

**STRATEGIES FOR IMPROVING THE QUALITY OF TEACHING AND
LEARNING IN PRIVATE SECONDARY SCHOOLS IN OREDO LOCAL
GOVERNMENT AREA OF EDO STATE.**

BY

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UNIVERSITY OF BENIN

BENIN CITY

SEPTEMBER, 2023

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**A RESEARCH PROJECT SUBMITTED TO THE FACULTY OF EDUCATION,
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REQUIREMENTS FOR THE AWARD OF BACHELOR OF EDUCATION
DEGREE (B.ED) IN ADULT AND NON-FORMAL EDUCATION**

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APPROVAL

I hereby certify that this research was carried out by **TOSIN ESTHER ARIYO** of the Department of Adult and Non-formal Education, University of Benin and approve of it as adequate in scope and quality for the partial fulfillment of the award of the Bachelor of Education (B.ED) degree in Adult and non – formal Education.

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CERTIFICATION

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DEDICATION

This work is dedicated to God Almighty for his grace and infinite mercy during the course of acquiring this study and for standing by the researcher every step of the way.

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The researcher's sincere gratitude goes to God for his grace, mercy and for always standing with her every step of the way. The researcher couldn't have done this without his guidance and love.

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ABSTRACT

The purpose of this study is to determine strategies for improving the quality of teaching in private secondary schools in Oredo Local Government Area of Edo State. In order to achieve the purpose of the study, five research questions were raised and answered.

The descriptive survey research design was adopted for the study. The population of this study comprise of two thousand, four hundred and twenty eight (1428) private school students and six hundred and forty one (641) teachers in Oredo local government Area of Edo State while a total of one hundred and forty three (143) private school students and sixty four (64) teachers made up the sample for the study. Data for the study was collected with the use of a self-constructed questionnaire. The face and content validity were ascertained in order to determine the validity of the instrument. A test-retest reliability method was used to ascertain the reliability of the research instrument. The researcher made use of frequency count, simple percentage, mean score analyses and standard deviation to analyse the collected data.

Findings from the study revealed that the competence level of teachers in private secondary schools in Oredo Local Government Area of Edo State is low, the available resources for teaching in private schools in Oredo local government area include chalkboards, chalks, picture, charts, television, computer instructor, music instructor, radio, public address system, flash card, computer set, library, computer room, physics laboratory, biology laboratory, agriculture laboratory and Liberian, factors hindering qualitative teaching include lack of requisite qualification, lack of opportunity for retraining, no cooperation between teachers and school administrators and that lack of enthusiasm among teachers and that for teaching to be improved, school administrators should exhibit good leadership, training programmes should be organized for teachers regularly, teachers should be encouraged to adopt student-centered teaching methods, instructional materials should be made available. Based on these findings, it was recommended that school owners should organize regular training and retraining programmes for teachers in private secondary schools in order to improve their level of competence and should also consider the importance of educational resources in the teaching and learning activities. It was also recommended that private school teachers should seek personal development and design strategies that will make them more effective in their teaching profession and deliberately make efforts and cooperate with teachers towards improving the quality of teaching and learning in their school. School owners should also take practical steps towards motivating their teachers through exhibiting good leadership qualities, providing welfare packages for teachers, regularly training their teachers and regular supervision of teachers to ensure they are doing the right thing.

CHAPTER ONE

INTRODUCTION

Background to the Study

Education undoubtedly remains the bedrock of growth and development of any nation and the citizens. This is because it enables one to unlock the cage of human misery and unfold the potentials of every human being which, in turn, leads to social, economic and political transformation. Education is the process of facilitating learning or the acquisition of knowledge, skills, values and beliefs and habits. Education can take place in formal and informal settings. Also any experience that has formative effects on the way one thinks, feels or acts may be considered education.

Teaching is obviously closely connected with, if not absolutely necessary to, education. Whether or not education could go on in its absence is debatable, but in practice teaching is central to the enterprise. The concept of teaching, however, is by no means an easy one to handle. For one thing, the word ‘teaching’ is not the name of any one activity. Teaching may involve many different kinds of activities: talking, asking questions, writing on a blackboard, setting up situations in which students can learn, and many others. A teacher will properly be held responsible for his teaching and so it is as well to be clear about what counts as teaching and what does not.

Teaching is regarded as both an art and science. As an art, it lays stress on the imaginative and artistic abilities of the teacher in creating a worthwhile situation in the classroom to enable students to learn. As a science, it sheds light on the logical, mechanical, or procedural steps to be followed to attain an effective achievement of goals. Teaching is a scientific process, and its major components are content, communication and feedback. The teaching strategy has a positive effect on student learning. It is always possible to modify, improve and develop the new teaching-learning activities, and hence the flexibility is in-built into the system; and “The terminal behaviour of the learner in terms of learning structures can be established by appropriate teaching environments.

Teaching is a very important aspect of education process. This is because, the ultimate goal of the whole educational process which is aimed at providing skill and knowledge to an individual in order to make him or her useful to himself and to his society cannot be achieved without teaching. In other words teaching is veritable instrument in the achievement of the goals of education which societal development.

The importance of teaching stems from the fact that government, employers and even parents as well as other stakeholders are usually concerned about the qualification or competence of those occupying the exalted and enviable position of the teacher. This is because it is believed that there is a strong relationship between the competence level of the teacher and his teaching skills. This explains why many private schools owners always indicate that their teachers are qualified when advertising their school to the public.

Despite the fact that teaching is very necessary in the achievement of educational objectives, it cannot take place if there is no one learner. This implies that before teaching can be said to have taken place, there must a learner or group of learners listening to what is being taught. In other words, teaching and learning goes hand in hand.

Learning is another aspect of the educational process. It is as important as teaching itself. Learning is not only the modification of behaviour by acquiring good things as per the social norms is learning but even behaviour modification by acquiring bad things comes under learning'. In other words, learning leads to change in behaviour but this does not necessarily mean that these changes always bring about improvement or positive development. Learning is the acquisition of new behaviour or the strengthening or weakening of old behaviour as the result of experience. Learning is a sequence of mental events or conditions leading to changes in learner. It can be concluded that learning is a process by which an individual, as a result of interactions in a situation, modifies his/her behaviour. It helps in bringing desirable changes in behaviour attaining proper adjustment and attaining proper growth and development.

However, achievement of the objectives of proper development and growth of the individual to the extent that he becomes an asset to the nation or the society can be hampered if teaching learning process is not in tandem with needs and desires of the society. In other words, the teaching and learning process must be designed to sooth and provide for the needs of the society if the beneficiary of the learning process are not be seen as liabilities instead of assets to the nation. This implies that there must be continuous improvement of teaching and learning in institutions in line with current demands of the society.

Within the global context, systems focus on teaching and learning outcomes which is defined as ‘statements of what a learner knows, understands and is able to do at the end of the learning process. Teaching and learning outcomes are intended to ensure qualifications are transparent and to support accountability. Very often, decision makers refer to quality assurance data to ensure that schools are meeting standards set out in National Qualification Frameworks, distribute resources effectively and equitably with the aim of improving the teaching and learning process.

Countries are also increasingly allowing schools greater autonomy so they may better respond to local contexts and individual learner needs. Internal teaching quality assurance mechanisms support evidence-based decision-making for internal accountability, that is, peer professional accountability and school development. Most European countries have created frameworks that integrate some combination of internal and external quality assurance mechanisms, which may include, inspectorates, national student assessments, school self-evaluation and teacher appraisal. These mechanisms generate data on the overall performance of as well as the quality of schools and of the teacher workforce, as measured against learning outcomes and standards defined in National Qualification Frameworks. In other words, these mechanisms are all directed at improving the quality of teaching and learning in schools. This testifies to the importance of quality teaching process in schools at all levels.

It is important to note that the quality of teaching and learning process is an important complement to education research and knowledge. Quality determination

mechanisms provide data on current performance and help to identify areas of success as well as areas for system and school improvement. Education research methodologies allow a much deeper view on ‘what works best for learning, for whom, and under what circumstances. Both quality assurance and education research support reflection on effective school development.

In modern times, a lot of emphases are placed on the quality of process and products, including the education sector. In other words, the teaching and learning process is expected to turn out qualitative products whose impact can be felt by the society. However, improving quality of teaching is probably the most important task facing any educational institution. Quality of teaching has significant impact and invaluable contribution to the area of human development. Students, therefore, have right to receive an education of good quality and quality of education is associated with different academic and institutional factors.

Quality of teaching and learning involves the systematic review of educational programmes and processes to maintain and improve their quality, equity and efficiency. While the design of quality improvement or assurance mechanisms (tools, processes and actors) varies across national contexts, their common objective is to improve teaching and learning – with the ultimate goal to support the best outcomes for learners.

Quality improvement approaches can include mechanisms that are external and internal to schools. External mechanisms may include national or regional school evaluations and/or large-scale student assessments. Internal mechanisms may include school self-evaluation, staff appraisal and classroom-based student assessments. These mechanisms have different but complementary purposes. Ideally, they are part of a coherent, integrated system, with the different mechanisms supporting and reinforcing each other. This kind of productive synergy can ensure a clear focus on school development, providing data on aspects such as school climate and the well-being of all members of the school community, effective teaching and learning, and the impact of innovations.

Improving the quality of teaching is important to support on-going development of schools and of students. When teaching is of high quality, the products speak for themselves. This implies that the evidence of qualitative teaching and learning process is found not only in the academic performance of students, but also through their contributions to social, political and economic development of the society in which they belong. Well-functioning systems have mechanisms to support and balance vertical and horizontal, internal and external accountability. Teaching quality improvement process that is focused on development oriented is designed to support schools to adapt to the changing needs of learners. The focus is not only on improvement but also innovation, that is, the development or experimental testing of approaches in different contexts to support quality, equity and efficiency in the teaching learning process.

Teaching is regarded as both an art and science. As an art, it lays stress on the imaginative and artistic abilities of the teacher in creating a worthwhile situation in the classroom to enable students to learn. As a science, it sheds light on the logical, mechanical, or procedural steps to be followed to attain an effective achievement of goals. Teaching is regarded as an intimate contact between a more mature personality and a less mature one which designed to further the education of the latter. Teaching is arrangement and manipulation of a situation in which there are gaps or obstructions which an individual will seek to overcome and from which he will learn in the course of doing so. It is seen as a form interpersonal influence aimed at changing the behaviour potential another person. Smith in 1963 further extended the definition of teaching as a system of actions involving an agent, an end in view and a situation including two sets of factors those over which the agent has no control (class size, characteristics of students, physical facilities, etc.) and those which he can modify (such as techniques and strategies of teaching).

Stronge (2004) stated that teaching is vocational, and most effective teachers are passionate about their chosen profession. However, he also added that an effective teaching implies constant learning and improvement of the teaching process due to changes in terms of the students' characteristics, the curriculum, the community, and finance among many others. The idea of effective teacher for each

individual is variable. Students' perception, opinions and/or experiences about an effective teacher are different. An effective teacher has been considered, sometimes, as a perfectionist, encouraging, approachable and caring, other times as intelligent, but above all, as enthusiastic, funny, clever, affective and understanding, open, and with a relaxed style while teaching. In 1964, Holt addressed that learning is enhanced by the teachers' knowledge, enthusiasm and responsibility towards creating a warm class climate enhancing "the students desire to learn and to accept the challenges of thinking and enquiring into all that is offered by the teacher".

Teachers need to be able to survive the demands, threats and challenges within the diverse circumstances of teaching" He stated that an teachers needs the capacity to be persistent, flexible, and innovative on new teaching approaches and be prepared in the case of failure. For Stronge (2004) the effective teacher has a psychological influence on the students, having a strong influence on their achievement. The effective teacher is the one who has clear objectives and own goals of teaching. A teacher can provide the students with the answer of a question, which can be effective only if the main objective is simply to compare and analyse different results. However, if the objective is to make the student think about the option of providing different possible answers, the teacher, in this case, may be regarded as ineffective. Smith (2011) stated that teaching needs to be creative in order to allow the students learn naturally. He also added that educational institutions should spend more time on "doing" and less time on "talking about learning and teaching"

For teaching to be effective, it needs to focus on students' achievement. An effective link between school and cultural context is needed; apart from being caring, and enhance assessment, feedback and evaluation, as well as being responsible to students learning process, the curriculum goals, the multiple tasks and the contexts. To be an effective teacher there should be an interaction among different factors. One of them is the teacher' knowledge, enthusiasm and responsibility for learning. Another factor is that effective teachers should provide the students with activities and assessment that encourages them to learn (and learn through experience), as well as having an engaged feedback. Finally, to create a warm environment and a

relationship with the students in which respect will enhance learning. The responsibilities of teachers are to have lesson clarity, instructional variety, teacher task orientation, engagement in the learning process and student success rate.

Teachers, no doubt are veritable instruments in the academic development of students. Their position and importance can neither be over emphasised nor replaced by any other entity. This explains why Black, Harrison, Lee, Marshall, and Wiliam, (2002) argue that the most expensive and technologically advanced teaching aid cannot replace or take the place of the teacher, but can only complement the efforts of the teacher. In other words, the teacher himself is a compulsory input in the teaching learning process, whereas every other component or aspect of the education sector, though necessary are not as compulsory as the teacher.

The importance placed on the teacher and roles they are expected to play in the development of the student makes it pertinent that frantic effort be made to regularly improve their teaching since the quality of teachers and teaching is sin qua non to the quality of their students. It is against this background that this seeks to determine strategies for improving the quality of teaching in private secondary schools

Statement of the Problem

Despite all the progress that has been made in improving access to education in the past two decades in terms of increase in the number of schools, proximity of schools to students as well as increase in the number of teachers, it has not translated into improvements in learning for many children, particularly those from disadvantaged backgrounds and in conflict areas. International and cross-national comparable learning assessments show that proficiency levels in reading, mathematics and science for learners in developing countries are low and fall far short of international benchmark levels, with only limited progress for a small minority of countries.

The challenge is greatest in West Africa, where 85 percent of children do not reach minimum levels of learning despite being in school. Evidence from research increasingly shows that teaching and learning are two areas that need attention to

address this gap. The evidence base on how to improve teaching and learning seems lacking, especially evidence from developing country settings. What is clear is that specific features of developing country education systems, their system capacity, domestic characteristics of governance and accountability structures, and political dynamics are critical factors determining the outcome of reforms to improve teaching and learning.

One indicator of quality teaching is the performance of students in the national examination outcomes. In Oredo local government area of Edo State, private secondary schools portray appearances that give the impression that they are far better than government owned schools in all ramifications including environment, quality of staff, teaching process, teaching resources among others. The presence of these elements in any school should ordinarily translate into a teaching learning process that meets set standard and more importantly improved academic performance and competitive products as evidence of haven undergone standardised tutelage.

However, preliminary investigation reveals that most students in private secondary schools in Oredo local government area do not reflect the teaching environment being portrayed by their schools. The quality of their interaction and communication skills is far below expectation and even when compared to their counter parts in government schools, private school students in the area could not compete favourably. This situation gives the impression of a problem of poor teaching learning process. Could it therefore, be that the teachers in these private schools are not competent? could it be that they lack resources to teach? or is it that the resources are available but not adequate. Could it also be that the environment is not conducive for academic activities? Whatever, be the case, there is an obvious need to make frantic effort to improve the quality of teaching in these private schools. The problem this study, therefore, is to determine strategies for improving the quality of teaching and learning in private secondary schools in Oredo Local Government Area of Edo State.

Research Question

The following research questions were raised to guide the study

1. What is the competence level of teachers in private secondary schools in Oredo Local Government Area of Edo State?
2. What the available resources for teaching in private schools in the area?
3. Are the available resources or teaching adequate?
4. How conducive is the learning environment for teaching and learning?
5. What the factors hindering qualitative teaching in Oredo Local Government Area of Edo State?
6. How can teaching be improved in private secondary schools Oredo Local Government Area of Edo State?

Purpose of the Study

The purpose of this study is to determine strategies for improving the quality of teaching in private secondary schools in Oredo Local Government Area of Edo State. Specifically, the objective of this study is

- determine the competence level of teachers in private secondary schools in Oredo Local Government Area of Edo State
- find out the available resources for teaching in private schools in the area
- find out if the available resources or teaching adequate
- ascertain how conducive the learning environment is for teaching and learning
- investigate the factors hindering qualitative teaching in Oredo Local Government of Edo State
- explore how teaching can be improved in private secondary schools Oredo Local Government Area of Edo State

Significance of the Study

Findings from this study will be of immense benefit to Government, Ministry of Education, School owners, teachers and even researchers.

Findings from the study will help to emphasise the importance of improving the quality of teaching so as to enable government take necessary action and deliberate steps towards ensuring that the quality of teaching and learning is improved.

The ministry of education who is directly involved in monitoring and supervision of schools will also benefit from the findings of this study as it will help to identify the causes of poor teaching in various schools. It will give them reasons to become strict with the quality assurance process not only in the private schools but the government owned schools as well.

School owners will also benefit from the findings of this study as will enable them come to terms to with factors affecting quality of teaching in their schools and the implication of such situation if not corrected. Findings from the study will also help school owners to see the ways through which the problems of poor quality teaching can be resolved.

Findings from this study will also be of benefit to teachers in various private schools, especially those who are enthusiastic about teaching. It will help them realise the danger or implication of engaging poor quality teaching both on themselves, the students and their society at large. They will also see reasons to engage and participate in any process designed to correct such anomalies.

Finally, findings from this research work will serve as contribution to the bank of knowledge. It will also serve as baseline data for researchers conducting studies in the same or similar areas as well as a reliable point of reference.

Scope and Delimitation of the Study

The scope of this study covers competence level of teachers, available and adequacy of resources for teaching, learning environment, factors hindering qualitative teaching, steps for improving teaching. This study is delimited to private secondary schools Oredo Local Government Area of Edo State.

Definition of Terms

The following terms which are used in this study are hereby defined

Teaching: This refers to the professional process of interacting with students in order to impact with knowledge skills and ideas

Learning: This refers to the acquisition of knowledge and skills by students within a school setting

Improvement: This refers to enhancing or increasing the quality of an object

CHAPTER TWO

REVIEW OF RELATED AND RELEVANT LITERATURE

This chapter deals with the review of related and relevant literature on determine strategies for improving the quality of teaching in private secondary schools. The review was done under the following sub-headings:

- Conceptualising Teaching
- Concept of Learning
- Competence level of Teachers in Private Secondary Schools
- Availability of Resources for Teaching and Learning in Private Secondary Schools

- Adequacy of Resources for Teaching and Learning in Private Secondary Schools
- Learning Environment for Teaching and Learning in Private Secondary Schools
- Factors Hindering Qualitative Teaching and Learning in Private Secondary Schools
- Strategies for Improving Teaching and Learning in Private Secondary Schools
- Summary of Literature Reviewed

Conceptualising Teaching

When a person imparts information or skills to another, it is common to describe the action as teaching. Imparting may mean to share experiences or communicating information, for instance, lecture. Teaching is regarded as both an art and science. As an art, it lays stress on the imaginative and artistic abilities of the teacher in creating a worthwhile situation in the classroom to enable students to learn. As a science, it sheds light on the logical, mechanical, or procedural steps to be followed to attain an effective achievement of goals. Different educationists hold different ideas regarding the concept of teaching.

Teaching is intimate contact between a more mature personality and a less mature one which designed to further the education of the latter”. Dewey (1934) expressed this concept of teaching by an equation. “Teaching is learning as selling is to buying”. In the words of John Brubacher (1939), “Teaching is arrangement and manipulation of a situation in which there are gaps or obstructions which an individual will seek to overcome and from which he will learn in the course of doing so”. Smith defined teaching as “Teaching is a system of actions intended to induce learning”. According to Gage (1963), teaching is a form interpersonal influence aimed at changing the behaviour potential another person”. Smith in 1963 further extended the definition of teaching as a system of actions involving an agent, an end in view and a situation including two sets of factors those over which the agent has no control (class size, characteristics of students, physical facilities, etc.) and those which he can modify (such as techniques and strategies of teaching.

Teaching is a scientific process, and its major components are content, communication and feedback. The teaching strategy has a positive effect on student

learning. It is always possible to modify, improve and develop the new teaching-learning activities, and hence the flexibility is in-built into the system; and “The terminal behaviour of the learner in terms of learning structures can be established by appropriate teaching environments.

The International Encyclopedia of Teaching and Teacher Education) have classified the concept of teaching into three categories:

1. Teaching as success signifies that learning is implicated in teaching. Teaching entails learning and can be defined as an activity which necessarily affects learning.
2. Teaching as an intentional activity means that teaching may not logically imply learning, but it can be anticipated that will result in learning.
3. Teaching as normative behaviour denotes action undertaken with the intention of bringing about learning another. It designates a family of activities: training and instructing are primary members and indoctrination.

Training consists of activities that shape skills and other behaviours while instruction and indoctrination go with activities which induce knowledge and beliefs. Teaching can be conceptualized as a form of problem-solving and decision - making which has many properties in common with the work of physicians. This conceptualization has led to a body of research which has investigated the decision-making of teaching focusing in particular on the information about students that teachers use to make decisions and the way they tailor instruction to individual student needs.

Concept of Learning

Learning occupies a very important place in our life. It provides a key to the structure of our personality and behaviour. Experience, direct or indirect, plays a very important and dominating role in moulding and shaping the behaviour of the individual from the very beginning. When a child touches a hot pan and gets burnt, he or she immediately withdraws her/his hand and learns to touch such vessels carefully. This is because if one touches a hot vessel, one gets burnt. In the same

way from other experiences, in her/his day to day life, s/he derives different conclusions and modifies her/his behaviour. These changes in behaviour brought about by experience are commonly known as learning and this process of gaining experiences, drawing conclusions, and changing behaviour goes on from womb to tomb.

- **Learning is a process and not a product:** Learning is a fundamental and life-long process. Attitudes, fears, gestures, motor skills, language skills, etc. are the products of learning. They are not learning themselves. In a classroom, when learning is viewed as a product then it is viewed as something external. Something like shopping– people go out and buy knowledge and then it becomes their possession. Paulo Freire in his book ‘Pedagogy of the Oppressed’ criticizes this and says that education thus becomes an act of depositing, in which the students are the depositories and the teacher is the depositor. In this ‘banking’ concept of education, the teacher is the subject of the learning process, while the students are mere objects. Whereas, when learning is viewed as a process, it is viewed as something internal or personal. It is something that a child does in order to understand the real world and uses it as a tool for survival.
- **Learning is purposive or goal directed:** Learning is not an aimless activity. All true learning is based on purpose. We do not learn anything and everything that comes in our way in a haphazard manner. However, some experts argue that sometimes learning is unintended.
- **Learning generally involves some degree of permanence:** Activities bringing temporary change in behaviour and not lasting do not come under learning. For example, cramming the content matter by a learner for examination and forgetting it after sometime does not bring any change (to some extent to permanence) in the total behaviour pattern of the learner and thus this type of learning cannot be said as true learning.
- **Learning is universal and continuous:** Every creature till it lives, learns. In human beings it is not restricted to any particular age, sex, race or culture. It is a continuous never-ending process which starts from birth and continues till death.
- **Learning prepares for adjustment:** Learning helps the individual to adjust herself/himself adequately and adapt to the changes that may be necessary to

the new situations. We meet with new situations which demand solutions. Repeated efforts are required react to them effectively. These experiences leave behind some effects in the mental structure and modify our behaviour.

- **Learning is comprehensive:** The scope of learning is spread over each and every dimension of life. It is a very comprehensive process which covers all domains – Cognitive, Affective and Psychomotor- of human behaviour.
- **Learning is change in response or behaviour may be favourable or unfavourable:** Learning leads to changes in behaviour but this does not necessarily mean that these changes always bring about improvement or positive development. There are chances to drift to the negative side too.
- **Learning is organizing experience:** Learning involves all those experience and training of an individual (right from birth) which help her/him to produce changes in behaviour. It is not mere addition to knowledge or mere acquisition of facts. It is the reorganization of experience which may also include unlearning.
- **Instincts and reflexes are not learning:** Changes in behaviour on the basis of native response tendencies like instincts and reflexes (e.g. infant's sucking behaviour, blinking at bright lights) cannot be attributed to learning.
- **Learning does not include changes in behaviour** on account of maturation, fatigue, illness, or drug etc.

Attempt has been made by many psychologists and educationists to explain the concept of learning. Learning is not something that takes place within the boundaries of a classroom; rather it takes place anywhere, anytime and from anyone. Traditional Indian Literature has examples where people learnt from trees, mountains, rivers, insects, etc. It means learning is something which is possible anywhere. In order to understand the concept of learning, let us begin with few definitions of learning which many psychologists and educationists have proposed. Generally, learning is defined as a process of behaviour modification through experiences, exercise and efforts. Learning is not acquired by birth, but it is the process of acquiring competence by using hereditary resources.

- Temporary change in behaviour is not learning.

- Not only the modification of behaviour by acquiring good things as per the social norms is learning but even behaviour modification by acquiring bad things comes under learning'. In other words, learning leads to change in behaviour but this does not necessarily mean that these changes always bring about improvement or positive development.
- Learning is the acquisition of new behaviour or the strengthening or weakening of old behaviour as the result of experience'.

It means, instead of change in existing behaviour or acquisition of new behaviour, learning may also result in discontinuance or abandonment of existing behaviour. This 'unlearning' is also learning in itself.

Competence Level of Teachers in Secondary Schools

Competency has become the key word in the current educational scenario in India. If competent teachers can be obtained, the likelihood of attaining desirable educational outcomes is substantial. An effective teacher is one who quite consistently achieves goals which either directly or indirectly focuses on the learning of their students. Competency become the prime interest of the teachers, educationists, policy makers and for would be teachers because teachers are the only who can build the better society, country, nation and the whole world. The terms 'Competency' and 'Competence' are used interchangeably (Passi and Lalitha, 1994). Competence is personal traits or a set of habits that leads to more effective and superior job performance. Teacher competence includes a thorough knowledge of the content. A teacher who has flare for teaching, is intelligent and is enthusiastic can evolve any number of strategies to make his/her teaching effective. (Shukla, 2014).

Teaching is a set of skills, values, beliefs and practices to make outcomes valuable. Teachers prepare citizens for future, citizens make a nation and high levels of knowledge, competencies and skills are the very basic conditions for active citizenship, employment and social cohesion. The various teaching skills included are related to objectives of the lesson, content selecting, content organisation, selection of audio-visual materials (Planning skills) introducing the

lesson, fluency of questions, use of probing questions, explaining, illustrating with examples, stimulus variation, use of silence and non-verbal cues, increasing student participation, pacing use of black board (Presentation skills), achieving closure, giving assignment (Closing skills), classroom evaluation, diagnosis of student difficulties (Evaluation skills), recognising attending behaviour and maintain classroom discipline (Managerial skills). In addition to a mastery of basic skills, effective teachers are expected to demonstrate thorough understanding of the content of their curricular areas, pedagogical capabilities, communication skills, and professionalism (Passi and Lalitha, 1994).

Current research shows that teaching competency of teachers varies with different variables like gender, educational qualifications, teaching experience, teaching subject, location of school (Ahmad and Khan, 2016; and Jan, 2016). Most of the teachers have been found average level of teaching competencies in relation to certain variables. However, in contrast to this finding, Kour and Talwar (2014) reported no significant difference in the teaching competency of school teachers with respect to their gender, age as well as type of school in which they were working. Paul found that variables like creativity, intelligence and teacher attitude influence the teaching competencies of teacher trainees. Ahmed and Khan (2016) investigated that the government secondary school teachers were more competent than the private secondary school teachers and also science teachers were highly competent than the arts teachers.

Research study by Chauhan and Gupta (2014) observed teachers with high experience of teaching as more competent in comparison to teachers with less teaching experience. Moreover, studies by Ayishabi and Amruth (2005) highlighted that there is significant correlation among teaching competency, job satisfaction and students performance. Studies in India and abroad have been conducted on teaching competency which have revealed mixed results. Therefore, it gets affected by various factors such as intelligence, academic achievements, socio-economic status, attitude towards teaching profession, personality factors, adjustment, teaching aptitude as well as selected variables like qualification, gender, locality, experience etc.

The professional teacher is expected to possess certain competence both professional and personal. Professional competences are both academic and pedagogical. Academic competencies are the teachers' knowledge of his subject. Pedagogical competency is the art of teaching the subject, observing such principles as teaching from known to unknown, concrete to abstract and from simple to complex (Akpan, 2002). The chemistry teacher's success in the classroom for example depends very much on his preparedness for the instruction process. What is then needed to be a competent teacher?

A competent teacher is a person who is professionally qualified and trained to teach, having the necessary qualities or skills and showing adequate skills in the teaching process. Other competencies required of teachers include knowledge of subject-matter, pedagogy, skill processes, resourcefulness, behaviour motivation and evaluation. A competent teacher attends conferences, workshops and seminars, has a good classroom control, effective communicative skills, adequate knowledge of the subject, utilize a variety of teaching methods, or strategies and show enthusiasm for teaching (Akinbobola, 2004).

There is an implicit assumption that the ability to engage and motivate students is a characteristic of good practice in the teaching profession. Undoubtedly, students' engagement and interest in learning has been a concern for researchers and many seem to agree that there is a critical link between the role of the teacher and students' levels of engagement and interest in learning (Barmby 2008; Freeman et al., 2007; Osborne and Dillon, 2008). While much is known about students' attitudes to science (Maharaj-Sharma, 2007; Nasr and Soltani, 2011), only very little is known about students' expectations of their teachers and lessons. According to Kajuru (2015), secondary education is a very important instrument for national development that fosters the worth and development of the individual for further education and development as well as the general development of the society. To them, education is regarded as an instrument that can be used to achieve more rapid economic, social, political, technological, scientific and cultural development in a country.

Over the recent years, students' academic performance has attracted attention from various stakeholders and further raised interest in teachers' competence in delivering the subject matter. Some scholars opine that students' academic performance is a function of student effort, attitudes, interest in the subject and intellectual capabilities as well as competence of the teacher. As regards teachers' roles in student achievement, there are various competency standards required in the teaching profession. These standards relate to teacher competence requirements such as the level of educational qualification, mastery of content to be taught and training amongst others (Trinder, 2008).

Competent teachers who meet the profession's requirements are perceived to be "good" or "effective" teachers who bring about learning and exhibit desirable traits by upholding the standards and norms of the profession (Zuzovsky, 2003). An effective teacher is one who is capable of bringing about intended learning outcomes (Tambo, 2012). It is however argued that, the professionally competent teacher must be innovative, creative and dynamic in producing and using improvised motivation and teaching techniques especially in the subject where student interest seems to be less.

Tambo (2012), Tchombe and Nsamenang (2011) opine that interest is one of the most important influences on learning. They maintain that a learner would learn whatever they are interested in especially if the knowledge being learned is contextually relevant. High interest generally translates to better academic achievement and in this light, it may be argued that students in our secondary schools lack the necessary interest; but whether or not teachers' competence is responsible is yet to be determined. The fact is that the teacher is supposed to arouse and maintain student interest in the content area they teach.

A study done by Odumbe (2015) indicates that students' academic performance depends on the success of the teaching process which is a multidimensional construct measured through evaluation of the overall achievement by students. It also depends on motivation of the students as well as the evaluation of the teacher's role. In addition, academic performance varies from school to school, set-up of the learning environment, availability of resources and

infrastructure that support learning and the type of school-whether private, public, or faith based.

Trinder (2008) defines competence as the ability of a professional to apply knowledge, skills and experiences in performing activities within a given occupation in order to produce a required outcome. From the teaching point of view, teacher competence involves an individual teacher's ability to function as expected in employment and do a particular job or perform a set of tasks under various conditions including the ability to cope with contingencies.

According to Passos (2009), teacher competence is highly associated with professional performance and can be defined from both cognitive and operational perspectives. From the theoretical point of view, teacher competence refers to a cognitive structure that facilitates specified behaviours. From the operational perspective, it entails a myriad of higher-order knowledge, skills, attitudes, strategic thinking, metacognition and behaviours that represent the teacher's ability to deal with complex situations that cannot be predicted with precision Passos (2009). Wilson and Mant (2011), based on students' responses, have described exemplary teachers as those teachers who are clear explainers and whose lessons are characterized by high levels of thinking, problem solving, and discussion. Less teacher-led demonstrations and more practical work, are other qualities students agreed exemplary teachers should possess (Thompson 2008).

Competence has mental component involving thought and a behavioural component involving competent professional performance. To influence the desired student academic performance, teacher competence goes beyond mere possession of the requisite knowledge, skills and attitudes (Kajuru, 2015). This is because the success of any pedagogical process also relies on other factors such as the mode of delivery of content, teacher preparedness, learner engagement in the learning process, the learning environment among others.

According to Passos (2009), competence is developed through teacher education, work experience and on-the-job training based on an exposure to a variety of activities that test an individual's ability to cope with different situations.

Teaching experience gained also improves the teachers' ability to cope with unusual circumstances while education provides the teacher with solid understanding of the subject matter. Education and work-related experience also enhance the teacher's understanding of the principles and concepts underlying efficient and effective delivery of content.

Akpan (2018) asserted that one of the most important teacher variables that enhance their effectiveness is the mastery of the subject matter. For Mezieobi (2018), any meaningful conception of teaching Social Studies should recognize the nature of the subject and the good-objects to be taught and learned. Teachers should sufficiently familiarize themselves with the subject matter to be taught. According to Rena (2000), good knowledge of the subject matter helps the teacher to teach the learners correctly. This in turn leads to the achievement of set objectives and the consequent interest of the learners' to continue in the learning process. This scholar adds that, it has been established that there is a high correlation between what teachers know and what they teach.

Availability of Resources for Teaching and Learning in Private Secondary Schools

Resources for teaching and learning are very cogent and significant to the provision of quality education and achievement of educational objectives. Longman (2003) explains that availability refers to the possibility of an instrument to be present and easily assessed for use at any given time. In other words they are those resources that are committable or usable upon demand to perform their designated or required function. Similarly, Adebayo (2014) opined that availability of educational materials refers to presence of educational materials when needed. In other words, availability of resources for teaching and learning refers to the easiness or speed with which needed educational materials are assessed and used for the attainment of educational purposes.

Mgbor (2015) opined that the relevance of the presence of facilities, equipment and supplies to the smooth running of school programme has been severally emphasized in the literature. The level of success of most secondary

schools programmes is greatly dependent on the degree of availability of equipment and facilities as these form the hub around which such programmes revolve. In the words of Owoeye (2011), availability of school materials is a potent factor to qualitative education. He added that the importance of provision of instructional facilities for teaching and learning in the education sector cannot be over emphasized.

Owoeye (2011) indicated that teaching is inseparable from learning but learning is separable from teaching. In other words, teachers do the teaching to make the students learn, but students can learn without the teachers. They added that learning can occur through one's interaction with one's environment. Environment here refers to facilities that are available to facilitate students learning outcome. Salami cited in Olabanji, and Abayomi, (2010) noted that availability of adequate facilities and equipment is of vital importance in education. They added that funding or financing is equally an important factor affecting the implementation of the school programmes.

The facilities provided by government for the execution of education projects in Nigeria are inadequate and irregular as highlighted by the frequency of industrial actions in the education sector. Moreover, due to the general level of poverty in the country, the contributions of communities and households to educational provision have been negligible. Consequently, the best alternative is prudence in the use of available resources. This is because when a given level of resources is efficiently utilized, more services are provided and more goods are produced than when inefficiency abounds. According to Agabi (2010), prudence in the use of education resources begins with the identification and exploration of all sources of materials relevant to education. It also includes the careful harnessing, rational distribution, efficient utilization and adequate maintenance of the identified resources.

Afework (2014) studied the availability of school facilities and their effects on the quality of education in government primary schools of Harari Regional State and East Hararghe Zone, Ethiopia. The study sample was selected through simple random sampling technique and available sampling techniques. School principals, district and regional education bureau heads were the sample of the research. The

data collection instruments were questionnaire, interview and observation. The data analysis was done using statistical tools such as percentages, frequencies, means and grand means. Research result showed that school facilities and instructional materials were unavailable, less in quantity and quality that created a great challenge on teaching and learning activities that in turn had a negative impact on the improvement of the quality of education.

In the same vein Lawson & Tari, (2011) conducted a study on the relationship between availability of educational facilities and students' academic achievement in Government Secondary schools in Mbano Local Area of Imo State. The study used the stratified random sampling to select twenty (20) schools, three hundred (300) students in Urban and rural areas of the local government area. The instruments for the study were observation and questionnaires which were validated. Frequency count, simple percentages and mean were used to analyse data. Findings from the study revealed that basic materials needed for the implementation of educational programme in secondary schools in the area are not fully provided for schools by government. It was also observed that only few schools are being renovated while no new ones are being built where there are none. Most of the renovation works are in the hands of the politicians who are not interested in executing the jobs according to specification. Even in some areas where the Secretaries of Local Education Boards were given the money to ensure that the Head Teacher executed the projects, the secretaries gave them money far below the cost of the jobs and so the jobs were not completed. The students also indicated that the uncondusive situation of their schools makes learning more difficult than necessary and uninteresting and that they lack motivation to learn in such environment.

Ekundayo (2012) studied school facilities as correlates of students' achievement in the affective and psychomotor domains of learning. The study was a descriptive research design of the survey type. The population consisted of all the teachers in public secondary schools in south-west Nigeria. The sample was however made up of 1200 teachers from 60 secondary schools. Multistage, simple and stratified random sampling techniques were used to select the states, the schools

and the teachers for the study. A self-structured instrument tagged “Secondary School Effectiveness Questionnaire (SSEQ)” which was validated by research experts in Adult and Non-formal Education and tests and measurement was used to collect the data for the study. The data collected were analysed using frequency counts, simple percentages, bar charts and Pearson product moment correlation. The study revealed that the schools’ physical facilities were not all that adequate. The study further revealed that the students achieved well in the affective and psychomotor domains of learning. The study revealed that there was a significant relationship between school facilities and students’ achievement in the affective domain as well as a significant relationship between school facilities and students’ achievement in the psychomotor domain of learning.

Adequacy of Resources for Teaching and Learning in Private Secondary Schools

Resources can be seen as tangible assets that are adequately provided by the school to be used by teachers and students for effective teaching and learning to take place schools. Resources have been classified into the physical facilities and instructional resources (Kigwilu & Akala, 2017). Physical facilities are tangible assets that can easily be seen and observed. They include entrepreneurship resource centres, staff quarters, workshops, laboratories, equipment, lecture halls, lecture rooms, ICT centres, libraries, health-care centres, hostels, lecturers’ offices, sports grounds, structures, et cetera. These physical facilities can contribute directly or indirectly to the teaching and learning processes. They provide the conducive environment and atmosphere for teaching and learning effectiveness to take place (Abdullahi & Yusoff, 2017).

Many authors argued that the inadequacy of physical facilities negatively affect teaching and learning processes (Mupinga, Busby & Ngatia, 2006; Ayuba & Gatabazi, 2010; Indoshi, Wagah, & Agak, 2010; Hooker, 2011; Akinfolarin, Ajayi & Oloruntegbe, 2012; Aworanti, 2015). Osarenren-Osaghae and Irabor (2012) observed that in most schools, the state of physical facilities is such that cannot permit the stimulation of effective teaching and learning processes. More so, the

utilization of outdated facilities negatively predicts the teaching and learning effectiveness (UNESCO, 2010). In the study conducted by Kelani (2007), it was found that workshop facilities, such as, hand tools and equipment are not utilized for skill acquisition. This means that workshops and other physical facilities are inadequately provided in many institutions around the world. Most learning institutions where there are laboratories and workshops, hand tools are not adequately provided, and where available they are inadequate to cope with students' population. From the foregoing, most learning institutions experience physical facilities inadequacy, which in turn hinders effective teaching and learning, and students' confidence for entrepreneurial careers and lifelong learning.

On the other hand, instructional resources are generally regarded as teaching and learning materials, instructional aids or educational media (Nasibi & Kiio, 2005). They are tangible assets that are used to facilitate and simplify teaching and learning processes in learning institutions. The optimal utilization of instructional resources can predict teaching and learning effectiveness. As such, instructional resources utilization in teaching and learning make students learn better and faster and retain better what have been taught and also promote and sustain self-confidence. These instructional resources includes: raw materials, text books, journals and other reading materials. However, the extent of utilization of instructional resources may positively or negatively influence effective teaching and learning in TVET institutions. As such, the effective teaching and learning in schools can only be possible when instructional resources are always utilized.

Learning Environment for Teaching and Learning in Private Secondary Schools

Learning environment refers to the social, academic and emotional contexts of a school, the “personality” of the learning context and how it is perceived by students, staff and community. This climate is influenced by a broad range of factors, from disciplinary policies to instructional quality, to student and teacher morale. In other words, learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning

environments. A specific and particular school environment includes everything within the school from leadership to classroom practices, to student-teacher relationships and support staff's feelings of connectedness to this environment.

Learning environment consist of both material and non-material resources in the school. It includes the teachers, peers, cohesiveness, the subjects, method of teaching. A healthy and attractive school environment makes for conducive learning and promotes students pride in their schools and their interest to stay in school (Mgbodile 2004). One of the benefits of learning environment is that people's educational life histories are influenced not only by provision of learning opportunities, but also by the quality of the environment where they live or learn. Continuing he stated that learning is more than education provision and that the community in which learners live have a profound impact on their aspiration to learn, their curiosity and their desire to develop their own competency.

Graff cited in Nwizu (2013) warned that the environment in which the learner acquires knowledge has a great influence on the cognitive achievement of the learner. It has also been generally agreed that the quality of learning is markedly influenced by environmental and organizational factors. Okafor (2012) opined that learning is an intimate transaction between the learner and his environment. This transaction takes place in a specific context. The child learning in a conducive environment transcends the school parameter. It encompasses the entire community and nation.

Factors Hindering Qualitative Teaching and Learning in Private Secondary Schools

Qualitative teaching and learning is considered as a mystery by some authors (Goldhaber, 2002). Porter & Brophy (2008) in their study on the synthesis of research on good teaching identified that effective teachers are clear about their instructional goals, are knowledgeable about the content, communicate well, monitor students' understanding, are thoughtful and respectful about their teaching practices. On another note, in a study on conceptions of effective teaching, Saroyan, Dangenais, and Zhou, (2009) found out that students expressed four ideas about

effective teaching. Effective teachers have knowledge, prepare and manage instruction, promote learning and help students grow so they can learn independently.

Fuhrman (2010) carried out a study on effective teaching and found that effective teachers exhibit passion for their subjects, are knowledgeable about and care for students, use a variety of teaching strategies and help students appreciate the relevance of information to their own context. Sprinkle (2009) studied students' perceptions of effective teaching and found out that students considered effective teachers as those who employ a variety of teaching styles and make real world applications. Effective teachers exhibit humor, enthusiasm, compassion, empathy and are interested in and concerned for students' outside the classroom. Pietrzak, Duncan & Korcuska, (2008) found effective teachers to be possessing a degree of knowledge, effective delivery style, organisation and known for the amount of assigned homework.

School climate contributes towards school effectiveness. Guffey (2013) notes that school climate has an impact on the effectiveness of teachers in the school. It is argued that the way an individual or a person in an organisation performs is determined by the organisational setting, in this case its climate. In a school where there is no bridge between school leadership and teachers the climate is conducive for effective teaching and learning. Where there is dialogue between the head, teachers and the students a healthy school climate prevails. Schools where communication is considered as the lifeblood of the organisation breed effective teaching and learning environment.

Chingos and West (2010) are of the view that the level of education and occupational positions of parents are important determinants students' achievement. Some students from lowly educated parents do not perform well at school because they lack motivation and parental support that even if teachers are qualified still those students fail. Delvin, Kift & Nelson, (2012) also add that ineffectiveness on the part of students are higher from families of low socio-economic status no matter which particular factors are used to measure socio-economic status.

This should indicate that inadequate materials such as textbooks within the home background and lowly educated parents should not be regarded as a total effect in students' poor performance in rural primary schools. The diverse individual aptitude of students should also be taken into consideration. Within the poor background may be born a genius. In addition it is not always only the performers from low income families who tend to be ineffective as far as academic achievement is concerned. Some children from even rich families may also perform academically poor due to other factors though poor performers among children from well to do families are rare.

Time management is raised as a factor that contributes towards ineffective teaching. Some students are always out on sports. All play no work negatively impacts on school performance. It is important for teachers to manage their time and cover the whole syllabus so that students gain adequate content to tackle examinations. Schools that are efficient in terms of time management are at an advantage in terms of effectiveness. School efficiency is a measure of how well resources are being utilised to produce outputs. The most important resource which schools should effectively use is time (Delvin, Kift & Nelson, 2012).

Najumba (2013) in his studies of school achievement discovered that schools which are well equipped with relevant educational facilities which comprise instructional materials such as textbooks, libraries and even laboratories do much better in standardised examination such as grade seven than those which do not have resources. Then the major factor that ignites teacher effectiveness towards teaching in primary schools is the availability of instructional materials such as charts, textbooks and syllabi. However students still fail if teachers lack didactical and pedagogical skills and if these resources are underutilized. It is argued that for effective teaching and learning to take place, teachers need to possess some sufficient degree of experience. Mezieobi, (2018) is of the view that experience is one of the major factors contributing towards effective teaching. Most people argue that experience is the best teacher.

On the contrary, Department of Education, Sport and Culture (2012) found that those teachers who had been recently trained and less experienced are more

effective than the more experienced. It has the idea that newly trained qualified personnel have more to offer since they have new knowledge, skills and experience as compared to those with longer experience. The question that comes in mind is whether teachers employ the gained skills. Tshabalala (2014) advances the argument that the quality of teacher training has an impact on teaching methods and improvement of skills.

Butts (2010) discovered that in Iraq the successful achievement of students whose teachers had pre-service training was higher in subjects such as Chemistry and Biology but made no difference in student achievement in Physics. To this end, teacher training colleges should not become a substitute for secondary education. Many researchers argue that the availability of the textbooks appears to be the most consistent factor in predicting teacher effectiveness towards teaching in primary schools. Studies in different countries show a correlation between textbooks and educational achievement.

Strategies for Improving Teaching and Learning in Private Secondary Schools

In recent times, emerging research findings seem to show that oriented instructional strategies are becoming increasingly popular in the teaching of various subjects in the secondary school level of education in Nigeria (Osakwe 2009). These instructional strategies involve resolution of problems, active practice participations of learners in the teaching process and emphasis on process rather than products of learning. Some of these strategies and approaches, according to Osakwe (2009) are categorized under conventional and innovative appraises. Teaching strategies which are classified under conventional are mostly those routine, well-knowing ones which teachers use predominantly. They are usually teacher-centered with little or no activities for students. These include teaching method like lecture, story -telling, recitation, etc, on the other hand, the innovative strategies include those ones that are much more recent which are predominantly learner-centered. These include questioning, inquiry/problem solving, role-play and dramatization (Adediran 2014).

However, a mix of the conventional and innovative strategies as discussed include

The teacher as mediator: Dweck (2000), in guided learning the teaching is active and interactive. If guided learning is to work well then the intervention of the teacher to bring about effective learning is crucial. Such intervention to bring about a result in learning has been called mediation. The idea of mediation, or intervening, is a very important component of the teacher's role in fostering learning in general and guided learning in particular. The teacher can be seen to be mediating at three important points: Typically when the session is introduced, the teacher does a number of important things which help students make sense of the forthcoming activity –stimulating, activating knowledge, focusing, establishing relevance or purpose (connecting), instructing, scaffolding;

- during the activity as students are working: supporting, intervening, guiding;
- after the activity, where the full meaning/significance of the activity can be explored:
- articulating, making meaning, connecting, exploring, drawing analogies, generalising.

The use of ICT to enhance learning: Learning in classrooms is mediated by tools and artefacts. These include books, film, objects, language and people. In the twenty-first century, ICT has an especially prominent, and growing, role. In March 2005, the DfES published its e-Strategy Harnessing Technology: Transforming learning and children's services. This describes the use of digital and interactive technologies to achieve a more personalised approach to education and children's services. A group of school-based projects has explored the uses of ICT in teaching, learning and assessment in different subjects, and from pre-school settings to the end of secondary education.

Active and creative use of ICT: According to Leask, and Pachler, (1999), there is a clear link between appropriate and effective use of ICT in learning and teaching and increased learner motivation and engagement. The impact of ICT in learning and teaching cannot be underestimated. A rigorous approach to teaching skills and allowing children and young people to apply these skills in everyday contexts is essential. Learning is enriched through planned use of ICT.

Assessment: Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. (Assessment Reform Group, 2002). According to Peacock (2005), assessment is a powerful lever to drive forward progress in learning. We need to ensure that our approaches to assessment support the new curriculum and realise the ambitions of a curriculum for excellence – supporting learning and building capacity to allow children and young people to improve and progress. Assessment for learning bridges the gap between where a learner is in their learning, and where they need to be – the desired goal.

Peer and self-assessment: According to Black, Harrison, Lee, Marshall, and Wiliam, (2002), students are more likely to make rapid progress in their learning if they understand what they are aiming for – the intended learning outcome – and can assess what they need to do to achieve it. Peer and self-assessment are much more than simply marking their own or each others work. In order to improve learning, it must be an activity that engages students with the quality of their work and in reflecting on how to improve it. Peer assessment provides students with valuable feedback, enabling them to learn from and support each other. It also adds a valuable dimension to learning: the opportunity to talk, discuss, explain and challenge each other enables students to achieve more than they can unaided. Self-assessment promotes independent learning, helping students to take increasing responsibility for their own progress. Students do not become self-evaluative overnight.

Providing feedback: Black and Wiliam, (1998) Learners need information and guidance in order to plan the next steps in their learning. Oral and written feedback are closely interrelated and provide opportunities for teachers to identify learners’ strengths and to give clear and constructive advice on which areas need improvement. A supportive classroom ethos is essential so that students feel safe to take risks, for example by giving speculative responses to challenging questions. Once teaching routinely provides good oral feedback, then it is possible to provide more informative and selective written feedback.

Planning: When planning for learning, staff will focus on the learning outcomes, taking into account the needs and interests of all students. Planning will be concise

and build on their prior knowledge, allowing for choice and personalisation within the curriculum. Plans will indicate key learning activities and promote a deeper understanding of the curricular areas and the links between these areas including, whole school initiatives, collaborative working, cross curricular themes, interdisciplinary projects, interdepartmental projects, cross sectoral working, and problem solving activities. These approaches will enable children and young people to develop lifelong or generic skills.

Developing effective learners: Rodd, (2002) students who are effective learners have the skills to learn on their own. They can be relied on to work independently, even for long periods. They can organise and sequence their work, solve complex problems, appreciate when they need to seek help or ask questions, read and gather information and take notes, share ideas or work in a group, appreciate the purpose of what they are doing and make connections with other work and evaluate their work and plan what to do next.

Organising group work – including it in lessons: According to Johnson, and Johnson, (1994) Like any teaching approach, group work will be harder to introduce and manage successfully with a challenging class; but it is not impossible. If it is made to work, it can improve the learning ethos of the class considerably. In classes where behaviour is a problem, teachers tend to resort to strategies that strongly encourage individual work (e.g. seating students one to a desk). While these strategies may be appropriate to establish control in the short term, they may not promote an effective range of learning skills in the longer term.

Summary of Literature Reviewed

The review of Literature was very enlightening. It has been able to clarify several issues concerning teaching and learning process. In the first place, teaching was conceptualised as an intimate contact between a more mature personality and a less mature with the aim of inducing learning. The concept of learning on the other hand was seen as a process by which an individual, as a result of interactions in a situation, modifies his/her behaviour thereby bringing desirable changes in

behaviour attaining proper adjustment, and attaining proper growth and development.

Teacher competence was defined as a thorough knowledge of the content. Teaching competency of teachers however, varies with different variables like gender, educational qualifications, teaching experience, teaching subject, location of school.

Availability of educational materials refers to presence of educational materials when needed. It means the easiness or speed with which needed educational materials are assessed and used for the attainment of educational purposes. Adequacy of Instructional materials on the other hand means the physical presence of instructional materials in the right scope and number.

Learning environment was referred to as the social, academic and emotional contexts of a school, the “personality” of the learning context and how it is perceived by students, staff and community. It consists of both material and non-material resources in the school and includes the teachers, peers, cohesiveness, the subjects, method of teaching.

The factors affecting quality teaching and learning were also discussed. They include school climate, level of education and occupational positions of parents, inadequate materials, time management lack of didactical and pedagogical skills, lack of instructional materials and poor training.

In bid to improve the quality of teaching and learning, strategies that can be used to enhance teaching and learning were discussed and they are the teacher as mediator the use of ICT to enhance learning, active and creative use of ICT, assessment, peer and self-assessment, providing feedback, planning, developing effective learners, approaches to reading organising group work.

CHAPTER THREE

METHODOLOGY

This chapter explains the methods and procedures that were used in conducting this research. The discussion is considered under the following sub-headings

- Design of the Study
- Population of the Study
- Sample and Sampling Technique
- Instrument for Data Collection
- Validity of the Instrument
- Reliability of the Instrument
- Administration of the Instrument
- Method of Data Analysis

Design of the Study

The descriptive survey research design was adopted for the study. It was considered most appropriate for the research because it afforded the researcher the

opportunity for general assessment of opinions, attitudes or feelings of people about the issue under study.

Population of the Study

The population of this study comprise of two thousand, four hundred and twenty eight (1428) private school students and six hundred and forty one (641) teachers in Oredo local government Area of Edo State.

Sample and Sampling Technique

A total of one hundred and forty three (143) private school students and sixty four (64) teachers made up the sample for the study. A break down shows that 10 percent of the population of private school students and at least four (4) teachers were selected from sixteen secondary schools Oredo Local Government Area for the study. The simple random sampling technique was used for the sample selection.

Instrument for Data Collection

Data for the study was collected with the use of a self-constructed questionnaire. The questionnaire was divided into three sections, A, B and C Section A focused on the demographic data of the respondents, section B contained items meant to elicit response from teachers while item C was designed to collect data from students on the various issues bordering on strategies for improving the quality of teaching in private secondary schools.

Validity of the Instrument

The face and content validity were ascertained in order to determine the validity of the instrument. In this case, the instrument was given to experts in the area under study. This includes my supervisor and other lecturers in the Department of Adult and Non-formal Education, University of Benin.

Reliability of the Instrument

A test-retest reliability method was used to ascertain the reliability of the research instrument. The instrument was first administered on a set of total of twenty (20) respondents from schools in the area and after a time lag of two weeks, the same instrument was re-administered on the same set of respondents. The measures of the two sets of data were correlated and the Pearson Product Moment Correlation Statistics was used to determine the reliability index. This yielded an index of 0.76 which means that the instrument was reliable. However, the set of students used for the reliability test were excluded for the actual study.

Administration of the Instrument

The researcher administered the instrument personally together with some research assistants. This ensured accurate distribution and collection of the instrument from the respondents.

Method of Data Analysis

The researcher made use of frequency count, simple percentage, mean score analyses and standard deviation to analyse the collected data.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter focuses on the presentation of results collected from the investigation. The findings are also discussed. The analyses were also done in relation to the demographic data of the respondents and the research questions examined.

Table 1: Distribution of Respondents by Age.

Responses	Frequency	Percentage
20 – 25	143	69.1
26 – 30	10	4.8
31 – 35	13	6.3
36 – 40	15	7.2
41 – 45	12	5.8
46 – 50	11	5.3

51 and above	3	1.4
Total	207	100

Data in Table 1 shows that 143 of the sampled participants are between the age range of 20-25, 10 of them are in age range of 26-30, while 13 of them fell into the age bracket of 31-35. Similarly, 15 of the participants of the study are in the age bracket of 36 – 40, 12 of them are in the age bracket of 41 – 45, 11 of them are within the age range of 46 – 50, while 3 of them are in the age range of 51 and above. This means that most of the study participants are within the ages of 20 -25.

Table 2: Distribution of Respondents by Religion.

Responses	Frequency	Percentage
Christian	131	63.3
Muslim	68	32.9
Others	8	3.9
Total	207	100

It can be seen from data in Table 2 that 131 or 63.3 percent of the respondents are Christians, 68 or 32.9 percent of them are Muslims while 8 of 3.9 percent of them are of other religions. This means that the study had more of Christian respondents.

Table 3: Distribution of Respondents by Marital Status

Responses	Frequency	Percentage
Male	112	54.1
Female	95	45.9
Total	207	100

Table 3 reveals that 54.1 percent of the sampled respondents are males are 45.9 percent of them are females. This means that there were more male participants than females

Research Question 1: What is the competence level of teachers in private secondary schools in Oredo Local Government Area of Edo State?

Table 4: Distribution of responses on the competence level of teachers in private secondary schools in Oredo Local Government Area of Edo State

S/N	ICTs	Mean	S.D	Remarks
1.	I attend teachers conferences regularly	1.23	.41	Low
2.	I have evidence of professional training	1.89	.520	Moderate
3.	I have participated in several training programmes	1.33	.23	Low
4.	I have undergone a teacher education programme	1.53	.521	Moderate
5.	I am currently in retraining programme to improve my qualification	1.39	.470	Low
6.	I attend teachers conferences regularly	1.00	481	Low

Mean Benchmark: 1.00 – 1.50 Low, 1.51 – 1.99 Moderate, 2.00 – 2.50 High

Data in Table 4 shows that items 1, 3, 5 and 6 scored between 1.00 and 1.39 which is low, while items 2 and 4 scored 1.89 and 1.53 respectively which is moderate. This means that the competence level of teachers in private secondary schools in Oredo Local Government Area of Edo State is Low.

Research Question 2: What the available resources for teaching in private schools in the area

Table 5: Distribution of responses on the available resources for teaching in private schools in the area

S/N	Educational Materials	Mean	S.D	Remarks
1	Radio	1.53	.37	MA
2	Public Address System	1.87	.57	MA
3	Tape Recorder and Accessories	1.01	.10	NA
4	Chalk board	2.10	.51	HA
5	Chalks	2.40	.57	HA

6	Bulletin board	1.19	.74	NA
7	Flannel Board	1.31	.66	NA
8	Flash Cards	1.99	.56	MA
9	Poster	1.30	.53	NA
10	Pictures	2.50	.66	HA
11	Models	1.22	.16	NA
12	Charts	2.49	.79	HA
13	Film Strips	1.23	.55	NA
14	Slides	1.02	.86	NA
15	Computer set	1.53	.24	MA
16	Television Set	2.35	.75	HA
17	Sound strip projector	1.40	.41	NA
18	Library	1.76	.65	MA
19	Counselling Room	1.31	.26	NA
20	Computer Room	1.65	.47	MA
21	Chemistry Laboratory	1.11	.23	NA
22	Physics Laboratory	1.92	.775	MA
23	Biology Laboratory	1.60	.80	MA
24	Agriculture Laboratory	1.92	.86	MA
25	Home Economics Kitchen	1.11	.10	NA
26	Introductory Technology Workshop	1.37	.23	NA
27	Music theatre	1.25	.58	NA
28	Health centre	1.21	.65	NA
29	Liberian	1.68	.62	MA
30	Computer Instructor	2.02	.20	HA
31	Chemistry Laboratory Technologist	1.32	.75	NA
32	Physics Laboratory Technologist	1.32	.24	NA
33	Biology Laboratory Technologist	1.27	.72	NA
34	Agriculture Laboratory Technologist	1.10	.44	NA
35	Music Instructor	2.10	.63	HA

Mean Benchmark: 1.00 – 1.50 N A, 1.51 – 1.99 M A, 2.00 – 2.50 H A

Key: N.A- Not Available, M.A- Moderately Available, H.A- Highly Available

On the availability of educational resources, data in Table 5 shows that seven (7) of the educational resources that is items 4, 5, 10, 12, 16, 30 and 33 were identified as highly available, similarly, ten (10) of them that is, items 1, 2, 8, 15, 18, 20, 22, 23, 24 and 29 were identified as moderately available while eighteen (18) of the educational resources, that is items 3, 6, 7, 9, 11, 13, 14, 17, 19, 21, 25, 26, 27, 28,

31, 32, 33 and 34 where considered not available. This means that the available resources for teaching in private schools in Oredo local government area include chalkboards, chalks, picture, charts, television, computer instructor, music instructor, radio, public address system, flash card, computer set, library, computer room, physics laboratory, biology laboratory, agriculture laboratory and Liberian.

Research Question 3: Are the available resources or teaching adequate?

Table 6: Distribution of responses on the adequacy of available resources for teaching

S/N	Educational Materials	Mean	S.D	Remark
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1	Radio	1.71	.21	IA
2	Public Address System	1.81	.17	IA
3	Tape Recorder and Accessories	1.01	.10	NA
4	Chalk board	2.30	.11	AD
5	Chalks	2.50	.17	AD
6	Bulletin board	1.19	.74	NA
7	Flannel Board	1.31	.66	NA
8	Flash Cards	1.60	.35	IA
9	Poster	1.30	.53	NA
10	Pictures	2.40	.46	AD
11	Models	1.22	.16	NA
12	Charts	2.23	.39	AD
13	Film Strips	1.23	.55	NA
14	Slides	1.02	.86	NA
15	Computer set	1.91	.58	IA
16	Television Set	2.41	.35	AD
17	Sound strip projector	1.40	.41	NA
18	Library	2.42	.65	AD
19	Counselling Room	1.31	.26	NA
20	Computer Room	1.65	.47	AD
21	Chemistry Laboratory	1.11	.23	NA
22	Physics Laboratory	1.52	.55	IA
23	Biology Laboratory	1.67	.28	IA
24	Agriculture Laboratory	1.81	.86	IA
25	Home Economics Kitchen	1.11	.10	NA
26	Introductory Technology Workshop	1.37	.23	NA
27	Music theatre	1.25	.58	NA
28	Health centre	1.21	.65	NA
29	Liberian	2.46	.42	AD
30	Computer Instructor	2.39	.33	AD
31	Chemistry Laboratory Technologist	1.32	.75	NA
32	Physics Laboratory Technologist	1.32	.24	NA
33	Biology Laboratory Technologist	1.27	.72	NA
34	Agriculture Laboratory Technologist	1.10	.44	NA
35	Music Instructor	1.60	.33	IA

Mean Benchmark: 1.00 – 1.50 N A, 1.51 – 1.99 IA, 2.00 – 2.50 AD

Key: N.A- Not Available, IA- Inadequate, AD- Adequate

On the adequacy of educational resources, data in Table 6 shows that nine (9) of the educational resources that is items 4, 5, 10, 12, 16, 18, 20, 29, and 30 were identified as adequate, similarly, eight (8) of them that is, items 1, 2, 8, 15, 22, 23, 24 and 35 were observed to inadequate while eighteen (18) of the educational resources, that is items 3, 6, 7, 9, 11, 13, 14, 17, 19, 21, 25, 26, 27, 28, 31, 32, 33 and 34 where considered not available. This means that the adequate resources for teaching in private schools in Oredo local government area include chalkboards, chalks, picture, charts, television, library, computer room, liberian and computer instructor

Research Question 4: How conducive is the learning environment for teaching and learning?

Table 7: Distribution of responses on how conducive the learning environment is for teaching and learning

S/N	Items	Weighted Mean	Mean	Decision
1.	The classrooms in my school are spacious	320	2.23	Not Accepted
2.	There are enough learning facilities in my school	330	2.31	Not Accepted
3.	Desks and chairs for students are very comfortable	321	2.23	Not Accepted
4.	We have teachers who are very knowledgeable	410	2.87	Accepted
5.	We have functional laboratories	201	1.41	Not Accepted

Data in Table 7 reveals how conducive the learning environment is for teaching and learning in secondary schools. It can be seen that out of five (05) items, only item 4 met the mean score standard of 2.50, while items 1, 2, 3 and 5, were not accepted for failing to meet the mean score standard. This means that the learning environment for teaching and learning is not conducive.

Research Question 5: What the factors hindering qualitative teaching in Oredo Local Government Area of Edo State?

Table 8: Distribution of responses on the factors hindering qualitative teaching in Oredo Local Government Area of Edo State

S/N	Items	Weighted Mean	Mean	Decision
1.	Lack of requisite qualification	199	3.10	Accepted
2.	There is no opportunity for retraining	225	3.51	Accepted
3.	Instructional materials for teaching are not available	129	2.01	Not Accepted
4.	There is no cooperation between teachers and school administrators	170	2.66	Accepted
5.	Lack of enthusiasm among teachers	161	2.52	Accepted

Data in Table 8 shows the factors hindering qualitative teaching in Oredo Local Government Area of Edo State. From the Table, it can be seen that items 1, 2, 4 and 5 met the mean score of 2.50 and so were accepted. On the other hand, item 3 was not accepted for failing to meet the mean score standard. This means that factors hindering qualitative teaching include lack of requisite qualification, lack of opportunity for retraining, no cooperation between teachers and school administrators and that lack of enthusiasm among teachers.

Research Question 6: How can teaching be improved in private secondary schools Oredo Local Government Area of Edo State

Table 9: Distribution of responses on the how teaching can be improved in private secondary schools Oredo Local Government Area of Edo State

S/N	Items	Weighted Mean	Mean	Decision
1.	School administrators should exhibit good leadership	175	2.73	Accepted
2.	Training programmes should be organized for teachers regularly	171	2.67	Accepted
3.	Teachers should be encouraged to adopt student-centered teaching methods	169	2.64	Accepted

4.	Instructional materials should be made available for teaching and learning	159	2.50	Accepted
5.	Qualification of teachers should be considered before employment.	160	2.50	Accepted

From the analyses of data in Table 9, it can be seen that all the items met the mean score standard of 2.50 and so were accepted. This means that for teaching to be improved, school administrators should exhibit good leadership, training programmes should be organized for teachers regularly, teachers should be encouraged to adopt student-centered teaching methods, instructional materials should be made available for teaching and learning and qualification of teachers should be considered before employment.

Discussion of Findings

Findings from the study have been very interesting. In the first place, findings revealed that the competence level of teachers in private secondary schools in Oredo Local Government Area of Edo State is Low. This findings is supported by that of Ahmed and Khan (2016) who investigated and found that the government secondary school teachers were more competent than the private secondary school teachers and also science teachers were highly competent than the arts teachers.

Secondly, findings indicated that the available resources for teaching in private schools in Oredo local government area include chalkboards, chalks, picture, charts, television, computer instructor, music instructor, radio, public address system, flash card, computer set, library, computer room, physics laboratory, biology laboratory, agriculture laboratory and Librarian. On this finding, Afework (2014) who studied the availability of school facilities and their effects on the quality of education government schools of Harari Regional State and East Hararghe Zone, Ethiopia reported that school facilities and instructional materials were unavailable, less in quantity and quality that created a great challenge on teaching and learning activities that in turn had a negative impact on the improvement of the quality of education.

Similarly, it was seen that the adequate resources for teaching in private schools in Oredo local government area include chalkboards, chalks, picture, charts, television, library, computer room, Liberian and computer instructor. This implies that very many resources that were seemingly available for teaching and learning were adequate. This situation is very dangerous to the teaching and learning activity of schools. Kelani (2007) found that workshops and other physical facilities are inadequately provided in many institutions around the world. Most learning institutions where there are laboratories and workshops, hand tools are not adequately provided, and where available they are inadequate to cope with students' population. From the foregoing, most learning institutions experience physical facilities inadequacy, which in turn hinders effective teaching and learning, and students' confidence for entrepreneurial careers and lifelong learning. Bandele and Faremi, (2012) further stated that the inadequacy of physical facilities can seriously compromise the role of instructional resource utilization in teaching and learning process teaching and learning process. Particularly, lack of modern instructional resources hinders teaching and learning of skill courses

It was also seen that the learning environment for teaching and learning is not conducive. Buttressing the importance of learning environment, Graff cited in Nwizu (2013) warned that the environment in which the learner acquires knowledge has a great influence on the cognitive achievement of the learner. It has also been generally agreed that the quality of learning is markedly influenced by environmental and organizational factors.

Furthermore, findings indicated that factors hindering qualitative teaching include lack of requisite qualification, lack of opportunity for retraining, no cooperation between teachers and school administrators and that lack of enthusiasm among teachers. In relation to this finding, Porter & Brophy (2008) in their study on the synthesis of research on good teaching identified that effective teachers are clear about their instructional goals, are knowledgeable about the content, communicate well, monitor students' understanding, are thoughtful and respectful about their teaching practices. Saroyan, Dangenais and Zhou (2009) also found out effective

teachers have knowledge, prepare and manage instruction, promote learning and help students grow so they can learn independently.

Finally, findings from the study revealed that for teaching to be improved, school administrators should exhibit good leadership, training programmes should be organized for teachers regularly, teachers should be encouraged to adopt student-centered teaching methods, instructional materials should be made available. In relation to this finding, Adediran (2014) suggested that teachers need to use different instructional strategies to ensure students centered method in the classroom for creativity, innovative and critical thinking purpose in students. Osakwe (2009) also posited that teachers need to be properly motivated for them to carry out their duties effectively.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

In this chapter the summary of the study is presented alongside the conclusion drawn from the analysis of data collected in the course of the study. The recommendations offered in relations to the findings of the study are also highlighted.

Summary

The purpose of this study is to determine strategies for improving the quality of teaching in private secondary schools in Oredo Local Government Area of Edo State. The descriptive survey research design was adopted for the study. The population of this study comprise of two thousand, four hundred and twenty eight (1428) private school students and six hundred and forty one (641) teachers in Oredo local government Area of Edo State while a total of one hundred and forty three (143) private school students and sixty four (64) teachers made up the sample for the study. Data for the study was collected with the use of a self-constructed questionnaire. The face and content validity were ascertained in order to determine the validity of the instrument. A test-retest reliability method was used to ascertain

the reliability of the research instrument. The researcher made use of frequency count, simple percentage, mean score analyses and standard deviation to analyse the collected data.

Findings

The major findings from the study include:

- that the competence level of teachers in private secondary schools in Oredo Local Government Area of Edo State is Low.
- that the available resources for teaching in private schools in Oredo local government area include chalkboards, chalks, picture, charts, television, computer instructor, music instructor, radio, public address system, flash card, computer set, library, computer room, physics laboratory, biology laboratory, agriculture laboratory and Librarian.
- that the adequate resources for teaching in private schools in Oredo local government area include chalkboards, chalks, picture, charts, television, library, computer room, Librarian and computer instructor.
- that the learning environment is for teaching and learning is not conducive.
- that factors hindering qualitative teaching include lack of requisite qualification, lack of opportunity for retraining, no cooperation between teachers and school administrators and that lack of enthusiasm among teachers.
- that for teaching to be improved, school administrators should exhibit good leadership, training programmes should be organized for teachers regularly, teachers should be encouraged to adopt student-centered teaching methods, instructional materials should be made available. In relation to this finding,

Conclusion

Based on the findings from the study, it was concluded that teachers in private secondary schools in Oredo Local Government Area of Edo State is have low level of competence and that the available resources for teaching in private schools in Oredo local government area include chalkboards, chalks, picture, charts, television, computer instructor, music instructor, radio, public address system, flash card, computer set, library, computer room, physics laboratory, biology laboratory, agriculture laboratory and Librarian. However, only few of the available resources are adequate which resulted in an inconducive learning environment in addition to lack of requisite qualification, lack of opportunity for retraining, no cooperation between teachers and school administrators and that lack of enthusiasm among teachers which summarily affected the effectiveness of teaching. To improve the quality of teaching therefore, school administrators should exhibit good leadership, training programmes should be organized for teachers regularly, teachers should be encouraged to adopt student-centered teaching methods, instructional materials should be made available.

Recommendations

In view of the findings of the study, the following recommendations are hereby offered;

- 1 School owners should organize regular training and retraining programmes for teachers in private secondary schools in order to improve their level of competence.
- 2 School owners should consider the importance of educational resources in the teaching and learning activities and ensure they are always available for the use of teachers and students

- 3 School owners should not only make provision for educational resources but importantly ensure that these educational resources are available in their right scope and number
- 4 School owners and teachers should make efforts towards eliminating the factors making the learning environment for teaching and learning inconducive.
- 5 Private school teachers should seek personal development and design strategies that will make them more effective in their teaching profession. School owners should also deliberately make efforts and cooperate with teachers towards improving the quality of teaching and learning in their school.
- 6 School owners should take practical steps towards motivating their teachers through exhibiting good leadership qualities, providing welfare packages for teachers, regularly training their teachers and regular supervision of teachers to ensure they are doing the right thing

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APPENDIX
DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF BENIN

**QUESTIONNAIRE ON THE STRATEGIES FOR IMPROVING THE
QUALITY OF TEACHING AND LEARNING IN PRIVATE SECONDARY
SCHOOLS IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE**

Dear Respondents,

The researcher is conducting a study on the strategies for improving the quality of teaching in private secondary schools in Oredo Local Government Area of Edo State. We will like you to respond as correctly as possible. Your responses will be used solely for the purpose of this research and as such will be treated as confidential.

Please tick (✓) good to select from among the provided options

SECTION A

DEMOGRAPHIC DATA

AGE: 20-25 (), 26-30 (), 31-35 (), 41-45 (), 46-50(), 51 and above ()

RELIGION: Christian (), Muslim (), Pagan (), Others ()

MARITAL STATUS: Single (), Married (), Divorced (), Widowed ()

SECTION B: Teachers Only

S/N	What is the competence level of teachers in private secondary schools in Oredo Local Government Area of Edo State?	SA	A	D	SD
1.	I attend teachers conferences regularly				
2.	I have evidence of professional training				
3.	I have participated in several training programmes				
4.	I have undergone a teacher education programme				
5.	I am currently in retraining programme to improve my qualification				
	What the factors hindering qualitative teaching in Oredo Local Government Area of Edo State?				
6.	Lack of requisite qualification				
7.	There is no opportunity for retraining				
8.	Instructional materials for teaching are not available				
9.	There is no cooperation between teachers and school administrators				
10.	Lack of enthusiasm among teachers				
	How can teaching be improved in private secondary schools Oredo Local Government Area of Edo State?				
11.	School administrators should exhibit good leadership				
12.	Training programmes should be organized for teachers regularly				
13.	Teachers should be encouraged to adopt student-centered teaching methods				
14.	Instructional materials should be made available for teaching and learning				
15.	Qualification of teachers should be considered before employment.				

SECTIONS C: Students Only

1. What the available resources for teaching in private schools in the area?

Please tick the available resources for teaching and learning in your school

S/N	Educational Materials	Highly Available	Moderately Available	Not Available
	Audios			

1.	Radio			
2.	Public Address System			
3.	Tape Recorder and Accessories			
	Visuals			
4.	Chalk board			
5.	Chalks			
6.	Bulletin board			
7.	Flannel Board			
8.	Flash Cards			
9.	Poster			
10.	Pictures			
11.	Models			
12.	Charts			
13.	Motion Pictures			
14.	Film Strips			
15.	Slides			
	Audio Visuals			
16.	Computer set			
17.	Television Set			
18.	Sound strip projector			
	Physical Material			
19.	Computer Room			
20.	Counseling Room			
21.	Library			
22.	Chemistry Laboratory			
23.	Physics Laboratory			
24.	Biology Laboratory			
25.	Agriculture Laboratory			
26.	Home Economics Kitchen			
27.	Introductory Technology Workshop			
28.	Music theatre			
29.	Health centre			
	Personal			
30.	Liberian			
31.	Guidance Counselor			
32.	Computer Instructor			
33.	Chemistry Laboratory Technologist (Not Teacher)			
34.	Physics Laboratory Technologist (Not Teacher)			
35.	Biology Laboratory Technologist (Not Teacher)			
36.	Agriculture Laboratory Technologist (Not Teacher)			
37.	Home Economics Kitchen Attendants			

38.	Workshop Technician			
39.	Music Instructor			
40.	Health Officer			

2. Are the available resources or teaching adequate?

Please tick as appropriate

S/N	Educational Materials	Adequate	Not Adequate	Not Available
	Audios			
1.	Radio			
2.	Public Address System			
3.	Tape Recorder and Accessories			
	Visuals			
4.	Chalk board			
5.	Chalks			
6.	Bulletin board			
7.	Flannel Board			
8.	Flash Cards			
9.	Poster			
10.	Pictures			
11.	Models			
12.	Charts			
13.	Motion Pictures			
14.	Film Strips			
15.	Slides			
	Audio Visuals			
16.	Computer set			
17.	Television Set			
18.	Sound strip projector			
	Physical Material			
19.	Computer Room			
20.	Counseling Room			
21.	Library			
22.	Chemistry Laboratory			
23.	Physics Laboratory			
24.	Biology Laboratory			
25.	Agriculture Laboratory			
26.	Home Economics Kitchen			
27.	Introductory Technology Workshop			
28.	Music theatre			

29.	Health centre			
	Personal			
30.	Liberian			
31.	Guidance Counselor			
32.	Computer Instructor			
33.	Chemistry Laboratory Technologist (Not Teacher)			
34.	Physics Laboratory Technologist (Not Teacher)			
35.	Biology Laboratory Technologist (Not Teacher)			
36.	Agriculture Laboratory Technologist (Not Teacher)			
37.	Home Economics Kitchen Attendants			
38.	Workshop Technician			
39.	Music Instructor			
40.	Health Officer			

	How conducive is the learning environment for teaching and learning?	SA	A	D	SD
16.	The classrooms in my school are spacious				
17.	There are enough learning facilities in my school				
18.	Desks and chairs for students are very comfortable				
19.	We have teachers who are very knowledgeable				
20.	We have functional laboratories				