

TEACHER EDUCATION AND GLOBAL STANDARD FOR EFFECTIVE TEACHING-LEARNING PROCESS IN PUBLIC SECONDARY SCHOOLS IN CALABAR MUNICIPALITY, CROSS RIVER STATE, NIGERIA

David, Bassey Enya

Department of Educational Foundations, Guidance and Counseling,
Faculty of Education, University of Calabar, Calabar

Nanjwan, Josephine Dasel

Department of Vocational And Special Education,
Faculty of Education, University of Calabar, Calabar

Abstract

The paper aimed at investigating whether the current global education standards introduced in the teacher education influence effective teaching-learning process in Public Secondary Schools in Calabar Municipality, Cross River State in Nigeria. Two hundred (200) respondents made up of certificate teachers drawn from selected public secondary schools in Calabar Municipality, Cross River State, Nigeria with aid of a stratified random sampling technique constituted the sample of the study. Pearson's Product Moment Correlation and independent t-test statistics were employed at 0.05 level of significance to analyze the data generated from administration of a self-designed Teacher Education and Global Standards in Secondary Schools Questionnaire (TEGSSQ) analysis of Hypothesis one showed a significant relationship between six education global standards and teachers education. The analysis of hypothesis two clearly revealed that males and females do not differ significantly in their perception of global and national education standards as weapons for effective teaching-learning process in public secondary schools in the study area. The results were exhaustively discussed. Useful recommendations were proffered and conclusion drawn on the basis of the results.

Keywords: Teacher education, Global Standard Effective Teaching-Learning Process

Introduction

The primary aim of education is all round development of human beings. This is so that the individual may be able to use his talents to the maximum capacity. The talents according to Akinyele (1978), reflect the cognitive psychomotor and effective domains. The secondary aims is therefore, for the individuals, that is, the teacher educator to become useful to his country, family and himself.

Unfortunately, the whites who brought education to Nigeria only exposed Nigerians to cognitive and effective domains and paying little attention to the psychomotor domain which essentially is pragmatic in nature. Little wonder Nigerians are not developing technologically since this aspect of the Nigerian education system was initially de-emphasized. The National Policy on Education (2004). However sees education in Nigeria as an instrument for excellence and effective national development. Here, the document emphasizes education to be a tool for social, cultural, economic, political, scientific and technological process.

To achieve these aims the nation's teacher education programmes will need to be over-hauled and injected with sophisticated and globally and acceptable innovations and measures. This demands that teacher education be religiously rated very highly in national manpower development plan. Consequently, all levels of teacher education will need to be viewed important and given adequate attention by government. They will need to be run in such a way that, teachers of secondary school level of education should produce an increasing number of students with the opportunity for attainment of education of higher quality irrespective of sex, social, religions and ethnic backgrounds.

Statement of the Problem

Inspite of concerted efforts by Federal, State, Local Governments well-meaning Nigerians and even Foreign, Local and Non-governmental Organizations (NGOs) to effect educational reforms in Nigerian teacher education programmes a few disgruntled, corrupt and greedy citizens are still out distorting the ongoing arrangements and strategies mapped out to sustain the reform (Fafuwa, 2004).

If our teachers especially those of them in the secondary schools acquire sound teacher education, certainly, our secondary school products will compete favourably with their counterparts elsewhere in the world. Nigeria will become greater and developed. Some of the globally recognized skills for effective teaching and learning process include motivating students, professionalism, guidance and counseling, learning and playing, individualized teaching and metacognitive teaching all arising from the global standards.

Levels of Teaching

Effective teaching simply means that, the teacher should be methodical in his or her approaches to delivery of expected knowledge to the learner. A conducive learning environment has to be created. Some of the characteristics of master-servant relationship should be moderate. The all-knowing concept of the teacher should not be condoned. Teaching should not consist of telling alone. Effective teaching should involve leading the students and guiding them to discover what they should know. Obanya (2013), states that, teachers are duty bound to teach applying the recognized teaching methods. Teaching is therefore a highly participatory process.

Effective Learning

The school is particularly and specifically so arranged as to facilitate effective teaching by eliminating aversive stimuli (annoyers) in the learning situation on one hand and by increasing satisfactory stimuli on the other (Ezewu, 1987). Learning helps the individual in the process of self-discovery to identify his abilities, capabilities and talents. Learning involves three stages namely, acquisition, retention and recall process stages. Learning is maximum as we move away from exclusively lecturing to more discussion, illustrative, participatory and active learning methods.

Methodology

The study sample comprised two hundred secondary school teachers who passed through teacher training institutions such as Colleges of Education and University faculties of Education. One hundred (100) are males and one hundred are females. Purposive sampling technique was employed to select the subjects for the study. Serving teachers were used because they are in field and are in the position of knowing all that are going on in the secondary school system. Two hypotheses were formulated to guide the study. Appropriate statistical methods were used to analyze the data collected.

Instrumentation

A survey questionnaire-Secondary Teacher Education Global Standard for Effective Teaching-Learning process Questionnaire (STEGSETLPQ) developed and constructed by the researchers was used for data collection. The instrument consisted of two parts. Part A was used to elicit respondents demographic information on sex, age marital status, state of origin, religion, political affiliation and educational qualification.

Part B was a 25 items, 4 points likert scale that measured six educational global standards namely, 6-3-3-4 education system, Universal Primary Education System (UPE), Universal Basic Education System.

(UBE), Guidance and Counselling (G/C), Intro-technology workshops and professionalism. The instrument had content validity based on the opinion of expert as items in each sub-scale were seen as capable to measure exactly the variables they are purported to measure. A pilot test was conducted with the instrument on sample of fifty (50) respondents in similar institutions. A test-retest reliability procedure was adopted. The value of the reliability coefficient of the various sub-scales of the instrument was between 0.56 and 0.72 considered high enough to warrant the use of the instrument in the study.

Data Analysis and Results

Data obtained was analyzed in line with two hypotheses using the appropriate statistic.

Hypothesis one

Introduction of education global standards in teacher education does not significantly lead to effective teaching-learning process in secondary school in the study area.

Table 1
Pearson Product Moment Correlation analysis of the relationship between global standards in teacher education and effective teaching-learning in secondary schools in Calabar Municipality.

S/N	VARIABLE	$\sum x \sum Y$	$\sum x^2 \sum Y^2$	$\sum x \sum Y$	r-value
1	Teacher Education (x)	6608	245187	153571	0.27*
2	6-3-3-4 Education System (y)	4484	114584	130450	0.36*
3	UPE (y)	43781	103061	149530	0.35*
4	UBE (y)	6726	171876	230356	0.21*
5	G & C services (y)	6567	154591	224295	0.18*
6	Introtech workshops (y)	5253	123673	179436	0.30*
7	Professionalism (y)	6277	160417	214999	0.24*
8	Nigerianisation policy (y)	6466	164631	204213	0.05*

- $P > 0.05$; critical $r = 0.116 = 198, N = 20$

As shown in table 1, the calculated r-value of 0.27, 0.21, 0.18, 0.20, 0.26, 0.35 and 0.25 were obtained at 0.05 level of significance with 198 degree of freedom. Those values were found to be greater than the critical r-value of 0.116. There is a positive significant relationship between teacher education and global standards in education. This means that the null hypothesis was not upheld.

From this finding, the null hypothesis was rejected at the levels of 6-3-3-4, UPE, UBE, education system as well as guidance and counseling services, introtech workshops and professionalism. In other words teacher education is related to all the supportive variables investigated in the study.

Hypothesis two

The perception of the standards as tools for effective teaching-learning process in teacher education institutions does not differ significantly among individuals with respect to sex.

Table 2

Independent t-test of the difference between males and females on the perception of global standards as tools for effective teaching-learning process.

GROUP	N	\bar{X}	SD	T-VALUE
Males	100	62.28	2.69	0.64
Female	100	61.93	4.03	

- $P < 0.05$; $df = 198$; $t = 1.92$

In table 2 above, the calculated t-value of 1.92 at 0.05 level of significance with 198 degree of freedom. From the result, the null hypothesis was retained. The implication of this results is that males and females do not differ significantly in their perception of global education standard as panaceas for effective teaching process.

Discussion

From the result of the data analyzed from hypothesis one, it is clear that, global education standards have positive relationship with teaching-learning process. This result goes along way to demonstrate that, other education variables being constant or equal, teacher from teacher education institutions will help the nation-Nigeria to achieve high education standard at there will be effective teaching-learning process. The teacher having passed through teacher training institutions. Will apply the techniques they learnt in their teaching process. Students will then understand what are been taught them. Their academic performance will certainly become high thereby, improving their overall academic achievements.

It is also important to point out that, both sexes perceive those developmental global education standards as most vital weapons teachers who passed through teacher education institutions should use to better the educational conditions of secondary school students in particular and students of other school levels generally. This implies that both certificated male and female teachers have an edge over their non-certificated counterparts in the delivery of effective teaching activities. This is as a result of the fact that, they are conscious of the deplorable situation in the secondary schools level. They are equally ready to sustain the new changes introduced into the teacher education.

Conclusion

From the result of the two hypotheses, it is very clear that, if all governments of the various countries of the world leave no stones unturned,

and purposely and judiciously invest in improving these standards especially in their teacher training institutions, there will be tremendous improvement leading to high academic performance and achievements in their secondary schools in particular and education system in general.

Generally, the secondary schools in the study area have to show marked flexibility and the recipients and the entire society will stand to benefit as they will therefore reap the dividends of teacher education since no education system may rise above the quality of its teachers, secondary school teachers in the school system may rise above the quality of its teachers, secondary school teachers in the school system shall continue to be given major emphasis and priority in all educational planning and development. The findings in this study might be generalized to cover the entire county's secondary schools and teacher education institutions.

Recommendations

Effective teaching-learning process arising from methodical delivery of knowledge to the students secondary schools in the study area in particular and other levels of the school system generally anchors on the introduction of global education standards. It should be a continuous process. The Nigeria Certificate in Education (NCE). Bachelor Degree in Education (B.Ed). Post Graduate Diploma in Education (PGDE), Master Degree in Education, shall continue to be improved in quality and expanded to cater for the requirements of secondary school teachers.

Since female certificated teachers do not discriminate in the perception of global introduced education standards from their male counterparts, female should sensitized and encourage to participate actively in the teaching profession. After all the teaching profession is a social work and females are more interested in social activities. Teachers commitments is secondary schools shall be enhanced by so doing and better academic performance and achievement shall be recorded.

References:

- Akinyele, J. J. (1978). Principles and Practice of Education. Questions and Answers Nigeria: Bamgboye Publishers.
- Ezewu, E. E. (1987). Socio-physiological factors of human learning in school. Onitsha: Leadway Books Publishers.
- Faunwa, A. B. (1974). History of Education in Nigeria. Ibadan: NPS Educational Publisher

Federal Republic of Nigeria (1981). National Policy on Education.
Federal Republic of Nigeria (2000). Blue print on basic education. Abuja
Government Press.

Federal republic of Nigeria (2004). 4th Ed. National Policy on Education.

Obanga, P. (2013). Quality teaching for quality learning in higher education,
Calabar:

Unical printing press.

Osokoya, I. O. (1989). History and Policy of Nigeria education in world
perspective. Ibadan:

AMD Publishers

Taiwo, C. O. (1980). The Nigerian education system: Past, present and
future. Lagos:

Thomas Nelson Publishers.