



Building an Inclusive and Skilled Society through Analogies-Driven Teacher Education: Lecturers' Perception in Rivers State University

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Abstract

The study examined building an inclusive and skilled society through analogies-driven teacher education: lecturers' perception in Rivers State University. A descriptive survey design was adopted for the study with two research questions and one hypothesis. The population was made up of 120 postgraduate lecturers in the Faculty of Education, Rivers State University, Nkpolu- Port Harcourt. A sample size of 55 lecturers was drawn using the disproportionate stratified random sampling technique. The instrument for data collection was developed by the researchers, Lecturers' Perceptions on Building a Skilled Society using analogies-driven Teacher Education in Rivers State University (LPBSSUADTE). The instrument has 13 items; it was validated by three experts from Measurement and Evaluation and Educational Technology from the Department of Educational Foundations, Rivers State University. The reliability of the instrument was tested with 20 lecturers from Ignatius Ajuru University, Port Harcourt and a reliability coefficient of 0.73 was obtained using Cronbach Alpha method, 55 copies of the instrument were administered, but only 50 copies were retrieved. The data collected were analyzed with mean and standard deviation to answer the research questions, while the hypothesis was tested using Z-test. The findings showed that students build skills in definite areas and that there was high extent of building skilled society through teacher education using analogy among postgraduate students in Rivers State University. Thus, the researchers recommend that lecturers are encouraged to use analogies suitable to any topic they are to teach in the classroom.

Keywords: Analogy, Inclusive, Skilled Society, Teacher Education, Technology

Introduction

Skill represents an ability to perform a task seamlessly. Skill could be inborn or learned by a person. It is inborn when it resonates naturally with an individual and learned when a person would have undergone training and an apprenticeship period to acquire such a skill. According to van Echtelt (2024) skill represents an ability to carry out a definite responsibility at an acceptable level of excellent performance. This points to the fact that one could be adjudged skilled if such a person could solve a problem at above average level of proficiency. McDermott

and Daniel (2023) defined skill as the ability to perform a task at a growing level of expert touch. This again points to the fact that while proficiency is important when describing skill, dexterity becomes its mainstay. For Schimdt and Munir (2025) skill pertains to the ability to carry out tasks and engagement with seamless effort, which is acquired through training, education or experience. This does not just describe skill but how a person could become skilled or develop skill. This further portends that while skill could be innate in a person as presented earlier, everyone could be put in a position to develop a skill, which otherwise could be referred to as a process of acquiring and polishing, sharpening skill by getting trained, educated or through years of experience by exposure. It may also be construed as that continuous exposure to the process of acquiring and constantly embellishing the ability to perform better in a chosen field through education, working on a job or by making yourself available for personal and lifelong learning opportunities. Gardener (2025) describes skill building as an act where individuals get opportunities to acquire skills that are needed particularly to meet the objectives of a field and be able to gain competitive advantage. This process as further added begins with the identification and documentation of needed knowledge, skills, abilities and behaviours, and working out how to achieve it in people for their work life. Kumer (2024) says that skill building is the process of determining and delineating skills that would make a person much more relevant and competitive and progressing to develop or training to acquire and to keep improving on them for the benefit of the individual and the society in that it brings about productivity, innovation, engagement and reliance in people, thus, when these qualities are identified with a person, such could be referred to as skilled

Hence, building a skilled society is a position where skilled people take charge of the society's tasks and responsibilities and ensure a higher level of productivity. Building a skilled society could be perceived as an act of developing a whole person capable of exercising all potentialities towards a better society. McKibbin (2017) says it is an evidence of positive impact in terms of improved academic achievement, provision of skills needed by employers and allowing people to make meaningful contribution to the development and advancement of the society. This means that the idea of building a skilled society is directed at different societal endeavours in that while it may have academic bearing, such must progress to the work life and contribution of the persons to the society. This may be why Levy (2020) paired skilled building with social mobility, that is, when an individual is skilled, the social status (economic and otherwise) of the person changes and invariably that of the society also changes and higher level of development is observed in the society. Nonetheless, education has been identified as a major route to achieving social mobility. This means that the process of education enhances

skill building the most. Therefore, in a study by Meethal (2014) it was found that for the effective building of skilled societies, the approach adopted should encourage mobilization of prospective persons, use of accredited curriculum, design and delivery of training, constant dialogue and interface with its partner organization, mobilization of resources among others.

The above was corroborated by the (ETF, 2023) in a study on growing role of civil society in lifelong skills development where it was affirmed that civil society organizations are key stakeholders in the national skill development and training providers and innovation, and that they are crucial to country and societal skill building process. This depicts a situation of inclusive participation in building a skilled society. Therefore, conveys that even teacher education should be fortified in order for it to command relevance, this is due to the dynamic changes that evolve with societies in terms of the processes and practices.

According to Akor, Ugboja and Okonny (2023) defined teacher education as a process of working on and developing individual's teaching skills to be better refined. Akor, Okonny and Pepple (2023) say that teacher education is the process of equipping, training and developing professional personality and skills in people to take up the job of teaching upon leaving school/university. These definitions have it that when the professional personality and skills of a teacher trainee is exposed to sharpening and polishing in such a way that it is acceptable by the society for the society, then teacher education is in place. Since, there is no specificity as to the type of skill desired, one could say that apart from technical skills taught to the students in the school and these skills are also needed at excellent level, and that it could be overtly or covertly delivered to them through the teaching and learning process, perhaps, a hidden curriculum content or as attained curriculum considering that it so much sought after by the employer of labour in recent times, thus, when imbibe would make the teacher trainee much more suitable to be engaged for work in the wider society in the now or in the future.

To buttress the above point further, the description of (FRN, 2016) covered much on it as it says that teacher education is a procedure for producing highly motivated, conscientious classroom teachers to teach and achieve set goals and objectives of education. This was re-echoed by Amadioha (2017) who opined that schools who engage teachers seek those who are self-motivated persons, that are talented to do their jobs and produce the type of result that the school sought prior to engaging such individuals. According to the national policy on education (FRN, 2016), the goals of teacher education among others are:

1. Encourage further the spirit of enquiry and creativity in teachers

2. Help teacher fit into social life of the community and the society at large and enhance their commitment to national goals.
3. Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations.

These goals of teacher education re-emphasized the drive of this discourse based on the intention to make the teacher trainee a better asset to the society upon graduation from the university but this is only achievable with the help of the teacher educator who should expose teacher trainees to experiences formally or informally in order to build in what the society expects as the output of his work to make them capable, fully functional in the future and in fact with creativity. Thus, it does not have to be only things learnt in the classroom but any other learning experience, trait or character and even learned skills that may be of great help to such persons are welcomed in the classroom in order to achieve the desired result. Therefore, the university teacher educators need to from time to time study the content of the national policy on education on teacher education in order to be abreast of the demands and follow to help actualize the yearnings of the society through innovative practice for the society who yearns for such persons at the moment.

It becomes imperative that particularly, the process of teacher education which prepares teachers for the future must be given attention in terms of student teacher engagement, experience and encouragement of institution-industry partnership. Thus, an all-round development is required in the development of persons that are to become future teachers on how they are able to mobilize resources. Encourage creativity, innovativeness and competence in the utilization of analogies for learner development.

Analogies are ideas linked with presenting information that are abstract in nature by using concrete objects to make such learnable to the learner. Centikaya (2020) presents analogies as models used to simplify seemingly difficult, oblivious or invisible concepts to be noted as if they are real. This presents a technological approach to simplifying teaching and learning process. The intention for use of analogies is to enable a learner take hold of an idea being dispensed. This is because when not well managed, teaching and learning becomes a waste of time and unwarranted activity. Analogies' use facilitate mapping and intent is to transfer ideas from one familiar concept to unfamiliar one by mapping their link, thereby, breaking the barrier between the known and the unknown.

The above is said to take the following steps: Introduce the concept, review the analogous concept, identify similarities and differences between concepts and its analogues, merge ideas, indicate weak links and draw conclusions, hence, the area of emphasis (Dagher, 2005). When this process of analogies' use is continuously refined, it provides self-correcting opportunities and reducing misconception in teaching and learning, thereby, encouraging building a skilled and inclusive society in teaching and learning process by use of analogies.

There are usually many reasons why teaching and learning process may be unproductive. Some are tagged intrinsic and others extrinsic factors. When it is intrinsic, it means it is an internal or genetic challenge like cognitive, learning disabilities and emotional. But when it is extrinsic, it means that external factors are responsible for it and such may include environmental factors, learner factors, teacher factors, poor previous knowledge or poor study habits. However, the teacher must do the best possible to ensure, it challenges does not arise from him or her but this is not the story being paddled by the learners in the society as they rise from their chairs after each encounter with their teachers on a subject from the classroom as one of the problems that have been identified by the learners often is that of being lost all through some periods in the course of a lesson delivery by a teacher, yet, not too many teachers seem to perceive this problem.

Statement of the Problem

The use of analogies as a strategy for building skilled teachers for inclusive society cannot be over emphasized. This is because the use of analogies can support the facilitation of complex concept by way of simplifying the concept, making it understandable by students of diverse background. This indeed support inclusivity in education, as analogies can cater for different learning styles, abilities and cultural background and promoting inclusivity in education, breaking language barriers. There were several studies that explored the role of analogy-based learning in promoting conceptual understanding and performance in the classroom (Gray & Holyoak 2021; Mohammed et al., 2023; Gentner et al., 2016). These studies supports the fact that analogies enhance effective teaching.

Yet, the use of analogies is not common among teachers, inspite of the numerous benefits in the use of analogies in training teachers. But, it is not clear, what areas that analogies can be best used in teacher training classrooms . More so, there are no sufficient documentation on the use of analogies as a style for enhancing teaching and to what extent it has been used especially in teacher training in Rivers State University Port Harcourt. Thus, the need to

Purpose of the Study

The following objectives guided the study

1. Determine lecturers' perception on building an inclusive skilled society through analogies-driven teacher education in Rivers State University.
2. Determine the extent to which analogies are used in building inclusive and skilled society through teacher education in Rivers State University based on male and female lecturers' perception.

Research Questions

The following are the research question guiding this study:

1. What are the lecturers' perception on building an inclusive skilled society through analogies-driven teacher education in Rivers State University?
2. To what extent are analogies used in building inclusive and skilled society through teacher' education in Rivers State University?

Hypothesis

This study is guided with one hypothesis;

There is no significant difference between male and female responses on the extent of analogies used to enhance teacher education for inclusive skilled society in Rivers State University.

Research Method

The study was carried out in Rivers State University, Nigeria. The study adopted descriptive survey design. The population for the study was 120 postgraduate lecturers in the Faculty of Education of Rivers State University while the sample size for the study was made up of 55 lecturers who were drawn using the disproportionate stratified random sampling technique from different departments in the faculty of education. The instrument used by the researchers for data collection was a questionnaire titled: Lecturers Perceptions on Building a Skilled Society using Analogies- Driven Teacher Education in Rivers State University (LPBSSUADTE) The instrument consists of 10-items which were arranged in two sections A and B. Section A contains the biodata, while section B consists of two subgroups: lecturers' perception on building an inclusive skilled society through analogies-driven teacher education, and extent to which analogies are used in building inclusive and skilled society through teacher education in Rivers State University. The questionnaire was built on a modified four-point rating Scale,

namely: Very High Extent (VHE), High Extent (HE), Moderate Extent (ME) and Low Extent (LE) and the levels of responses are weighted as 4, 3, 2, and 1 respectively.

The instrument was face and content validated by three experts, two from Measurement and Evaluation Unit and one from Educational Technology unit of the Department of Educational Foundations, Faculty of Education, Rivers State University. The suggestions given were used in producing the final copy of the instrument. 20 lecturers of Ignatius Ajuru University were used to test the reliability of the instrument using Cronbach alpha. Cronbach alpha was used in calculating the reliability to determine the internal consistency which gave an alpha value of 0.73 which was considered high. The instrument administered was 55 copies but only 50 copies were successfully retrieved by the researchers. The data obtained were analyzed using mean and standard deviation to answer the research questions. A calculated mean of 2.5 was used for decision making. Therefore, items whose mean were less than 2.5 were seen as low extent (LE) responses while those whose mean were 2.5 and above were seen as high extent (HE) responses. The decision rule on the null hypothesis was to reject the hypothesis with calculated Z-value lesser than the critical Z-value but otherwise accept.

Results

Research Question 1: What are the lecturers' perception on building an inclusive skilled society through analogies-driven teacher education in Rivers State University?

Table 1: Mean and Standard Deviation on Lecturers' Perception on Building Skilled Society Using Analogy-Driven Teacher Education in Rivers State University

S/N	ITEMS	Mean (x)	SD	N	Remark
1	Development of adequate communication skill	2.85	2.05	50	Good
2	Development adequate presentation skill	2.85	1.61	50	Good
3	Development of time management skill	2.85	2.15	50	Good
4	Development of leadership skill	2.9	2.42	50	Good
5	Development of adequate interpersonal relationship skill	2.5	2.12	50	Good
Grand Mean and Standard Deviation		2.79	2.07		

Source: Field Survey, 2025

Table 1 results shows the responses of lecturers' perspective on areas of building a skilled society through teacher education using analogy among postgraduate students in Rivers State University. From the results it was clear that emphasis seem to be more on leadership, communication, presentation, management and interpersonal relationship were rated in that order with the highest mean (2.9) for leadership and the least mean (2.5) for interpersonal relationship represent how lecturers perceive the importance of these skill as required for

analogy by a teacher in training, particularly, at postgraduate level. The implication is that both the lecturers and postgraduate students need to give attention to ensuring that these skilled are adequately built in the students in order to be much more useful to the society upon graduation.

Research Question 2: To what extent are analogies used in building inclusive and skilled society through teacher' education in Rivers State University?

Table 2: Mean and Standard Deviation on Extent of Building a Skilled Society Using Analogy-Driven Teacher Education in Rivers State University Based on Male and Female Lecturers Responses

S/N	Items	Male Lecturers			Lecturers Female			N
		Mea n	SD	Remar k	Mean	SD	Remar k	
1.	Analogies are used by lectures to explain complex concepts in a way that is relatable to students in divers background	2.8	1.9	HE	2.9	2.21	HE	50
2	I use analogies to help students understand the relevance of course material to real-world problems.	2.6	1.51	HE	3.1	1.7	HE	50
3	Analogies are used in my classes to promote critical thinking and problem solving among students.	2.6	2.1	HE	3.1	2.21	HE	50
4	I adapt analogies to cater to learning needs of students with different abilities and learning styles	3.1	1.92	HE	2.7	2.92	HE	50
5	Analogies are used to provides opportunity for student to generate their own analogies	2.5	2.12	HE	2.5	2.12	HE	50
Grand Mean and Standard Deviation		2.6	1.93		2.75	2.17		

Source: Field Survey, 2025

The result on table 2 presents the response of lecturers on the extent of using analogy to enhance teacher education in Rivers State University. The Grand mean for male is 2.6, SD 1.93 and Grand mean for female is 2.75, SD 2.17. Specifically, using analogies to explain complex concept (M=2.8, SD=1.9, using analogy to help students understand relevance of course materials to real problem (M=2.6, SD=1.51) Female (3.1, SD=1.7). using analogies to promote critical thinking Male=2.6, SD=2.1, Female M=3.1, SD=2.21, adopt analogies to cater for learning needs of students Male=3.1, SD=1.92 Female M=2.7, SD= 2.92. the bottom line is that using analogies in classroom teacher is popular among lecturers in Rivers State University and that it promote skill development.

Hypothesis

There is no significant different between male and female responses on the extent of analogies used to enhance teacher education for inclusive skilled society.

Table 3: Z-test on Extent of Building of Skilled Society Through Teacher Education by Using Analogy Technology among Postgraduate Students in Rivers State University Based on Male and Female Lecturers' Perspective

Group	Mean	SD	N	df	Zcalculated	Zcritical	Decision
Male Lecturers	2.6	1.93	24	48	0.27	1.98	Accepted
Female Lecturers	2.75	2.17	26				

Source: Field data, 2025.

The Result of table 3 shows that Z-calculated value 0.27 is lesser than the Z-critical value 1.98 at 0.05 level of significant difference in the percent of the male and female lecturers on extent of building skilled society teacher education in the university. Therefore, the null hypothesis of no significant difference is accepted as there is no significant difference between using analogies driven teacher education.

Discussion of the Findings

The result on table 1 showed the response of lecturers on the areas postgraduate should develop skill in order to build a skilled society through teacher education using analogy among postgraduate students in Rivers State University. Based on the result, it was discovered that skills in the areas of leadership, communication, presentation, management and interpersonal relationship followed each order in the rating process as they perceive them to be important. The result showed clearly that in using analogy a teacher must build these skills in order to be effective and efficient in carrying out his teaching as a teacher who aims to make his students

learn adequately as the need would require. The finding of the study aligned to the study of James and Scharmann (2007) who studied the use analogies to improve the teaching performance of pre-service teachers. A positive indication was found with the teaching performance of pre-service teachers improve exponentially in dispense of skill. This was also affirmed by the study of Cherif, et al., (2015) whose study on enhancing students understanding through analogies in teaching science concepts Teacher and faulty perspective, found that the use of more analogies in teaching and learning process, use of type of language, phrases and experiences on daily basis enhance learning and deepen comprehension It therefore implies that, while the lecturers would do their best to ensure their students imbibe these skills from their training, the teachers in training must as well make them part of their daily professional practice so as to achieve success in the profession.

The result on table 2 indicated the responses of male and female lecturers on the extent building a skilled society through teacher education using analogy among postgraduate students in Rivers State University. The result showed that all the items on the questionnaire were positively responded to by the lecturers. It was found that provision for resources needed for real learning had the highest mean for the male and for the female while the least mean was for accredited content to reflect global need for both genders too. However, the male and female lecturers differed in terms of opportunity for interface with partner organization and on the provision for adequate use of resources needed for real learning. The result obtained above was also affirmed by the result obtained for the hypothesis that showed that there is no significant difference on the extent male and female lecturers' perspective on the building of a skilled society through teacher education using analogy among postgraduate students in Rivers State University. This results was confirmed by the findings of Muhammad (2018) who discovered from studying effect of teaching with analogies on attitude, retention and performance in Chemistry among secondary school students in Zaria that students for whom analogies was used performed better than others who were not exposed to analogies. The implication is that lecturers need to teach their postgraduate students using analogies in order for them too to be able to use analogies in teaching and learning process.

Conclusion

The conclusion that could be drawn from this study based on the findings is that the use of analogies holds great importance in teaching and learning process. Also, it can be inferred that the use of analogies fall in the group of teaching that adopt the principle of learning by doing were the learner could on the reverse become the teacher. More, gender was shown not to be

Recommendation

The following are the recommendations based on the findings:

1. Lecturers should be encouraged to always use analogies suitable to any topic they are to teach in the class room.
2. Students should copy their lecturers in adopting use of analogies for teaching and learning for a higher level of effectiveness in classroom situations.
3. Institutions where teachers are being trained should ensure to provide resources that would enhance analogies use by both teachers and the students.

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