

Zaria Journal of Liberal Arts (ZAJOLA)

Faculty of Arts, Ahmadu Bello University, Zaria

Vol. 11, No. 2, December, 2023



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Samaru Main Campus,
Zaria - Nigeria.

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ISSN: 2141-3584

Published and Printed by

Ahmadu Bello University Press Limited, Zaria,
Tel: 08065949711
abupress@abu.edu.ng
info@abupress.com.ng
e-mail: abupress2013@gmail.com
Website: www.abupress.com.ng

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EDITORIAL POLICY

Zaria Journal of Liberal Arts (ZAJOLA) is a peer-reviewed journal, published bi-annually by the Faculty of Arts, Ahmadu Bello University, Zaria, Nigeria. The journal welcomes manuscript of original articles, from scholars around the globe, in the various areas of Liberal Arts. The articles may be product of descriptive or analytical research, field research notes, reviews of publications and printed materials, drawn from, but not limited to Languages and Linguistics; Law; Environmental Sciences, Education; Management Studies; Cultural and Literally Studies; Theatre Arts; Philosophy; Religion; History and Strategic Studies; Archaeology and Heritage Studies; Developmental Studies and Social Sciences.

All manuscripts submitted for publication should adopt APA 8th Edition Style of referencing. The manuscripts should be typed double-spaced with sufficient margins and should count between 4,000 and 6,000 words, including the abstract, references, and appendices. The Manuscripts should not be under consideration for publication in any other research outlet.

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EDITORIAL COMMENT

This Edition of *Zaria Journal of Liberal Arts* marks the end of the year 2023. In this Edition, there are twelve well written articles by distinguished scholars.

The Edition opens with Ibrahim Muhammad Abdullahi's article on the implications of the New Normal on 21st century African novel and the impact of ICT. In a related study, Saleh Ahmad Abdullahi explores a semiotic approach of Emoji characters as used in WhatsApp chat messages. Through Ahmed Yerima's *Pari* and Fosudo's *Another Episode of Trauma*, Oladolapo Ojediran and Olayinka Magbagbeola interrogate enraged voices and social realities in Nigeria.

In linguistics, Hassan Usman Gadaka carries out a morphological analysis of Polar tone in Gudi and Yaya dialects of Ngamo language while Abdulrahman Umar works on the semantic aspects of repudiation in Basa language.

Ezekwesiri Okebugwu Nwosu, Nwaoha Chimaroke Chizoba and Tobeckukwu Odunze are concerned about the attack on Igbo indigenous religion. To them, this act can be defined as imperialism while Azuka Felix God's presence and Emily Oghale God's presence are concerned with the issues and perspectives in teaching and learning in urban society with the integration of multimedia, developmental and career guidance.

In his article on archaeology, Ogunlade Simeon Oluwole assesses some potential heritage sites in Nigeria. Following this is the article of Eraye Chistopher Michael and Jimoh Buhari Edun. The two scholars examine the implications of forest crime on socio economic development in Boki local government area of Cross River State. Alawode Musa Ajibola, on his own, examines the ideological nexus between Zaria and Ife Art schools.

In French studies, Tajudeen Abodunrin Osunniran and Hannah Kojusola Kuponiyi bring out the linguistic characteristics and discursive functions of filler words in French and Yoruba films. In a related field, Aliyy Abolaji Abdulrazaq carries out a reflection of lexical gaps in some translation works by Yoruba translators.

It is important to note that the view and opinions presented in these articles are solely those of the authors. Happy reading.

Prof. Abubakar Sule Sani

Editor-in-chief

30th November, 2023

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Issues and Perspectives in Teaching and Learning in Urban Society: Integrating Multi-Media, Developmental and Career Guidance

Azuka Felix God'spresence & Emily Oghale God'spresence

Abstract

Teaching and learning in a culturally diverse society are demanding. Urban society is usually a conglomeration of diverse groups of people that come together with different interests; it is a quintessential example of culturally diverse society. Teaching and learning in such a multicultural setting pose serious cultural and curricular challenge, especially to the teachers in their choice of methods, materials and activities, because learners come from backgrounds with diverse values, customs, aspirations and expectations. This paper hinges on theoretical frameworks of 'mastery learning' and 'adaptive technique' as pragmatic and efficient methods of rendering effective educational intercourse in multicultural (urban) societies. Also, multi-media application, developmental and career guidance are useful additions for efficient result in educational intercourse in urban societies.

Keywords: Educational Planning and Programming, Budgetary Systems, Multicultural Dimension, Mastery Learning and Adaptive Technique.

Introduction

Teaching and learning, together, is art as well as science in the sense of the pedagogy, process, methodology and learning experience, which follows definite system of rules and procedure in order to attain targeted and predicted goals of education via set aim and objectives. Teaching involves interactional encounter aimed at transmitting knowledge, information, values and skills, while learning entail acquiring and adapting information, knowledge, skills and experiences gained during planned encounter in order to meet the challenges and demands of a lifetime. Different ethnic groups that conglomerate as urban society come from different cultural and social backgrounds. Teaching and learning in such a multicultural setting pose considerable cultural and curricular challenges, especially to the teachers in their choice of methods, materials and activities. Specialized teaching techniques such as adaptive teaching and mastery learning, as well as use of audio-visual, film medium, and career guidance services are vital requirements in coping with the demands of multicultural societies. This paper

discusses teaching and learning in the urban societies with its multicultural diversity.

Awotua-Efebo (1999) says that teaching is a human undertaking which purpose is to help people learn. He further stated that teaching comprises a set of events which affect learners in such a way that learning is facilitated. According to Gagne and Briggs (1989) these events may be generated by a page of print, a picture, a television programme, a computer or by any combination of physical objects under the directive of a teacher who has pre-planned the events. The purposes of teaching, therefore, are to help students to:

- Acquire, retain and be able to use knowledge.
- Understand, analyze, synthesize and evaluate skills
- Establish habits and develop attitudes

On the other hand, learning is a behavioural change which translates into degrees of improvement in performance as a result of experiences to which someone is exposed from time to time. It then follows that animals under training can also learn. Learning involves acquiring and developing new skills, values, understanding, perceptions, information, outlook, convictions, dispositions and new world-view. In summation, teaching and learning are interactional events that promote the exchange of information, knowledge and cultural views within an informal or formal setting.

Theoretical Framework

This paper is woven around adaptive technique and mastery learning methods of teaching-learning encounter. This is important since the entire work is soliciting student-centred learning given that the teacher is well versed in efficient utilization of these two methods of knowledge and skill communication.

- i) **Mastery Learning:** Also known as mastery-based learning is a group-based, individualized teaching and learning strategies based on the premise that students will achieve a high level of understanding in a given domain if they are given enough time. It is an educational philosophy and instructional strategy proposed by Benjamin Bloom in 1968. Mastery learning emphasizes

that students must attain a level of mastery in a prerequisite knowledge before moving to learn subsequent information. Mastery learning tailors instruction to the individual time needed by each learner to master the same content. It is all about student-centred approach, which emphasizes the importance of individualized teacher-student interactions over group evaluations. The goal of mastery learning is to ensure that all learners/students achieve the same level of learning given that sufficient time and effective instructional strategies are provided (Wikipedia online). This approach is particularly relevant to the focus of this paper as it relates to issues and perspectives in teaching and learning in urban societies

- ii) **Adaptive Technique:** This is an approach which tailors instruction to meet the peculiar needs of each learner. This technique coupled with e-learning technology allows mapping optimal individualized learning paths for students in online courses, using the ratio of the level of knowledge at course completion to time spent on the course as optimality criterion (Obrazovaniya, June 2020). This approach is apt to the main thrust of this paper as its worthiness lies in its student-centred educational programme.

For the purpose of this work, teaching and learning in urban societies will be discussed within the following framework:

- Educational planning and management
- Programming teaching and learning
- Multicultural dimension to the curriculum of instruction
- Effective teaching:
 - Teacher as manager
 - Teacher as a role model and mentor
 - Teacher as a facilitator
- Effective learning
- Media application in teaching
- Developmental and Career guidance counselling,

Educational Planning and Management

Educational planning and management of material and human resources place more demand in a cultural diverse school setting, which is typical of urban communities, than in the monocultural setting of a typical rural society. To achieve the goals of education in urban societies there should be properly guided process of obtaining and analysing data for purposes of attaining projected

teaching and learning outcomes for the enhancement of human living conditions and improvement in the socio-economic status generally.

Educational planning and management are for purposes of effectiveness and efficiency. For instance, Nigeria has been shifting from one set of educational plans to another, over the years, with new players each time as policy makers. The nation has moved from the post-war 6-5-4 system plan to 6-6-4 plan and now to 6-3-3-4 system plan. Of late is the current 9-3-4 Universal Basic Educational plan (first 9 years of basic and compulsory education up to the Junior Secondary School level (JSS 3), 3 years of Senior Secondary School (SSS), and 4 years of university education). Nothing is basically wrong with all these plans within the system, but the disturbing and persistent problem has been the way and manner each of these educational plans has been handled – that is to say that the problem with our system is a management or implementation problem; there is also an appalling systemic failure in having to do with continuity and sustainability that ought to go with educational projects that have monumental value to societal development and national focus. Sustainability within permissible change dynamics has to be integral part of the contingency plans for the educational goals to meet the objectives of national philosophy of education.

In the first place, we would not have had so much problems implementing these educational plans but for the dishonesty and corruption which have always characterized the implementation of such plans. Proper management of our material, fiscal and human resources demand that adequate fiscal budgetary allocation be appropriated to educational sector, which ought to be followed up with strict monitoring and proper management strategies to be undertaken by trusted compatriots, not greedy, gluttonous, avaricious, unpatriotic charlatans. In other words, put the right people in place and our educational sector will get buoyed up. According to Madumere (1989) the planning of the content of education and the educational methods needed to attain the goals and objectives require the coordination of specialists not only in educational planning but in various fields. He developed a nugget which he calls PPBS (Planning Programming, Budgetary Systems). To him planning in PPBS refers to the definition of objectives. It also refers to identification and evaluation of

alternative strategies for reaching the objectives defined and the choices among the alternative strategies. Programming in PPBS refers to the link between planning and budgeting. It involves the elaboration of decisions on resources required and outputs to be achieved. Budgeting in PPBS refers to the process of translating the programmed decisions into the budget format with more precise measures of input, prices and output (p.8).

Programming Teaching and Learning

Bowers (1997) concedes that the existing educational system tends to reflect the technocratic, mechanistic, reductionist ethos of the current scientific worldview. Bowers, Jones and Rosenthal (2004) accede to the aforementioned claim by adding that teaching educators are not immune from these influences and that teachers, particularly, in urban public schools, are especially pressured by them, in the form of standardized examinations and generic curricula. However, as do all cultural beings, we are able to resist and change dominant systems as well as replicate them. The issue is not against programme of instruction but rather against “programmed instruction” that lacks flexibility to take care of individual differences of learners and learning speed. Bernstein in Dale, Ferguson and Robinson (1988:385) argues that “we must distinguish between the principles and operations that teachers transmit and develop in the children, and the contexts they create in order to do this.” He opines that the social assets of the child must be incorporated in the teaching-learning event.

Education should develop in children (learners) the basic skills for life. Educational practice must be tailored to better equip children with the necessary tool for meeting the challenges of an increasingly interdependent and unpredictable world (Pike and Selby, 1988:62). Learning for the twenty-first century demands the acquisition of a range of skills, a broad area of knowledge and the development of a set of attitudes which together constitute a far more fundamental critique of current educational practice than what is promulgated by the “back to basics” movement or those advocating a technocratic education. Therefore, this paper is advocating interdisciplinary approach to programme planning for teaching and learning in multicultural and diverse societies.

The UNESCO World Education Report (1998) describes the radical implications the new Information and Communication Technologies (ICTs) have for conventional teaching and learning and predicts a transformation of the teaching/learning process and the way teachers and learners gain access to

knowledge and information. Educational systems all over the world are under increasing pressure to use the new Information and Communication Technologies (ICTs) to teach students the knowledge and skills they need in the 21st century (UNESCO, 2002).

Multicultural Dimension to the Curriculum of Instruction

This paper advocates that teachers should always be involved in drawing the curriculum plan of instruction since they are at the center stage between policy making and implementation in educational matters. In preparing a curriculum of instruction for the primary, secondary or even tertiary institutions in culturally diverse urban societies caution should be taken to reflect multi-cultural dimensions in all of the contents and contexts. More often than not, students that make up urban schools come from different ethnic, social and cultural backgrounds. The social values and inclinations of the learner have to be considered as significant factor that should bear on his/her learning.

The curriculum of instruction in multicultural society should be multidisciplinary and multicultural in form. For instance, in the British society of England and Wales, Alan J. Bishop, which was cited in Pimm and Love (1991:32-37), states that national curriculum for educational instruction require cross-cultural, multicultural dimension and this creates cultural challenges for all teachers when choosing activities and materials. It also creates a challenge for all producers of commercial texts. In teaching any subject among mixed cultural background students' consideration of the available material has to be about first, cultural frame of reference, and second, their relation to the subject language development.

Effective Teaching

Efficiency is the benchmark for effective teaching. Effective teaching demands total result orientation and goal attainment within a network that embodies who, what, how to teach, and under what conditions. Therefore, for effective, efficient and dynamic education this paper proposes the adoption of adaptive technique in the education of learners in the urban societies.

Adaptive teaching techniques attempt to apply different instructional strategies to different groups of learners so that the natural diversity that prevails within the classroom does not prevent any learner from attaining the common goal.

Borich (1988) maintains that effective teaching practices are always relevant to who is being taught and under what conditions (e.g. curriculum, learning objectives, instructional material, and learners) the instruction is being provided. Some teaching behaviours were found to be more effective with some types of learners than with others.

Teacher as a Manager

Each teacher, besides teaching, is entrusted with the responsibility of controlling the activities and actions of members of his/her class. He/she thus acts as a manager and as such takes decisions on the general conduct that may be acceptable for the progress of his/her class. He/she also implements the decisions. His/her management dispositions could be authoritarian, democratic, authoritative, laissez-fair or egalitarian. This paper is proposing egalitarian approach as a better approach. The teacher is the educational manager that is entrusted with policy implementation.

Teacher as a Role Model and Mentor

Students are supposed to be disciples studying under and understudying a master. The teacher does not only teach the subjects but also inculcate good behaviour in students by precepts, moralizing and exemplary lifestyle. Under traditional circumstances students see their teachers as flawless moral agents of social change. They see them as trustworthy and reliable; therefore, can count on them for support.

Every student aspires to be like his/her teacher (Master or Mentor). As a mentor he is there to counsel, advise and encourage his/her pupils, with moral support. Learners should be able to beat their chests and point to their teachers with pride. According to Igwe (1999), the teacher should be morally sound, intellectually balanced, emotionally stable, and possesses pastoral discipline in order to judiciously perform his critical roles.

Teacher as a Facilitator

A good teacher teaches the pupils/students in the art of what is discovered and facilitates them to make some discoveries by themselves. The effective teacher does not just put himself at the centre of learning, he guides the pupils to discover

themselves and the differences in other learners and how best they can work as a team successfully. The teacher organizes and directs the learning events for maximum impact. The teacher can also foster effective development of the various domains (psycho-motor, cognitive, affective) in the learner. The learner is trained to maximize his potentials by ensuring aggregate development and optimal productivity.

The teacher adopts some teaching techniques, for the purpose of motivating learners in the classroom. Borich (1988:221) says that such techniques include contracts, games and simulations, self-paced, programmed texts, grouping, volunteering, use of grades and tests, using praise and encouragement, providing explanations, offering to help, emphasizing reward not punishment, providing an effective classroom climate, the social environment, providing adequate organizational environment in the classroom.

Effective Learning

It is a situation whereby the pupil is able to demonstrate having learnt what he/she is expected to learn. Thereby the learner is able to display new skills, values, knowledge and better understanding and assimilation of culture of arts, science and technology needed for the comprehensive development of the learner. The context or environmental contingencies surrounding learning has to be such that encourages and stimulates pupils to solve their own problems.

According to Bloom (1976) in Awotua-Efebo (1999:4), most students can attain a high level for learning capability if instruction is approached sensitively and systematically, if students are helped when and where they have learning difficulties, if they are given sufficient time to achieve mastery, and if there is clear criterion of what constitute mastery. In advocating the adequacy of mastery learning for students' efficiency and effective learning, Block, Erthim and Burns (1989) state that mastery learning can make any teacher to help virtually all students learn equally, excellently, quickly and self-confidently, which is to say that a teacher can help "dumb," "slow," and "unmotivated" students to learn like their "smart," "fast" and "motivated" peers.

Multi-media Application to Teaching

Multimedia entails tools of communication, entertainment or learning which serve several purposes and intents, and it combines text, sound, video, lively images in digitalized format. Multimedia can be applied in a manner that aid and enhance teaching-learning experience in a huge way. Examples of multimedia are social media, podcasts, user-generated contents, flannel boards and flannel graph, audio clips, the internet, the compact disk (CD), disks, DVD, audio-visuales, still photographs and images, video contents, side-shares, sideshows, webinars, computer-assisted texts and graphs, film, television, video game, interactivity, animation, etc. Their uses are evident in enhancing communication and learning experience. As diverse and multicultural as an urban society is, so are the behavioural pattern and attitude of the male and female pupils/students. In order to teach some topics of sensitive nature effectively, and to ensure proper understanding on the part of the students, a practical and most effective approach of utilizing multimedia, and especially those of the audio-visual dimension is imperative. It is acclaimed that children remember or retain 80% of what they see, do and hear (CEM Training Manual, 2008: 2). Thus, films clips, because of its graphic nature, should be utilized in teaching sensitive topics like gender and stereotyping, sex education and the role of the girl-child in the home and society.

The complex nature of urbanization and modernization has given rise to Information and Communication Technology and computer age, video conferencing and zoom technology, social and new media, proliferation of video CD's and Cable network, therefore urban children love to spend time with friends on the internet doing social networking, or love to watch films most of the time, rather than take time to study their books. Moreover, students/pupils tend to look for every available opportunity to have fun and watch films as they come back from school. Since the captivating nature of the audio-visual medium attracts the interest of the younger ones, it is necessary that teachers adopt the method of teaching students via audio-visual medium, just as you would have it in distant learning and virtual classes. Customarily, multi-media experience allows for repetition and rehearsal learning. The medium, which is educative, informative and yet entertaining captures the attention of the students/pupils in a remarkable way, and they end up acquiring knowledge they cannot forget and which they can integrate into existing schema. According to Biskind (1983),

it has never been much of a secret...that movies influence manners, attitudes and behaviour. In the fifties, they told us how to dress for a rumble or a board

meeting, how far to go on the first date, what to think about martians or, closer to home, Jews, blacks, and homosexuals. They taught girls whether they should have husbands or careers, boys whether to pursue work or pleasure

Urban society is usually full of competition and challenges. Teaching the girl-child, for instance, on topics relating to the importance of the female gender in procreation, the contributions of female leaders to society building, with examples of past and present cases can be taught effectively using multimedia channels of communication: these are often audio-visual in dimension. Use of animation, documentaries and video clips on various notable achievements by women will give a lasting impression on the minds of the learner. Consequently, the negative perception of the male students about their female counter-parts will change drastically. Moreover, the girl-child will begin to see herself as invaluable creature of equal importance with the male gender and not as an appendage. Audio-visual medium, for instance, has a way of repeating an impression through a cycle of autonomous rehearsals in the impressionable minds of the young learner. Martin Joly, in his article, “*Believing (in) the images*” emphasized on the impact of repetition of visual images, thus:

But the memory of an image will also be the more forcible the more the visual message has been repeated: repetition and ritualization can alone make up for the impossibility of contemplating the animated, sequential image, whether we are speaking of an image in the cinema or, even more particularly, in the media (Joly 1996:48).

Thus, teaching and learning in a culturally diverse urban society can be efficiently and effectively handled with the objective of teaching attained if the teachers could adopt the use of multimedia and, especially, audio-visual mechanisms in lesson delivery. Moreover, when awareness is created amongst the male students on the role and importance of the female gender towards nation building, there would be fresh understanding that leads to mutual respect for both sexes and genders.

Utilizing Developmental and Career Guidance Services in Urban Schools

Sustainable progress in teaching and learning in urban societies is easily attainable when counselling, developmental and career guidance services are involved in such activities as educational planning and management, programming teaching and learning, multicultural dimension to the curriculum of instruction, effective teaching and learning, etc. There is need for experts to direct learning and guide learners in line with the learners' interests, aptitudes, talents, potentialities, abilities and world of works within the environment and internationally, as well as job entry requirements and terms and conditions of service, etc. Organization for Economic Co-operation and Development (OECD, 2004) posits thus:

Comprehensive career guidance tries to teach people to plan and make decisions about work and learning. Career guidance makes information about the labour market and about educational opportunities more accessible by organizing it, systematizing it and making it available when and where people need it.

The professional help of the career guidance personnel is useful to the learner as well as the teacher and curriculum experts in determining content, context and conditions of teaching and learning in urban society. Counselling not only takes care of immediate problems but also provides a guard and preventive strategy against future problems. Developmental and career guidance give focus, framework and direction to all other factors and processes involved in goal-directed teaching and learning. Developmental and careers guidance should commence from the primary stage of learning and education. Focused counselling and student-centred career guidance that takes into account the student's social background will aid in producing much expected learning outcome.

Anagbogu (1988:176), states that "developmental guidance is an integral part of the educational process." She further posits that although guidance may be incidental, it functions best as a planned programme providing continuous assistance to the child during his school experiences, helping him to accomplish tasks which lead to his cognitive, affective, and psychomotor development. Meanwhile, Kemjika (1999) posits that the primary aim of careers guidance in our educational system is the enhancement of the individual's life satisfaction as a whole. Furthermore, career guidance at the secondary school level, continues Kemjika (p.26), should be so planned and comprehensively executed in such a

way that the students are widely exposed to many occupations or work activities available in the local community, state and national levels.

Also, the issue of “social distancing” which goes with ethnic diversity and social stratification is prominent in urban communities. Therefore, lack of communalism, availability of diverse fields and kinds of jobs could constitute source of confusion to the child who is brought up in the urban environment, unless a career guidance counsellor is there to offer detailed professional help and guidance services.

Conclusion

It has been stated earlier in this work that teaching and learning in urban societies entail teaching-learning in culturally diverse setting, and therefore there is need for educational method of delivery that will take into account the different perceptual abilities, developmental and enlightenment levels of individual learners and their socializations. It has also been stated that the teacher in an urban society is expected to be a master of varieties and controller of mixed sorts, and that he has to galvanize all the differing and different socialization levels of various learners from diverse cultural and ethnic backgrounds. The teacher has to be versatile and not parochial in philosophy.

Earlier, it was also emphasizing that for the teacher to make an efficient master that produces efficient learners who are carried along to fulfil their respective life goals, he must adopt masterly learning and adaptive teaching/learning methodology in his practice. Furthermore, the teacher should as well be concerned with the emotional, intellectual and psychological advancement of the learner. He also ensures that appropriate government policies and extra-curricular programmes are carried out in the school as deemed fit. Additionally, the teacher acts *locus parentis* (in the place of parents) to bring up the child in acceptable manner.

Teaching and learning should be able to produce in the learner a definite change in the three domains (affective, psychomotor and cognitive), and ultimately result in self-actualization, self-fulfillment, self-esteem and worthwhile personality

Recommendations

These recommendations are necessary for effective and goal-oriented teaching-learning encounter in urban societies. They include:

- Training, recruiting, deployment and redeployment of teachers who are versatile and can adequately cope with diverse curriculum.
- In attending to educational needs in urban setting programmed instruction according to standardized or generic curricula should be de-emphasized.
- In urban schools the curriculum of instruction must be such that reflects multicultural contexts and contents. The curriculum must be multidisciplinary as well as multicultural.
- Provisions of Information Communication Technologies (ICTs) must be tapped into in order to accelerate urban education.
- Teaching in urban societies should be geared towards developing different kinds of skills in the learners that can help them to cope with different life challenges. Learning in the 21st Century and onward demands the acquisition of “a range of skills, a broad area of knowledge, and development of a set of values and attitudes.”
- The teacher must be acquainted with the art of mastery learning.
- The social and family background of the child should be considered in his training.
- The teacher in a multicultural society should be equipped with good and diverse guidance and counselling skills to be able to meet the mentoring challenges of students with diverse social and personality orientations.
- For effective teaching–learning encounters the teachers in urban schools have to be good motivators and must be able to provide conducive learning atmosphere in the classrooms.
- The teacher in the urban setting must be resourceful and should demonstrate good knowledge in manipulation of teaching and multimedia templates.

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