

Teacher Effectiveness, Efficiency and Learning Productivity in Public and Private Secondary Schools in Calabar Education Zone, Cross River State, Nigeria

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Abstract - The study sought to ascertain the inherent link between effective and efficient teaching and its impact on learning productivity among public and private secondary school students in Calabar education zone. Some authority postulations on the meaning of efficient and effective teaching were clearly substantiated. Two null hypotheses gave direction to the study. A descriptive survey design was adopted. Sample of 720 students were selected from 25 public and 25 private secondary schools, through a multi-stage sampling technique. Simple percentages and independent t-test statistics were used to test the hypothesis at 0.05 level of significance. The findings revealed that teachers in private schools differ significantly in their efficiency and effectiveness in areas of teaching and students discipline from their counterpart in public schools. Also, private school students had a higher percentage of excellent (A1 – B3) passes in Mathematics and English Language in 2016/2017, 2017/2018 and 2018/2019 academic sessions than public school students. Based on the findings it was recommended among others that there should be public-private partnership in education to bridge the gap between private and public secondary schools in the zone and the state at large.

Keywords: Teacher Effectiveness, Efficiency, Learning Productivity, Private Secondary Schools.

1. Introduction/conceptual framework

Education plays a major role in human capital formation. According to Asikhia (2010), education is an investment as well as an instrument that can be used to achieve a more rapid economic, social, political, technological scientific and cultural development in a country. Education in Nigeria is structured into public and private schools (including voluntary agency schools). Public schools are established by Federal, State governments and communities with the approval of

government, managed, and supervised as non-profit organization.

On the other hand, private schools are established and managed by individuals, non-governmental organizations and voluntary agencies in line with government framework, guideline and regulations. While private schools are for profit making venture, voluntary agency schools (Mission schools) are usually for social and humanitarian services to the nation.

However, in Nigeria, educational planners and policy makers are faced with the challenges of how to improve the quality of education and academic achievement in educational institutions. One of the issues at stake in education today is centred on improving students' academic achievement in relation to teaching. Academic achievement is something of great importance to parents, teachers as well as students. Academic achievement ideals with the extent students have gained from a particular course of instruction. Undoubtedly, the purpose of teaching and learning is to satisfy the set objectives of instructions with the aim of improving students' academic achievement. Regrettably, despite the increasing public funds committed to education, students' academic productivity over the years have continued to be of great concern to the society as a result of continuous abysmal performance (Rufai, 2010). As multidimensional as the problems associated with students' poor academic achievement are there have been contentions that school ownership is one of the essential factors that affect students' academic achievement. School ownership can be viewed from two main perspectives: Public and Private. Across all levels of education, there is a widely-held view that students who attend private schools perform better than those who attend public school (Adeyemi, 2014). Akinsolu, (2009), explains parents' preference for privately-owned institutions. He attributed the reason for their choice by parents to various factors ranging from large class size to poor infrastructures which adversely affect the performance of students in public schools.

Effective teaching means teaching the learners for longer lasting behavioral change. An effective teacher is one who can teach the student in the most effective manner. An efficient teacher is one who can make the teaching as efficient as possible by organizing and planning out what they are going to do before teaching a lesson. Effectiveness and efficiency are two important concepts to understand when trying to improve productivity. Effectiveness is doing the right things, while efficiency is doing things right. Effectiveness is often thought of as the end goal, while efficiency is how we get there, that is, an effective teacher concentrates on the end results, whereas, an efficient teacher concentrates on the process. An effective teacher can immediately notice the outcome of a lesson. He is anxious about how many students received pass grades after the lessons, and instantly counts how many students will attend the remedial class. An effective teacher presents his lesson in a logical arrangement. He sticks to the instructional plan. An effective teacher is one that makes a difference in the lives of others. On the other hand, an efficient teacher works on a project with a deadline. An effective teacher's purpose, for instance, is to influence or change the behavior of learners who are always late to school.

The best teachers are both effective and efficient. This is so because teaching is an act of systematically presenting stimuli or cues to learners to facilitate learning. It involves laying a series of activities to facilitate learning. An effective and efficient teacher guides the learners at all times motivates and arouses interest in the learner. The teacher's real effectiveness involves knowledge of what to teach, how to teach it, when it should be taught, who is to be taught, why it is taught and even where to teach.

In this investigation, we are primed by the desire to properly situate the true perspectives of the concepts of effectiveness and efficiency and their relation to teaching productivity in private and public secondary schools in Calabar Education zone. This curiosity directs attention to the true precinct of our problem identification and statement.

1.1 Statement of the problem/justification

So many intervening variables have been implicated in attempts to assuredly say this is a representative performance of a student as represented in the result manifest/certificate. Gratification, collaboration, exposition, examination full blown cues and lots others are candidates in these conjectures. From the point of view of this research endeavour, the enigma of "better product" concepts of the assessment between public school graduands and those of private secondary schools in the state with particular reference to the area of study is what demands our attention. Granted that efficiency is a rider to effectiveness, how then that teachers of private schools with

mediocre qualifications comes produces learners with higher achievement than those of public schools which are inundated with highly qualified teachers. These are many other puzzles spurred the basic drive for this enquiry.

1.2 Objective of the study

The objective focuses on investigation of how productivity in learning is achieved in private and public schools, on the basis of overall input in the knowledge system delivery.

Specifically, the study seeks to;

- 1) Determine whether teachers in public secondary schools differ significantly from their counterpart in private schools with regards to Teaching, Discipline and overall job performance in Calabar Education zone of Cross River State.
- 2) Determine the difference in the percentage of students that passed basic subjects (Mathematics and English Language) in public and private secondary schools in 2016/2017, 2017/2018 and 2018/2019 sessions in Calabar Educational zone of Cross River State.

1.3 Research hypothesis

To guide the study the following research hypotheses were formulated;

- 1) Teachers in public secondary schools do not differ significantly from their counterpart in private schools with regards to teaching, discipline and overall job performance in Calabar Education zone of Cross River State.
- 2) There is no significant difference in the percentage of students that passed Mathematics and English Language in public and private secondary schools in 2016/2017, 2017/2018 and 2018/2019 sessions in Calabar education zone of Cross River State.

2. Methodology

2.1 Area of the study

The area so described as Calabar Education Zone comprises a number of schools spread over the South Senatorial District in the state. These cover the seven geo-political local government areas which include; Biase, Akamkpa, Odukpani, Calabar Municipality, Calabar South, Bakassi and Akpabuyo LGAs.

These areas are found in continuous landscape stretching from the coastal marine environment of the Calabar – Akpabuyo, Bakassi and Odukpani to the inter-land territories

of Akamkpa and Biase. In terms of ecological variation, there is a wide range of it. The limits are marked by the Atlantic Ocean in the Gulf of Guinea to the south, Yakurr Local Government to the North, Bakassi Local Government Area to the East and Akwa Ibom state to the West.

2.2 Design of the study

The study adopted a descriptive survey design. The population of this study comprised of all the students in 62 public secondary schools and 123 private secondary schools in Calabar education zone of Cross River State. These secondary schools are different types of schools which cut across single i–sex, religious inclined and mixed schools. A multi-stage sampling procedure was adopted for this study. In the first stage, five education zones (Akpabuyo, Calabar Municipal, Odukpani, Akamkpa and Biase LGAs) were selected from the seven Local government areas using purposive random sampling technique. In the second stage, five public and five private secondary schools were selected from each of the five local government areas using simple random sampling technique. The sample size for this study was 720 students drawn from 25 public and 25 private secondary schools. Three hundred and sixty (360) students from public schools and three hundred and sixty (360) students from private schools. The selection was through stratified random sampling technique. Of this figure, three hundred and seventy eight (378) were males while three hundred and forty two (342) were females. Teachers' Effectiveness and Efficiency Rating scale (TEERS) was used in measuring job performance effectiveness and efficiency. The TEERS was designed for students to assess their teachers with regards to their effective and efficient teaching and students' discipline. The TEERS had two sections viz: A & B. Section 'A' elicited information from the subjects (students) on their demographic variables such as name of school, type of school and sex. Section "B" was twenty (20) item with five points Likert type scale with ten units covering the sub-units of teachers effectiveness and efficiency in job performance.

Efficient and effective teaching, measured how the teacher teaches with regards to subject matter competence, instructional strategies (methods), goal-setting, motivational skills, communication skills and technological skills etc. students discipline measured; classroom interactions (moral/values), classroom management skills, structure of discipline, questioning skills, etc.

The researchers also used the WAEC grading of candidates raw scores of passes (A1 i– iC6) obtained by senior secondary students SSS III with particular reference to Mathematics and English Language for i2016/2017, i2017/2018 and i2018/2019 sessions in Calabar Education

zone of Cross River State. The collated results were analyzed using simple percentages to determine the comparative success rates of students that passed Mathematics and English Language within the academic session in order to establish the academic achievement trends/productivity in both public and private secondary schools in the zone.

2.3 Validity and reliability

The instrument used for the study was developed by the researchers with the help of some experts in Test and Measurement as well as experts in Educational Psychology. The face validity was carried out as the researchers ensured that only items meant to measure what the study intended was certified. Teachers' Effectiveness and Efficiency Rating Scale (TEERS) was subject to field testing on the same respondents within two weeks' interval as a post-test to ascertain the stability and consistency of the responses. The data obtained was subjected to a statistical analysis. The test-retest correlation coefficient yielded reliability of i.68 and 0.85.

2.4 Administration

The instrument was administered personally by the researchers to the subjects in the sampled schools with the help of research assistance and some staff of the various schools permission was sought and approval was given before the day of administration by the various school heads. The return rate was hundred percent (100%).

3. Presentation And Analysis Of Data

Data collected with respect to the research hypotheses were analysed and presented in tables. Results there of as well as the summary of findings, of the study were presented.

3.1 Hypothesis one

Teachers in public secondary schools do not differ significantly from their counterpart in private schools with regards to teaching, discipline and overall job performance in Calabar education zone of Cross River State.

The independent t-test statistics was used in testing the hypothesis at 0.05 level of significance. The result of data analysis is presented in table 1, below.

Table 1: Independent t-test analysis of teachers' effectiveness and efficiency in job performance between public and private secondary school

Variables	School	N	x	SD	Df	T
Effective and Efficient teaching	Public	360	30.55	4.58	718	4.346*
	Private	360	31.92	3.86		
Students discipline	Public	360	24.58	4.38	718	5.001*
	Private	360	25.80	3.83		
Overall teachers effectiveness and efficiency	Public	360	166.41	14.50	718	-4.052*
	Private	360	170.44	12.06		

*p<0.05; different = 718, critical t = 1.96

3.2 Interpretation

The result of data analysis shows that a significant difference on the overall teachers effectiveness and efficiency with responds to their job ($t = 4.052^*$, $P < 0.05$), with teachers in private schools ($x = 170.44$) having advantage over their counterparts in public schools ($x = 166.41$). The overall result of $t = -4.52^*$ shows a significant result; with the critical t-value of 1.96 and 718 degrees of freedom at 0.05 level of significance. The calculated t-value was found to be greater than the critical value, hence the null hypothesis is rejected.

More so, the examination of the table also shows that teachers in private schools ($x = 31.92$) are better than those in public ($x = 30.55$) in teaching effectiveness and efficiency ($t = 4.346$; $p < 0.05$).

Also, the analysis also reveals that teachers in private schools are also superior to their counterparts in public schools in respect to maintenance of students discipline ($t = 5.001$; $p < 0.05$).

3.3 Hypothesis two

There is no significant difference in the percentage of students that passed Mathematics and English Language in public and private secondary schools in Calabar education zone of Cross River State.

Data collected in respect to this hypothesis were analysed and the results are presented in table 2 below:

Table 2: Percentage analysis or results in English language

School	Grades in English Language						TOTAL
	A1	B2	B3	C4	C5	C6	
Public	1	4	4	54	386	934	1383
Schools	0.07%	0.29%	0.29%	3.90%	27.91%	67.53%	
Private	7	16	29	127	782	238	119
Schools	0.58%	1.33%	2.42%	10.59%	65.22%	19.85%	

Summary of grades in English Language in 2016/2017, 2017/2018, 2018/2019 sessions between public and private schools |

From the table 2 above, it revealed that private school students had more percentage of excellent passes in English Language than public school students in 2016/2017, 2017/2018 and 2018/2019 academic sessions. The result

revealed that public school students had more percentage of credit passes in English Language than private school students. However, public school students had more percentage of C6 than private school students who had more C4 and C5. On the whole, private school students performed better in English Language than public school students in 2016/2017, 2017/2018 and 2018/2019 academic sessions.

Table 3: Percentage analysis of results in Mathematics

School	Grades in English Language						TOTAL
	A1	B2	B3	C4	C5	C6	
Public	4	10	14	123	318	803	1273
Schools	0.31%	0.79%	1.10%	9.74%	24.98%	63.08%	
Private	12	20	36	227	462	284	1041
Schools	1.15%	1.92%	3.46%	21.81%	44.38%	27.28%	

Summary of grades in Mathematics in 2016/2017, 2017/2018, 2018/2019 sessions.

3.4 Interpretation

Data on table 3 revealed that private school students had more percentage of excellent passes in Mathematics than public school students. The result revealed that public school students had more percentage of credit passes in Mathematics than private school students in 2016/2017, 2017/2018 and 2018/2019 academic. However, private school students had more percentage of C4 and C5 in Mathematics than public school students who had more C6. On the whole, private school students performed better in Mathematics than public school students in 2016/2017, 2017/2018 and 2018/2019 academic sessions.

4. Discussion of findings

The result of the hypothesis one implies that teaching productivity of both teachers generally do not exist in the same level. The mean performance of the two groups attests to this. This finding is not surprising because the private schools are well funded, better equipped in terms of physical and infrastructure, equipped laboratories well managed in terms of both human and material resources. Teacher-student ratio is minimal. Teachers have a better interpersonal relationship with the students due to smaller students' population; teaching is at best in term of quality and content.

Again, in private schools teachers are paid for their total effectiveness in the classroom, they are passionate about teaching and helping students learn. They have a positive attitude and are able to create a warm, welcoming environment in their classroom. This finding is supported by Adeyemi (2014) assertion that efficient instructional encounter in the classroom result from frequent and thorough supervision, dynamic school administration, frequent class assignment, mutual parent-school relationship, positive pupil-teacher interactions, absence of industrial strike actions,

provision of adequate furniture and the maintenance of the standard teacher-pupil ratio are some of the reasons which private school students have been outshining their counterparts in public schools over the years. This finding also supports existing evidences on the relative efficiency of private school over public schools (Omachonu & Offorma, 2008); and Kingdom, (2016).

For hypothesis two, findings of the study revealed that private school students had excellent passes in Mathematics and English Language than public school students. The findings corroborate with that of Mohammed, Yakubu, Zayyanu and iHabu(2017) which discovered that private school students performed better in Physics, Biology, Chemistry, Mathematics and English Language than public school students. This could justify the reason why parents prefer their children to attend private schools. This finding lends credence to the work of Rongino (2017) and Khan, (2012), who attributed the difference to private school administrators having better instructional behaviour and vision to improve their schools as compared to public school administrators.

However, in contrast to the above findings, Omachonu (2019), in a study on comparison of the quality and efficacy of private and public secondary schools in Idah Education zone of Kogi state, Nigeria "Observed no significant difference in the mean achievement scores of students in public and private schools. The no significant difference in the achievement of private and public school students taught Oral English with game techniques could be attributed to the commitment of the teachers trained for the Oral English instruction using the lesson plans on games technique prepared by the researcher. The strict adherence to the Oral English instruction by the participating teachers in this study ensured homogeneity of instruction across the sampled schools in both private and public schools, thereby leading to almost equal achievement. The implication of these findings is that, if students are exposed to equal treatment with regard to classroom instruction, there might not be much difference in the achievement of students attending schools in private and public schools.

5. Conclusion

The debate on public versus private education is a continuing one. The major index used for assessing scientific and technological advancement through education is the academic achievement of students. Teachers are cardinal and drivers of this process. The teacher must be efficient in order to be effective for successes in teaching-learning in the classroom. Some private schools, like the ones examined in this study, are providing better quality education, but the

expansion of private schools without organized implementation of government policy are procedure seem to create more quality problem. In addition, most private schools in the zone operate with money making motives rather than institutions of learning. Without a clear evaluation processes in place, it would be difficult to figure out which private school is providing good education and which is not. The problem becomes even more complicated when one considers that in Nigeria majority of the parents are uneducated themselves, and thus, are not able to understand the schools system.

6. Recommendations

With regards to the findings of this study, the following recommendations were made;

- 1) School heads should be empowered to carry out staff discipline without administrative interference.
- 2) Ministry of Education should attempt to know the strength and weaknesses of teachers and create programmes that will address short-comings among teachers.
- 3) Given the poor state of most public schools in Nigeria where learning environments are awkward and incompatible with the requirement for treatment of specified content, teaching and learning seem ineffective. Government should make concerted effort to bring up public schools to standard with regards to facilities and amenities for effective teaching and learning. This would help bridge the gap between students in private schools and their counterparts in public schools.
- 4) The fact that private school students achieved higher than their counterparts in the public schools could also be attributed to lack of monitoring and supervision of public schools, unlike the private school teachers that are properly monitored. Government should, therefore, pay attention to this factor proper.
- 5) There should be public-private partnership in education to bridge the gap between private and public schools.
- 6) Teachers should endeavour to make their class/lecture interesting using experiments, and create videos about the imaterial ito make the lesson come alive.
- 7) In-service training programmes should be organised for teachers in both school types to improve instructional strategies in teaching.
- 8) Government should encourage the establishment of private schools including mission/faith i-based schools.

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