



# INFLUENCE OF IMPROVEMENT STRATEGIES ON TEACHERS' PERCEIVED TEACHING EFFECTIVENESS IN CALABAR METROPOLIS OF CROSS RIVER STATE, NIGERIA.

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## ABSTRACT

The main purpose of this study was to examine the influence of improvement strategies on teachers' perceived teaching effectiveness in Calabar Metropolis of Cross River State, Nigeria. The research design that was adopted in the conduct of this study is the Ex-Post Facto research design. Ex-post Facto research design is a design where the researcher does not have direct control of the independent variables, because their manifestation has already occurred. The variables involved in the study cannot be manipulated. The population of this study comprised all 6 principals, 72 vice principals and 1290 secondary school teachers in 21 public secondary schools in Calabar Metropolis (State Secondary Education Board, Cross River State, 2021). Calabar Metropolis consist of two Local Government Areas; namely, Calabar South and Calabar Municipality respectively). There are 8 public secondary schools in Calabar South and 16 public secondary schools in Calabar Municipality. Three research questions were poised and three statement of hypotheses were formulated to guide the study. A sample of 309 respondents was used in the study using Taro Yamane's formula. The instruments that were used for data collection were a questionnaire titled Improvement Strategies; Principals' Role Scale (ISPRS) and Teachers' Teaching Effectiveness Questionnaire (TTEQ) designed by the researchers. The instrument that was used for data collection is a questionnaire titled Improvement Strategies and Principals' Role Scale (ISPRS). The instrument comprised two sections A and B. Section A of the instrument consists of demographic sub-variables meant to obtain personal information about the subjects used in this study. Section B comprised 15-structured items questionnaire covering the sub-variables, in a four-point modified Likert Scale items. The internal consistency of the research instrument (ISQ) was tested using the Cronbach Alpha reliability estimate method. The statistical tool used for analysis is one-way analysis of variance (ANOVA) and the hypotheses were tested at 0.05 level of significance. The findings revealed that there was significant influence of in-service training, motivation and teachers' involvement in decision-making on teaching effectiveness in public secondary schools in the study area. Based on the findings, it was recommended among others that teachers should be exposed to regular in-service training to help them acquire the requisite skills that will make them productive in their service delivery.

**KEYWORDS:** improvement strategies, teachers' teaching effectiveness, Calabar Metropolis

## INTRODUCTION

Education is viewed as a process through which the intellectual, moral, emotional, physical, social and cultural capacities of an individual are developed so as to make him a cultured member of the society.

educational system that is designed to meet the yearning needs of the individual learner and those of the society. Education remains the best legacy that a nation can bequeath to her citizens. This is because the development of any nation depends, to a great extent, on the quality of

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education which it offers. Through education relevant skills are acquired while mental, physical and social abilities are developed to enable the individual live and contribute meaningfully to the development of the society at large.

Teachers are largely responsible for the translation and implementation of educational policies, curriculum or course offering, instructional material packaging and assessment of learning outcome at all levels of learning (Abanyam & Ofem, 2019a). Teacher education is very essential since it is the process of preparing or developing individuals with the necessary knowledge and skills that will enable them to effectively direct learning situations. Teaching is effective when the teacher is able to create an understanding in the students which enables them to develop skills and competences necessary for effective integration into the society. Effectiveness of a teacher is determined by the extent to which the teacher produces intended learning outcome in the students (Abanyam & Ofem, 2019b). Unfortunately, experience and observation have shown that teachers have been ineffective in their responsibilities. This ineffectiveness amongst secondary school teachers has been identified in many cases. The fact remains that most teachers in secondary schools do not live up to expectation, making learning ineffective and boring. Hence, contributing in no small way to the poor educational system and poor academic performance of students in these schools

This state of affairs has raised a lot of concern among stakeholders such as educational planners, curriculum developers and instructors, parents, administrators and even government officials on what could be the causes of this problem. According to Hilary (2013), these could be as a result of teachers' non-satisfaction with the condition of services in terms of poor remuneration, incentive and fringe benefits; teachers greed, poor working environment, poor supervisory techniques, unhealthy social climate, poor school community relation, lack of promotion and motivation, frequent sickness, lack of adequate facilities for teaching and learning, among others

Improvement strategies are those strategies that are used to enhance teacher pedagogical skills and knowledge of the job. These include all activities that are carried out to help the teacher increase his/her level of

proficiency in instructional delivery, social relations as well as classroom management. These improvement strategies may include teachers' in-service training, or on-the-job training, motivation of teachers, mentorship programmes, provision of teaching/learning facilities and provision of conducive learning environment. For the purpose of the present study, the researcher has selected three variables such as in-service training, motivation and involvement of teachers in decision making. In-service training programme refers to an ongoing process that goes on continuously throughout the educational life of a teacher. As one does not finish learning with graduation, so a teacher's training goes on improving with the passage of time by gaining experience and study throughout his or her life span. It is a means to achieving a long-lasting educational change. In-service education and training refers to all those activities that contribute to professional growth and qualifications of an employee e.g. reading educational journals, participating in workshops, seminars, conferences and visiting educational institutions that give the employee a sense of security and a feeling of self-confidence, while discharging his/her routine duties in the school. It is the continuing education of teachers and other educational workers, leading to the improvement of their professional competence. In-service training is essential because it will help the teacher to advance knowledge in his/her discipline, and this, in turn, will facilitate his/her teaching prowess and techniques. According to Ndem (2015), teachers who attend seminars, workshops and conferences tend to do far better than those who struggle with teaching based on years of experience. Motivation is another very important variable that requires utmost attention and action to provoke teachers' commitment and selfless service to the students. A teacher who is conscious that his/her welfare is considered with utmost priority may think and act in line with the profession, knowing that he/she owes the society a responsibility to educate the students who are future leaders. But when the motivation of teachers is not regarded or given adequate attention, the teacher may pay less attention to teaching.

Work motivation is a set of energetic forces that originate from both within and outside the individuals. Work motivation initiates work-related behaviour and determine its form, direction,

intensity, and duration. It is a process used to encourage and inspire workers to perform their jobs thoroughly and well. Work motivation plays a vital and significant role in the lives of individuals, groups, communities, establishments, organizations and nations. Motivation is a process that starts with a physiological or psychological deficiency or need that activates behaviour, or a drive that aims at a specific goal or an incentive (Akinfolarin & Ehinola, 2012).

Decision-making is the process of selecting the best/most preferred and workable action among other options or alternative courses of action available, either towards solving problems or the achievement of an objective. Decision-making is a sequential process ending in a single decision or series of decisions (choices) which stimulate or cause some actions. Involvement in decision making is the collective activity of the school administrators and teachers to develop a blue print of the school activities and to ensure that teachers are aware of what is done in the school. Akpan and Benz (2018) observed that principals who are democratic and share issues with teachers for collective idea towards resolving them would make them committed to implementing school goals and objectives than principals who tend to be autocratic in leadership and decision-making. The question that has aroused the interest of the researcher could improvement strategies with variables such as in-service training, motivation and involvement in decision making influence teaching effectiveness in secondary school? It was in attempt to answer this question that this study was carried out.

### **Purpose of the study**

The main purpose of this study was to examine the influence of improvement strategies on teachers' teaching effectiveness in Calabar Metropolis of Cross River State, Nigeria. Specifically, the study sought to find out whether:

1. in-service training programme for teachers influences teaching effectiveness in public secondary schools in Calabar Metropolis;
2. motivation of teachers influences their teaching effectiveness in public secondary schools in Calabar Metropolis;
3. teachers' involvement in decision-making influences teaching effectiveness in public secondary schools in Calabar Metropolis.

### **Research questions**

The following research questions guided the study:

1. How does in-service training programmes influences teachers' teaching effectiveness in public secondary schools in Calabar Metropolis?
2. To what extent does motivation of teachers influence their teaching effectiveness in public secondary schools in Calabar Metropolis?
3. How does teachers' involvement in decision-making influence their teaching effectiveness in public secondary schools in Calabar Metropolis?

### **Statement of hypotheses**

The following hypotheses were formulated to direct the study:

1. Teachers' in-service training programmes do not significantly influence their teaching effectiveness in public secondary schools in Calabar Metropolis.
2. There is no significant influence of teachers' motivation on their teaching effectiveness in public secondary schools in Calabar Metropolis.
3. Teachers' involvement in decision making does not significantly influence their teaching effectiveness in public secondary schools in Calabar Metropolis.

## **LITERATURE REVIEW**

### **In-service training programmes and teachers' teaching effectiveness**

Several researches have been carried out on influence of in-service training on teachers' teaching effectiveness. Romina (2016) examined the relationship between in-service training, teaching effectiveness and academic performance of secondary school students in Boji-Boji Owa metropolis, Nigeria. Six research questions and three hypotheses guided the investigation. Interview and questionnaire were the instruments for data collection from 48 teachers of two private schools used for the study. Findings emerging from data analysis using percentages and mean, indicate that teachers who participated in in-service training perceived the programme as useful and beneficial in many ways. The training which the teachers received positively affected their teaching effectiveness.

Employing descriptive survey design, Joshua, Kericho, Boiyon and Alfred (2017) conducted a study on in-service teacher training programmes: implications on teachers' effectiveness in secondary schools in Kenya. 356 teachers, 36 head teachers, one Quality Assurance and Standards Officer formed a target population of 393 respondents. Data was gathered by use of a questionnaire, an interview schedule, an observation guide and documentary analysis. The data were subjected to both qualitative and quantitative analysis. The data analysis was done using both descriptive (means, frequencies and tables) as well as inferential statistics (correlation). A statistically significant positive relationship exist between in-service teacher training programme and effective teaching of instruction.

#### **Motivation and teachers' teaching effectiveness**

Using descriptive survey research design, Adesoji, Nwajjubab and Nwosu (2015) carried out a study on the influence of teachers' motivation on teacher's productivity in secondary schools in Nigeria, with particular focus on Shomolu Local Government Area of Lagos State. A self-constructed 25-item questionnaire was used for the research study. Four hypotheses were tested. The statistical tools used to test the hypotheses were Pearson's Product Moment Correlation Coefficient and Multiple Regression Analysis. The participants in the study were made up of 200 teachers randomly selected from ten secondary schools in Shomolu Local Government Area of Lagos State. The results showed that there was a significant relationship between the motivation of teachers and their productivity.

What is more, Babajid (2013) investigated teachers' motivation and its effects on teachers' performance in Nigeria: A case study of Jos North Local Government Area of Plateau State. A descriptive survey research design was adopted for this study to investigate teachers' remuneration and its effects on quality of education in Nigeria. The study population comprised three government secondary schools selected in Jos North Local Government Area of Plateau State, using simple random sampling technique. Thirty teachers and fifty students were randomly selected from each of the schools. Data were collected using well-developed questionnaire which was validated and reliably

confirmed. Responses were presented using descriptive statistics and analyzed using Pearson Product Moment Correlation Coefficient statistical method to confirm the hypotheses generated for the study at 5% probability level. The findings of the study revealed that there was a significant relationship between teachers' remuneration and quality teaching in Nigeria.

#### **Teacher's involvement in decision-making and teaching effectiveness**

Effective teaching and learning activities can only occur in an enabling environment where the principal possesses a high level of imagination, initiative, vision, and techniques in making a decision (Duze, 2011). Enormous researches have been conducted on influence of teacher's involvement in decision-making on their teaching effectiveness. Sarafidou and Chatziioannidis (2013) conducted a study on teacher participation in decision-making and its impact on school and teachers. A survey employing self-administered questionnaires, with a Likert-Type Scale assessing teachers' actual and desired participation in three domains of decision-making, was used. Scales-measuring perceived school climate, self-efficacy and job satisfaction were also included. Data were collected from 143 teachers working in primary schools located in different areas in Greece. The multi-dimensional approach to measuring teacher participation in decision-making revealed quite high participation in decisions concerning students' and teachers' issues, but low levels of participation in managerial decisions.

Akpan (2017) examined principals' decision-making strategies and level of teachers' involvement in decision-making, and determined the implications on teachers' instructional task performance and students' academic performance in secondary schools in Uyo Central Senatorial District of Uyo State, Nigeria. Four research questions were raised, and two hypotheses were also formulated to guide the study. Descriptive survey and ex -post facto research designs were adopted. Respondents comprised 30 principals and 600 teachers randomly sampled from 30 secondary schools. Data were collected using "Principals' decision-making and Teachers' Task Questionnaire" (PDMTTQ), and "Students 'Academic Performance Proforma" (SAPP). Research questions were analyzed using frequency count and percentage while hypotheses were tested

using the Pearson Product Moment Correlation Coefficient at an alpha level of 0.05. Results showed that there was a significant relationship between principals' decision-making strategies and teachers' instructional task performance ( $r = 0.528, p < 0.000$ ).

### **RESEARCH METHODOLOGY**

The research design that was adopted in the conduct of this study is the Ex-Post Facto research design. Ex-post Facto research design is a design where the researcher does not have direct control of the independent variables, because their manifestation has already occurred. The variables involved in the study cannot be manipulated.

The population of this study comprised all 6 principals, 72 vice principals and 1290 secondary school teachers in 21 public secondary schools in Calabar Metropolis (State Secondary Education Board, Cross River State, 2021). Calabar Metropolis consist of two Local Government Areas; namely, Calabar South and Calabar Municipality respectively). There are 8 public secondary schools in Calabar South and 16 public secondary schools in Calabar Municipality. A sample of 309 respondents was used in the study using Taro Yamane's formula.

The instrument that was used for data collection were a questionnaire titled Improvement Strategies; Principals' Role Scale (ISPRS) and Teachers' Teaching Effectiveness Questionnaire (TTEQ) designed by the researchers. The instrument that was used for data collection is a questionnaire titled Improvement Strategies and Principals' Role Scale (ISPRS). The instrument comprised two sections A and B. Section A of the instrument consists of demographic sub-variables meant to obtain personal information about the subjects used in this study. They include name of school, sex, marital status, rank and academic qualification. Section B comprised 15-structured items questionnaire covering the sub-variables, in a four-point modified Likert Scale items. In each sub-variable of the independent variable, five (5) items were used to measure it and that sums up to 15 items for the Improvement Strategies questionnaire (ISQ).

The validity for this study was established using two experts in Measurement and Evaluation unit of Department of Educational Foundations, University of Calabar to affirm the face validity of the questionnaire; the initial draft of the

questionnaire which contains 20 items was submitted for scrutiny. After a thorough editing and removal of irrelevant items, the final draft of the instrument was assembled for administration. To ascertain the reliability of the questionnaire, a trial testing was carried out to determine whether the instrument measured consistently what it was meant to measure. The internal consistency of the research instrument (ISQ) was tested using the Cronbach Alpha reliability estimate method.

The researcher obtained a letter of introduction from the Head of Department of Curriculum and Teaching, Faculty of Education, University of Calabar and was taken to the principals of the sampled schools, to seek permission to enable the researcher administer the instrument to the teachers and students. The purpose of the investigation was briefly explained to them as contained in the questionnaire. The questionnaire was carefully explained to them for proper understanding of what was required of them. The Improvement Strategies (ISQ) was administered to the respondents in each school. After the administration of the instrument, 300 copies of the scripts were retrieved while 9 was discarded due to toil and irregular marking by the respondents.

The statistical tool used for analysis is one-way analysis of variance (ANOVA) and the hypotheses were tested at 0.05 level of significance.

### **RESULTS**

Hypothesis one:

There is no significant influence of in-service training on teaching effectiveness among teachers in public secondary schools in Calabar Metropolis. The independent variable in this hypothesis is in-service training categorized into three groups which are regular training, moderate training, and non-regular training. While the dependent variable is teaching effectiveness taken from four dimensions which are classroom management, instructional delivery, assessment practices and disciplinary activities, are measured continuously. The categorization was done using the scores of the respondents. The highest score is 15 while the lowest score is 1. Those that scored from 1-5 are grouped as non-regularly trained, those that scored from 6-10 are grouped as moderately trained and those that scored from 11-15 are grouped as regularly

trained. To test this hypothesis, the result is presented in Table 1.

The result in Table 1 shows that in-service training and classroom management as, ( $F=30.456$ ,  $p<.05$ ), in-service training and instructional delivery ( $F= 32.900$ ,  $p<.05$ ), for in-service training and assessment practices ( $F=13.804$ ) and in-service training and

disciplinary activities ( $F=8.109$ ,  $p<.05$ ). Since p-value (.002) is less than  $p(.05)$  for all the four dimensions assessed, the null hypothesis which state that there was no significant influence of in-service training and teaching effectiveness on public secondary schools was rejected and the alternate is upheld. This implies that there was a significant influence of in-service training and teaching effectiveness on public secondary schools in the study area.

**TABLE 1:** One-way analysis of variance result on the influence of in-service training on teaching effectiveness

Teaching effectiveness	source of variation	Sum Squares	ofdf	Mean Square	F	Sig.
Classroom management	Between Groups	288.292	2	144.146	30.456*	.001
	Within Groups	3810.063	298	4.733		
	Total	4098.355	300			
Instructional delivery	Between Groups	429.376	2	214.688	32.900*	.001
	Within Groups	5253.059	299	6.526		
	Total	5682.436	300			
Assessment practices	Between Groups	239.271	2	119.635	13.804*	.001
	Within Groups	6976.828	298	8.667		
	Total	7216.099	300			
Disciplinary measures	Between Groups	127.348	2	63.674	8.109*	.002
	Within Groups	6321.106	298	7.852		
	Total	6448.454	300			

\*=Significant at .05 level

### Hypothesis two:

There is no significant influence of motivation on teaching effectiveness among teachers in public secondary schools in Calabar Metropolis. The independent variable in this hypothesis is motivation categorized into three groups, namely high, moderate, and low motivation, while the dependent variable is teaching effectiveness taken from four dimensions, namely classroom management, instructional delivery, assessment practices and disciplinary activities measured continuously. The categorization was done using the scores of the respondents. The highest score is 15 while the lowest score is 1. Those who scored from 1-5 are grouped as lowly motivated, those who scored from 6-10 are grouped as moderately motivated and those who scored from

11-15 are grouped as highly motivated. To test this hypothesis, the result is presented in Table 2. The result in Table 2 showed that for motivation and classroom management ( $F=3748.78$   $p<.05$ ), motivation and instructional delivery ( $F= 84.709$ ,  $p<.05$ ), for motivation and assessment practices ( $F=73.593$ ,  $p<.05$ ) and motivation and disciplinary activities ( $F=28.892$ ,  $p<.05$ ). Since  $p(.003)$  is less than  $p(.05)$  for all the four dimensions assessed, the null hypothesis which state that there was no significant influence of motivation and teaching effectiveness on public secondary schools was rejected and the alternate is upheld. This implies that there was a significant influence of motivation and teaching effectiveness on public secondary schools in the study area.

**TABLE 2:** One-way analysis of variance (ANOVA) result on the influence of motivation on teaching effectiveness

Teaching effectiveness source of variation		Sum Squares	ofdf	Mean Square	F	Sig.
Classroom management	Between Groups	3700.987	2	1850.494	3748.785	.001
	Within Groups	397.368	298	.494		
	Total	4098.355	300			
Instructional delivery	Between Groups	987.984	2	493.992	84.709	.002
	Within Groups	4694.451	298	5.832		
	Total	5682.436	300			
Assessment practices	Between Groups	1115.438	2	557.719	73.593	.002
	Within Groups	6100.661	298	7.578		
	Total	7216.099	300			
Disciplinary measures	Between Groups	431.872	2	215.936	28.892	.003
	Within Groups	6016.583	298	7.474		
	Total	6448.454	300			

\*=Significant at .05 level

**Hypothesis three:**

There is no significant influence of teachers' involvement in decision-making on teaching effectiveness among teachers in public secondary schools. The independent variable in this hypothesis is involvement in decision-making, while the dependent variable is teaching effectiveness, taken from four dimensions namely classroom management, instructional delivery, assessment practices and disciplinary activities, measured continuously. The categorization was done using the scores of the respondents. The highest score is 15 while the lowest score is 1. Those that scored from 1-5 are grouped as those with low level of involvement in decision-making, those that scored from 6-10 are grouped as those with moderate level of involvement in decision-making and those that scored from 11-15 are grouped as those with high level of involvement in decision-making. To test this hypothesis, the result is presented in Table 3.

The result in Table 3 shows that for involvement in decision-making and classroom management, (F=13.334 p<.05); involvement in decision-making and instructional delivery (F= 7.789, p<.05); for involvement in decision-making and assessment practices (F=51.80, p<.05) and involvement in decision-making and disciplinary activities (F=4.09, p<.05). Since p(.001) is less than p(.05) for all the four dimensions assessed, this implies that the null hypothesis which state that there was no significant influence of teachers' involvement in decision-making on teaching effectiveness in public secondary schools in Cross River State was rejected and the alternate is upheld. This implies that there was a significant influence of teachers' involvement in decision-making on teaching effectiveness in public secondary schools in the study area.

**TABLE 3:** One-way analysis of variance (ANOVA) result on the influence of teachers' involvement in decision-making on teaching effectiveness

Teaching Effectiveness	Source of variation	Sum of Squares	Df	Mean Square	F	Sig.
Classroom management	Between Groups	131.417	2	65.708	13.334*	.002
	Within Groups	3966.938	298	4.928		
	Total	4098.355	300			
Instructional delivery	Between Groups	224.318	2	112.159	16.61*	.004
	Within Groups	5433.80	298	6.750		
	Total	5682.436	300			
Assessment practices	Between Groups	822.784	2	411.392	51.800*	.001
	Within Groups	6393.315	298	7.942		
	Total	7216.099	300			
Disciplinary measures	Between Groups	65.168	2	32.584	4.109*	.003
	Within Groups	6383.286	298	7.930		
	Total	6448.454	300			

\*=Significant at .05 level

### Discussion of findings

#### In-service training and teaching effectiveness

Hypothesis one which states that there is no significant influence of in-service training on teaching effectiveness among teachers in public secondary schools, and it was rejected since the p-value was less than the table-value. The findings of the study were in line with that of Romina (2016) who examined the relationship between in-service training, teaching effectiveness and academic performance of secondary school students in Boji-Boji Owa metropolis, Nigeria. Findings emerging from data analysis using percentages and mean, indicate that teachers who participated in in-service training perceived the programme as useful and beneficial in many ways. The training which the teachers received positively impacted on their teaching effectiveness.

#### Motivation and teaching effectiveness

Hypothesis two which states that there is no significant influence of motivation on teaching effectiveness among teachers in public secondary schools, and it was rejected since the p-value was less than the table-value. The findings of the study is in line with that of Adesoji, Nwajjubab and Nwosu (2015) who carried out a study on the influence of teachers' motivation on teacher's productivity in secondary schools in Nigeria, with a particular focus on Shomolu Local Government Area of Lagos State. The results show that there was a significant relationship between the motivation of teachers and their productivity; while management style has a significant influence on teachers' motivation and

their productivity; there is also a significant influence of teachers' motivation on students' academic performance.

#### Involvement in decision making and teaching effectiveness

Hypothesis three which states that there is no significant influence of involvement in decision making on teaching effectiveness among teachers in public secondary schools, and it was rejected since the p-value was less than the table-value. The findings of the study were in line with that of Sarafidou and Chatziioannidis (2013) who conducted a study on teachers' participation in decision-making and its impact on school and teachers in Greek primary schools and explore associations with school and teacher variables. The multidimensional approach to measuring teacher participation in decision making revealed quite high, actual participation in decision-making concerning students' and teachers' issues, but low levels of participation in managerial decision-making. The strongest predictor of both teachers' sense of efficacy and job satisfaction was their participation in decisions concerning teacher issues.

### CONCLUSION

Based on the findings of the study, it was concluded that teachers' in-service training, teachers' motivation and involvement of teachers in decision-making influences teaching effectiveness of teachers in secondary schools in Calabar Metropolis.



**RECOMMENDATIONS**

Based on the findings and conclusion of the study, it was recommended that:

- i. Teachers should be exposed to regular in-service training to help them acquire the requisite skills that will make them productive in their service delivery.
- ii. Principals should ensure that teachers are properly mentored on the job to help them feel satisfied and get involved in all that is done in the school for maximum effectiveness.

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