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A COMPARATIVE ANALYSIS OF TRADITIONAL AND MEDIATED TEACHING TECHNIQUES

Prof. Canice Chukwuma Nwosu & Okeh Celestina Onwuka
Department of Theatre and Film studies, Faculty of Arts, Nnamdi Azikiwe University, Awka.
celeokeh22@gmail.com; 08063843009

ABSTRACT
One of the major objectives of education has been to train a child to conquer the world about him. For this reason, it is necessary to consider the techniques and forms of teaching from pre-schools to higher schools. Traditional, which is the old method of imparting knowledge is weak and insufficient to match the changes of our time. Therefore, the problem of this study is the boredom experienced by learners taught with the traditional teaching technique and its limited pedagogic impact in the face of geometric digitization of the contemporary society. The active use of media technique specifically animated film is considered a method that will help children away from passivity to active learning. The aim of this study is therefore to compare traditional and mediated teaching techniques. Using four animated films, the study is set to identify the differences between the traditional and mediated teaching techniques. This work is based on the Reuven Feuerstein's Mediated Learning Experience theory and Jack Mexirow's Transformative Learning theory. Both theories emphasize that the learner's needs and abilities are the central issue of planning and achieving effective classroom instruction. The researcher adopted mixed methodological approach for this research since it involved collection of qualitative and quantitative data from a sample that was drawn from a given population. The findings showed that a strong participatory method of teaching like animated media, when used effectively, will take care of the children's hopeful feelings about potential and the future more than traditional method. The study recommends that animations be properly linked to existing curriculum as a vital medium of imparting knowledge to children to help improve the quality and standard of education in Nigeria and inculcate cultural identities and values to our young children. This study concluded that educators are not to do away completely with traditional teaching techniques but instead to update their current style of teaching to include mediated technique.

Key words: comparative analysis, traditional and mediated, teaching techniques.

Introduction
The classroom is a dynamic environment where children from different backgrounds with varying abilities and personalities are brought together. More than ever, people are talking about education and what it means to be educated. Being educated should not just be about being able to read or write. It should encompass the ability to think critically, creatively and even radically. Advent of technology has changed the game. Consequently, demands of learners requiring new methodologies of instruction and connection present growing challenges in the modern classroom. Being an effective teacher needs application of creative and innovative teaching techniques in order to meet learners' needs. If we are educating for a world that will not go into extinction, then we need to rethink on how well to go about our education programmes. One of the major objectives of education has been to train a child to conquer the world about him, for this reason we need to consider the techniques and forms of teaching from pre-schools to higher schools. We are in a world that keeps changing and so we need new ways of living and thinking for a better world. Teacher's classroom practices for a long time have remained static which is not supposed to be since other inputs such as learners and contents in the learning process are dynamic.

New ways of making teaching and learning more fun, effective and relevant to the tremendous problems of global society and personal change in the new millennium becomes most needed as the old method of imparting knowledge is not sufficient to match the changes of our time. The educational framework suitable for these changes must be

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transformative and go beyond the traditional method that has been in use centuries ago. The traditional method of teaching can no longer maintain its purpose and so faces lots of criticisms hence needs to be transformed or restructured. According to Mary Mcleod Bethume "We have a powerful potential in our youths, and we must have the courage to change old ideas and practices so that we may direct power towards good ends" (www.inspiringquotes.us). A new approach has to be considered. Tonder (2004) in support of the above pointed out that transformation has become one of the most used change concept of our time, but researchers and practitioners seldom pause to consider the meaning of this concept more explicitly. What this means here is that the limited view of teaching as presentation of knowledge no longer fits with current understanding of how and what learners learn. Instead, instruction should help learners build on prior knowledge to develop attitudes, beliefs and cognitive skills, as well as expand their knowledge base. Teaching styles in many schools and countries are still traditional and fairly authoritarian which do not allow learners develop their potentials. This is contrary to a child-centered classroom that encourages children to explore their environment, make discoveries, express their views, make their own meanings out of what they have discovered usually through connections with what they had previously known or observed. Therefore, it is imperative that the traditional teacher-centered pedagogy needs to be changed to innovative, participatory and learner-centered pedagogy which facilitates active student learning rather than promote passivity and rote memorization.

Therefore, quality methods of imparting knowledge effectively to learners especially the growing minds should be taken seriously. Obadiegwu (2019) in his view concerning this opines that for learning to be viable, the present classroom method of instruction should be replaced with a more vibrant alternative that is inclusive of students' contribution to their learning needs, if we are to empower them for their transformative development. If education is to meet the set objectives in this era of globalization and sound education attainment, the importance of transforming the children through educational animated pedagogy cannot be overemphasized. It is simply a technique that has to do with supporting teaching and learning through the use of animation for the purpose of facilitating learning. Education has to be geared towards producing individuals with independent thinking ability. That is what the King of Reggae, Late Bob Marley advocated for long ago in one of his songs, where he said that we need to emancipate ourselves from mental slavery. One of the purposes of quality education should be to achieve this liberation of the mind.

Human beings are always searching for better and quicker method of getting good results which is based on knowledge acquisition and skill development. Even though teaching and learning is old, new ideas and innovations have been infused into the process. Methods and techniques for teaching therefore have been undergoing some changes also. Moemeke (2017) in her idea about the changes opines that traditionally acclaimed ways of teaching are giving way to self-paced learning, mediated instruction, field studies and technology-supported teaching and learning mode. Moemeke citing Gaff, J.O continues that teaching is "A complex set of attitudes, knowledge, skills, motivations and values acquired and developed by teachers for performance of their duties" (2). In teaching, the teacher, pupil and the subject matter are brought into a relationship to induce behaviour modification which is expected to be permanent.

Piaget (1979) supporting the need for a relationship between the teacher and the learners for promotion of student centered learning submits that if the aim of intellectual training is to form the intelligence rather than to stock the memory and to produce intellectual explorers rather than mere erudition then traditional education is manifestly guilty of grave deficiency. In other words traditional teaching method is incredibly deficient in meeting the demands of today's digital children. Children of today need the type of education that will be challenging with great quality which will make them become thinkers and productive citizens. Traditional teaching which has been

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popular in schools and most societies limits children's development and so poses a problem. It is a type of teaching that does not permit active participation by learners in terms of the development of what is to be learnt. Learning here means acquiring what is already in books and the heads of teachers. In this case, what children get is a finished product that does neither take care of the way it was before nor the changes that will occur in the future. Traditional teaching does not give the learner's opportunity to question the subject matter or learning process, thereby restricting their potential for critical thought and action.

Education system has an important part to play in shaping the thinking and characters of children who we believe will lead the world in future. The understanding needs of children can no longer be completely acquired by conventional or traditional teaching method as it has not kept pace with new pedagogic trends. Pedagogy here simply means a way a teacher teaches. In other words, it refers to the techniques of teaching or style employed by a teacher in the instruction process. In view of this, Okokoyo (2007) citing Ann Lieberman explains that "When deciding what teaching method to use, a teacher needs to consider students' background knowledge, environment, and learning goals. Teachers often use techniques which cater to multiple learning styles to help students retain information and strengthen understanding" (56). For effective teaching to take place, an appropriate technique must be used like animated media teaching method. Because of this, some educationists like John Dewey, Paulo Friere, Jean Rosseau, Ira Shor, Edmund O'Sullivan and others argue for a progressive education that develops expression and cultivation as against imposing an education from above. This idea contradicts learning from texts, teachers, static aims and materials and proposes learning through experience, and getting conversant with a changing world. This is a free sort of learning which supports a child within what is appealing through contact with our current world and how it is changing. The underlying question of this study is how does traditional teaching technique differ from mediated teaching techniques?

Teaching techniques have significantly changed over the years from the traditional way that education was delivered through memorization to modern way which is more interactive. This is as a result of digital technologies which have changed the way we think, feel and communicate and socialize. There are very wide range of points to demonstrate the differences between the traditional and mediated techniques from the meaning of the concepts down to the approaches and their impacts on learners.

In traditional classroom pupils or learners' involvement is very low. In other words, they are not given the opportunity to participate fully in the learning process. This is not considered good enough for the development of their intelligence as their action is very necessary to obtain knowledge and develop intelligence. Piaget (1979) while writing on the relation of action to knowing submits that "knowledge is derived from action… To know an object is to act upon it and to transform it… To know is therefore to assimilate reality into structures of transformation and these are the structures that intelligence constructs as a direct extension of our actions" (qtd. in Shor, 1992). Piaget explains further that we learn by doing and by thinking about our experience. Okoye (2020) supporting other scholars explains that:

> Educative processes even in the context of formal learning can be further enhanced with the integration of creative dramatic activities. This has given rise to concepts such as Theatre-in-Education (TIE), Drama in Education, Applied Theatre… and many others which among other things, propose for an engaging participatory frontier to learning in order to foster creativity, spontaneity, ingenuity and propel positive social responses to the process of learning and development. (25)

But in traditional teaching, learners play dumb and their role is to answer question and not to

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question answers. The method restricts learner-centered dialogic and participatory education and so learners grow up unequipped to analyze and transform their world. But in animated media technique, children are motivated as active beings and not passive as in traditional method. They learn by interacting, experimenting and by using the films to internalize the meaning of words and experience. Children are inquisitive, anxious and always desire to know something. But then their curiosity disappears when teaching and learning is not organized around their interest. Traditional method of teaching fails to secure the active co-operation of children in construction of the purposes involved in their learning unlike animated teaching method which encourages children to gain knowledge and develop as citizens by permitting them to be active learners thereby enabling them develop scientific method and democratic habits instead of being passive learners that wait to be told what things mean.

Dewey like other progressvists, believed that a child had to take part in making meaning, articulating results otherwise the person is a slave which is not supposed to be in a democratic society of today. The purpose of democratic education to Dewey, is to increase the students' abilities to make meaning from their experience and to act on it. Shor (1992) supports Dewey by believing that education succeeded when it increased the learner's ability to learn, to act on learning, and to want more learning. Further, according to Shor (1992), traditional method of teaching prepare children to fit into an education and a society not run for them or by them but rather set up for and run by elites. That is to say that conventional teaching is undemocratic and authoritarian. Children see education as something done to them and not something they do. To correct this passive experience of learning, education for empowerment is not something done by teachers to learners for their own good but something learners co-develop for themselves, led by a critical and democratic teacher. Democratic here, means sharing authority with learners Taylor (2008) states that learning experiences establish a common base from which each learner constructs meaning through personal reflections and group discussions. For education to be active and challenging, learners need vigorous discussion in class especially as long teacher-talk gets them depressed.

Mediated techniques brings children out of their learned withdrawal from intellectual and civic life that is experienced in traditional technique where children spend hours listening to lecturers, instructions, rules, information, warnings and so on. They simply learn by listening to the teacher, reading textbooks and other forms like that. They get bored easily with too much they are told and little they are asked to do. This is what Shor called rote drills which drain their enthusiasm for intellectual life. Traditional pedagogy therefore alienates children which lowers their productivity in class and gets teachers who work with them demoralized. A great number of children refuse to perform at high levels. They merely receive information from teachers during the teaching and leaving and would also want to continue to receive even during examination leading to examination malpractices common in schools today. Because of the withdrawal from intellectual work, low performance of these children is misunderstood as low achievement. But the actual cognitive levels of children are hard to measure in conventional technique that is teacher-centered. Children can be assessed more accurately on what they know or can do only when they want to perform at their best where they co-develop the course. Children participation in animated pedagogy enables them gain experiences through which they develop knowledge that is reflective understanding unlike mere memorization experienced in conventional teaching. They get idea about their present and future in the participation which also encourages their aspirations as they are treated as responsible human beings with lots of abilities and capabilities.

Indeed mediated techniques are participatory as learners feel they are in command of the teaching-learning process, their engagement increases their growth as well as their achievement and satisfaction. When children's education is empowered as in mediated techniques, their freedom in the class

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enhances their exchange of thoughts and feelings. The manner they speak and think about any idea forms the beginning for a critical study of themselves, their society and even their academic subjects. As Freire (2003) explained it transformation is possible because consciousness is not a mirror of reality, not a mere reflection, but is reflexive and reflective of reality. This shows that when a child participates in critical class, he/she can go beyond merely repeating what he/she knows or what he/she has been taught but can reflect on reality, words, and interpretations in ways that show meanings he had not received before. Freire (2003) concludes that this reflection can transform a child's thought and behaviour, which in turn have the power to alter reality itself if enough people reconstruct their knowledge and take action.

However, engaging a child in a participatory learning process does not end in developing the intellectual aspect of a child (cognitive). Okeh (2016) in agreement to the above asserts that children's academic success is dependent not only on their cognitive development, but also on their physical and emotional well being. Therefore, programmes that co-ordinate responses across all these components produce the best results. It even goes beyond the affective and psychomotor domains also as learning or education is not about intellectual activity alone. The feelings children develop in traditional and mediated pedagogy differ greatly as they can be positive or negative. For instance in traditional method of teaching, a variety of negative emotions do develop such as hostility, boredom, disrespect, frustration, resentment and so on which interfere with learning and lead to poor performance. The competitive emotions dominating traditional technique as well interfere with the cognitive development of many children. Sapon-Schevin and Schniedewind (1991) agreeing to the above explained that this competitive orientation leads to isolation and alienation among students, encouraging a handful of "winners" while depressing the performance of many. This means that the competition method used in traditional teaching changes the positive feelings that children need for effective learning to bad feelings. On the other hand, mediated techniques considers the positive relationship between feeling and thought by encouraging children's participation hence positive feelings that support learning as cooperativeness, humour, attentiveness, curiosity, openness and responsibility are encouraged.

Mediated learning process being democratic and co-operative, provides opportunity for resolution of conflict between teachers and learners as Sapon-Schevin, Schniedewind and others have argued in their write ups. In a participatory class like mediated learning, collaborative class, conflicts and complaints can be expressed openly and negotiated mutually, which increases the possibility of solving them or at least maintaining a working relationship in the group. But in traditional pedagogy classes, a child's alienation is provoked and the process lacks a mutual dialogue through which all sides can negotiate their positions thereby affecting transfer of knowledge negatively. Still on affective aspect of participatory learning, Shor (1992) pens it that it contributes to a productive relationship between patience and impatience. This is effect means that a teacher must lead the class while patiently enabling learners to develop their thoughts. The teacher has to offer questions, comments and academic knowledge while patiently listening to their criticisms and initiatives. The patient critical teacher is also impatient to propel learners' development so that they take more responsibility for their learning. Shor (1992) summarized it that it takes impatience with the way things are to motivate people to make changes but then it takes patience to study and to develop the projects through which constructive learning and change are made. In traditional teaching, affective and cognitive lives are in an unproductive conflict. Learners have despairing, and angry feelings about education, social change and themselves unlike in animated media techniques. Freire on this submits that "… the great difficulty is how to make education something which in being serious, rigorous, and methodical and having a process also creates happiness and joy… I cannot understand a school which makes children sad about going to school… (Horton and Freire, 1990).

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The classroom setting in a traditional method is the one that makes learners gather to learn at a particular place and time and the style of instruction is teacher-driven, where the teacher teaches on the subject where he/she is expert. The classroom is made up of thirty to fifty (whole group) learners and duration of teaching time is forty to fifty minutes. In this case no provision is made for immediate feedback or re-teaching while in animated media, learners have the opportunity to choose place and time convenient for them to learn. The style of learning is learner-driven and they control and determine the pace of learning too. The learners could be in a group of ten to twenty (small group) learners. Teachers in this method shift from people who transmit knowledge and lecture givers (traditional) to facilitators, advisors, mediators and motivators. They also act instead as counselors whose responsibilities are to lead the way. The difference being that communication is more bidirectional as learners are no longer passive but are active and more from mere listening and taking notes to participation and practice.

In content, audio visual media and interactive resources used in mediated teaching is contrary to hard copy teaching materials used in traditional teaching technique. The audio visual material captivates learners and keeps their interest throughout the teaching-learning process. Studies in the area of children's development have shown according to Agoha (2017) that the media especially electronic media have very powerful influence and thus become integral in the learning process of children. The medium of learning in both teaching methods also differs. The traditional method is based on fixed time table where the learners and teachers must meet in a physical space while mediated learning method breaks this rigidity through virtual classrooms. Movies (like animations) as a learning medium can provide a much more interesting, attractive and useful experience over common material printed in books and audio material provided in tape. Video technology can increase and widen the channels of communication between the teacher and the learners thereby improving learner's academic performance. "While the children are watching cartoon, learning goes on because whatever the children learn they act out, thereby influencing their mode of socialization with other peers and older people" (Agoha, 56). Therefore media method makes access to education easier as learners are no longer restricted to a specific location. With mediated technique, learning can take place anywhere. Contrary to traditional technique, in assessment of lesson in media method, there is use of platforms, frequent and rigorous automated assessment. Instruments used to test and evaluate learners are based on a learner-centered cooperative curriculum. This means emphasizing group projects and performances, individual exhibitions and essay examinations that promote critical thinking instead of short-answer tests. In conventional method teachers spend more time in standardized tests and commercial text books. Teaching ends at the end of a lesson when the teacher evaluates or gives homework. The teacher thus cannot assess the learner properly in traditional method. For instance the homework given to the learner can be done by another person for the learner and so the teacher is not looking at the learner as closely or expecting as much participation in the work as in a discussion class.

In a media (constructivist) teaching, assessment is part of the lesson. Children are assessed in the process of learning to enable the teacher know when to intervene especially where they are getting a wrong interpretation of a concept or information. This method promotes children's reasoning as direct questions give learners opportunity to confront new challenges and experiences in the search for meaning without the dominance of the teacher. Due to the fact that knowledge and authority are shared among teachers and learners made up of small members of a group, it is not easy for a learner to dodge class unlike in traditional method where the absence of a learner will not be easily noticed. Traditional method also is less challenging and a learner can choose to miss a class hoping to copy note from other members of the class. Classroom arrangement in learner-centered (media) learning allows group work, makes movement easy, and gives room for performances which make the learning process interesting to the learners. It allows a

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teacher space to move around and involve the pupils in lessons while in teacher-centered (traditional) learning; the seating arrangement is based on focusing all attention on the teacher and the chalkboard. An ideal learner-centered classroom enables teachers improve their professional status as facilitators of learning where learners are active participants in observing, exploring, questioning and reasoning in the process rather than one in which they are passive recipients of knowledge passed by the teacher. In this case teaching learning process thus is less of teacher's activity and more of learner's activity where learners think critically and arrive with solutions to problems thereby using their personal experiences and observations to build up knowledge.

Nevertheless, when education is teacher-centered, there is orderliness in the classroom- as learners remain quiet and the teacher is in full control of the classroom and its activities. This is contrary to learner-centered classroom which often may be noisy as learners will be talking. The teacher who is the facilitators or moderator may have to try in managing all learners' activities at once which may be difficult because they are working on different stages and in groups. Again, because the teacher in learner-centered does not always deliver instruction to the learners at the same time, some of the learners may miss important facts unlike in teacher-centered where the teacher does not have to worry that learners will miss any relevant point because he/she directs all classroom activities. Though as the teacher is busy giving instructions, the minds of the learners may wander especially when they get bored, in learner-centered where they learn to direct their own learning, ask questions, complete tasks independently, interact and participate actively, the level of concentration is always high even though some learners may prefer to work alone and so group work can become problematic to such learners.

Lathan (2019) is of the opinion that in both teacher-centered and student-centered, it is the teacher who is still in charge but the function changes from mere classroom teacher to more of a coach or facilitators in learner-centered as the learners embrace a more collaborative role in their own learning. When a teacher takes full responsibility for educating a group of students, the class benefits from a focused approach to research, plan and prepare while collaboration, a very vital and valuable skill in school and in life, is discouraged. Teachers in teacher-centered method feel comfortable and confident being in full control of the classroom activities unlike in learner-centered where education is a more shared experience between the teacher and the learners and between the learners themselves. Even though many teachers feel comfortable using the traditional method and being completely in charge, they will enjoy using animated technique as it will help reduce their work load and problem of repeated verbal explanations of contents. This arises as a result of animations being able to say a lot just in few minutes. In animation stories, children hear the character's tone, see their body language and expressions and listen to the words they are saying concurrently. Much information can be obtained about the characters by observing their environment, appearance, likes and dislikes which of course is not obtainable in verbal instruction.

Agoha citing Jansen, Bjorkavist and Lagerspectz in support states that, "Children are attracted to cartoon content much more than the academic traditional ways of learning, due to the well written scenarios, audio and visual effects and colours. These factors are enough to cause the child to absorb information dozen better than that absorbed from a teacher in the classroom" (53). But then it is necessary that appropriate animations are chosen because some children see cartoons as something scaring or horrifying.

Research Method

Mixed method approach of research was used for this study since it entails the collection of qualitative and quantitative data from a sample that was drawn from a given population. Qualitative design aims at understanding and answering how questions. Quantitative has to do with administering pre and post tests both at the beginning and end of the research. The tests questions covered five areas of understanding, remembering, analyzing, evaluation and applying of Bloom's

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taxonomy. The sample population for this study was one hundred and sixty pupils (160) made up of sixty-two (62) males and ninety-eight (98) females selected from four primary schools. The researcher applied purposive and convenient sampling techniques by choosing children from 7-10 years old from basic three in the four primary schools. This group of pupils was selected because it is the age of observation and imitation. At this level, children are more inquisitive about what is happening in their environment.

Discussion of findings

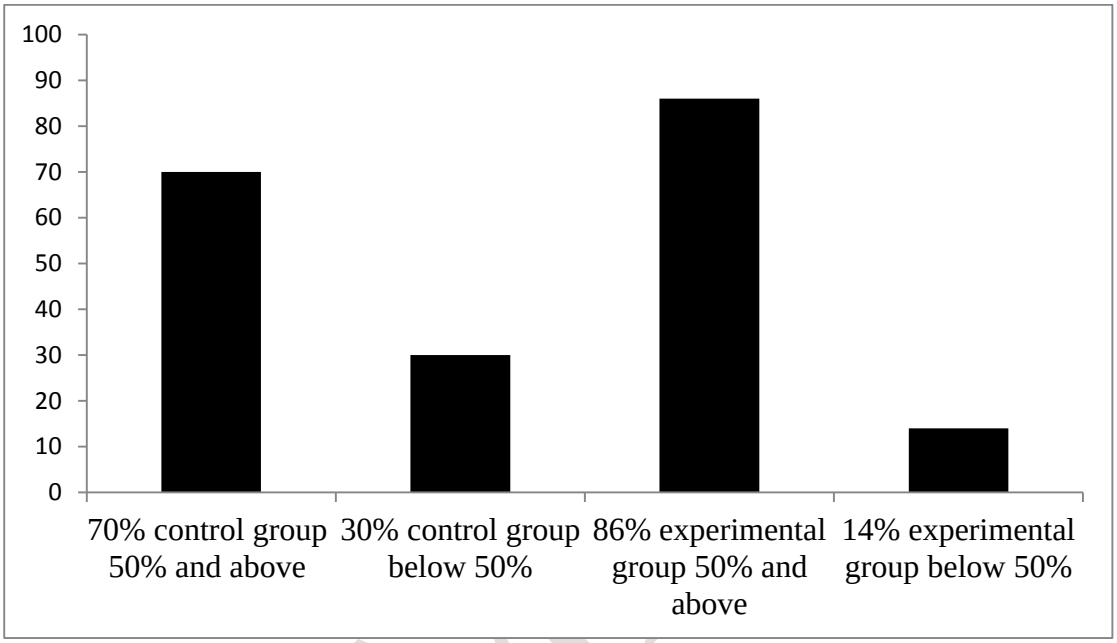
Analyzing the lesson

Schools	**Control group 50% and above**	**Control group below 50%**	**Experimental group 50% and above**	**Experimental group below 50%**	**Total**
Kings and Queens	12	4	20	4	40
Great Elite	20	6	12	2	40
Central school	12	6	20	2	40
United primary school	12	8	17	3	40
Total in figures	56	24	69	11	160
Total in percentage	**70%**	**30%**	**86%**	**14%**	**200**

In this table, the pupils in the control group who scored 50% and above were 56 representing 70% of the pupils in the group and 24 pupils in the group scored below 50% representing 30% of the group. Similarly, 69 pupils in the experimental group scored 50% and above representing 86% of the group while 11 in the same group scored below 50% representing 14% of pupils in the group.

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Graph of percentage distribution of post test on analyzing

The data presented in the table and illustrated in this figure graph of percentage distribution of the post test on analyzing which tested pupils' ability to investigate in detail, review and interpret the contents of the topics to discover more and gain better understanding about them helped the researcher in answering this research question. Evidence showed that out of 80 pupils in the control group 56 pupils scored 50% above representing 70% of the pupils in the group while 24 scored below 50% representing 30% of the group. Similarly, the experimental group taught using mediated technique, showed understanding of the subject matter more than the control group. This is because out of 80 pupils in the group, 69 scored 50% and above representing 86% and 11 scored below 50% representing 14% of the pupils in the group.

Conclusion

Animated film has been shown to be very effective in child's transformation and has many functions to play in the educational field. Mediated teaching technique is an outlet for self-expression and communication. Fluency in speech, self-knowledge and self confidence are cited among the personal attributes that improve greatly through children's involvement in mediated learning. This teaching technique encourages individuals to higher level thinking and functioning as they can see the world for what it might be, rather than being limited to the concrete reality of what it is. What this means is that the more educational animations is introduced into formal education, the more responsive children would become. Mediated teaching technique when properly used, involves the children in an active learning process and so they are not merely taught as in traditional technique.

There is need to inspire and educate our children to become sustainable leaders who are capable of building a better future. Franklin Roosevelt in agreement submits that we cannot always build the future for our youth, but we can build our youth for the future. We can only prepare our children for future by ensuring that all young people have every opportunity to participate fully in issues concerning their lives and this has to start at the early stage of their development. This is because every new experience they get is education and the struggle in life for existence is continuous process. Therefore, it is necessary that young children are exposed to these life experiences sharing knowledge and experiences in a learning process helps to reduce the learners alienation from intellectual work. Knowledge is power they say but only for those who can use it to change their

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conditions. As Sullivan pens it "Change is viewed as progress and proceeds along a continuum in which societies and communities are gradually moving onwards and upwards" (52). Besides, their education is not a preparation for life (future) because they live in the present and need to be taught lessons that will help them when they are young. This alone is what will allow young people to become mature adults capable of self advocacy.

The researcher therefore concludes that it is best for a teacher to use a combination of techniques in teaching - learning process to achieve his/her instructional objectives since only one technique may not be good enough to meet all the needs of the learners in learning process considering individual differences. This is because as the teacher is the classroom manager, he/she knows the class better than anyone else and based on the content of the lesson, is in a better position to decide what works best for the class or what technique that will be more beneficial to all the learners to enjoy the learning process. Most importantly, let there be a balance between traditional and mediated (learner-centered) teaching techniques with more chance given to learner participation as children learn best when they are highly engaged and having fun. The interaction between a child and his/her socio-cultural environment through a mediator whether human, object or symbols as mediating replacement of reality has been proven in this study to be effective in positive transformation of the child.

Recommendations

Having seen the effectiveness of using mediated teaching technique towards a child's transformation, educators who handle children especially at basic levels should get them involved in a learning activity that will enable them participate fully. It has been observed that animations if properly linked to existing curriculum become a vital medium of imparting cultural identities and values to our young children.

Curriculum planners should ensure that a well coordinated curriculum is in place that sets high expectations for academic achievement at every level. A real transformative is one that will lead to rapid improvement in academic outcome. The study is advocating for the use of educational animations as teaching material through mediated pedagogy for all subject. Let everyone's goal be to encourage children's satisfaction in constructive or collaborative learning among peers.

Policies geared toward integration of animations into education curriculum would serve as a catalyst to bringing out innate potentials in young children through mediated learning. This cannot be achieved if trained personal are lacking in the educational institutions. This research therefore advocates for the employment of experts in the use of animations in schools to help in the sustenance of mediation in teaching and learning processes. In the course of this research, the researcher discovered that majority of the schools she intended using for the experiment lacked the required facilities for the project. As a result, this study recommends that government should provided facilities to be used in classroom for teaching children and improve the school environment for more efficient and effective teaching - learning activities.

Finally, the study recommends that teachers be trained on using mediated teaching technique through seminars, workshops and so on. There is also need for more research to be carried out on the effectiveness of the media techniques for child's transformation in other public and private primary schools across the country or Africa.

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