

Indices of Teacher Competence in Teaching-Learning Process in Selected Senior Secondary Schools in Saki Township, Nigeria

Waliu, Alayo Ashiru

Department of Arts and Social Sciences Education, University of Ibadan, Ibadan

Abstract

This study examines the indices of teacher competence in the teaching-learning process in selected senior secondary schools in Saki Township, Nigeria. The study adopted the survey research design. The purposive sampling technique was used to select 20 Senior Secondary Schools that had two teachers taking SS2 Government in Saki West Local Government Area of Oyo State. Two teachers were selected in each school and Forty (40) teachers of Government participated in the study. The instrument used was Indices of Teacher Competence Observation Rating Scale ($r=0.78$). Findings revealed that the indices of teacher competence found in the selected schools were class control, use of questions and use of instructional materials. Based on this, it is recommended that teachers should be exposed to continuous professional development programmes shore up their level of competence in the three indices found.

Keywords: *Teaching-learning process, Indices, Teacher, Competence, Senior secondary schools in Saki, Nigeria*

Introduction

Literature search has shown that so many indices exist to determine teacher competence. According to Oyedele (2018), some of the indices of teacher competence are class control, teachers' use of questions, communication skill, assessment practices, teacher-student relationship and use of instructional materials among others. Classroom control as an important aspect of the management of teaching-learning process is an attempt to set the behaviour of others for goals or purposes that correspond to the attainment of the goals and objectives of the educational system. For example, if a teacher places a notice on the notice board and everyone in the classroom follows it as indicated. This illustration shows that an effective teacher has exercised a mode of effective communication management because students' behaviors are significantly influenced positively by the instruction given. This however indicates that, teaching, learning are synonymous to class control cannot be separated because classroom control is characterized by effective discipline, and discipline is seen as an instruction, training of the mind and subjection of self to school rules and regulations (Osakwe, 2019). Studies from various research reports and evidences have shown that an effective teacher

knows much about his/her learners ability, capacity and personality and tends to achieve better than the one (teacher) who knows little or nothing about his learners.

Ijaya and Oyedele (2020) posited that, classroom control is about the teachers' behaviour which involves monitoring of classroom activities aided by appropriate decisions at all spheres of the lesson, namely: the pre-active, interactive and evaluation stage, so that student can attain the desired activities. Classroom control according to Ayuba (2019) is one crucial dimension of classroom teaching and the tasks of facilitating learning and establishing orders. Elejo (2019) posited that classroom management involves a positive classroom environment, appropriate standards of behaviors for students, effective management of daily routine and instructions, as well as engaging the students in classroom activities throughout the lessons. As noted by Mezieobi (2016) it involves application of behavioural principles and policies of discipline that are effective to create an ideal academic system and achievement of targeted goals and objectives of the school system.

Ezeobor (2016) characterized classroom control to be the actions taken to create an environment that supports and

facilitates academic and socio-emotional learning. They further explained that, teachers must; develop care, supportive relationship with and among students; organize and implement instructions in ways that optimize students' access to learning; use group management methods that encourage students' engagement academic tasks'; promote development of students' social skills and self-regulation; and use appropriate interventions to assist students with behavioural problems.

Management of teaching-learning is the application of behavioral principles and policies that are effective which would bring about ideal classroom standards. This however, assists the teacher to overcome any problem that may arise within the school system. It is expected that, this process will increase the competencies of the teachers to successfully cope with instructional tasks in secondary schools (Ebireri, 2017). Learning according to Osakwe (2019) is a natural process of pursuing meaningful goals, discovery and constructing meaning from information and experience filtered through the learners' unique perceptions, thought and feelings during teaching-learning. In consonance with Ijaya and Oyedeji (2020), Oyedeji (2018) was of the view that, the management of teaching learning process is concerned with operation and control of classroom activities by the teachers.

According to Oyedeji (2018) teaching-learning process in secondary schools resides in the teacher using different approaches and whatever the teacher arrived at, in whatever form, classroom control influences it. However, among the factors affecting teaching and learning in most educational system are matters of the environment, classroom arrangement, students' age and socio-background, teacher mastery of the subject matter, class control, use of instructional materials, use of question. On this note, the Osakwe (2019) observed learning to be an act of acquiring new modifying or enforcing existing knowledge, behaviours, skills, values or preferences that may involve the use of different types of information. People can learn through schooling, personal experience

and personal development and training. This encourages more participation and interaction of students in the classroom and greater focus in the teaching and learning process. As a result, student learning outcomes are improved.

Teaching-learning may involve sharing of experience between the teacher and the learner through expression of interactions with the aim of bringing about a desirable change in behavior of the learner in the classroom. In view of Salami (2019) teaching-learning involves a kind of communication that has an impression in the mind of the learner in such a way that he/she accepts the desirable new experience. Bryant and Hunton (2020) posited that, this level of interaction allows a wider range of participation by the student, leading to an increased state of engagement in the learning environment. Therefore, improving teaching and learning in school should consist of adoption of good strategies outlined for effective improvement of teaching in Nigerian schools.

Two types of approaches can be observed in teaching-learning process in secondary schools in Saki Township Nigeria; teacher-centered and student-centered approaches respectively. According to Oyedeji (2018) teacher-centered approach of instruction is more traditional and didactic as students are only made to listen to teachers' presentation and instructions which make them to be passive recipient of information in the classroom. In contrast, student-centered instructional approach provides a learning environment that invites students to actively participate in, and help to shape their own learning experiences either of the two instructional approaches can be used effectively to bring about effective learning, control and management in the classroom. The researchers perceived teacher-centered approach on one hand as a formal style of teaching with instruction directed to the whole class. For instance, the teacher gives instructions to the student in the classroom with consideration on the content rather than the students learning and making contributions in the class. In the light of this, teacher-centered approach as cited in the training manual of Osun

State government's Professional Development Programme for the teachers held in Osun State in 2014 that, the approach puts the teacher literally in the role of the director of learning and works on the assumption that the teacher knows the best. Furthermore, attention is focused on the subject matter rather than on the learner, so it is seen more as working through the syllabus rather than trying to help the learners. As a result of this, the learners are found to be passive or inactive in the classroom.

Student-centered approach on the other hand is a way of planning learning activities for all the learners during instruction in such a way that learners have freedom to think, communicate and engage in discovering what they know and can do, instead of what the teacher will say and do. For instance, when students are given a task to perform in the classroom, the teacher moves round and monitors, provides assistance ensuring that the task is achievable. Learner-centered approach includes the methods of teaching such as group discussion, group work and project work.

Teaching-learning in Nigerian secondary schools seems to be a veritable means of ensuring quality education. Observation shows that, the state of teaching-learning process in ensuring quality is fast deteriorating in schools due to the different methods used in imparting knowledge. Consequent upon this, effective teaching underscores the central position as teacher gives instruction in the classroom. Hence, it is expected that education is required to be a natural tool for individual development.

Statement of the Problem

The drastic deterioration in the school performance of students generally these days calls for an immediate solution to forestall and contained the intellectual virus before it eats deep into the fiber of our education system. This is as a result of poor management of teaching-learning process among the senior secondary school teachers in the area of class control, method of teaching, non-utilisation of instructional materials and poor evaluation

techniques adopted by teachers. One of the unique ways of doing this is to encourage researchers to investigate the teachers' management of teaching-learning process in a bid to recommend lasting solution to the menace. It is against this background that the present study examines teachers' management of teaching-learning process in selected senior secondary schools in Saki Township, Nigeria.

Objectives of the Study

1. Ascertain teachers' level of class control in selected senior secondary schools in Saki Township, Nigeria.
2. Examine the use of question among the teachers in selected senior secondary schools in Saki Township, Nigeria.
3. Examine the level of the use of instructional materials in teaching and learning of Government in senior secondary school in Saki Township, Nigeria.

Research Questions

The following questions are formulated to guide this study.

1. What are the levels of teachers' class control in selected senior secondary schools in Saki Township, Nigeria?
2. What are levels of the use of question among the teachers in selected senior secondary schools in Saki Township, Nigeria?
3. What are the levels of the use of instructional materials in teaching and learning of Government in senior secondary school in Saki Township, Nigeria?

Scope of the Study

The study is delimited to investigating the teachers' management of teaching-learning process in selected senior secondary schools in Saki Township, Nigeria. It covers teachers of Government in public and private senior secondary schools within the town.

1.6 Significance of the Study

This study will be beneficial to the government, teachers, students, various councils and commissions that regulate teacher education in Nigeria, researchers and curriculum planners and developers.

The findings of this study will be of benefit to teachers in that they would be aware of the influence of classroom control on effective teaching and learning in senior secondary school and students' academic performance. This will encourage them to improve on the area of class room management and control.

Also, they would be aware of the instructional pedagogy they need to incorporate in their teaching. Again, through the findings of this study, the teachers would get to know and apply varieties of evaluation techniques in their evaluation of learning objectives.

Students will also benefit from the findings of the study because students' academic performance will improve in a class properly managed by teachers. When teacher manage teaching and learning process effectively, it will stimulate students interest in the class thereby improve their academic achievement.

The findings will enable curriculum planners and developers to identify areas of weakness in the curriculum content as well as the methods of delivering lessons; thereby introducing innovations for the production of effective and efficient professional teachers. The findings of this study will also help them to develop training modules, which could be used for workshops, seminars and conferences to improve teacher job performance and students academic achievement.

Finally, this study will serve as a reference material to future researchers, teachers and students in education and curriculum studies. Research students in education will find the recommendations of this

study useful for the purpose of further research. It will also provide the needed foundation upon which subsequent studies on the teachers' management of teaching-learning process in selected senior secondary school and related areas would stand.

Methodology

The study adopted the survey research design because it sought the opinion of teachers on the management of their teaching learning process. The survey research design was adopted because the researcher makes use of teachers' observational instrument which is surveying instrument and a sample was selected out of the whole population. Purposive sampling technique was used in selecting forty (40) Senior Secondary Schools having two teachers taking Government. Two teachers were selected in each school and Forty (40) teachers of Government participated in the study. The instrument used was Indices of Teacher Competence Observation Rating Scale ($r=0.78$). The researcher makes use of a structured five rating scale government teachers' observation instrument in gathering the necessary data suitable for the study from the teachers on the scale of Excellent (EX), Very Good (VG), Good (G) Fair (F) and Poor (P). The researcher engaged two research assistants. An induction session was conducted by the researcher for the research assistants to enable them get familiar with their assignments. The researcher and the research assistants observed and scored the teachers differently. Descriptive statistics of mean and standard deviation were used to analyse data..

Results

Answering the Research Questions

Research Question 1: What are the Levels of Teachers' Class Control in selected Senior Secondary School in Saki Township, Nigeria.

Table 1: Level of Teachers' Class Control in selected Senior Secondary School in Saki Township, Nigeria.

S/N	Statements	EX	VG	G	F	P	$\bar{x}$	St. dev.
1	Maintaining good eye contact with students	15 (37.5)	10 (25)	10 (25)	5 (12.5)	-	3.88	3.50
2	Maintaining good classroom voice	20 (50)	10 (25)	10 (25)	-	-	4.25	3.81
3	Use of clear, simple and unambiguous words with students during teaching	30 (75)	5 (12.5)	5 (12.5)	-	-	4.63	4.15
4	Use both writing and oral communication	25 (62.5)	13 (32.5)	2 (5)	-	-	4.56	4.09
5	Permits students to freely express themselves during teaching in the classroom	10 (25)	20 (50)	10 (25)	-	-	4.00	3.54
		Weighted Mean = 4.26 ; Threshold = 3.00						

Table 4.2 shows the level of teachers' class control in selected school. The result indicates a weighted mean of 4.26 which is greater than the threshold set at 3.00. This implies that the selected teachers had high level of class control

in selected schools.

Research Question 2: What are the Level of Use of Question among Teachers in selected Senior Secondary Schools in Saki Township, Nigeria.

Table 2: Level of Use of Question among Teachers in selected Senior Secondary Schools in Saki Township, Nigeria.

S/N	Statements	EX	VG	G	F	P	$\bar{x}$	Sd
1	Conducts pre-test/diagnostic test	-	-	-	30 (75)	10 (25)	1.75	1.22
2	Asking students the background knowledge they have about the topic to be taught	18 (45)	12 (30)	10 (25)	-	-	4.20	3.75
3	Using rubrics when and where applicable	10 (25)	13 (32.5)	12 (30)	5 (12.5)	-	3.70	3.31
4	Use of assignment	26 (65)	10 (25)	4 (10)	-	-	4.55	4.07
5	Oral classroom questioning	32 (80)	5 (12.5)	3 (7.5)	-	-	4.73	4.24
		Weighted Mean = 3.79; Threshold = 3.00						

Table 4.3 shows the level of teachers' use of question in the selected school. The result indicates a weighted mean of 3.79 which is greater than the threshold set at 3.00. This implies that the selected teachers had high level

of use of questions in the selected schools.

Research Question 3: What are the Level of Teachers' Use of Instructional Materials in Selected Senior Secondary Schools in Saki Township, Nigeria.

Table 3: Level of Teachers' Use of Instructional Materials in Selected Senior Secondary Schools in Saki Township, Nigeria.

S/N	Statement	EX	VG	G	F	P	$\bar{\chi}$	Sd
1	Use of maps and diagrams during instruction	5 (12.5)	15 (37.5)	10 (25)	10 (25)	-	3.38	3.00
2	Use of simulation and games during instruction	-	-	10 (25)	15 (37.5)	15 (37.5)	1.88	1.50
3	Use of slides during instruction	-	-	10 (25)	15 (37.5)	15 (37.5)	1.88	1.50
4	Use of computers during instruction	-	-	15 (37.5)	10 (25)	15 (37.5)	2.00	1.66
5	Use of charts during instruction	20 (50)	15 (37.5)	5 (12.5)	-	-	4.38	3.91
		Weighted Mean =2.70; Threshold = 3.00						

Table 4.4 shows the level of teachers' use of instructional materials in selected school. The result indicates a weighted mean of 2.70 which is lesser than the threshold set at 3.00. This implies that the selected teachers had low level of use of instructional materials in the selected schools.

Discussion of Findings

The results of this finding showed that selected teachers had good classroom control. The finding here corroborates the view of Oyediji (2018) who was able to show that majority of the teachers have good classroom management and control, he also said that teachers have good sitting arrangement. The finding is also in agreement with Onuah (2020) who found out that teachers good eye contact with students and good communication skills have positive influence on teachers' management of teaching learning process. The findings of this study also take credence to the research conducted by Ijaya and Oyediji (2020) where it was posited that the use of clear, simple and unambiguous words with students during teaching has greater influence on students' academic achievement and that students ability to freely express themselves during teaching and learning in the classroom is equally part of the management of teaching learning process which was observed to be available among the teachers of government in senior secondary in Saki township Nigeria.

However, the study negates the findings

of Onyemerekeya(2018) and Jones, Bagford&Wallen (2019) which revealed that the classroom regular eyes contact, well arranged classroom are not enough to measure the teachers management of teaching learning process but teachers mastery of the subject matter and method of instructional delivery. But it is obvious from the result that teachers in Saki Town have good classroom control as a yardstick to measure management of teaching learning process.

The research question two examined the level of the use of question among teachers in selected senior secondary schools. The result indicates a weighted mean of 3.79 which is greater than the threshold set at 3.00. This implies that the selected teachers had a proper use of questions during teaching-learning process in senior secondary schools in Saki Township, Nigeria. The result revealed that the respondents do conduct diagnostic test for students immediately they came to class, it was also revealed that teachers do ask students the native or background knowledge they have about the topic to be taught, it was also discovered that teachers do use rubric when and where applicable, the study also revealed that assignment as a means of assessing students is not neglected by teachers and oral classroom questioning becomes the norm in the class. As a result of this, majority of the teachers are skillful in using questions during teaching-learning process. To support this, Olaogun (2020) is of

the opinion that teachers' use of questions have significant influence on students' academic performance in senior secondary schools. This view is supported by Bryant and Hunton (2020) who opined that giving students' feedback is also an effective management of teaching-learning process by teachers, this will enable the students to identify their strengths and weaknesses. They went further to assert that positive or effective use of question brings about serious interest which in turn leads to students' academic performance.

Research question three focused on the level of the use of instructional materials in teaching and learning of Government in senior secondary schools. The results indicates a weighted mean of 2.70 which is lesser than this implies that the elected teachers had low level of the use of instructional materials, majority of them are found to be using charts, maps and diagrams as traditional types of instructional materials but neglected the use of modern instructional materials such as slides, games, stimulations and computer. The finding here corroborates the view of Ezeike (2017) who was able to show that majority of the teachers still adopts old instructional materials. The finding is also in agreement with Yasin (2017), Omeka et al (2015) and Agabi (2020) who found out that teachers used instructional materials but didn't use modern instructional materials that can aid students learning.

However, the study negates the findings of Adeyoyin (2015); Ali, (2016) which revealed that the teacher use judiciously the available instructional materials and sometimes improvised, they should not be bothered about the instructional materials that are not accessible to them.

Conclusion

The study examined the teachers' management of teaching-learning process in selected senior secondary schools in Saki Township, Nigeria and it was revealed that the teachers of the selected senior secondary schools had effective management of teaching-learning process. It could be concluded from the study

that selected teachers had good class control which constitute parts of teachers' management of teaching-learning process. It was also concluded that teachers in Saki Township Nigeria are skillful in the use of question as they do give students feedback for the students and their parents to be able to know their wards strengths and weaknesses. It was also concluded that teachers in Saki Township Nigeria are also effective in the use of instructional materials but are not advancing themselves in the use of modern instructional materials.

Recommendations

Based on the summary of the findings above, the following recommendations are hereby made:

1. Teaching facilities are all the things that are needed for effective teaching and learning process to take place, school administrators and government urgently need to upgrade teaching facilities to meet up with modern demands of secondary school education. Digital facilities should be provided in schools.
2. Teachers of government in senior secondary school need to be conversant with the appropriate and innovative teaching methods and strategies and as well employ them while teaching;
3. Instructional materials and resources should be made available to the schools, and government teachers also need to be knowledgeable on how to make use of modern instructional materials;
4. There is need to consider teacher motivation, and provide adequate classrooms for government lesson. The students and community members need to be interested and give active support to the teaching and learning government as an educational programme that was tested and confirmed that, if properly implemented, will do away with the menace of social problems in the society.
5. Seminars and conferences should be organized by government in collaboration with professional and regulatory bodies

for serving teachers on contemporary issues in teaching government. This will expose them to up-to-date knowledge in content, teaching methodology, use of instructional materials and evaluation of the government curriculum.

References

- Adeyoyin, N. S. (2015). Assessment of secondary school teacher quality; Students performance in final examination as a prediction. A paper presented on May 22 -2010 at international conference of faculty of education, UNN.
- Agabi, B. O. (2020). Issues in the Implementation of Continuous, Assessment of Government in Lagos State Secondary Schools. *Government Teachers Education Journal*, 3 (3). 24-26.
- Ali, A. (2016) *Conducting research in education and the social sciences*. Enugu: Tashiwa Networks Ltd.
- Ayuba, A. F. (2019). *Element of Politics in Kadiri*, Y., Ololobou, C. O., Ahmad, T. S. & Aliyu, G. A. (eds) *Dynamics of Political Education Vol. 1*. Kano: Jeleyemi Graphics & General Enterprises.
- Bryant, J.K. and Hunton, J. (2020). *A Teachers' Roles in the Implementation of Senior Secondary Schools Curriculum in Nigeria*. Macmillian Publishers, Ibadan.
- Ebireri, H. (2017). *The Assessment of the Impact of Social Studies Curriculum on Values, Clarification, Competence and Utilization among Junior Secondary Schools Students in Ibadan Metropolis*. (M. ed. Thesis) Ibadan: University of Ibadan.
- Elejo, C.E. (2019). *Problems Militating Against the Teaching and Implementation of Social Studies Curriculum in Secondary Schools in the Federal Capital Territory, Abuja*. (M. ed. Thesis) Zaria: Ahmadu Bello University.
- Ezeike S. C. (2017). "Relationship between some Schools and Teacher Variables and Students' Achievement in Mathematics". *Journal of the science Teachers Association of Nigeria*. 35 1&2, 43 – 49.
- Ezezobor, K.E. (2016). *Evaluation of Teaching Methods Employed in Political Science*. Ibadan Political Journal.
- Hunton, Z. (2020). The concept of resources in TRIZ: Past, present and future. *Genereal Scenario of Technical Evolution Izobretnia*, 1(2), 18-21.
- Ijaya, D.S. and Oyediji, P. (2020). A Study of Teacher and Students Perceptions of Government and Teaching Method in Government in Selected Junior Secondary Schools in South Western States in Nigeria. A publication of African Educationist.
- Jones, S.O, Bagford, E.O., Wallen, N.J. and Okwor, E. O. (2019). *Communication in the classroom*. In Igbokwe, U. L. and Eze, U. N. (Eds). *Classroom management for curriculum implementation: Applying psychological principles*. Enugu: Timex publishers.
- Mezieobi, O. (2016). "Teachers Knowledge and Learning to Teach". In W. R. Hauston (ed) *Handbook of Research on Teacher Education*. New York: Macmillan.
- Olaogun, M.O. (2020). Indispensability of instructional materials in the implementation of teacher education programmes. *Journal of Arts and Social Science Education*, 1(1), 24-34.
- Omenka, E.O. and Otor, W.P. (2015). Resource management for effective instruction in Nigeria. *Nigeria Journal of Educational Administration and Planning*, 5(1), 58-67.
- Onuah, G.C. (2020). *Impact of teachers; use of resources on secondary school students' learning outcome in French*. Unpublished doctoral dissertation University of Nigeria, Nsukka.
- Onyemerekeya, B.C. (2018) (2nd Ed) *Authority in Government*. Makurdi: Almond Publishers.

- Osakwe, A. M. (2019). Facilities Provision and Maintenance: Necessity for Effective Teaching and Learning in Technical Vocational Education. *IOSR Journal of Research & Method in Education (IOSR-JRME)* e-ISSN: 2320-7388,p-ISSN: 2320-737X Volume 3, Issue 1 (Sep. –Oct. 2019), PP 28-32 www.iosrjournals.org.
- Oyededeji, A. I. (2018). Assessment of the instructional competencies of teachers of government for the implementation of the senior secondary school curriculum. *Journal of Historical Society*.
- Salami, C. C. (2019). *Teaching Issues, Insights and Problems in Social Studies Education in Nigeria*. Jos: Dekka Publication.
- Yasin, P. A. (2017). *Reflective Teaching Model: A Tool for motivation collaboration, self reflection and innovation in learning*. <http://www.coe-facility.vaidastic.edu/schmertalgera> .