ask for Feedback
Good teachers ask their students for feedback to identify if students are struggling with a specific lesson plan and the elements they like and dislike about a lesson or topic. You can apply feedback to create a lesson plan that works for them or even come up with new areas to explore that best engage them in the classroom.

3. List of Teaching Methods
For students to be actively involved in teaching and learning, the teacher must be conversant with varieties of teaching methods and must combine many of them in the teaching process for effective teaching and learning.

Teacher Centred Instruction: It is recognized as the most conventional approach.

Small Group Instruction: We may have a group of four to six students. It allows teacher to work closely with each students in a specific learning objectives. Lessons are adapted to each students levels. It promotes students social adoption skills. Students who finds difficult to ask questions and participate in a large group setting may benefit from working in a small group. The disadvantage is that it takes more time and effort to prepare materials or organize work stations for each students group.

Student Centred Approach: As we consider shifting the focus from teacher to students, the idea of student centred approach has become more popular, and there good reasons for that. Student-centred classrooms include students in planning, implementation and assessments. Students play more active role in their learning and develop a sense of responsibility.[13]

Project Based Learning: In projects based learning, students complete the projects. However, these are big, meaty project in which students acquire knowledge, research, think critically, analyse, make decision and collaborate.

Inquiry Based Learning: When learning is question driven.

Flipped Classroom: The concept of delivering online lectures that students can view from home to substitute lecturing in the classroom is known as flipped learning. The typical lecture process is reversed in *this teaching strategy.* Before the actual class session, students are asked to view video lectures at home. They will then use the knowledge gained from these lectures to practice exercises, projects, or discussions during the class hours.

Cooperative Learning: It involves a lot of group work. This method combines students of mixed levels of ability who are arranged into groups.
They are then rewarded based on the group's success and not solely for an individual member most of the times. Students can work in groups to complete a common task in a structured way, thus developing team work.

Personalized Education: It takes the student centred approach to a new level by as much as possible, responding to each individual learner's unique needs, strengths and weaknesses.

Thinking Based Learning[14]
This in fact helps teachers to understand the areas that the students find it difficult to comprehend and to explain things better. This helps the classes to be more engaging and interesting.

Repeating Points: Instead of just giving an oral presentation of the lesson once, the teacher repeats the important points once they cover a subject unit before passing on to the next. This helps the students to recollect what was taught in the previous unit before going to the next. Repeating points would register the content easily on student's minds. Some teachers also asks the students to repeat the points he or she just covered.[15]

Oral Questions: One of the most commonly used methods in teaching. In this, instead of just a passive way of lecturing, teachers can encourage students to ask question in return.

Class Discussion: This is one of the best interactive methods in teaching in which both teachers and students in the classroom exchange ideas on the topic of discussion. When used effectively, this strategy can help students to develop their thinking, learning, understanding and problem-solving skills. A good teacher can create a positive class environment where students can freely discuss their ideas.

Just a Minute: This is a classroom activity usually performed in class after completion of a study session. Students will be picked in random and will be asked to give a speech on the important areas of the lesson in a minute.

Surprise Tests: Some teachers perform tests based on a subject without prior notice. This is one of the best ways to evaluate the students' knowledge in already taught lessons. This is also a self-evaluation for them to assess their teaching effectiveness. By making these surprise tests a part of their teaching plan, students will always be updated about all the lessons. This not only helps them to recollect the lesson points but also to frame it effectively in the given time period. This activity can be performed frequently so that students pay attention during class hours.

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[13]Modern Teaching Methosd – it's Time For The Change, https://eduvoice.in/modern-teaching-methods/, Accessed on 4 September, 2022.
[14]Redacclan Realinfluencers, 8 Methodologies that every 21st Century Teacher should Know, https://www.realinfluencers.es/en/2019/05/09/8-21-century-methodologies/
[15] Edsys, 152 Widely Accepted Teaching Methods, July 20, 2022,www.edsys.in/teaching methods/ Accessed on 26 August 2022.

Peer Tutoring: In this flexible strategy, students take the role of academic tutors and tutees. A higher-performing student can tutor or assist weaker students in subjects for a student with limited performance.[16] Teachers can identify students who are experts in certain topics to help those with a lack of deeper knowledge on the same. This also promotes cooperation, sharing and friendliness in the classroom.

Student Teachers: In these methods in teaching, students take up the role of teachers. They will be asked to prepare lessons and to teach the rest of the students. Each student will be allotted a subject and given ample time, say 1 week, to collect information and materials for teaching. These methods of teaching are meant to develop research and presentation skills.

Student Reports

These methods in teaching are designed to get proper response or feedback from the students after the completion of a lesson. They will be asked to prepare reports based on what was taught in class. This gives the teachers an idea of what the students have understood.[17]

Presentation: In this method, the teacher gives a power point presentation in the classroom. The slides include diagrams, charts, images or algorithms to make the session exciting and engaging. Teachers can use projectors connected from computers to address larger number of students.

Seminar: This is a teaching technique that is ideal for higher learning. During seminar hours, students and teachers have discussions on a specific topic. Usually, each student is assigned a topic and they give a prepared presentations on the same. The other students will then ask questions to clarify certain areas to come up with a final decision to solve a problem or to get comprehensive understanding of the concept.

Symposium: This approach usually contains prepared speeches followed by audience discussion. The idea is to offer a broad understanding of a certain topic or a problem. This integrates synthesis and evaluation in one approach and the students can reach a conclusion with different views on the topic.

Debate: This method of teaching helps to explore the range of views on a subject. Students will be split into groups and then, they can debate on the subject provided to them. In most cases, the subjects given to groups will be contrasting so that they can argue with sharp points. This friendly debate is meant to develop critical thinking.[18]

Quiz: Once they cover a subject, teachers can conduct a quiz containing questions related to what was taught. The students can be divided into quiz groups to make the whole idea interesting or sometimes, one or two students can represent a group. These methods of teaching are meant to evaluate student understanding and to improvise the instructional methods.

Class Summary: In this method, teachers ask the students to create a summary of what is taught in every class. Students can recollect the points taught and keep a write-up for future reference.[19] They can keep all the notes together and use them to revise during exams. The write-ups contain all important points that were taught in class. This makes it easy for students to refer from compared to textbooks.

Library Research: This is one of the effective methods in teaching. Textbook lessons are always a brief content of many vast subjects. Therefore, teachers can encourage students to go for a library research of the subject taught.[20]
Most schools contain big libraries with a vast collection of books. Referring to library books enhances students' research skills and deepens their understanding of the subject.

Story Telling: In this method, teachers present lessons in the form of stories. Teachers can also come up with stories related to the subject in the middle of a lesson to make the session more interesting. As students usually love hearing stories, this method of teaching is sure to grab their attention.[21]

Weekly Assessments: Simply progressing from one lesson to another doesn't always make sense. It is also important to see if the students really understand what you teach. Weekly assessments are of great help in this regard. It helps the teachers to analyze the areas the students found difficult to understand and to make changes in teaching strategies if needed.

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[16] Edsys (n12)
[17] Ibid
[18] Edsys {n 12)
[19] Ibid.
[20] Edsys (n12)
[21] Ibid

Active Listening: Rather than just going on with lectures, active listening skills are also inevitable for a good teacher. This helps to create empathy and understanding with the class. It also helps to assess if the teaching is effective and if the students understood what was being taught.

Hybrid: Face-to-face teaching and online learning is combined in this hybrid approach. More than half of the class activities are made online. The use of technology gives a flexible learning environment for students.[22] This method is developed to enhance students' conceptualization, knowledge acquisition, and communication skills.

Periodical Revision: Just giving a lecture of the topic may not be enough for every student to have a long term memory of what is taught. In this strategy, the teacher revises a lesson at the end or before moving on to the next. Some teachers do it before the exam so that they can easily recollect what was taught helping them to excel in exams.

Recordings: Hearing a lecture on a topic once may not be sufficient for every student to have a proper understanding. Smart schools provide options to record the lectures which can be used later for reference. They can rehear it at home to make clarifications on certain areas or to relate to a newly taught content.

Miming: As actions speak louder than words, some teachers include more understandable actions than lengthy lectures. Students taught with miming technique use this opportunity to understand, communicate and actively participate during lessons. This is one of the best ways to learn and practice vocabulary which has a lot to do with gestures and expressions. Teachers use the technique differently based on what they are teaching.

Reading Aloud: Reading text aloud can help students to get it easily registered into their minds. In addition to providing a better understanding of the subject, reading aloud can also turn the students into active listeners. Listening to their counterparts reading the lessons aloud in class it gives the students a better understanding of the right way to pronounce new words they come across. Also, as every student is given a chance to read, it encourages class participation.[23]

Drama: This is an ideal way to teach languages. Also, students get an opportunity to express themselves through dialogues and gestures thus improving their imagination and memory. This is one of the meaningful communication activities that can be tried out in any classroom that promotes teamwork. A story or an idea from a subject can be used as the drama theme.

Tic-tac-toe board: The ability to understand a topic will be different for each student in the classroom. Some learn best by writing, some by reading while others learn by seeing things happen. This interactive teaching board will have different activities in each square to suit everyone. This includes acts to test for knowledge, comprehension, application, analysis, synthesis, and evaluation.

Self-learning: This is the best form of teaching in the present educational system. Instead of depending on a teacher for assistance, this form of learning helps students to grow up as independent learners. Teachers and parents are the ones to promote this mindset in students in the preliminary classes itself. Rather than spoon-feeding the subjects, let them learn ways on their own to deal with a subject.

Montessori: It relates to Montessori method of education developed by Italian physician Maria Montessori. This type of teaching is based on methodology that is over 100 years old. Yet it continues to offer a novel approach to creating a student centred classroom. It is used mostly in preschools, kindergartens and lower elementary grades. In this method the teacher prepares an ideal classroom environment full of activities that children may pick from to work on. The teacher guides the students. There are trays containing different types of triangles or cards with definitions explaining the parts of a bird. Furthermore, Montessori method includes areas of curriculum that teach social skills and practical life skills such as cooking and cleaning. It is an integrated approach that combines hands-on learning, self-directed activity, and collaborative play for elementary students and thereby, helps them to develop independence in a prepared classroom environment. These methods of teaching allow students to have creative choices in their learning. Teachers can provide age-appropriate activities to steer the process.

*Bank Street***:** It is also referred to as development-interaction approach in which a student is educated emotionally, socially, physically and intellectually. This is one of the common approaches to teach primary school kids in an interdisciplinary, experience-based, and combined setting. In this effective method, the teacher works personally with children by understanding his/her interests.

Gamification: Irrespective of the grade of your students, you can apply gamification in your classroom to make learning fun. Students always love to play and these methods of teaching can really take out the stress from the typical

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[22] Ibid.
[23] Edsys (n12)

lectures. Game elements such as badges, points, and level achievements can be brought to keep the students engaged and active throughout the class.

What is the best method of teaching?
Every teacher is different in terms of their ways, styles and methods in teaching. The best teaching method are those designed considering the interest of the students. Methods in teaching can be teacher centered, learner centered content focused and interactive or participatory. Each teaching techniques has its own pros and pitfalls. To make the whole process effective teachers usually combine two or more of these teaching methods.[24]There is no best method of teaching. However, many researchers today agree that including more student centred learning approaches in the classroom can improve learning. Using only a teacher centred approach leaves out many skills and learning opportunities for students.

4. Domains of Learning
In 1956 educational psychologist Dr. Benjamin Bloom created a system to classify learning objectives into a series of learning domains that encourage teachers to think holistically about education. His system came to be known as Blooms Taxonomy. They involve three categories of education. Each domain has specific features and objectives designed to engaged students who learn to solve problems, process information and build their skills. The domains encourage teachers to think holistically about education. The domains make learning easier and enjoyable. Each domains have benefits that extend into real-world situations. For instance, a student who excels in the psychomotor domain may perform well as an architect or surgeon. When these learning domains are applied to teaching and learning environments, active verbs are used to describe the kind of knowledge and intellectual engagement we want our students to demonstrate. Bloom identified three domains or categories of educational activities.[25]
   a) Cognitive Domain: knowledge or Mental Skills
   b) Affective Domain: Attitude or Emotions (Emotional Development, Social Development and Moral Development)
   c) Psychomotor Domains: Psychomotor Skills or Physical Skills.

Cognitive Domain
It focuses on six intellectual skills. For each skill Bloom refers to active verbs that describe how students apply what they have learned. The original Blooms Taxonomy includes the following skills that build from the most basic to most complex.

Knowledge: Recalling or recognizing information previously learned. Instructional verbs that represent this level of cognitive domain include write, list, label, name and state.

Comprehension: Comprehending or interpreting information based on materials previously learned. Instructional verbs include explain, summarize, describe and illustrate.

Application: Selecting and using data principles to fix a problem independently. Instructional verbs include use, solve, demonstrate and apply.

Analysis: Understanding and breaking down assumptions made by a statement or question to make conclusions. Instructional verbs include compare, contrast and analyse.

Synthesis: Combining ideas to build a new concept or plan. Instructional verbs include create, design, invent and develop.

Evaluation: Making assessments based on established criteria. Instructional verbs include judge, criticize and justify.[26]

Affective Domain
The affective domain of learning represents skills that foster appropriate emotional responses which start from simple to complex.

Receiving: Receiving involves a passive awareness of emotions and feelings and a student must succeed at this level to learn at later stages. For example, a student at this level stage waits to speak until someone else finishes speaking. Instructional verbs include ask, choose, identify and use.

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[24] 152 Widely Accepted Teaching Methods, July 20 2022, www.edsys.in/teachingmethods, Accessed 5 September 2022
[25] Library Guides: Learning Outcomes Guide: Learning Domains, https://daveport.libguides.com/learningoutcomes/domain Accesses on 4 September 2022.
[26] 3 Domains of Learning: Cognitive, Affective and Psychomotor, https://www.indeed.com/career-advice/career-development/domains -of-learning, Accesses on 4 September 2022.

Responding: A student actively engages in the learning process by receiving it and reacting to it. For instance, a student participates in class discussion of a book they read. Instructional verbs include assists, discuss, read and write.

Valuing: A student values a concept when they express its worth or what it means to them. For example, a student may write a social topic they feel strongly about, discussing and defending their stance. Instructional verbs include complete, explain, propose and study.

Organizing: A student develops a value system by arranging their values or beliefs in order of priority. For example, a student who wants to excel in academics will prioritize studying for an upcoming test over going to the movies with friends. Instructional verbs include arrange, complete, modify and prepare.

Characterizing: A student acts according to the values they have developed and internalized as a personal philosophy. For example, a student accepts that cheating is unethical and completes a difficult assignment independently even thou a friend offers to let her copy her answers. Instructional verbs include display, perform, question and solve.

Psychomotor Domain
Bloom identified the psychomotor skills domain and educators like Elizabeth Simpson expanded them into a simple-to-complex order in the 1970s. The psychomotor domain focuses on physical skills such as the development of hand-eye coordination and the use of motor skills. Psychomotor skills help people perform physical tasks in daily life and at work. The areas of this domain include:

Perception: Students use sensory cues to guide their motor activities. For example, a student may listen to a teacher's lesson and write corresponding notes. Instructional verbs include distinguish, identify and select.
Set: Students fell ready to act upon challenges and resolve them. For example, students who want to improve their grades are motivated to study for their next test. Instructional verbs include assume a position, demonstrate or show.

Guided Response: Students begin learn complex skills often through trial and error or following instructions. For example a student learns how to build a simple circuit by watching an instructional video. Instructional verbs include attempt, imitate and try.

Mechanism: Students develop basic proficiency when performing particular tasks often through practice. For example a piano student feels confident playing a song assigned by their teacher after weeks of practicing. Instructional verbs include perform, complete and duplicate.

Complex Overt Response: Student learns to perform a task with advanced proficiency. For example a piano student knows how to play a song without needing to look at the keys. Instructional verbs include carry out, operate and perform.

Adaptation: Students have developed their skills and can change them to meet specific requirements. For example, a culinary student knows how to adjust their recipe to meet particular dietary restrictions. Instructional verbs include adapt, change, modify and revise.

Origination: Students learn to develop a new skill using principle learned while gaining the original skill. For example, a student who had taken ballet classes choreographs a dance for recital. Instructional verbs include create, design and originate.[27] For instance, if the topic is Coordinate and Concurrent Jurisdiction, The lesson plan will be drafted as follows:

5. Lesson Procedure
Period: I
Date: 27th September, 2022
Time: I Hour
Topic: Coordinate and Current Jurisdiction
Entry Behaviour: The students have learnt the various courts of record and they have been taught the meaning of jurisdiction.
Set Induction: The teacher asks the students; if your fundamental rights have been violated or infringed upon, which court has jurisdiction to handle the matter? Which of these courts have appellate or supervisory jurisdiction on the other; FHC, SHC, NIC, CCA SCA, SHC of FCT Abuja.? The teacher introduces the lesson as Coordinate and Concurrent Jurisdiction.
Specific Objective: By the end of the lesson at least ninety eight per cent of the students will be able to achieve the following objectives;
   1)   Define the term coordinate and concurrent Jurisdictions.

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[27] 3 Domains of Learning: Cognitive, Affective and Psychomotor, https://www.indeed.com/career-advice/career-development/domains -of-learning, Accesses on 4 September 2022.

2) Distinguish between coordinate and concurrent jurisdiction.
3) List six examples of Courts of records that are Courts of coordinate jurisdiction.
4) Explain four ways Federal High Court and State High Court have concurrent jurisdiction on the same subject matter using statutory and judicial authorities

STEP	CONTENT DEVELOPMENT	TEACHERS ACTIVITIES	STUDENTS ACTIVITIES	TEACHING AIDS	EVALUATION GUIDE
1	Definition of Coordinate and Concurrent Jurisdiction	The teacher asks the students to explain the meaning of jurisdiction. The teacher explains jurisdiction as the power of the court to decide or adjudicate a matter before it. It is the bloodline, lifeline, livewire and indeed the spinal cord of any court of law[28]. The teacher defines the meaning of coordinate and Concurrent Jurisdiction. The teacher uses repetition in her explanation.	The students explains the meaning of jurisdiction. They listen to the teacher's explanation. The students explain what they understand by coordinate and concurrent jurisdiction	Charts	Define Coordinate and Concurrent Jurisdiction
2	Differences between Coordinate and Concurrent Jurisdiction	The teacher explains the differences between both terms. She gives the students some illustrations. The teacher uses stimulus variation.	The students explain the differences between the two terms. The students answer the teachers questions	Text Books, charts	Differentiate between coordinate and concurrent jurisdiction
3	Examples of Courts of Coordinate jurisdiction	The teacher enumerates courts of records that have coordinate jurisdiction such as FHC, NIC, SHC, CCA, SCA, and HC of FCT Abuja. The teacher reinforces the students that answer the questions correctly.	The students list examples courts of coordinate jurisdiction. They answer the teacher's questions. The students applaud their fellow students that answer questions correctly	Charts, Pictures	List five examples of courts of coordinate jurisdiction
4	Explanation of Instances where Courts can have Jurisdiction in the same Subject Matter	The teacher explains the four ways FHC and SHC have concurrent jurisdiction to handle the same subject matter. I. Matters relating to Fundamental Rights S46(1) CFRN 1999[29]	The students listens to the teachers explanations. They answers the teacher's questions. They explain the four ways FHC and SHC has concurrent jurisdiction with the aid of decided cases and statutory provisions. The students write some	Charts, Card Board sheets, Text books	Explain four instances FHC and SHC have concurrent jurisdiction using judicial and statutory authorities.

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[28] *Transocean Shipping Ventures Private Ltd v MT Sea Sterling* (2018) LPELR-45108 (CA)
[29] Constitution of Federal Republic of Nigeria 1999 (As Amended)

| | | S318 CFRN 1999[30]

S277 CFRN 1979[31]

FUTMINNA v Olutayo[32]

Kolo v NPF[33]

S251 PQR CFRN[34]

ii. Matters Relating to Interpretation and Application of the Constitution

S295(1) CFRN[35]

iii. Matters Relating to Banker Customer Relationship S251 (d)

But there is a proviso in that section. Federal Mortgage Bank Nigeria v Nigeria Deposit Insurance Corporation[36] and NDIC v Okem[37] Enterprises

iv. Pre Election Matters

Formerly, both courts have concurrent jurisdiction to handle pre election matters but S 84(14)) Electoral Act of 2022[38] only FHC has jurisdiction over such matter. | of the cases cited by the teacher in their exercise books.They ask the teacher questions on the explanations they do not understand. | | |

Evaluation:
The teacher asks the students the following questions
1. Define coordinate and concurrent jurisdiction.
2. Distinguish between coordinate and concurrent jurisdiction.
3. List five examples of Courts of records that have coordinate jurisdiction.
4. Explain four instances when FHC and SHC have concurrent Jurisdiction to handle the same subject matter

6. Conclusion and Recommendations.
The involvement of students in teaching and learning process leads to excellent performance in academic. When the students actively participate in the learning process, it can result in insightful comments and interesting connections being made by students and can foster a high level of energy and enthusiasm in the learning environment. Participation is often equated with discussion, which typically involves lengthy conversation with the whole class. An ideal classroom environment involves two-way interaction between students and the teacher and this will stimulate

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[30] Ibid
[31] Constitution of Federal Republic of Nigeria 1779
[32] (2017) LPELR-43827 (SC), (2018) 7 NWLR (Pt 1617) 179, (2018) ALL FWLR (Pt 935) 1255
[33] (2018) LPELR- 43635 (CA)
[34] Constitution of Federal Republic of Nigeria 1999 (As Amended)
[35] Ibid
[36] (1999) LPELR-1270; (1999) 2 NWLR (Pt 591)333
[37] (2004) LPELR- 1999 (SC); (2004) 10 NWLR (Pt 880) 107.
[38] Electoral Act 2022

learning and make both the teacher and the students feel satisfied which eventually leads to effective learning process. It is believed that classrooms are richest when all voices are heard. The paper has revealed useful insights as to what motivates students to participate in classroom. The teacher can plan strategies and employ proper techniques to create a responsive classroom. In a situation where students are less active or passive in the classroom, it is pertinent for the teachers to encourage active involvement. Thus, it is paramount for the teacher to create a conducive learning environment which will stimulate the students to be actively involved in the classroom. Furthermore, it is recommended that forums of this kind should often be created to reawaken most teachers/lecturers from their slumber and sharpen their teaching skills. Also lecturers who have not received pedagogical training in teaching skills should be encourage financially and time-wise to do so, even though it is a short certificate programme of three months. It is imperative that teachers should be committed to inculcating consistent reading habit, imbibe good qualities of an in loco parentis teacher, be equipped with the subject matter and grasp of the different teaching methods and learning domains, and as well as be up-to-date with lesson plan.