Counseling teachers towards the effectiveness of new trends in educational sciences

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Abstract

Findings from the study that focused on counseling teachers towards the effectiveness of new trends in educational sciences include that teachers accepted the items of the new trends as effective. They also suggested that they need to be counseled and trained before they can be very effective. It was then recommended that conferences, seminars and workshops should be organized for these teachers amongst others.

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1. Introduction

Nigeria including Anambra State is faced with a lot of socio-economic problems because of her poor state of science education. It should be noted that politically, socially and economically the most advanced nations of the world are also the most developed in science. Little wonder Mogbo (2004) asserted that the most important resources which the advanced nations have and which we do not have is man-made, otherwise called new trends in educational sciences. It is that fruit of man’s ingenuity that dominates any nation. Furthermore any part of the modern economic and political order is no longer possible outside the framework of science as defined by (Mogbo, 2004). In fact science is an instrumental resource to ensure an economically viable nation. In line with the above Nwosu (2007) observed that one essential means to development is the study and practice of science. Moreover, science in our schools when harnessed in our home will play a great role in our national development. According to Iloputaife (2004) a nation with scientifically uneducated citizenry cannot expect to make any reasonable, socio-economic and political decisions, which Jegede (2002) and STAN(1992) earlier noted that scientific principles and theories are the basis for invention. Nwosu (2007) defined science as an organized learning or knowledge obtained by objective and empirical study of national phenomena and it helps in discovery of concept that promotes national development. Proper exposure to and utilization of science is the focus or objective of science education. According to Maduabum (2004) effective science education programmer can be regarded as learning experiences that are

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geared towards achieving of set objectives of the science instructions imparted. Ogunniyi (1986) pointed out that two basic aims of science education are:-
(a) The production of scientific literate society.
(b) The development of potential scientific and technological manpower. The status of science shows that there is poor state of educational science in Nigeria. Okeke (2004) pointed out that the native of educational science in Nigeria today has no doubt attributed to the deteriorated status of educational science in Nigeria.

According to Federal Republic of Nigeria (2004) as written in National Policy on Education – there should be a lot of science students in our schools and they should be taught science in a manner to promote in them the appreciation of practical application of basic ideas. Unfortunately a mere observation in our schools reveals that the number of science students is lower than non-science students. This may be due to the fact that the students are not properly motivated or poor scientific culture in Nigeria or unqualified science teachers. Okeke (2004), Nwosu and Nnabuenyi (2005) noted that the main difficulty students encounter in sciences hinges on their inability to grasp the concepts involved especially when it involves some new trends in educational sciences including computer education, power point, reduction in class size and internet search. He went on to say that most of the unqualified sciences teachers are lacking in good methods of teaching hence students’ interest are not arrested, and they did not know how to operate the science equipment when they are available. Maduabum (2004) and Okebukola (1997) asserted that to ensure effective educational science in our schools there must be adequate provision of qualified teachers appropriate models, computer education, interconnectedness (unity of science) internet exposure, information and communication technology, adequate laboratories, current equipment and workshop materials. He went on to say that when this is done the teacher will understand and appreciate the concepts, and science will become easier. Moreso Ezeugo (2004) observed that when there is adequate provision of educational sciences it leads not only to interesting activities on everyday life and beyond. This is because computer science has turned the world to a global village. Furthermore Nwanochili (2006) advocated that some factors such as teachers will facilitate the effective educational science delivery. Also Nwosu (2007) opined that employment of good and quality science teachers is one of the means for ensuring effective education in science. For Ezoem (2003) a teacher is a person who is trained and educated in the skills and culture of the people who uses education as an instrument to bring about the development of the individual and society. Ifelunni (2005) observed that for teachers to be effective, counseling them is needed in the area of projecting good role model to pupils, enhancing creativity and life skills in students and being resourceful. Ekoja and Adole (2008) asserted that counseling is geared towards assisting individuals to come to terms with self and environment by discovering self, weaknesses, strengths, abilities and potentials as well as utilize the knowledge to make necessary adjustments that will enable them adapt to their environment and contribute meaningfully to the society. Nwokolo and Oraegbunam (2008) opined that the implication of the above is that teachers need to be counseled on the concept of individual differences that exist among students relating to abilities, interests aptitudes and weaknesses. These counseling of teachers are fulfilled by the counselor who is professionally trained to help individual take appropriate decision about life goals.

1.1 Problem

Imparting of new trends in educational science have failed mainly because of non-consideration of the teacher factor. It has also been noted that no educational system can rise above the level of its teachers. Since teachers maintain vital link to the learners, they need to be counseled on the need to identify students’ problems in learning of educational sciences. This is with a view to address the declining quality of educational sciences in Nigeria which has been a major cause for concern. It is against this background that the researcher was motivated to empirically counsel teachers towards effectiveness in educational sciences. Therefore the main purpose of the study was to counsel teachers towards the effectiveness of new trends in educational sciences.

Three research questions guided the conduct of the study:
1. What are the new trends in educational sciences?
2. To what extent do the teachers make use of the new trends in educational science?
3. To what extent will counseling teachers towards the new trends in educational sciences be effective.
2. Method

A survey design was adopted for the study. The study covered the six education zones in Anambra State, Nigeria. The population comprised all the science teachers in the 3043 secondary schools in the State. The systematic random sampling technique was used for the study twenty percent of the schools in the area of the study were systematically selected and one teacher was sampled from each of the selected schools. This gave a sample size is 608. A questionnaire containing 30 items was structured by the researcher. The items were structured on a four point scale ranging from strongly agree to strongly disagree. After testing the instrument on two doctoral students in the faculty of education, University of Nigeria, Nsukka, Enugu State, Nigeria, copies of the modified instrument were sent to two experts, one from science department and one from Guidance and counseling department, all from faculty of education, Nnamdi Azikiwe University, Awka for content validation. This exercise resulted in the modification of some of the items. Reliability was ascertained by administering the instrument on 10 science teachers in a secondary school in Enugu State. The application of Kuder-Richardson formula 20 yielded a score of 0.81 for internal consistency. The researcher with the help of three other research assistant waited and collected the filled questionnaire and this made a 100% collection delivery. The obtained data were analyzed using frequency and percentage. For clarity on presentation, the four response cells of strongly agree, agree, disagree and strongly disagree were collapsed into agree and disagree, for research question one. Also very high extents to no extent were collapsed into very high extent to no extent for research questions 2 & 3.

2.2. Results and discussion:

The results of the study were organized around the research questions and are presented as follows.

Research Question 1: What are the new trends in educational science?
Table 1: Responses of science teachers on what the new trends in educational science are.
The results in table 1 shows that more than 80% (89.8%) of the teachers agreed that all the items are all new trends in educational sciences. The finding is consistent with Nwosu (2004) who listed the following computer education, reduction in class size, power point and internet search as new trends in educational science.

Research Question 2: To what extent do the teachers make use of the new trends in educational science?
Table 2: Respondents mean rating of teachers’ use of the new trends in educational science.
The results in table 2 show that less that 50% (43.7%) of the teachers accepted that they use the new trends in educational sciences. This result may be due to the fact that these teachers are not very exposed and experienced. More so some of these teachers have never seen these items and therefore cannot give what they do not have. This finding is consistent with Maduabum (2004) and Nwosu (2007) who earlier asserted that good quality science teachers, appropriate models computer education, current equipment among others are lacking in our schools. Also, due to the fact that we are developing country, the financial constraints, do not allow us to practice what we see on paper.

Research question 3: To what extent will counseling teachers towards the new trends in educational sciences be effective.
Table 3: Respondents mean rating of counseling teachers for effectiveness of new trends in educational science.
The results in table 3 show that as many as 83% of the teachers affirmed that all the counseling strategies above will enhance effectiveness of new trends in educational sciences. This implies that all the items are capable of enhancing teachers’ effectiveness towards new trends in educational sciences. This finding is also consistent with the findings of Ekoja & Adole (2008), Nwokolo and Oraegbunam (2008) who noted that in order to provide appropriate learning experiences to all, there is need for the integration of counseling in the teaching – learning process; which is with a view to intimating teachers on the new trends in educational science. This will no doubt make the new trends meaningful, relevant and fruitful.
2.3 Recommendations
On the basis of the findings of this study, the following recommendations were made.
1. A lot of current issues have come on board and new trends have taken place in the field of science. These new trends need to be incorporated into the teaching of science thereby making the process more current and comprehensive.
2. The Federal and State Government should supply new and current equipment to enhance the learning of these new trends.
3. Ministry of Education, teachers & counselors should organize a workshop where the teachers will be taught the new trends in education sciences and also counseled towards the effectiveness of these new trends.

3. Conclusion
It is obvious in this era of science in the world including Nigeria that teachers in Anambra State, Nigeria need to be counseled towards the effectiveness of new trends in educational sciences. The results from the study show that counseling teachers towards effectiveness of this new trend has been established empirically. The researcher is therefore appealing to the Government to ensure that qualified science teachers are equipped in professional knowledge through training, in-service-training, seminars, workshops and conferences for effective education delivery.

References: