

The Geography Teacher as an Effective Classroom Manager

Bethel T. Ababio

Department of Arts and Social Sciences Education

University of Cape Coast, Ghana

Email: ababs58@yahoo.com

Abstract

*The Geography Teacher in the classroom setting is confronted on a daily basis with situations which require effective decision-making. By and large, the quality of the decision s/he makes daily determines the attainment of her/his instructional goals. But unfortunately, some teachers are unable to attain their instructional goals due to their poor decision-making skills. This article is an attempt to educate teachers in general and geography teachers in particular on the decision-making skills that they have to demonstrate in the teaching learning process. The article deals with issues such as the functional roles of the Geography Teacher as regards lesson planning, lesson implementation and lesson evaluation. In performing these functions, the Geography Teacher will have to demonstrate her/his decision-making skills with regard to **what to teach, when to teach, how to teach and how to evaluate.***

Keywords: Classroom manager, teaching learning resources/activities, teaching

Skills, evaluation methods, decision-making

1. Introduction

As pertains in any business entity, the quality and performance of the manager and the conduciveness of the immediate environment to a large extent, determines the success or otherwise of the business; so it is in the classroom situation where the quality and performance of the teacher coupled with proper class management and control would lead to the attainment or non-attainment of instructional goals. The geography teacher must know that learning is sensitive to settings and contexts. Teaching is therefore, the management of pupils' experience largely in classrooms with the deliberate intention of promoting their learning. Teachers promote the range of learning processes best when they have a repertoire of teaching and decision-making skills.

Whilst all managers have something in common, specific management requires specific knowledge. Geography Teachers as managers need a special body of knowledge and skills too – they need to understand the material they teach, that is, they should have adequate subject matter and curriculum knowledge. A powerful grasp of the ways that geography can be taught and the materials for teaching it: the books, films, practical materials and field visits relevant to the study, must be critically appraised and their use fully understood.

Geography Teachers as classroom managers should set clear goals as to what they want to do in the teaching learning process. They should deploy their resources to attain instructional objectives and collect evidence to monitor progress towards the objectives. Lastly, the job of the Geography Teacher is a complex one which

entails the presentation of a model of acceptable behaviour to children and teenagers, encouraging and motivating them, and acting as a source of advice on a whole range of matters relating to their studies and personal lives. But central to the teacher's role is helping students to learn. The teacher's understanding of the art of teaching must help him address the nature of the complementary act of learning.

The aim of this article is therefore to educate the Geography Teacher and the reading public on the management skills that the Geography Teacher should demonstrate in the teaching learning process so as to ensure effective teaching and learning. The article covers decision-making roles of the teacher such as *i. What to teach and how much to teach, ii. When to teach, iii. How to teach and iv. How to evaluate.*

2. Decisions on What to Teach and How Much to Teach

The decision on *what to teach* should be taken long time in advance of the lesson. This is to allow firstly, the Geography Teacher enough time to read around the topic to be taught, especially where her/his command over the subject is weak. Secondly, to permit the collection of Teaching-Learning Resources (TLRs) and the preparation of other TLRs which could not be acquired commercially (Colin, 1969).

The Geography Teacher's decision on what to teach should cover the following issues:

- i. selection of the topic for the lesson
- ii. setting of lesson objectives
- iii. selection of subject matter
- iv. selection of teaching-learning activities
- v. selection of instructional resources, and
- vi. selection of evaluation procedures

Before the Geography Teacher decides on the above-mentioned issues, s/he should first consider (a) the background of the learners – entry behaviour, age, gender, socio-cultural, etc. and (b) the interest and level of intelligence of the class.

2.1. Selection of the Topic for the Lesson

The decision on *what to teach* has already been taken care of by the geography syllabus prepared by the Curriculum Research & Development Division (CRDD) of the Ghana Education Service (GES), making the Geography Teacher have little or no control over the subject matter to be taught. The syllabus has prescribed the topics to be taught and even the scope, the learning outcomes or objectives to be attained, the teaching-learning resources to be used and suggested teaching activities. However, after having studied the calibre of her/his students, the Geography Teacher would have to take a decision on whether to stick to the order in which the topics have been arranged or re-arrange them to suit the background of her/his students.

The re-arrangement of topics could be done by the drawing up of a scheme of work, which should allocate topics or areas of study to be done each week so that the number of lessons devoted to each can be determined (Colin, 1969). In view of the fact that not all topics require the same length of treatment, the Geography Teacher would have to decide on the important topics to be dealt with first vis-à-vis the background of the class and therefore give them more time than the less important ones. The decision on re-arranging topics by way of a scheme of work is a caution to the Geography Teacher not to turn the geography syllabus into a straight jacket in which the syllabus rigidly dictates what is to be taught and the Geography Teacher feels

compelled to include every listed item even though it may not be relevant to that particular class (Colin, 1969).

2.2. Subject Matter Selection and Control

When preparing to teach a particular topic, the Geography Teacher should be guided by the following: S/he must

- get all the appropriate books and materials on the subject matter or topic;
- study the subject matter thoroughly to ensure that he has mastered it;
- never entertain the idea that s/he already knows the subject matter and even so, he must revise it;
- endeavour to reduce the subject matter to the level of the class involved;
- take into consideration, the time allotted to the lesson so that s/he is not overtaken by the bell for change of lesson;
- ensure that the subject matter provides a link for what has already been taught and what will be taught. The scheme of work will guide her/him to do this; and

The Geography Teacher should then decide on the methods and the teaching-learning resources s/he wants to use for teaching the subject matter (Tamakloe, 2005).

2.3. Selection of Instructional Objectives

The selection of instructional objectives should be comprehensive, that is, it must include all the main taxonomies of educational objectives such as knowledge, skills, attitudes and values which constitute the holistic process of education (Haubrich, 1994). The selection should take into consideration, the needs, interests, aptitudes, intellectual abilities and temperament of the students.

The selected lesson objectives, should state what the Geography Teacher expects her/his students to learn as a result of her/his lesson and should describe *how* the students will show what they have learned (Perrot, 1982). In other words, the objectives place emphasis on what the students will do. Perrot says that the Geography Teacher must use *action verbs* such as *identify, choose, solve, analyse, explain, etc.* which have *observable products*. She warns against the use of vague unobservable verbs such as *know, believe, understand, appreciate, etc.* Finally, the stated objectives should describe not only what the students will do but also the *conditions* under which the learning will take place so that the expected performance can be observed and evaluated as shown by the following example on the topic “The Causes and Effects of Environmental Degradation in Ghana”.

Among the likely learning outcomes the Geography Teacher should expect his students to attain by the end of the above-mentioned lesson are the following: To

- define environmental degradation in their own words;
- identify (e.g. from pictures and field observation) human activities which lead to the degradation of the environment;
- master skills in practising such methods of field observation of degraded areas and interviewing people engaged in environmentally-degrading activities;
- develop attitudes and values conducive to developing interest in the protection of the environment as they are taken to environmentally-degraded areas; and lastly,
- cite examples of the effects of human activities in areas that they have identified.

2.4. Selection of Teaching-Learning Activities

Before the Geography Teacher decides on the kind of teaching learning activities to be incorporated into her/his lesson, s/he should ask himself the following questions posed by Perrot (1982):

- Will I require some reading from the class?
- Will I give an introductory talk on the lesson?
- Will I show a film or other audio visual materials?
- Will I arrange for a class discussion?

Colin (1969) reinforces the importance of the Geography Teacher deciding on the teaching-learning activities to be used in the lesson by saying that after the teacher has generally read and collected illustrations for the lesson, s/he should decide what the students themselves are going to do during the lesson. He suggests that once the Geography Teacher has decided on the student activities to be used, and satisfied about their relevance to the topic, s/he can then develop her/his talk around those activities, explaining new facts and the techniques to be used in the activity part of the lesson.

In designing the teaching-learning activities, the Geography Teacher needs to take into consideration, the background of her/his students with regard to age, sex, previous knowledge, interest and their level of intelligence. All these play an important part in facilitating the achievement of the instructional objectives. For example, in order to help students attain the instructional objectives on the lesson on the 'Causes and Effects of Environmental Degradation in Ghana', the Geography Teacher could design the following teaching-learning activities:

- The class observing a chart, picture or film on environmental degradation;
- The class undertaking a visit to environmentally-degraded areas;
- The class being asked to mention those human activities which tend to destroy the environment;
- Class or group discussion on the effects of environmental degradation on the economy of Ghana;
- The class engage in a role-play on (a) human activities leading to the degradation of the environment and (b) conservation measures to protect the environment;
- Students go to the chalk/white board to distinguish (e.g. from a chart or pictures) activities which destroy the environment from those which do not threaten it.

2.5. Selection of Instructional Resources

Instructional resources are those materials the Geography Teacher uses to facilitate the teaching, understanding or acquisition of knowledge, concepts, skills or principles by her/his students. When preparing for a lesson, the Geography Teacher should ask her/himself questions such as "Do I need a teaching aid of any kind – written, aural or visual?", "Will an aid help me achieve my objective or make the lesson more effective?", "If the answer to the preceding question is 'Yes' then what kind of aid is best suited for my purpose?"

The Geography Teacher may select her/his instructional resources from four main classes of instructional resources. These are (a) *printed aids* – periodicals, books, newspapers, etc. (b) *visual aids* – slides, film strips, models, graphs, charts, pictorial materials, globes and maps (c) *audio aids* – tape recordings, radio and the teacher's voice and (d) *audio – visuals*- motion pictures, T.V. , dramatization, etc. (Kochhar, 1984). In addition to these, the Geography Teacher must instill in her/his students, the importance of getting all the necessary learning resources such as pens, erasers, pencils, mathematical sets and books. (Tamakloe, 2005).

Aside the instructional resources already discussed, the chalk board is one of the most valuable devices for making the teaching of geography concrete and understandable. The Geography Teacher should make sure that the chalk board is properly cleaned before s/he begins the lesson. When this is done, disruption and distraction are reduced to the barest minimum as students can easily read what the teacher writes on the board from where they are seated. Again, to ensure that the writings on the board are visible to all students, the teacher should make sure the lighting system or natural illumination in the classroom is good so that no student is compelled to strain her/his eyes to read and write what is on the board. Finally, the teacher must assemble everything needed for use on the chalk/white board before the class begins – e.g. chalk/whiteboard drawing instruments, chalk, marker, pointer, etc. All complex materials should be put on the board before the class meets as the drawing may waste time (Kochhar, 1984).

When deciding on the choice of teaching-learning resources, the Geography Teacher should be guided by the principle which emphasizes the use of variety of resources which appeal to all the five senses of *touch, taste, sight, hearing* and *smell*. Again, the selected resource must fulfill a function which is relevant to the instructional objectives. The teaching-learning resources should help her/him emphasize particular points that s/he will raise in the lesson more effectively than s/he can emphasize without those resources (Colin, 1969).

Tamakloe (2005) also adds that before the Geography Teacher decides on the teaching-learning resources to use, s/he must take into account the topic for the lesson. According to him, the selected resources such as graphs, pictures, diagrams, tables, resource persons and the environment should have a stamping-in effect on student learning. To achieve this goal, the teacher must know the appropriate time to introduce the Teaching-Learning Material in the lesson- *introduction, presentation or consolidation stage*. Finally, the Geography Teacher should show resourcefulness and creativity in assembling instructional materials.

2.6. Selection of Evaluation Procedures

Evaluation simply involves all kinds of means to ascertain the quality, value and effectiveness of desired outcomes (Kochhar, 1984). In geography, the teacher can decide on different evaluation techniques such as oral tests, essay-type tests, short answer type, objective-type tests, tests for testing skills and attitudes. In designing the evaluation tool, the teacher should incorporate student activities such as students' analysis of issues, the application of knowledge to solve abstract and practical problems. The teacher her/himself should acquire the skills of designing appropriate class tests and assignments and the award of marks/grades accurately.

Tamakloe (2005) has given the following guidelines on the setting of class tests and assignments:

- The class test or exercise should be based on what has been taught; but in the case of assignments, this rule may not apply as such tasks prepare the way for the teaching of new topics;
- They should be within the ability of *most* of the students so that they do not get frustrated;
- The teacher must ensure that s/he gives timelines for the submission of class exercises and assignments so that the students will cultivate the habit of working within stipulated time schedules;
- Any class test given must be marked promptly for the students to have a quick feedback on their performance. Prompt marking will also allow the setting of another exercise;
- The teacher should be generous with his remarks and other implications of error in exercises in order to cut down the time spent for class discussions of the exercises marked;

- Following from above, marked works should be discussed thoroughly with students. The teacher should deal generally with common errors and flaws; then discuss individual, peculiar mistakes;
- The teacher should ensure that class tests and exercises are done in specially designated books and not on pieces of paper.

To buttress Tamakloe's guidelines on evaluation, Kochhar (1984) has come out with the following principles for effective evaluation exercise:

- Evaluation should aim at testing the degree to which the objectives of teaching the lesson and the subject have been achieved. For example, in a geography lesson on the types and uses of maps, the evaluative device used to assess students should cover issues as students' ability to *identify*, *draw*, *read* and *compare* different types of maps;
- The scheme of evaluation should also ensure an effective coverage of the syllabus, through giving proper weighting to different areas of content;
- A variety of evaluative tools should be judiciously used to ensure accurate judgment of students' abilities, skills, attitudes, etc.;
- Whatever tool is used, it should be valid, reliable, objective and usable; and
- Evaluative tools should be refined constantly in order to keep pace with the advances in educational concepts.

3. Decision on When to Teach

The Geography Teacher's decision on when to teach should cover issues such as *the physical state of the classroom before the lesson* and *the mood of the class*.

3.1. The Physical State of the Classroom

The Geography Teacher before s/he starts her/his lesson should first ascertain the physical state of the classroom, whether it is conducive to learning. S/he should first move in between rows of seats (i.e. the aisles) to check the seating arrangement of the students whether all the students are comfortably seated. Though the procurement and maintenance of the classroom furniture is the responsibility of the school authorities, the teacher should ensure that there are adequate tables and chairs for the class and that the available furniture should be comfortable to sit in to keep the students alert (Singh, 1982). Lastly, the Geography Teacher should ensure that the students develop the habit of neat arrangement of teaching-learning materials and equipment to make the classroom attractive (Tamakloe, 2005).

3.2. The Mood/Readiness of the Class

Farrant (1980) opines that one important task of the teacher is to recognize her/his students' readiness for a lesson. A learner demonstrates this by an eager response to the learning task with which s/he is presented. When students' mood is properly assessed and addressed, it aids in the rapid assimilation of the lesson once learning is begun. Since it is the teacher's task to promote interest and learning, s/he must endeavour to look out for non-verbal cues such as lively, interested pupils with their heads slightly put forward and turned towards the teacher (Perrot, 1982). Such students have eyes widely open with some ready to speak.

On the other hand, pupils/students who are not ready for the lesson, may show non-verbal cues such as slouching and turning their faces away from the teacher, fidgeting in their seats, running their fingers through

their hair or furtively communicating with one another (Perrot, 1982). It is therefore, important for the Geography Teacher to monitor her/his class for these signs before s/he starts teaching and even during the teaching learning process.

The teacher also needs to work on her/his emotions. Any prior family or relationship wrangling should be buried before s/he starts her/his lesson. The most stimulating subject matter may make little impression on the class if the teacher appears disturbed and lacks enthusiasm. The teacher's mood and demeanour should indicate or tell the class that geography is interesting to her/him. Such an enthusiasm is catching and the students will readily respond to such an enthusiastic approach even though the material presented may be relatively a dull one (Colin, 1969). In short, the lesson should be preceded by a business-like orientation and a result-oriented teacher enthusiasm.

In view of the fact that students bring into the classroom environment, different mental make-ups due to the vertical or family grouping nature of most conventional geography classes, Geography Teachers need to answer a fundamental question such as "just what sort of thinking are these children in this particular class capable of achieving?" (Naish, 1982). The teacher's approach to teaching a particular group of students would therefore be influenced by her/his understanding of the nature of their mental operations. Finally, the teacher should make the students cultivate the habit of settling down before the commencement of the lesson (Tamakloe, 2005).

4. Decision on How to Teach

The decision on *how to teach* is very much related to how the Geography Teacher expects the students to learn what s/he is going to teach. In other words, the quality of student learning is very much dependent on the effectiveness of the approach adopted by the geography teacher.

The following pre-requisites have been put forward by curriculum experts as to what an effective teaching should be. The teacher should

- select lesson objectives which are comprehensive, that is, they should include all the main taxonomies of education (knowledge, skills, attitudes and values) which constitute the holistic process of education (Haubrich, 1994). The selection should take into consideration the needs, interests, aptitudes and temperament of the learners.
- recognize the learner's personal experiences, for example, in a regional geography lesson s/he can encourage her/his students to cite examples from their locality (Ababio, 2009).
- see her/himself as a facilitator or guide rather than a dictator in the teaching learning process. Although the teacher ought not actually to supply information if sources are available, s/he can show her/his students where to look for and how to select the information (Gopsill, 1973).
- empathize with his students, that is, show concern for their personal problems, which may crop up during the teaching learning process (Ababio, 2009).
- recognize her/his students' ability to learn and therefore the need for them to be guided to learn.

Following from the above, the teacher should serve as a sounding board on which her/his students may try their ideas, hunches, guesses, hypotheses, etc.

Kochhar says "the best of the curriculum and the most perfect syllabus are dead unless quickened into life by the right method of teaching" (1984:91).

Kochhar (1984) has outlined the following characteristics of good teaching methods. Such methods should

- provide a group of related experiences and activities, arranged on an individual as well as group basis, specially designed to produce certain changes in terms of knowledge, understandings, habits, attitudes and skills.
- give scope for the creative expression of the child's/learner's individuality.
- shift emphasis from verbalism and memorization to learning through purposeful, concrete and realistic situations.
- train the students in the techniques of self-study and the methods of acquiring knowledge through personal effort or intuition.
- stimulate the desire for further study and exploration. In other words, let the students see the information as a means to an end but not an end in itself.
- awaken an interest in the materials and techniques used by the geographer. It should give students an insight into the workshop of geography to enable them to know the varied interpretations of processes, situations, events and phenomena.

Ababio (2009) has suggested the following learner-centred methods of teaching which the geography teacher could use in her/his lessons.

- Discussion (e.g. debate, symposium, panel, brainstorming, etc.)
- Question and Answer
- Fieldwork (both field teaching and field investigation)
- Assignment/activity
- Project work/Case Study
- Problem-solving
- Documentary Search
- Simulations/Games

For the geography teacher to use the above-mentioned methods effectively, Perrot (1982) has also outlined the following skills on how to teach; Skill of (a) set induction, (b) closure and (c) varying stimulus.

- **Skill of Set Induction:** It is the ability to design appropriate activities to precede a learning task so as to ensure the full attainment of the expected performance from the class. That is, the teacher's ability to gain initial attention of the class on what is to be learned by introducing an appropriate teaching technique. For example, on the lesson on the "Causes and Effects of Environmental Degradation in Ghana", the teacher could use any of the following to introduce the lesson.
 - (a) Present a picture of degraded environments – water, air and land;
 - (b) Provide a smooth transition from known or already covered material to new or unknown material, by the use of question- and- answer technique;
 - (c) Present a structure or frame work for the lesson - use of advance organizers. As regards the lesson on environmental degradation, the teacher could use an advance organizer to tell the class the various segments of the topic, distinguishing between major points and minor points, thus moving from the most general to the most specific. For example, the teacher could first cite the major forms of degraded environments such as water, air and land and then give different examples of each of the major degraded environments cited above.

The Geography Teacher's skill of set induction could be employed to begin a lesson, to initiate a discussion, to introduce an assignment, to prepare for a field trip, to prepare for a practical session in the geography room, to prepare for viewing a film or T.V. programme, or to introduce a guest speaker (Perrot, 1982).

- **Skill of Closure:** The Geography Teacher must be able to focus the attention of the class on what has been learned in a segment of a lesson or in an entire lesson. This should be carefully planned allowing adequate time to initiate closure before the lesson is due to end. The teacher should avoid being overtaken by the bell or siren for change of lesson which indicates an ineffective end to a lesson. According to Perrott (1982), closure when done effectively reinforces what has been learned by reviewing the key points of a lesson and relating them to other materials the students have already learned.

Closure of a lesson should cover activities such as a summary of the lesson (by either a student or the teacher), the teacher inviting final round of questions from the class and lastly, evaluating students' understanding of the lesson either orally or by a written work.

- **Skill of varying stimulus:** Stimulus variation refers to those teacher actions sometimes planned and sometimes spontaneous, that develops and maintains a high level of attention on the part of students, during the course of a lesson (Perrot, 1982).

From this definition, one can say that the geography teacher who uses monotonous style of teaching tends to lead her/his students into mental inactivity, whilst the one who varies her/his teaching style attracts her/his students' attention and stimulates mental activity.

Forms of stimulus variations which the teacher could use to bring about effective teaching include the following

(a) *Teacher movements/pacing:* A planned or spontaneous movement of the teacher from one part of the classroom to the other is likely to cause students' attention to be focused directly on the teacher during presentation of a lesson.

(b) *Focusing behaviours:* These include the use of verbal statements and specific gestures/movements or a combination of the two. Examples of verbal statements are "Listen to this", "Look at this diagram", "Watch what happens when I cut this", "Observe the way in which", etc. Specific gestures may include the teacher's eye movements, facial expression and movements of the head, arms and body (Argle, 1970). The teacher can also give an indication of her/his feelings or emotions by way of smiling, frowning, raising the eye brows and nodding the head to give encouragement.

(c) *Changes in speech:* These include the quality, expressiveness, tone and rate of speech; change in rate, volume or tone of speech of the teacher. This, when done properly can increase the students' attention. Also, the planned silence or pausing by the teacher can capture students' attention as sound is contrasted with silence. This can also create suspense or expectation. A good teacher will always pause after s/he has asked a question and if s/he thinks a student can extend an answer s/he may pause again to prompt the student to continue, sometimes combining the pause with a smile and a nod to indicate encouragement.

(d) *Changing classroom interactions:* These include teacher/group interaction, teacher-student interaction and student-student interaction.

(e) *Shifting sensory channels:* The teacher can aid her/his students' ability to process the information being presented by making use of all the five senses – sight, touch, smell, taste and hearing. For example, when presenting the lesson on environmental degradation, the teacher could first show a short film which he follows by a question and answer sequence, and then shows the film again – i.e. **look/listen/look**.

Alternatively, a teacher teaching a lesson on "different types of rock" could first explain the concept of rocks using some visual symbols; then he provides rock specimens for the students to touch, feel and draw: this activity is followed by a group discussion – i.e. **listen/look; touch/look; listen**. Lastly, a teacher teaching

“types of soil” will first have to allow his students to feel three different samples of soil – clay, a loam and a sandy soil. This is followed by a class discussion and the setting up of the constituents of a soil – i.e. **touch/listen** (Perrot, 1982).

5. Decision on How to Evaluate

Evaluation has variously been defined. One of such definitions has been given by Kochhar (1984) who defines evaluation as the means of ascertaining the quality, value and effectiveness of desired learning outcomes. From this definition, it could be inferred that the geography teacher should be able to judge or determine the value or worth of not only the role of the class in the lesson, but also his role in the teaching learning process. The essence of such an evaluation is to help her/him take appropriate remedial action emanating from the findings of the evaluation exercise.

In trying to come to terms with how to evaluate a lesson taught, the teacher needs to ask her/himself questions such as “Have the students shown interest and that they understand the lesson?”, “How effective were her/his teaching strategies?”, “What would s/he accept as evidence of her/his students’ learning?”, “Will they have to make a written or oral presentation?”, “Will s/he require them to analyse a hypothetical or existing situation or will s/he require them to complete a test?” , etc.(Perrot, 1982).

The evaluation methods/tools suggested by Brown-Nacino et al. (1982), Meehan.& Gravestock (1999) and Mulusa (1993) are

- Use of Observation Schedules(observing students’ interaction with one another in and out of the classroom)
- Interviews (e.g. structured or free discussion with students)
- Class Tests (e.g. oral, objective-type, essay-type, etc.)
- Assignments (class and take home)
- Library Search – collecting data on teaching methods, student learning styles and habits, modes of assessment, appropriate teaching-learning resources, etc.
- Questionnaires – students being asked in a structured questionnaire to comment on the teacher’s presentation of lessons, what they feel they have gained from the lesson or course. A well designed questionnaire is likely to reveal areas of weaknesses on the part of both the teacher and her/his students.

Conclusion

This article has attempted to highlight the decision-making roles of the Geography Teacher as a classroom manager. It emphasized the decision-making skills expected of any professional Geography Teacher to ensure effective teaching and learning in the classroom. The article discussed the roles of the Geography Teacher with regard to *planning what to teach and how much to teach, when to teach, how to teach and how to evaluate*.

In sum, the article has challenged the Geography Teacher as a classroom manager to be circumspect in her/his choice of teaching learning activities, teaching learning methods, teaching learning resources and methods of evaluating the teaching-learning process. For the Geography Teacher to attain her/his instructional goal as a classroom manager, s/he needs a sound knowledge of all that her/his students must know, together with her/his ability to present her/his lesson to meet the individual needs of her/his students.

It is by giving consideration to such issues that the Geography Teacher can achieve a total effect that can have dramatic results in the classroom.

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Profile of the Author

Bethel T. ABABIO: He is a Senior Lecturer in Geography Education at the Department of Arts & Social Science Education, University of Cape Coast in Ghana. He has been with this department for the past twelve years, first as an Assistant Lecturer, then a Lecturer and finally, a Senior Lecturer. He is an active member of the Ghana Geographical Association (GGA), the Ghana Geography Teachers' Association (GGTA) and the University Teachers Association of Ghana (UTAG). He is currently pursuing a Ph.D. Programme in Development Studies with the title of his dissertation being "Assessing the Institutional Capacity of Geography Departments for Education Quality Improvement in three Ghanaian Public Universities".