

Effectiveness of Instructional Delivery in Public Primary Schools in Ogun State, Nigeria: An Evaluation.

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Abstract

The study evaluated the effectiveness of instructional delivery in public primary schools in Ogun State, Nigeria. It adopted the descriptive survey design. 70 Primary Class 3 teachers, one from each of the 70 randomly sampled public primary schools in the state participated in the study. An observatory instrument, the Teacher-Pupil Interaction Observation Sheet (TPIOS) was used to obtain data. Data gathered were analysed using frequency count, percentage, mean and standard deviation. The results show that public primary schools in Ogun State Nigeria were staffed by effective teachers who possessed the knowledge, skills and competences needed to ensure that pupils learn and grow academically, and develop personally in ways identified as desirable in the society and in the curriculum. The results also show that more still needed to be done by the teachers in the area of engaging the pupils in multi-sensory activities of touch, sight, and sound and providing them with opportunities to manipulate objects and interact actively with the learning environment to enhance learning outcomes.

Key Words: Evaluation, Instructional Delivery, Public primary schools, Ogun State, Nigeria

Introduction

Several definitions of the concept of teaching exist in literature. Most of them regard it as what the teacher does; an art of imparting knowledge, and as a way of promoting learning. It is important to examine the implications of these definitions. It would be too simplistic, and in fact, erroneous to accept that teaching is simply what a teacher does. This is because there are a thousand and one things a teacher does in the staff room and elsewhere in the school compound that do not directly touch on the lives of students, for instance, chatting with colleagues, and eating. Even within the four walls of the classroom, a teacher who is punishing a student or arranging tables and chairs cannot be said to be engaged in teaching. At best, such activities could be taken as hidden curriculum or indirect teaching, which is not our main concern at present.

Defining teaching as an art of imparting knowledge is not without its flaws. Traditionally, the teacher was assumed to be an all-in-all. He/she was regarded as a human encyclopedia whose authority in the world of knowledge could not be questioned. However, both the school system and classroom activities have witnessed remarkable transformation in the past few decades. With the phenomenon of information explosion and the opportunities and possibilities which accompany it, it is realized that there are several other sources of knowledge apart from the physical teacher. Majasan (1995) identifies the mass media - dailies, weeklies, radio, television,

films etc - as the commonest of these sources. This has since been superseded with the new information and communication technology typified by the global mobile system (GSM) and the internet. In the current dispensation, the teacher has become more of a knowledge-sharer than a knowledge-giver. Thus, the students are active participants in the teaching-learning process and not just passive receivers of knowledge.

Oyedeji (1998) regards defining teaching as imparting knowledge as too narrow to fully capture its essence. According to him, every teaching is carried out with the purpose of effecting learning in the students so as to produce educated persons. Obanya (1982), in his famous inaugural lecture "Teaching and Cheating" considers an "educated person" as one who is not just knowledgeable (i.e. whose domains for thinking and reasoning – Head - have been cultivated), but has equally been helped to cultivate his or her faculties for the development of feeling, emotions, values, attitudes and psycho-social adjustments to life situation (Heart) as well as the faculties for neuro-physical coordination, physical well-being and physical culture (Hands). Thus, the primary goal of teaching is not just the promotion of learning, but, in Obanya's view, also to cultivate the 3HS – the Head, the Heart, and the Hand.

However, the art dimension to the definition that teaching is an art of imparting knowledge cannot be ignored in any discourse on teaching. Some scholars have considered teaching to be an art. Ezeokoli (1999) conceives teaching as a form of professional artistry. In

other words, teaching is comparable to the work of a trained artist. The implication of this is that people can be taught how to teach but a good teacher combines existing knowledge (gained through training and experience) and his innate qualities and creativity to produce the desired learning outcome. Thus, Grambs and Can (1979) remark that teaching and learning, which have life-long implications, are activities that develop process as well as product. Majasan (1995) captures it more precisely when he observed that teaching has now become the art of motivation and management with the explosion of information and human aspirations and expectations. Thus, teaching can be regarded as a form of professional artistry.

Teaching as a way of promoting learning is probably the most popular definition of teaching in literature. Defined as a relatively permanent change in pupil's behaviour as a result of experience or exposure (Lovell, 1973; Lefrancois, 1977) learning, as it refers to the 3Hs, is seen as the ultimate criterion of productive teaching. It is probably for this reason that Moore (1972) defines teaching as the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development. Corroborating this standpoint, Osokoya (2006) defines teaching as the systematic series of activities

through which the teacher seeks to interpret his specific tasks in relation to modification of the learner's state of knowledge. The systematic series of activities referred to by Osokoya involve interactions among all elements of the situation – the teacher, the students, the learning materials and the environment – to facilitate learning.

The emerging interaction concept of teaching, therefore, brings us close to the modern idea of communication, which is a two-way process. The teacher prepares the stage for the communication activity. The message is the subject matter or content. Through the strategy adopted, a medium is created. Learners are the target receivers of the message, and simultaneously the source of feedback needed to determine the effectiveness of communication. Thus, effective teaching becomes the product of effective communication. By using appropriate strategies and techniques in facilitating learning, a teacher can improve the quality and quantity of learning to a level that it can be described as effective learning.

The foregoing analysis has provided some important and useful guides for an operational definition of teaching as a central school activity. Teaching can, therefore, be defined as a planned and purposeful activity carried out by someone with a specialised knowledge in a skilful way to promote the

Table 1: Frequency Table on the Effectiveness of Instructional Delivery in Ogun State Public Primary Schools.

Item	NEA		NE		FE		E		VE		E		Mean	SD
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
1. Uses questions frequently			1	1.4	7	10.0	29	41.4	28	54.3	0	12.0	3.47	.896
2. Reinforces correct responses	1	1.4	3	4.3	10	14.3	28	40.0	18	25.7	10	14.3	3.27	1.102
3. Uses toys, games to explain some concepts	54	46.6	18	25.7	4	5.7	3	4.3	7	10.0	4	5.7	3.19	1.591
4. Narrates stories to refine listening and reasoning skills	4	5.7	1	1.4	8	11.4	16	22.9	31	44.3	10	14.3	3.41	1.245
5. Demonstrates or engages pupils in demonstration to explain a point	5	7.1	28	40.0	7	10.0	14	20.0	7	10.0	0	12.0	2.24	1.555
6. Engages pupils in multi-sensory activities through touch, sight and sound	17	24.3	19	27.1	12	17.1	10	14.3	8	11.4	4	5.7	3.79	1.531
7. Engages pupils in outdoor activities to develop their interpersonal skills	29	41.4	3	4.3	4	5.7	14	20.0	17	24.3	1	1.4	3.83	1.741

8. Engages pupils in role playing to enhance their skills of cooperation and team spirit.	5	7.1	16	22.9	19	27.1	12	17.1	6	8.6	12	17.1	2.49	1.330
9. Encourages pupils to express their ideas.	7	10.6	3	4.3	14	20.6	28	40.0	9	12.9	9	12.9	2.88	1.370
10. Encourages pupils' participation in class activities.	2	2.7	2	2.7	9	12.9	31	44.3	18	25.4	11	15.7	3.26	1.138
11. Engages in dialogue.	5	4.3	5	7.1	11	15.7	15	21.4	25	32.9	13	18.6	3.27	1.361
12. Pupil compares findings with those of other children.	9	12.9	4	5.7	23	32.9	22	31.4	19	26.7	2	2.9	2.37	1.265
13. Co-operates with other pupils to solve a problem.			1	1.4	26	40.0	16	22.9	14	20.0	11	15.7	3.99	1.139
14. Manipulates objects in the course of the lesson.	25	35.7	14	20.0	6	8.6	12	17.1	7	10.0	6	8.6	1.71	1.712
15. Repeats an activity with greater confidence.	3	4.3	6	8.6	23	32.9	23	32.9	11	15.7	4	5.7	2.64	1.155
16. Asks questions frequently from the teacher.	29	41.4	2	2.9	8	11.4	22	31.4	5	7.1	1	1.4	1.73	1.596
17. Responds eagerly to the teacher's questions.	3	4.3	5	7.1	5	7.1	30	42.9	18	25.7	9	12.9	3.17	1.227
18. Interacts with materials and the learning environment.	8	11.4	22	31.4	9	12.9	13	18.6	12	17.1	6	8.6	2.24	1.546
19. Designs ways to solve problems.	16	22.9	14	20.0	21	30.0	7	10.0	6	8.6	6	8.6	1.97	1.532
20. Records his activities or findings.	2	2.9	1	1.4	4	5.7	1	1.4	22	31.4	38	54.3	4.23	1.169
21. Teacher starts lesson from known to unknown.			2	2.9	2	2.9	38	54.3	16	22.9	12	17.1	3.49	913
22. Presents content in a discrete, point by point or step by step manner.					8	11.4	35	50.0	15	21.4	12	17.1	3.44	911
23. Gives positive reinforcement to students who demonstrate appropriate behaviour.	1	1.4	2	2.9	13	18.6	37	52.9	12	17.1	5	7.1	3.91	947

24. Provides clue to stimulate correct response.	1	1.4	6	8.6	9	12.9	32	45.7	13	18.6	9	12.9	3.10	1.144
25. Prompts shy or reticent pupils to ask questions.	8	11.4	14	20.0	13	18.6	29	41.4	3	4.3	3	4.3	2.20	1.269
26. Makes self available and easy for students to approach for support.		2		2.9	12	17.1	32	45.7	16	22.9	8	11.4	3.23	.966
27. Uses non-disruptive cues to manage inappropriate behaviour.	17	24.3	21	30.0	19	27.1	11	15.7	2	2.9			1.43	1.111
28. Monitors pupils' participation including use of criticism that draws pupils to the lesson.	1	1.4	7	10.0	10	14.3	37	52.9	10	14.3	5	7.1	2.90	1.052
29. Helps pupils to use materials relevant to the learning activity.	14	20.0	14	20.0	14	20.0	15	21.4	8	11.4	5	7.1	2.06	1.531
30. Generally creates a positive learning environment.		1		1.4	5	7.1	40	57.1	18	25.7	6	8.6	3.33	.793

KEYS: NEA – Not Effective at All; NE – Not Effective; FE – Fairly Effective; E – Effective; VE – Very Effective; E – Excellent.

The results in Table 1 reveal that majority of the teachers used questions frequently while teaching (88.6%), reinforced correct responses from pupils (80.0%), encouraged pupils to express their ideas (65.8%), and to participate in class activities (71.4%). The results also show that most of the teachers commenced their lessons from the known to the unknown (94.3%), presented content in a thematic, point by point or step by step manner (88.5%), gave positive reinforcement to pupils who demonstrated commendable behaviour (77.1%), and provided clues to stimulate correct responses from pupils (77.2%). Furthermore, the results indicate that a good percentage of the teachers made themselves available and easy for the pupils to approach for support (80.0%), monitored pupils' participation including the use of criticisms that drew pupils to the lesson (74.3%), and generally created a positive learning environment (91.4%). In addition, the results reveal that the pupils cooperated with one

another to solve problems (78.6%), responded eagerly to the teacher's questions (81.5%), and recorded their activities or findings in their note books (91.4%).

The results, however, reveal that many of the teachers still engaged in narration (81.5%), and monologue (72.9%), did not use toys, games and other materials to demonstrate or illustrate their points (80.0%), hardly demonstrated or engaged pupils in demonstration to explain a point (57.1%), did not engage pupils in multi-sensory activities of touch, sight and sound (68.1%), did not engage pupils in out-door activities (54.2%), did not use non-disruptive cues to manage inappropriate behaviours (71.4%), and did not help pupils to use materials relevant to the learning activity (60.0%). Finally, the results indicate that pupils did not have the opportunities to manipulate objects in the course of the lesson (64.3%), and did not interact with materials and the learning environment (55.7%).

From these results, it can be seen that teachers in public pre-primary and primary schools in Ogun State possessed the professional attributes and the right type of attitudes needed for effective instructional delivery, though the use of learning materials was lacking. It can, therefore, be concluded that instructional delivery was effective in public primary schools in Ogun State.

Discussions

The results show that many of the teachers in public primary schools in Ogun State still engaged in the traditional uni-dimensional strategy of teaching where all activities are centred around the teacher and he dominates the class through narration and monologue. The role of the teacher today is that of facilitator of learning. Teachers should have knowledge of a range of practices to accommodate the differences in pupils' learning needs. Teachers need to go beyond narration and venture into various active learning approaches such as creative problem solving and the use of high-order thinking skills. This calls for the use of teaching strategies that go far beyond the traditional rote learning, teacher-centred, and chalk-and-talk approach.

Research indicates that pupils who are exposed to a variety of learning experiences and approaches work more independently, ask more questions, are more verbal, and have higher academic achievement (Chesterfield and Rubio, 1997; Craig, Krafft and du Plessis, 1998). However, using such learning experiences and approaches demand the use of a variety of learning materials. The results of this study show that many of the teachers did not use learning materials like toys, games and real objects while teaching. The results also reveal that the teachers neither engaged pupils in multi-sensory activities of touch, sound and sight nor did they provide pupils with the opportunities to manipulate objects and interact with the learning environment. This, probably, could be because the materials were either inadequate or not available in many of the schools. This study has discovered this, thus corroborating the findings of other studies (World Bank, 1998, 2003; Sulaiman, 2004; USAID, 2006; Ajayi, 2001; 2007; Ajayi and Adeyemi, 2011).

The unavailability and non-use of learning materials have implications for learning and education. This is because learning materials are indispensable tools in the quest for quality education. The use of learning materials make teaching and

learning processes easier, more meaningful, effective and productive. They arouse, stimulate and sustain pupils' interest in the lesson and help both the teacher and pupils to overcome physical limitation during the presentation of the subject matter. Lack of learning materials and non-use of them make the teaching and learning process more cumbersome, uninteresting, and ineffective. In spite of this negative observation, the results of the study reveal that majority of the teachers possessed the professional attributes and positive attitudes needed for successful classroom interaction. For instance, the results show that the teachers used questions frequently during the lesson and reinforced correct responses from the pupils. Questions make pupils to think more deeply and they provide the teacher with feedback, and reinforcement encourages pupils to perform better.

The results also show that the teachers encouraged pupils to express their ideas, made themselves available and easy to approach for support, encouraged pupils to participate in class activities, provided clues to stimulate correct responses, and gave positive reinforcement to pupils who demonstrated appropriate behaviour. Craig et al. (1998) have found out that effective teachers care for their pupils, pay special attention to pupils' interests, problems and accomplishments. Effective teachers encourage pupils to develop creativity and use high-order thinking skills, and to develop sense of responsibility and self-reliance. Pupils need the support of their teachers rather than admonition. There is overwhelming evidence that support and remediation, rather than punishment for poor achievement, is most likely to lead to better results. Sarcasm, labelling, ignoring pupils who have performed badly, and grouping by intelligence should never be practised (Craig et al., 1998; Sugrue and Day, 2002))

The results also indicate that majority of the teachers monitored pupils activities, began lesson from known to unknown, from the simple to the complex, presented lesson in a thematic point-by-point manner, and generally created positive leaning environment. Monitoring of progress for the purpose of feedback to pupils is a very important aspect of student motivation. It also enables teachers to provide support for pupils who are falling behind (Craig et al. 1998; du Plessis, Habib, Sey, Gardner, Baranick and Rugh, 2002). Building on pupils' previous knowledge, commencing from what they know or from the simple to the complex is one of the most effective teaching

and learning strategies. Effective teachers should also have sufficient flexibility to ensure that pupils have understood one topic before moving on to the next, something teachers rarely can do because of overloaded curriculum and the need to cover all topics for the purpose of examination (Craig et al., 1998; Dalin, Ayano, Biazen, Jahan, Miles, and Rohas, 1992).

From the results of this study, it can be concluded that public pre-primary and primary schools in Ogun State were staffed by effective teachers. The most important of the many interdependent factors in establishing good quality education is the quality of teachers. 'Quality of teachers' has various definitions as contexts differ, but most scholars agree that the essential characteristic of good quality teachers is that their students learn academically and grow personally in the ways identified as desirable in a particular society and in the curriculum. This study has shown that teachers in Ogun State public schools possessed knowledge and skills in a range of appropriate and varied teaching methodologies, knowledge of, sensitivity to, and interest in young learners, ability to reflect on their teaching practice and pupils' responses, and the potential to make changes in teaching/learning approaches as a result of reflection. Furthermore, the study reveals that the teachers had interest in pupils as individuals, had sense of caring and responsibility for helping them to learn and succeed in life, and the ability to create and sustain an effective learning environment.

This finding has implication for the quality of primary education in the state. Since the public schools were staffed by effective teachers, the pupils were most likely to achieve more academically. They were likely to succeed in school and in life. The studies of Sanders (1999) and Wanglinsky (2000) had shown that teacher effectiveness is the single biggest contributor to students' success, and that teacher effectiveness outweighs all other factors such as class size, socio-economic status, and gender.

Conclusion

This study examined the effectiveness of instructional delivery in public primary schools in Ogun State, Nigeria. The findings show that even though there were some areas of deficiency such as lack of opportunities for pupils to manipulate objects and interact with the learning environment, there was overwhelming evidence of teaching effectiveness.

The results reveal that a large number of the teachers in public primary schools in the state possessed the professional attributes, the knowledge, skills and competences needed to enhance successful classroom interaction. They show that the teachers encouraged pupils to express their ideas freely, made themselves easily accessible to the pupils, gave pupils support and encouragement, and generally created and sustained a positive learning environment.

Therefore, it can be concluded that public primary schools in Ogun State, Nigeria, were staffed by effective teachers. This is soul-lifting considering the fact that teaching effectiveness is the most important of the many inter-related variables that predict good quality education. The implication is that the pupils were most likely to achieve more in terms of learning outcomes, and succeed in school and in life. Just like some researchers (Sanders, 1999; Wanglinsky, 2000) had posited, teaching effectiveness is the single biggest contributor to pupils' success. Through on-the-job professional development for the teachers, it is hoped that the areas of deficiency in classroom interaction, which this study had identified, would be effectively taken care of.

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