

## EVALUATION FEEDBACK AND TEACHER EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN EKITI STATE, NIGERIA.

BY

**OLADIMEJI, ADEBIMPE HELEN**

Department Of Educational Management

Faculty Of Education, Ekiti State University, Ado-Ekiti

[bimsoj2011@gmail.com](mailto:bimsoj2011@gmail.com)

+2347069761389

### Abstract

*The study examined the relationship between evaluation feedback and teacher effectiveness in public secondary schools in Ekiti State, Nigeria. The descriptive survey research design was adopted in the study. The population of the study consisted of all public secondary school principals and teachers in Ekiti State. The sample for the study consisted of 540 teachers and 27 principals selected from 27 public secondary schools in Ekiti State. The sample was selected using multistage sampling procedure. Data for the study were collected using two self-designed instruments tagged "Evaluation Feedback Questionnaire" (EFQ) and "Teacher Effectiveness Questionnaire" (TEQ). The instruments were validated by experts in Educational Management and in Tests and Measurement. The reliability of the instruments was done using test re-test method. The scores from both administration were analysed using Pearson's Product Moment Correlation statistics which yielded reliability coefficient value of 0.87 for EFQ and 0.79 for TEQ. The data collected through the instruments were analysed using descriptive and inferential statistics. The hypothesis was tested at 0.05 level of significance. The finding of the study revealed that there was no significant relationship between evaluation feedback and teacher effectiveness. Based on the findings of the study, it was concluded that evaluation feedback do not significantly impact teacher effectiveness in public secondary schools in Ekiti State, Nigeria. Based on the findings of the study, it was recommended that school principals should always give feedback of evaluation to teachers.*

**KeyWords:** Evaluation, Feedback, Teacher, Effectiveness, Secondary School

### Introduction

Education is a means of imparting knowledge and skills, and inculcating human values which help in personal and professional growth. It has been the socio-economic and political pivot of every nation and this has made education more relevant to the growth of nations including

Nigeria. Secondary education is the bridge between primary and tertiary education and have the broad goals of preparing people for useful living in the society and for higher education (Federal Republic of Nigeria, 2013). To accomplish this broad goals, teachers play a significant roles. Enhance their effectiveness become imperative. Teacher effectiveness refers to the degree at which teachers are discharging their pedagogical duties in the schools, which has the capacity to support or pull down the school from reaching its ends. Teacher effectiveness has been one of the most important indicators used to assess the effectiveness of any school. Teacher effectiveness is the ability and interaction between the physical, intellectual and psychological interest of scholars, content potency of the teachers and social needs.

Effective teachers are those persons who comply with the rules made by school authority, try to tackle them by working on his/her own terms and at the same time by not offending them, acting as a bridge between school authority and students and making sure that protocols as defined are respected. In addition, an effective teacher is he who exhibit co-operation, leadership qualities, punctuality and cordial relationship with colloquies and students. Aina, Olanipekun and Garuba (2015) defined an effective teacher as one who is intellectually challenging, motivating students, setting high standards and encourages self-initiating learning. Effective teachers are very important for student learning. Effective, teaching, therefore should instil in the learners the ability to be analytical, intellectually curious, culturally aware, employable and capable of leadership.

Teacher ineffectiveness can manifest in various ways, ultimately leading to suboptimal learning outcomes for students. Students under ineffective teachers may show minimal academic growth over time, failing to meet expected learning benchmarks and falling behind their peers. Teachers who struggle with classroom management might have difficulty maintaining discipline, leading to disruptions, unruly behavior, and a chaotic learning environment. Teachers lacking a strong grasp of their subject matter may struggle to provide accurate explanations, answer questions, and guide students effectively. Ineffective teachers might overlook the individual learning needs and abilities of their students, leading to a lack of differentiation in instruction. It is important to note that teacher ineffectiveness can result from a combination of factors, including personal challenges, lack of support, inadequate training, and external constraints. Ineffectiveness of teachers from the experience and observation of the researchers in secondary schools could be due to some teacher effectiveness (quality of teaching) variables which are not being met such as poor classroom management, lackadaisical attitude to student discipline, poor teacher-student interaction, poor instructional delivery, poor mastery of subject, poor communication skills and a general poor attitude to teaching.

Classroom management is a vital component of teacher effectiveness. Classroom management appears to be one of the neglected areas in our secondary schools, despite the fact that the success

or failure of any teaching and learning process depends on the way classrooms are managed. Failure to effectively manage the classroom can have an overall negative influence on the entire school, especially in terms of sound academic performance of the school. Discipline has been observed to be one of the key variable of teacher effectiveness. Discipline is a function of the interaction between teacher and students that bring about self-control and respect for authority (Sunday-Piaro, 2018). It entails creating and keeping rules based on reciprocal understanding limits that must not be breeched. What is common in the present time are students breeching the limits, turning violent in classroom, and exhibiting extreme unruly behaviour. Teacher-students interaction is very important in school and one of the indicators of teacher effectiveness. The interaction between teacher and student is essentially the fundamental basis for teaching. A good teacher-student relationship may be more valuable for students with behaviour and learning challenges (Aina, Olanipekun & Garuba, 2015). However, the researchers observed that most teachers do not have time to interact extensively with their students. As a result of this, most students cannot freely walk up to their teachers for clarification on school activities.

Keeping students focused and interested is often tasking and could be enhanced through the subject mastery of the teacher which in turn could influence their teaching style. Mastery of subject refers to the teachers' cognitive and in-depth knowledge, firm grip and understanding of the subject matter which influences the understanding of the learning difficulties and student conceptions of the subject. Khwaja (2014) pointed out that subject knowledge is a vital ingredient in high quality teaching and student learning, and that teachers "cannot teach well what they do not know". This means that to teach a subject well a teacher should know about the subject and should be specialized in arrears of their teaching field. The personal experience and observation of the researcher is that public secondary school teachers are mostly specialized but some used out dated content knowledge. The researcher observed that majority of the teachers were not computer-literate and they were not even in the habit of accessing the internet for new ideas about the subject they teach but rather they continue to teach the same topics the same way using the same learning materials for their students, year in, year out teaching from rote memory and do not seem to have enough confidence in their content knowledge to encourage asking or answering questions from students. It appears some teachers merely give information that does not engage the interest of the students in the teaching-learning process.

The delivery methods adopted in the teaching- learning process are likely to reveal the level of preparedness of a teacher. Experience and observation of the researcher as a practicing teacher seems to indicate that some teachers are inadequately prepared and planned for their lessons, some teachers attend to their classes in unsettled and harassed states due to unpreparedness for the day's lesson or lateness to work resulting in poor instructional delivery. It appears that teachers use any teaching method that seems easy to them and some adopt the lecture method without

considering its suitability to the topic, age, ability or class of the students. Teachers play a crucial role in ascertaining whether or not the desired educational results have been achieved. Observations over the past decade showed that the enthusiasm and devotion of teachers to their duty in schools are no longer the traits that characterized the teaching profession. It appears that the teachers are not putting in their best in the teaching learning process (Ekundayo, 2015). Teachers have in recent times manifested unwholesome attitude toward discharging their duties. They go late to school, exhibit rudeness to school authority and trade at the expense of teaching. When they teach, they manifest poor knowledge of their subject areas, do not provide regular assessments for students nor keep proper students' performance records, show laxity to duties and cases of indiscipline has continually caused setbacks not only to the attainment of educational objectives, but also to the kind of education provided to the students. This study however, is restricted to the managerial roles of principals as a potent factor in teacher effectiveness.

The activities of a school principal is centred mainly on administration. The management and sustenance of secondary education is the responsibility of the principals and sometimes it is not easy to carry out this responsibility accurately and diligently. The roles of principals' in the administration of secondary schools in Nigeria cannot be over- emphasized. The principal as a leader of a group of teachers in the school system has the function of interacting with the teachers in order to improve the teaching and learning process. Management in the school system is concerned with how school principals' manage the educational resources allocated to schools for use as well as its control and students. The principal is responsible for the implementation of educational policies in the school by the conscious utilization of both human and material resources optimally in such a way that school goals and objectives are achieved. Specifically, the principals' roles include; establishing of healthy school climate and culture; curriculum/instruction development and improvement; provision and maintenance of school plant facilities; and instructional supervision (Egboka, Ezeugbor & Enueme, 2013). The principal is also seen as the person on whose shoulders rest the success or failure in the attainment of school goals. This is because, the principal is responsible for setting school goals, which must be in line with educational objectives, analyzes tasks and share responsibilities to staff (teachers) according to their area of specialization and expertise.

Evaluation feedback is a critical component of principal managerial roles. It can be defined as information about a teacher past behaviours with respect to established standards of employee behaviours and results. Effective evaluation feedback is timely, specific, behavioural in nature, and presented by a credible source. The goal of evaluation feedback is to improve teacher effectiveness. Evaluation feedback is effective in changing employee work behaviour and enhances staff effectiveness (Bahrija, Herzegovina & Mirela, 2012). Gichuhi, Abaja and Ochieng (2018) found that performance criteria, feedback and frequency significantly influenced

employee effectiveness. It appears that when evaluation feedback is not fair, timely and specific in highlighting the teachers' progress or, if they perceive the appraisal to be unfair, the feedback to be inaccurate or the sources to be incredible, they are likely to ignore the feedback they receive which will however lead to the reduction in the levels of effectiveness. Feedback is vital to teacher effectiveness, it clarifies expectation helps member of staff to learn from their mistakes and build confidence. When feedback are not given or other colleagues are reluctant to provide constructive feedback thinking that it may turn negative or perceived as a harsh criticism by the staff this may leads to teacher ineffectiveness on their job. The study examined the relationship between evaluation feedback and teacher effectiveness in public secondary schools in Ekiti State, Nigeria.

### **Research Hypotheses**

The following null hypothesis were formulated:

There is no significant relationship between evaluation feedback and teacher effectiveness in public secondary schools in Ekiti State.

### **Methodology**

The descriptive survey research design was adopted in the study. The population of the study consisted of all public secondary school principals and teachers in Ekiti State. As at the time of this study there were 205 public secondary schools in Ekiti State with 9,101 teachers (Ekiti State Teaching Service Commission, 2024). The sample for the study consisted of 540 teachers and 27 principals from 27 public secondary schools in Ekiti State. Data for the study were collected using two self-designed instruments. These include: "Evaluation Feedback Questionnaire (EFQ)" and "Teachers' Effectiveness Questionnaire (TEQ)". The EFQ consisted of section A and B. Section A sought for background information of the respondent while section B contained 5 items on evaluation Feedback. The Teachers' Effectiveness Questionnaire (TEQ) consisted three sections A, B and C. Section A consisted of items on the bio-data of the school principal. Section B consisted items on the bio – data of the teacher to be assessed and was completed by the researcher while section C consisted of 10 items which elicits information on teacher effectiveness. Face and content validity was used for the study. The instruments were validated by experts in Educational Management and Tests and Measurement. The reliability of the instruments was carried out using test re-test method and a reliability coefficient value of 0.87 for EFQ and 0.79 for TEQ. The data collected from the administration of the instruments were analysed using Pearson's Product Moment Correlation to test hypotheses 1. The hypothesis was tested at 0.05 level of significance.

## Results

### Testing of Hypothesis

**Hypothesis 1:** There is no significant relationship between evaluation feedback and teacher effectiveness.

In testing this hypothesis, data on evaluation feedback were collected from the responses of the respondents to items under Section B of EFQ (item 1-5) in the questionnaire. Data on teacher job effectiveness were collected from the responses of the respondents to items under Section C of TEQ (item 1-10) in the questionnaire. Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 levels. The result is presented in table 1.

**Table 1: Relationship between evaluation feedback and teacher effectiveness**

| Variables             | N   | Mean  | Stand Dev | r <sub>cal</sub> | pvalue       |
|-----------------------|-----|-------|-----------|------------------|--------------|
| Evaluation Feedback   | 529 | 8.81  | 3.04      |                  |              |
|                       |     |       |           | <b>0.075</b>     | <b>0.084</b> |
| Teacher Effectiveness | 529 | 87.72 | 4.71      |                  |              |

P>0.05

Table 1 showed that the r-cal value of 0.075 is not significant at 0.05 level of significance because the P-value (0.084) > 0.05. The null hypothesis was not rejected. This implies that there was no significant relationship between evaluation feedback and teacher effectiveness.

### Discussion

The study found that there was no significant relationship between evaluation feedback and teacher effectiveness. In the specific context of the study or analysis, the feedback provided during the evaluation process may not have a direct impact on teacher effectiveness. This result indicates that other factors might have a stronger influence on teacher effectiveness than the specific feedback received through evaluations. Feedback alone may not be sufficient to improve teacher effectiveness. Teachers may need ongoing support, mentoring, or professional development opportunities to effectively implement the feedback received during evaluations. Without additional support, the feedback may not translate into improved teaching practices and student outcomes. The findings of the study is not in agreement with the finding of the study of Gichuhi, Abaja and Ochieng (2018) who found that performance criteria, feedback and frequency significantly influenced employee effectiveness.

## Conclusion and Recommendation

Based on the findings of the study, it was concluded that evaluation feedback do not significantly impact teacher effectiveness in public secondary schools in Ekiti State, Nigeria. Based on the findings of the study, it was recommended that school principals should always give feedback of evaluation to teachers.

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