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### GLOBAL ISSUES IN TEACHING AND IMPROVING PERFORMANCE IN TEACHER EDUCATION IN SOUTH- SOUTH, NIGERIA

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#### **Abstract**

*This study examined global issues in teaching and improve performance in teacher education in South-South, Nigeria. Two research questions and two hypotheses guided the study. This study adopted correlation design. A population of 1820 Lecturers of Faculty of Education in 14 higher institutions that offer teacher education in South-South, Nigeria was used for the study. Simple random sampling technique was used to draw 330 respondents. The instruments for data collection were Global Issues in Teaching Questionnaire (GITQ) with 20 items and Improve Performance in Teacher Education Scale (IPTES) with 20 items. Reliability of .82 and .86 for Global Issues in Teaching and Improve Performance in Teacher Education were obtained using Cronbach Method. 330 copies of the questionnaire were administered and 320 copies were retrieved. Simple regression was used to answer the research questions while z-test associated with simple regression was used to test the hypotheses. The findings among others showed that teacher workload predicted improves performance by 21.8% while teacher workload significantly predicted improve performance in teacher education in South-South, Nigeria.*

**Keyword:** Global Issues, Teacher Workload, Teaching Methods, Teacher Education  
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## **Introduction**

The learning process depicted as a result of activities and conditions of learning. Changing just one of the driving forces may lead to tensions but not necessarily to substantial changes and improvement of the learning process. For example, providing schools with computer software and network facilities obviously changes the learning infrastructure in terms of availability of materials and technical infrastructure but not necessarily the content of education or the roles of the teacher in this process. Only in conjunction with changes in the roles of teacher and the student with changes in the organization of the content and corresponding curriculum materials (Mujibal, 2018) will learning outcome be improved.

Adjusting education to societal needs of the 21st Century means that schools have to enable learners to be continuously active in the sense of lasting learning. This service offered to improve the quality teaching could be a driver to sustain the schools commitment when members are convinced that they can rely on the office or on the centre that is responsible for helping them solve problem on teaching that projects related to quality education are more likely to be accepted and supported by the academic community. The burden is on the services to listen and respond to teacher request.

## **Teacher Workload**

Traditionally, the main task of the teacher has been considered as the transmission of special knowledge and values of the cultural heritage to the young in order to initiate the child into his society and conserve what society holds as valuable. Ituen (2014) maintained that perception of education as initiation reflects this traditional view of the teacher workload. The teacher's task are based on set 'of objectives which constitute a target to be attained. A teacher is effective if he has accomplished all those objectives he was meant to achieve. Efficiency is also an aspect of productivity but it relates to productivity in a different manner.

Efficiency means achieving ones objectives in an economical way, that is, without waste of effort or resources. If a teacher achieves his objective at great costs, he could be said to be effective but not efficient. Similarly, if the teacher, in the pursuit of the relevant objectives, as economical in the use of resources but is not good at achieving the desired results, he is efficient but not effective. Excellence in a teacher is the idea of comparison when applied to teacher workload. It indicates that some teachers fulfill their function better than others. Excellence points to the fact that there are peaks of achievement, which only teachers who are superlative in skills can attain (Beware, Caldwell & Millikan, 2016)

However, the teacher workload involves all the activities of a teacher that are directed towards facilitating instruction and student learning. Such activities may be instructional or non-instructional in nature. It should however, be noted ‘that the implementation of educational plans and activities are not necessarily confined to the four walls of the classroom, hence many types of important interactions among teachers and students that have far reaching implications for student learning also occur beyond the classroom physical environment. Such interactions also make demands on the classroom management skills of the teacher.

According to Okorie and Agabi (2013), there are many attendant duties outside the classroom which teachers are called upon to perform. Some of these are supervision of athletic events and field excursion, coaching sports and game teams, coaching debating teams and choral groups. In addition are inspection of student’s duties and other non-academic duties. Teachers are thus required to perform duties that are incidental to classroom work and their actions and inactions in the course of such duties, the legal implications for the individuals and, sometimes groups involved.

Therefore, teacher workload cannot be over looked since school constitutes social system because it has organized entities that are composed of people with administrative set up. School as a social system is an open system that interacts and exchange information, resources or other activities within its environment. Educationists are more concerned with social system, since it is in these entities that people’s behaviour are positively influenced and transformed.

The school as a social system will open up some teachers responsibilities such as classroom observation, school record keeping, assessment and evaluation and so on. It is the duty of the teacher to create conducive classroom environment in which student participation will be maximized. The need to monitor what goes on in the classroom in order to ascertain how to remedy deficiencies in the area of interactions and to have a better classroom development had increased the teacher work load.

The school could maintain an interaction system which permits the observer to record every bit of interaction which takes place in the classroom. Ituen (2014) emphasizes the Flanders Interaction Analysis Categories (FIAC) as the most widely used in observing classroom behaviour. Though FIAC records what students and the teacher say during a classroom interaction, the emphasis is on what teacher say. The rationale for this, according to the author is that the system is primarily designed for studying teaching styles. He point out that teacher-talk has been shown by research findings to be the predominant element in classroom interaction. He added that teacher- talk is bound to be most potent single factor in determining the nature of the interaction because of the weight of the teacher’s authority in

the classroom. Teachers need to acquire appropriate instructional planning skills and strategies for effective teaching.

However, unless they have also acquired the necessary skills in classroom organization and management their efforts are not likely to have adequate impact on learners. Effective teaching cannot take place in poorly managed classroom. This explains why teacher's competence in classroom management has traditionally been an area of major concern to parents and guardians. Conducting classroom management tasks in an inefficient manner leads to confusion, loss of precious time, poor attitude among learners and lower achievement.

One element in classroom organization is the role of the teacher. He has to fulfill the leadership function adequately in order to create an atmosphere of good learning. Ituen (2014) sees classroom organization as the complex set of plans and actions that teacher uses to ensure that the learning in the classroom is effective and efficient. Embedded in this definition are the leadership qualities of the teacher and strategies he devises both to create a desirable atmosphere and to prevent the disruption of activities of misbehavior.

The teacher's work is spread across record keeping for providing evidence of the extent to which efforts are being made by schools for the purpose of meeting societal expectations. This record contains information on student's background and progress and information on the enrollment pattern, staff strength and activities undertaken in the school. From the schools records, one can obtain information on past activities involving the school and other schools, or the community.

Assuming keeping school records is not statutory, but are found useful for efficient school administration. These records constitutes useful source of information for the government who are interest in obtaining information on the level of performance and mode of behaviour of students as well as school organization. Supervisors of schools also need to have an insight into how the school has been discharging its functions and they can gain this insight from the entries in the school records. But records can serve their function only if they are well kept. Therefore, it becomes the duty of the teacher to be faithfully keep records and regularly checked by the principal.

The registration of a child in the school is a form of social contract which has implications not only for the child and the teacher but also from parents and for managers of the educational system. By having their children registered in the school, parents implicitly indicates their willingness to cooperate with the school in the task of making the child benefit from formal education. The managers of the education system on their part accept the responsibility of planning adequately to meet the needs of the cumulative membership of the school. Such planning relates to adequate funding, provision and maintenance of necessary

infrastructural facilities and equipment, stable supply of adequate number of suitably qualified teachers and so on. The teachers after being employed will follow the guidelines strictly for keeping an accurate record.

From the first day a child is registered, a class attendance register is open. If a class has three arms, each must have a separate register and it is used by the teacher for recording the presence or absence of the students in the school on a daily basis. The attendance register serves to monitor the extent to which students attend classes as expected. Since no student should be entrusted with the marking the register neither should it be postponed to the end of the week it becomes mandatory on the teacher to do it on daily basis with head bent to duty.

The teaching cycle may be viewed as a process with three phases. The first phase is one, which the teacher plans what he is going to teach. It includes such elements as analysis of the content of the subject, the specifications of the objectives and the preparation of lesson note. The second phase involves the implementation of the plan. The teacher selects and uses appropriate materials and strategies to help learners achieve the objectives envisaged. The third phase deals with the use of a number of techniques to determine to what extent learners have attained the objective specified at the planning stage.

All the efforts of the teacher in class and outside the class geared towards taxonomy of educational objectives, which showed that evaluation is located at the highest level of the cognitive domain and requires one to make judgments based on identified criteria. Using different kinds of measurement, teacher collects data systematically on student's capabilities, needs and interest. Evaluation involves the use of this information to make decisions. The teacher can do this through test, assignments, laboratory work, examinations and so on.

The above are the responsibilities of teachers but without service dedicated to quality teaching, the interest to encourage student to learn might not be there. Although, some societies create a specific organization to monitor their quality teaching policies, some schools set up a service dedicated to academic affairs and teaching, even though, staffing and funding of the service depend on the importance attributed by the school to supporting quality teaching. The primary function of the service is to provide teachers with instruments designed and implemented on their behalf that enhance quality teaching, considering that teachers should concentrate first on their primary assignment, which has emphasis on teaching the young one for a better society.

### **Alternative Teaching Methods to Reduce Teacher Workload**

Although, the concept of quality education remains elusive, teachers and their behaviour in the classroom are at times considered convenient indications of school quality and very frequently are at the center of attempts at quality improvement. In terms of

improving teacher performance, continual focus has been on content and delivery of skills during pre-service and in-service training programmes geared towards teaching methods, and instructional resources. Method is therefore, the right way for purpose teaching. Method is a chosen systematized and ordered correct way through which the act of teaching is performed in order to accomplish the set objectives (Esu & Inyang, 2018). It is a means, procedure, broad or general right way through which the desired positive change in the learner is brought to occur.

### **The Relevance of Teaching Method**

1. It makes teaching and learning simple and easy.
2. It enables more learning to take place
3. The time taken to achieve more learning is very short
4. It helps to implant what is pleasantly learned in the memory of the learners and makes for their easy recall.
5. It keeps the learners alive to the teaching learning process
6. It keeps the teacher professionally alive in his preparations to teach well.

Mezieobi, Fubara and Meziobi, (2018) highlight three teaching methods and their strategies among others;

#### **Teaching Methods**

Simulation  
Discussion  
Questioning  
evaluations

#### **Teaching Techniques/strategies**

Games, Historical and Activities  
Panel, Small group, Debate, Brainstorming  
Rote memory, cognition, Convergent, divergent and

### ***Simulation Method***

Generally, games and simulations work together since games manifest the same characteristics as simulation. Simulation and game can act as a compound word thus simulation-games. This is a type of contrived experience that schools must expose students to in the absence of concrete learning experience before abstract concepts can be internalized. Simulation method is a game like activity or situation in which more or less accurate aspects or real life situation is replicated. What is being simulated must prominently feature the elements of the real phenomena that are of particular interest to the simulations or the class (Mbakwem, 2017).

Simulation should be viewed more as an educative experience or a way of learning than as a game played for more entertainment, if it is entertainment oriented, though not, it is a waste

of the much needed school time. Teacher made simulation games are easier in terms of time saved in hunting for games that are appropriate to instructional objectives, and more interesting as it is adapted to suit the needs and interests of the students. As soon as these developed simulation games are made available through publication, they will serve to enrich teaching, instruction and learning. When the teachers are fully aware of this method, it will captivate the interest of the students and motivates them to learn.

### ***Discussion Method***

Another method of teaching that lends itself to effective teaching and learning is the discussion method. Discussion is viewed here as an organized, pre-determined procedure of teaching and not as part or element of another method that surfaces in the course of the utilization of other teaching methods. Discussion is a consensus learning strategy in which participants put heads together and contribute worthwhile ideas or personal views that aid them arrive at a conclusion on the topic of discussion (Mbakwem, 2017).

In a discussion setting, the teacher should be an integral part of the discussion circle in such a way that the conventional teacher-standing-in-front of the class and the students-sitting-facing-the teacher arrangement is erased. The picture of the discussion group is that of equals where a visitor would not at a first sight identify who the teacher is. Versed in the discussion skills, the teacher leads the discussion but where some members of the group have developed skills like the teacher through participation in previous discussion, they would also be allowed to lead discussion (Kanno, 2018). This helps to reduce the teacher workload since there is effective participations of group members in meaningful discussions.

### ***Questioning***

Questioning is a teaching method that indispensably provides all teaching methods and the other techniques. No teaching method and technique can completely isolate itself from the use of questions to facilitate comprehension, clear doubts, clarify values, evaluate performance, stimulate creativity and motivate learners to obtain relevant data appropriate for problem-solving. Pattern the direction of a discussion, challenge opinions and enhance further knowledge on an issue. In Mbakwem (2018) questioning as a democratic teaching method in which all human actors in the teaching learning process participate, teachers and resource persons-pose questions towards satisfying their instruction needs or facilitating learning.

## **Statement of the Problem**

Teachers are crucial inputs of any educational system because they have the command of the knowledge and skills to be imparted to the learners (students). Hence, the quality of teachers determines to a great extent the quality of teaching and learning outcomes. Moreover, there is a growing concern about the realization of education objectives due to doubts that there have been steady decline in teachers instructional task performance which depicts non – realization of quality assurance in teacher education in South-South , Nigeria. In spite of the fact that most of the teachers in teacher education in South-South , Nigeria have teaching qualifications, there is a serious gap in the teaching-learning process and this constitutes threat to the attainment of objectives in schools. Therefore it becomes pertinent to examined global issues in teaching and improve performance in teacher education in South-South, Nigeria.

## **Aim and Objectives of the Study**

The aim of the study examined global issues in teaching and improves performance in teacher education in South-South, Nigeria. The objectives sought to:

1. examine the extent teacher workload predicts improve performance in teacher education in South-South, Nigeria.
2. examine the extent alternative teaching methods predict improve performance in teacher education in South-South, Nigeria.

## **Research Questions**

The following research question guided the study.

1. To what extent does teacher workload predict improve performance in teacher education in South-South, Nigeria?
2. To what extent do alternative teaching methods predict improve performance in teacher education in South-South, Nigeria?

## **Hypotheses**

The following hypotheses tested at 0.05 level of significance guided the study

1. Teacher workload does not significantly predict improve performance in teacher education in South-South, Nigeria.
2. Alternative teaching methods do not significantly predict improve performance in teacher education in South-South, Nigeria.



## **Methodology**

This study adopted correlation design. A population of 1820 Lecturers of Faculty of Education in 14 higher institutions that offer teacher education in South-South, Nigeria was used for the study. Simple random sampling technique was used to draw 330 respondents. The instruments for data collection were Global Issues in Teaching Questionnaire (GITQ) with 20 items and Improve Performance in Teacher Education Scale (IPTES) with 20 items. Reliability of .82 and .86 for Global Issues in Teaching and Improve Performance in Teacher Education were obtained using Cronbach Method. 330 copies of the questionnaire were administered and 320 copies were retrieved. Simple regression was used to answer the research questions while z-test associated with simple regression was used to test the hypotheses.

## **Results**

**Research question 1:** To what extent does teacher workload predict improve performance in teacher education in South-South, Nigeria?

**Table 1: Simple regression on the extent teacher workload predicts improve performance in teacher education in South-South, Nigeria.**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.081 <sup>a</sup>	.218	.004	2.836

a. Predictors: teacher workload

Table 1 revealed that the regression correlation coefficient (R) was 0.081 while the R square and adjusted R square were .218 and .004 respectively. The coefficient of determinism was calculated to be 21.8%. This showed that teacher workload predicted 21.8% of improve performance in teacher education in South-South, Nigeria. This means that there was low extent of prediction of teacher workload on improve performance in teacher education.

**Research question 2:** To what extent do alternative teaching methods predict improve performance in teacher education in South-South, Nigeria?

**Table 2: Simple regression on the extent alternative teaching methods predict improve performance in teacher education in South-South, Nigeria**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.431 <sup>a</sup>	.256	.241	2.43839

a. Predictors: alternative teaching methods

Table 2 revealed that the regression correlation coefficient (R) was 0.431 while the R square and adjusted R square were .256 and .241 respectively. The coefficient of determinism was calculated to be 25.6%. This showed that alternative teaching methods predicted 25.6% of improve performance in teacher education in South-South, Nigeria. This means that there was low extent of prediction of alternative teaching methods on improve performance in teacher education in South-South, Nigeria.

**Test of Hypotheses**

**Hypothesis 1:** Teacher workload does not significantly predict improve performance in teacher education in South-South, Nigeria

**Table 3: z-test associated with simple regression on the independent prediction of teacher workload on improve performance in teacher education**

Model	Df	F.	Unstandardized		Standardize		p-value	Decision
			Coefficients	Std. Error	Coefficients	z		
ratio			B		Beta		Sig.	
1 (Constant)	1		36.30	.766		47.319	.000	Hypothesis rejected
	319		5					
3.043								
teacher workload			.03	.023	.081	-6.532	.000	
			9					

a. Dependent Variable: improve performance in teacher education

Table 3 revealed that the regression analysis showed that scores of teacher workload significantly predicted scores of improve performance in teacher education as degrees of freedom were 1 and 319, F-ratio was 3.043, and standard beta value and z-test were .081 and -6.532. The p-value of .000 is below the level of significance of 0.05 therefore, the null hypothesis is rejected. By implication, teacher workload significantly predicted improves performance in teacher education in South-South, Nigeria.

**Hypothesis 2:** Alternative teaching methods do not significantly predict improve performance in teacher education in South-South, Nigeria.

**Table 4: z-test associated with simple regression on the independent prediction of alternative teaching methods on improve performance in teacher education**

Model	Df	F-ratio	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	z	p-value Sig.	Decision
1 (Constant)	1		59.960	2.091		5.542	.000	Hypothesis rejected
	319	.231						
Alternative teaching methods			-.617	.058	.431	2.524	.000	

a. Dependent Variable: improve performance in teacher education

Table 4 revealed that the regression analysis showed that scores of alternative teaching methods significantly predicted scores of improve performance in teacher education as degrees of freedom were 1 and 319, F-ratio of .231, standard beta value and z-test were .431 and 2.524. The p-value of 0.000 is below the level of significance of 0.05 therefore, the null hypothesis is rejected. By implication, alternative teaching methods significantly predicted improve performance in teacher education in South-South, Nigeria.

### Summary of Findings

The findings of this study are summarized as shown below

1. Teacher workload predicted improves performance by 21.8% in teacher education in South-South, Nigeria.
2. Alternative teaching methods predicted improve performance by 25.6% in teacher education in South-South, Nigeria.

3. Teacher workload significantly predicted improve performance in teacher education in South-South, Nigeria
4. Alternative teaching methods significantly predicted improve performance in teacher education in South-South, Nigeria

### **Conclusion**

Based on the research finding, components of global issues in teaching such as teacher workload and alternative teaching methods independently predicted improves performance in teacher education in South-South, Nigeria by 21.8% and 25.6% while the hypotheses showed that teacher workload and alternative teaching methods significantly predicted improve performance in teacher education in South-South, Nigeria.

### **Recommendations**

Based on the findings, the following recommendations are proffered:

1. School management should lay emphasis on management of teacher workload to improve performance and professionalism in teacher education in South-South, Nigeria.
2. Newly employed teachers should be given orientation on alternative teaching methods to improve performance in teacher education in South-South, Nigeria.

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