

Secondary School Principals' Perception of the Classroom Lesson Delivery Effectiveness of Uploaded Teachers in the Five South Eastern States of Nigeria

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Abstract

The problem of teacher shortage in school as a result of retirement, death and voluntary withdrawal of teachers from school in the South Eastern States of Nigeria has been a matter of concern. Government in an attempt to solve this problem has transferred some teachers meant for the Basic Education System to teach at the Senior Secondary level with some principals being reluctant to accept them. This reluctance led to a study of lesson delivery and lesson evaluation capability of the uploaded teachers. The study adopted two objectives that centered on the lesson delivery and lesson evaluation of the teachers. A descriptive survey research design was adopted for the study. A random sample of 160 principals drawn from 802 principals in the South Eastern States of Nigeria was used for the study. Literature were reviewed on teacher attrition, teacher effectiveness and teacher characteristics. A 10-item structured questionnaire with a reliability coefficient of 0.69 was used for data collection. Data collection was by personal hand delivery using 5 research assistants. Data were analysed using mean and one-way ANOVA conducted at 0.05 level of significance. Results showed that uploaded teachers are effective both in lesson delivery and in lesson evaluation, though deficient in lesson introduction and provision of instructional materials. It was recommended that principals should accept them to teach at the senior secondary schools.

Keywords: *Uploaded teacher; teacher attrition, effective classroom lesson delivery.*

KEY WORDS

The following key words will be encountered in this study: Uploaded teachers, teacher attrition, and effective classroom lesson delivery.

Uploaded Teachers: These are teachers specifically trained to teach at the primary school level. Their highest qualifications are usually diploma certificate. If eventually they get a degree certificate in future this qualifies them to teach in the secondary school. As soon as they are transferred from the primary to teach in the secondary (retraining the same employment status, that is, not on new employment) they become known as uploaded teachers.

Teacher attrition: This term is used to refer to teacher wastage. That is, teachers exiting from the school system. It results in shortage of teachers in the school system.

Effective classroom lesson delivery: This refers to the extent a teacher is able to deliver his lesson to the understanding of the students and achieving the objectives of the lesson to effect the expected change in the behavior of the learner.

Purpose of the Study

The primary purpose of this study was to investigate the uploaded teachers, if they are able to deliver classroom lessons effectively. Specifically the study investigated:

- (i) Uploaded teachers ability to teach effectively
- (ii) Uploaded teachers ability to evaluate their lessons effectively.

Research Questions

The following research questions were stated to guide this study:

- (1) To what extent do uploaded teachers effectively deliver their lessons?
- (2) To what extent do the uploaded teachers evaluate their lessons to show that learning has occurred?

Hypotheses

The following hypotheses were stated to guide this study:

- Ho₁: There is no significant difference between the mean rating scores of principals in Abia, Imo, Anambra, Ebonyi and Enugu States on the ability of uploaded teachers to deliver their lessons effectively. $P < 0.05$
- Ho₂: There is no significant difference between the mean rating scores of principals in Abia, Imo, Anambra, Ebonyi and Enugu States on the ability of uploaded teachers to evaluate their lessons to show that learning has occurred. $P < 0.05$

Introduction

The structure of Nigeria formal education system spans three levels: the primary, secondary and tertiary (FRN, 2004). The state ministry of education manages both the primary and secondary schools while the Federal government manages the tertiary institutions (FRN, 1999). As teachers exit from the secondary school system, or as special needs arise such as need for teachers to teach some special subjects at the secondary level, may be as a result of the introduction of new curriculum, government begins to look for teachers from anywhere to teach the new subjects or to fill the existing vacancies. If in the course of looking for the needed teachers government finds that they can get such teachers from the primary school level, then, by special arrangement between the primary school management authority and the secondary school management authority such teachers are transferred to teach the subjects at the secondary school level. Many secondary school principals are skeptical about the classroom performance of these uploaded teachers as they are called, and are reluctant to accept them to teach in their schools. The cause of their doubt about the teaching capabilities of these teachers is not known. However, in the presence of acute shortage of teachers being experienced now (some of the state governments in the South-Eastern State of Nigeria has not employed any teacher since 2006) the principals have no option than to accept the uploaded teachers. It is on this basis that this researcher has decided to study the classroom lesson delivery and lesson evaluation capabilities of these teachers through the views of the secondary school principals.

Review of Related Literature

Teachers in the formal school system exit from the system either through retirement which could be voluntary or by termination of period of service (Ifeanyi, 2016) by dismissal or death in active service (Aslami, 2013). Teacher exit from the school system and for whatever reason has been termed teacher attrition (Aslami, 2013; Millar and Chait, 2008), and was defined by Miller and Chair (2008, p.2) as “teachers leaving the classroom to take up other professional responsibilities, inside or outside of education, or to spend more time with their families. A number of reasons have been catalogued why teachers leave the teaching profession. These include personal factors like need to change environment, poor salaries and wages, general poor funding of schools and unsafe school infrastructure (Pajak and Blasé, 1989 in Aslami, 2013); physical factors like low salaries and poor working conditions (Boyd, Grossman, Ing, Lankford, Loeb and Wyckoff, 2009); social factors like gap in relationships, gender issues, psychological issues (Salley, 2010), among others.

There are costs to both the school and the school system as a result of teacher attrition. Mathew (2010) had observed that teacher attrition in most cases is bad and disruptive of school programmes, notwithstanding that it may have positive effects. Guin (2004) has been specific in outlining the negative effects of teacher attrition in the school. These include:

- (1) Reduction in the number of time teachers spend with their own students;
- (2) Repetition of professional development experiences for all teachers;
- (3) Loss of established teacher experiences;
- (4) Disruptive and repetition of programme planning and implementation processes and
- (5) Burnout and drain on energy of staff that stay.

Teacher attrition creates the problem of teacher replacement with quality teachers which in most cases is not easily come by.

Teacher recruitment, selection and hiring some times encounter some problems. Some of these problems could be:

- (1) Non-availability of teachers in the required subjects
- (2) Non-availability of the right caliber of teachers.
- (3) Insufficiency of the number of teachers required for employment and
- (4) High cost of recruiting, selecting and employing available ones.

These constraints have resulted in make-shift arrangements to see that the school is kept going. In the 1950s, the free education programmes of the Western Nigeria, Eastern Nigeria, and the Northern Nigeria failed because of teacher shortage (Fafunwa, 1974). In the 1970s the universal primary education programme of the Federal Republic of Nigeria failed because of shortage of teachers. Now the issue of teacher shortage in our secondary schools is still unsolved. Looking inward for solution and to reduce recruitment cost, governments are transferring teachers meant to teach at the Basic education level (first 9 years of a child's school period) to teach in the senior secondary. In this bid the question of sufficient knowledge of subject matter, teaching skills and the general teacher characteristics to function effectively at the senior secondary school level come to mind.

Teacher characteristics and teacher performance in the classroom are very crucial in teaching and learning. Adu and Tadu (UD) outlined 37 teacher characteristics which are very important in teacher performance. These include general characteristics, instructional

characteristics, personality traits and attitude and co-curricular activities. Among the instructional activities are lesson planning, lesson delivery, communication, use of questions, use of praise and reward (motivation), classroom management, use of instructional materials, knowledge of the subject matter, evaluation techniques and assignments. It is the critical importance of instructional achievements in the life of a professional teacher that this researcher decided to study the two teacher instructional characteristics which she feels is not only necessary for uploaded teachers to possess but by all teachers still in the classroom.

In Abia and Imo States in particular, the last set of teachers were employed in 2006. Since then many teachers have left the school system with the state governments not willing to employ more teachers. Even in the face of this teacher reduction in schools, some principals feel reluctant to accept these uploaded teachers. These actions of secondary school principals to reject the uploaded teachers called for a need to study the lesson delivery and lesson evaluation capabilities of the uploaded teachers as these are the key functional areas in teaching and learning. Of all the literature reviewed, none was seen to have evaluated the characteristics of the uploaded teachers. This created a gap which this study is set to fill.

Methodology

This study adopted the descriptive survey research design. This is because the study aimed at describing the existing characteristics of the subjects without manipulating any variables. The population of the study was 802 made up of all the secondary school principals in the five South Eastern States of Nigeria as follows: Abia 205; Ebonyi 120, Enugu 159; Imo 130; and Anambra 188. Out of this population of 802 principals, 160 of them (approximately 20%) were randomly selected for the study. The data collection instrument was a 10-item structured questionnaire with a Cronbach Alpha reliability coefficient of 0.69 and with a 4-point response scale of Very Great Extent (VGE), Great Extent (GE), Little Extent (LE) and No Extent (NE). Data were collected by personal hand delivery using trained research assistants, one selected from each State. The research questions were answered using mean and mean of means, while the hypothesis were tested using one-way ANOVA at 0.05 level of significance. A mean of 2.50 was used as a cut-off point for rejected and accepted items.

Data Presentation/Analysis of Result

Research Question One

To what extent do uploaded teachers effectively deliver their lessons?

Table 1: Means of Principals' Responses on Uploaded Teachers Lesson Delivery Effectiveness

| S/N | Items | States | | | | | \bar{X} Of Items | R/A |
|-----|---|--------|---------|--------|-------|------|-----------------------|-----|
| | | Abia | Anambra | Ebonyi | Enugu | Imo | | |
| | In my school uploaded teachers make good connections between previous knowledge and new lesson through set inductions | 2.43 | 2.27 | 2.48 | 2.33 | .40 | 2.38 | R |
| | Uploaded teachers in my school state good and achievable lesson objectives | 2.79 | 2.90 | 2.85 | 2.65 | 2.77 | 2.79 | A |
| | Uploaded teachers in my school do good stepwise unfolding of their lesson contents | 2.56 | 2.68 | 2.53 | 2.60 | 2.70 | 2.61 | A |
| | Uploaded teachers in my school make students to participate actively in their lessons | 2.83 | 2.74 | 2.69 | 2.69 | 2.60 | 2.71 | A |
| | Uploaded teachers in my school make use of good instructional materials to teach and | | | | | | | |

| | | | | | | | | |
|--|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|---|
| | elucidate their lessons | 2.45 | 2.48 | 2.37 | 2.45 | 2.44 | 2.44 | R |
| | State Means | 2.61 | 2.61 | 2.58 | 2.54 | 2.58 | 2.59 | |

X $\bar{=}$ 2.58

Results of data analysis presented in Table 1 show the mean response scores of principals in each of the five states under study on the five items stated to reflect uploaded teachers effectiveness in lesson delivery. From the table there appears an observable unanimity in the responses of the principals. Principals in all the states agreed that uploaded teachers in their schools do not make good connections between students' previous knowledge and the new lesson. This had a mean of 2.38 and was rejected. Similarly, the principals agreed that the uploaded teachers do not use good instructional materials to teach and elucidate their lessons. However, the principals generally agreed that the uploaded teachers state good and achievable objectives with mean 2.79, they do good gradual unfolding of their lessons with mean 2.61 and also make students to participate actively in their lessons with mean 2.71. The mean effectiveness responses for the state were Abia 2.61, Anambra 2.61, Ebonyi 2.58, Enugu 2.54 and Imo 2.58. The mean of means for all the states was 2.58. All these means were above 2.50 cut-off mark. Hence, it was concluded that uploaded teachers in the South-Eastern states of Nigeria are effective in classroom lesson delivery to a great extent.

Research Question Two

To what extent do the uploaded teachers evaluate their lessons to show that learning has occurred?

Table 2: Means of Principals' Responses on Uploaded Teachers Lesson Evaluation

| S/N | Items | States | | | | | \bar{X} of Items | R/A |
|-----|--|-------------|-------------|-------------|-------------|-------------|-----------------------|-----|
| | | Abia | Anambra | Ebonyi | Enugu | Imo | | |
| | Uploaded teachers in my school ask formative questions as they teach | 2.70 | 2.69 | 2.60 | 2.65 | 2.70 | 2.67 | A |
| | Questions the uploaded teachers ask during lessons are related to their lesson objectives | 3.11 | 2.98 | 2.84 | 3.26 | 2.99 | 3.04 | A |
| | Questions the uploaded teachers ask are very exhaustive and sufficient | 2.56 | 2.64 | 2.70 | 2.55 | 2.54 | 2.60 | A |
| | Uploaded teachers in my school also ask students probing questions | 2.66 | 2.52 | 2.60 | 2.50 | 2.60 | 2.58 | A |
| | Uploaded teachers in my school ask students diagnostic questions to ensure there are no gaps in their learning | 2.79 | 2.69 | 2.74 | 2.56 | 3.01 | 2.76 | A |
| | State Means | 2.76 | 2.70 | 2.70 | 2.70 | 2.77 | 2.73 | |

$$\bar{X} = 2.73$$

Results of data analysis presented in table 2 show that the principals in all the state of the study agreed to a great extent that the uploaded teachers effectively evaluate their lessons. This was observed from the means of the items which were all above 2.50. The state means were Abia 2.76, Anambra 2.70, Ebonyi 2.70, Enugu 2.70 and Imo 2.77.

Hypothesis One

There is no significant difference between the mean rating scores of principals in Abia, Imo, Anambra, Ebonyi and Enugu States, on the ability of uploaded teachers to deliver their lessons effectively. $P < 0.05$

Table 3: Results of ANOVA Test on the opinions of Principals on Uploaded Teachers Lesson Delivery

| Sources | df | SS | S ² | F _{cal} | F _{crit} | Decision |
|--------------|----|---------|----------------|------------------|-------------------|---------------|
| Among Group | | 0.03 | 0.0075 | | | |
| Within Group | 20 | 0.09192 | 0.046 | 0.1630 | 2.87 | |
| Total | 24 | | | | | Do not reject |

Results of ANOVA test presented in table 3 show that there is no significant difference between the mean rating scores of principals from Abia, Enugu, Anambra, Ebonyi and Imo States on the ability of uploaded teachers to deliver their lessons effectively. This was observed from the calculated f ratio of 0.1630 which was less than the critical value of f . Hence, the null hypothesis was not rejected.

Hypothesis Two

There is no significant difference between the mean rating scores of principals in Abia, Imo, Anambra, Ebonyi and Enugu States on the ability of uploaded teachers to evaluate their lessons to show that learning has occurred. $P < 0.05$

Table 4: Results of ANOVA Test on the opinions of Principals on Uploaded Teachers Lesson Evaluation

| Sources | df | SS | S ² | F _{cal} | F _{crit} | Decision |
|--------------|----|---------|----------------|------------------|-------------------|---------------|
| Among Group | | 0.01 | 0.0025 | | | |
| Within Group | 20 | 14.9192 | 0.71596 | 0.0035 | 2.87 | |
| Total | 24 | | | | | Do not reject |

Results of hypothesis test presented in table 4 show that there is no significant difference between the mean rating scores of principals in Abia, Anambra, Ebonyi, Enugu and Imo States on the uploaded teachers' ability to evaluate their lessons. This was observed from the calculated f ratio of 0.0035 which was less than the critical f of 2.87.

Summary of Findings

From the data analysis the following findings were made:

- 1) The uploaded teachers in the 5 South-Eastern states of Nigeria appear to be of the same quality and effectiveness.
- 2) Uploaded teachers in the five South-Eastern States of Nigeria are good in their lesson

- delivery though they are poor in lesson introduction and use of instructional materials.
- 3) The uploaded teachers are good in lesson evaluation.
 - 4) There is no significant difference in the opinion of the principals on the uploaded teachers' ability to teach effectively.
 - 5) There is no significant difference in the opinion of the principals on the ability of the uploaded teachers to evaluate their lessons effectively.

Discussion of Results

A student in a school is expected to be trained in skills, learning, and character (the three domains of educational objectives). Unfortunately, our evaluation of classroom and school learning have for years concentrated more on the evaluation of the cognitive domain. The outcome of such evaluation has been held high as marks of learning and intelligence. Since students' performance in both internal and external examinations are tied to teachers' effectiveness in teaching (Adu and Oladtunde, 2007; Aghanihe, 2013) teachers' ability to make students to learn becomes crucial.

The first research questions sought to find out the extent uploaded teachers can effectively deliver their lessons. Results of data analysis showed that the uploaded teachers are effective in the statement of their lesson objectives, properly present their subject matters to students in a stepwise manner, and make students to participate actively in the lessons. In as much as the uploaded teachers are deficient in the introduction, they cannot be totally condemned as ineffective. The issue of instructional material provision has for long been a contentious one between teachers and the government as teachers argue that it is the responsibility of the government to provide working materials for them (Emezie, 2010). Hence, this problem may be a general one for teachers.

For the second research question the purpose was to find out the extent the uploaded teachers are able to evaluate their lessons. The research results show that the uploaded teachers regularly ask their students questions as they teach to know if the students are following and understanding the lesson. More so the teachers ask relevant and thought provoking questions which are good for critical thinking. In fact, the uploaded teachers' effort to be diagnostic in their questioning is good to avoid gaps in learning.

Conclusions

Based on this study the following conclusions were drawn:

- 1) The uploaded teachers are effective like any other teacher in the teaching of their lessons.
- 2) Uploaded teachers are effective in evaluating their lessons.
- 3) Principals' reluctance in accepting uploaded teachers to teach in their schools has no strong and research bases.
- 4) Uploaded teachers are equally good as other teachers as all of them are trained in the same conventional universities.

Recommendations

Based on this research, the following recommendations were made:

- 1) Secondary school principals should start accepting uploaded teachers to teach in their school.
- 2) Regular in-service training and workshops should be organized to update the

uploaded teachers as it is done for other teachers.

- 3) Principals should not overload teachers in order for them not to exhibit shortcoming which will be blamed on another factor.

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