

ASSESSING INCREASED TEACHERS EFFECTIVENESS IN SECONDARY SCHOOL CLASSROOMS IN ADAMAWA STATE OF NIGERIA

Kabiru Mohammed Badau, Ph. D.

Abstract

This study was set out to investigate Increased Teachers Effectiveness in Secondary Schools in Adamawa State. Guided by four research questions, ex-post facto survey design was used. The population of the study was 4,430. All 37 Secondary School Inspectors and 193 Principals participated in the study. Three hundred and twenty (320) teachers representing 10% were sampled for the study. All the 550 completed copies of questionnaire were returned. Data was collected through a 24 item questionnaire and was analyzed using means and grand means. The major findings was that teachers effectiveness has not increased in curriculum standards, lesson delivery and student involvement in secondary schools. Teacher's effectiveness has increased in classroom management in the schools. Recommendations on how to increase teachers effectiveness were offered.

Teachers at any level of education should be effective so that learners can benefit from the educational process. Increased effectiveness of teachers depends on two dimensions, teachers' characteristics and students' characteristics. The teachers' characteristic for increased teachers' effectiveness are concerned with professionalism, thinking/reasoning, expectations and leadership. Students' characteristics for increased effectiveness on the other hand involves knowledge and skill, Aptitudes, Attitudes and Values. These characteristics are relatively stable traits that are related to and influence the way teachers practice their profession. Teachers are employed in schools usually for a period of several years. Students enroll in schools either based on established attendance zones or are enrolled in schools at the choice of their parents. As a consequence, neither teachers or students characteristics can bring increased teachers effectiveness in a relatively short period of time. However, the characteristic of both teachers and students are important to consider in examining and seeking to understand increased teacher's effectiveness.

Apart from teachers and students characteristics, other variables are clearly alterable for increased teacher effectiveness. Anderson (2004) asserted that changes in these three variables - curriculum, classroom and teaching can be expected to result in increased or decreased teacher effectiveness. As a consequence, policies related to these variables are also quite likely to result in increased or decreased teacher effectiveness.

Increased teacher effectiveness is improvement in classroom variables like Curriculum objectives, Classroom management, teaching and learning. These are certain concepts associated with increased teacher's effectiveness. For example, student learning is believed to be directly influenced by the curriculum, the teaching, the classroom and student characteristic. Teacher characteristics are believed to influence student learning by virtue of their direct influence on the curriculum in

Multidisciplinary Journal of Empirical Research Volume 10 No. 1 April, 2012

classroom and teaching Curriculum standards are objectives, which are to be achieved through teaching.

Over the years, teacher's effectiveness has dropped drastically at all levels of education, since quality and relevant education depends to a great deal on what teachers do with learners (Adebile & Adeyemi, 2008). A growing body of evidence (Hey Mber,2000,Anderson Pellicer, 1998, Ashton & Web, (1986), suggests that schools can make a great difference in terms of student achievement, and a substantial portion of that difference is attributable to effective teachers. Specifically, differential increased teacher effectiveness is a strong determinant of differences in student learning, far outweighing the effects of differences in class size and class heterogeneity (Darling- Hammond, 2000). Students who are assigned to one ineffective teacher after another, have significantly lower achievement and learning than those who are assigned to a sequence of highly effective teachers (Sanders and Rivers, 1996).

Effective teachers are those who achieve the goals which they set for themselves or which they have been set for them by others (e.g. Ministries of Education, Legislators, other government officials and school administrators). They must possess the knowledge and skills needed to achieve the goals and must be able to use that knowledge and these skills appropriately if these goals are to be achieved.

One of the problems experienced in secondary education is decreased teachers in effectiveness. Adebile and Adeyemi (2008) point out that there is widespread shortage of effective teachers in secondary schools. These and other factors have been found to hinder the performance of learners and attainment of quality in secondary schools. Anderson (2004) claimed that education systems need to establish more systematic approaches to monitoring teacher effectiveness. For the purpose of accountability, parents and those not directly involved in the planning and administration of education need to know the extent of teachers effectiveness. Parents and guardians are supposed to know the effectiveness of teachers in the education of their children. At this juncture, it should be emphasized that the issue of teacher effectiveness is a thing of concern.

Increased teacher effectiveness drew its bearing from Anderson (2004). The conceptual framework is a model of reality that includes the key concepts that are used to understand reality and the relationships between and among these concepts. To put it somewhat differently, conceptual frameworks are used as items in attempting to make sense of the world. The emphasis in this study, however, is on increased teacher effectiveness, not school improvement policy analysis or teacher education. The heart of any conceptual framework developed for the purpose of understanding and improving teacher effectiveness resides in four primary concepts that are the focal point in this study; the curriculum, the classroom, teaching and learning.

Adebile and Adeyemi (2008) were of the view that government should therefore make it a priority to ensure that inspectors visit schools from time to time in an attempt to enhance increased teachers effectiveness and raise it better in their classroom activities.

Assessing Increased Teachers Effectiveness in Secondary School Classrooms in Adamawa State of Nigeria

It is in line with the above, that this paper deems it fit to examine the variables that could be observed as determinants of increased teacher's effectiveness. Ozumba (1978) offer evidence that most teachers effectiveness research studies in Africa were not based on any sound theoretical framework. This has tended to create a fragmented rather than a comprehensive perspective of the problem of teacher effectiveness. Ali (1992) believed that effective teachers integrate cognitive, affective and technical components into a sequence of activities aimed at the attainment of selected learning goals or outcomes.

Other studies were carried out on important attributes of teacher's effectiveness as they relate to students academic achievements. Agharuwhe and Nkechi (2009) study showed no significant relationship between the teachers teaching experience and their traits for quality assurance in teacher's effectiveness and students academic performance. Oshos (1991) study showed a significant relationship between teacher's effectiveness and academic achievement. Obemata (1995) claimed that insufficient number of effective teachers in schools promotes low academic achievement. Awolomo (1994) study found out that poor state of staffing in most schools result in low academic achievement. Eguare (2005) investigated teacher's perception of pedagogical effectiveness among senior secondary school teachers and found out that student's good understanding and increasing interest with teacher clarity and enthusiasm are responsible for teacher's effectiveness. Sofalahan (1995) findings show that the attributes of teacher's effectiveness result in high student performance.

Statement of the Problem

The long term effects of decreased teachers effectiveness are better imagined than experienced in teaching and learning. The result is always destructive to the learner. It is well known fact that no educational system can rise above the quality of its teachers. Many educational programmes have failed because they did not take cognizance of techniques that could increase teacher's effectiveness. Teacher's in-effectiveness result in poor teaching and learning and poor student's performance. It is on this basis that this paper sought to examine alterable variables that could determine increase in teacher's effectiveness in education.

Research Questions

Based on the problem stated above, the following research questions were raised:

1. To what extent has teacher's effectiveness increased in curriculum standards in secondary schools?
2. To what extent has teacher's effectiveness increased in classroom management in secondary schools?
3. How far has teacher's effectiveness in lesson delivery in secondary school classrooms increased?
4. How far has teacher's effectiveness in student involvement in secondary school classrooms increased?

Research Method

This study was a ex-post facto survey design that involved determination of increased teacher effectiveness in the classroom. The design collects and analyses pertinent data about population by using questionnaire or checklist or both which is beyond the manipulation of the researcher.

Population

The subjects of this study were Secondary School Inspectors from Adamawa State Ministry of Education, Principals and Teachers from secondary schools. The population is stated below:

Table 1: Population for the Study

Respondents	Number
Secondary School Inspectors	37
Principals	193
Teachers	3,200
Total	3,430

Sample and Sampling Procedure

All (37) secondary school inspectors, and (193) principals were utilized without sampling. Three hundred and twenty (320) teachers representing 10% was sampled in the state.

Table 2: All Secondary School Inspectors, Principals and Sample of Teachers for the Study

Respondents	No. Used	Percentage
Secondary School Inspectors	37	100%
Principals	193	100%
Teachers	320	10%

Instrumentation

A questionnaire tagged Increased Teacher Effectiveness Questionnaire (ITEQ) was designed for secondary school inspectors, principals and teachers to evaluate increased teacher effectiveness in the state. The questionnaire sought information on increased teacher's effectiveness in the areas of curriculum standard, classroom management, lesson delivery and students involvement in the classroom. The questionnaire contained twenty-four (24) items with four point response scale of a high increase, moderate increase, little increase, no increase. The instrument was face validated by four validators from school of Technology and Science, Educational department, Federal University of Technology, Yola. They assessed the language and appropriate standard to collect the needed data from secondary school inspectors, principals, and teachers. All the suggestions and recommendations were considered and discussed in the fiscal preparation of the questionnaire. Reliability of the questionnaire was determined through a pilot study, which gave overall reliability coefficient of 96 through Cronbach Alpha.

Assessing Increased Teachers Effectiveness in Secondary School Classrooms in Adamawa State of Nigeria

Data Collection

Five hundred and fifty (550) copies of the questionnaire were administered by five (5) research assistants on the spot with each handling one inspectorate zone. A total of (550) questionnaire were returned representing one hundred (100%) percent of the questionnaire.

Data Analysis

The analysis used data from survey field work. The measure of increased teacher's effectiveness ranged from 1 to 4 with higher values corresponding to a greater quantity of particular attribute. Means and grand means were used for the analysis. A decision point of 2.5 and above grand mean as increase was determined and 2.5 and below grand mean as no increase was determined through the mean of the four response scale of the questionnaire.

Results

Research question 1:

To what extent has teacher's effectiveness increased in curriculum standard in secondary schools?

Table 3: Means and Grand Mean of Respondents on Increased Teacher's Effectiveness in Curriculum Standards in Secondary Schools.

S/No	Criteria for Increased Teacher Effectiveness	M	Remark
1.	Knowledge of terminology	1.95	Not increased
2.	Knowledge of principles and generalization	2.11	Not increased
3.	Knowledge of criteria for determining when to use appropriate procedure	2.25	Not increased
4.	Self-knowledge	2.42	Not increased
5.	Knowledge of specific defects and elements	2.26	Not increased
6.	Knowledge of theories, models and structures	2.31	Not increased
	Grand mean	2.21	Not increased

μ - Population mean

Data in table 3 shows that the grand mean (2.21) indicate no increase in teachers' effectiveness by the respondents. This means that teachers' effectiveness in curriculum standard has not increased.

Research Question 2

To what extent has teacher's effectiveness increased in classroom management in secondary schools?

Table 4: Means and Grand Mean of Respondents on Increased Teachers Effectiveness in Classroom Management in Secondary Schools.

S/No	Criteria for Increased Teachers Effectiveness	M	Remark
1.	Efficient Administrative routines	3.19	Increased
2.	Appropriate classroom procedures	2.57	Increased
3.	Managing interruptions	2.87	Increased
4.	Consistency in managing behavior	2.55	Increased
5.	Stops misbehavior	2.41	Increased
6.	Appropriate pacing of lessons	2.44	Increased
	Grand mean	2.67	Increased

μ - Population mean

Data in table 4 shows that the grand mean (2.67) indicates increase in teacher's effectiveness by the respondents. This means that teachers' effectiveness has increased in classroom management.

Research Question 3:

How far has teacher's effectiveness in lesson delivery in secondary schools increased?

Table 5: Means and Grand Mean of Respondents on Increased Teachers Effectiveness in Lesson Delivery in Secondary Schools.

S/No	Criteria for Increased Teachers Effectiveness	μ	Remark
1.	Connective lessons with prior knowledge and experience	2.34	Not increased
2.	Using instruction in a time-effective manner	2.36	Not increased
3.	Developing and sequencing instructional activities	2.40	Not increased
4.	Pedagogical content knowledge is demonstrated	2.25	Not increased
5.	Actively engages the students through questioning and discussion	2.38	Not increased
6.	Instruction is modified accordingly to accommodate the students learning needs	2.32	Not increased
	Grand mean	2.34	Not increased

μ - Population mean

Data in table 5 shows that the grand mean (2.34) indicate no increase in teacher's effectiveness in lesson delivery. This means that teachers' effectiveness has not increased in lesson delivery in secondary schools.

Research Question 4

How far has teacher's effectiveness in student involvement in secondary school classrooms increased?

Assessing Increased Teachers Effectiveness in Secondary School Classrooms in Adamawa State of Nigeria
Table 6: Means and Grand Mean of Respondents on Increased Teachers Effectiveness in Student Involvement in Secondary Schools.

S/No	Criteria for Increased Teachers Effectiveness	μ	Remark
1.	Student attention of entirety of a lesson	2.76	Not increased
2.	Understanding what the teacher was teaching	2.23	Not increased
3.	Connecting what was learnt to what was already known	2.30	Not increased
4.	What was discussed makes sense to students	2.46	Not increased
5.	Understanding what the teacher is talking about	2.36	Not increased
6.	Students mind did not wonder	2.29	Not increased
	Grand mean	2.41	Not increased
	μ - Population mean		

Table 6 shows that the grand mean (2.41) indicates no increase in teacher's effectiveness in students' involvement in the classroom. This means that teachers effectiveness have not increased in students' involvement in the classroom in secondary schools.

Discussion

This study found that teacher's effectiveness has not increased in curriculum standard in secondary school. However, the grand mean was (2.21). This agrees with early study by Adegoke and Adeyemi (2008) which indicated widespread shortage of effective teachers in secondary schools. It is noteworthy that the grand mean (2.67) of respondents on increased teacher effectiveness in classroom management indicates increase (table 3). This shows that teachers effectiveness increased in classroom management. This agrees with the study of Sofolahan (1995) on attribute of increased teacher effectiveness as it affects classroom management in secondary schools.

Data in table 3 shows no increase in teachers' effectiveness in lesson delivery with a grand mean of (2.34). This is in consonance with the study carried out by Obemata (1995) that insufficient number of effective teachers in schools promotes student low academic achievement.

The findings in table 4 indicate increased teachers' effectiveness in students' involvements in the classroom. This study is supported by Awolomo (1994) which stated that poor state of staff in most schools affects students' academic achievement. It has been observed that no increase in teachers effectiveness in curriculum standards, lesson delivery and student involvement are as a result of lack of awareness, knowledge of the belief that changes will not make any difference by teachers. Support for improvement efforts by providing opportunities to benefit from mistakes, to learn from others and treating teachers as individuals is also lacking. These prevailing conditions would definitely show a negative influence on increased teacher effectiveness or instructional quality in public secondary schools, which may translate to poor academic performance, attitude and values of secondary school students.

Conclusion

Teachers were found not to have increased effectiveness in various aspects of the classroom. Teachers' reluctance to study and lack of support for improvement efforts and resources may be

responsible for teachers' ineffectiveness. All interlinking units within State Ministry of Education that are involved in the improvement of children cognitive, affective and social development should be concerned and can be avoided with increased teachers effectiveness.

Recommendations

Teachers must be aware of the need for curriculum alignment that is the critical connection between the standards/objectives. The assessments and the instructional activities and materials standards for appropriate pro-social classroom behaviour should be communicated to students at the beginning of each term or year. Pro-social classroom behaviour should be reinforced especially with students who have a history of behavioural problems. Consistent equitable sanctions and punishment for inappropriate behaviour should be administered to all students who do not comply with behavioural requirements. A strong curriculum, adequate instructional resources, sound professional development, partnership and collaboration will bring meaningful change in the work of teachers.

Comprehensively, the inspectorate services should adopt instruments to assess increase in teacher effectiveness. Such instrument should contain school-climate, teacher-student communication and student involvement in learning.

Finally, persistent questioning about how things are going and what could be done differently and better in the classroom should be encouraged. Inquiry is the engine of vitality and self-renewal. Inquiry has the same effect when applied to effective teaching. Asking questions about effective teaching is more useful than making pronouncements about it.

The following recommendations, which came out of the findings of the study are listed below:

1. Policy makers and educational planners should plan and offer workshops to help teachers learn how to teach well within a standard based curriculum.
2. In order to help school administrators and teachers to understand properly implement classroom management policies, a series of in-service training sessions should be designed and implemented.
3. Teachers guide should include discussions on best lesson structure, and acceptable or appropriate lesson structures.
4. In-service teacher education programmes should emphasize the role of the students in their own learning.

References

- Adegbkile, J.A. & Adeyemi, B.A. (2008). Enhancing quality assurance through Teachers effectiveness. *In: Educational Research and Review*. 3(2), 061-065.
- Akiri, A.A. & Ugborugho, N.M. (2009). Teacher Effectiveness and Students Academic Performance in Public secondary schools in Delta Sate, Nigeria. *In Study Home Comm. Sc.* 3 (2): 107-113.

- Assessing Increased Teachers Effectiveness in Secondary School Classrooms in Adamawa State of Nigeria*
Ali, A. (1992). The need for performance based teachers education in Nigeria. *Teacher Education Schools. A Working guide in Sokoto. Journal of Education, 1 (3).*
- Anderson, W. (2004). *Increasing Teachers' effectiveness*. Paris: IIEP
- Awomolo, P. (1994). *Assessing Teacher Effectiveness*. Ibadan. Addictive Publishing Ltd.
- Darling-Hammond, L. (2000). Teacher Quality and student achievement: A review of state policy evidence. *In: Educational Policy Analysis Archives, 8 (1) entire.*
- Eguare, O.S. (2005). Teachers Perception of Pedagogical Effectiveness among Senior Secondary School English Language Teachers. *Nigerian Journal of Professional Teachers. 1(1).*
- Obioha, N.E. (1991). *A Conceptual model for teachers effectiveness research*. Unpublished Materials. Faculty of Education, University of Jos.
- Osho, P. (1991). *Teachers Variables and Students achievement*. Unpublished Paper Presentation at Ondo State College of Education, Ondo.
- Ozumba, K.E. (1978). *State of art review of teacher, effectiveness in Africa* In: O.R. Cottawa
- Sanders, W. L. & Rivers, J.C. (1996). *Cumulative and residual effects of teachers on future, student academic achievement*. Knoxville: University of Tennessee Value-Added Research and Assessment Centre.
- Sofolahan, A. (1995). *Attributes of teachers effectiveness*, Unpublished B. Ed. Project of Obafemi Awolowo, University, Ile-Ife.