Assessment of Teacher Effectiveness in Public Boarding Secondary Schools in Plateau State, Nigeria

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Abstract
This study assessed teacher effectiveness in public boarding secondary schools in Plateau State, Nigeria. Specifically, it examined teachers' ability to respond to safety emergencies, their effectiveness in instructional delivery and their effectiveness in classroom management. The study adopted a descriptive survey research design. The population comprised 36 teachers from public boarding secondary schools in Plateau State, and all 36 teachers were considered for the study. Data were collected using a researcher-developed instrument titled Teacher Effectiveness Questionnaire (TEQ), consisting of 21 items structured on a five-point Likert scale. The instrument was validated by experts in Educational Management and Research Measurement and Evaluation, while its reliability coefficient of 0.78 was established using Cronbach's Alpha. Data were analysed using mean and standard deviation with the aid of Statistical Package for Social Sciences (SPSS), version 26. The findings revealed that teachers demonstrated a high level of effectiveness in responding to safety emergencies, with a grand mean of 3.74 and standard deviation of 0.86. Similarly, teachers demonstrated a high level of effectiveness in instructional delivery, with a grand mean of 3.96 and standard deviation of 1.04. Classroom management also recorded a high level of effectiveness, with a grand mean of 4.25 and standard deviation of 0.72. Among the three dimensions, classroom management recorded the highest mean, while responding to safety emergencies recorded the lowest. However, weaknesses were identified in teachers' familiarity with emergency evacuation procedures, clarity of lesson objectives and active student engagement during lessons. The study concluded that teachers demonstrated a high level of reported effectiveness across the three dimensions, although some areas require improvement. It recommended regular emergency preparedness training, periodic safety drills, provision of emergency response facilities, continuous professional development and improved instructional supervision.

Keywords: *Teacher effectiveness, safety emergencies, instructional delivery, classroom management, public boarding secondary schools, Plateau State.*

Introduction

Teacher effectiveness is a fundamental determinant of educational quality and the achievement of teaching and learning objectives. Teachers play a central role in translating educational policies and curriculum objectives into meaningful learning experiences through effective instructional delivery, classroom management and the provision of appropriate support to students. Their effectiveness is reflected not only in their ability to communicate subject knowledge but also in their capacity to maintain discipline, organise learning activities and respond appropriately to situations that may threaten students' safety. Therefore, assessing teacher effectiveness requires consideration of the different professional responsibility's teachers perform within the school environment. Globally, teacher effectiveness has remained an important concern in educational research because teachers' professional competencies and classroom practices influence students' learning experiences and academic achievement. Effective teachers are expected to demonstrate adequate subject knowledge, appropriate instructional strategies, effective communication and the ability to manage classroom activities. The Organisation for Economic Co-operation and Development (OECD, 2019) identifies clarity of instruction, classroom management and student engagement as important dimensions of effective teaching. These competencies are particularly important in secondary schools, where teachers are expected to facilitate learning while maintaining an orderly and supportive educational environment. In Nigeria, teachers in public secondary schools are responsible for implementing the curriculum, evaluating students' academic progress, maintaining discipline and promoting students' overall development. However, their ability to perform these responsibilities may be affected by challenges such as inadequate instructional resources, insufficient professional development, large class sizes and increasing supervisory responsibilities. These challenges make the assessment of teacher effectiveness necessary, particularly in public boarding secondary schools where teachers' responsibilities extend beyond conventional classroom instruction. One important dimension of teacher effectiveness in public boarding secondary schools is teachers' ability to respond to safety emergencies. Unlike day schools, boarding schools accommodate students within the school premises for extended periods, making teachers' responsibilities for students' supervision and protection particularly significant. Teachers may be required to respond to emergencies such as fire outbreaks, accidents, medical incidents, violence and security threats. Their responsibilities include recognising potential dangers, following emergency procedures, guiding students during evacuation, providing basic first aid where necessary and communicating with relevant authorities. The Federal Ministry of Education (2021), through the National Policy on Safety, Security and Violence-Free Schools, emphasises the importance of protecting learners, teachers and school facilities against threats and hazards. Consequently, teachers' preparedness and ability to respond appropriately to emergencies constitute important aspects of their effectiveness in boarding school environments. Instructional delivery is another essential dimension of teacher effectiveness. It involves the processes through which teachers plan, organise, present and evaluate learning experiences to achieve educational objectives. Effective instructional delivery requires adequate lesson preparation, mastery of subject content, appropriate teaching methods, effective use of instructional materials, classroom interaction and continuous assessment of students' understanding. Teachers are expected to communicate concepts clearly, encourage students' participation and provide feedback that improves learning outcomes. According to OECD (2019), effective instructional practices, particularly clarity of instruction and appropriate teaching strategies, are important for promoting students' learning. However, inadequate teaching resources, limited preparation time and competing school responsibilities may constrain teachers' ability to deliver lessons effectively, thereby affecting the quality of teaching and learning.

Classroom management also constitutes a critical component of teacher effectiveness. It refers to teachers' ability to organise and maintain an orderly, supportive and conducive learning environment through appropriate discipline, classroom organisation, supervision and regulation of students' behaviour. Effective classroom management enables teachers to minimise disruptions, maximise instructional time, encourage students' participation and establish positive teacher-student relationships. Osakwe (2014) observes that effective classroom management provides the direction and organisation required to promote a good learning atmosphere and achieve quality secondary school education. This responsibility is particularly important in boarding schools, where teachers are expected to supervise students, enforce school rules and promote acceptable behaviour both within and beyond the classroom. In Plateau State, public boarding secondary schools provide educational opportunities for students from different communities and require teachers to perform multiple professional responsibilities. These include responding to safety emergencies, delivering curriculum content effectively and maintaining appropriate classroom discipline. Given the residential nature of boarding schools, teachers' effectiveness in these areas is essential for protecting students, sustaining teaching activities and promoting a conducive learning environment. However, the extent to which teachers in public boarding secondary schools in the state effectively perform these responsibilities requires empirical assessment.

Although teacher effectiveness has received considerable attention in educational research, assessing teachers' ability to respond to safety emergencies alongside their effectiveness in instructional delivery and classroom management is particularly relevant to the boarding school context. These dimensions collectively reflect important responsibilities expected of teachers in maintaining students' safety and achieving educational objectives. It is against this background that this study seeks to assess teacher effectiveness in public boarding secondary schools in Plateau State, Nigeria, with particular emphasis on teachers' ability to respond to safety emergencies, effectiveness in instructional delivery and effectiveness in classroom management.

1.3 Aim and Objectives of The Study

The aim of the study is to Assess Teacher Effectiveness in Public Boarding Secondary Schools in Plateau State, Nigeria. Specifically, the objectives of the study are to:

1. examine the level of teacher ability to respond to safety emergencies in public boarding secondary schools in Plateau State, Nigeria.
2. find out the level of teacher effectiveness in instructional delivery in public boarding secondary schools in Plateau State, Nigeria?
3. determine the level of teacher effectiveness in classroom management in Public boarding secondary school in Plateau State, Nigeria?

1.4 Research Questions

The following research questions will guide the study:

1. What is the level of teacher ability to respond to safety emergencies in public boarding secondary schools in Plateau State Nigeria?
2. What is the level of teacher effectiveness in instructional delivery in public boarding secondary schools in Plateau State, Nigeria?
3. What is the level of teacher effectiveness in classroom management in public boarding secondary schools in Plateau State, Nigeria?

Methodology

The study adopted a descriptive survey research design. The design was considered appropriate because it enabled the researcher to collect information on the level of teacher effectiveness in

responding to safety emergencies, instructional delivery and classroom management in public boarding secondary schools in Plateau State, Nigeria. It also provided an opportunity to describe the existing conditions without manipulating the study variables. The population of the study comprised 36 teachers from public boarding secondary schools in Plateau State, Nigeria. These teachers constituted the respondents for the study because they were directly involved in instructional delivery, classroom management and responding to safety emergencies in their respective schools. All 36 teachers were considered for the study.

A multistage sampling procedure was adopted for the study. First, public boarding secondary schools were grouped into the three senatorial zones of Plateau State: Northern, Central and Southern Zones. Thereafter, teachers were selected from the participating schools to provide information relevant to the objectives of the study. The instrument used for data collection was a researcher-developed questionnaire titled Teacher Effectiveness Questionnaire (TEQ). The questionnaire consisted of two sections. Section A contained items on respondents' background information, while Section B contained 21 items covering the three dimensions of teacher effectiveness: responding to safety emergencies, instructional delivery and classroom management, with seven items under each dimension. The instrument adopted a five-point Likert response scale of Strongly Agree (5), Agree (4), Undecided (3), Disagree (2) and Strongly Disagree (1). The validity of the questionnaire was established through expert assessment. The instrument was submitted to experts in Educational Management and Research Measurement and Evaluation in the Faculty of Education, University of Jos, who examined the items for clarity, relevance, adequacy and alignment with the objectives of the study. Their observations and corrections were incorporated into the final version of the instrument. The reliability of the questionnaire was determined through a pilot study. The data obtained were analysed using Cronbach's Alpha, which produced a reliability coefficient of 0.78 for the Teacher Effectiveness Questionnaire, indicating an acceptable level of internal consistency. Data collected were analysed using mean and standard deviation with the aid of Statistical Package for Social Sciences (SPSS), version 26. Mean scores were used to answer the three research questions, while standard deviation was used to determine the variation in respondents' responses. The decision criteria were as follows: mean scores of 1.00–2.49 indicated a low level, 2.50–3.49 indicated a moderate level, while 3.50–5.00 indicated a high level of teacher effectiveness.

Results

Research Question One: What is the level of Teachers effectiveness in responding to safety emergency in Public Boarding Secondary Schools in Plateau State?

Table 1: Results of the Analysis on Teachers Effectiveness in Responding to Safety Emergency in Public Boarding Schools

S/No	Statement	N	X	SD	Decision
1.	Teachers are familiar with emergency evacuation procedure in boarding schools	36	2.34	1.02	LL
2.	I am aware of safety emergency issues in school	36	4.11	0.98	HL
3.	I respond promptly when an emergency situation arises	36	4.51	0.76	HL
4.	I can safely evacuate student during emergency	36	3.14	0.75	ML
5.	My response to emergency can result to students safety	36	4.37	0.82	HL

6.	I support student emotionally after emergency situation	36	4.51	0.83	HL
7.	I can handle emergency with First Aid in the classroom	36	4.17	0.84	HL
	Grand Total	36	3.74	0.86	HL

Key: Low- level =1.00 - 2.49 Moderate level =2.50 – 3.49 High level =3.50 – 5.00

The result of the analysis from Table 1 revealed that items 2, 3, 5, 6 and 7 were agreed upon because the items had mean above the criteria mean of 3.00 this implies that teachers are aware of emergency evacuation measures, safety emergency, respond promptly to safety emergency, can safely evacuate students during emergency, can safety support students emotionally after emergency situation and can handle emergency with First Aid. While item 1 was not agreed upon which means that Teachers are not familiar with emergency evacuation procedures. The results revealed a grand mean of 3.74, SD = 0.86. This indicate that there is a high level of Teachers effectiveness in responding to safety emergency in Public Boarding Secondary Schools in Plateau State.

Research Question Two: What is the level of Teacher effectiveness in instructional delivery in Public Boarding Secondary Schools in Plateau State?

Table 2: Results of the Analysis on Level of Teachers' Instructional Delivery in Public Boarding Secondary Schools

S/No	Statement	N	X	SD	Decision
1.	My Teachers lessons objectives are clearly stated for goal achievement	36	3.33	.94	ML
2.	My Teachers prepare lessons plan before Teaching	36	4.21	0.81	HL
3.	My Teachers organize their Teaching with the Curriculum Requirement	36	4.51	0.77	HL
4.	My Teachers plan lessons that meet students, diverse learning needs	36	3.94	0.87	HL
5.	My Teachers do present lesson content clearly and logically	36	3.94	1.34	HL
6.	My Teachers engage students actively during lesson	36	3.45	1.42	ML
7.	My Teachers promote students participation in classroom activates in their daily lesson	36	4.34	1.10	HL
	Grand Total	36	3.96	1.04	HL

Key: Low level =1.00 - 2.49 Moderate level=2.50 - 3.49 High level=3.50 - 5.00

The results of the analysis from Table 2 revealed that all the items were agreed upon because the items had mean above 3.0. This implies that lesson objectives are clearly stated, lesson plans are prepared before lessons, Teaching is organized in line with the, curriculum, the lessons plans are prepared to meet students' needs, lesson content are clearly prepared, students are engaged activity and students are allowed to participate in classroom activities: The results showed a grand mean of 3.96, SD= 1.04. This implies that there is high level of Teachers effectiveness in instructional delivery in public boarding secondary schools in Plateau State.

Research Question Three: What is the level of Teachers effectiveness in classroom management in Public Boarding Secondary School?

Table 3: Results of the Analysis on Level of Teachers Effectiveness in Classroom Management in Public Boarding Secondary School

S/No	Statement	N	X	SD	Decision
1.	Establish clear classroom rules and expectation	36	4.39	0.41	HL
2.	I maintain classroom order and discipline	36	4.66	0.53	HL
3.	I ensure students follow let down classroom rule	36	3.91	0.54	HL
4.	I actively engage student in classroom activity	36	4.34	0.96	HL
5.	I use positive reinforcement to encourage good behavior	36	4.44	0.84	HL
6.	I adjust teaching strategy to maintain class control	36	3.87	0.82	HL
7.	I punish classroom bad behavior as a control	36	4.16	0.91	HL
	Grand Total	36	4.25	0.72	HL

Key: Low level=1.00 – 2.49 Moderate level =2.50 -3.49 High level =3.50 – 5.00

The results of the analysis from Table 3 revealed that all the items were agreed upon because the items had mean above the criteria mean of 3.00. This implies that Teachers establish clear classroom rules and expectation, maintains classroom order and discipline, follow let down classroom rule, engage students in classroom activity, use positive reinforcement, adjust teaching strategy to maintain class control and punishes classroom bad behavior as a control. The results showed a grand mean of 4.25, SD = 0.72. This implies that teaching had a high level of Teachers Effectiveness in classroom management in Public Boarding Secondary Schools.

Discussion of Findings

Teachers' Ability to Respond to Safety Emergencies in Public Boarding Secondary Schools

The findings revealed that teachers demonstrated a high level of effectiveness in responding to safety emergencies in public boarding secondary schools in Plateau State, with a grand mean of 3.74 and a standard deviation of 0.86. This indicates that, generally, the teachers considered themselves capable of recognising and responding to emergency situations in their schools. In particular, respondents reported high awareness of safety emergencies (mean = 4.11), prompt responses when emergencies arise (mean = 4.51), the ability to support students emotionally after emergencies (mean = 4.51), and the ability to administer first aid (mean = 4.17). These findings suggest that teachers recognise the importance of their responsibilities in protecting students and providing immediate assistance during emergencies. The finding agrees with the position of the Federal Ministry of Education (2021), which emphasises the responsibility of schools to protect learners, teachers and school facilities from threats and hazards. It also agrees with Schildkraut, Nickerson, and Klingaman (2022), who found that participation in emergency response drills and training improved school personnel's perceived preparedness to respond to safety threats. Similarly, Neyişci (2024) demonstrated the importance of first-aid training in strengthening teachers' emergency response competencies. These studies support the view that teachers' awareness, preparedness and ability to provide immediate assistance are important aspects of school safety.

However, the finding differs from that of Onwuama, Owolabi, Ajibola, and Owolewa (2026), whose study of selected public secondary schools in Lagos State found that although awareness of emergencies was high, formal first-aid training and participation in safety drills were low. Their findings further indicated that many schools lacked adequate emergency response facilities. Similarly, Fallon et al. (2024) reported that educators were underprepared to respond to certain school safety crises. These differences may be associated with variations in school environments, access to safety facilities, emergency training and the experiences of teachers in the different study locations. Despite the generally high rating in the present study, some findings require attention. Teachers recorded a low mean of 2.34 on familiarity with emergency evacuation procedures, while their reported ability to evacuate students safely had a moderate mean of 3.14. This suggests that high general awareness and willingness to respond do not necessarily indicate adequate knowledge of formal evacuation procedures. Therefore, the high grand mean should not be interpreted as evidence that teachers are fully prepared for every emergency situation. Regular emergency drills, first-aid training and clear evacuation procedures remain necessary, particularly because students in boarding schools spend extended periods within the school environment.

Teachers' Effectiveness in Instructional Delivery

The findings showed that teachers demonstrated a high level of effectiveness in instructional delivery, with a grand mean of 3.96 and a standard deviation of 1.04. This indicates that respondents generally considered teachers effective in planning and presenting lessons, organising instruction according to curriculum requirements and encouraging students' participation. Specifically, teachers' organisation of teaching in line with curriculum requirements recorded a mean of 4.51, while lesson preparation before teaching recorded a mean of 4.21. The promotion of students' participation in classroom activities also recorded a high mean of 4.34. This finding agrees with the Organisation for Economic Co-operation and Development (OECD, 2019), which identifies clarity of instruction, classroom management and student engagement as important dimensions of effective teaching. The OECD (2019) also reports that teachers frequently use instructional practices that clarify lesson expectations and help students understand what they are expected to learn. The present finding is also consistent with Dondo, Agada, Agugu, and Gbogh (2019), whose study in Benue State established the importance of teaching practice in lesson planning and preparation. Their findings reinforce the view that adequate lesson preparation contributes to effective instructional delivery.

Nevertheless, the findings also reveal areas requiring improvement. The item on clearly stating lesson objectives recorded a mean of 3.33, while active student engagement during lessons recorded a mean of 3.45. Based on the decision criteria adopted in this study, these scores fall within the moderate level rather than the high level. This suggests that although teachers generally perform well in lesson preparation and curriculum organisation, they may not demonstrate the same level of effectiveness in communicating lesson objectives and sustaining active student engagement. This observation is consistent with the OECD (2019), which noted that although classroom management and clarity of instruction are widely practised, some instructional approaches that promote deeper student engagement are less frequently used. Therefore, the finding generally supports existing literature on effective instructional delivery, while also indicating that teachers need to strengthen learner-centred teaching strategies, communicate lesson objectives more clearly and create more opportunities for active student participation.

Teachers' Effectiveness in Classroom Management

The findings revealed that teachers demonstrated a high level of effectiveness in classroom management, with a grand mean of 4.25 and a standard deviation of 0.72. This was the highest mean among the three dimensions examined in the study. The result indicates that teachers generally considered themselves effective in establishing classroom rules, maintaining discipline, encouraging students' participation and using appropriate strategies to control classroom activities. Maintaining classroom order and discipline recorded the highest mean of 4.66, while the use of positive reinforcement to encourage good behaviour recorded a mean of 4.44. This finding agrees with Osakwe (2014), who emphasised that effective classroom management provides the organisation, direction and learning atmosphere necessary for achieving quality secondary school education in Nigeria. It is also consistent with Hepburn and Beamish (2020), who identified positive teacher-student relationships and proactive classroom management as important practices for maintaining an effective learning environment. Furthermore, Larson et al. (2020) found that teachers' use of positive behaviour support practices was positively associated with students' active classroom engagement. These findings support the position that effective classroom management contributes to discipline, student participation and the creation of a conducive environment for teaching and learning.

However, the present finding should be considered alongside the concerns raised by Hepburn and Beamish (2020), who identified challenges relating to student engagement, diverse learning needs and teachers' preparation for effective classroom management. Their findings suggest that teachers may feel confident in managing classrooms while still experiencing difficulties in applying proactive management strategies consistently. This provides a useful qualification to the present study, as the high mean score represents respondents' reported effectiveness and does not necessarily establish that classroom management is without challenges. The finding indicates that classroom management is a relative strength among teachers in the public boarding secondary schools covered by the study. However, teachers should continue to improve their use of positive reinforcement, appropriate disciplinary strategies and inclusive classroom practices to sustain a supportive learning environment.

Conclusion

Based on the findings of the study, it is concluded that teachers in the public boarding secondary schools studied in Plateau State demonstrated a high level of effectiveness in responding to safety emergencies, instructional delivery and classroom management. The findings indicate that teachers generally reported awareness of safety emergencies, prompt responses to emergency situations, adequate lesson preparation, organisation of teaching activities in line with curriculum requirements and the ability to maintain classroom discipline.

Among the three dimensions examined, classroom management recorded the highest grand mean of 4.25, followed by instructional delivery with 3.96, while responding to safety emergencies recorded the lowest grand mean of 3.74. This suggests that classroom management was the strongest area of reported teacher effectiveness, whereas emergency response requires greater attention. Despite the generally high ratings, the findings revealed some areas requiring improvement. Teachers recorded a low mean in familiarity with emergency evacuation procedures, while their ability to evacuate students safely was moderate. Similarly, clearly stating lesson objectives and actively engaging students during lessons recorded moderate mean scores. These findings indicate that high overall teacher effectiveness does not mean that all aspects of teachers' professional responsibilities are performed at the same level. The study therefore concludes that sustaining teacher effectiveness in public boarding secondary schools requires continuous professional development, improved emergency preparedness, effective instructional practices and the strengthening of classroom management strategies. Particular attention should be given to teachers' practical emergency

response competencies and the promotion of active student participation in classroom activities.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Regular emergency preparedness training: The Plateau State Ministry of Education and school management should organise regular training programmes for teachers on school safety, emergency response, first aid and evacuation procedures. This is necessary because teachers recorded a low level of familiarity with emergency evacuation procedures.
2. Regular safety drills: Principals of public boarding secondary schools should ensure that fire drills, evacuation exercises and other relevant emergency simulations are conducted periodically. These exercises will help teachers and students understand appropriate procedures and respond effectively during emergencies.
3. Provision of emergency response facilities: Government and school management should provide adequate first-aid materials, fire extinguishers, emergency communication facilities and clearly displayed evacuation routes in public boarding secondary schools to strengthen teachers' ability to protect students.
4. Improvement in instructional delivery: School administrators should encourage teachers to prepare detailed lesson plans, clearly communicate lesson objectives and align instructional activities with curriculum requirements. Regular instructional supervision should also be provided to improve the quality of lesson delivery.
5. Promotion of student-centred teaching strategies: Teachers should adopt participatory teaching methods such as group discussions, demonstrations, questioning and problem-solving activities to improve students' engagement and participation during lessons.
6. Continuous professional development in classroom management: The Plateau State Ministry of Education and school management should organise workshops and seminars on effective classroom management, positive reinforcement, student supervision and appropriate disciplinary strategies.
7. Regular monitoring and evaluation: School principals and relevant education authorities should periodically assess teachers' performance in emergency response, instructional delivery and classroom management. Feedback from such assessments should be used to identify weaknesses and provide appropriate professional support.

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