ABOUT THE BOOK

"The right Scholarship" is a book that has been dedicated and subjected to a thought, coupled with the mentality of exploring; why, what, how, and which values, learning constitute. However, it is designed to inquire and appropriate why learning requires a simple, mental, social, moral, and academic interest, twinned with the intent of those who are willing to pay submissive price.
"You cannot decipher that which you lack its knowledge" says an adage. Having touched, found, and pointed out reasons, remedy and relief to irregularities that may occur in the course of learning and has shown why the living concepts (Man, Nature, God, Head, and the Heart) are of great requisitions as far as learning is involved, I proffer you an exultant reading.



ABOUT THE AUTHOR

A young scholar and speaker who have strictly devoted his time, frame of mind, and graceful aptitude towards the line of academics into exploring, bringing out and motivating individuals towards the efficient engagement of their god-given potentials. Akolade Mayor L. Is a profound author that is ready to do and commit that which is necessary to create and build a world of up-coming, respectable, and proficient scholars. He believes that regardless of the circumstance or age, the birth of an individual is an addendum to the existing talents. Also, he is ready to offer, utilise, and carry out everything within his grasp for the advent and world's accommodation of capable extraordinaire.

ISBN:

THE RIGHT SCHOLARSHIP

Akolade Mayor. L.

THE RIGHT Scholarship



Akolade Mayor. L.



© Akolade Mayor L. 2015

Printed and Published in Nigeria by
Homat Production,
Ilesa, Osun State, Nigeria.
Tel: +234-805-5720-420, +234-806-1228-794.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the copyright owner.

ISBN

DEDICATION

To the glory of God Almighty. This book is specially dedicated to Adolescents, Youths, Teachers, Trainers, Educationists, Counsellors, and a host of others who are invaluable column to the effective existence of Learning. Aside from these formal addressees (Secondary and Tertiary Scholars), who are the present future of Nigeria. It is also dedicated to my immediate family; my father, my mother and younger brother whom God has circumstantially used to affect, shape, and teach my life the required instructions needed for realism in Him.

ACKNOWLEDGEMENT

If not to anyone, I endlessly give thanks to the help of the helpless (God), who has hitherto loved me, favoured me, and enormously been the source of my inspiration, reasoning and cognizance. To forerunners in the educational field; Ivan Pavlov, B.F Skinner, John B. Watson, and Jean Piaget, who has instituted theories that have hitherto helped in dealing with individuals according to their competencies. My mentor; Mr. Esho E.O whom God has used to give me that which every individual needs to satisfy ease of the mind and be explored (a listening ear). My friend; Mr. Olaniran O.I, my youth president; Mr. Solola T. and to everyone who believes in me and has heartened me in any ramification, I say a big thank you. I officially acknowledge resource sites of research such as Wikipedia.org, blc_uc.iupui.edu, and google.com for outstanding images, while many more, whom I may perhaps be allowed to thank anonymously, will recognize this pioneering work as a product of their influence in one way or the other.

PREFACE

There is an order of learning that has today been metamorphosed into the Education system. This is not to say that as average human beings we should abandon the system, but if the system must be, it should acknowledge and satisfy the order it projects. The précis of the education system is to learn (Learning). The question now lies not in the availability of the system, but lies ultimately in how right and appropriate the system is, and has been.

"In reference to the influence of the American education system on her economy. The American economy permits and gives elbowroom to what may be seen as "respect for individualism". They study and explore all their students, hereby making them learn under the realism of their self capabilities regardless of how other students learn. This, their tutors also commit themselves to, thus bringing out the individualistic and affective favourable distinction of each of their student."

This is not been said so we can adopt the American system, or to attenuate the cause of the Nigerian education system.

A reference was made to that so as to let us know that we must start deviating from the dogma (use to be) of learning in the system that seems to intimidate and daunts the little perspectives of our students' capability of learning. The system should be modified toLearning. The system should be modified to accommodate, respect, deal and appropriate knowledge to every student according to their capabilities.

This book highlights, persuades, and suggests to those in the system the means and ways not to lose the essence of learning in the system by taking students as the nucleus of learning, and not the requirement of the system.

This book communicates the phases to which "Learning" in respect of the student's available module and competence should be channeled, hereby asking the questions; If learning was a cause to follow? If learning was truly an embodiment (composite)? If learning is another Philosophy of Life? How should it be realistically discharged and not trampling on the fallibility or soundness of our students?

TABLE OF CONTENTS

Chapter One: PRE-LITERACY AND LEARNING ANTECEDENT

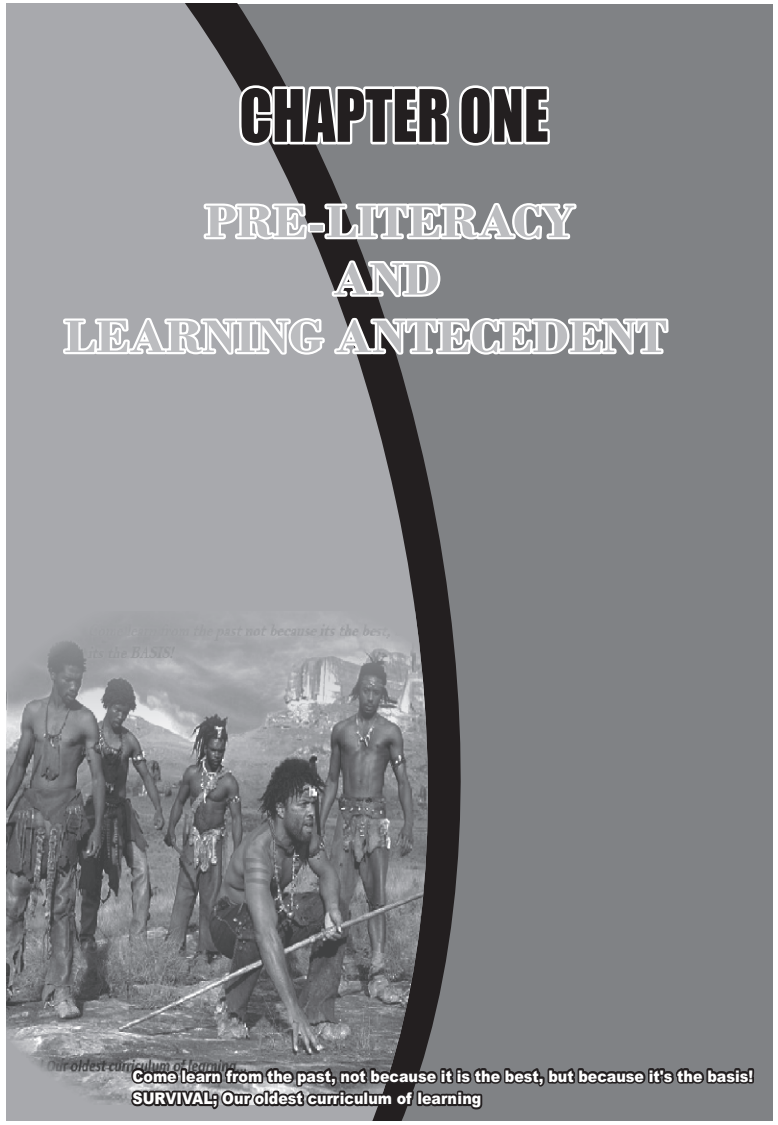
Chapter Two: LEARNING AS A CAUSE
- What Education is
- What it takes to learn
- Learning irregularities
- The Help Available
- Learning Approach

Chapter Three: LEARNING AS A COMPOSITE
- Desire
- Knowledge
- Understanding
- Field
- Potential

Chapter Four: POTENTIAL

Chapter Five: LEARNING AS A PHILOSOPHY
- Principles of learning
- Emotional complements of learning.

OVERVIEW
G.P.S.M.C.



Before the invention of reading and writing, people lived in an environment of struggle against natural forces, animals and other humans. To survive, the earlymen developed different skills that grew into cultural and educational patterns.

As the earlymen wandered around, they saw need for many things, but the ultimate need seen then was the need for effective and comprehensive communication. This ultimate need has its basis in their interactions upon the need for survival. The question then was: Survival for what? From what? With what? This ultimate need came as a result of three (3) factors which were inspirations, desire and response.

Many would wonder if the earlymen could have experienced inspirations as we do in the 21st century. The truth is YES, they had experienced it, but may not be termed as such due to the myopic perception of their existence. Then, inspiration was a factor that surfaced due to the gift of God to men to perceive, be of fantasies and imaginations. These imaginations birth reasoning which started out as man's definition of his environ, its element and components of his immediate surroundings. The desires of the earlymen evolved out of their definition to things and their gifts of imagination to make those things pleasing to them. Considering that which is pleasing, and that which is not pleasing to him, gives him room for more choice and hereby strengthening his desire. The desire between the earlymen and his environ, things around him, and things of fantasy gave room for him to interact and know. This gave birth to response.

Man's response to the desires of his mind and the response of nature and atmosphere to which he meets himself, creating a platform for pleasant, favourable and right demands of both party, influenced by both their characteristics permitted the need for survival.

For a particular group's culture to continue into the future, people used to transmit it, or pass it on, from adults to children. The earliest educational processes involved sharing information about gathering food and providing shelter, making weapons and other tools; learning language and acquiring values, behaviours, and religious rites or practices of a given culture.

Through direct informality (Informal education); Parents, elders and priests taught children the skills and roles they would need as adults. These lessons eventually found and formed the moral codes that governed behaviour since they lived before the invention of writing, pre-literate people used an oral tradition or story telling to pass on their culture and history from one generation to the next. By using language people learned to create and use symbols, words or signs to express their ideas. When these years of symbols grew into pictographs and letter, human beings created a written language and made the great cultural leap to literacy.

Regardless of the early/late emergence of any culture or society into literacy, every culture has had something peculiar to their very existence, of which such thing(s) is/are the reason for their continuous availability. These thing(s) are meant to be kept and passed on for the sake of continuity. The earliest means of enhancing and ensuring this effective

continuity is embedded in learning. Learning for the earlymen was not a process, it was no ordinary fulfilment of formality, neither was it a determinant of their success. Learning to them was a rite, an initiation into what it takes to be a man, or a woman. It was more of a sacred duty to ensure the continuity of the behavioural, moral, cultural and Socio-psychological codes of existence.

If the pre-literate people thus perceive learning from such perspective, It seemed to have helped them to maintain, sustain and acknowledge the essence of the society and culture they are in. Compared to our present acknowledgment of learning as a process, as a factor, as a determinant, hereby losing the essence and value of what is to be learnt. So recommendable is the attitude of the pre-literate people towards learning, which if we adopt, there is to be a better attitude, better hope, and better result in our application and dealings with what learning entails.

Many of us learn, it is good to learn. But many has not learnt what it takes or mean to learn. It is one thing to learn, it is another to learn what it takes to have learnt what you learnt. It is not because of its speciality, nor because of any hidden agenda. It is because, learning what it takes to have learnt what you have learnt, what you are learning or what you will be learning helps to sustain and uphold us through the process of learning, not as a factor of being right, but as a factor of knowing the entirety of the learnt substance or element.

It is better said that we should not concentrate on what is to be learnt, we should concentrate on how what is to be learnt is learnt. This is because the how helps to know and have entire knowledge, compared to knowing the what alone. This is but to say that the essence of learning from antecedent is not what is being learnt but how what is being learnt is learnt.

CHAPTER TWO

LEARNING AS A CAUSE

* WHAT EDUCATION IS
* WHAT IT TAKES TO LEARN
* LEARNING IRREGULARITIES
* THE HELP AVAILABLE
* LEARNING APPROACH



WHAT EDUCATION IS

Digging into the essence of learning, considering the evolution of people's perception over time, it has been seen that learning is not the process, but the process lies within learning; that is what education is.

In a layman's language, it is the process of teaching and learning usually at schools, colleges, and universities. Literally, education is not a process but a path, link or trail of which understanding is achieved and passed onto scholars (not students) to be able to possess that which had been stipulated by man, nature and God.

When making mention of education, the question is; what is been educated; and what are passed unto students? Knowledge is a concept that is not discovered or achieved, but it is constant. It is the background for the success of education, which goes beyond the subjects offered in series of ways. There are five advanced divisions of which any realm of study, nor any form of course could have erupted from; **man, survival, science, nature and god**

A*ny field of study consisting less or more than this five is unimportant.*

Education as stipulated and generally applied is very much accepted to be a compulsory and a mandatory cause. Education can be expressed to be academically compulsory due to the fact that many have created a scenario of accepting it to be an authoritated system. Education to many parents, and guardians seem to be the only way by which a person's

dream can be actualized. For instance, considering a boy of age 10 who creates and develops more interest in repairing spoilt electronic materials, if such boy is discovered he would be advised to going into an engineering or electrical-electronic course, because it is believed he can only succeed on that interest if he goes to school.

But the necessity of education depends on the intent and interest of the student. What do I mean? What the student intended doing and how he intended doing it. Mostly a student's interest is appreciated but the intent of his actions are not appreciated. I once recall a boy who said and believed that he would succeed as an artist, because he is good and loves drawing. But his intention was for him to go into a practical way by developing himself and make sure his talent is appreciated. Also he planned on having his workshop of art and start creating an awareness towards people. But as nature would have it, when his father discovered, he was sent to a secondary school of art, where the school is concentrated on only art students. Although he went, he wasn't happy. Why? Due to the nature of his talent.

Talents, potentials and gifts are natural except on certain instances (when acquired); no teaching or coaching. Likewise students with talents or probably potentials and gifts are just good at them. Success in life for such a student may require the exact field that will bring out what they possess. The boys mood affected him academically that he was one of the dull boy's in the class. This is not because he

wasn't brilliant but because his intelligence was barricaded. This is because the other subjects taught in the academic process do not correspond with his interest.

Education is compulsory because most employers of institutions, companies and industries employs their workers not based on their capacities and intelligence but based on the rendered certificate or degree of such person. To meet up with the employment requirement, even with the possession of the required potentials, one has to go to school and enter deeply into the realm of education.

Considering the socio-economic placement of some student, the encouragement they receive from friends, parents, and guardians in other to go to school is not because of their success, but for them to be employed and also work later in life. And at such, the intent of students to going to school, though latent, is not respected, hereby creating a doubt in one's potential or ability. Education I believe is mandatory to some extent and for some reason, but not necessary, depending on the choice of How? You can succeed in what you do.

Education gives you the privilege to know what you are capable of, and the capacity you possess in manipulating it. It is a field also, that enhances the continuity of formal knowledge and brings about the modernization of general understanding in the realm of humanity, and the total upbring of its inhabitants.

Education constitutes four acts and actions of educating a person.

Teaching: Teaching is the taught moral, religious, scientific and political ideas, imparted into people who consist uniform aim and vision of field. Teachings are always based upon facts, beliefs that are generally executed in schools, colleges etc.

Hitherto, teaching has been the most effective and widely engaged means of educating or imparting. Teaching is formal, can be informal, but permits dogma and gives room for structuring. Teaching in this century has long been formalized and structured, hereby forming a part of the socio-economic availability of any nation or society.

Training: This is to let known to someone the basic skills and techniques mostly based on understandings of the trainer to the trainee. It also refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competence. This part of education might be formal or informal but will always serve purposes having an expected end of competency which are executed mostly in institutes.

Tutoring: Tutoring is an act of teaching someone or a small group privately to enhance concentration and a sharp assimilation. In other words it is called counseling because it deals with advice and support in a way of secrecy. It is based on achieving lesson, to acquire a formal presentation of ideas and execution of words, thoughts and mind. Unlike

teaching and training, tutoring is a short-term agent of effectuation to whatever field it is designated. But in the period of such it establishes an interaction that engenders concentration of the tutored.

Coaching: A concentrative and straight forward aspect of education that deals with cogent and needed skills just for a specific purpose or activity. It ends up in a tenderable and defendable proficiency, and also it (coaching) is based on ethos of a life or people. The intimacy promoted by coaching is contributive and an effective platform for the person in the process of coaching to explore what it takes to study under a free-mind at the favourable consent of whatever time of the day.

WHAT IT TAKES TO LEARN

What it takes to learn, what it takes to be learning, what it takes to have learnt, do not just exist in vacuum. It is a product of the socio-psychological and physiological contribution of our immediate vicinity. Regardless of the ignorance or knowledge any individual has of his or her environment, of him or herself, of the factors that underlines their availability towards learning, such individual operates, learn and functions under a form or a style which work for them. This that has work for them may and may not work for another person, not because the forms or style

malfunctioned, or is ineffective, but because what works for every individual differs, considering the social, and physio-psychological influence.

FORMS OF LEARNING

a. Classical conditioning
b. Operant conditioning
c. Observational learning

Classical Conditioning: This is a form of learning in which a reflexive or automatic response transfers from one stimulus to another. A neutral stimulus, (a latent stimulus with no response) when paired with a stimulus that had already evoke a reflex response, then eventually, the new stimulus will by itself evoke a similar response.

It also implies that the effect and impression of a subject experienced or learnt gives rise to an action at the sight or immediate encounter of its symbol. For instance, a baby does not learn or know the magnitude of a lantern, when said to be dangerous, neither does a child know the extent of a knife's harm until he/she is burnt by the lantern, or cut by the knife. The classical learning is a form of interrelated learning that establishes an immediate impression even when the real effect is at distant, while the lessons are taught. This is also evident in the observation of correction in schools. When a child, or students learns from his or her own mistakes (through correction) it establishes

the two possibilities in their mind, hereby creating a room for effectuation.

Classical conditioning is applicable to sequential circumstances or subjects such as mathematics, physics etc. This issue of correction and having learnt from immediate repetition ensures effective learning for some student. All we have to do is identify our form of learning, and engage it.

Operant conditioning: As coined by B. F. Skinner, a behaviourist who believed that it was not really necessary to look at internal thoughts and motivations in order to explain behavior. Instead, he suggested, we should look only at the external observable cause of human behavior.
After a deep analysis to what skinner's operant conditioning theory really meant when it comes to learning. It could be deducted that one's behavioural perception of learning, and attitude to learning as a student do not surface in vacuum, but from our behavioural configuration. The premise of skinner's theory is that

"Actions that are followed by reinforcement will be strengthened".

But the positivity or negativity of the reinforcement is the ultimate determinant pertaining to learning. The operant behaviours do exist under control (voluntary), some spontaneously and others purposely, but the consequences of those actions influences whether or not they occur again

in the future. So applicable is this to learning as a student. There is this psychological basic fact that when we read well we pass well. This action of studying well is readily to be reinforced with good grades and points. If a student reads well and passes well, it is then an established reinforcement of positivity with no external urge to let him know he should do such again.

If the degrees of becoming a scholar, a university graduate, or a school certificate holder do not exist, and every individual lives in a world of just studying for knowledge and competency, I bet there would be anyone ready to study. This is not to say studying is not important, but what should have been an affirmation or a conviction to having being qualified do not exist, hereby making conviction difficult which is but to say it does not exist. Some students learn through the operant conditioning with the psychological persuasion that there is a reward for such a persisting effort to studying. These rewards may be immediate or long term. Considering the regular update and aggregate of results which may be complemented by such student's parent or guardian. Learning through reinforcement which may be in form of reward, chastisement, applause, praise, etc. is what has hitherto sustained and promoted the academic continuity of student's interest to learning.

Observational learning: Unlike the classical and operant conditioning that emphasized on how direct experience, reinforcement can lead to learning. However,

there are some learning that occurs indirectly. Considering a child who watches and observes the parent's way and cause of waving, shaking hands, the child imitates such in close or relative situation, not because he was thought, but because the observational senses dawned on such child and made a similar availability for similar scenario.

Students tend to learn from those who stand to be authorities, figures and peers in their lives, putting the relationship, communication, interaction of these ones under psychological scrutiny to their own understanding, thereby learning that which they perceived and have observed to be right or wrong. This process helps them to learn things as they see or seem it to BE.

This method of learning can be very effective, and also ineffective. The effectiveness or ineffectiveness depends on the concentration of that which is learnt and complemented by the application. The observational learning factor of a student is more embedded in the willingness, interest and attitude to learning. A student tends to want to learn or study, a student may want to read and pass, a student may want to succeed in the academic line, not because the academic and its demand are so much appealing, but because he or she wants to socio-psychologically prove something. What he or she wants to prove is not to anybody in particular, but to the immediate influence(s) and individual(s) around them. This exist because of what they have observed, be it from the environment, the lifestyle of their figures, or the observed ***yet-to-come*** future ahead them.

This form of learning establishes that learning comes as a

result of the observation(s) done by students, of their environment, immediate relative(s) or the foreseen future.

N.B: The forms of learning deals with perceptual ramification to which humans, and especially students learn. The styles of learning are the immediate, communal and familiar ways to which the effectuation of learning is achieved.

STYLES OF LEARNING

The influential composition of man is of three (3) aspects; namely; The affective domain, the psycho-motive domain, and the cognitive domain. We all internalize and learn new information, idea, and things in different ways. The visual, the auditory and the kinesthetic are the (3) three main cognitive learning styles, which help us to cope with the manner to which concepts, things or ideas come.

Understanding how you learn can help maximize the time you use in studying, by incorporating different techniques to custom-fit various subjects, concepts and learning objectives. Each preferred learning style has methods that fit the different ways an individual may learn best.

a. the visual style
b. the auditory style
c. the kinesthetic style

A student as said earlier learn in one way or the other. Some student learn best, assimilate well, apply things well, express the best they know well through visual means. This is not to say that it is the best. But for a school to explore the best of their student, for a school to see good productivity and reasoning in their students regardless of their (students') introvertness, they should have a qualified counselor. It is the duty of this counselor to explore each student to know their attitude and style to learning. And by doing, acknowledging and helping such style, they tend to breed the very need of every sector in the society. There are the other means such as the auditory and kinesthetic, exploring these styles help to see the very proficiency in their average student.

The Visual Style: Students who learn with the visual style use visual objects such as graphs, charts, pictures and seeing information. Their sensitivity is directed towards reading body languages well, and a good perception of aesthetics. Their high sense of visuality helps their eye to retain and their brain to memorize and recall various information.

Students with, or that uses the visual style read using the pictographic method of reading, i.e. they do not read sometimes because they have understood such, but because they can recreate the picture and how things are written down. They tend to remember written things. Individuals that use the visual style prefer and are comfortable taking

lectures by watching them.

The Auditory Style: As the word "audio" implies, it deals with retaining information through hearing and speaking. Individuals who learn under these measure or style often prefers to be told how to do things and then summarizes the main points out loud to help with memorization. Such individual concentrates at the least activeness of other senses to the increased attentiveness of their ears. The auditory style helps to notice different aspect of speaking.

The auditory style complements the reading capability of an individual with talent in music and may read, assimilate and comprehend better with soft music playing in the background.

The Kinesthetic Style: The kinesthetic style of learning is found in individuals who engage their parts of the body, and physical demonstration to communicating, learning and comprehending. Their most comfortable means of learning new material is using their hand as an approach to such. Such individuals love and tend to be good at math and science subjects, they would rather demonstrate how to do something rather than verbally explain it. Due to their love for demonstration and gesticulation, they are comfortable under the banner of group work than others.

N.B: The analysis of these styles of learning is not to say a

student do not experience more than one, or do not experience such at all, but just to recall to mind of the readers that students may and may not know the entailment of such even when experiencing it. Making it known, and practically to be conscious of such is the reason for such analysis, so as to know their academic approach towards studying and what it takes to learn.

LEARNING DIFFICULTIES

Some, and most students wonder why is it that the academic competency of theirs and their colleagues are not the same. They often question and judge the inability of other students to cope with the demands, entailment and pressuring standards of learning. It is a debated fact that 70% (percent) of students' deficiencies are involuntary and unwilling, but always do affect in accordance with nature.

They (students) experience socio-moral and psychological deviations from attaining efficiency in their academic pursuit sometimes as a product of "Learning difficulties or learning disorders". Below are some common "*Learning difficulties*" in Education

Language Disorders: Some students have problem understanding or expressing ideas in language. These problems can slow down or even stop the learning of a wide range of skills, including reading, spelling and writing.

There are many kinds of language disorders, these include difficulty in interpreting language sounds, trouble in understanding word meanings, difficulties with the understanding and construction of sentences, and confusion that occurs with lengthy or complex language.

I once had a class-captain (monitress) who was very good and extra-ordinarily intelligent. But that which has helped her hitherto is because the academic criteria for assessing a student's intelligibility is literal (to be written). But when it comes to canvassing, addressing the class or expressing those knowledge of hers in words, getting people to understand her verbally, she lacks behind.

Such scenario as this are things that occur in schools, but because we have not learnt or taken time to see through students' deficiencies and efficiencies, we do not acknowledge possible ways to which they can discharge and administer knowledge both in their academics and to the society at large.

Some students with language problems, have difficulty expressing themselves while others with such also lacks ability making senses of spoken language that occupies their minds, such as when listening to a speech or reading a book.

Ineffective Assimilation: The enormity of the academic workload of the school compared to the capacity of each student to cope with such, to integrate the required information sometimes do not come as expected.

Schoolwork can place excessive demands on the memory capacity of some students. Problems experienced by such students include difficulty filling certain kinds of new information in their short-term memory; maintaining several things in memory all at once, such as remembering ideas while creating a sentence; or finding information in long-term memory. Students with ineffective assimilation often have their greatest frustrations in mathematics and writing; two areas that demand rapid and accurate memory.

Motor Weaknesses: Motor weakness as a learning irregularity deals with the coordination of muscles that affect students, hereby making it slow, less effective and sometimes difficult for them to write and read, such victim (student) may have an awkward pencil or pen grip, which is difficult to correct as it will tell on their handwriting and the legibility of whatever is written down. Observant teachers notice that these students have much better ideas when they speak than when they write.

Spatial or Sequencing difficulties: Individual component of a visual pattern such as, the letters of a word, the element of a geometric form, or even the features of a person's face are the relational difficulties experienced by students suffering from spatial difficulties or confusion. These difficulties are experienced more due to the unavailability of space and interval, in imparting knowledge into students, or giving them little or no time to internalize

that which is been taught. Students with sequencing problems may have trouble keeping track of the order of things, such as the steps in a mathematics procedure, the events in a history class, or the months of the year. They are often confused about time as well.

Issue that has to do with chronology, perpetuity, concatenation and successiveness tend to pose a threat to the comprehension of a student who is a victim of sequencing difficulties. This is because there is not much exploration made on the brain's capacity to compound, appropriate and link the conceptual nucleus of an event or progression to that which precedes it.

THE HELP AVAILABLE

Helping students with learning disorders or difficulties

To help students with learning difficulties, every institute of study or learning such as schools, educational centres etc. should endeavour to employ and engage a competent and qualified educationist who will help to diagnose and evaluate each student not only to know their type of learning style or deficiency towards learning, but also to interact and engender each student's style to their advantage. This evaluation should include training and testing of important brain functions by recommendation to a

doctor, (brain functions) such as the memory and attention faculty, as well as academic skills. Once doctors and educators identify a learning disorder, they can work to provide the student with a clear understanding of his or her strength and weakness.

As odd as this may seem, it is very much important not only to schools but to the society at large. Our creator has created us with a spice of dynamism, hereby giving each and every individual an aspect of the society to fit in. The reason it sometimes seem that some of our students are better than the other, or some are less productive than the other after simple assessment is because we have not patiently engaged what it entail to explore that which to us seem as an advantage or disadvantage.

A contributive factor to the American academic society is not because all their students are geniuses, nor because every student of theirs fulfill the expected demands of the academic curriculum. It is simply because they have seen the essence of devoting time to explore the advantages and disadvantages of their students.

They give room for counselors, educationist, pedagogues and academic inspectors. These things though seem expensive, seem unnecessary to the educational demands of the Nigerian sector for education, they are important. They give room for employment of counselors who help to explore every student with their own styles of learning, hereby making every student relevant and available to the least need of the society.

Educators can develop individualized classroom strategies to accommodate the special needs of students with learning disorders. These strategies attempt to work around individual deficiency so that students with learning difficulties can improve their performances in school. For instance, teachers should permit students with attention deficits long-term duration in undertaking a test. They might also provide word processors for students with motor weakness that make writing difficult, or allow students to use portable dictating machines to make up for memory deficits.

In regards to the learning styles, students with the visual style of learning should be helped to turn notes into pictures, charts, or maps and avoid distractions (by the windows or doorways). They should learn the big picture first and then focus on the details. Instead of being compounded with outlines, drafts, points, they should make mind and concept maps alongside colour coding parts of new concepts in their notes. Due to the fact that such students learn mostly engaging the sense of seeing (sight). Vocabularies has the tendency to pose a threat, they are advised to use flash cards when trying to study vocabularies.

Those with the auditory style, can enjoy learning better by recording lectures and then listening to them, repeating materials out loud and in their own words, discussing materials in their study groups. Though they may seem weird with this method and may be related to as weird, but so far it is what works for them, they are permitted to do such, but not at the detriment of others' assimilation. They

should read textbooks aloud, this helps it to ring back into their auditory canal as a tone. They then assimilate and express it as the tone flows to them. Also while studying, if they listen to wordless background music, it helps to create a friendly, familiar and retentive tone.

Students with the kinesthetic style of learning are students who learn with the familiar term of the “playaway method”. This is because their inclination to assimilate is not rigid, they prefer experimenting and putting things into practice by the immediate asset; gesticulating. So once they learn, they try to look for an object factor or circumstance to which they can attribute such. That is why such students, after learning should be permitted to take study breaks often, by doing this, they learn something new, new concepts or materials even while doing something active (e.g. reading a textbook while on a treadmill, chewing gum while studying, working while standing and lots more).

These set of students love and enjoying taking classes, lectures, instructions from instructors and teacher who encourage demonstrations and field work.

Experts in learning difficulties such as special educators, psychologists and developmental pediatricians, may devise special activities and teaching strategies to strengthen weak areas of a student's learning abilities. For instance, to help strengthen a student's weakness in expressing herself in language, a teacher may provide her with a special warning that she will be called upon to speak aloud in a class. The teacher may then allow her a greater

amount of time than usual to express herself.

Experts can also develop programmes to help students become better at using the abilities that work best for them. For instance, educators may recognize strong artistic ability in a student with language disorder. In addition, to helping that student improve his language abilities, educators may encourage him to further develop his artistic skills by allowing him to design stage sets for a school play. By doing such he artistically interprets to the audience what his language deficit would not permit him to do. Experienced clinicians or educators should suggest specific activities for each student because each child has different strengths and abilities.

Some students with this learning irregularities may require other services, depending on the disorder, such service might include; prescribing medication that may prove helpful to students with attention disorders, tutorial help to work on weak areas, speech and language therapy, occupational therapy to develop motor skills, and counseling to help with emotional problems.

LEARNING APPROACH

There are many approach to learning as developed by different people in the educational line. These approach are and can be traced to two significant learning attitude. This is because whatever means devised to learning still

perambulates around these attitude; ***interest*** and ***willingness***, they work interwovenly for an effective learning procedure.

Interest, as an attitude of learning arouses the psychological strategies and zeal to thirst more for the particular field or process of learning. Also, interest is the best attitude towards learning that helps to enhance the latent zeal in a person and helps in the rebranding of dreams and goals. It is also one device that encourages skills, talents, abilities, and sustains our initial motive to doing or engaging such abilities, hereby making a particular skill more fashionable and explorable.

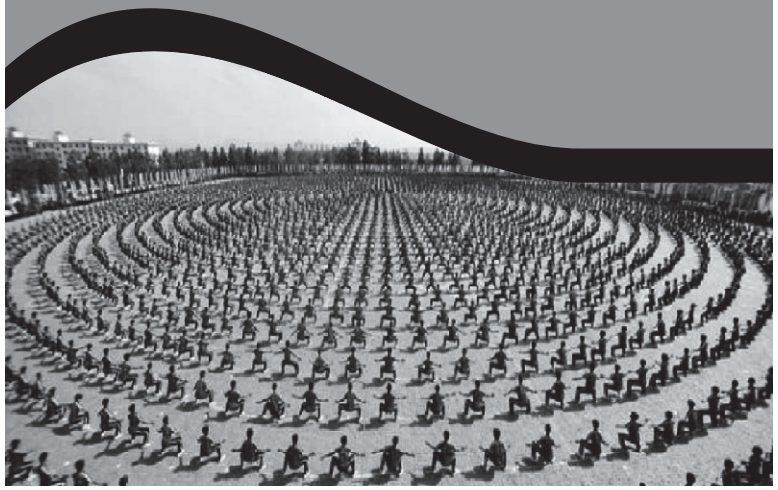
Willingness on the other hand; taking the case of a 15 years old boy as an instance, with the interest of becoming a doctor, but convinced by the father's prestigious position as an Engineer, the boy became an engineer, but was not devotedly competent due to the intrusion made upon his willingness.

So also is it required in our realm of learning, there should be a concordance between interest and willingness and there should also be a stipulated fact that should rebuke the infringement upon skills and abilities. Willingness is also necessary as a factor of learning, because it gives room for intelligence, in a way for promoting seriousness and 100% effectiveness in the activities performed towards learning. One's will is always more cherished than any other, because it is what suits one's taste and creates a room for happiness. Anything ever done with joy and happiness is always a factor of good. Therefore, we should make known our will and interest to our potentials so it can be accepted in the chosen field of ours.

CHAPTER THREE

LEARNING AS A COMPOSITE

* DESIRE
* KNOWLEDGE
* UNDERSTANDING
* FIELD



A jungle is not made up of a tree, a building cannot be mistaken for an estate, likewise should we not mistake learning as a single concept of self sufficiency. If learning is not self sufficient, and it is not a single-minded concept, then it would be that its entailment are numerous.

What is learnt? How it is learnt and How what is learnt came to be, are the issues of entailment when learning is questioned, analysed or expatiated. Learning as a composite reflects on what factors aid learning, the factors integrated to achieve learning as a concept. These factors include ***knowledge, understanding, desire, field and potential***. These factors are of much influence to a student and the teacher when it comes to learning and imparting.

DESIRE

A strong hope or wish for a particular thing, is what desire is. The desire for a particular thing would cause us to seek such thing to any length.

Desire itself stands as a stimuli for hard work, due to the knowledge that is to be of gain. It helps one in working vigorously because we know that there is a reward, gain or outcome to whatever it is we are doing.

There are series of ways to which an individual can seek desire, be it physically, mentally, morally and socially. These ways help us to know the particular cause of his desire.

Things desired physically are the monetary things and mostly the mammon. Mentally, desires can be sought in form of intelligence and smartness. Seeking respects, seeking to learn more and how to relate with people are ways desire can be sought morally, while socially it can be sought in form of power, authority and racism etc.

Desire as a concept of education or learning is the zeal possessed towards a particular field or career in other to be like someone in such field, or to be part of a change. Mostly, many people desire what they don't admire. When a desire is not admired, the desire might die. Sometimes students' desires are no met, not because they do not aspire, but because the "admirity" - the interest and zeal is not fueled. Self "desire" is a contradictory concept in the realm of learning because it must work along with both the field we find ourselves and the potential we possess. Lets put into consideration a student who in his life time desires to be a medical doctor, and also he is in a science class. But among his mates and colleagues, he is outstanding to be the best in fine-art and technical drawing, probably because he is good in drawing and has interest for it.

Analysing the above example, the boy's dream and desire is to becoming a medical doctor, his field tallies with his desire, but his potential does not. This is not to say he cannot cope at the detriment of his potential as a science student, but of what use should coping and managing be, when he can actually make things right.

Desire, field and potential are three (3) prerequisite

element that must allign to achieve an effective academic success. The questions then is; what are the possible help to be rendered to the boy if he can't change his field and also not want to deviate away from his desire? There are two possible answers or help to be rendered:

i. <u>Putting evolution into action:</u> How can evolution be put to action? The specific student is advised to list out the advantages in his potentials, and also those of his desire and field. After itemising them, he is advised to merge up the correspondence and interrelated outcome occurring between the advantages and work towards achieving it. Then he or she wouldn't have a problem trying to suit the demands of the three (3) element.

ii. <u>Changing the field or Desire:</u> If the specific student is willing and ready to do anything necessary to suit the concepts of success in his or her learning atmosphere, he should consider a change of field or desire.

"Sometimes we have to make the difficult decision to have the best results, and if necessary forego our greatest desire"

Nothing is impossible within the grasps of making choices and decisions. One might choose to make the hard decision not only to suit the taste of a better result, but to make an experience of the present action.

The student spoken of above is not only been referred to, all scholars are been referred to, all men and women, and

everyone that sees to the mentality and agrees to the fact that "learning has no limit nor boundary". We learn to learn that which we have not learned.

As important as our career may seem, much more important is the desire, because a career is unattainable unless the desires are respected. Let us always give a room for consideration to our desire, and always have a reason to our actions. Every dream requires an outstanding desire that can't be manipulated.

KNOWLEDGE

Wisdom is based and rooted on the availability of knowledge and understanding. When a person has wisdom for something it shows that he or she would have possessed the knowledge and understanding for such a thing. Wisdom requires gradual precautions just as life too.

To be wise or become a sage in a particular thing, field or career, a person must first have the knowledge or idea about what he wants to make wise of himself. i.e. Before acquiring such sagacity, he or she should have had a latent knowledge about it.

As it pertains to education, every student possess and knows a little of everything about things they are yet to know. As odd and weird as it may seem, no matter how little or few it is, there is always a knowledge to all we see, hear, think and know. My belief as a consultant is that no student, pupil or

scholar is a dullard, except the lazy ones, and those whom socio-economic influences have restricted from being explored either by persons or issues.

Who or what is a dullard? "A dullard is someone who is stupid and has no imagination".
Stupid: showing a lack of good sense and low intelligence level.
Imagination: Ability to form pictures and ideas in your mind.

Putting the meaning of these two words together, in consideration with the definition of a dullard, this shows that the state of been dull is not an act or product of a conscious volition but a state of being unable to reason accordingly, due to a low level of intelligence.

There are two oxymoronous statement that are applicable to the philosophical perspective of man.

"all men are intelligent"
"all men are ignorant"

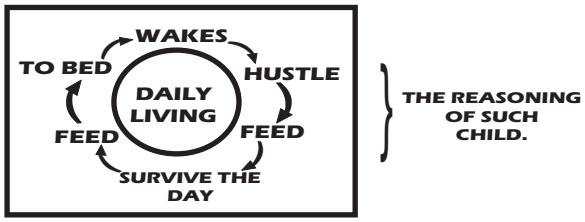
We long for more knowledge daily, we seek understanding of things around us because we are ignorant of their efficiency. Yes! We all are intelligent, we are intelligent because to the extreme capacity of our ability, we can do something wrong or right; and the consciousness of doing what is wrong or right even in the inability to help such still underlines intelligence. It is just a known fact that "***no one is perfect***" and "***to err is human***".

Knowledge in terms of educating, being educated or

learning is the idea projected forward by such student not only on the levels of education, but also on the levels of morality. Knowledge can be acquired but it is very much possessed, our knowledge towards or concerning something, is the general and factual idea, thoughts and mindset had about it.

Every human, both old and young, wise and unwise (if there be any unwise fellow) has their school of thought in which can be regarded to as knowledge. The human perspectives and view toward things are part of the categories of knowledge. The reason is that there are no single thinking toward a specific idea when it is given out or shared. Knowledge is not based on a thinking of concentration, but understanding is concentrated.

Knowledge is not concentrated because of the differences in the level of human thinking. Knowledge also differs because our mentality and rate of intelligence vary due to factors such as environmental factors, background factors, and peer pressure that affect our thinking effectively. For example, a child (boy) born into a family of no affluence (a poor home), who has learnt to fend for himself daily, he sees the whole life as a "chain of living" to feed. He is oriented by the environment to believe that the daily survival and attainment of the daily bread is the immediate need of man.



During the process of struggling, the child has to compete before he feeds and when he feeds, his thinking is not to feed himself for growth, but to feed himself for survival. This, and many more economical scenario shapens and conform different individual to their exposure of what knowledge is, and how it is been perceived.

Applying the tactics of knowledge, when this particular boy moves out to an environment which accompanies satisfaction and wealth, there is a 50% confirmation that his mentality towards every thing he knows would change.

Therefore, knowledge is not a practical to be given or imparted, but a step dwelling within us that flames up our perspective and mindsets.

UNDERSTANDING

It is to be wondered why knowledge has been separated from understanding. The practical definition of understanding highlights a comprehensive approach to the composition of knowledge.

Knowledge - idea + thoughts
Mindset (perspective)

Understanding - knowledge + taught skills
Assimilation + Application

The emphasis meant to be expressed by the above formulae are focused on how understanding are compiled and constituted. It emphasises that understanding is the already possessed knowledge amalgamated together with our taught skills. These skills are what is being taught in the fourwalls of our schools. They join alliance with our knowledge.

The division line shows a determinant, pointing out that both our knowledge and skills are altered and determined by the level of which our intelligence assimilates the taught skills in line with how it is applied to the basis of life.

Understanding, unlike knowledge is concentrated and focused. An individual is said to understand something, a concept, an issue or a scenario when such individuals' later perception, expression and analysis of such issue conforms and satisfies the available knowledge. This means that understanding's concentration lies in the individual's conception that meets, and aligns with the available known standard or accepted concept. The application of understanding shows that it is concentrated in the sense that

when the understanding of a particular skill is applied, every mindset concerned about the outcome already knows the aftermath. A case scenario is a student who has the capacity to assimilate chemical reactions and equations; they possess a latent knowledge of science. Furthermore, this student proves himself worthy of being a science student by studying series of chemical reactions.

No matter how much or how long the student reads or knows, he must arrive at a definite conclusion that should and would be generally accepted. This occurs because the student has series of predecessors who have the same knowledge as his, and understands what he or she is doing. Their understanding that has brought out theories and laws is accepted and shared. This is because the understanding of the concept exists.

The concentration of understanding can be based on the level of human thinking and the level of exploration. As understanding constitute knowledge, so is the rate at which ideas are related and explored with, contrasts. Aside from knowledge that forms a basic and core element of understanding, there are other concepts that appreciates, and contributes to the efficiency of how understanding is manifested, managed and applied to circumstances. These concepts are like the T-helper cells of the human immune system, they are the column that exhibits the psychological process of understanding. These concepts are as follows;

a. Self-ego
b. Thoughts and ideas
c. Perspectives and mindset.

Self-ego There is an adage that stipulate thus "you cannot seek or concur to any solution when you have your answers within you". This adage means that whatever is the desire of man, inwardly manifests itself in the physical reactions. No matter the required perspective of a man, the answer would be a fuelled zeal from his self-ego.

Thoughts and Ideas These can be divided into two. Thought and ideas can either be a "view towards something" or an " impacted theory of a particular thing" These help in the development of the mental state, due to its response to every action of its environment. Thoughts and ideas are flamed up by self-ego, what we seem to be right, due to the level of man's thinking.

Perspectives and Mindset Both are achieved skills either used or manipulated. The occurring difference between this and the previous point is the simple fact that thoughts and ideas are viewed towards a particular thing or either imparted, while perspectives and mindset of a person are also ways of thinking about something, but mostly influenced by the type of person we are, or the experiences we have gained. At this point, it is good to note that the three concepts mentioned above are the concepts that upholds and complement

understanding.

The dynamism of understanding lies in its ability to satisfy different forms of learning.

***Understanding can be seen as an end product of fully satisfied and developed form of knowledge.**
***Understanding can also be seen as the epitome of taught skills and ideas.**
***It can be seen as a result that appears to show that the taught skills, ideas and thoughts has been fully known or mastered.**
***Furthermore, understanding can be seen as a state of maturity to human relation; this shows that understanding appears in the way we relate to people's needs.**
***Understanding also appears as a fact of believing in a particular possibility and its effectiveness.**

Considering these involvement of endeavours in our immediate life, if it gains its stand in our brain and level of reasoning the expected outcome should be wisdom. This shows that wisdom cannot be attained without a belief in understanding hereby highlighting wisdom within this concept as the right application of understanding.

FIELD

Considering the disparities within our thinking and knowledge, we can see that the definitions for field varies, not only in our thinking but also in our actions.
Field can be defined as a subject, studied by people, or an area of study they are involved in as part of their work.
Field can also be a work or study done and exhibited in the real world rather than the class or laboratory.

The first definition sees field as an offered subject, studied as part of what must be done in our work, thereby acknowledging it as a foundation for which studying and hard work is based upon.

The second definition explains a field not to be studied, but to be a study itself. It analyses field to be a study that is performed beyond the classrooms or laboratory. It says the field is the study done in the real world; the real world referred to here is not a world of experiment, nor a world of practicals.

The real world is the world where the study is done. Also, the real world is the daily actions and reactions of man in every aspect of which they work, it shows how the study (field) is applied physically, mentally, emotionally, morally and else-like. It defines an attitude of nature towards the mass and not only the learned.
A refined definition of what field is, based on the available definition that has been analysed is as follows;

"Field is a created atmosphere that exhibits the basis to which learning and living are similar out of a taste for human survival".

The field of study or the studied field encompass nothing more than these three (3); ***Man, Nature and God.***

Man: Human being is the most difficult of all living beings on earth to be predicted. As man appears to be vaticinal, likewise is our actions. Sometimes the decisions of man reflects in their actions. Advances in our civilisation result in higher percentage of mortality, and man's knowledge has widely matured and exposed to experience in every aspect of life so in this world, man's contribution to study is more greater than that which he absorbs. To now consider man in the field of learning; man is the primary subject of learning. This is obvious as;

"Man learns the learnable
Man is learned in every endeavours
Man creates a room for both theory and practical functions."

There are many ways to which man stand as a primary subject towards learning. Without that which man knows, there cannot be an exploration of knowledge.

Nature: Nature they say; can't be fooled or cheated. A partial concordance is given to this saying because what is to be learnt, when there are no atmosphere?

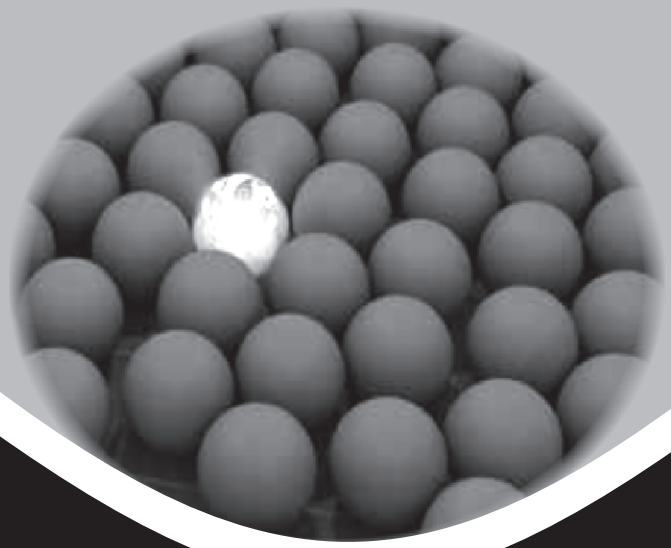
What is the essence of a proposed experiment without an apparatus? And where is a given law derived without an action of theories and practicals?
What is meant here is that, how can man survive or claim to experience survival with intelligibility and morality without a relation or an interaction with the wonderful gifts of Nature. The sciences, and Agriculturists appreciates the availability of nature, if not for her, their existence would have been to nought. Nature as seen, is a study on its own because without the study of Nature, the essence of the availability of sectors and departments such as geography, geology, engineering would be of less need. This is not to say that they are not important, but regards must be given unto nature for its sacrifice for humanity. This is why nature is essential to the field of learning.

God: Agreeing with the biblical allusion of God being "the author and finisher of our faiths". Is it only faith? No! God owns the key to all and has the will over all that takes in breath. What if also he rules over our ***fate*** and not only our faith. If God then is acknowledge to know all, then to what effect would learning be? How comprehensive would it be to learn or know learning, not to talk of applying it without the source of divine knowledge. God can be a subject of study, he can also be a reason for studying, and at the same time be the availability of study. i.e. when we study, we should know that the power and the consciousness to put study into study is God.

Considerably, if field is to be discussed or analysed when it comes to learning, these composite are essential. The overview of putting the competency of our desires, field and potential into action lies in an active consideration of concord, so as to make things work out for the good of students and scholars.

Potential: Potential stands as a complete entity of study, so it would be treated in the following chapter fully as an entity of which it is. This is due to the three (3) considerable element of academic concordance, potential stands as the nucleus that helps to sustain us through, not as a factor of naturalness, but as a deposition of divine pleasure (it pleases God).

CHAPTER FOUR
POTENTIALS



There's nothing much to be said on this, but there's a lot more to be learnt on this. Talking about potentials, we have series of definitions to defend the word as it is, so to make clarifications on what potential really is, we would have to make known and also look into some valuable definitions:

POTENTIAL AS IT IS

* **This is the likely qualified personnel we are likely to develop into; concerning a particular act in the nearest future**
* **The effective possibility to become in the future**
* **The natural ability or quality possessed by someone to be extraordinary good**
* **A distinction of abilities between personnel**
* **A study of attribute that disperse people of capacities.**

The five definitions listed above are few in a thousand definitions, opinions and point of views towards what is known and termed as ***potential.*** Here, the given definitions would be checked into one after the other to show that no matter how long or many a definite term is, the knowledge used in defining it would seem different either in one way or the other, not because they should be like that, but because our schools of thought (thinking facilities), reasoning are not alike but ends just alike.

POTENTIALS AS A LIKELY PERSONNEL TO BE DEVELOPED INTO CONCERNING A PARTICULAR ACT IN THE NEAREST FUTURE.

Our personality is that which we are and which we are to execute of our behaviours and characters. In accordance with the heading above, it regards potential to be a character on it's own, i.e. a whole being, possessing a worthy attribute. The definition gives potential as a whole person that can be constituted for a purpose. Developing into something requires gradual processes. For one to inhabit a character, one must possess the trait, and to possess the trait one must be distinct.

Potential as a personnel to be developed into is the first phrase in the definition. The first phrase sees and acknowledges potential to be a trait that requires hard work, we all know, that for one to inhabit or impersonate a person or particular thing, you must at least have a 70% attribute of the specific thing or person.

So does it implies in this definition, to be of a potential is like taking a new being into existence, one must become different from this of his and must now constitute a new and distinct attribute.

Also, potential as a personnel to be developed

into sees potential to be sacrificial, i.e. to possess the potential, one must have to bargain things we know are of great importance, but of no necessity. For one to possess a potential in accordance with the above definition, one has to trade up some attribute in the process of developing.

In other instances, for one to be a new person of vivid potential, and also inhabit a characteristic or trait, he/she has to develop into it or erupt from traits and character, and to doing this the person must be a developer. Being a developer is the state of submitting to change and epitomizing that good, extraordinary, person in us.

A developer is a person who makes and build something to achieve a specific answer or result. There can't be a developer without a proposed or planned action. He builds that former qualities that slumbers, the process awakes that genius in us and build it up to make a great and better potentate. Likely, a developer (potentate, character) is a person who dreams of creating a success by working on new ideas. To every one who wants to make success, below are the proposed protocols to execute.

* A successive personnel must strive and achieve making, creating and executing new ideas
* Him/Her must have a well determined heart
* One must be conscious of the little faults in him

* One must not constitute a rigid decision or policy
* He/she must not be self-conscious but self-concerned.
* He/she must be submissive and open to new ideas, and people's opinion (not subjective).

There are more pre-cautions of a personnel that requires success, but those listed are just few in a thousand.

Note: That developing into potentials does not call for self-consciousness, but requires a great deal of commitment and sacrifice.

POTENTIALS AS THE EFFECTIVE POSSIBILITY TO BECOME IN THE FUTURE

Possibility(ies) are not to be depended upon, but are a way of enhancing hope to the mind. Possibilities is also used mostly to emphasize series of surprises when things are not out rightly, understood. Also it is a decoy for emphasizing that someone would do everything they can, to help or achieve something. Achievements are sometimes not questioned, but in most cases they are to be questioned, not because of the source but because of the process.

As regard potential as the effective possibility to become in the future; an idiomatic expression illustrates that *"Take care of the pence and the pounce would care for themselves".* Today should be our concern, because there is no existence of the future coming without the present. In the future, for any form of potential to be ensured it must be effective. Unless a potential is been executed, a potential is not of the present but of the future.

Actually potentials can be effective if they are utilized judiciously. A potential is issued on a platform of possibilities, not because that is how it should be, but because there has been a room for probability. Probability erupts in the action of people's potential, when they don't believe in themselves and when they underestimates the extent of their potentials. When the potentials of a person is in question, then the future is of probability.

There are series of ways by which the future's probability can be insured into possibilities, some of the ways are within our realm of understanding because we must find an answer to the questions demanded of us by our potentials. While some of the ways are far more beyond our comprehension because a man only has the wisdom of what is given, and also there are limitations to the potentials of man.

One of the ways of which the future's probability of a potential can be change into possibilities is when one admits to himself and regularly gives appreciation to the good and distinct part of himself. Appreciating the good in us is not the type that calls for pride or arrogance, but one

that brings about submission. Potentials are not to be praised by he who possess it but those who see it's effectiveness. People's thoughts mostly is that we are the one that use our potentials, no! that is wrong. Our potentials demonstrates the extent of it's potency when we ourselves submits to having it and we also create a room for it in our life cycle.

Our potentials, is exactly like a great oak that grows from little acorns. An oak is a large common tree that grows in northern territories, while an acorn, is the simple nut of an oak tree. A simple acorn is just a little nut that renders and submits it's being and existence for the existence of a greater oak. So does it implies to us, when we submit not our existence but our personality to be incarnated by the real us (our potential), the existence of our potential will bring out a difference and give people a reason to see into our essence. Concerns and praises are to be given unto our real self only when the potential overwhelms our personality, only then can our potentials be free from the threat of extinction.

So in order for our potentials to work up with the other concepts i.e the desire and field, it has to gain the respect of our personality.

POTENTIAL AS THE NATURAL ABILITY OR QUALITY POSSESSED BY SOMEONE TO BE EXTRA-ORDINARILY GOOD.

A sentence cannot be what it is without the presence of words, the above expression cannot be in existence without the cogent and necessary words. The cogent words are namely: ***natural ability, possessed quality and extraordinarily.*** To start with, a person cannot be without a natural ability, without being natural. Only a natural being can possess a natural ability, and in order to be natural, one must be an existence of nature, and not cause, made or controlled by people.

When someone or something is natural, it is normal as we would expect. This shows that the presence of a natural ability in man isn't strange or an asset of exclamation but a proposed priority one would have expected. Trees, rivers, humidity, mountains etc are possessed by nature and they also dwell in it. For a person to be of natural ability or potential, whichever way, there must be something of honour that is highly expected and also respected within him/her on it.

In order to possess a natural ability, it would be something not common but necessary, and also must be gravely regarded, not because of the title it bears, but because of the attributes it possess. Attributes, Qualities, Characters, Features are series of words used in qualifying the expected

characteristics and traits of a person. Although, natural tendencies or type of behavior is part of your character when born, rather than one that is learnt later.

Any form of natural ability is not learnt but they are of whom we are. Learnt subjects and concepts are the must understanding that should be gained from nature and the world itself. Potentials in natural abilities are relaxed, why? This is because it is a way that we feel normal and not what we pretend to be. It is the real part of us that is not taught or connected to forms of magic, it is our real being that cannot be denied unless we unsurp it, and in doing that it weakens our zeals. Our abilities shouldn't be denied or fought against or be afraid of, but should be permitted because it's part of who we are.

It is just like a food in which after the preparation or creation, there is probability that anything added to it might mar it's true nature and also it's like a raised music from one tone to another semi-tone.

Possessed Quality: When quality is possessed, it is wrong to say it overwhelms us, because it doesn't. It's possession after submission gives us the grace to control and manipulate it. Not to be misquoted, it was only said earlier that if submitted to, potentials leads a path not only to our appreciation but also gives us dominion over it, not denial.

Also, potential as a possessed quality deals with a mater of choice. i.e. It is left to us to either permit the eruption of the potential within us or deny it. When something is possessed, absolute control is gained over it by an external

influence, this underlines the fact that qualities are within our grasp and for us only; are the strength provided.

Extra Ordinarily: The word extraordinarily is the combination of a prefix "extra" with the word "ordinarily". When said to be "*extra*". It means the very more of something, or addition to the usual or standard amount, or number. It can also be an amount or number of something which is not part of the original, that requires greater price to be paid. So is our potential, it is an extra part of us that cannot be gained or achieved without us paying the very expected price for it. It is a type of standard that must be willingly and sacrificially met, not because it worths it, but because we ought to project the very standard in us.

Extra is like something added to a particular product to make it rebranded and of more quality. Our potential is the extra being we must achieve, we ourselves are the product that is to be rebranded. So in order for us to gain ground and be recognized, in one way or the other our potentials must be recognized. It is outside who we are; our potential glows, we can make it glow within us and even beyond if it is permitted and encouraged.

The word ordinarily means; something average, common, usual and not even special is ordinary, we are all common and casual but there is only one thing that can make us unique, and that is our potential. It is something far beyond human thinking because it (potential) is not ordinary. And for that ordinary man and body that performs physical activities, for it to be extraordinary it has to possess

something of extra quality which is our potentials. A person possessing an extra quality can be named or called an extraordinaire.

For our potentials to surface, it requires more and more concepts or ways, but only those that believes and subjects their personality can possess the possibilities in them.

POTENTIAL AS A DISTINCTION OF ABILITIES BETWEEN PERSONNEL

Potentials is addressed here as a difference occurring, or gradually existing between personnel i.e the personnel possess a special trait, but that which distinct them from each other is the potential in them. A good and inevitable example is water; the scientific combination of two elements, comes to give us a source to life. With absolute conviction that we all know the essence of water to life. Our potential just like water is something that can not be denied.Water contains the elements, hydrogen and oxygen.

Hydrogen is a light gas that helps in the inflation of a balloon or to blow up any expandable object. That is one of its functions. More likely is Oxygen, the gas we inhale in order to live and be healthy, without oxygen there is an end to life. The two elements have their primary functions that distinguishes them from one another. But the combination of both is a blessing to life. Without considering the disparity there has

been a blessing from it. So it applies to our potential, it looks not into the difference between our personality and our actions, but erupts from both to become whole. Potentials does not bother about the factors that affects the personnel or their personality, it is only concerned about the creation of a better personality from them.

POTENTIALS AS A STUDY OF ATTRIBUTE THAT DISPERSE PEOPLE OF CAPACITIES.

Capacities; the ability bestowed upon a person into doing something, it's also the bestowed role or duty of a person that is to be done. Also is it the extent of which someone's power is limited. When something is bestowed on someone, it is conferred upon that person. The capacity of whom we are is also our potentials. The series of ways that potentials can be discovered, are many and has left many people in the darkness of knowing that, which gives them strength and what has made them different.

Some people, see their differences as a curse or burden, some sees it has something that is of harm, but it has been discovered that due to series of the existence of potential, it can manifest in different atmosphere. Potentials can manifest physically, mentally, socially, morally, spiritually and academically. The manifestation of potential is to disperse human to the very need of the mass. Potentials sometimes can be the same and sometimes may be different,

why potentials are different is because the human needs are different and cannot be satisfied with a concentration of ability, unless it is distinguished.

Physically, potentials can be the very thing that most people like about us, or may even be, being a *freak*, or a *clown.* The physical potentials are those that we can easily discover and recgonise in a person.

Mentally, potentials are very respected because it sometimes comes in the form of knowledge, understanding, wisdom, intelligence and so on. A mental potential is abstract, it can't be seen but can only be experienced after been executed.

Socially, the potentials in us helps maintain peace, honesty and orderliness in the society. We experience potential, socially sometimes as the ability to maintain relationship with people; and sometimes to gain their trust. Understanding people and who they are is part of some people's gift.

Potentials, can be obtained, insured or experienced morally when related to the principle of good and bad, right and wrong. A moral potential is a type that is based on practical ideas, that are generally accepted in our behavior, characters or attitude.

Spiritually, there are series of potentials and gifts that may not be fully understood, because they are a product of God's own gift, attained through faith. Speaking in tongues, prophesying, dreaming and interpretations, and so on. These potentials cannot be rendered and cannot erupt themselves,

unless we are ready. It works with our inner mind and not our flesh or body.

Academically, potentials are imparted into students, scholars and possibly learners. Students mainly are expected to be of distinct attributes and qualities. Not because it is expected of them, but because the level of which each student assimilates and comprehend what is taught is different. So the more the student, the more their capacities of potentials as a study should increase.

Potentials as a study is being studied itself. In many institution, there are some courses of which creates a distinct potential unto students examples are psychology, which gives the students or scholar the ability to read and study the human mind and characters. Sociology, which helps in the balance of economical issues and human relationship with each other. Philosophy that creates an awareness of the past and present belief of people to create a better and suitable dwelling atmosphere. With the inclusion of physiology, therapy and so on. Scholars have been able to project the true nature in them.

The essence of *desire, field and potentials* has hitherto being emphasised. At the absence of such agreement among the three, whatever a man does without the concordance is probable to being futile. The human is made up of delicate combination of *duty & desire*. The heart and the head, constantly keeping each other in balance and it takes both to make us whole. To gain stability for the mind, and the body, the head and the heart must work as one. Also, to experience

CHAPTER FIVE

LEARNING AS A PHILOSOPHY

* PRINCIPLES OF LEARNING
* EMOTIONAL COMPLEMENT OF LEARNING.



Philosophy; the rational investigation of the truths and principle of being knowledge or conduct. A deductive inquisition of the logical reality of what it takes to accept knowledge as being knowledge and idea convincingly existing as an idea. If learning as a philosophy (as highlighted above) is satisfied, it means learning would be generally accepted as potent as it may be portrayed if it engages the socio-moral, physiological, and emotional competency of every individual regardless of the available dogma of academics.

Learning as a philosophical entity questions the rigid exertion of academics, hereby prescribing alternatives to the efficient discharge of learning, provided it considers the introversive factors that make-up the learning availability of each student. The chapter itemizes and analyses the principles of learning and emotional complements of learning, which is a necessary column of a student's will and conviction to learn. The principles of learning are engendering factors that energize students to learn, accompanied with the emotional complement of a student's learning capacity as situated by the immediacy of his environment.

PRINCIPLES OF LEARNING

The principles of learning, otherwise known as the laws of

learning have eight (8) affirmative concepts that have been clearly tested to energize a cognitive and comprehensible learning. These concepts include; ***Readiness, Exercise, Effect, Primacy, Recency, Intensity, Freedom, and Requirements***.

In practical situations, these principles have been identified, tested and used by educationists, hereby providing insight into what makes people learn more effectively. In the early part of the 20th century, Edward Thorndike developed the first three (3) principles with later addition of the remaining five.

Readiness: When students are ready to learn, they meet the instructor at least halfway, simplifying the instructor's Job. A level or degree of concentration and eagerness is what 'readiness' is. The reason to learn, is more or less the required readiness of a student which seeks the consent of the physical, mental and emotional activeness of such student. So much for a responsibility for an instructor is the fact that he or she must be able to manipulate students to learn, readily creating an interest by the disclosure of value towards the subject matter and rendering continuous physical or mental challenges to the students. The presence of motivation for students cause them to make progress the more through strong purposes, with clear objectives and finite reasons for learning a specific thing.

Students are readily capable to learn when their basic needs

are satisfied; adequate rest, health and physical ability coupled with an immediate independence i.e. time for themselves. The manner of approach of an instructor, presenting whatever subject or issue he or she has for the student in a way that seem more jovial and exciting not out of point, helps to receive and attract the sincere seriousness and attention of students towards learning. The authenticity and dynamism of the subject matter strikes out the readiness in students' heart, as a result of the mental existence of students' readiness which mostly does not come physically or holdable.

Students' readiness is not a voluntary action, but a reflection of the ways they have lived before ever thinking of learning. So strong an influence have their environment been, which now constitute part of their involuntary attributes, which sum up to determine their readiness to learn. This has now positioned their instructors to be prudent and understanding in dealing with individual student.

Exercise: ***"The things that are mostly repeated are best remembered"***

Above is the statement deduced from the principle of exercise which is the basis for drilling and practice.

The application of a gradual productive method in learning is more preferable to a fast unyielding method. To exhibit exercise in learning, at least the very point of the subject matter should be often repeated while learning. It has been proved that students learn best and retain information longer when they meaningfully practice what is to be learnt.

The application of what is shown and told underlines students' learning directive because they do not learn complex task in a single session considering the fallibility of the human memory to retain, evaluate and apply concepts or practices after a single exposure.

Every time learning occurs, it calls for students' recall, review, summary, manual drill and physical application. All these serve to create a habit for learning, the tutor must repeat important items of subject matters at reasonable intervals and provide opportunities for students to practice, while making sure this process is directive towards a goal.

Though fallible, the human memory still capacitate the absorption of ideas, concepts, issues etc. when there is a constant practice and repetition.

Effective learning in exercise is attainable through creating an elbow room and accommodating platform of constant exhibition for the constant practices. This means that the subject matter, issue or term should be constantly used, expressed and executed in different circumstance, ensuring the significant and appropriate use and application.

Effect: The principle of effect states that:

"Learning is energised or strengthened when accompanied by a pleasant or satisfying feeling - and that it is weakened when associated with an unpleasant feeling".

This principle is based on the construct of a student's

emotional reaction, having a direct relationship to motivation.

The learning structure or situation should contain elements that affect the students positively and give them a feeling of satisfaction; as a student will only continue to do what provides a pleasant feeling in other to continue learning. Therefore, an instructor should be conscious of the workable positive reinforcement or negative reinforcement such as punishment to the appropriateness of the situation. The trainees (students) will sometimes in the process of learning not want to learn all that there is to learn believing that an evidence of progress is substantial enough for an impact. It is then the obligation of instructors to set up the learning situation in such manner to achieving a degree of success. Boredom, frustration, anger, confusion, feelings of academic isolation and futility are experiences that are unpleasant to student, and to these experiences, they improvise so as to still cope with the learning process. These improvisation involves group discussion simultaneously during the cause of the lecture, drawing related interpretations of what is being taught, dissuading their sight (but listening) - that is why some students prefer putting their heads on their desks while listening to the lecture. As insultive and unserious the acts and improvisations may seem, it help students to cope with the unpleasant experiences of learning.

On the part of the instructor who is very observant, once he/she observes such atmosphere in the learning

process, it is better to tell students that a problem task, or subject though difficult, it is within their capability to understand or perform. Every learning experience do not have to be entirely successful, nor does the student have to master each lesson completely to fulfil the demands and interval of the academic constraint. However, every learning experience should contain element that leaves the student with some good and appeasable feelings of increased knowledge regardless of the enormity. A student's chances of success is definitely increased if the learning experience is a pleasant one.

Primacy: In avoiding confusion, the law of primacy is also a manner of persuasion. Primacy; the state of being first often creates a strong and almost unshakable impression. Things learned first creates a strong impression in the mind, they are difficult to erase.

For the instructor, this means that what he teaches must be taught right the first time, and for the student, it means the active, sincere and complete devotion must be invested to first teachings and learning. To ***unteach*** teachings that are taught wrong at first are difficult than teaching them right the first time. For instance, if a student learns a faculty technique wrongly, the instructor will have a difficult task correcting bad habits and ***re-teaching*** the correct ones.

The students' first impression should be a positive, functional and palatable foundation for all that is to follow. What the students learn must be procedurally right and applied the very first time the instructor presents subject

matter in a logical order, step by step, making sure the students have already learnt the preceding step. If the task is learnt in isolation, it is not initially applied to the overall performance, or if it must be relearnt, the process can be confusing and time consuming. Preparing and following a lesson plan facilitates delivery of the subject matter correctly the first time. Congestion or congesting an idea, term or subject matter towards the students' assimilation only sometimes creates a waste of energy; because in this present age of ours, students only derive satisfaction in learning when it is cogently brief and explanatory. It is more appreciated by students, when a teacher or an instructor relates with them based on their level of assimilation. Going beyond the stipulated order or manner of which the subject matter is supposed to be taught, only creates an irrelevant waste of the necessary time left.

Recency ***"things most recently learnt are best remembered."***

Conversely, the further a student is removed time-wise from a new fact or understanding, the more difficult it is to remember.

The things recently learnt are best remembered due to the structural make up of our memory. When we get information, to internalise it, it requires a gradual applicable sequence to be able to remember it. The recently learnt things becomes the last to be internalized. To this effect, to remember things, it starts from the immediate proximal knowledge, then unfolding backward to the other internalized

subject matters.

Recency is an essential part of learning because if the instructor strategizes and structures his teaching well, he or she should create an atmosphere for symbolism and relation. i.e symbolising the taught concepts and also relating it with the available materials of the environment. With this, the student's sense of sight captures and analysises the related materials in accordance to the taught concept.

The series of information, acquired last are generally remembered best, summarised and reviewed frequently, helps the mind to fix covered materials. Instructors recognises the principle of recency when they carefully plan a summary for a lesson or learning situation. The instructor repeats, or emphasizes important points at the end of a lesson to help the student remember them. The principle of recovery is based on recency which often determine the sequence of lectures within a course of instruction.

Intensity: This principle implies that student will learn more from the real thing than from a substitute. The more intense the materials taught, the more likely it will be retained. A sharp, dramatic and exciting learning experience teaches more than a routine or boring experience. For instance, a student can get more understanding and appreciation of a movie not by reading the script, but by watching it. Likewise, a student is likely to gain greater understanding of tasks by performing them rather than merely reading about them.

In contrast to practical instructions, the classroom, imposes limitations on the amount of realist ideas that can be brought into teaching. The instructor needs to use imagination in approaching reality as closely as possible. This also has its limitations. Classroom instructors may and can benefit from a large series of instructional guardian to improve realism, motivate learning and challenge students. Instructors should emphasize important points of instruction with gestures, showmanship and voice.

Demonstrations and role playing do much to increase the learning experience of students. For example, analogies and personal experiences also make learning come to life. The series of senses should be used fully in learning e.g. hearing, sight, balance, rhythm, depth, perception and others.

Freedom: _***"Things done or learnt freely are best learned"***

Compulsion and coercion are mutually incompatible with the proficiency of academics and personal growth towards learning new things or concept. Freedom as insinuated in this context is not that which entails unrestricted use of something or unrestricted exercise of irrationality. But the referred freedom exists around academic volition and psycho-social right to perceive, act, speak and reason freely pertaining to an advantageous contribution to their (students') process of learning. Since learning is an active process, it is necessary that students who experience the process should not only experience it (be affected) but also be contributive

(involved in it).

Pertaining to learning freedom should be exercised by conferring on students the;

- freedom of choice
- freedom of action and
- freedom to bear the results of action.

To avoid intrusion on the emotions, will, interest and zeal of a student, such student should be tamely given room to exercise his or her freedom of choice. This is not to say that they are 100% wise enough to know what is best for themselves. Or that they can do without tutelage. It is just to acknowledge and persuade the interest of such student onto the right part. When students are given freedom of choice, it is to help the instructors break the barriers of stonewalling and secretiveness that adolescent experience. With this, an observant instructor has the floor to be influential and involved in the right decision making of such student.

Actions such as associating, reading, listening and reasoning should be permitted freedom unto students. These actions and lot more regardless of the style or form of assimilation of any student, there is always a time for complete and sincere academic sanity which makes each students look deep into their endeavours. This is the period of personal academic evaluation, when students have been given freedom of action, they psychologically evaluate their academic commitment through social factors and academic results.

Considering the fallibility of the human memory,

ranging from persons to person, it can be seen that some students do not learn except after having borne the results of their action. Such student learn better and accurately with consequences. Their interest lies not in the process, it lies in the manner of correction. Students who learn like this are such who learns the good and probably bad side of things, they learn the possible outcome of things, hereby juxtaposing one to the other. When students are given the freedom to bear the result of their actions, and followed up, it brings such student back to their place(sanity) after having tried different means. This then gives the instructor a better vantage to approach such student with the right knowledge.

Mostly, one cannot change someone's personality, but can only convince a personality into changing. Students' actions and intent towards a specific interest arouse their inner ability, agility and zeal to learn.

Requirement: The law of requirement states that;

"we must have something to obtain or do something."

As nothing exists in vacuum, so inevitable is the potency of requirement when it comes to learning. Something is required for something. Requirements precedes availability, availability precedes utilization and utilization precedes effectuation. Nothing can be said to have been effective without appropriate utilization, utilization would not have been possible if that which is to be utilized is not available, and that which is available avails itself because it is required.

Conforming itself as a skill, instrument, ability or anything, there are physical, psychological, socio-moral and emotional factors that engender learning. These things are required to enhance a sound and effective learning.

"One cannot fly into flying, you must first walk, jog and run before flying."

The gradual constituent and sequence of circumstance, the available regularities and irregularities of academic competence and many other factors are required either as a lesson, a principle, a check, or affirmation to the summation of academic influence.

Our potential is like a device or strategy, if not properly utilised or sustained, they can either become worthless or ineffective.

Requirement in learning states that every able person, regardless of their status can learn well and understand effectively if there is a source of interest or zeal.

EMOTIONAL COMPLEMENTS OF LEARNING

"we are all delicate combination of duty and desire, the brain, the body and the mind, constantly keeping each other in balance and it takes all to make us whole"

Learning requires a mental and physical combination of ability and capacity to execute or confront it's objectives.

These ability are embedded in the gradual stage that acknowledges some concepts of emotional state. The energy for any emotional or mental state of learning lies in the concordance and balance of such with the available dogma of Academics.

Our learning faculty is complemented with some of our basic emotions, and it will be totally unfair not to discuss these emotions. This is because they form a constituent in the way and manner our mind is structured, hereby posing an agreement to learning. These emotions are as follows: ***Passion, Ease, Encouragement, Strength, Enthusiasm, Friendship, Environment***

Passion: A very strong likeness that exists within the human atmospheric state of want, it is a feeling that stimulates our want and need for a specific act or will. Passion in learning entails the particular thing that should motivate us to learn. For instance, there are two (2) basic merest reasons why people would love to go to church on Sunday, one is to worship, the other is just to go because it's a procedure. A passion cannot exist without a goal. A passion only surface when you determine and admit to the fact of becoming or having a particular will of yours.

Passion is advisably important for all because it gears up and energises the laziness in us, and with focus it will create a link of interest that would suit our pursuit.

Ease: An absence of difficulty or effort which falls as a mental or physical state, depending on the mode of learning. Students need ease to cope with the academic workload, but this seem not to come as expected. But it appears so, not because ease do not come, but because we are so engrossed with the hectic demands of our academics, hereby unconsciously shutting our attention to ease.

Ease is a part of our emotion that satisfies and gives a reliable conviction to dissuading our mind off the rigor of academics. It helps us to manage stress, pressure and congestion.

Encouragement: An act of giving confidence unto someone or persuading them towards something. It is an act that cannot be performed by the encouraged, but only by an encourager. An encourager is not only a person or living thing, but also can be a thing, word, expression, statue, writing or in form of feelings or conscience.

Encouragement is very rare but necessary in learning. As human, our source of interest might be very low, especially students, when learning, most of them find it more tedious to create an availability of interest in what they learn. To apply encouragement in learning, one must look, seek or discover that which him or her sees to attract them, or be what makes him fond of the learning. On instances, most learners derive interest in learning based on the attitude and expressions of the tutor, trainer or teacher. Also, to be encouraged, one must discover a challenge for him or herself.

A challenge that would question one's mental or emotional state, prompting the individual to submit himself or herself to creating awareness of encouragement to people. We human tend to be secretive and threatened at letting our weakness known to those liable to help us, hereby creating an island of self sufficiency which is impossibly inefficient.

Strength: As a power that supports our actions and deeds, strength is applicable in learning. It combines two states, but not physical, it only manifest in physical actions. Our strength flows within our veins. The strength a student might have to learn, may be his ability to assimilate faster, some in the ability to read longer, learn by theories or practicals, learn by pictures or diagram (identification), ability to learn by explanation or demonstration, learn by scenario.

There are different ways of learning which can be our strength as it is not all situated in one individual.

Supportive strength comes from the ability we possess, because its from the vein and not physical. Our supportive strength helps to learn from what we know how to do best and that which we can perfectly perform. This create an interest of engagement, meaning it constantly makes us want to learn more out of what we know, have or possess.

Enthusiasm: On an excursion scheduled to a museum by a school, without been told yet the price or necessary details, only at the announcement of embarking on

an excursion, the students had made a remarkable awareness to their parents and guardians. After the necessary details were put forward and the day was made by embarking on the journey to Onikan Museum, Lagos. The students enjoyed themselves and came back to school, but were confronted with questions (a brief test) on their excursion. 65% of the students who took the test passed tremendously. After a deep analysis to what was the reason to such success, it was discovered that the curiosity and visual attraction of remarkable sites and sections of the museum had formed accurate pictures of understanding in their imagery. This aided learning outside the walls of the classroom which was successful.

Enthusiasm is an emotional activity that helps one to learn by quick interest and attraction. In the process of learning one's interest, the curiosity to study stands as a zeal for unavoidable knowledge. Learning on the basis of rightly sequenced curiosity sharpens the memory and energizes the thinking faculty. There are series of learning process, but it is not the process that matters, but the path the process treads!

Friendship: A teacher of mine once said "it is very wrong to have friends when in school, or during the period of being a scholar". But emphatically, I have proved him wrong. Friends, friendship and interaction are three (3) inevitable aspects that cannot be by-passed neither can they be overlooked in terms of learning and educating.

Motivator varies from individuals, and by

circumstance, but the fact still remains that every motivated individual has a motive which can be acceptable.

Friends are one important factor that contributes to the educational standard of a person or individual. Psychologically, the more the interaction among friends, the more they constitute similarities of possession. i.e the closeness and intimacy that exist among friends create a new and coupled spirit of zeal into both party. That is why it is generally advisable to keep a company of good, ambitious and zealous friends.

In respect to the common saying; "No one is an island". There is always this particular thirst for friendship because it is inevitable. Friendship helps to share issues that rather can't be shared with single or ordinary persons. Friendship also frees the heart of a scholar from burdens and thoughts of phobia.

Environment: Environment is not an emotion, but an emotional instigator. The environment constitute the hindmost and immediate influence of our emotions and endeavours. It is a wide recordable fact in this present generation that students' tolerance and zeal to read or assimilate, comes from the balancement and normal running procedure of the mind and also the structural satisfaction habitable by the mind. The environment is one factor that demands a gradual and annual renovation to suite the taste stipulated by our assimilating capacity. For instance, taking a class of 60 students with no fan, ceiling nor air conditions, but

OVERVIEW

Students, teachers, tutors, educationists, counsellors, columns in the academic field. e.t.c. Regardless of who it is that may have read this book to this phase, some of us will probably agree with me, that the decline in the academic performance of the students of this generation is not totally their fault, nor is it because they have all been lazy. Different audience requires different approach, so also does it apply to different student. If then the students are dynamic in their approach to learning, let also the system be dynamic in its methodology of teaching.

For some student, depending on their socio-moral orientation, learning is a cause they must follow, to achieve some things in life. To some students, learning is a system, it is a composite of many branches that must be satisfied and journeyed through for academic success. To some student, their

approach and reasoning towards learning is based on potentials, talents, and competency, to such student, they will see learning as a result of their own ability and commitment. And to some, learning is another philosophy of life; i.e. after childhood, before the youthful age, they should be in the process.

Learning as it is now is not what it used to be, neither is it what it is meant to be. This is not to say it is not functional, it is! But the essence and the end product which has been the earlier basis for its availability has been hitherto unfavourable to some students. “The right scholarship” has identified, highlighted, and suggested means to tackling each academic deficiency that confronts the current academic state has pin-pointed in the book. So as to be able to teach and impart this generation in the best way they can learn, alongside acknowledging the efficiency and ability of each student's uniqueness and not trampling on the fallibility or soundness of its students.

G.P.S.M.C.

{GENTLE PALACE SOCIO-MORAL CONSULTS}

G.P.S.M.C. is a consultancy established by the author, as graced by the Holy-Ghost. By exploring, encouraging and rendering the right words for the right attitude, and for a right result towards academics, **G.P.S.M.C.** help individuals of different field, sphere and perspective to know and function in the reality of their self-esteem. not the self-esteem as appraised by the people they know alone, but exploring the self-esteem (self realism) as afore invested in them by the Almighty God.

Regardless of the class, level, age, perspective or hierarchy of the individuals, as graced by God, **G.P.S.M.C.** has helped to be consistently available, sensitising and has been known to be passionate about the hidden and yet to know extraordinaire of this generation.

To this effect, below are the highlights of the scheme of the consultancy's efficiency and mode of operation.

* Frequent sensitising Seminars.
* Guarding and Counselling.
* Extra-Mural Exploration.
* Vocational Sensitisation.
* Scriptural Sensitisation.
* Public Lectures and Speeches.

This consultancy whose exploits has started in Ilesa, Osun State, is open to the wider world.

For More Details,

CONTACT:

Master. Akolade Mayor L.

+2347068872610

Facebook: Our Versatility

Email: versatilesaint@gmail.com

www.facebook.com/cvatandwords

www.versatilesaint.blogspot.com