

IMPACT OF TEACHERS' PARTICIPATION IN IMPROVEMENT INSTRUCTIONAL STRATEGIES PROGRAMME

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ABSTRACT

The study investigates how secondary school teachers can improve their teaching for the students to learn better; hence the study examined the performance of Teachers in English language who have participated in learning teaching improvement strategies and those who have not; and Students in English language whose teachers have participated in learning teaching improvement strategies and those whose teachers did not. A survey design was used; random sampling technique was applied to select 100 English language teachers for the study. The instrument used was questionnaire on "Improvement of Teachers in Teaching Learning Process in Secondary Schools (ITLPSS)". Chi-square and t-test-statistics were used to test hypotheses one and two respectively at 0.05 level of significance. The major findings were: There was a significant relationship between the performance of teachers who participated in learning teaching improvement strategies and those who did not take part. The teachers who participated in the teaching improvement strategies programme performed better in teaching English language than those who did not participate in the programme. There was a significant difference between the performance of students whose teachers participated in learning teaching improvement strategies and those whose teachers did not. The students whose teachers participated in learning teaching improvement strategies performed better in English language than those whose teachers did not participate in the programme. It is, therefore, recommended that schools should endeavour to introduce the teaching improvement strategies into their educational system. All the teachers should be encouraged to avail themselves of the improvement teaching programme due to the laudable benefits they will gain from it.

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INTRODUCTION:

In any educational system, teachers form the bed-rock are the foundation which can help the educational standard to rise up, therefore schools are clamoring to get qualified teachers who can teach well, into the school systems. Any school system that does not have qualified performing teachers will be sub-standard; of course such school system is bound to produce sub-standard half-backed students into the society. In realizing this fact, many schools all over the world are striving to get qualified teachers to teach the students, some of the schools who noticed that the qualification of their teachers and their areas of specialization do not tally with the level and areas of their teaching have resorted to send these for in-service training. Some have gone for external study in higher institutions of learning. Marzano *et al.* (2003) mentioned that for a teacher to be of quality in school, he must have known his subject matter and must have a qualified certificate. The researcher

found out from his study on "Teacher Quality and Student Achievement" that teachers who have solid training in teaching, methodologies, their theories and have good knowledge of their subject matter can help any students to perform well in reading.

The crave for teachers' best classroom performance has made some researchers to research on teaching strategies to improve teaching. These teaching strategies are tagged "improvement teaching strategies", these will help teachers to perform best in the class. Some teachers though with their dearth of qualifications and training lack the skill, competence, creativity and humane attribute needed to be able to help the backward students to move along with the main stream of the students to perform well in order to be achievers. Hathie (2009), Marzano (2003) and Zwart (2007) have contributed immensely in carrying out researches which have helped them to designate some teaching strategies which can improve teachers teaching. It therefore depends on the schools to get

these improvements teaching strategies and train their teachers to master and use them in teaching. This to a great extent will not only improve teachers and students performance but will also improve the whole educational standard of the schools.

PURPOSE OF THE STUDY

The purpose of the study was to find out:

1. The performance of the teachers in English language who participated in learning the improvement teaching strategies and those who did not.
2. The performance of students in English language whose teachers took part in the improvement teaching strategies programme and those whose teachers did not.

RESEARCH QUESTIONS

1. Do teachers who participated in learning the improvement teaching strategies perform better in teaching English language than their colleagues who did not participate?
2. Do students whose teachers participated in learning the improvement teaching strategies perform better than those whose teachers did not take part?

RESEARCH HYPOTHESES

The following research hypotheses were tested:

- H₀₁: There is a significant relationship between the performance of teachers in English language who participated in improvement teaching strategies and those who did not take part.
- H₀₂: There is a significant difference between the performance of students in English language whose teachers participated in improvement teaching strategies and those whose teachers did not participate.

LITERATURE REVIEW

Instructional materials as defined by Okwudishu (2005) are facilities that enable the teacher to disseminate learning experience to the learners in the way they will understand. Abu-Barka (2002) regard them as materials which the instructor or teacher can employ during the course of teaching to make the

teaching process effective and interesting. They are technologies which carry information that can be used for instruction. These devices are described by Okorie 1979 in Ihekememe (2010) as facilities used to supplement the normal learning process of listening, seeing, reading and writing.

Instructional materials help teaching learning process not to become teacher centered but learner oriented and center. They help the students to enjoy, easily understand and become interested in learning. There are three major groups of instructional materials. These include:

1. Visual instructional materials,
2. Audio instructional materials and
3. Audio-visual instructional materials.

1. Visual instructional material includes:

- Programmed materials.
- Flanner.
- Still pictures.

Projected materials:

- Slides.
- Film stripe.
- One-hand projection.
- Opaque projection.
- Graphics.
- Maps and globes.
- Posters and charts.

2. Audio instructional materials:

- Radio.
- Record players.
- Tape recorders.

3. Audio visual instructional materials:

- Television.
- Video recorders projectors.

Visual instructional materials analysts emphasized the application of visual aids to make more concrete the abstract ideas taught. They classified the types of aids and the need to integrate them in instruction. Barth (1981) posited that the instructional materials make teaching more real, practical and clear, it increases the maximum use of senses and de-emphasizes oral explanation by teachers. Audio instructional materials appeal to the sense of hearing only. Key 1971 in Ihekememe (2010) stated that

students do understand more easily when teacher uses audio materials during teaching/learning processes and that these materials make the teachers' teaching easier and effective. Audio-visual materials are teaching aids which enable the learners to see, hear and comment at the same time about objects. Ezeanya (1995) said that audio-visual materials make learners to remember what they learnt and make them last long because the students tend to understand what they hear and see better. This, Ezeanya (1995) added that will have lasting effect on their sense organs.

Improving teaching learning process and making teaching effective is the key issue to raise high educational standard in secondary schools. Hence, to ensure that students understand what they learn at any level of education, teaching must be improved (Ugbogu, 2013). There are some techniques which can help teachers improve their teaching and thereby help students to learn better.

According to Smith (2009) the teacher should apply "School Improvement Partner (SIP) to assess him/herself. This assessor should observe and monitor the teacher's teaching to identify his areas of strengths and weaknesses for improvement. He should observe the quality of delivery, and check whether the teacher has good understanding of the subject matter and whether the teacher also really Master's and have good command of the language of communication, how clear is his teaching/speech, explanations, illustrations and examples? Generally, School Improvement Partner (SIP) will enable the teacher to know how good his or her teaching is and what improvement needs to be made. This will also help the teacher to know whether the students understand and assimilate what they are taught.

Smith (2009) emphasized that teachers and the school management should regard students matter uppermost, they should place it at the center of every happening in schools, handle students issues empirically so that their learning needs should be diagnosed and provided for. The researcher also posited that teachers should apply self-evaluation technique where the teacher will evaluate himself/herself by using self-evaluative forms and personalized learning methods in which the need of an individual child will be identified and catered for. The later strategy is on teachers being able to personalize the learning of mixed-ability groups and

to provide work and activities that are challenging to every ability level of a student.

Another teaching initiative that Smith considered is what he called performance and achievement method. This is done by the teacher observing the level of performance and achievement of the individual student so as to have thorough understanding on whether the student has fully understood the learning experience or not. This will help the teacher to know how to render help to the dull students and to those who do not really understand the subject matter. The researcher added that the school administrator should practice performance management whereby he will practically observe the teacher's classroom teaching in order to help him improve his skills and techniques. A teacher who wants to improve on teaching should not standardize teaching methods so as not to inhibit creativity in teaching. There should be flexibility, perseverance and endurance in trying different methods to achieve what he wants in class. He should be vigilant to make sure that a student/child during training sessions does what is expected of him/her. The teacher should be able to know what he/she is to do in the class to help the children achieve the following:

- A new knowledge and skills.
- Meet appropriate targets.
- Reach or have appropriate levels, scores and examination materials for both internal and external tests, assessment and examinations.
- Develop ideas.

Hathie (2009) in his study on visible learning, in which he carried out several analyses on the achievement of students after they were taught by different teachers, came out with the findings that collaborative work by teachers is the best way to improve teachers teaching and make students perform well in their academics. He maintained that for schools to be improved, they have to organize teachers into collaborative teams in which they will clarify what each student must learn. They must gather evidences that will prove that the students are learning when practical learning experience is going on. These teachers should analyze the results of the teaching learning process in order to know which instructional strategies were working at best and those which were not. This method as the researcher diagnosed will improve teachers while teaching and the whole teaching learning process in the school. For

a school to achieve maximum results, it has to function as Professional Learning Community (PLC).

Marzano (2003) also discovered that collaborative teaching is one of the powerful initiatives for school improvement in the 21st century. The researcher posited that the quality of the individual teacher remains paramount in student learning and that the PLC concept remains the best strategy for creating the system that ensures quality teachers and teaching. The planners of "Teaching Improvement Strategies" subscribed emphatically that for teachers to improve their teaching for students to benefit, they should:

- provide the students with additional time and support for learning if the current stipulated time and support is not leading to their success.
- ensure timely assistance as a support when need arise.
- when the student experience difficulty the teacher should allow him to use extra time to finish his work before submitting it to the teacher.
- teacher should be more humane to students.

Chukwu (1968) maintained that teaching and learning can be accelerated and enriched when teachers use instructional materials to teach. Mkpa (1998) said that instructional materials when used by skilled teachers can enhance their quality of teaching. Oranu (1990) added that instructional materials provide maximum opportunity for students. It creates interest in them and stimulates their effort to learn. These facilities help learners to engage themselves with various types of levels of learning. The materials also help students to understand what the teachers teach and helped the teachers in their lesson plan. Meaningful learning occurs when using instructional materials because they enable the students to understand and retain relevant information.

METHODS AND MATERIALS

Research Design

Survey design was used for the study. This design enabled the researcher to draw representatives from the entire study population, (Nworgu 1991). It also makes it possible for the researcher to study the present conditions of the variables as they occur in the

location of study (Nkapodia 2010). The population of the study was secondary school English Language teachers in Karishi area council in Abuja Municipal Area Council (AMAC). Some of these teachers have undergone improved teaching programmes to improve teaching learning process in secondary schools where as some did not.

Sample and Sampling Technique

The sample for the study consists of senior secondary school English language teachers drawn from the estimated population of over 500 senior secondary school teachers in Karishi area council in AMAC. Random sampling technique but purposeful / convenient was used to select these teachers for the study. The sample size used for this study was thus calculated using the formula illustrated by Glenn (2013);

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the sample size, N is the population size and e = 5% (0.05) is the level of significance (sampling error that could be accommodated).

From this formula the sample size for this study work was computed to be a total number of one hundred (100) teachers.

Interpretation

The instrument used was a "Questionnaire on Improvement of Teachers Teaching in Secondary Schools (OITTSS)". The instrument has section A which retrieved information on bio-data and section B which gets information on items formulated from the major variables or the area of the study. A Likert-scale type response structure was adopted. The weighing on the scale was:

SA for Strongly Agree.

A for Agree.

D for Disagree.

SD for Strongly Disagree.

Validation of instrument

In validating the research instrument, the researcher presented her questionnaire to experts in the field of education to scrutinize, correct and impute their knowledge to make sure that the questionnaire tests exactly what it is supposed to test.

Administration of instrument

The researcher engaged research assistants to distribute and retrieve the instruments for data analysis.

Data Analysis

Simple frequency counts and percentages were used to analyze the data. Chi-square and t-test statistics were also used to test the hypotheses 1 and 2.

RESULTS

Table 1: Observed frequency values of the relationship between the performance of teachers (in teaching English language) who participated in learning teaching improvement strategies

Options	1-5 years	6-11 years	12-17 years	18-23 years	24 years	Row total
SA	7	4	3	3	6	23
A	4	5	8	7	4	28
D	5	6	2	8	4	25
SD	4	5	7	2	6	24
Column Total	20	20	20		20	100

Table 2: Expected frequency values of the relationship between the performance of teachers (in teaching English language) who participated in learning teaching improvement strategies

1-5 years	6-11 years	12-17 years	18-23 years	24 years and above
4.6	4.6	4.6	4.6	4.6
5.6	5.6	5.6	5.6	5.6
5	5	5	5	5
4.8	4.8	4.8	4.8	4.8

Table 3: Contingency values of the relationship between the performance of teachers (in teaching English language) who participated in learning teaching improvement strategies

1-5 years	6-11 years	12-17 years	18-23 years	24 years and above
7(4.6)	4(4.6)	3(4.6)	3(4.6)	6(4.6)
4(5.6)	5(5.6)	8(5.6)	7(5.6)	4(5.6)
5(5)	6(5)	2(5)	8(5)	4(5)
4(4.8)	5(4.8)	7(4.8)	2(4.8)	6(4.8)

Calculated chi-square value = 12.79.

Table chi-square value = 21.03 at 0.05.

Significant level at 12 degrees of freedom

The alternative hypothesis (H_1) was rejected and the null hypotheses (H_0) was accepted. The finding revealed that there was no significant relationship between the performance of teachers who took part in the teaching improvement strategies programme and those who did not participate in learning teaching

improvement strategies. The teachers who took part in learning teaching improvement strategies performed better than those who did not participate. The prove of this was seen in the performance of their students.

Table 4: Re-test table on teachers who participated on the improvement teaching programme and those did not.

Teachers Description	N	Total scores of teachers	S	Tcal	Critical value or Ttap	Sig. level	Result
Teachers who participated in the teaching improvement strategies programme.	20	69	1.86	4.90	1.73	0.05	H accepted
Teachers who did not participate in the teaching improvement strategies programme.	20	36					
Total	40	105					

N = Number of teachers who participated in the study.

S = Standard deviation.

Total = 4.90 > Ttab 1.73 at 0.05 significant level showing, there is a significant difference between the performance of students whose teachers took part in learning the teaching improvement strategies and those whose teachers did not participate. Hence the alternative hypothesis two (H₁) is accepted.

DISCUSSION OF RESULTS

Hypothesis One

H₀₁: There is no significant relationship between the performance of teachers who teach English language participated in learning the strategies to improve teaching and those who did not attend.

H₁₁: There is a significant relationship between the performance of teachers who teach English language and participated in learning the strategies to improve teaching and those who did not attend.

Hypothesis Two

H₀₂: There is no significant difference between the performances of students whose teachers participated in the teaching improvement strategies programme and those whose teachers did not.

H₁₂: A significant difference between the performance of students whose teachers participated in the teaching improvement strategies programme and those whose teachers did not.

The study revealed that teachers who received training on “teaching improvement strategies programme” taught differently from those who did not participate on the programme. Those who received teaching improvement training taught better than their counterpart who did not participate in the programme. Evidence of this study finding was also seen in the students’ performance in English language. The students whose teachers participated in learning the teaching improvement strategies performed better in English language than their counterparts whose teachers did not take part in the programme. This finding coincides with the study of Zwart (2007) and Hathie (2009) that a teacher who learns and applies the teaching improvement strategies will definitely improve his/her teaching skills, techniques and therefore will perform better when teaching. The strategies will help the teacher to know whether the students do understand what they were taught or not. This will make the teacher to be able to render help to those students who need to be helped. These improvement teaching strategies will not only improve teachers’ instruction but education as a whole. The improvement teaching strategies will make teachers to improve in teaching and all the students will also benefit from the teachers’ teaching due to different considerations brought into teaching by applying the strategies. Hathie (2000) in his finding also discovered that collaborative team work adopted by teachers which was one of them teaching improvement strategies not only helped the teacher to improve in teaching but also helped the students to perform well in their academics.

CONCLUSION

It was concluded from the study that teaching improvement strategies will help the teachers to teach well. It will make the teachers to know whether the students understand the learning experience or not. It will make them to help those students who do not understand to re-learn till they master and understand the subject-matter. It will also help the teachers to be humane with students and help the slow ones to keep pace with others. This will help the students at their different study abilities to learn and therefore perform well academically.

RECOMMENDATIONS

Schools should introduce teaching improvement strategies programmes and also encourage teachers from all categories to attend the training so as to improve their teaching. Schools should adopt some of the programmes such as the “Professional Learning Community” into their system. Those schools who have practiced these strategies should continue seriously with them.

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