

## Leadership Management

Elixir Leadership Mgmt. 93 (2016) 39887-39890

**Elixir**  
ISSN: 2229-712X

# Role of teachers in improving teaching and learning in Nigerian secondary schools

Jailani Md Yunos<sup>1</sup>, Isa Yuguda kotirde<sup>2</sup> and Azman Hassan<sup>1</sup>

<sup>1</sup> Universiti Tun Hussein Onn, 86400, Parit Raja, Batu Pahat, Johor, Malaysia.

<sup>2</sup> Modibbo Adama University of Technology, Yola, Nigeria.

### ARTICLE INFO

#### Article history:

Received: 6 January 2016;

Received in revised form:

22 April 2016;

Accepted: 28 April 2016;

#### Keywords

Supervision,  
Teaching,  
Learning,  
Secondary School.

### ABSTRACT

This paper is part of a wider research on the role of teachers to guarantee proper and effectiveness of secondary school supervision and quality improvement in general. The aim of this research is to determine the most important role and related issues of teachers teaching in improving teaching and learning (TTL) among students. The instrument of data collection was a questionnaire, where the research sample was 243 secondary school teachers participated in the study. The data were analysed using descriptive and multiple regression analysis.

© 2016 Elixir All rights reserved.

### Introduction

Teacher education is one of the most important portions of the national development and teachers constitute a high and a vital component of the entire system. Keith (2006) revealed that teachers are the key drivers of internal school conditions for effectiveness of teaching and learning in development and school changes. Teachers occupy the highest and significant level in the school system. Though, learners are the central figure in the process of teachers teaching and learning, but without good and qualified teachers, teaching and learning activities cannot move an inch. Mkpa (2007) is of the view that teachers are the heart and soul of the formal system while Molagun (2007) has identified teachers as the life wire of the school system. Otu (2006) considered teachers as the prime movers in the development of optimum condition for teaching and learning. Mayer, Mullens & Moore (2000) in their research confirmed that capable teachers are the essential link between public aspirations for high quality schooling and students' academic performance. Performance is having well qualified teachers in every classroom (Sparks, 2000). Johnson & Immerwhar (1994) informed that America ranked 'good teacher' as the most important thing schools need in order to do a good job.

The global concern of Education and Nigerian governments in particular has been amongst others performance of teachers teaching and learning of secondary school education. According to Odubuker (2004) school supervision is defined as the quality and quantity of teachers teaching and learning knowledge, skills, techniques, positive attitude, behaviour and philosophy that students acquire. The ability to achieve this is to be evaluated by marks and grades obtained in a test or examination, at the end of a topic, term, and year or education cycle. According to Wanda, (2001) the main school inputs are Supervisors, principals, teachers, classroom resources, school plant, school management, class-size, attendance, library facilities and extra-curricular expenditure. However, the nature of teaching and learning of

resource inputs that determine the output of educational provision that will be used in this study include educational personnel's to supervised instruction.

Materials educational facilities and education finance (Ankomah & Bosu, 2005). School supervision as a field of educational practice has passed through many changes. Traditionally, inspection and supervision were used as important tools to ensure efficiency and effectiveness in the educational system. Different countries, which were later adherents of the term inspection and school supervision, implemented them in different ways. In many developed countries, such as the United Kingdom and United State, much more attention has been given to the term inspection than school supervision (Lee, Ding, & Song, 2008). To achieve this objective, school executives are expected to apply appropriate management skills. The teacher in secondary schools has a crucial obligation in discharging their expected managerial duties in the schools. Therefore, the overall management of schools rests with the head teacher working with and through the teachers to maximize their capabilities in the profession and achieve the desired educational goals. The head teachers' visionary and moral contributions are expected to give teachers direction and the ability to perform in school. Teachers play a crucial role in ascertaining whether or not the desired educational results are achieved. However, they expect to be provided with proper conditions for good teaching and learning (Mbiti, 2007).

Since the teacher demand for guidance and support of supervisors has increased over time, some countries changed the term, preferring "supervisor" to "inspector". According to Grauwe (2007), some countries have recently developed more specific terminologies: Malawi, uses "education methods advisor", and Uganda "teacher development advisor." In line with this trend, Beycioglu & Donmez (2009) stated that "school supervision has been changing in its practice from a control mechanism which inspects and restricts teachers for not having them make errors to a practice which allows

schools, especially at present, to have its members supervise themselves in collaborations and group dynamics.

## 2. Secondary school education in Nigeria

Secondary school education should be regarded as a strategy for effective and efficient social setup. It must be understood that formal secondary education is primarily the most significant of all national development. It is a knowledge production centre, as skills production system, as a complex multi-layered system of social, political, cultural and economic development system of nay nation. Further to this, the secondary school system is a formal institution vested with the responsibility of imparting and developing knowledge, skills and attitudes essential for individuals to fit into society and be able to contribute productively to its development (Boaduo 2001).

Secondary education is the education children receive after primary education and before the Tertiary stage within the age range of 12 to 18 years. The broad goals are to prepare the individual for useful living within the society and higher education under the context of the 6-3-3-4 system of education. (Federal Republic of Nigeria, 2004: 18-20). To be able to effectively provide education, there is a need to ensure that the educational system is reliable. Reliability in terms of the educational system can only be enhanced through supervision. (Peretomode, 2004).

### 2.1. Teachers teaching and learning

According to Wehmeier (2004), supervision is the act of being in charge and making sure that everything is done correctly and safely. In our contemporary society, schools are considered as social systems, because they are bound by some sets of elements (subsystems) and activities that interact to constitute a single social entity. The effective functioning of every social system, schools included, is assumed to be dependent on the quality of their teaching and learning. All schools, like other organizations, require teachers' initiatives if they are to remain in the profession. Their products are knowledge, skills and values to the society, and are delivered through teaching and learning processes. The inputs required by the school in the processing of its products are infrastructure, teachers and teaching/learning materials. Students are customers of school system hope to yield a product, who desire to acquire adequate knowledge to enable them to hold some of the important positions, acquire competitive skills for the job and profession wisdom to succeed in life within the community (Bergen, 2007). Teachers are mandated with a reasonable responsibility and accurate duty to bring together and the coordination of all the resources within the school system for the achievement of desired and stipulated educational goals and objectives to attain. Birgen (2007) postulated that the ultimate responsibility for the effective functioning of the school teachers within their jurisdiction is to execute his power to make a thorough supervision in the school.

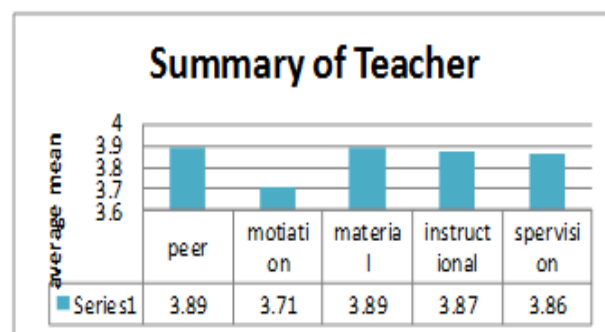
### 3. Methodology.

The research design of this paper is a survey, using a questionnaire to collect data. The Quantitative approaches were used for the collection and analysis of the data with a Cronbatch alpha of 0.724. Slavin (2007) pointed that the research design is a method primarily concerned with the blend of various disciplines. In the study of social science phenomena and has moved the pattern towards using one method or one source of data in the study (Dzakiria & Kasim, 2013). According to Rothbauer (2008) the survey is often used to indicate how effective the assessment is done to satisfy

what it measured for. However, the sampling research of the study comprises the population of 243 secondary school teachers in Adamawa State Nigeria. Therefore, the data collected by the questionnaire were analysed with both descriptive statistics such as the mean and standard deviations and the multiple regressions, to answer the research questions set for the study.

## 4. Findings and Discussion

The most important roles of teachers for improving supervisions in school results were presented in figure1.1. This is to simplify the interpretation of the means levels and ranking scores respectively. Teachers' create new ideas and implement plans for the effective improvement of teaching and learning is in line with the study conducted by According to Wanda, (2001) the main school inputs are Supervisors, teachers, classroom resources, school plant, school management, class-size, attendance, library facilities and extra-curricular expenditure. All school ideas are discussed at the subject departmental meetings such as Self-control and motivation for professional development and Teachers are encouraged to lead by example as highlighted by Birgen (2007) postulated that the ultimate responsibility for the effective functioning of the school teachers within their jurisdiction is to execute his power to make a thorough supervision in the school. However, the most important of the department's share resources will motivate them to work together as members of the same school.



**Figure1.1. Summary of findings of the teacher's important role in improving teachers' teaching and learning.**

The figure.1.1 indicates the summary of the findings in teacher importance role played in teachers teaching and learning. The result showed that peer teaching and material utilization 3.89 respectively, and teachers in the same subject departments sharing resources which in line with the study by Chen Schechter (2012) teachers' engaging in the activity of discourse enhances cognition as it encourages the development of more organised and integrated understanding. On the other hand Students progress is carefully monitored by teachers which Tucker, (2003) views that Peering learning, collaboration needs to increase so that teachers can discuss teaching methods with one another for effective monitoring.

### 5. Teachers Summary

The R Square values in the Model summary variables of determining the teacher's role have been analysed. The model explains the R square = .044. This explains the variance. The model indicated an R .210. This explained how much of the roles of teachers to improve supervisions in schools is perceived. It shows a statistically significant contribution as indicated. Onasanya (2005) concluded that the system of education would be seriously affected when the educational system is not performing its obligation by following standard rule.

**Table 1.1. Teachers model summary.**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.210 <sup>a</sup>	.044	-.060	14.167

a. Predictors: (Constant), Total\_Teacher\_Supervision, Total\_Teacher\_Instructional, Total\_Teacher\_Material, Total\_Teacher\_Motivation, Total\_Teacher\_Peer

## 6. Conclusion

Some of the most important ways of improving teachers teaching and learning in Nigerian secondary school system are essentially through school supervision and the proper monitoring of teachers by the school principals and supervisors. However, supervision is not all about criticizing the school activities and searching for teachers' lapses. It is meant to bring out the best results from the teachers' and the school supervisors by collaborations for improving the system and accepting the modern mode of supervision. The study was able to find out the most important role of teachers. On the other hand Student progress is carefully monitored by the teachers and constantly monitor by supervisors and principal which their ranks also very important. It could also be concluded that teachers in the school do like recognise and partisan as active players in the educational system. According to the findings of Suarman, Aziz & Yasin, (2013) they found that the quality of teachers' instruction was one of the factors that could influence students' satisfaction whilst, motivation and the aspect of the teachers' efficiency was found to have great impact or contribution in teaching and learning. The novelty of the research will contribute to improving teachers' in the educational system for the future research.

## 7. Recommendations

Based on the findings of this research paper, the followings are the recommendations that were observed by the researcher to consider for the improvement of the teachers' teaching and learning in the Nigerian educational system:

- Teachers' Training and retraining of teachers' in service
- Conferences and seminars on teaching and learning
- Professionalism of education system
- Re- emphases on teacher education

Finally, it is a good decision to recommend that the researches keep on for the purpose of the improvement of the entire system. The government may encourage the scholars and the researchers and also the authority concerned should implement the various reports from teachers so that the new techniques for improving teaching and learning should be accepted in good faith. This can lead us to finding a lasting solution to the menace of the system. Teachers should consider suggested strategies that can help to strengthen teachers' perceptions of supervision, training, motivation, reinforce trustworthy behaviours, and collaboration support. The research study is valuable as a guide to school teachers' and wishing to implement to school supervision.

## References

- Amin, M. E. (2005). Social science research: Conception, methodology and analysis. Makerere University.
- Ankomah et al., (2005) Ankomah, Y., Koomson, J., Bosu, R., & Oduro, G. (2005). Implementing quality education in low income countries (EDQual
- Beycioğlu, K., & Dönmez, B. (2009). Rethinking Educational Supervision. Inonu University Journal of the Faculty of Education (INUJFE), 10 (2).
- Birgen, P. (2007). Strategic Thinking. Principal the Merchant of Knowledge. Nairobi: Image Books Publishers.

Boaduo, N.A.P. (2001). Inquiry into functional, practical secondary education provision in South Africa: A study of education for development. An unpublished MDS thesis. Bloemfontein: University of the Free State.

Dzakiria, H., Kasim, A., Mohamed, A. H., & Christopher, A. A. (2013). Effective Learning Interaction as a Prerequisite to Successful Open Distance Learning (ODL): A Case Study of Learners in the Northern State of Kedah and Perlis, Malaysia. Turkish Online Journal of Distance Education, 14 (1), 111-125.

Grawue, (2007). Transforming school supervision into a tool for quality improvement. International Review of Education, 53 pages 710-712.

Johnson, J., & Immerwahr, J. (1994). First Things First: What Americans Expect from the Public Schools.

Keith & Abraham, J. (2006). Borderline personality features: Instability of self-esteem and affect. Journal of Social and Clinical Psychology, 25 (6), 668-687.

Lee, Ding, & Song, (2008). (Oh, M. S., Lee, K., Song, J. H., Lee, B. H., Sung, M. M., Hwang, D. K., & I'm, S. (2008). Improving the gate stability of ZnO thin-film transistors with aluminium oxide dielectric layers. Journal of the Electrochemical Society, 155 (12), H1009-H1014.

Mayer, D. P., Mullens, J. E., & Moore, M. T. (2000). Monitoring school quality: An indicators report (NCES 2001-030). US Department of Education. National Center for Education Statistics. Washington, DC: US Government Printing Office.

Mayer, D.P., Mullens, J.E. & Moore, M.T. (2000). Monitoring school quality: An indicators report. National Centre for Education Statistics Available at <http://www.nces.org>.

Mbiti, D. M. (2007). Foundations of School Administration (Rev. ed.). Nairobi: Oxford University Press. Ministry of Education, Science and Technology website. Information on KESI was retrieved on 21st January 2007 from [http://www.education.go.ke/KESI\\_Basics.htm](http://www.education.go.ke/KESI_Basics.htm).

Mkpa, M. A. (2007). Moving secondary education forward in Nigeria through information communication technology (ICT). In A paper presented at a seminar organized by All Nigeria Conference of Principals (ANCOPPS). Abia State Chapter at Kopling Hotels, Umuahia on February (Vol. 13).

Mkpado, M., & Arene, C. J. (2007). Effects of Democratization of Group Administration on the Sustainability of Agricultural Micro Credit Groups in Nigeria. International Journal of Rural Studies (IDRS), 14 (2).

Odubuker, (2004) Odubuker P. E. (2004). Influence Of Tutor Instructional Performance On Student Academic Achievement In The Primary Teachers' Colleges. Unpublished Dissertation, Makerere University, Kampala.

Olagun, H. M. (2008). An investigation into the problems inhibiting the effective promotion of functional education in Nigerian schools: A case study of Kwara State secondary Schools. African Journal of Historical Science in Education, 4 (1&2), 158 – 169.

Otu, H., Ramnarain, D. B., Park, S., Lee, D. Y., Hatanpaa, K. J., Scoggin, S. O.,... & Habib, A. A. (2006). Differential gene expression analysis reveals generation of an autocrine loop by a mutant epidermal growth factor receptor in glioma cells. Cancer research, 66 (2), 867-874.

Peretomode, V.F. (Ed.). (2004). Introduction to Educational Administration Planning and Supervision.

Rothbauer, P. M. (2008). Triangulation. The Sage encyclopedia of qualitative research methods, 2, 892-894.

- Slavin, R. E., Borman, G. D., Cheung, A. C., Chamberlain, A. M., Madden, N. A., & Chambers, B. (2007). Final reading outcomes of the national randomized field trial of Success for All. *American Educational Research Journal*, 44 (3), 701-731.
- Sparks, G. (2000). The business process model. Enterprise Architect, www. Spark systems. com. au.
- Suarman, S., Aziz, Z., & Yasin, R. M. (2013). The Quality of Teaching and Learning towards the Satisfaction among the University Students. *Asian Social Science*, 9(12), p252.
- Sullivan, S., & Glanz, J. (2005). Supervision that improves teaching: Strategies and techniques. Corwin Press.).
- Taylor, P. & Maor, D. (2000). Assessing the efficacy of online teaching with the Constructivist On-Line Learning Environment Survey. In A. Herrmann and M.M. Kulski (Eds.), *Flexible futures in tertiary teaching*. Proceedings 9th Annual Teaching Learning Forum, 2-4 February 2000. Perth: Curtin University of Technology. <http://lsn.curtin.edu.au/tlf/tlf2000/taylor.html>
- teachers professional identity. *Teaching and Teacher Education*, 20 (2), 107-128.
- Taylor-Powell, E., & Renner, M. (2009). Collecting evaluation data: End-of-session questionnaires. University of Wisconsin--Extension, Cooperative Extension, Program Development and Evaluation.
- Teaching And Learning International Survey (2001, 2008 & 2013).
- Theisen, C. J., Kucera, P. A., & Poellot, M. R. (2009). A study of relationships between Florida thunderstorm properties and corresponding anvil cloud characteristics. *Journal of Applied Meteorology and Climatology*, 48(9), 1882-1901.
- Theisen, M. R., Fleischer, H., & Henze, H. (2004). *Aufsichtsrat.Handwörterbuch der Unternehmensführung und Organisation*, Stuttgart, 62-70.
- Tobis, J., Azarbal, B. & Slavin, L. (2007). Assessment of intermediate severity coronary lesions in the catheterization laboratory. *Journal of the American College of Cardiology*, 49(8), 839-848.
- Treslan, D. L.(2008).Educational supervision in a transformed school organisation. Memorial University of Newfoundland, 1-8.
- Tuoya, D. A. (2007) .*Educating the Reflective Practitioner. Towards a new design for teaching and learning in the professions*, San Francisco: Jossey-Bass.
- Uduh, S., Akpa,G, O. (2004). *Educational administration in Nigeria*. (3rd edi.). Jos Nigeria: Theory and practice.
- Ujowundu, C. O., Ogbede, J. U., Ilechukwu, M. A., Ekwonwa, A. J., Onyeagoro, E. E., Omenka, I. & Okechukwu, R. I. (2015). Quantitative Assessment of
- Wanda, F., Twongo, T., & Denny, P. (2001). The impact of water hyacinth, *Eichhornia crassipes* (Mart) Solms on the abundance and diversity of aquatic macroinvertebrates along the shores of northern Lake Victoria, Uganda. *Hydrobiologia*, 452 (1-3), 79-88.
- Wehmeier, S., Raab, A., & Feldmann, J. (2004). Investigations into the role of methylcobalamin and glutathione for the methylation of antimony using isotopically enriched antimony (V). *Applied organometallic chemistry*, 18 (12), 631-639.