Innovations

Assessment of Teachers qualities in teaching-learning for sustainable development in South-South Nigeria

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Abstract

The study evaluates the characteristics of teachers in South-South Nigeria on teaching-learning for sustainable development. So, teaching-learning for sustainable development is a strategy that aims to help students of all ages take responsibility for building a sustainable future and learn to appreciate it.In addition, it teaches students from all walks of life to plan for, deal with, and discover solutions to challenges that threaten the sustainability of our environment, and it fosters behavioral changes that will build a more sustainable future for our society. Six hundred (600) teachers from six (6) states in south-south Nigeria were sampled using stratified sampling procedures (Bayelsa, Delta, Rivers, Awka-Ibom, Cross River, and Edo). For data collection, the researcher and two additional specialists in measurement and assessment approved a questionnaire on self-development. The mean rating and standard deviation were utilized to answer the study questions, while the Pearson product moment correlation coefficient was utilized to evaluate the stated hypothesis at a significance level of 0.05. The results of the study indicate that the professional and competency levels of teachers have an effect on teaching-learning for sustainable development in South-South Nigeria. In addition, the results indicated that there was no correlation between the competency levels and professional levels of teachers in South-South Nigeria for teaching-learning for sustainable development. It is proposed that there be a capacity-building approach that attempts to provide teachers and schools with the skills and knowledge necessary for effective instruction. It is also suggested that at the local and national levels, pedagogical resources and curricular innovation be fostered.

Keywords: 1.Assessment, 2.Teachers Qualities, 3.teaching-Learning and Sustainable Development.

Introduction

Teaching-learning for sustainable development has become an essential criterion for evaluating teachers worldwide. The United Nations has fostered creative ways of teaching and learning in formal, non-formal, and informal settings in order to contribute to the social transition toward sustainability (Buckler and Creech, 2014). In teaching-learning for sustainable development, learning does not occur in isolated silos but rather via the interconnection of many stakeholders, which is seen as a requirement.

Teaching-learning for sustainable development is to consider efforts toward a livable environment for ourselves and others, now and in the future, wherever on the earth (Van and Loone, 2011, p.5). In a society where engaged stakeholders are essential, teaching-learning for sustainable development must foster a comprehensive understanding of the sustainability concerns at stake in the present and the future. However, the planet is undergoing such frequent and fast change that what we consider sustainable now may not be sustainable tomorrow (Wals, 2015). Sustainability issues are characterized by the complexity and uncertainty of teaching-learning for sustainable development, which requires teachers to evolve in order to provide students with the skills and competencies necessary to deal with this complexity and uncertainty (Lambrechts, Mula, Ceulemans, Molderez, and Gaeremynck) (2013). Also, in order to deal with future concerns about sustainability, society and the educational sector must become more flexible, adaptable, and resilient.

Teaching-learning for sustainability is described as the education required to preserve and enhance our quality of life and future generations' quality of life. Teaching-learning for sustainable development entails preparing individuals, communities, groups, enterprises, and governments to live and behave sustainably by providing them with an awareness of the environmental, social, and economic challenges involved (Makrakis, 2011, p. 411). Teachers' vision for teaching-learning for sustainable development stresses a comprehensive, multidisciplinary, and cross-disciplinary approach to creating the necessary knowledge and skills for a sustainable future, as well as changes in attitudes, behaviors, and lifestyles. However, in order to achieve teaching-learning for sustainable development, we need instructors who are well-prepared and committed to the sustainability principles (UNESCO, 2010).

Teachers' views are recognized as one of the most important criteria for promoting community engagement to attain the aims of sustainable development (Taylor, Nathan, & Coll, 2003). All instructors have views on the teaching-learning process, their pupils, classroom activities, and assigned tasks (Pajares, 1992). Teachers' perspectives on teaching-learning for sustainable development found a lack of agreement about several aspects of sustainability (Boon, 2011; Corney & Reid, 2007; Winter & Firth, 2007). For instance, some teachers considered that local concerns were more suited for inclusion in the teaching-learning process about sustainability since students could more easily relate to them in their everyday lives. Summers, Corney, and Childs (2003) noticed that a minority of instructors believed that pupils were more interested in global concerns. Consequently, some educators feel that teaching accurate concepts and principles may aid students' learning (Summer et al., 2004). Still, teachers have different ideas about how to teach-learn for sustainable development in the face of challenges. It has been noted that teachers see a lack of knowledge, a lack of support from school administrators, a lack of consistency between academic fields and sustainable development, and their own personal traits as challenges to teaching-learning for sustainability.

Teaching-learning for sustainable development focuses on the study of real-world problems and a learner-centered learning process that involves problem identification; identification of learning needs and tasks; processing and refining of needs and tasks; construction and reconstruction of new knowledge; and continuous reflective feedback.

Statement of the Problem

Teachers who are well prepared and committed in the teaching-learning for sustainable development are needed to maintain and improve the quality of life for generations to come. The crops of some teachers employed by the teaching services commission shows that these teachers lacks subject matter knowledge and pedagogical content knowledge for sustainable development. Hence, the study is to assess the competence and professional teachers qualities in teaching-learning for sustainable development in south-south Nigeria.

Research Questions

1) What is the competence level of teachers qualities in teaching-learning for sustainable development in south-south Nigeria?
2) What is the professional level of teachers qualities in teaching-learning for sustainable development in south-south Nigeria?

Hypothesis

There is no significant relationship between the competence level and professional level of teachers qualities in teaching-learning for sustainable development in south-south Nigeria.

Methodology

The investigation adopted a descriptive methodology.

Population

All secondary school teachers in south-south Nigeria were a part of the study's group.

Sample

Using stratified random selection procedures, 600 teachers from the six south-south states (Bayelsa, Delta, Rivers, Awka-Ibom, Cross River, and Edo) were selected at random for the study. One hundred (100) instructors were taken from each state.

Research Instrument

The research instrument was a self-designed questionnaire verified by the researcher and two additional specialists in measurement and evaluation from the Faculty of Education at Delta State University, Abraka. The Assessment of Teachers' Qualities in Teaching-Learning for Sustainable Development in South-South Nigeria was the title of the tool. The scale used was a four-point scale consisting of strongly agree (4), agree (3), disagree (2), and strongly disagree (1).

Data Collection

Over the course of three weeks, the researcher and three trained research assistants administered the instrument in the study locations. The 600 copies of the instrument were given to the respondents, who then turned them in as soon as they were finished.

Method of Data Analysis

The mean rating and standard deviation were used in answering the research questions and a mean rating of 2.50 was taken as the cut off mark in taking decision. That is, the mean of 2.50 and above was regarded as agreed while the mean responses of below 2.50 was taken as disagreed. Pearson Product Moment correlation coefficient analysis was used to test the stated hypothesis at 0.05 level of significant.

Results

Data collected were presented and summarized in the table below:

Research Question 1

What is the competence level of teachers qualities in teaching- learning for sustainable development in south-south Nigeria?

Table 1: Mean rating and standard deviation on the competence level of teachers qualities in teaching-learning for sustainable development

S/N	Competence level of Teachers Qualities	Mean N=600	SD	Decision
1	Teaching-learning for sustainable development requires trans-disciplinary learning	3.32	0.62	Agree
2	Teachers uses understanding of individual learning difference in ensuring sustainable development	3.19	0.68	Agree
3	Teachers supports diverse learning through various means of communication, teaching methods to engage for sustainable development	3.27	0.81	Agree
4	Learning-behavioural changes are important in achieving sustainable development	3.13	0.74	Agree
5	Teaching-learning for sustainable development is about transforming students perceptions, attitudes towards sustainability	3.19	0.78	Agree
	Total Grand Mean	**3.22**		

Table 1 displays the competency level of instructors' attributes, with items 1 through 5 having a mean rating range of 3.19 to 3.32 and an overall mean of 3.22, which is over the cutoff line of 2.50. Therefore, all elements under the level of competence for teaching traits were deemed acceptable. In Nigeria's south-south, teaching-learning for sustainable development is influenced by teachers' levels of competency.

Research Question 2

What is the professional level of teachers qualities in teaching learning for sustainable development in south-south Nigeria?

Table 2: Mean rating and standard deviation on the professional level of teachers qualities in teaching-learning for sustainable development.

S/N	Professional level of Teachers Qualities	Mean	SD	Decision
6	Teaching-learning for sustainable development prepares learner for active role in society	3.37	0.76	Agree
7	Teaching-learning for sustainable development requires the promotion of knowledge, abilities to combat urgent issues.	3.11	0.81	Agree
8	Teaching-learning for sustainable development is about what people learn, it's relevance to today's world for future generations	3.27	0.63	Agree
9	Teaching-learning for sustainable development is to equip students with skills needed to work	3.20	0.68	Agree
10	Teaching-learning for sustainable development requires teachers who are well prepared, committed to the principles of sustainability	3.50	0.83	Agree
	Total Grand Mean	**3.29**		

Table 2 displays the professional qualities of instructors. Items 6–10 had a mean rating range of 3.13 to 3.50 and an overall mean of 3.29, which is above the acceptance threshold of 2.50. This indicates that teaching-learning for sustainable development in the south-south Nigeria is influenced by the professional level of teachers.

Hypothesis

There is no significant relationship between the competence level and professional level of teachers qualities in teaching-learning for sustainable development in south-south Nigeria.

Table 3: Pearson's Product Moment Correlation Coefficient on the Competence Level and Professional Level of Teachers Qualities in Teaching-learning for Sustainable Development.

Variable	N	Pearson's r	Sign (2-tailed)	Decision
Competence level of teachers qualities				
	600	0.051	0.212	Accepted
Professional level of teachers qualities				

Table 3 displays a Pearson's r value of 0.051 and a p-value ranging from 0 to 212. Using an alpha level of 0.05 to test the null hypothesis, the p-value of 0.212 was larger than the alpha threshold. Thus, the null hypothesis was accepted, which implies that there is no significant association between the competency level and professional level of teachers' characteristics in teaching-learning for sustainable development in South-South Nigeria.

Discussion

Table 1 reveals that the competence levels of teachers' qualities for sustainable development include the following: requires trans-disciplinary learning; understanding of individual learning differences; supports

diverse learning through various means of communication and teaching methods; learning behavioral changes of students; and changing students' perceptions and attitudes. This finding backs up what LambrechtsMula Ceulemans, Molderez, and Gaeremynch (2013) said: Teachers who want to improve their teaching-learning for sustainable development should be able to give students the skills and knowledge they need to deal with the complexity and uncertainty of society.

Table 2 displays the professional levels of the following teacher traits for sustainable development: prepares students for an active role in society; necessitates the promotion of knowledge and skills to combat urgent issues; to understand what people learn and its relevance to today's world for future generations; to equip students with work-related skills; and calls for teachers who are well-prepared and dedicated. Makrakis (2011) says that teaching-learning for sustainable development means giving people, communities, groups, businesses, and governments the tools they need to live and act in a way that is good for the environment, society, and the economy.

According to Table 3, there is no correlation between the competency level and professional level of teachers in teaching-learning for sustainable development in south-south Nigeria. This conclusion is in line with what UNESCO said in 2010: that in order for teaching-learning for sustainable development to work, teachers must be knowledgeable, trained professionally, and committed to the ideas of sustainability.

Conclusion

In teaching-learning for sustainable development, teachers' competence and professionalism are necessary for their sustainability-related attributes. It is proposed that there be a capacity-building approach that attempts to provide teachers and schools with the skills and knowledge necessary for effective instruction. Also on the list is the idea of encouraging local and national innovation in teaching materials and curriculum.

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