

Abstract

The study seeks to identify the most suitable or appropriate contemporary special teaching method(s) for effective teaching/lesson delivery in Universal Basic Education (UBE) in Cross River State, Nigeria to meet Sustainable Development Goals (SDGs). To achieve the purpose of the study, two research questions were formulated. Ex-post facto research design was used for the study which involved a population of 140 UBE teachers drawn from the three Education Zones in the State. Data were collected using a 5-item structured questionnaire which was tested for reliability using Cronbach alpha method and a coefficient of 0.82 was obtained. Percentage scores and frequency were used to answer the research questions raised. The result of the study indicates that the most suitable and highly preferred methods for effective lesson delivery by UBE teachers in Cross River State are: Jigsaw Teaching Technique (JTT), followed by Reflective Technique (RT) and Active Learning (AL) among others. It is therefore recommended that during lesson delivery, the identified methods should be given major considerations by UBE teachers. In addition, adequate re-training, seminars and workshops should be organized frequently for the teachers to be conversant with the methods.

Keywords: Sustainable Development Goals (SDGs), Universal Basic Education and Contemporary Special

Background to the Study

Nigeria is one of the countries in world that did not meet the target of the Millennium Development Goals (MDGs) in Education for All (EPA) 2015. For education to be sustained and human beings to effectively thrive on earth a safe, just and quality educational curriculum must be developed to meet Sustainable Development Goals (SDG's). Education is target No. 4 in the SDGs programmes which ensure an inclusive, equitable, quantity education and promote long learning opportunities for all by 2030 (UN, 2010).

On September 25th 2015, Nigeria and other 192 members States set goals to end poverty, protect the planet, and ensure prosperity for all by the year 2030. This was christened "Sustainable Development Goals (SDGs). The Sustainable Development Goals (SDGs) officially known as transforming our world: is a set of 17 "Global Goals" with 169 target between them which exist as the post 2015 Development Agenda (successor to the Millennium Development Goals). These goals are ending poverty and hunger, improving health and education, making cities more sustainable, combating climate change, and protecting oceans and forest. Quality Education is Goal 4 of the SDGs which is to ensure individual and equitable, quality education and promote life-long opportunities for all.

Target 1 of the SDGs states that: By 2030, all nations should ensure that all Girls and Boys complete free, equitable and quality Primary and Secondary education.

Globally, as observed by Akpabio (2015) over

103 million youth still lack basic literacy skills, and more than 60 percent of them are women. In Nigeria, about 40% of Nigerians (both men and women) still lack basic literacy skills. The Federal Government of Nigeria, through its Universal Basic Education (UBE) programme is providing free, compulsory and continuous 9-year education for its citizens. According to the National Policy in Education (FRN, 2010), the goals of primary education include:

- a) Inculcating permanent literacy and numeracy as ability to communicate effectively.
- b) Laying a sound basis for scientific and reflective thinking.
- c) Developing in the child the ability to adapt to the child's changing environment.

Based on variety of carrying resources including school environment, in 1999, the Federal Government of Nigeria introduced the Universal Basic Education (UBE) programme as a reform programme aimed at providing greater access to, and ensuring quality of Basic Education throughout Nigeria. Its main objectives according to the National Policy on Education (2010) includes,

- a. Ensuring an uninterrupted access to 9-year formal education by providing free, and compulsory basic education for every child of school-going age under:

1. Six years of primary education.
2. Three (3) years of junior secondary

education providing Early Childhood Care Development and Education (ECCDE).

- b. Reducing school dropout and improving relevance, quality and effectiveness; and
- c. Acquisition of literacy, numeracy, life skills and values for lifelong education and useful living.

According to Universal Basic Education Act (2004), the main basic features of the UBE programme includes:

- a. Free formal basic education.
- b. Compulsory, uninterrupted nine years of primary and junior secondary school education.
- c. Emphasis on curriculum diversification and relevance to effectively and adequately cover individual and community needs and aspirations.
- d. Disarticulation of junior secondary schools from senior secondary schools.
- e. Introduction of rudiments of computer literacy.
- f. Appropriate continuous teacher professional development.
- g. Community ownership of schools including participation in decision-making process in schools.

The acquisition and usage of appropriate teaching method(s) in lesson delivery is highly required in order to make the teachers impacting such knowledge to their students' satisfaction. Decision on the adequacy or otherwise of skills acquired by teachers depends on the use of suitable teaching methods/techniques. The need to equip and update teachers with the skills necessary for effective lessons delivery that will facilitate learning is of great essence in any education system.

Teaching methods refer not only to the ways, approaches, procedures and kinds of activities which teachers and students engage in through an interactive process but also a way of inducing, inspiring and facilitating lesson delivery for the purpose of accomplishing instructional objectives (Ogar, 2012). Teaching methods also include the utilization of appropriately selected curriculum resources, materials, contents and learning experiences, motivational strategies, educational field-trips, evaluative and implementation strategies, the application of learning theories and the demonstration of knowledge of educational psychology and aspects of developmental psychology in the learning process (Mezieobi, 2011). There have been a number of

teaching methods and techniques devised from time to time to make classroom teaching real and effective.

Contemporary Special Method(s) (CSM) otherwise called School-Based Teacher Development (SBTD) is an approach to in-service teacher education which involves Continuing Professional Development (CPD) of teachers (Iyaji, 2015). The method promotes self-learning, mentoring and supervision, supporting group collaboration in school development and is cost-effective. School-Based Teacher Development according to Ejue (2014) is an integral part of teaching in contemporary times in education. This is student-centered and involves the use of special approaches and methods used by the teacher to inculcate the content of the curriculum to the learners. In other words, it is a framework for analyzing and synthesizing procedures and methods employed by school teachers to better and ease teaching (Esu, 2010).

Commenting on SBTD as a contemporary teaching method in lesson delivery, Zakama (2011) states the following as its objectives:

- a. provides the teacher with self-learning modules.
- b. adopts modalities for cost-effective in-service teacher education.
- c. ensures coherence and consistency in lesson delivery.
- d. facilitates the development of a teacher competency framework.
- e. develops a framework for gender sensitive.

Enu (2015) opines that School Based Teacher Development (SBTD) is a teacher based transforming classroom activities that reflect on the need of developing and improving teachers' careers to ensure quality education. It recognizes the school as a learning environment which gives opportunities for the continuous professional training of teachers.

This method adopts a learning approach which is designed to support teaching of all areas of the curriculum. It aims to promote teachers use of active pedagogical methods, and a variety of learner focused strategies. Edinyang (2014) reasons that, SBTD

- a. is convenient during study.
- b. it allows teachers/students interact at their own time and integrates their learning into their classes.
- c. it enhances learning by making it more dynamic and interactive through,
 - a. class teaching, groups, pair work and pupils active participation in the school.
 - b. summative and formative teaching as well as somatic.

Contemporary Special Teaching Methods

The structure of the pedagogy of SBTD according to Denga (2010) consists of three (3) units focusing on application of methods of teaching that will enhance professional practice of teachers in delivery lesson. These are:

A: Jigsaw Teaching Method (JTM): The Jigsaw classroom is a cooperative learning technique that reduces ethnic conflict among school children, promotes better learning, improves students' motivation, and increases enjoyment of the learning experience. The Jigsaw teaching method is a cooperative learning technique with a three decade track record of successfully reducing racial confluence and increasing positive educational outcomes. Ukpong (2012) concludes that Jigsaw operates as a puzzle on which each student's part is essential for the completion and understanding of the product. If each student part is essential, then each student is essential and that makes the strategy effective as it increases positive educational outcomes such as improved absenteeism and greater liking for school.

Iyaji (2015) exemplifies Jigsaw method in teaching and delivery of HIV/AIDS in Social Studies by dividing the schools into 4-6 groups disregarding gender, ethnicity, race and adaptability.

B: Reflective Teaching Method (RTM): RTM is a process in which an experience is recalled, considered and evaluated, usually in relation to broader purpose. Toyin (2010) posits that it is a response to past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and a source for planning a lesson. Zakama (2011) opines that Reflective Teaching means looking at what you do in the classroom, thinking about why you do it and thinking about if it works i.e. a process of self-observation and self-evaluation. Jones (2016) concludes that reflective teaching therefore, implies a more systematic process of collecting, recording and analyzing thoughts and observations, as well as those of students and then going out making changes. RTM is a process where a teacher thinks over their teaching practices, analyzes how something was taught and how the practice might be improved or changed for better learning outcomes. Okon (2010) points out the following as ways of reflective teaching in the classroom that help a teacher in lesson delivery: a) students observation (b) feedback (c) think (d) talk (e) read (f) and asks questions.

Okoro (2015) identifies the following as reflective teaching cycle

Group member	Parts of lesson assigned	Discussion time
Okon	Definition of HIV/AIDS	10-20 minutes
Mary	How one can contact HIV/AIDS	10-20 minutes
John	How to prevent HIV/AIDS	10-20 minutes
Bassey	Misconceptions about HIV/AIDS	10-20 minutes

Eventually, students with identified assignment in each group e.g. definition of HIV/AIDS can meet as a group of 'expert' in order to articulate ideas. Therefore, each student will go back to his/her Jigsaw group and present a well-organized report to the group. Students are then tested on what they have learned about HIV/AIDS from their fellow group members. This way, every child participates in the class activities.

According to Austin (2010) comparing the Jigsaw methods with other traditional teaching methods, outlined the following as advantages:

1. Teachers find Jigsaw easy to learn.
2. Teachers enjoy working with it.
3. It can be used with other teaching methods.
4. It works even if only used for an hour per day.
5. It is free from talking by the teacher.

- a: Plan an activity.
- b: Teach by putting the plan into practice.
- c: Observe how the lesson went.
- d: Record what you observed.
- e: Discuss what was observed with other teachers.
- f: Reflect on what happened.
- g: Revise your plan or make a new plan.
- h: Put the revised or new plan up for teaching.
- i: Record and reflect again.
- j: and so.

Reflective teaching is a cyclical process of lesson delivery because, once a teacher starts implementing changes, the reflective and evaluation cycle begins again. Adie (2012) maintains that it comprises of the following questions:

- a) What are you teaching? – Social Studies

- b) Why are you teaching? – Skilful, didactic and control thinking
- c) How are you going to teach? – Methods/techniques
- d) How are the students responding? – Evaluation
- e) How are you to do it better? – Reflective

As a result of teacher's reflection, you may decide to do something in a different way or you may just decide that what you are doing is the best way.

The following was identified by Jadas (2014) as the advantages of Reflective thinking for effective lesson delivery in Universal Basic Education in Cross River State by keeping a journal for records and getting a feedback.

- a) Participating
- b) thinking and concluding
- c) arguing
- d) writing
- e) talking and listening
- f) working as a group and
- g) communicating and demonstrating.

C. Active Teaching Method (ATM): ATM is a student-centered approach in which the responsibilities for learning are placed upon the students often working in collaboration with classmates. In ATM learning, teachers are facilitators rather than one way providers of information. The presentation of facts, so often introduced through straight lecture, is deemphasized in favour of class discussion, problem solving, cooperative learning and writing exercises (graded and ungraded). Other examples include, role playing, case studies, group projects, peer grouping debates, justifying-time creating and short demonstration by class discussion (Fan, 2014) divided Active Teaching Method (ATM) during Social Studies class into:

- a. The mini lecture format: The teacher talks 10-20 minutes as a topic and then pauses for students to contribute their notes, find gaps and work with classmates to fill in gaps.
- b. The active listening lecture where students just listen to a lecture without writing notes
- a. and then, after 10-20 minutes, the students work with a classmate of small group to recall, classify and deliberate on the teacher contents.

Essien (2016) exemplifies Active Teaching Method (ATM) as follows:

- a. Think pair share – students provide the answer to a question – what is earthquake?

- b. Role playing – students takes a role of a person affected – the effect of earthquake on man.
- c. Peer review – Students reflect on how a place affected by earthquake looks.
- d. Discussion – Students involve themselves in logical argument on earthquake.
- c. Role playing – Students dramatized the topic to be observation of classmate.

The act of teaching social studies is a complex and challenging task as it involves practical methods of teaching and retraining students' interest. A Social Studies teacher needs not only the knowledge of the subject matter but also the knowledge of various teaching methods that could be used to improve learning, especially those methods that gain and maintain students' attention and allows them to deal with their own task. Unfortunately, Social Studies teachers are restricted to the adaptation and use of conventional and fractional teaching methods such as teaching, lecture, demonstration, explanatory, etc., as a more systematic, innovative and productive teaching methods that involve the use of constructivist strategies such as the jigsaw, reflective and active teaching methods are often neglected. To improve and meet the target 4 of Sustainable Development Goals (SDGs) by 2030 through UBE, therefore, an extensive modification in teaching must be practiced. Such modifications must involve active methods which must elicit desired learning outcome, allow the teacher to provide an environment in which students actively engaged in their own learning and build their own knowledge structures by investigation and discovery. It is against this backdrop that the researchers sought to investigate if Social Studies teachers in Universal Basic Education (UBE) in Cross River State use Contemporary Special Teaching Methods to meet Sustainable Development Goals.

Statement of the problem

The most striking aspect of a teacher's function hinges on the inevitability of the teachers role in curriculum development. The teacher makes crucial decisions about what is to be taught and how it is to be taught. The teacher has to display competence in the task of interpreting and implementing the curriculum effectively through the employment of a variety of current teaching methods, processes and procedures which are vital in getting the lesson delivered to pupils. A variety of commonly employed pedagogical methods in the Nigerian schools system have been examined thereby confusing the teacher. The competent teacher is expected to display mastering in

the exploration and employment of these methods during teaching-learning situation so as to enable pupils or learners to get the current information required.

The Federal Government budgeted about N86, 246bn in 2016 to Universal Basic Education (UBE) in the state for the organization of workshops, seminars, training and retraining of teachers on the appropriate methods of lesson delivery. Yet teaching methods still remain inappropriate and discouraging during lesson delivery. Government therefore is in a dilemma as to what should be done so as to match the result from education with the huge investment. Can this poor lesson delivery be explained as a result of inappropriate usage of Jigsaw teaching method, Reflective teaching method or Active teaching method?

Purpose of the study

The main purpose of this study is to ascertain if SBTDs as contemporary special methods are effective in lesson delivery in Universal Basic Education in Cross River State to meet Sustainable Development Goals (SDGs). Specifically, the objectives are to:

1. Identify the most suitable SBTD methods in lesson delivery by Social Studies teachers in UBE in Cross River State.
2. Find out the proportion of Social Studies teachers in UBE that use Jigsaw, Reflective or Active teaching methods.

Methodology

The research design adopted in the conduct of this study is a ex-post facto research design which according to Joshua, Asim and Ekuri (2004) is one in which large or small population is studied through the use of questionnaire or interview for the purpose of generating or investigating the extent and possible cause-and-effect relationships by observing some existing consequences and searching back through the data for plausible causal factors. The design is suitable for the study since it solicited information from Social Studies teachers using questionnaire. The study was conducted in all the three (3) Education zones with the population of (54 teachers in Calabar, 56 teachers in Ikom, and 40 teachers in Ogoja). The total population for the study was 150 teachers. Since the population was manageable, there was no sampling. The instrument for data collection was, a five (5) item structured questionnaire titled "Contemporary Special Methods in Lesson Delivery Questionnaire (CSMLDQ)" administered to Social Studies teachers. The respondents were required to

indicate the most suitable SBTD method from the following options: Jigsaw Teaching Method (JTM), Reflecting Teaching Method (RTM) and Active Teaching Method (ATM).

The instrument was face validated by three experts in Test and Measurement in the Faculty of Education, University of Calabar, Calabar. A Cronbach alpha reliability method was used to determine the internal consistency of the instrument which yielded a coefficient of 0.82. The researchers with the help of two research assistants administered the 150 copies of the questionnaires to the Social Studies teachers during 2015/2016 UBE training and retraining workshop organized by State Universal Basic Education (SUBEB) in collaboration with Cross River State College of Education, Akamkpa. Out of this number, 140 copies (90%) were dully filled and returned, 10 copies (10%) were invalidated due to one research flaw or the other such as not filling the Education zone, incomplete response etc. Data collected from the respondents were analyzed using descriptive statistics of frequencies and percentages. Items with the highest percentage score out of the three (3) options from lesson delivery in Social Studies are considered the most suitable.

Findings

The results of the data presented were based on each research question raised. Two (2) research questions were raised and were not translated to corresponding hypothesis to be tested as such. In other words, answers were sought for them as a research questions.

Research question one (1)

What is the most suitable SBTD method used in lesson delivery by Social Studies teachers in UBE in Cross River State?

To answer this question, data were collected from the respondents using the research instrument. Descriptive statistics was employed in presenting this. Data were collected on the most appropriate method used in lesson delivery. The summary of respondent's views is shown in Table 1.

Research question two (2)

What proportion of Social Studies teachers in UBE use Jigsaw, Reflective and Active methods in lesson delivery?

To answer this question, data was also collected from the respondents using the research instrument. Descriptive statistics was employed in presenting this. The summary of the respondents view is as presented in Table 1.

TABLE 1
Summary of respondents view on the most suitable SBTB methods used in lesson delivery of Social Studies in UBE
N = 140

S/n	Education Zone	SBTD methods	Number of Respondents	Percentage (%)	Mean	SD
1.	Calabar	Jigsaw	29	54.7	1.90	0.279
		Reflective	20	37.0	1.73	0.477
		Active	05	09.3	1.65	0.474
2.	Ikom	Jigsaw	24	52.2	1.94	0.233
		Reflective	12	26.1	1.75	0.432
		Active	10	21.7	1.76	0.430
3.	Ogoja	Jigsaw	25	62.5	1.88	0.323
		Reflective	05	12.5	1.66	0.476
		Active	10	25.0	1.65	0.498

Source: Field Report, 2016

Discussion of findings

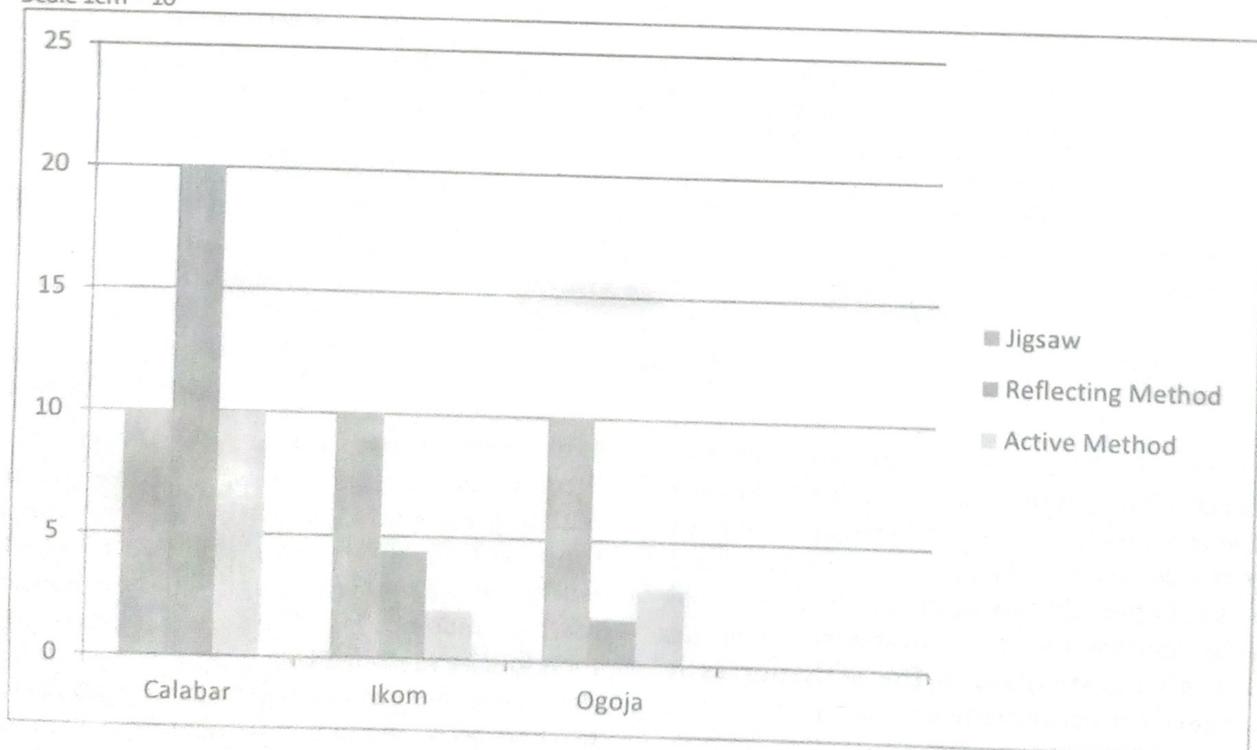
Research question one (1)

What is the most suitable SBTB method used in lesson delivery by Social Studies teachers in UBE programme in Cross River State?

With respect to the most suitable SBTB method used in lesson delivery by Social Studies teachers in UBE programme, it was found as shown in Table 1 that 29, 24, and 25 teachers representing

54.76%, 52.2% and 62.5% in Calabar, Ikom and Ogoja Educational Zone respectively used Jigsaw in lesson delivery, 20, 12 and 05 teachers representing 37.0%, 26.5% and 12.5% in Calabar, Ikom and Ogoja zone respectively used Reflecting teaching in lesson delivery while 05, 10 and 10 teachers representing 09.3%, 21.7% and 25.0% in Calabar, Ikom and Ogoja respectively used Active teaching method in lesson delivery. This information is further presented in a bar chart in figure 1 for more visual impression.

Fig. 1 a bar chart showing the most appropriate SBTB method
Scale 1cm – 10



From the results shown in Table 1 and Figure 1, it can be deduced that the Jigsaw SBTD is the most used method in lesson delivery in teaching Social Studies or related subject in Cross River State as 78 teachers representing 55.7% in the combine Education zone used Jigsaw methods in lesson delivery thus it can be submitted that 55.7% of the teachers sampled used Jigsaw method in lesson delivery.

What proportion of Social Studies teachers in UBE use Jigsaw Reflective and Active teaching methods in lesson delivery in Cross River State?

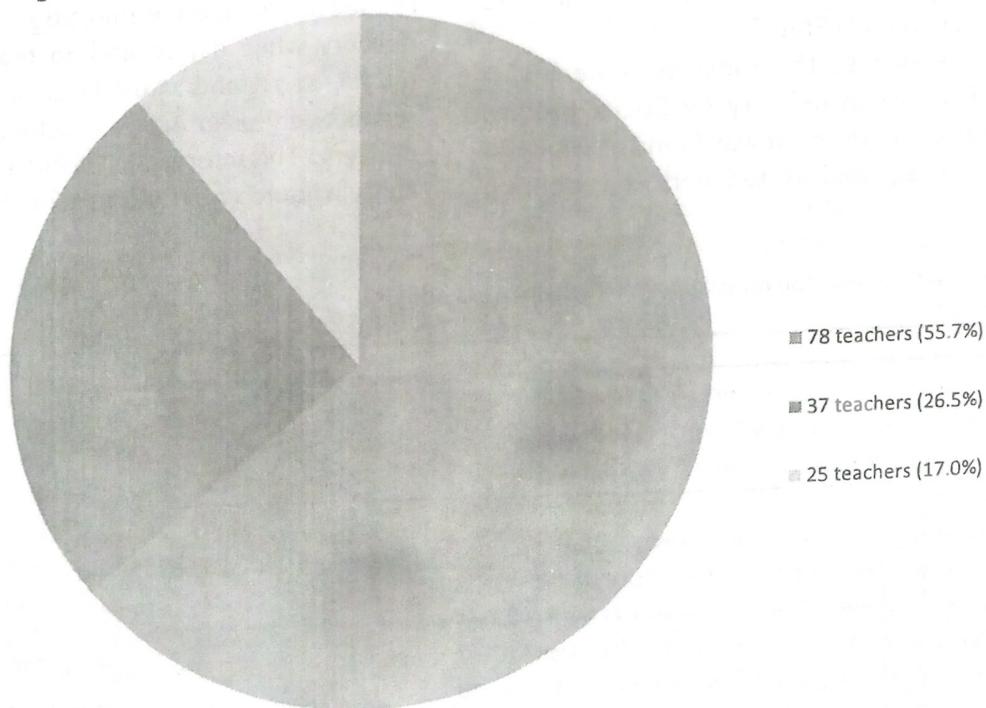
To provide answer to this research question, data was collected from the respondents using the questionnaire and the result presented in Table 1 above. This was done taking into consideration SBTD methods and Social Studies teachers grouped under Calabar, Ikom and Ogoja Education Zone

TABLE 2
The summary of the data collected and percentage of the SBTD methods for lesson delivery of Social Studies teachers in UBE programme

	Jigsaw	Reflecting	Active
Calabar	29(54.7%)	20(37.0%)	05(09.3%)
Ikom	24(52.2%)	12(26.5%)	10(21.7%)
Ogoja	25(62.5%)	05(12.5%)	10(25.0%)
Total	78(55.7%)	37(26.4%)	25(17.9%)

Source: Field Report 2016

Figure 2: Pie chart showing the proportion of SBTD methods in lesson delivery



This finding is in agreement with the summation of Esu (2010) who opines that Jigsaw is a framework for analyzing and synthesizing procedures and methods which is widely employed by school teachers to better and ease teaching. Reasons could be that because the method works as puzzle pupils are interested to participate in the activities as it encourages creativity and critical thinking.

The response with regards to the proportion of Social Studies teachers using Jigsaw, Reflective and Active teaching methods shows that only 37 teachers representing 26% used Reflective method, 25 teachers representing 17% used Active method and 78 teachers representing 55.7% used Jigsaw. It can therefore be reasoned that of Jigsaw usage is higher than reflecting teaching methods. The proportion of teachers according to the methods used as shown in

Table 2 can be presented for a more usual impression in Figure 2.

On the basis of the above, it can be submitted that there are divergent views among respondents on their perception of the usage of the three (3) SBTB methods in lesson delivery of Social Studies in UBE in Cross River State. These divergent views are relative to individual schools, Education zone and teachers' perception on the usage of the methods. The result is in line with Iyaji (2015) who posits that School based Teacher Development (SBTD) is an approach to in-service teacher education which involves the professional development of teachers in imparting curriculum content to the students. Reason could be that there is no static method of lesson delivery as all methods are determined by the competency of the teacher.

Conclusion and Recommendation

Based on the findings of the study, it can be concluded that the most suitable and highly preferred SBTB methods for effective lesson delivery by Social Studies teachers in UBE in Cross River State is Jigsaw method, Reflective method and Active method in that order. Consequent upon this, it is recommended that:

1. Contemporary Special Methods should be introduced into teacher education.
2. Training and retraining of teachers at all levels of education should be encouraged.
3. Government should provide funds adequately for yearly organization of seminars and workshops.

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