



TEACHERS UTILIZATION OF IMPROVEMENT TEACHING STRATEGIES FOR INSTRUCTIONAL DELIVERY IN SENIOR SECONDARY SCHOOLS IN GWAGWALADA AREA COUNCIL, ABUJA, NIGERIA

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Abstract

There are some improvement teaching strategies which can help teachers in their teaching for students to learn better. This study focus on “Teachers utilization of Improvement Teaching Strategies for Instructional Delivery in Senior Secondary Schools in Gwagwalada Area Council, FCT, Abuja. A survey research design was adopted for the study. Out of the larger population of 2362 teachers, 400 teachers were used for the study. The instrument used for collection of data was a “Questionnaire on Teachers Utilization of Improvement Teaching Strategies for Instructional Delivery (TUITSID). Statistics used to analyse the data were frequency and mean. The finding of the study showed that teachers were not trained to utilize improvement teaching strategies to deliver instruction in senior secondary schools in Gwagwalada, FCT. It was recommended that secondary schools should introduce these improvement strategies and ensure that teachers are trained on how to use them to teach.

Keywords: *Teachers, Utilization, Improvement, Strategies, Instructional Delivery.*

Introduction

Teachers are the bedrock of the educational system as far as teaching and learning are concerned. The societal expectation of teachers is that they teach the children to perform well academically and have a better life in future. Teachers have to acquire the knowledge, skills and competence needed to teach effectively. This serves as a key to achieve best teaching/learning results, high students' academic performance and high educational standard. It is therefore pertinent for teachers to undergo training on how to use the improvement instructional

teaching strategies to improve teaching and learning. This will help the students understand the learning experiences and perform better in their academics.

For teachers to teach effectively to enhance performance of students they have to apply improvement instructional strategies to teach. Some scholars have discovered through research that these strategies will not only improve teaching in the class but will also enhance students' performance thereby raising the standard of education (Schollar 2001, Smith, 1996 in Ugbogu, 2013, & Hattic, 2009). These instructional strategies include: Self Evaluation Form strategy (SEFS), School Improvement Partner Strategy (SIPS), Mixed-Ability Group Strategy (MAGS) and Collaborative Group Strategy (CGS)

Self Evaluation Form Strategy (SEFS): is a self evaluation form that a teacher has to fill to assess his or her teaching ability. This form should be honestly filled by teachers, it will help the teacher to know her strengths and weaknesses and it will help the teacher to improve on her weak points

School Improvement Partner Teaching Strategy (SIPTS): entails the teacher engaging a well qualified senior teacher to advise her appropriately on the method to use to deliver the lesson and to pinpoint his or her weaknesses and strengths (Oke, 2017, Smith 1996 cited in Ugbogu, 2013). This qualified assessor should assess the teacher's lesson note whether it is relevant, adequate, appropriate and logically arranged. The individual should also assess the introductory activities, students' previous knowledge, whether the teacher has stated lesson's objectives correctly when compared with the subject matter. The senior teacher should observe how the teacher presents activities whether they are appropriately, suitably and systematically presented; and whether the teacher is knowledgeable of the subject content, whether he is skillfull and competent to deliver the learning experience. This observer should check whether the teacher can write eligibly, clear and orderly on the chalkboard, /flannel or projector. The teacher should be evaluated on the use of instructional resources, whether he has used them appropriately and whether they are relevant for the learning experience. The assessor will also check the level of the teachers interaction with the students, has he asked the students pertinent questions and are the questions well distributed among the students? The assessor should check whether the teacher has evaluated the students appropriately and finally whether the teacher is well comported, confident, enthusiastic and that he is able to control and manage the class properly.

Mixed-Ability Group Improvement Teaching Strategy (MGITS):- refers to the personalization of the learning of an individual student in mixed-ability group and the provision of work and activities that are challenging for every ability

level. Smith 1996 cited in Ugbogu, (2013), maintained that a teacher can use any assessment of pupils' abilities and attainment as a starting point for teaching. He should provide varieties of activities to allow different levels of learning to take place. Department of Educational Training (2017) maintained that teacher should direct and structure students learning appropriately and trained them to use discovered method to learn to gain new knowledge and skills. Packard & Race (2012) submitted that teachers should give students specificity to accomplish the task. The researcher emphasised also that teachers should set differential achievable goals and make sure that the students attain the goals. The teacher should differentiate different ability levels by using various activities or tasks, anticipating and expecting different outcomes, he should acknowledge that all pupils will need varying length of time to complete activities. He should also understand that each pupil will grasp new ideas within varying time schedule, he has to group pupils differently for different tasks, using a manageable number of differentiated teaching groups not more than four which is a manageable number. The teacher when given assignment should carefully plan a realistic deadlines so that all pupils should have a sense of achievement. He should continuously assess teaching groups to give feedback about their learning and their success, using assessment to set individual group, class target and he should mark their performances and inform pupils about their standard of achievement per group.

Smith 1996 cited in Ugbogu (2013) submitted that if a teacher applies these strategies it will enhance teachers effectiveness and improvement, it will also prevent children's fatigue by providing easier interventions and creating more and better opportunities for less able: children as well as those who are gifted and talented. The researcher advised that teachers should develop during teaching learning periods, use teaching assistance or support group to improve their learning. The researcher emphasized on teacher establishing homework clubs and providing extra support for children who may be vulnerable.

The teacher should make sure they help their students to acquire new knowledge and skill, meet up with appropriate targets, reach appropriate levels and have appropriate scores in both internal, external tests and examinations and other assessments.

Collaborative Improvement Teaching Strategy (CITS): emphasized on teachers belonging to a Professional Learning Community (PLC) which will help them to cooperatively, maintain friendly collegial relationship, have open communication with one another which will help them to have free exchange of ideas and opinions. Hattie (2009) posited that teachers when organized into collaborative

teams will be able to clarify what each student should learn. The teacher collaborative team will state the indicators for learning and gather evidences of the learning as it is going on, they will analyze the results of the learning together and bring out which instructional strategies were working and which one were not. This will help the teacher to improve on teaching for the student to learn better.

Collaborative Improvement Teaching Strategy emphasised on teachers providing students with additional time and support for learning, giving students extra-time to finish their work before submitting to the teacher if the student faces any difficulties. This teaching strategy encourages the teacher to be humane to allow students to turn in late homework, assignment and to retake a test that they failed, teachers have to provide assistance for students to succeed and should insist that students should work on their paper or project until they meet up with acceptable standard, through proper and thorough work. Zwart (2007) one of the protagonists of collaborative teaching strategy advised that teachers should collaborate with themselves to improve their instruction so as to enhance educational standard.

Ugbogu (2013) posited that it is imperative that teachers should be well equipped to teach effectively and that they should be knowledgeable, skillfull, competent and should master different teaching techniques that will help them to effectively deliver teaching for students to learn better.

The bone of contention is whether the teachers are aware of these teaching strategies and whether they have utilized them to teach?. The problem of the study is that teachers may not utilize the improvement teaching strategies for instructional delivery in Senior Secondary Schools in Abuja.

Purpose of the Study

The study examined teachers utilization of improvement instructional strategies to teach students in senior secondary schools in Gwagwalada Area Council, Abuja. Specifically, the study

Investigated whether teachers have been trained to use the improvement teaching strategies for instructional delivery in secondary schools in Gwagwalada, FCT-Abuja.

Research Question

1. Are teachers trained to utilize improvement teaching strategies for instructional delivery in senior secondary schools in Gwagwalada, FCT, Abuja?

Methodology

The research design used for the study was survey. The population of the senior secondary schools was 48, the respondents were 2362. The sample of the senior secondary schools were 12, the respondents were 400 teachers. The researcher used Yaro Yamane formula to sample the teachers for study as seen below:

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

Where

n = Sample size, N = Population size, e = error margin

$$n = \frac{2362}{1 + 2362 (0.05)^2}$$

$$n = 399.830652$$

$$n = 400 \text{ Approximately}$$

Simple frequency and mean were used to analyse the research question where as chi-square was used to test the hypothesis. The instrument used to collect data was a questionnaire on “Teachers Utilization of Improvement Instructional Strategies for Teaching in Senior Secondary Schools” (TUIISTSSS) prepared by the researcher. The questionnaire was subjected to validation by the researcher giving it to the experts in education to assess. After the experts assessment and approval it was used for the study. To find the reliability of the instrument, a pilot study was carried out. The researcher gave ten questionnaire to the teachers who formed the population (not sample) of the study to respond. After collection, split-half method was used to separate the items into even and odd numbers, the data got from each set of items were analyzed correspondingly by using Pearson Product Moment Correlation coefficient statistics and Spearman Rho Rank Order coefficient statistics, the score got from the final analysis was 0.75 which proved that the instrument was reliable to be used for the study. Mean statistics was used to analyse the research question, mean score of 2.50 and above was adjudged as agreed whereas 2.49 and below was adjudged as disagreed when considering the mean decision rule. The research question was accepted at 2.50 and above or rejected at 2.49 and below following the above rule.

Analysis of Data

Research Question: Are teachers trained to utilize the improvement teaching strategies for instructional delivery in senior secondary schools in Gwagwalada, FCT-Abuja

**Table 1: Teachers Trained to Utilize Improvement Teaching Strategies
N=400**

S/No	Items on Teachers Trained Utilize of Improvement Teaching Strategies	SA	A	D	SD	\bar{X}	Decision
1	Teachers are trained to use:						
	Self evaluation improvement teaching strategy for instructional delivery	38	60	200	102	2.09	Disagree
2	School partnership (where you invite expert to assess you during teaching) improvement teaching strategy for instructional delivery	45	59	176	120	2.07	Disagree
3	Mix-ability group (form groups, give them tasking activities etc. to work on) improvement teaching strategy for instructional delivery	50	80	159	111	2.17	Disagree
4	Collaborative (collaborating with colleague, information, ideas etc) teaching improvement strategy for instructional delivery	47	66	180	107	2.13	Disagree
	Sectional Mean					2.12	rejected

All the respondents disagreed to the items in table 1 with the mean score of 2.09, 2.07, 2.17 and 2.13 respectively. The respondents disagreed that teachers are trained to use self evaluation, school partnership, mix-ability group and collaborative teaching strategies for instructional delivery. All the respondents rejected that teachers are trained to apply improvement teaching strategies for instructional delivery in secondary schools in Gwagwalada Area Council FCT, Abuja with the sectional mean score of 2.12.

Discussion of Result

The study finding revealed that teachers were not trained to use improvement teaching strategies to deliver teaching instruction. Zwart (2007) noticed that teachers are not involved in collaborative teaching the researcher therefore advised that teachers should collaborate among themselves, that this will improve their teaching instructions and enhance the educational standard. Hattie (2009) affirmed that when teachers form collaborative teams, it will help them to maintain friendly collegial relationship, engage in communication, exchange ideas, opinions which will improve their teaching and help the students to learn. Smith 1996 in Ugbogu (2013) noting that majority of teachers do not apply these improvement teaching strategies emphasised that teachers should make use of these strategies while teaching. Oke (2017) in the same vein maintained that the teachers should employ school improvement partner teaching strategy which will enable them to assess the students and reveal the teachers strengths and weaknesses for improvement.

Conclusion

It was concluded from the finding of the study that teachers in senior secondary schools in Gwagwalada Area Council, FCT, Abuja are not trained to use the improvement teaching strategies for instructional delivery

Recommendations

From the study finding the researcher recommended that, government should make it possible for secondary schools at all levels to carryout training on the utilization of improvement teaching strategies that this will help teachers improve and be effective when teaching. School management, supervisors should ensure that seminars and workshops are organized to teach teachers how to apply the improvement teaching strategies for teaching.

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