

Quality Teaching for Quality Learning in South Geo-Political Zone of Nigeria

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Article History

Received: July 9, 2020

Revised: August 6, 2020

Accepted: August 11, 2020

Published: August 12, 2020

Abstract

The study investigated quality teaching for quality learning in the south-South Geo-political zone of Nigeria correlational research design was adopted in this study. They usually show the direction of the relationship whether positive or negative relationship. The essence to determine how they relate. The population of the study was made up of all teaching staff of secondary schools. Out of this numbers only three hundred and forty eight (348) were gotten through stratified random sampling. The instrument for data collection was a self-made questionnaire, titled "Teachers quality teaching and quality learning of students inventory" (T QT QLSI), the instrument had four sections were administered to the respondents. The instrument was validated using face and content as validities as yard stick. The reliability of the instrument was ascertained by the use of test-retest reliability. The instrument was administered to two group of persons with a fortnight interval after which the outcome was subjected to person product moment correlation statistics Moment and it produced a reliability coefficient of 0.8 and for quality learning of secondary school students it gave 0.76. The data collected was analyzed by the use of Pearson Product Moment Correlation Coefficient which was used to answer and test the hypotheses at 0.05 level of significance. The findings of the study shows that a high positive relationship exists between quality of instruction of the teachers and quality learning of the secondary school students. Based on these findings the following recommendations were also made. Teachers should be provided with more incentive and motivate them with teaching aid/audio as to drive home the subject content.

Keywords: Investigated; Quality teaching; Population; Instrument.

1. Introduction

The world of learners that has the impact of quality learners today, particularly in Africa, has gone through a lot of transformation. The teachers of today require understanding the learning environment in the secondary schools of Nigeria such a learning environment is supposed to be healthy, secure, protective, inspiring and adapted for secondary school students in Nigeria. [Nwachukwu \(2007\)](#). Most teachers and their teaching methods are the most important factors in the quality of education. In fact, most of the teachers actually cause blockages for learning whereby they use bad methods to teach in the secondary schools. The obstacles could be very difficult to overcome, later particularly the volume of work in learners' exercise books are scanty and the curriculum is not properly covered.

For the transformation of our secondary schools into a world class citadel of learning, teachers need to acquire high quality education and research to enable them teach and treat students and colleagues according to the professional ethics. This will produce enlightened citizen with strong moral and ethical values that will build a tolerant Nigerian. To achieve quality learning and instruction, there must be the presence of quality classroom management and conducive *teaching climate as variable of quality teaching that can enhance quality learning in the secondary schools of Nigeria*. There has been an increasing rate of unhealthy, unsecured and unprotected learning environment of the students, most of the teachers do not co-operate to ensure a sound learning environment. Again most teachers are not inspiring the students to learn, this could be as a result of the ill-preparedness on the part of the teachers in respect to their lesson note, sometimes without the teaching aids they may not have mastery of their subject content, and consequently this may cause their students to be backward in the various subjects area. Most times the teachers may be rigid with one method of teaching to the detriment of the others.

Another challenge is the schools management inability to organize school to be interesting by introducing social activities, especially during break hours, including football and games that will attract the students thereby shifting their attention from anti-social behaviour in the school.

[National Education Quality Assurance \(2017\)](#) itemized five factors that will enhance smooth operation of the secondary school. Take for instance all junior secondary level must be taught by qualified Nigeria Certificate in Education (NCE) minimum and a teacher of Bachelor Degree in Education. A professional certificate in education in the senior secondary school, regular training of teachers ([Nwachukwu, 2007](#)) was of the view that teaching involves holistic human development and management, known as human engineering. He further stated that any classroom

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teacher in the new millennium that desires to succeed professionally should access more recent and useful information through seminars, workshops and improved quality programmes in all sectors of civil society in order to keep up with the time, that capacity building is important (Ukpong, 2000), was of the view that teachers intellectual ability has a positive relationship with the effectiveness of his teaching. Also Ukpong (2000) stated that the teachers differ very significantly in abilities interest, attitudes, values and personalities.

Furthermore, she was of the opinion that these personal characteristics determine their classroom effectiveness. Umoinyang *et al.* (2004), stated that the teachers' assessment of quality training should involve the use of many methods of evaluation for the purpose of guiding and improving the learning, performance of students. Umoinyang of all identified the characteristics of continuous assessment in terms of teaching for quality learning as follows: systematic, comprehensive cumulative and guidance oriented.

Udo (1998), affirms that endurance is an ethical virtue which the teaching profession cannot afford to dispense with. Denga (2005), maintained that he teacher, should possess the needed skills and maturity to make adequate choices pertaining to learning activities for the learners. Madumere-Obike (1999) postulates that to be effective, the teacher should possess certain teaching skill and methods which are directly related to daily teaching activities. They must also possess certain good personal qualities.

Sultana *et al.* (2009), carried out a study on the higher the quality of teaching the higher the quality of education. The purpose of the study was to evaluate the indicators of good teaching, and to find out institutional efforts for enhancing the profession development of teachers. Twenty teachers each of the five federal university of Islamabad were taken as samples for the study. The researchers came up with the result that good teaching does not pay any benefit to teachers except self-satisfaction and the need for quality teaching are not available in universities (Renner, 2019)

Witte and Habib (2013), investigated the quality of teaching and learning as practiced within different disciplinary discourses. The study was aimed at "addressing the question of how course design teaching and learning events take place within a special academic events and how those events mutually shape each other. In the analysis, six elements were important in how quality and learning are made up with Master's programme the teaching process and teaching style and the process of transformation from spontaneous to scientific concepts that the students undergo. The result of this study in terms of policy and practice to maintain among others, are that, teacher education in Scandinavians institution of higher education needs a more professional development that is both data-based and standard driven as well as collaboratively developed as criteria to assess teacher quality and possible certification.

1.1. Purpose of the Study

The study is aimed at determining the relationships, which exist between teachers' quality teaching and quality learning of students. Specifically, the study will seek to:

1. Identify the relationship which exists between the quality of instruction of the teachers and quality learning of students.
2. Determine the relationship which exists between classroom management of teachers and quality learning of students.
3. Find out the relationship that exists between teaching climate of the teachers and students' quality learning.

1.2. Research Questions

1. What is the relationship between the quality of instruction of the teachers and quality of learning of secondary school students?
2. What is the relationship between classroom management of teachers and quality learning of secondary school students?
3. What is the relationship between teaching climate of the teachers and quality learning of secondary school students?

1.3. Hypotheses

The following hypotheses were postulated to guide the study.

H₀₁. There is no significant relationship between quality of instruction of the teachers and quality learning of secondary school students

H₀₂ There is no significant relationship between classroom management of the teachers and quality of learning of secondary school students

H₀₃: There is no significant relationship between teaching climate of the teachers and quality learning of secondary school students.

2. Methodology

2.1. Research Design

The study adopted correlational research design, this type of study seeks to find or establish quality teaching for quality learning in the south-South geo political zone of Nigeria. They usually indicate the direction of the relationship whether positive or negative variable under investigation may occur before the study or after the study. The essence is to determine how the y relate. Ukwuije and Obowu-Adutchay (2012). The population of the study comprises of all secondary school teachers students in the South-South geo-political zone, six states made up the zone, two schools were sampled from each of the state six states giving a total of twelve (12) schools out of three hundred and forty eight respondents participated in the study. (Twenty Nine) 29 teachers which were selected from

each of the two schools resulting to 348, comprising of One hundred seventy four (174) male and female. The instrument for data collection was titled Teachers quality teaching and quality learning of students inventory (TQTQLSI). The instrument was self-design with four sections, section “A” was to elicit respondents demographic information. Such as age, type of school, section “B” a four points modified Likert type scale that was used to measure quality of instruction to teachers section “C” will measure classroom management of the teachers. While section “D” is a four—point modified likert scale, this will measure the respondents teaching climate of teachers and section ‘E’ is four point modified Likert scale this will also measure quality learning of students.

2.2. Procedure for Data Collection

The various sections of the instrument namely quality instructions of teachers inventory (QITI), classroom management of teachers inventory (CMTI), Teaching Climate of teachers’ inventory TCTI) and quality learning of students inventory (QISI) were used to collect data for the study. Validity of the instrument was ascertained by the use of face and content validities. Three (3) experts from measurement and evaluation validated the instrument. All their observations and comments were all incorporated into the final draft of the instruments. Reliability of the instrument as derived by the use of Cronbach Alpha and it resulted into a coefficient of 0.75 this was considered high and the degree of homogeneity of the items was high. In the case of analysis of the study, it adopted a correlation using Pearson Product Moment Correlation technique (Renner, 2019)

3. Results

3.1. Research Question One

What is the relationship between the quality of instruction of the teachers and the quality of learning of secondary school students?

The data generated with these research questions are presented in the tables below.

Table-1. Relationship between quality of instruction of teachers and quality learning of secondary school students

Variables	N	X	Y	X ²	Y ²	XY	r-calculated	r-critical
Quality instruction of teachers (X)	174		4706		75,364	74365		
Quality learning of students (Y)	174	4733		76,537			0.75	1.96
Total	348							

Level of Significance 0.05

Table 1 indicates the correlation coefficient between quality of instruction of the teachers and quality learning of the secondary school students 0.75 as against r-critical of 1.96 which means there is a positive outcome. This evidenced since the r-calculated is lesser than the r-critical of 1.96. The hypothesis is hereby accepted.

3.2. Research Question Two

3.2.1. What is the Relationship Between Classroom Management of Teachers and Quality Learning of Secondary School Students?

Table-2. Relationship between classroom management of teachers and quality learning of secondary school students

Variables	N	Σ _x	Σx ²	Σ _y	ΣY ²	ΣXY	r-cal	r-crit	Level of Significance
Classroom Management of Teachers (X)	174	4461	19,900			20,993			
Quality learning of secondary school students (Y)	174			4706	22,146		0.87	1.96	0.05
Total	348								

Table 2 shows that the correlation between classroom management of teachers and quality learning of students resulted into a co-efficient of 0.87 for the table calculated 1.96 for the critical table. Since the calculated value is lesser than the critical, the hypothesis stands accepted.

3.3. Research Question 3 (Three)

What is the relationship between teaching climate of the teachers and quality learning of secondary school students?

Table 3: Relationship between teaching climate of the teachers and quality learning of secondary school students

Table-3. Relationship between classroom management of teachers and quality learning of secondary school students

Variables	N	ΣX	ΣX^2	ΣY	ΣY^2	ΣXY	r-cal	r-crit	Level of Significance
Teaching of climate teachers (X)	174	4461	19,900						
Quality learning of students (Y)	174			4706	22,146	20,993	0.87	1.96	0.05
Total	348								

Table 3 shows that the correlation coefficient between teaching climate of the teachers and quality learning of students was calculated to be 0.87 while the critical value is 1.96 at 0.05 level of significance. Since the r-calculated is lesser than r-critical the hypothesis stands accepted.

3.4. Hypothesis One

There is no significant relationship between quality of instruction of teachers and quality learning of students

Table 4: The above hypothesis was tested with t-test. The r-obtained was transformed to the t-test as shown below. Furthermore the table below shows the correlation coefficient between quality of instruction of the teachers and quality of learning of secondary school students which stood at 0.75 a calculated value of 0.64 was obtained since the calculated t- value (0.64) was lesser than the critical t-value of 1.96 of 346 degree of freedom (df) 0.05 level of significance. The null hypothesis was not rejected. This implied that there was no significance relationship between quality of instruction of teachers and quality learning of secondary school students.

Table-4.

Variables	N	R	df	t-cal	t-crit	Level of Significance
Quality of instruction teachers	174					
Quality of learning of (Y) Secondary students	174	0.75	346	0.64	1.96	0.05
Total	348					

3.5. Hypothesis Two

There is no significance relationship between classroom management of teachers and quality learning of secondary school students.

Table 5: This hypothesis was tested with a coefficient correlation while the r obtained was transformed into a t-test as shown on the table below. The correlation coefficient (r) between classrooms management of teachers and quality learning of secondary school students amounted to 0.77. **Transformation of r** to t-test of the relationship between classroom management of teachers and quality learning of students.

Table-5.

Variables	N	R	Df	t-cal	t-crit	Level of Significance
Classroom management of teachers (X)	174	1.77	346	0.62	1.96	0.05
Quality of learning of Secondary students(Y)	174					
Total	348					

When this (r) was converted to t-test a calculated t-value of 0.62 was obtained. Since the calculated t-value of (0.62) was lesser than the critical t-value of 1.96 at 346 degree of freedom (df) and 0.05 level of significance, the null hypothesis two (2) stands accepted. This implies that there is no significant relationship between classroom management of the teachers and quality learning of secondary school students.

3.6. Hypotheses Three

There is no significant relationship between teaching climate of teachers and quality learning of secondary school students .The hypothesis was tested with a correlation coefficient while the (r) (obtained was transformed into a t-test as shown on the table below. The correlation coefficient (r) between teaching climate of the teachers and quality learning of the secondary school students resulted to 0.62

Table-6. Transformation of r to t-test of the relationship between teaching climate of the teachers and quality learning of secondary school students

Variables	N	R	Df	t-cal	t-crit	Level of Significance
Teaching climate of the teachers (X)	174					
Quality of learning of (Y) Secondary students	174	.76	346	0.62	1.96	0.05
Total	348					

When the r was converted to t -test, a calculated t -value of 0.62 was obtained. Since the calculated t was lesser than the critical t -value of 1.96 at 346 degree of freedom (df) at 0.05 level of significance, the null hypothesis stands accepted. This implies that there is no significant relationship between teaching climate of the teachers and quality learning of secondary school students.

4. Summary of Findings

The relationship between quality of instructions of the teachers and quality of learning of secondary school students was investigated. An examination of [table 1](#) shows a high positive relationship (.75) between quality of instruction of the teachers and quality learning of secondary school students. The implication of these findings was that, as scores on quality of instruction of the teachers increased positively, there is a similar positive increase of quality learning of secondary school students. This is an indication that the teachers understand the quality instruction for the teaching profession. In testing the hypothesis the outcome is a clear show of how quality learning of the secondary school students correlates (Complement or reciprocal relationship with quality instruction of the teachers). However, when t -test statistics was applied to test for significance of r , it was found that r was not significant at 0.05 level of significance.

Again when the relationship between classroom management of teachers and quality learning of secondary school students was examined, the [table 2](#) shows a high positive relationship of (0.87) classroom management of teachers and quality learning of secondary school students. The implication of these results was that as scores on classroom management of teachers' increases positively, there is a similar positive increase of quality learning of secondary school students. This also implies that the teachers are in charge of their teaching, it again manifest that classroom. Management of the teachers correlates with quality learning of the secondary school students. Nonetheless, when t -test statistics was applied to test for significance r , it was found that r was not significant. In the case of research questions three (3) the relationship between teaching climate of the teachers and quality learning of the secondary school students was critically examined. A critical observation of [table 3](#) shows a high positive relationship (.62) between teaching climate of the teachers and quality learning of secondary school students. The implication of this findings is that as score on teaching climate of the teachers increases positively, there is a similar positive increase in quality learning of secondary school students. It also means that the teachers that teach in a good climate will be subjected. So, teaching climate of the teachers correlates with quality learning of the secondary school students importantly, when t -test statistics was applied to test for significance of r , it was found that r was not significant $P < 0.05$. This finding was in line with [Ayodele \(1999\)](#) who agreed that a positive relationship existed when teaching climate was correlated against quality learning of secondary school students.

Recommendations

The fact that quality teaching results to improved students achievement or progress in Nigerian schools. The researchers therefore make the following recommendations.

1. Teachers have deep rooted knowledge of the subject matter and should always awaken the students interest to the subject.
2. Teachers should make use effective questioning methods and effective assessment model there should be adequate time for practice.
3. Teacher should put in place quality interaction between teachers and students, creating classroom participation and recognizing students, self-worth.
4. Teachers should step up their abilities to make efficient use of lesson time to co-ordinate classroom resources and space to manage students' behaviour with explicit rules and regulation that is often enforced.

5. Conclusion

The result on the present study was made on the bases of the correlation of quality teaching of teachers and quality learning of secondary school students. The results of data analyses conducted in study were critically investigated. The use of Pearson (r) and t -test made it possible to analyze the senior secondary school teachers that resulted to positive relationship between quality of teaching of teachers and quality learning of secondary school students.

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