

EAYCI Presents

A SIMPLE APPROACH TO EDUCATION .

WAY TO GO IN EDUCATION

TONNY Spencer



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I. ACKNOWLEDGEMENT.

My sincere thanks go to the almighty God for his unending grace and love for me, without him, I wouldn't be writing this book, neither would I be alive to witness what I still witness today. I thank my beautiful mother, UMURATWA Asimwe Peace for her unconditional love and support, her condition as a widow never kept her away from us, she kept supporting us through. I thank my beautiful sister, TETA Linda, she is always by my side. I also thank my Uncle, Pr. NDAHIRO Emmanuel Prince, for believing and supporting me in everything I do. He is my pastor in the Christ-centered Life ministries. I thank my people in the Foundation of Hope- Rwanda for their belief and support in my vision of impacting the society of giving the unprivileged quality and free education in our little education center, especially BERWADUSHIME Lise, and her beautiful sister, KIBERWA Aurore Augusta, their support is enormous. I finally want to thank all my classmates in the university, (University of Rwanda) for their support, and members of my new research hub, East African Youth Council for Integration, especially Athiak, from South Sudan for his mobilization, your contribution to a better region through research will never be forgotten.

To my girlfriend, UMUGWANEZA Diana, your love and support is what I can never take for granted.

I.I DEDICATION

I, dedicate this book to everyone in the teaching profession and those that want to join this noble profession, in a special way, those in and those who will be working in the Foundation of Hope education center, let this guide pave your way to making the best out of our students.

I also dedicate this book to my friends Manzi Lawrence, Castro Boaz, Nsengiyumva Jean Paul, Kayiranga Isaiah, Rwamanywa Alexis, Burora George, Rugaju Steven and my congress boys. You are true brothers.

I.II DECLARATION

I hereby declare that the content or work in this book is my own and is to the best of my knowledge. It has not been published anywhere, or submitted by another person.

1.0 INTRODUCTION.

This simple manual will equip trainers or teachers with different techniques they need to do their job. I, the author of this book has ever been a teacher and will try and share with you some experience got from this noble job in this book through the different chapters I will try to discuss. As teachers, we are called, “ABAREZI” in Kinyarwanda, meaning “guardians”. This justifies that we are the second parents of students hence having a role to play in their success. How? This is what we will be discussing.

The teaching profession is a very good and noble profession yet so demanding. The effort one invests in the professional is inversely proportional to the physical reward and recognition the he/she gets yet, the pride one harvests from seeing his/her students succeed due to the knowledge and values he/she instilled in them is much equal to the effort they invested. What is teaching in the first place? Teaching according to me, is an activity which requires the tutor or teacher to engage with his/her learners to give them full understanding of the lessons learned. In the process of engaging with learners, they equip the learners with different life skills such as punctuality, organizing, reading, speaking etc. which help in the growth of the students.

According to John Dewey, teaching is the ability to assist learners in organizing, directing, and maximizing the stream of developing life experiences. Most of the times, a teacher is like a parent. A parent plays a big role in building a human being. A teacher directs a student, shows him/her the way and how certain things are done. So, a teacher is always with a student in each and every endeavor the student is involved in.

In this book, I will try to shade some light on what one can do to successfully deliver his/her lessons to the students. I also need to remind the esteemed reader of this book that the teaching/training we are talking about is not one involved with infants alone but adults as well. We will equip the teacher with skills in how to know his/her students, create a bond with his/her students, create a path for his/her lesson, be professional as a teacher, assess his students, show his students what they have to learn from him/her. Join me as we explore different ways our generation can equip itself and those that will come after us. The main objective of a teacher is to get the best of our students through education hence the book being called, “way to go in education.”

I want the reader to understand these concepts and create the necessary efforts of getting the best of our students through this guide that clearly shows one the way to go in education. JOIN me to explore how we can get the best out of our students as that is the aim of education.

2.0 CHAPTER ONE: KNOW YOUR STUDENTS.

As a trainer, I learnt that the first thing as a teacher, you need to study your students. You need to study the atmosphere. Of course, as a teacher, there are certain things you need to learn about students. Learning is not a mechanical process; it is a gradual and delicate process that needs to be taken with care. You can't force someone to assimilate what you feed them and they can't force themselves either. It is a natural process hence the saying, "you can force a horse to the well, but can't force it to drink water. It's the choice of the student to understand what to understand.

What do we need to learn about our students?

1. **Capacity:** what I mean is the capacity of the brain to grasp what it has been taught. Usually, mental capacity in general is simply the ability of the brain to understand or digest information to guide a human being in decision making. In academic matters, according to me, it is simply the rate at which a student can know and understand what he/she is being taught. Most of the time, capacity can be measured by the marks a student gets compared to the effort he/she puts into a given subject. For instance, a student may score 50% in a test, but his/her input is may be 25%. The capacity is not the same as that of a student who scores 60% and the effort put in is may be 80%. According to Narad and Abdullah (2016), academic performance "is the knowledge gained which is assessed by marks by a teacher

and/or educational goals set by students and teachers to be achieved over a specific period of time.” According to me, this is only academic performance but academic performance cannot gauge the capacity of a given student but it should be compared to the effort invested by a student. It is from this you will know who a fast learner is and who a slow learner is. By studying the capacity of your students, you will know where majority stand and you will gauge the speed, and the rate at which you will deliver your explanations, the teaching aids to employ etc.

2. **Discipline:** as we discussed earlier in the introduction, you have to understand that as a teacher you are a parent. I mean people who teach in elementary (primary level) and high school (secondary) plus undergraduate at college level. You need to assess the general discipline of your class. As a parent, you will base on those bad behaviors observed and know what to correct. As teachers, while pursuing that degree in education, you must have that element of psychology as an ally. An indisciplined class cannot perform to its maximum. What is discipline? Discipline here, I simply mean the understanding of the right thing and exercising what it demands. In school, we usually have rules and regulations and a disciplined student is one that follows them. In other words, in the context of schooling, discipline is simply following rules and regulations. Discipline begins with oneself. It goes hand in hand with order and being organized. The way you organize yourself, speech and other aspects like the way you regulate yourself will portray you as someone that knows the right thing or not. Discipline goes hand in

hand with wisdom. Wisdom is simply a reflection of your knowledge of the right thing. As a teacher, you don't have to just dictate rules and regulations to your students, make them like a doctrine, let them believe in those rules. How does one do it?

- i) **Make the rules a solution not a problem:** rules shouldn't come to add to the problem of the student. The student may have enough problems already but rather a solution. Let me borrow some knowledge from history. After the 1994 genocide against the Tutsi in Rwanda, the law that fights against genocide and its ideology came in as a solution after what had happened. The government of national unity and reconciliation had to first teach the masses about the importance of the law and why we should exercise it. It is therefore essential for a teacher to first present the rules and regulations as a solution. Present the problem at hand and tell them the anarchy caused by the absence of the rule, then present the rule as a solution.
- ii) **Introduce the rules:** Teach them the rules. Compare and contrast with them the condition before the rules came into place and what to expect after they come into force and are obeyed. Don't just impose or dictate the rules but introduce the rules to them. In a nutshell, just influence the choice to follow the rules.

After studying the discipline of the students, you base on those things you don't like and put some rules into place to instill discipline in your students. It's not an overnight project, it is a step-by-step process as we have seen.

Another thing a teacher needs to know about his/her students is the age bracket. Usually, we argue that age isn't a determinant of maturity but again, it gives you an expectation of their maturity level. I personally met a challenge of teaching older students. Students that were older than me. This is a challenge that I will describe as we go further. When a teacher studies the age group of his/her students, you get to estimate their average level of thinking, how they accept and interpret the exercises, their morale as far as studying is concerned, in other words, you get to know how much they know why they are seated in that classroom.

Why should a teacher know his/her students' age bracket?

- i. It helps the teacher to know their expectations. The expectations of a young student aren't the same as that of an adult. My research paper on this very topic will illustrate more. If the teacher knows what they expect from him/her, he will know how to adjust accordingly.
- ii. It also helps the teacher to estimate the retention capacity of the students. I mean, as one grows older, the more forgetful he/she becomes. There are some lessons which become difficult as one grows older. In my case, during my elementary (primary) it was easy to do division using my head without a calculator, but after joining high school, I was exposed to the calculator and life without a calculator became very difficult.

2.2 KNOW YOUR STUDENTS' STRENGTHS.

As a teacher, you need to build the capacity of your students. You need to carefully study the areas of strength of your students and master them.

There are students who aren't good at class lessons but are good in other activities. Motivate such too. I happen to own a foundation called Foundation of Hope – Rwanda. We own a training center and this is part of our main emphasis. We have a session of talent discovery where we allow our pupils showcase their talents.

This method usually helps a teacher to know how to motivate and encourage the students. I want to take this opportunity to suggest that our education systems need to adjust and reduce the abstract knowledge given to students and add more emphasis on practical lessons that can improve on the student's capacity.

The strength of the students does not only lie in talents and others. A teacher studies the strengths of the students by generally observing what they can do best. This is not an easy process because as you go deeper, you will need to know the capacity of each student.

Why is it important to know the strength of the students?

1. To know the speed at which to take the students.

Some teachers are too fast. From my experience, if the physics teacher went too slowly, I easily got bored, if the teacher went a bit faster, I became active and attentive. I was a very fast student. On the other hand, there are other students who were a bit slow and they

were undoubtedly left behind. The teacher then had to adapt to the method of trying to balance the class because all students certainly weren't at the same level, he then tried to reserve some time for the students to ask questions. Guess what he did to see if we understood, well, he decided to give us quizzes he called recorded quizzes. We took them seriously but he only wanted to assess which area wasn't understood by the students. He then came back to make us understand it better. He was such a good teacher who didn't rush to finish the syllabus, but one who made sure we understood.

2. Know where to start from while trying to build the capacity of your students:

How do you build the capacity of your students in the first place? In my organization, FOUNDATION OF HOPE-RWANDA, we try our level best to build the capacity of our students in different areas. How do we do this? Where do we start? This is the question we are going to answer.

1. **Build a variety.** We have a variety of lessons and areas of specialization where the pupil can choose from. We develop that skill. We now start to help them blend in. we make it such a big deal that we even start preparing events for these students to showcase their abilities as students.

As a pupil, we used to have a lot of speech days and during that time, I was usually an actor, a dancer of local or traditional music or a poet. I loved poetry and later discovered that I could be a

good poet at the time. In my first year of high school, I got exposed to literature as a subject and I got to love English and literature. I had role models in the field for instance, I wanted to be one of the most famous African writers like Wole Soyinka, Chinua Achebe and many more.

This developed me to the author I am today. I own a company called literature hut LTD. As I write this book, I am a 23-year-old university student with these achievements. I can easily and boldly say that it is this variety that I got from class in my early childhood.

2. **SKILLS DEVELOPMENT:** one of the targets of my organization is to completely eradicate prostitution. Young girls lose hope in life due to different financial constraints and start to think of prostitution as the only way out. My organization also aspires to solve this problem. My skills development department teaches different skills (money making skills) to these young girls. We have the beneficiaries' empowerment department which empowers these girls and when I am around, I also get involved in the empowerment of these girls.

My argument is, schools must adapt to skills development. Have you ever wondered why our continent is facing the problem of unemployment? We have a lot of graduates but few jobs so this creates chaos. What can be the solution? If we adopt equipping our students with skills, we can reduce the competition for jobs on the job market but instead increase the competition for clients on the market, which I think is the best crisis a country can ever face.

If we develop skills of students from an early stage, it is part of the capacity building process.

It is therefore important to know the capacity of your students and build it. When you build the capacity of your students, you are actually building the best out of them.

2.3 GIVE THE STUDENTS THE BEST LEARNING ENVIRONMENT.

Most of the times, the aim of a good tutor is to get the best out of his/her student. This is very possible but requires a lot of efforts which are very good but also strenuous. Most of the times, what you think is the best for your students might actually be bad for them on the other hand. What I try to mean is that, most of the times what you may think is good, the measures you put in place for it to be successful, is very hectic for the students because they are at the receiving end. A good teacher is empathetic. A good teacher reasons with his students and stands in their shoes.

You may impose what you impose on your students but you should know when and where to stop. For instance, you may decide to teach your students how to be organized, first introduce the lesson, the intention of the lesson, the expected outcomes and let them feel involved and then start to impose your measures. Let us use this scenario as a teaching aid for this part to be well understood.

Mr. TONNY Spencer has a school called Beverly Hills high school. So, at the beginning of each year, he sets annual goals to achieve in a given academic period. So, among these goals is a crucial one of improving the physical fitness of his students. So here is a simple action plan for the goal to be achieved.

ACTIVITY	TIMEFRAME	IMPLEMENTOR
Morning run before classes and evening runs after classes	Everyday till the end of three academic years	Physical fitness trainers
Gym every weekend	Everyday till the end of three academic years	Physical fitness trainers.

He introduces these activities to the students and he feels each and every student should attend this forcefully. He also involves a lot of punishments to the forceful programs. SO, ***what are the outcomes?***

1. The cases of indiscipline will increase. How? A lot of students will get used to the punishments and start to intentionally boycott these activities.
2. The meaning of the activities will be lost. When something becomes too much, its meaning will become lost and therefore not reach the purpose.

What does Mr. TONNY have to do in such a scenario? Before imposing a measure on students, you apply two strategies:

What we must know is that his target is a noble target but his way of presentation is bad. No matter how good or noble a word is, if badly communicated, it will be bad. ***Below are the strategies:***

1. **Empathy:** a good teacher like we started is an empathetic one. Before imposing something, you must think about the weight the one on the receiving side will have to carry. Because of its necessity, the teacher will have to do it anyway but again putting into consideration what the student can take. We need to always exercise empathy and be discreet with our students. Let us know what they can take.
2. **Involve the students:** there will be a full chapter describing an education system that is involving students. But whatever measures you are trying to impose, involve the students. Let them feel important in the execution and success of the goal which realistically they are.

2.4 WHAT MAKES A STUDENT A SUCCESSFUL STUDENT?

As a teacher, the success of your student is your success. I can easily vouch for teachers as the heroes that the nation needs to ideally respect just like people in the security forces such as the military and the Police. We are very selfless people. It is therefore in our interest to understand how we can make our students successful students.

1. MINDSET. Mindset is very vital in the growth of a student in the academic world. Usually, mindset is a mental inclination or simply a set of attitudes. Mindset, I believe is a set or combination of beliefs. What is belief? According to Tony Robins, a belief is simply a feeling of certainty about something. If you believe something, you're certainly sure that it is true. In Rwanda, we have a famous stereotype that goes, "U Rwanda ruratera ntiruterwa" meaning that, "Rwanda is never invaded but invades." This is a stereotype that expresses our belief in the military capability of our country. A student can easily believe in him/herself. Make them believe in themselves thereby developing their attitude towards the subject. Once they are certain that they can pass, then why not? Expect results. A student's mindset plays a very crucial role in his/her academic journey. The teacher should therefore know the attitude of his/her students towards his/her lesson. Most of the students still fear or hate science related classes such as physics, chemistry, biology and mathematics. He has to assess their attitude towards the domain he wants to introduce.

How then does he influence their attitude towards his lesson?

- i) **By being their role model:** Students are attracted by a lot of things. A teacher can choose to make his/her students admire him/her and want to be like him/her. This will make them read that particular subject just to be like the teacher. In my advanced level of high school, I studied biology and our biology teacher was such a gentle and knowledgeable man that we all loved and wanted to be like him. This made many students read and pass biology just to be like our teacher. If you make

your students admire you, you inspire them and BOOM, results will be on their way.

- ii) **Go slow with them:** The reason why many students fail some subjects is because they didn't understand the previous chapters of the subject which later repeat themselves in other previous chapters hence forming cats and dogs. The teacher should actually go slow with them, make sure that they have understood each and every part of the module. This will make them feel the subject.
- iii) **Avoid insulting and discouraging words:** make them actually feel like they are capable of passing the subject. Don't say, "This subject is for the few." Try to be humble with them and make them feel like they can do it.
- iv) **Let them be involved in the achievement of your target:** remember that your aim is to see your students succeed. I will discuss this in our next chapter but what I urge teachers in this section is to involve the students. As a teacher, you are the master of your class, what does this mean? You must have an element of leadership in you. A leader involves his people in the daily plans of his empire. Remember, you can't achieve t your goals alone as long as it is a collective endeavor. Involve your students, let them feel part of the scuffle. Let their efforts feel valued. What do you do if one of them begins joking around

with the business? Make them feel like failure led by deliberate actions is an embarrassment, a sacrilege or perhaps an abomination. Work with them like it is one team. Make them digest that goal. Make your class fun.

2. BE ETHICAL:

Build class room ethics with in your class. A teacher is a creator. That is why they call us “second parents.” After building the student’s mindset, build his ethics. What I mean by work ethic is how a student should turn out (behavioral turn out). The built mindset will then ease your work in this. Work ethic involves a set of values and convictions one holds for a particular work he/she does. According to Jennifer Herrity, in her article called Top work ethic skills (and 4 tips to improve yours), she says that work ethic is an attitude of determination and dedication towards one’s job. The word attitude has a huge relationship with work ethic. If you want to be ethical, these are the characters I believe one has to develop in order to be as ethical as they can be. Below are some of the areas:

- 1. Understand the rationale behind the presence of rules:** apart from school, we all have rules at work, at home and the country has laws that help regulate the behavior of her citizens. I want you to imagine a society without rules, as a teacher you would probably understand this more easily and quicker. The society would be very anarchical. Everyone would be fighting for his/her own interests thereby creating disorder. Today, everyone has

rights but those rights have limits. Not all rights are absolute, most of them are actually limited such that we can all live comfortably with one another. Now, rules have a rationale behind. What's that? To regulate our behavior. As a student, your primary responsibility is to study and excel in your studies. If you fail in class, you are literally failing to fulfill your responsibility. The school therefore tries to put forward some measures to help you achieve this. I will try to discuss a scenario with you:

- Mr. John, a headmaster, started a school in his community. The school is an elementary (primary) school. So he sets a target which he states, "all my students must excel without leaving anyone behind." For this to happen, he must set some rules and below are the rules and regulations:
- **All students must come to school early.** Late comers will be severely punished.
- **Continuous assessment of the pupils' progress must be carried out.**
- All boarding students must attend evening preps.
- All students must attend seminars and debates to improve their public speaking skills.

Those are some of the rules Mr. John will put forward. As an ethical student, you have to understand the rationale behind all these rules. You have to understand that they have been put forward to enable you achieve your primary responsibility of excelling in your studies. As teachers, it is our role to continuously teach our students the rationale behind rules and obeying them.

2. **Be self-disciplined:** one of the qualities that should differentiate a graduate from an illiterate is the ability to discipline yourself. As a teacher, you need to help your students project their future. You need to prove to them that they are the future leaders. They should learn that, “your mind has to first reach where they want to reach.” That is one thing our students have to learn from us. Once it’s achieved, we then move to the next step of disciplining ourselves as students by reading on your own, timing yourself without your parent or guardian being behind you and so on. That is the self-discipline. After understanding the rationale behind the rules, you now tune yourself to obeying them much easily.

Once one has developed those two characters, then you are good to go hence being an ethical student. Once you are ethical, you are automatically successful.

3. DEDICATION.

After being ethical, one has to be dedicated. What is dedication?

Dedication is the ability of an individual to remain devoted and committed to his/her work. There are two words in this definition. The word “commitment” and “devotion.”

According to me, work is a doctrine. Like religion, one has to be devoted and committed to his/her work. Actually, dedication should be one of the building blocks of being ethical but I wished to discuss it independently. We need to be devoted to our work. As students,

devotion to our studies is very important for our success as students. In school or class, there are three grades of students. I graded them depending on their capacity.

- i) The fast students: these are students that learn and retain everything in the classroom. They usually don't take much time revising their books. They usually don't have things like notes or even note books but they perform so well.
- ii) The average students: these are students who are mostly referred to as mediocre. They have to revise in order to pass their examinations. They are usually very organized and very ethical.
- iii) The slow student: these are mostly referred to as strugglers. They have to put in a lot of effort in order to learn or grasp anything. Usually, their results don't match their efforts.

During my days as a student in my ordinary level, I studied with a student who always topped our class. We came following him. He usually didn't put such a big gap between his marks and mine. He wasn't as fast as we were but he still beat us, do you know why? He was devoted. It is said, "Talent beats hard work if talent doesn't work hard." After realizing this, I topped my class in my advanced level and I still live to tell the story. This is what happened to me and my colleagues. A slow student actually beat us to it. Once you are devoted and committed, you undoubtedly become a successful student irrespective of your capacity.

4. THE TEAM AND ITS SURROUNDING

As a student, you need to get yourself the right team if you want to succeed. Even after school, you must learn how to associate yourself with people that will help you achieve your goals. That is the thing. Once you have the wrong peers, then your academic success is almost over. You need to carefully select your peers as a student. As a teacher, while forming academic groups in class, you need to consider the capacity of your students and form the groups accordingly. In my university days (college) which is still current because I am writing this book while am still in college, I am a class representative. I usually consider the capacity of my fellow students while setting up groups. I make sure that each group has a strong student to help his fellows improve on their results. So as a student, your team mates matter.

5. INTRINSIC MOTIVATION.

Finally, you need to be intrinsically motivated. You need to be self-motivated because the world will not always positively motivate you. You need to always remind yourself the reason why you are a school. This is what will be your push factor. I am sorry but I will often use my example. I do what I do with dedication because I want to change my family situation and give all my family a better life. I want to be of good use to my nation. This is what keeps me moving even when I seem to be down.

As a teacher, train your students to be intrinsically motivated. Today, our education system can barely produce good employees because they are not self-motivated. They work for the sake of working. They don't work to push themselves or leave a mark on where they are working from. Let us be self-motivated and see the results we will get.

As students, let us consider applying these concepts. They will help our career as students. The whole chapter was talking about knowing your students. You can't be a good teacher if you don't take time to know your students. Education is so relevant if it can get the best out of its students. To achieve this, we must consider knowing our students like the whole chapter discusses. After knowing your students, you need to create a bond with your students and that's what the next chapter is going to discuss.

3. O CHAPTER TWO: CREATE A BOND WITH YOUR STUDENTS.

This chapter is fully complementing chapter one. As a teacher that has mastered his/her students, create a bond with your students. This is important because it makes your students love you. Usually, it is the responsibility of a student to respect his/her teachers. There is a difference between respect and fear. Just because you tell people to do certain things and they do so doesn't mean that they respect you. It's not always the

case. Sometimes it's due to the fear they have for you. Fear is temporary. Fear doesn't last long.

The Rwandans have a famous proverb which goes, “you run after a dog and finish its fear.” (Literally translated from Kinyarwanda). Fear is temporary because as a teacher, you will find yourself always in front of your students hence, they will get used to you and end up losing the fear they had for you. You will lose the fear and respect. Much as fear doesn't signify respect. Respect comes from love, people only fear what you will do to them. But if they love and respect you, they will do what you tell them with ease and comfort that comes from bonding.

Education as I kept saying, is meant to get the best out of people. You can't get the best out of your students by intimidating them. You have to make them love you. Have that bond with them. How do you do this? This is what this chapter is going to discuss.

I want you to help me think about your best teacher currently or in the past. What did he/she do that made you happy? Did you pass the subject he/she taught? I am sure the answers to the above questions are positive. This is what we need to do with our students. Once they love us, they also love whatever we are teaching them hence the bond that we built with them directly influencing their academic success. Motivation is motivation because of where it comes from. If you are a teacher that shows his/her students that they care, then whatever encouragement you will give to your students will matter.

Hence, this training manual, after discussing how a teacher can know his/her students and how he/she can use this knowledge to get the best out

of his/her students. We are going to explore different ways how bonding with students and why it is important. In order to achieve your targets as a teacher. You need the students. How do you get them to help you achieve your targets? It's simple, BOND WITH THEM!

What is a bond? A bond is simply the attachment created between individuals. As a human being, there is something that definitely attaches you someone. That attachment is the bond we are talking about.

3.1 Why is bonding so important?

Bonding is important because it creates that connection with your students which will help you know them better hence this chapter fully complementing the previous chapter.

Bonding furthermore helps the teacher freely create a lesson for his/her students as it will also be discussed in the next chapter.

Below are some strategies one can use to bond with his/her students:

1. LISTEN TO THEM.

One of the most expensive and rare things to find in this world is an ear willing to listen. As human beings, we love to be heard. We want to be around people that can hear and listen to us. As a teacher, you are a leader. Before a leader begins his day with his people, he first listens to their problems and thinks of how he can address them. Let me give you an example of the military style. Militarized institutions such as the army, the Police and others have what they call “fall-in.”

What does this mean? The commander has to find his force at the fall-in to address or brief them before they can resume their daily operations or before they can begin their operations.

Here, he briefs them on the situation, the mission, how they are going to execute it, and here comes the important part, **ADMINISTRATION AND PERSONNEL**. What happens here? He shows them the capacity they have in terms of the requirements such as weaponry and so on but he also has to address some of the issues the members of his force have. A soldier can't serve comfortably with a problem. It is at the fall in he has to utter his/her problem before he can go to work. So the commander has to first address the problems among the members of the force under his/her command.

The same applies to teachers. As a teacher, you are a commander. A commander always has his students under his command. He has to know their problems by listening to them. If a teacher adopts the habit of listening to his/her students, he will start winning their hearts. Every person reading this book has his/her best teacher. One of the qualities you loved about them is their ability to listen. You listen to students by:

- Finding time to talk to them privately. This is by giving them time. Offer that privilege to them. Let them come to your office. Be their friend and they will be free with you. This will largely depend on the way you treat them. Let them be free with you.
- Let them speak freely. Don't be like, "try to summarize, I don't have all day." As I started saying earlier on, teaching is a selfless profession. If you find yourself not having time, then choose another day. Let the student speak freely.

Students have a lot of shenanigans or mischiefs they are involved in such as relationships and other funny stuff that may limit their performance in class. The most important thing about listening to them is because you get to know those deep secrets that might be affecting their academic performance. I always hear teachers saying, “The student looks bright but I don’t know why he is failing.” How will you know if you don’t listen? First listen to them it is when you will know those little factors that might be making them lag behind and as an elder, you can counsel them. Listening to students is a good tool to help you bond with your students.

2. Encourage them than you insult them:

There is no human being that loves to be belittled. We all love our honor and respect as human beings. Yes, scold a student if he/she does something wrong but let it be about the act. Let your words not go deep into the personal attributes of an individual, PARTICULARLY, a student. If a student makes a mistake, don’t be like, “you see, you are very stupid. In fact, the reason as to why you did this is because you are short. Am I the one who stopped you from growing?” instead be like, “hey! Don’t do that again. It doesn’t suit you. You are a special person and you shouldn’t be involved in such demeaning actions. Consider changing and be the fine gentleman that you are.” The difference between the two scenarios is, one is demeaning the mistake and encouraging the individual, while one is demeaning the student and his action. Punishment isn’t meant to demean an

individual. It is rather meant to transform the individual and abolish the act. I will talk about the philosophy of punishment as a chapter but some of its concepts will be covered in some of these chapters.

This will not only bond you with your students but will help you make the best out of them. As a teacher then, learn how to encourage them. Upon reaching this stage, you will have mastered knowing your students. You can encourage but scold them by:

- **First discovering their strengths and weaknesses:**

It is important to scold your students but encouraging them. This art is like solving a simultaneous equation in mathematics. You demean the act with respect to the greatness or encouragement of the individual. Like I mentioned earlier, please avoid belittling the student but instead raise the student's self-esteem by making him see the action as something that will only put his image in dust. Have you ever seen a student who no longer cares? He doesn't care whether you scold him or not. He no longer finds shame in doing bad things. This is largely caused by the way the student is punished or scolded, the words that he/she is told while being scolded. His/her personality as an individual was demeaned. I have come across people in both my professional and academic career with such a thinking. This largely because they see themselves at a low level that to them, such things are like a routine. It's normal for him/her to be late in class or at work, its normal for him to drink himself to stupor. It is therefore important to consider the way we talk to our students because we are preparing them to face future problems.

- **Aim to transform the student:**

Punishments aim at transforming an individual not to hurt. Let your students know why they are being punished. While in my ordinary level, I attended a school where people who violate school rules and regulations were written knowingly and unknowingly. On the day of punishment, someone would be punished without knowing why he/she is being punished. This doesn't transform the student in any way. It is like you want to hurt him/her. You can even find time to listen to the student and find out why he/she did what they did as it may change your mind on punishing or changing the punishment. Not all punishment is meant to cause pain, but rather transform the student.

3. Be tolerant:

The concept of tolerance is a very broad one. But I will try my best to summarize it. Tolerance as we know is the ability to withhold a negative opinion about something you dislike or disagree with by simply enduring or exercising patience. As a teacher, you must understand that students commit mistakes knowingly or unknowingly due to the fact that they are human beings and mostly due to their mischief that must have been caused by their age.

Like we will talk about it in the philosophy of punishment, you must understand that everyone like people that tolerate their dissipations. We all have excesses but try to tolerate our fellows. As a teacher, you shouldn't react to each and everything you find unpleasant. Try to be

tolerant. Try to be a little patient with your students. This will help you create a bond with your students. As a teacher, handling a student or students, these are the things that you should tolerate hence creating a bond with your student:

- **Speed:** As I described previously, there are different classes of students. These classes comprehend matter differently and at a different rate due to their capacities. Some teachers like going faster but are largely limited by the students they call “slow learners.” As a professional teacher that you are, you have to be very tolerant and discreet. Just tolerate and keep moving. Teaching has a very huge role in the future of a given country as we believe that it gives birth to other professions. Let us try to tolerate the slow students as they can also perform well if cared for. As a mature psychologically trained person, you must be aware that life has a lot of zigzags here and there and that is why we can’t expect things to go as planned which is why “*KNOWING YOUR STUDENTS*” is our first chapter.
- **A lot of questions:** as a teacher, you will meet students that are very inquisitive. They tend to ask a lot of questions which can be challenging, useless and good at times. Don’t push them away but give them their time. Let them freely express themselves as it is the time to learn from you.
- **Mistakes:** you will agree with me that the only time one is allowed to make mistakes is in his/her school days. Allow students to make

mistakes whilst they are still in school because they will learn from those mistakes.

- **Personal differences:** we all have personal differences in society such as the way we do things, what we believe and all that. Teachers should try to tolerate personal differences between them and students more so that some of these may breed unexpected mistakes. Let's try to be tolerant. Among personal difference may lie cultural differences which may give rise to biases. Teachers should therefore remain as objective and professional as possible.

In a nutshell, students love teachers that tolerate them thereby creating a bond with your students.

4. Build your capacity as a teacher:

As a teacher, students expect you to know more than them. It is always advisable to read as much as you can so that you can update your knowledge such that you can know how to cross the bridge of very bright and challenging students that might give you a headache. If students realize that you are very good, they will have confidence in you. This will help you bond with them. Try to build your capacity as a teacher in the following fields:

- **Communication:** communication skills are very important as a teacher. Communication is simply the path a message is sent by

the communicator and received by the recipient. Usually, the ability of a speaker to explicitly clarify a message largely reflects his knowledge on a particular subject. As a teacher then, try to be very elaborative and clear in your speech.

A good teacher is therefore a good speaker and the way you deliver your message largely affects the way the recipient perceives or decodes it. If we want to make the best out of our students like we always say, let us improve our communication skills.

- **Updating your knowledge:** read to improve your knowledge as a teacher. Let your students see you as a “moving google app” or a “moving encyclopedia.” Let your knowledge be up to date. Try your best to read and research as often as you can so that you can be able to answer any question that might be challenging a student.
- **Delivery skills:** how do you deliver what you know? You and I have met teachers who have the content but don’t know how to deliver it. Learn and master many teaching aids. This will directly link you to your students as they will always feel good without the feeling of being “*half baked*.”
- **Time management skills:** as a teacher, learn how to manage time. Come early and leave early. Don’t bombard your students with a lot of hours in class. Students don’t like teachers that over

stay their welcome or their time in class. Usually, when things become too much, they lose meaning. Manage your time.

In a nutshell, you have to build your capacity as a teacher and make your students the best that they can be.

5. Humor

Humor goes hand in hand with intelligence. You can't be humorous if you are not intelligent. This is psychological analysis. Make your class humorous. Don't be so serious with your students. Try to create a few funny stories. Don't go beyond the subject matter. Your funny stories should be within the subject matter. Humor in front of students is not such a big deal. Some teachers reading this book might be like, "I don't have a lot to say to people how then can I be humorous?" don't worry, we got you covered. Claire Siyan Li says, "Some people are naturally funny, but being funny is also a set of skills that can be learned." Here is how one can improve his/her humor in front of his/her humor in front of his/her students:

- **Use real life stories, not jokes:** we all have some funny bloopers in our childhood or current life, better still, you can use funny stories you took time to think of and create. For instance, I once told my students of when my 5 year old self was sent to bring my mom's shoes under the bed and slept there. That is some blooper that may make your students laugh or you can use a third party if you feel you don't want to embarrass yourself. The issue here is,

try to think of real life stories that are able to wake your students up or cheer up their sour mood in the lesson. That's one of the tactics of lighting up the mood of your students.

- **Learn how to raise the curiosity of your students:** remember, before saying something, create an interesting beginning which will arouse their attention, as they draw closer they will be ready to listen to the joke or the funny word you want to tell them. It's hard to make an audience that is not attentive laugh. it is therefore important to arouse their curiosity and then hit the laugh button.
- **Try to remember all the funny stuff that made you laugh when you were with other people:** in this case, all the funny stuff that made you laugh when you were with others are collective jokes that have the highest chances of making your students.
- **Avoid fun by mockery:** I usually don't like making fun of other people through mockery. This largely reduces the victim's self-esteem and I don't really support that any person like a teacher should do it.
- **Be creative:** as I stated earlier, humor has a lot to do with intelligence. You have to try and be creative with your jokes.

The aim of humor is to make your audience and in this case your students happy and make your class vibrant hence creating a strong path for your lesson.

6. Students love motivators: motivation inspires hard work. It indeed makes a student work harder and remember where they want to

reach. A good teacher should be able to motivate his/her students. Try to make them understand how they can overcome their weaknesses since you took time to learn them. Make them believe in themselves. There are two types of motivation which I will elaborate in the chapter which will discuss the philosophy of punishment. Meanwhile, below are 4 strategies you can use to motivate your students:

- **Start by relating their weaknesses to yourself or the third party:** most of the times, some students will tell you that their weaknesses or heck ups in their studies are a barrier to their academic success. Try to listen to them, put yourself in their position and then give them realistic ways of how to overcome their challenges irrespective of their challenges. I personally had a poor and humble background but that didn't stop me from struggling to achieve. It instead made me strive to achieve more. Make them believe that their problems are enough to make them aim to achieve more. Problems should give you the strength and the willingness to fight and change your current position. Try and relate these concepts with real life by giving them real examples thereby making them see the possibility. Prove to them the possibility of achieving academic success irrespective of their problems. This will make all your students academic achievers. Relate their weaknesses to yourself or the third party by showing how they achieved despite the fact that they had the same problems.

- **Teach them how to set goals:** it is important for any individual to set life goals and plans. Keep in mind telling them to set realistic goals. Tell them how to make sure they see to it that they are implemented.
- **Make them free to speak:** i don't have a lot to say about this because I have always mentioned this. This makes them feel important and this is an important tool of motivation.

4.0 CHAPTER THREE: CREATE A PATH FOR YOUR LESSON

Everything has a path it goes through before it is administered and assimilated. In biology, assimilation is simply the movement of digested food into the cells of the body where the food will be used. We ought to understand that there is a path the food will take. Similarly, the kind of path you create for your lesson has a direct influence on how it will be accepted by the students.

The main purpose of teaching is to equip your students with knowledge. You therefore have to be able to create this environment that can be favorable for the achievement of this purpose. This chapter will help any tutor reading this book effectively create a path for his/her lesson. Learning is a mental process and therefore mental preparation is essential and necessary for this process. This will strongly create a strong path for your lesson. How will you know that there is mental readiness?

It all drives back to the point of knowing your students. You must be able to know some bias that might be among your students regarding a particular lesson. For instance, in my ordinary level, we used to learn commerce. Commerce was a good and quite simple lesson. But problems arose when the teacher told us that we will have some math involved. Some students immediately declared failure. This is because they heard that math was involved and in this case it was the accounting part of it.

The first thing the teacher did was to adequately clear the air by convincing the students how doable it is despite their math problems. It is important to notice these as your experience as a student might also tell you this. It is better to raise that optimism in them. Base on real facts, don't tell them things that are far from the truth for the sake of motivating, rather base on facts and show them how achievable it is since we all know that learning is good much as it is not easy. This kind of motivation will be able to create a good path for your module.

Before we go further, let us first consider the case of a new teacher. He doesn't know his students, what can he do to prepare his lesson?

- He can first prior consultation with the outgoing teacher and if he is new and coming up with a new subject, he can also consult with fellow teachers with relevant information such as attitude, and other kinds of information.
- He should mind the choice of words: this means that he should use words that arouse the mood of the students towards the lesson.

- Prepare them to face the challenges lying ahead and how to overcome them not forgetting to show and promise them that he will be with them all the way.
- Mind his/her first impression: the way you present yourself to your students also matters. This will give them a view of the kind of person that will be teaching them.

With the above introduction being laid. Let us go into details. How do we create a path for our lessons? Before we see this, let us first explore some factors that can block a path for your lesson. These factors are two way, they are either teacher-related or student-related:

4.1 Teacher-related factors:

- **Introduction:** I spent a longtime, probably 13 years of my life time, because I am currently 23 years of age, in Uganda. I studied almost the whole of my primary and high school there. I was a big fan of a Police officer named, Late ASP Muhammad KIRUMIRA. He was a very straightforward, intelligent and patriotic police officer who executed his tasks very well without mutiny, or any form of corruption. He started his career in the Uganda Police force as a police constable but due to his brilliance and diligence, he rose to ASP and got a special promotion despite the challenges he met. Why am I bringing him in? In his discussion with a news anchor on NTV, in a program called MWASUZE MUTYA? He reveals how he joined the force and what inspired his spirit to serve his country as a police officer. He starts by telling us how he

got to the training school and due to the roughness and vigorousness of the training he noticed in the training school, he didn't think twice about going away and giving up. He revealed that as he had made his final decision to leave, he saw the deputy commandant at the time, Late Andrew KAWEESI, Uganda's former AIGP. He says that he was inspired by the way he moves, the smartness he showed, and his calm way of speaking as he was introducing the training program to them. This made him positive that he would endure anything to the end until he became like Kaweesi.

Why am I bringing this? He had given up before the training began, but due to the inspiration he drew from Kaweesi, he didn't give up. As a teacher, you should expect to have such students in the class. Students who gave up prior to beginning the lesson. The introduction you give to your lesson matters, learn how to introduce your lesson as a teacher. Make it sound possible to pass the module. I had a teacher who used to say that, "sciences are for the few." So some of my colleagues would say, "If they are for the few, then what guarantees that I am among them?" mind your choice of words. It is better for you as a teacher to see to it that all your students equally pass your lesson because that is what defines your quality as a teacher. Let me share with you a few steps to consider while introducing your lesson:

- **Possible stereotypes:** if you are a math teacher, you know that some students don't find math easy, try to fight those stereotypes by proving to them that the subject is a doable

subject. As a teacher, you are psychologically trained. Let your words defeat those negative thoughts in the mind of the student which tend to block the path of your lesson. They might even have stereotypes against the teacher. They might be thinking that the math teacher is rough depending on your predecessors. Try to prove them wrong. A teacher cannot always be soft but never should he be unnecessarily rough to his/her students. The teacher should try to show that there is a difference because the more they see the difference, the more they are likely to listen to what you are telling them.

- **Give a brief introduction with a medium pace:** try to make your introduction brief and understandable. One of the proposals my organization and research lab, East African Youth Council for Integration is intending to bring to the table is a proposal which intends to shift from a memorizing system of education to a research system of education. All I am saying is that a teacher shouldn't spend a long time in class explaining complicated things. A teacher should be able to simplify concepts and explain them in a short time which will help the students get a clear understanding of the concept before going for further research. I will explain this later.

An example is this: you are a Physics teacher and you are trying to introduce a course about the Archimedes principle. Don't start by stating it. It's like giving adult food to a baby without teeth. Take it step by step. First introduce what the Archimedes principle is all about. Before you say, "Archimedes

principle states that when a body is wholly or partially immersed in a fluid, it experiences an up thrust equal to the weight of the fluid displaced.”

Start by telling them how Archimedes came up with this. Tell them the aim of the principle. What did the founder intend to bring forward? Try to tell them by giving practical examples, for instance, “if I have a cup of water, and I immerse a stone of a mass of 80 g in the water, the up thrust it will experience will be equal to the weight of the water that will be displaced from the cup. An up thrust is an upper push that an object experiences when it is immersed in water.” Here, take a simple pause and wait for them to respond with questions or spontaneously ask one of them a simple question to see if they have understood. This is sampling method.

In general, introduction is a wide aspect and students value the introductory part. The first impression matters a lot if you want to create a path for your lesson.

- **Show them that you understand what you are going to teach:** in senior five, that’s my advanced level. I had PCB (Physics-Chemistry-Biology) as my combination. This was a time when we had problems with biology where we were vulnerable because we had no teacher. We had just lost a very good teacher to another school. His name was Jules. He was a veterinary doctor but a very good biology teacher that we loved. He taught and we understood because we were of the view that he knew what he was going to

teach from the onset because of the way he introduced the subject. He was just so good. He paved the way for his lesson we all knew that we were receiving or getting from the best in the game.

When he left, we became vulnerable. The next teachers weren't able to convince us like Dr. Jules. This is because they knew the things but couldn't show it. As a teacher you have to be able to show your students that you know a lot about the subject. This even makes you a role model to some of them if not many.

Another teacher came in and guess what, he was Dr. Jules's schoolmate. He was a year behind him during their school days and he was equally good. His name is Dr. Namanya Fred. We also just enjoyed his calm nature, his way of inspiring us as students. The time he gave to only answering questions. He was just the best and till now, I haven't met a teacher as good as him. He taught us Biology and I would get good grades just because of him. This made many of us successful students because of how he showed us that he was good. Today, as a teacher, I also drew a lot of inspiration from him. As a teacher or trainer, you have to be aware of the fact that a class has the classes below:

- i) Bright students that might be very challenging and very complicated and hard to convince.
- ii) Average students that want to learn and are not ready to tolerate any mediocrity since they want to level up.
- iii) Slow students that need someone with full content and knows just how to deliver it.

As a teacher be aware that you have a role in creating a path for your lesson. The teacher-related factors above will help you in creating a path for your lesson. Our main aim as teachers is to make the best of our students not only academically but in other orientations as well. We need to build the character of our students and how do we do that? By shaping our shaping our characters. One of the methods commonly used by students and our children is the method of imitation. Students and young children, even youth tend to imitate their models. What kind of character are you showcasing? This will make some smart students get irritated by what you are teaching thereby limiting their ability and opportunity to maximize their potential.

4.2 STUDENT-RELATED FACTORS:

As we started earlier, there are teacher-related factors and we are now going to explore the student-related factors. What these factors (student-related factors and teacher-related factors) have in common is that they are both the responsibility of the teacher though you will find that the one that is in the lane of the student, the teacher still has the responsibility of instigating it. Below is a detailed discussion of student-related factors:

- **Misconceptions:**

There is nothing much to say about this because we have discussed about this a lot. Students tend to have fallacies/misconceptions about subjects largely due to what their seniors tell them or what they hear from somewhere else. As I said earlier, a teacher has to have the ability to scan and know any misconceptions about the lesson he/she is going to teach. It is therefore up to the teacher to fight all these misconceptions.

- **Previous performance in that particular subject:**

The previous performance of a student in that particular subject may actually affect the path of a particular subject. In my senior six (final year of high school), we had problems in Physics in our past years due to changing teachers all the time. We got a good teacher from a government school. He was just so good but our previous performance in Physics just blocked everything much as he helped us overcome. My point here is, a teacher should try to help students understand that their bias shouldn't be the reason to learn new things. He should make them understand the fact that it is still possible to perform well.

- **Previous teacher-student relationship:**

This is a problem usually faced by new teachers. They find that the previous teacher had some poor connection with the

student. This student might have developed a bias for other teachers who teach the same subject. This will definitely block the path for your lesson. You try to identify them by trying to have an extensive talk with your predecessors. They will definitely tell you some students that gave them a headache and they had to deal with a lot of their excesses much we will see how to approach punishing a student in the philosophy of punishment.

- **Family background:**

Some students may be having some family problems resulting from a poor background, violent background. This may affect the student's concentration. A teacher can try by teaching different anxiety relief tools, try to build good relationships with them like we talked about in the previous chapter.

- **Divisions in the classroom:**

Many teachers tend to divide students. They are like these are my best students may be due to their performance and all that. This is not good as it discourages the rest of the class. Try to treat students the same way. As a teacher, you are a leader and all you have to do is to unite your students.

Creating a path for your lesson happens in the mind of the student. It is the ability of the teacher to sharpen or prepare the mind of the student to receive something new. Teaching is a very challenging and demanding job

but again very enjoyable because I enjoy teaching. I always try to prepare the minds of my students to face new lessons. With the above steps that have been discussed, I think they are a good and practical package for you to consider while creating a path for your lesson. This is quite a psychological process. I have a colleague who was also a former teacher and would always ask his pupils to tell him the problems they were facing in school even though they were administrative and would do nothing about them. This made the pupils see him as hero.

This definitely paved a way for his lesson. There are different psychological approaches that you can use to pave away for your lesson such as motivating them and making them feel important, telling them how much hope the world has in them and so on. This largely prepares your students to study with a positive attitude towards your lesson. Creating a path for your lessons has a huge impact on your success as a teacher and your success as a teacher is nothing but the success of your students.

If your students succeed, then you are a successful teacher. Let us make our students ideal citizens that will develop this continent.

5.0 CHAPTER FOUR: EMOTIONAL INTELLIGENCE

What is emotional intelligence? Emotional intelligence is the ability for one to distinguish his/her emotions and use them according to his/her own will. According to Daniel Goleman (1998) in his book, “working with emotional intelligence”, emotional intelligence is old day maturity. What many people prefer to call maturity. He defined emotional intelligence as one’s ability to ability to manage their feelings so that those feelings are expressed and managed appropriately.

Before I talk about the word “intelligence” and link it to emotional intelligence, let me first talk about this. Everyone has knowledge. There is no such thing as a portion in one’s brain called wisdom. Similarly, intelligence has no section in the brain. If you unfold one’s brain, there is no section of intelligence. Intelligence is instead measured by IQ (Intelligence Quotient). We take a person’s mental age and divide it by the chronological age and then multiply by 100. Intelligence is something we measure. It is the application of the knowledge one has. We all have knowledge, but how we apply it is what determines our intelligence. Similarly, we all have emotions, but how we perceive them and use them is what determines that we are emotionally intelligent.

This chapter will help us explore how we can be teachers who are emotionally intelligent. A teacher is a leader. He is a manager and a leader is faced with a lot of scenarios that arouse his emotions. This therefore requires the teacher to be very objective in his work that is to say, in the

administration of punishment, in awarding (excitement) and many ventures we will talk about.

Many people think that emotional intelligence is all about being cool with everything. It's a fallacy or misconception. It would be going to pretense. There is a difference between pretending and being emotionally intelligent. People think that laughing or smiling everything away is emotional intelligence.

Emotionally intelligent people still react. For instance, Daniel Goleman (1998) argues that even being harsh or telling harsh truth is emotional intelligence. The thing is how you do it. Do you do it out of anger? There is a difference of punishing someone out of anger and punishing someone because what he/she did was wrong? You don't punish someone because what they did angered you, you punish to correct what has gone wrong and to deter the doer from doing the wrong thing. A punishment administered out of anger is not always proportional.

Similarly, awarding out of excitement is different from awarding meritoriously. Don't award or praise people because they pleased you, do it because their actions are good examples that other people have to learn from. Emotional intelligence is very important in the noble profession of teaching. Join me as we deeply explore this episode of emotional intelligence.

1. The art of self-mastery.

In my high school days, we had a slogan that went, “self-awareness is wisdom itself.” Why have I started with this slogan, you can’t master yourself without knowing yourself.

What is self-mastery? Self-mastery is the ability of an individual to control him/herself in all situations presented before him/her. It is the ability to become your own master. You determine when to get angry and react, when to express your excitement and so on. You are your own master. This is self-mastery. Like I started, you can’t master yourself without knowing yourself. You first know yourself and then get to master yourself.

If you want to master yourself, you are able to assess yourself. as a teacher, you are opposed to situations that test your emotions. Like a businessman, you have to study your business before you can study your competitors. This is why we use what we call that SWOT analysis.

The Strengths and Weaknesses are yours. You study them first and know what you know are your strengths and make them stronger, then work on your weaknesses which might be an opportunity for your competitors. This is what is done by business strategists.

On the other hand, you study the weaknesses of your competitors, those are your opportunities, and then their strengths, are your threats.

If you are a teacher, try to know your strengths, see what you have over those situations that will try to test you. What do you think is a tool to defeat those tests that will test your emotions? You might be

an extra patient and tolerant person and you know that among let's say 50 student, there are students that need one to be patient in order to deal with them. That is your strength because the patience you have will help you overcome the situations.

Your weaknesses on the other hand, are those little negative traits that you possess as a human being. For instance, failing to control your anger can be a weakness because everyone gets angry but the problem is letting it take the best of you. During self-evaluation, you will discover your weaknesses and try to look for a perfect remedy. Weaknesses are very hard to notice or discover. Even when we are told, we think that it is normal, for instance, I was a very short-tempered person and I used to let anger take the best of me but after I took time to evaluate myself, I overcame.

How do we discover our weaknesses?

By doing self-assessment and under self-assessment we find:

- **Doing a recap after the action (reflection method):** I used to get angry and react without thinking just because I wanted to let things off my chest. But I would feel bad after that. Because of this, I realized that failure to control my anger had become my weakness and I started to take the necessary steps.
- **Being open-minded (listening to feedback):** try your best to open your mind to new ideas. Try to listen to what people tell you. Usually, we say that everyone is entitled to their opinions

but it's not always the case. Try to be open minded. Try to listen to advice.

5.1 EMOTIONAL AWARENESS:

In addition to self-mastery, we have emotional awareness. Emotional awareness is a great component an emotionally intelligent person must have if he/she must succeed in his/her career. It is the ability to understand the emotions you are feeling. This will definitely control how you react or communicate with people.

Emotional awareness, according to Daniel Goleman (1998), Emotional intelligence is the ability to:

- i) Know which emotions you are feeling and why
- ii) Realize the links between their feelings and what they think, do, and say
- iii) Recognize how their feelings affect their performance
- iv) Having a guiding awareness of their values and goals.

I liked the way Daniel Goleman expressed this in his book, "*WORKING WITH EMOTIONAL INTELLIGENCE*." Let's discuss those abilities discussed by Daniel Goleman and get a deep and better understanding.

KNOWING WHAT YOU ARE FEELING AND WHY:

Emotional awareness like I simply defined it is the ability of a person to know what he/she is feeling. We all don't wake up in the morning with a plan to hurt or say anything hurtful to anyone. For instance, if someone treats me with contempt, I feel anger. I get angry if someone treats me with contempt, I feel angry if people are being slow with an exercise. In my university days, I used to be a class representative and a group leader. Most of the times lecturers would leave us with group assignments and because it is a group assignment, we had to sit down and discuss. I loved to see things being done and I hated seeing us slowing up just because we are waiting for someone to change his/her attitude.

I used to do it alone and I had no problem because I always worked with people who weren't concerned. I never forced anyone to come and do the group work with me. *This is because I avoided any collision with me since I would get angry for two main reasons:*

1. Somebody doing something out of negligence or laziness just to see that it gets out of his/her face. This would really get me angry and this anger would make me offend others. To avoid this, I would simply do the work alone and may be give a copy to anyone that wished to go through (if he/she even cared). This is what I mean by emotional awareness. The ability to know what you are feeling and why.
2. I didn't want to assign a task to someone and they fail to do it yet I would have done it myself. This would easily get me angry.

Well, I don't know if the approach of doing the assignment alone is good, but all I want to do is express the idea of emotional intelligence. It doesn't only involve knowing what you are feeling and why, but also knowing those little things that might give you bad feelings and avoid them.

If one is aware of his/her emotions, they tend to know how to control themselves. This gives you a high sense of objectivity like we will talk later in this chapter.

In a nutshell, emotional awareness is simply being able to perceive what you are feeling and why.

REALIZE THE LINKS BETWEEN THEIR FEELINGS AND WHAT THEY THINK, DO, AND SAY:

This is simply the ability to connect what you are feeling and what you are thinking, might do or say. What you think, say or do is dependent on what you feel. If you are angry, your thoughts towards the cause of your anger are definitely bad, what you might do or say might be negative. So your emotions determine your actions, thoughts and words.

For instance, "He made me so happy to the extent that I started thinking that I don't need anyone else in my life apart from him." Let's analyze this statement.

Her lover made her so happy. The feeling here is happiness. The happiness that was caused by her lover made her feel made her think that she didn't need anyone else in her life. Her feelings determined the

thoughts she had for her lover. She knew that he is just enough for her. What do you think she will do? She will make sure that she doesn't lose him to anyone. That's the link between what we feel and what we think, say or do.

Back to the example I gave about myself, if I opted to force them to come and do the work with me, I would have got a different perspective of them and may be my anger towards them would have made me think negatively towards them, do some bad things out of anger like erase their names off the cover page to make the lecturer unaware of their participation hence penalizing them.

It's good to avoid those little things that might make you feel bad because the resulting actions might make you do some bad things. That's emotional awareness. It also involves knowing what you are feeling and what you might do after that.

As a teacher, try to be empathetic. *Most if the things students do come as a result of the following factors:*

1. **Being tired of the same old schedule:** A normal human being will get fade up of the same program hence will do what is contrary to the expected behavior as a result.
2. **Age factors:** Young people believe that being notorious is a way of being cool or a hero. They find pride in some indisciplinary actions.

As a teacher you should take these more objectively and not take them personal. Try to analyze them in such a manner and you will handle every matter with deep understanding.

RECOGNIZE HOW THEIR FEELINGS AFFECT THEIR PERFORMANCE.

Teachers must learn how to know the limitations of their feelings. They should relate their feelings with their performance at work. I had an entrepreneurship teacher during my advanced level who had issues with his temper. Whenever he got angry, he simply stopped teaching and left the classroom. When the head teacher came to evaluate, he found that we were way behind. He fired him. This is what happens if you don't recognize how your feelings affect your performance.

Too much of anything is always bad. For instance ecstasy can also affect your performance. Try to control your feelings and keep them average such that your job or work cannot be jeopardized by your feelings.

We should try to keep what we are feeling within professional limit. This is how we will be able to up our performance in our teaching profession hence being more logical and professional.

HAVE A GUIDING AWARENESS OF THEIR VALUES AND GOALS.

What are values? Values are simply standards of one's behavior. These are more of principles. This is where we base to know that one is a principled human being. Let us use an example of a Police officer on duty. This is a police officer who has principles of not hitting citizens unnecessarily leaving alone the fact that his code of conduct also restricts him from such acts, he also has moral standards that don't allow him to use force against any civilian. This is an ethical Police officer. As a teacher, stick to your values.

You goal on the other hand as a teacher is to get the best out of your students. This part of emotional intelligence is preparing us for another interesting series talking about the philosophy of punishment.

As a teacher, stick to your goals, don't let your feelings get the best of you. Keep it strictly professional. Don't punish out of anger, but punish in the name of positively transforming your students.

Emotional Intelligence is a very important tool for any teacher to carry. Emotional intelligence is what many employers seek in their managers. A teacher is a leader, and a leader that is not emotionally intelligent, he can't be able to understand the people he/she is leading. Emotional intelligence is therefore a very crucial tool for a teacher in his/her profession. This chapter is now ushering us into our new series of, ***“philosophy of punishment.”*** Talking about what we will explore, the disciplinary committee should be comprised of highly objective and emotionally intelligent people. People who won't have time to do things out of prejudice but instead do things for the betterment of the student.

6.0 CHAPTER FIVE: PUNISHMENT.

This chapter aims at discussing punishment as an important tool for a teacher rendering a service. I believe that punishment is very important because to me, punishment is, “correction.” In this chapter, we will start by reviewing some literature concerning punishment and it is from that I will develop/introduce my own concept of punishment. I will help the reader of this book understand what punishment is and how it is rendered to a student, how punishment can be effective because we know of cases where punishment has been rendered and become ineffective, what is the objective of punishment? Under what circumstances should one render punishment? (Here we will look at internal and external circumstances), steps to administering a punishment, and we will also look at when to relieve of the student his/her reliability to punishment.

After reading this chapter, anyone will realize that it is so much linked to the previous chapter talking about emotional intelligence. You can't render punishment without emotional intelligence. Emotional intelligence is key as we shall see it later in this chapter. A teacher that is not emotionally intelligent won't render an effective punishment. Here is the thing, punishment is a penalty meant to retribute. In our series' concept, punishment is meant to correct and transform. Let us embrace emotional intelligence as an ally in the teaching career and we won't regret. Let us commence our series with a simple literature review which will push us deeply into our series. Punishment is one of the things that shape a fine individual especially at a stage as a student, therefore, much care has to be given in its administration.

6.1 LITERATURE REVIEW ON PUNISHMENT.

According to psychology today (2023, Sussex publishers, LLC), punishment is imposing a penalty in relation to an offence. They continue to argue that it takes many forms such as “*eye for an eye.*” This is one of the oldest forms of administration of punishment. The fairness of a punishment shouldn’t base on the gravity of the offense. For instance, the government doesn’t punish a murderer with a sentence of life imprisonment because they killed somebody, it is to scare anyone that wants to commit an offense by telling him/her what awaits them if they kill somebody. It is not because the judges felt sympathetic and tried to put themselves in the victim’s shoes and this made them administer such a punishment. It is beyond that.

Punishment should be strictly objective. It shouldn’t be sentimental. It should be aimed at correction not just inflicting pain. However, I believe that punishment is very essential because of its deterrence nature. However, punishment can be effective depending on how it is administered.

Generally, there are reasons why punishment is rendered. Punishment is a remedy. It is like medicine, as sour as it is, it performs a treating action to an individual. F.B. Raymond (1978) in his work, “Reasons we punish” argues that, “there are three ways society can cope with crime including, punishing the offender, treating the offender, and preventing crime.”

This simply, (contextualizing the literature with our series) takes us back to knowing your students. Not all students are mischievous or stubborn. A lot of reasons a student may offend or break the rules and regulations.

If it is simply mischief, we punish to correct him/her. (We will know how to make the punishment effective). Sometimes, the student may be influenced by some factors that may be psychological or any other factors which we will talk about. Here, you treat the student, and finally, we punish to prevent the action through general deterrence, if a student sees another being punished, they think twice before repeating the same thing next time.

6.2 OBJECTIVES OF PUNISHMENTS.

Below are some of the objectives of punishments:

1. Challenging the student:

This is done psychologically. For this goal of challenging the student to be attained, we first make the students think the best of themselves. They should think of themselves as more than just students. A teacher should first make them see more value in themselves. I usually make students in my foundation feel like ministers or people that are studying to make a change in their communities. That is what an ideal education system should do as that is our final chapter. Telling them that the mistake they just did doesn't benefit them kind of belittles them. This makes them not commit such a mistake again.

However, I must remind the teacher that he/she should be mindful of the words they tell the student. Challenging the student involves a risk of making the student lose his/her self-esteem. Please just challenge the student by relating the mistake to what he/she wants to be. For instance, don't say, "Look at you, you are a loser. Skipping school is only for losers like you." This will make the student lose his/her self-esteem much as a few

of them can do their best just to prove you wrong. Instead use, “You are a future problem-solver, and you can’t solve any problem by skipping school. There is no honor in that, the honor is in doing the right thing and the right thing is going to school as required.” This makes the student hate the act and will do his/her best to avoid it from happening again.

2. Correcting the student:

Punishment is also meant to correct a student. This makes them know that what they did is wrong and has its repercussions. Back in the day, especially we who grew up in the African continent, spanking was the mode of administration everyone was familiar with. My auntie once told me that it shouldn’t be called spanking but correcting. Spanking would make you fear doing what you did again due to the pain associated with it.

Punishment on the other hand should be administered to correct a student. Much as we said that it can be psychologically challenging, it should also be a bit painful. A student should feel the consequence of what he/she did. This will make them desist from doing committing the mistake again. Much as I don’t support going physical with the student. Going physical is something that is easy to get used to. It is easy to get used to a beating. Words are something one always thinks about and this brings us back to our first point, punishment should aim at challenging the student. Correction comes after being challenged.

3. Teaching the student:

Punishment should aim at teaching the student. We all learn from our past mistakes. We know that it is a mistake because of its consequences. A student will always think about what the action cost him/her and will know that it isn't good and will immediately desist. The students knowing that what they did is a mistake after knowing the aftermath is the learning process. Punishment will be teaching the student hence punishment achieving its objective, "teaching the student."

4. Accountability:

In the past, people used to use the phrase, "eye for an eye and tooth for a tooth" while rendering a punishment. This is a form of accountability where an individual had to pay for what he did with equal gravity. If you kill, you're either killed or your loved one is killed. This is the accountability. It was famous in the code of Hammurabi.

Punishment like we stated earlier shouldn't base on the gravity of the mistake, it should just aim at making the student account for what he/she did. It should be strictly objective.

5. Humbling the student:

Youths tend to think highly of themselves. They tend to think that they are untouchable upon reaching a certain age. Punishing them makes them a bit humble as they stop thinking that they are untouchable.

What do you do if they resist? You don't use the physical approach, rather destroy the arrogant personality with words and build a new one with words. Everything is psychological. Try to be discreet with your students. Punishment therefore humbles the students.

6.3 TYPES OF PUNISHMENTS TO BE GIVEN TO A STUDENT.

There are different types of punishments to be given to a student depending on the circumstance. These punishments can be direct or indirect, but each type discussed here is both direct and indirect. *Below is a detailed discussion:*

1. Hard punishment: as I said, I won't recommend anyone to go physical on a student. Hard punishments don't mean physical punishments. I simply mean punishments that will have a deep impact on the student. Spanking doesn't have a deep impact on a student apart from the pain involved. Hard punishments are those that will affect the student psychologically or in any other way. Below are some examples of hard punishments:

i) Attacking the student from their point of weakness: This type of punishment is usually applied to an arrogant student. A student who thinks highly of him/herself. Make the student feel less of him/herself and build a new student from there. Let them drop that arrogant body and wear a new one.

ii) Scolding: scolding makes the student sad and disappointed. This is another way of being hard on your student for their betterment.

iii) Suspension and expulsion: these are punishments that may affect the future of a student but never the less, unavoidable. Some students don't listen or change. This may make others spoiled by them hence causing a condition of "burning out" for the teacher due to stress that may come from it. Suspending the student is therefore unavoidable. It is therefore necessary to prune some elements.

2. Soft Punishments: These are punishments that may correspond to soft offences that may have been committed by the student. Some of them may include warnings, writing apology letters, sending them out of the class for a few minutes and so on.

Last but not least as we conclude this chapter, teachers shouldn't punish under the influence of anger. Teachers can also get angry because they are humans but their anger should be used to render a punishment that will help:

1. Deter the act: this will remind the students that what happened is unacceptable and doing it may yield punishment (general deterrence).
2. Punish the student in order to change: the pain you want to inflict on the student shouldn't be as a result of anger, but rather to scare the student away from the act.

In general, a lot of emotional intelligence is needed in punishment. This will make the punishment very effective hence achieving the purpose of making

the best of our students. Remember, disciplining isn't forcing the student to do what's right, but it is positively channeling the mind of the student to make that choice. Discipline is a choice somebody makes.

7.0 CHAPTER SIX: THE IDEAL EDUCATION SYSTEM.

This chapter, as short and summarized as it is, intends to mobilize teachers in the new system we intend to introduce in lower and higher education systems. In higher education institutions, students are exposed to a module of research methodology where they are exposed to research. Research helps students get exposed to different challenges in the society and this helps them become problem solvers in one way or another through the recommendations they make in their dissertations.

This chapter intends to suggest a research based system. In my article, “the ideal education system” I argue that an education system needs to groom its students into problem solvers. This will advise teachers on the way they deliver their modules, the way they give assignments and many more.

As I have always discussed, we need to create graduates that impact the society in one way or another. In this chapter, we will talk about how to make elementary or primary students responsible, exposing high school students to research work, and exposing university students to project assignments and work. A practical system that is not simply abstract contributes a lot to the student’s growth, and paves way for them to be problem solvers hence being entrepreneurs or competent employees. It is therefore the reason why we are suggesting such an education system in this chapter.

This chapter is a recommendation or suggestion which makes it the last chapter of our series. I hope readers take something home after reading

this book as this chapter is the one that will help us make our students first, be responsible enough to feel that it is their sole responsibility and finally become problem solvers.

7.1 EARLY AGE SENSE OF RESPONSIBILITY.

In my days as a primary pupil, we were always taught to be responsible men and women. In this chapter, they shouldn't only be taught class work, but rather the grooming should take place at that early age. This will help the student in scanning the area to see anything that doesn't seem right.

Personally, in the Foundation of Hope education center, our pupils are always encouraged to never accept to seat in a littered class, or walk in a littered compound. Upon arrival, they have to make sure that the class is clean before they seat and study. Anyone that will be noticed not observing this is punished.

This creates a sense of responsibility in the pupils. You can't claim to have problem solvers if they don't have the sense of responsibility. How do you so that? First, create a sense of ownership in your students. Let the students feel that the class or school is theirs and shouldn't let anything litter around the school. This is to create a sense of responsibility in the pupils.

Most of the times, school is another place of growth which will determine the upbringing of the child. Children who didn't get such an education don't turn out to be very responsible later on problem solvers. They're merely self-centered not society centered. They can't be as impactful as they can be.

Such a kind of education is therefore essential and is the foundation of this ideal education system we are talking about. In our education center, this is what we are exercising.

This is simply some moral education that is added to the informal education a child receives from his/her parents at home.

7.2 RESEARCH WORK IN HIGH SCHOOL (SECONDARY).

Just like me, you have been exposed to the word, “research” in your high school. Research is simply a methodical inquiry which involves data collection. In geography, (high school) students are exposed to field work. They explore the field by visiting an area which most of the times, a lot of economic activities are harbored. They study the area, get to know different activities that take place in the area then after that, come back to class to document all of the results of the study. During the study, they are exposed to different methods of data collection such as observation, questionnaire, interviewing, sampling methods et cetera.

Much as this is done, it is done under close supervision of the teacher. My approach is, this should be done in all subjects. In this ideal education system, a student should be allowed to choose their combinations or subjects of specialization as early as senior two. If a student studies a given subject, they should be able to contextualize it with their current environment.

Here, the assignments given should be research based. They should be able to engage the student. Tell them to use the knowledge gained to link it to any problem they see can be solved using the knowledge gained from school or in that particular subject. Education shouldn't be all abstract, but

should sound relevant. This will highly motivate the learners hence improving the quality of the output in this industry of education.

Examinations should be the normal ones, students should understand the theories but also understand how to apply them. Theories taught without their application are simply abstract. This is one of the biggest contributors to unemployment today. We need a practical system that contributes to the growth of the student.

7.3 PROJECT WORK IN UNIVERSITIES.

Not everything studied in universities is practical. Some of it is very theoretical. Much as university students are exposed to writing dissertations and other research papers at the end of their course, this only exposes them to research for a short period of time. With the methodology discussed in the previous page, lecturers should expose students to assignments which are called project work.

They should be asked to scan the environment and identify any problem and from their knowledge, think of a project that is a perfect remedy to solve the problem.

In order to improve their public speaking, presentation and pitching skills, they need to present or pitch the project. All this will be graded. This is how we can create problem solvers.

Internships and the research papers written at higher education institutions aren't enough to make one competent.

Conclusively, this is the only way to make education relevant again. Today, many people still question the relevance of education. This is because they

say that despite the fact that people are educated, they still come out poor, others still find them not different from the uneducated due to their mindsets and values.

Below is how a teacher can make education relevant:

Of course, you must first embrace the idea of the ideal education system.

1. Teachers must teach their students and masses that education is meant for enlightenment, not riches: If one wants to attain wealth, then they are wasting time at school, but if they want to be enlightened, they are in the right place.

2. Graduates must have different values and mindsets: degrees, diplomas or PHD won't differentiate you from the rest, if you are like them, they will simply question their use to you. Your mindset, (problem solving mindset) and public interest centered (unlike self-centered) ideas will definitely differentiate you from others.

END.