

**FACTORS AFFECTING USE OF EFFECTIVE COMMUNICATION
IN THE TEACHING AND LEARNING PROCESS OF ENGLISH
LANGUAGE IN ISOKO SOUTH LOCAL GOVERNMENT AREA OF
DELTA STATE.**

BY

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BENIN CITY**

JANUARY 2023

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**A RESEARCH PROJECT WRITTEN IN THE DEPARTMENT OF
EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION,
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FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
THE DEGREE OF BACHELOR OF ARTS (Ed.) IN ENGLISH AND
LITERATURE.**

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CERTIFICATION

We certify that this study was carried out by Theophilus Uyoyou Omuabor in the Department of Educational Foundation, Faculty of Education, University of Benin, Benin City, Nigeria. It is adequate in scope and quality for the partial fulfillment of the requirements of the award of the degree of Bachelor of Arts (E.d) in English and Literature.

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DEDICATION

This study is dedicated to Almighty God for giving me the wisdom, strength and resources to complete this work.

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TABLE OF CONTENTS

CONTENTS	PAGE
Title page - - - - -	i
Cover page - - - - -	ii
Approval - - - - -	iii
Certification - - - - -	iv
Dedication - - - - -	v
Acknowledgement - - - - -	vi
Table of content - - - - -	vii
Abstract - - - - -	viii
CHAPTER ONE: INTRODUCTION	
Background to the Study - - - - -	1
Statement of the Problem - - - - -	8
Purpose of the Study - - - - -	10
Research Questions - - - - -	11
Significance of the Study - - - - -	12
Scope and Delimitation of the Study - - - - -	13

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Concept of Communication	-	-	-	-	-	-	18
Method of Communication	-	-	-	-	-	-	23
Commutation Barriers	-	-	-	-	-	-	24
Class room Interaction-	-	-	-	-	-	-	25
Effective Teaching Skills-	-	-	-	-	-	-	27
Understanding the Curriculum instructional Materials	-	-	-	-	-	-	30

CHAPTER THREE: RESEARCH METHODOLOGY

Design of the Study	-	-	-	-	-	-	38
Population of the Study	-	-	-	-	-	-	39
Research Instrument	-	-	-	-	-	-	39
Validity of the Instrument	-	-	-	-	-	-	40
Reliability of the Instrument	-	-	-	-	-	-	40
Method of Data Collection	-	-	-	-	-	-	40
Method of Data Analysis	-	-	-	-	-	-	41

CHAPTER FOUR: PRESENTATION OF DATA AND DISCUSSION OF FINDINGS

Analysis of Demographic Data	-	-	-	-	-	-	42
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CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary - - - - - 57
Conclusion - - - - - 58
Recommendations - - - - - 59

REFERENCES

APPENDIX

ABSTRACT

The study investigated the influence of teachers' qualification on the effective teaching and learning of English in Isoko South Local Government Area of Delta State. The design adopted for this study was the descriptive survey method Four (4) research question were raised to guide this study: Does teacher's qualification have any influence on students' academic performance in Isoko South Local Government Area of Delta State? What impact does teacher's qualification have on students learning of English Language in Isoko South Local Government Area of Delta State? Does teachers' qualification influence the type of instructional methods they apply for teaching English Language? Does teacher's qualification influence their use of instructional materials for teaching English Language?

The population of the study consisted of all public senior secondary school students in Isoko South Local Government Area of Delta State. The sample size for this study was a total number of one hundred and thirty four (134) students who were selected using the simple random sampling technique. A structured questionnaire was used to obtain data from respondents. Data collected from the survey was statistically analyzed. After analysis, results were displayed on tables showing frequencies and percentages of responses.

From findings of the study, it was revealed that most English teachers are incompetent which in turn affects the academic performance of students. It was also found that a good number of teachers do not make good use of instructional material, modern technological tools and gadgets, varieties of instructional delivery methods, as well as audio-visual resources, students' academic performance would be improved and enhanced. It was therefore recommended that teachers attend workshops, seminars and other courses in order to equip themselves with new ideas of teaching and as well attain promotion. It was also recommended that government should invest on both teachers and students and make adequate provision for them in all respect.

CHAPTER ONE

INTRODUCTION

BACKGROUND OF STUDY

In Nigeria, It is debatable whether or not teachers in the public secondary schools employ effective communication techniques as this affects student's performance in examinations. The public's unhappiness gets worse following the annual release of Public English examination results. Student results do not always match government and parental investments. At the end of the day, the quality of education cannot be ignored by anyone who is aware of the significant role of education as an instrument of societal change and development. By that, It is important to focus on the competence of teachers with regards to their teaching practices, strategies and mastery of the curriculum and content of the subject. Ekwesili (2006) organized Private Public Partnership (PPP) and School Based Management Committee (SBMC) to manage secondary education and to promote school effectiveness since students success

depends on the amount of learning that takes place in the classroom and how effective and efficient the teacher performs in schools.

In the Federal capital Territory of Nigeria, education remains the largest industry and government continues to ensure that funds, instructional materials and teaching personnel are made available for the sector. Government has also encouraged secondary education by reducing the Senior School Certificate Examinations (SSCE) fee in the state over a long period of time. An indication of government interest in the general education of the state is reflected in the yearly budgetary estimate

Academic achievement is usually built through examinations, which consist of set questions that seek to know how well an individual knows the subject as a result of learning. Excellent performances are indication of effective learning. Secondary education in Nigeria has been characterized by poor performance in national examinations, especially in core subjects such as Mathematics and English Language (MoEST, 2005).

One of the most potent ways to date if not the strongest, in measuring school and teacher effectiveness is the performance of pupils in public examinations such as Senior School Certificate Examination (S.S.C.E.) in Nigeria. The issue of low academic performance of secondary school students in English Language at the Senior School Certificate Examinations (SSCE) has created much interest among stakeholders in the education sector. The quality of education and performance of students depends on the teachers as reflected in the discharge of their duties. Over time pupils' academic performance in both internal and external examinations had been used to

determine the effectiveness of teachers and teaching (Ajao, 2001).

Teachers are known to have great influence on students' academic achievement because the teacher is ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students (Afe, 2001). Both teaching and learning depend on teachers: no wonder an effective teacher has been seen as one who produces desired results in the course of his duty (Uchefuna 2001). Considering governments' and stakeholder's huge investment in public education, its output in terms of quality of students has been observed to be unequal with government expenditure. Following the observed reduction in the

academic achievement, attitude and values of secondary school students in public secondary schools, one wonders if the high failure rates and the failure of the students especially in external examinations is not a reflection of the instructional quality in the schools.

The ineffectiveness of teachers in classroom interaction with the students could be the cause of the observed poor performance of students and the widely acclaimed fallen standard of education in Nigeria. Effective teaching of any subject will not only make students interested in the subject but also enhance their ability to do well in external and internal examinations. To achieve effective teaching and learning process, there is the need for use of instructional materials which also improves effective communication in the classroom.

Instructional materials are the different teaching aids which a classroom teacher uses to facilitate his or her teaching .Agun (1992) defined instructional materials as those materials which are helpful to the teachers and students and which maximize learning in

various areas. The use of instructional materials in teaching these two subjects(Maths and English)is very important because it motivates students to learn and captures pupils' imagination if used correctly . Some scholars have also observed at one point or the other that the knowledge base in all professional fields, changes over time.

One of the key elements that aids learning in any school is a Teacher. Teachers are the key propellers for school growth. By implication, the task of a teacher includes sustaining the educational system. Public schools which are owned by government and are predominantly occupied by citizens of lower socioeconomic class in the Nigerian society are facing challenges of educational sub-standard, lack of adequate resources, leading to poor teaching, students poor academic performance and dropping out.

Darling-Hammond (2006) opined that teacher preparation and knowledge of teaching and learning, subject matter knowledge, experience and most importantly communication skills are all leading factors in teacher effectiveness. Communication helps to

build relationships and facilitates achievement of goals. Thus the need for effective communication strategies for the improvement of a secondary school cannot be overemphasized.

The basic function of “education” itself relies almost solely on communication. This can mean that classroom interactions between teachers and students can happen regularly in a classroom. Study has shown that teachers in secondary schools may have interactions with 150 different students in a single day. However, teachers are not always able to describe or remember what happens in these interactions with their students. For example, in a study conducted by Good and Brophy as cited in (She and Fisher, 2002), it was observed that teachers are usually not aware of how many questions they asked students and the kind of feedback provided.

In any society, the teaching profession is perhaps the largest profession. It has the greatest impact on the overall development in any society. For this singular reason, effective communication improves learners’ expectations and motivation to learning in secondary school education. Communication has deep significance in

human organizations since individuals make specialized contributions to the achievement of the overall goals.

Secondary education is a type of education with a core curriculum, designed to broaden the knowledge of students who “successfully complete the junior secondary school. It is a stage, where a student enters at the age of thirteen (13) years.

Secondary education is now being recognized as the cornerstone of educational systems in the 21st century (World Bank, 2011). This is the most crucial stage of one’s life. At this stage, teacher plays an important and crucial role at secondary school level. I would like to say that if secondary school teachers (English and Mathematics) succeeded in effectively communicating these subjects to the secondary school students it is justified to say that they will be able to make useful scientific discoveries that benefits the Nigerian society.

The cognitive domain of learning involves knowledge and the development of intellectual skills. It includes the recognition of specific facts, procedural patterns and concepts that serve in the

development of abilities and skills. Effective teaching of any subject will not only stimulate student's interest in subject but also improve academic performance.

It is precisely from this background that the researcher seeks to evaluate communication as an effective tool in teaching and learning (English and Mathematics) in the use of instructional materials in Secondary schools in Isoko South LGA of Delta state, Nigeria . With hope of making concrete suggestion on how best students' expectations and motivation to learning English and Mathematics in secondary school education can be properly enhanced through effective communication.

Statement of Problems

This study is to look into the **“factors affecting use of effective communication in the teaching and learning process of public-school students in Isoko South LGA of Delta State”**. It has to

be kept in mind that people do not communicate by just composing sentences, but by using sentences to make statements of difficult kinds, to record, to describe, to classify, to give and ask for information, to ask questions, make requests. The quality of any educational system is determined by the quality of the teaching-learning process. Teachers interpret and communicate the curriculum to learners, act as role models to the learners and transfer society's value from generation to generation.

The importance of English and Mathematics, occupying a unique position among subjects taught in secondary schools cannot be overemphasized. The act of teaching is fundamentally concerned with passing ideas, skills and attitude from the teacher to the learner. Concerns are being raised in recent times about the poor performance of students at public examinations like: the Senior School Certificate Examination (SSCE), the National Examination Council (NECO) and the Joint Admission and Matriculations Board (JAMB) examinations. On one hand, teachers have been blamed for

failing to equip the students with the necessary skills to enable them compete in such examinations. On the other hand, teachers put the blame on students; indeed, the corner stone of good education in any secondary school is its teachers because all other factors mean little without competent teachers.

The reason for this could be said that there are topics in these subjects that pose serious problem of comprehension to students.

Scholars like Mutebi and Matora (1994) emphasized the role of communication in instructional materials utilization on teaching and learning. According to them, we learn and remember 10% of what we hear, 40% of what we discuss with others and as high as 80% of what we experience directly or practice. However, the questions here are: does the use of instructional materials really influence students' academic performance? Is teaching effectiveness enhanced by the use of instructional materials?

A basic understanding of the priorities of today's generations is a crucial element to help educators to better understand, relate and

communicate to the learners in their teaching. The success of a school system is dependent upon the “*quality of communication*” in it.

Purpose of the Study

- i.) To identify the role of communication in effective teaching and classroom management.
- ii.) To determine the effect of use of instructional material on student’s achievement in English and Mathematics in secondary schools. Specifically, the study intends to:
 - a. find out the mean achievement scores of students taught with instructional materials and
 - b. those taught without instructional materials
- iii.) To identify how communication and development can be used to improve student performance in examinations.

Research Question

This study intends to examine and provide answers to the role of communication for quality of teaching and learning using Instructional materials in public secondary schools in Isoko South LGA. To guide the study three research questions were posed.

- i). Does teachers' classroom effectiveness on the use of instructional materials have any impact or influence on student's academic performance?"
- ii). What are the effects of effective communication of teachers on students' academic performance?
- iii). What are the effects of students taught by highly qualified, moderately qualified and less qualified teachers using instructional materials?
- iv). What are the effects of communication in the understanding of learners' learning styles in classroom environment?

Research Hypotheses

To guide the study, three hypotheses were formulated as follows:

H0₁: There is no significant difference between the academic performance of students taught with instructional materials and those taught without instructional materials by qualified (*highly, moderately and less*) teachers through their communication skills.

H0₂: There is no significant relationship between effective communication of teachers and students learning styles on their academic performance.

H0₃: There is no significant difference in the academic performance of students taught by highly qualified, moderately qualified and less qualified teachers through their communication skills.

Significance of the Study

Teachers have been known to have important influence on students' academic achievement and they also play a important role in educational attainment because the teacher is ultimately responsible

for translating educational policies and principles into actions based on practice during interaction with the students (Afe, 2001).

- i). This study will contribute towards the achievement of the teaching and learning in the study area. The findings of this study will make a contribution to the ongoing debate surrounding effective teaching methodologies using instructional materials on students' performances in public examinations as a measure of teachers' communication skills.
- ii). The researcher is of the opinion that the study will inform policy development towards more accurate and reliable measures of school performance, that is, value added analysis.
- iii). The study would likely promote awareness in both teachers and the taught and will further improve effective classrooms control for better teaching and learning.
- iv). Finally, outcomes of the study will produce recommendations that might be useful for educators and curriculum planners at the time of designing syllabus.

Scope and Delimitation of Study

This study is specifically designed to examine the role of communication for quality of teaching and learning in public secondary schools in Isoko South LGA. To this end, 8 schools public senior secondary schools drawn from 4 districts in Isoko South LGA. A total three thousand five hundred (3500) respondents were randomly selected and bordered on two principal subjects (English and Mathematics).

In addition, the value-added results from the other subjects will not be generalized. Students' academic achievement is not the only important goal of education that can be used to judge teacher's teaching effectiveness. Multiple indicators of teacher's teaching effectiveness are required such as, teachers' mastering subject & knowledge of teaching methods, regular preparation of lesson plan for teaching, checking of student's homework regularly, arrangement of weekly/monthly test to evaluate and assess the student's academic achievement and performance in the subject area, attitude of students to learning, social functioning

and attendance. While these are desirable, students' academic achievement still remains the main indicator of post-basic education. The study is narrowed to students' academic achievement only. As the research was completed in a relatively short period of time other factors and variables are not considered. This might have an impact on the results of the study.

Definition of Terms

The following terms are defined in order to provide an understanding of how they will be used in this study. The definitions of other key concepts are presented in the relevant chapters.

Academic performance – This refers to the ability to study and remember facts, being able to study effectively and see how facts fit together and form larger patterns of knowledge.

Effective learning – This refers to students“ being available, focused and committed to undertake learning willingly.

Effective school – This refers to a school whose educators are responsible for producing acceptable results, by putting emphasis on instructional leadership, focus on vision and mission, communicating high expectations for success, monitoring of student progress, home-school relations, and creating an opportunity to learn for each student.

Effective teaching – This refers to helping students to learn by providing adequate context and content, and involving the learners in the process of responding to questions, summarizing findings and discussions

and research and report on unanswered questions.

Effective teachers: Teachers that displays certain characteristics in a class.

Instructional materials: Devices developed or acquired to assist or facilitate teachers in transmitting, organized knowledge skills and attitudes to the learners within an instructional situation (Nwachukwu, 2006).

Poor performing school – This refers to a secondary school that consistently obtains a mean grade of below C+ in Senior School Certificate Examinations.

Secondary education: A comprehensive type of education with a core curriculum, designed to broaden the knowledge and outlook of students

Teacher clarity:

A multidimensional construct that explains three broad teachers' behaviour clusters in a classroom: - presentation or verbal clarity, structural or message clarity, and instructional process clarity (e.g., stresses important aspects of the content, assesses and responds to perceived deficiencies in student understanding).

CHAPTER TWO

LITERATURE REVIEW

This section presents a review from previous work, publications and research studies that are related to present study. Some researchers and other school of thought have exercised their views on paper that are related to this work:

- Concepts of Communication.
- Methods of Communication.
- Communication Barriers.
- Classroom Interaction.
- Effective Teaching Skills.
- Understanding the Curriculum and Instructional Materials

Concepts of Communication

What is Communication?

A review of the massive literature on communication shows that there is no standard concept or definition of communication .The

term communication in the English language is derived from a latin word “*communis*” which means to make “*common*” or to “*impart*”. Communication in this original sense is the process of acting to express oneself in such a way that one is readily and clearly understood. Communication must always take place between two or more people (Adewoyin, 1991). For any educational system to be successful, effective communication must come to play.

It is clear from this understanding that if the administrator desires to influence or be influenced by teachers or if the teacher wishes to influence or be influenced by students, he/she must communicate. Communication is a way of learning and growth .The facilitation of school administrator-teacher and teacher-student must become a fundamental focus of the education system.

According to bangbade (2004) ,teachers’ knowledge of the subject matter, **communication ability**, emotional stability, good human relationship and interest in the job are very important for a successful transfer of knowledge.

He concluded that students whose teachers lack the knowledge of the subject matter, who have poor communication ability, poor emotional stability and lack interest in the job do not perform like others whose teachers possess these attributes

One can observe from this that, to be able to teach effectively, a teacher must be able to communicate his/her ideas effectively and to achieve this; the message must be clear.

Communication exists in any institution, whether it is a corporation, family or school system. It is a means by which ideas, thought, information, opinions, emotions, values and insight are transmitted from one individual to another through a common medium viz; language or set of behaviours. The medium can be verbal, non-verbal or written.

Objectives of Communication

People communicate in order to influence or change and be changed by their environment. The educator's main job is to positively influence the learners' behaviour and achieve desired end results. Ogunmilade in Adewroyin (1991) identified five objectives of

communication.

- i) To get things done, whether it is planning or any aspect of managing for results,
- ii) To stimulate participative decision-making and critical thinking. It encourages participants to air their views before arriving at decisions.
- iii) To enhance morale. Here, it provides an outlet for the employee/learners' opinion and variety of channels through which high morale can be maintained.
- iv) To develop people. The communication process is indispensable for a sound personnel development
- v) To achieve effective control. Communication is the heart of control system. It is the instrument for delegation and for transmission to the lowest level of the organization. It is also used as necessary weapon to combat rumours.

Components of Communication

Sender: The sender (source) is a person or group who has an idea

of message to communicate to another person or persons. The sender must encode the message to be sent .Encoding refers to the transformation of ideas or thoughts into a form that will convey those ideas or thoughts to an intended receiver. What the sender wishes to say, the purpose for saying it, cultural backgrounds and\experiences affect the kind of message being sent.

(a) **Message:** Ajayi (1995) defines message as the symbol of the idea, information, event or attitude that the sender is using to stimulate the receiver of the message. As messages become more complex, meanings and interpretation become more complicated and more dependent on a common field of understanding between senders and receivers.

ii). **Medium:** The medium is the channel through which information is carried. Teachers have different communication channels that they may use to transmit information to students. The spoken word can use such method as face-to-face, film, television, telephone. The senses of sight, touch,

smell and taste assist in communication. Communication can sometimes take place without a word being spoken as in soliloquy.

- iii). **Receiver:** The receivers are the people or groups that are the target of the message. Their interpretations, (decoding), feelings, understandings and total reactions to the message are a function of many factors: their understandings of the symbols used, their perception of the sender and his/her intent, and their limitation of the physical structure of the situation, backgrounds and aspirations that may be significantly deferent from those of the sender.

Understanding is the key to decoding. Communication effectiveness is determined to the extent that the receiver's decoding matches the sender's encoding. Based on the meaning of the message, the receiver will act in response to the communication. This action can be to ignore the message, perform some task, store information, for future use. Communication is not a linear process; rather, it is cyclical in nature. It is incomplete without proper feedback.

Communication is important both to senders and receivers. It is through feedback that the former receive back the feelings and reactions of the latter to a number of issues (Bojuwon, 1998; Adewoyin, 1991).

Methods of Communication

Forms of the message can be verbal, nonverbal or visual. Verbal messages can be either written or oral. Circulars, memos, books, minutes of meetings and newspapers are examples of written communication. Teacher's morning announcements, Classroom visits, telephones, and other social situations are examples of oral communications. Nonverbal communication is: body gestures, facial expressions, signs and symbols. Visuals include charts, posters, graphics and slides.

Communication Barriers

- i) **Timing** - Determining when a message should be communicated is referred to as timing, it is important for teachers and administrators to determine the most appropriate time to transmit a message. For instance, a teacher who

wants to reinforce a desired behaviour of a student should do it as soon after, that is, not before or too long after the desired behaviour.

- ii) **Language:** Breakdown in communication can occur due to language difficulties resulting from vocabulary and different meaning being applied to the same word.
- iii) **Cultural Differences:** Barriers to communication can occur because of cultural differences. Communicators, especially teachers should take this into account whenever they want to communicate. They should use the symbols and language understood by their learners.

Effective teachers are effective communicators. They are those who are more concerned with what the students have learned than with what they have taught, recognizing those two things are not necessarily synonymous. They are those who consciously and strategically make decisions about both what is communicated and how it is communicated.

Classroom Interaction

Interaction is the process referring to ‘face-to-face’ interaction.

Effective teaching and learning is the outcome of effective classroom management. Teachers play a vital and crucial role in enhancing the classroom atmosphere, their teaching learning process, interaction, control and human relations.”

Teachers’ effectiveness has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation (Onyeachu, 1996). The influence of teachers’ teaching effectiveness on the learning outcome of students as measured by students’ academic performance has been the subject of several studies. Unlike the school head, who manages the entire school, teachers facilitate learning, handle the classroom and help their students transfer what they have learned in the classroom to non-school settings.

Teachers have been known to have important influence on students’ academic achievement and they also play a crucial role in educational attainment, particularly the deployment of the 9-year

Basic education Curriculum that will facilitate the achievement of the core objectives of Vision This is because the teacher is ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students (Afe, 2001). Both teaching and learning depend on teachers: no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher (Uchefuna 2001).

Effective Teaching and Learning Models

Effective teaching of any subject will not only stimulates student's interest in the subject but also enhance their achievement in the examination. To achieve effective teaching and learning process, there is the need for use of instructional materials. Instructional materials are the different teaching aids or apparatus which a classroom teacher employs to facilitate his or her teaching for the achievement of the stated objective. Agun (1992) defined instructional materials as those materials which are helpful to the

teachers and students and which maximize learning in various areas. The use of instructional materials in teaching of English and Mathematics is very important because it provides a concrete basis for conceptual thinking motivates people to learn and captures pupils' imagination if used correctly (Ajalla, 1997). According to Daniel and Reynolds (2010), there are 35 behaviours on teaching skills.

Effective teaching Skills

- i). **High expectations** Effective teachers set high expectations for the students and communicate them directly to the students. They challenge and inspire pupils, expecting the most from them, so as to deepen their knowledge and understanding. These expectations are clear and consistent.
- ii). **Planning** Effective teachers are good at planning, setting a clear framework and objectives for each lesson. The effective teacher is very systematic in the preparation for, and execution of each lesson. The lesson planning is done in the

context of the broader curriculum and longer-term plans. It is a very structured approach beginning with a review of previous lessons, and an overview of the objectives of the lesson linked to previous lessons and, where appropriate, the last homework assignment.

- iii). **Variety of teaching strategies.** Effective teachers employ a variety of teaching strategies and techniques to engage pupils and to keep them on task.
- iv). **Student Management.** Effective teachers have a clear strategy for Student's management. A sense of order prevails in the classroom. This management strategy is a means to an end: allowing maximum time for students to be focused on task, and thus maximizing the learning opportunity. Effective teachers establish and communicate clear boundaries for students' behaviour.
- v). **Manage time and resources** Effective teachers manage time and resources wisely. The effective management of pupils, time, resources and support promotes good behaviour and

effective learning. Effective teachers achieve the management of the class by having a clear structure for each lesson, making full use of planned time, using a brisk pace and allocating his/her time fairly amongst pupils. The effective teachers start their lessons on time and finish crisply with a succinct review of learning.

vi). **Assessment** It is evident that effective teachers employ a range of assessment methods and techniques to monitor students' understanding of lessons and work. These could be tests, competitions, questioning or regular marking of written work. The effective teachers look for gains in learning, gaps in knowledge and areas of misunderstanding through their day-to-day work with students.

vii). **Homework** An important part of the assessment process is the regular setting and marking of homework, particularly in secondary schools. The effective teachers ensure that homework is integrated with class work, is tailored to individual needs and is regularly and constructively marked.

Understanding the Curriculum and Instructional Materials

Agun (1992) defined instructional materials as those materials which are helpful to the teachers and students and which maximize learning in various areas. The use of instructional materials in teaching of English and Mathematic is very important because it provides a concrete basis for conceptual thinking motivates people to learn and captures pupils' imagination if used correctly (Ajalla, 1997).

Instructional materials are materials which assist teachers to make their lessons explicit to learners. They are also used to transmit information, ideas and notes to learners (Ijaodola, 1997). Instructional materials include both visuals and audiovisuals such as pictures, flashcards, posters, charts, tape recorder, radio, video,

television, computers among others. These materials serve as supplement to the normal processes of instruction.

The influence of instructional materials in promoting students' academic performance and teaching and learning in educational development is indisputable. The teaching of English and Mathematics in secondary schools needs to be properly handled. The materials used by teachers to teach and drive home their subject points at the secondary school levels of our education system is incontrovertibly a paramount important issue in practical classroom interaction and successful transfer of knowledge from the teacher to the learners.

Effective teaching of any subject will not only stimulates student's interest in the subject but also enhance their achievement in the examination. To achieve effective teaching and learning process, there is the need for use of instructional materials. Instructional materials are the different teaching aids or apparatus which a

classroom teacher employs to facilitate his or her teaching for the achievement of the stated objective.

English Language and Mathematics are important subjects that must be credited by students before gaining admission into any tertiary institution especially the university to study any course. The importance and technicality of these subjects makes it necessary that relevant instructional materials should be used to teach it to the learners. This fact is supported by Macaulay (1989) who asserts that visual aids make lesson come alive and help students to learn better.

Appraisal of Literature

A review of a wide range of previous works has been done. This began with a broad examination of all the concept of Communication, Communication types and objectives. The Literature is unanimous in the positive link between communication

and effective teaching and learning in attainment of students' performance in their public examinations.

From the forgoing review, it can be deduced that students are the future of every nation. That is why the role of teachers is so important to the society. It is through a teacher that generations of youngsters are deeply influenced. Overall improvement in a student can be expected when communication skills for teachers is given due importance. Thus, it is important that communication skills become an important ingredient of a teacher's professional competency.

This literature confirms much that is already known about the attributes of effective teaching. In the note of Tschannen-Moran (1998), he said that "one of the things that makes teacher efficacy so powerful is its cyclical nature. And the lower efficacy, leads to less effort and giving up easily, which leads to poor teaching outcomes, which then produce decreased efficacy." Therefore, teachers who view students as uninterested learners are often reluctant to expand maximum effort to increase students' interest in

the coursework, because failure to develop student interest would signal poor teaching skills.

The literature also adds some new dimensions that demonstrate the extent to which effective teachers make a difference in the lives of their students. Three main factors (as described in the Figure below) within teachers' control that significantly influence pupil progress were discovered:

- i). teaching skills;
- ii). professional characteristics; and
- iii). classroom climate.

Each discovery provides distinctive and complementary ways that teachers can understand the contribution they make. None can be relied on alone to deliver value-added teaching.

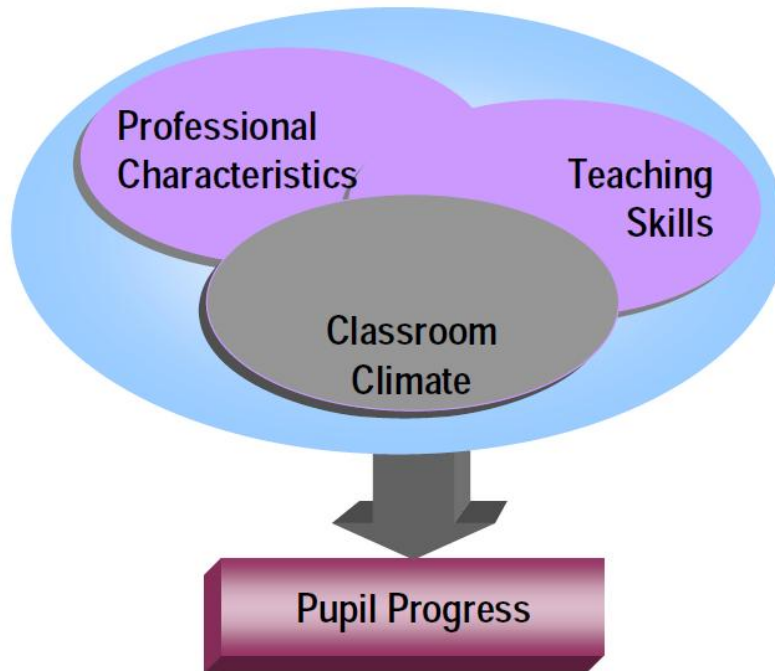


Figure showing Factors that significantly influence pupil progress

Teaching skills and professional characteristics are in a cluster (as shown in Figure 2.9 above), because as observed from the review, teaching skills can be learned, sustaining these behaviours over the course of a career will depend on the deeper-seated nature of professional characteristics of a teacher.

Classroom climate, on the other hand, is an output measure that was discovered useful. It allows teachers to understand how the pupils in their class feel about nine dimensions of climate created

by the teacher that influence their motivation to learn. Classroom climate provides another tool for measuring the impact created by a combination of the teacher's skills, knowledge and professional characteristics. Climate is a measure of the collective perceptions of students regarding those dimensions of the classroom environment that have a direct impact on their capacity and motivation to learn. For the students to derive maximum co-operation and benefit from their study, competent teachers should know their subjects very well. They know the appropriate teaching methods for their subjects and curriculum areas and the ways they (students) should learn. More effective teachers make the most of their professional knowledge in two linked ways. One is the extent to which they deploy appropriate teaching skills consistently and effectively in the course of all their lessons – the sorts of teaching strategies and techniques that can be observed when they are at work in the classroom, and which underpin the national numeracy and literacy strategies. The other is the range and intensity of the professional characteristics

they exhibit – ongoing patterns of behaviour which make them effective.

Based on the review carried out in this study, instructional materials are deployed by the teachers but there are gaps that need to be filled in terms of students poor performance in public examinations especially in two important subjects – English Language and Mathematics. It is cleared that if the goals and objectives of students learning outcomes are to be achieved, we need teachers that are talented in communicative abilities.

Fatona (2001) opined that people's relationships with others are affected by their self-concept they hold. As a result, if a learner established a good relationship with his instructor, Mebude (2003) holds that such a relationship may aid his self-perception. In other words, the nature of open and friendly communication existing between students and their teachers are reflections of the sort of self-concept they hold. Students' progress results from the successful application of subject knowledge and subject teaching methods,

using a combination of appropriate teaching skills and professional characteristics. Professional characteristics can be assessed, and good teaching practice can be observed. Effective and outstanding teachers teach in all kinds of schools and school contexts. This means that a teacher's effectiveness should be consistent with the notion that student progress outcomes are affected more by a teacher's skills and professional characteristics than by factors such as their sex, qualifications or experience.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter covers the details on different techniques and procedures used in the study. It specifically focuses on the following sub-headings:

- Research Design.
- Population of Study.
- Instrumentation.
- Validity of Instrument.
- Reliability of Instrument.
- Administration of Instrument.
- Method of data analysis.

Research

Design

For this study, the survey research design is adopted. The choice of the design was influenced by the objectives of the study as outlined in chapter one. This research design provides a quickly efficient and accurate means of assessing information about a

population of interest. It intends to study factors affecting use of effective communication in the teaching and learning process of English language in Isoko South local government area of Delta state. The study is conducted in Delta state.

Population of the Study

The population for this study were public secondary schools in Isoko South LGA in Delta state, Nigeria. A total of 134 respondents were selected from the population figure out of which the sample size was determined. The reason for choosing Delta state is because of its proximity to the researcher.

Research Instrument

Data for this study was collected from primary and secondary sources. The primary source of data collected was mainly the use of a structured questionnaire which was designed to elicit information on factors affecting use of effective communication in the teaching and learning process of English language in isoko

south local government area of Delta state. The secondary source of data collections were textbooks, journals and scholarly materials.

Validity of Instrument

The instrument of this study was subjected to face validation. Face validation tests the appropriateness of the questionnaire items. This is because face validation is often used to indicate whether an instrument on the face of it appears to measure what it contains. Face validation therefore aims at determining the extent to which the questionnaire is relevant to the objectives of the study. In subjecting the instrument for face validation, copies of the initial draft of the questionnaire were validated by supervisor.

Reliability of Instrument

The coefficient of 0.81 was considered a reliability coefficient because according to Etuk (1990), a test-retest coefficient of 0.5 will be enough to justify the use of a research instrument.

Method of Data

Collection

This study is based on the two possible sources of data which are the primary and secondary source.

- a. Primary Source of Data:** The primary data for this study consist of raw data generated from responses to questionnaires and interview by the respondents.
- b. Secondary Source of Data:** The secondary data includes information obtained through the review of literature that is journals, monographs, textbooks and other periodicals

Method of Data Analysis

Data collected were analyzed using frequency table, percentage and mean score analysis while the nonparametric statistical test (Chi-square) was used to test the formulated hypothesis using SPSS (statistical package for social sciences). Haven gathered the data

through the administration of questionnaire, the collected data were coded, tabulated and analyzed using SPSS statistical software according to the research question and hypothesis. In order to effectively analyze the data collected for easy management and accuracy, the chi square method was used for test of independence.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This chapter deals with the presentation and analysis of the result obtained from questionnaires. The data gathered were presented according to the order in which they were arranged in the research questions and simple percentage were used to analyze the

demographic information of the respondents while the chi square test was adopted to test the research hypothesis.

Analysis of Demographic Data of Respondents

Table 1: Gender of Respondents

		Frequency	Percent	Cumulative Percent
Valid	Male	65	65.0	65.0
	Female	35	35.0	100.0
	Total	100	100.0	

Table 1 above shows the gender distribution of the respondents used for this study. Out of the total number of 100 respondents, 65 respondents which represent 65.0 percent of the population are male. 35 which represent 35.0 percent of the population are female.

Table 2: Age range of Respondents

		Frequency	Percent	Cumulative Percent

Valid	9-11years	15	15.0	15.0
	12-13years	10	10.0	25.0
	14-16years	25	25.0	50.0
	17-19years	20	20.0	70.0
	above 19years	30	30.0	100.0
	Total	100	100.0	

Table 2 above shows the age grade of the respondents used for this study. Out of the total number of 100 respondents, 15 respondents which represent 15.0percent of the population are between 9-11years. 10respondents which represent 10.0percent of the population are between 12-13years. 25respondents which represent 25.0percent of the population are between 14-16years. 20respondents which represent 20.0percent of the population are between 17-19years. 30respondents which represent 30.0percent of the population are above 19years.

Table 3: Educational Background of Respondents

	Frequency	Percent	Cumulative Percent
Valid JSS 1	20	20.0	20.0
JSS 2	25	25.0	45.0
JSS 3	35	35.0	80.0
SSS 1	15	15.0	95.0
SSS 2	5	5.0	100.0
Total	100	100.0	

Table 3 above shows the educational background of the respondents used for this study. Out of the total number of 100 respondents, 20 respondents which represent 20.0percent of the population are JSS 1 students. 25 which represent 25.0percent of the population are JSS 2 students. 35 which represent 35.0percent of the population are JSS 3 students. 15 which represent 15.0percent of the population are SSS 1 students. 5 which represent 5.0percent of the population are SSS 2 students.

Table 4: Category of Respondents

	Frequency	Percent	Cumulative Percent
Valid Arts	25	25.0	25.0
Sciences	50	50.0	75.0
Commercial	25	25.0	100.0
Total	100	100.0	

Table 5 shows the category of respondents used for the study. 25 respondents representing 25.0percent of the population under study are Arts students. 50 respondents representing 50.0percent of the population under study are Science students. 25 respondents representing 25.0percent of the population under study are Commercial students.

Analysis of Psychographic Data

Table 5: There is significant difference between the academic performance of students taught with instructional materials and those taught without instructional materials

	Frequency	Percent	Cumulative Percent
Valid Strongly agree	30	30.0	30.0
Agree	42	42.0	72.0
Undecided	10	10.0	82.0
Disagree	10	10.0	92.0
Strongly disagree	8	8.0	100.0
Total	100	100.0	

Table 5 shows the responses of respondents if there is significant difference between the academic performance of students taught with instructional materials and those taught without instructional materials. 30 respondents representing 30.0 percent strongly agreed that there is significant difference between the academic performance of

students taught with instructional materials and those taught without instructional materials. 42 respondents representing 42.0percent agreed that there is significant difference between the academic performance of students taught with instructional materials and those taught without instructional materials. 10 respondents representing 10.0 percent were undecided. 10 respondents representing 10.0percent disagreed that there is significant difference between the academic performance of students taught with instructional materials and those taught without instructional materials. 8 respondents representing 8.0percent strongly disagreed that there is significant difference between the academic performance of students taught with instructional materials and those taught without instructional materials.

Table 6: There is significant difference in the academic performance of students taught by highly qualified, moderately qualified and less qualified teachers through their communication skills

	Frequency	Percent	Cumulative Percent

Valid	Strongly agree	10	10.0	10.0
	Agree	15	15.0	25.0
	Undecided	5	5.0	30.0
	Disagree	40	40.0	70.0
	Strongly disagree	30	30.0	100.0
	Total	100	100.0	

Table 6 show the responses of respondents if there is significant difference in the academic performance of students taught by highly qualified, moderately qualified and less qualified teachers through their communication skills. 10 of the respondents representing 10.0percent strongly agree that there is significant difference in the academic performance of students taught by highly qualified, moderately qualified and less qualified teachers through their communication skills. 15 of the respondents representing 15.0percent agree that there is significant difference in the academic performance of students taught by highly qualified, moderately

qualified and less qualified teachers through their communication skills. 5 of them representing 5.0percent were undecided. 40 of the respondents representing 40.0percent disagree that there is significant difference in the academic performance of students taught by highly qualified, moderately qualified and less qualified teachers through their communication skills. 30 of the respondents representing 30.0percent strongly disagree that there is significant difference in the academic performance of students taught by highly qualified, moderately qualified and less qualified teachers through their communication skills.

Table 7:There is significant relationship between effective communication of teachers and students learning styles on their academic performance

	Frequency	Percent	Cumulative Percent
Valid Strongly agree	60	60.0	60.0
Agree	25	25.0	85.0
Undecided	10	10.0	95.0
Disagree	5	5.0	100.0

	Frequency	Percent	Cumulative Percent
Valid Strongly agree	60	60.0	60.0
Agree	25	25.0	85.0
Undecided	10	10.0	95.0
Disagree	5	5.0	100.0
Total	100	100.0	

Table 7 show the responses of respondents if there is significant relationship between effective communication of teachers and students learning styles on their academic performance. 60 of the respondents representing 60.0percent strongly agree that there is significant relationship between effective communication of teachers and students learning styles on their academic performance. 25 of the respondents representing 25.0percent agree that there is significant relationship between effective communication of teachers and students learning styles on their academic performance. 10 of them representing 10.0percent were undecided. 5 of the respondents representing 5.0percent disagree that there is significant relationship

between effective communication of teachers and students learning styles on their academic performance.

Test of Hypothesis

Hypothesis I

H₀: There is no significant difference between the academic performance of students taught with instructional materials and those taught without instructional materials by qualified (*highly, moderately and less*) teachers through their communication skills.

H_i: There is significant difference between the academic performance of students taught with instructional materials and those taught without instructional materials by qualified (*highly, moderately and less*) teachers through their communication skills.

Level of significance: 0.05

Decision rule: reject the null hypothesis H_0 if the p value is less than the level of significance. Accept the null hypothesis if otherwise.

Table 16 Test Statistics

	There is significant difference between the academic performance of students taught with instructional materials and those taught without instructional materials by qualified (<i>highly, moderately and less</i>) teachers through their communication skills
Chi-Square	105.520 ^a
Df	3
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 25.0.

Conclusions based on decision rule:

Since the p-value= 0.000 is less than the level of significance (0.05), we reject the null hypothesis and conclude that there is significant difference between the academic performance of students taught with

instructional materials and those taught without instructional materials by qualified (*highly, moderately and less*) teachers through their communication skills.

Hypothesis II

H₀: There is no significant relationship between effective communication of teachers and students learning styles on their academic performance.

H₁: There is significant relationship between effective communication of teachers and students learning styles on their academic performance.

Level of significance: 0.05

Decision rule: reject the null hypothesis H_0 if the p value is less than the level of significance. Accept the null hypothesis if otherwise.

Table 17 Test Statistics

	There is significant relationship between effective communication of teachers and students learning styles on their academic performance.
Chi-Square	70.347 ^a
Df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 25.0.

Conclusions based on decision rule:

Since the p-value= 0.000 is less than the level of significance (0.05), we reject the null hypothesis and conclude that there is significant relationship between effective communication of teachers and students learning styles on their academic performance.

Hypothesis III

H₀: There is no significant difference in the academic performance of students taught by highly qualified, moderately qualified and less qualified teachers through their communication skills.

H_i: There is significant difference in the academic performance of students taught by highly qualified, moderately qualified and less qualified teachers through their communication skills.

Table 18 Test Statistics

	There is significant difference in the academic performance of students taught by highly qualified, moderately qualified and less qualified teachers through their communication skills
Chi-Square	95.347 ^a
Df	1
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum

Table 18 Test Statistics

	There is significant difference in the academic performance of students taught by highly qualified, moderately qualified and less qualified teachers through their communication skills
Chi-Square	95.347 ^a
Df	1
Asymp. Sig.	.000

expected cell frequency is 25.0.

Conclusions based on decision rule:

Since the p-value= 0.000 is less than the level of significance (0.05), we reject the null hypothesis and conclude that there is significant difference in the academic performance of students taught by highly qualified, moderately qualified and less qualified teachers through their communication skills.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

SUMMARY

The study aim at examine the role of communication for teaching and learning English language in public in Isoko South LGA. The population for this study were public secondary schools in Isoko South LGA in Delta state, Nigeria. A total of 134 respondents were selected from the population figure out of which the sample size was determined. structured questionnaire which was designed to elicit information on factors affecting use of effective communication in the teaching and learning process of public-school students in Isoko south Local Government Area of Delta State. The questionnaire was validated by the researcher's supervisor and two other experts in measurement and evaluation. The reliability of the instrument based on Cronbach Alpha Test was 0.81. The data generated for the study was analysed using frequency table, percentage and mean score analysis while the nonparametric statistical test (Chi- square) was used to test the formulated hypothesis using SPSS (statistical package for social sciences).

CONCLUSION

From the analysis carried out in the study, it can be concluded that there is significant difference between the academic performance of students taught with instructional materials and those taught without instructional materials. It was also discovered that there is significant difference in the academic performance of students taught by highly qualified, moderately qualified and less qualified teachers through their communication skills. There is significant relationship between effective communication of teachers and students learning styles on their academic performance. It was revealed that communication and development can be used to improve student performance in examinations. It was shown that there are factors that affect effective teaching and learning. It was seen that effective communication skills produce a positive change in student behaviour and affect the learning environment. It was shown that teachers' levels of experience significantly affect students' academic performance. It was seen that that there is an important aspect of evaluating the effectiveness of a teaching method. It was

shown that that communication barriers can affect teaching and learning process that there is significant difference between the academic performance of students taught with instructional materials and those taught without instructional materials by qualified (*highly, moderately and less*) teachers through their communication skills. There is significant relationship between effective communication of teachers and students learning styles on their academic performance.

RECOMMENDATIONS

The following recommendations arising from the present effort made by the researcher may prove useful.

- For effective teaching in secondary, emphasizes on academic goals should be encouraged; makes [goals] explicit and expect students to be able to master the curriculum; carefully organizes and sequences the curriculum
- Teacher should communicate to their students what is expected of them by making expert use of existing instructional materials.
- Giving prompts and feedback to ensure success

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DEPARTMENT OF EDUCATIONAL MANAGEMENT
FACULTY OF EDUCATION
UNIVERSITY OF BENIN

QUESTIONNAIRE ON
STATE INSPECTORATE SERVICES AND QUALITY ASSURANCE
IN PUBLIC SECONDARY SCHOOLS

Dear Respondent,

Kindly read the following questionnaire items and tick the answers that accurately reflect your choice where appropriate. The response you give is purely for research purpose and will be treated confidentially. Please do not write your name.

Thank you.

Researcher

Section A:

1. Name of School:.....
2. School Type: Old School () New School ()
3. School Category: Single () Mixed ()
4. Educational Qualification: NCE () Bachelors (),
Postgraduate ()
5. Local Government Area:

Section B:

KEY:

Strongly Agree

(S A),

Agree

(A),

Disagree

(D),

Strongly Disagree

(S D).

S/n	Items	Yes	No
What are the functions of state inspectorate services on quality assurance in public secondary schools?			
1.	To maintain minimum standard in education practice nationwide.		
2.	To operate common system of education practice nationwide.		
3.	To introduce classroom innovation.		
4	To achieve quality education		
What is the Extent of quality assurance practices in public secondary schools?			
6	Extent of provision of physical facilities and equipment in secondary schools		
7	Extent of developing teachers professionally		
8	Extent of curriculum relevance to learner's needs		
9	Extent of funding secondary education		
10	Extent of school-community relationship in secondary schools		
Will state inspectorate services impact on quality assurance in secondary schools?			
11	State inspectorate services can impact on the quality of education in secondary schools		
12	State inspectorate services can impact on the teaching and learning process in public secondary schools		
Is there a relationship between the state inspectorate service and quality assurance in public secondary schools?			

13	State inspectorate can enhance the teaching quality in secondary schools		
14	State inspectorate can enhance the learning quality in secondary schools		
15	There is a relationship between the state inspectorate service and quality assurance in public secondary schools		