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## **Teachers' views on the innovative techniques needed for effective teaching and learning in post primary schools in Nigeria**

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**Key words:** Innovative Techniques, Effective Teaching and Learning, Post Primary Schools

### **Summary**

This study was carried to investigate teachers' views on the innovative techniques needed for effective teaching and learning in Nigeria post primary schools. Four research questions were formulated to guide the study. Simple random sampling technique was used to obtain 150 respondents for the study from 15 public secondary schools in Ebonyi Local Government Area of Ebonyi State, Nigeria. An internal consistency reliability estimate of 0.78 was established. Instrument used to collect data was structured questionnaire. Data collected were analyzed using mean and standard deviation. It was found among others that the individualized instructional technique, language laboratory technique, and PowerPoint technique enhanced teaching and learning in post primary schools. The educational implication of the results include that effective teaching and learning is influenced by individualized institutional technique, language laboratory technique, and PowerPoint technique. Conclusions have been drawn and recommendations are made.

### **Introduction**

A technique is way of doing things. It is a systematic way through which a task is accomplished. A technique is called different names by many different scholars. Some refer the term to methods while others call it mode or skill. All these names refer to the procedures used in achieving a purpose.

In a teaching-learning situation, a technique is a skill, modality, or method a teacher adopts in delivering his/her lesson to achieve instructional objectives. Eze (2011) defines instructional techniques as means or methods that a teacher uses in presenting the instructional content to students to achieve a set of specific instructional objectives. Innovation means a new development of invention to achieve better result in the teaching and learning process. Educational technology adopts and applies various innovative techniques to achieve instructional objectives, academic excellence, and life-long education. Innovative techniques in the teaching-learning process refers to new methods of teaching in an educational sector to achieve set instructional goals and objectives. Some of the educational technology innovative techniques are: Individualized instruction, Language laboratory, team teaching, PowerPoint, Simulation, and game.

These techniques are popular and in use in western world, but reverse is the case in developing countries, as a result we can regard it as innovation in the field of teaching and learning.

Teaching is the act of transferring information, skills, ideas, and knowledge to learners in the classroom. In the teaching and learning process, teaching is a way that a teacher causes the learner to acquire the desired knowledge, skills, norms, and attitudes of a given society. Learning is acquiring of knowledge, norms, values, or information to be used at an appropriate time. Teaching and learning is the center of all educational activities no matter the grade level including post primary schools. Post primary schools are institutions of learning for children who have finished their primary schools and before tertiary institutions. At this level of education, children are prepared for useful living within the society and higher education. As a result, children at this stage should be exposed to instructional activities that will carry them throughout life.

Human beings differ in many ways. The individual uniqueness makes individualized instruction unavoidable. Realizing the differences in people's cognitive structures, interests, and needs, scholars saw it necessary to design peculiar ways of meeting individual needs of learners in teaching-learning situations as no two persons are alike. The efforts to individualized instruction, according to Aggarwal (2007), started in the 1950s. Individualized instruction is an instructional activities which consider the individual uniqueness of the learner and supplies all require to suit the learner's potentials to develop and produce a wholistic being . Nsofer and Belio (2015), the teacher must structure a variety of learning styles, interacts, and abilities using computer programmed instructions, computer assisted instructions and numerous types of multimedia resources that deliver text, audio, graphics, animation, narrations, sound and streaming video. In order to achieve high with this technique. This approach to instructional delivery helps moderate teacher-centered and group-oriented approaches in teaching-learning situations. Individualized instruction is an instructional technique that uses educational technology to aid student learning considering their ability on their own learning styles and at their own pace. For example, programmed

textbooks/workbooks and the use of computer for audio/video educational programs and games that the student can use to study on his/her own are examples. The application of computers in education aid and promote individualized instruction in that some of the lesson content can be designed, programmed, and recorded in CD/DVD, or tapes packaged to address individual differences of the learner. In individualized instruction, the learner learns from simple to complex tasks in sequential bits. Individualized instruction makes teachers' work to be less as he/she does little talking.

Language is means of communication among individuals as social beings. To gain proficiency in a language demands a lot from the teacher, learner or the channel that supplies the necessary information and skills. To this effect, language laboratory came into existence as innovative technique in teaching and learning process. Language laboratory is platform for the development of essential proficiency in the learning of a new language. Language laboratory is uncommon in our schools which qualifies it to be a modern innovation in the instructional system for language proficiency. Language laboratory originated from the United State of America (USA) (Aggarwal, 2007). It enables the learner to hear the language spoken from recorded tapes and to practice speaking and acting in the same way. This leads to the development of skills, competences, correct pronunciation, intonation, accent, usage of words as the learner hears the language spoken by a native and experts (Aggarwal, 2007 and Okwo, 1996). Mangal and Mangal (2014) identifies five types and levels of operation of language laboratories; they are: level 1: a type (audio system); level II: AA type (Audio- active system); level III: AAC (audio-active comparative system); level IV: AACC (audio-active comparative system) and Level V: AACI (active computer-based interactive system).

The term "team" means a group of people who perform a particular task. Team is a group of people who work together on a particular job to achieve a common goal. Team teaching is an innovative teaching technique used in schools of learning. To Mangal and Mangal, team teaching signifies the teaching work and activities organized by a team of individuals comprising teachers, resource persons, clerical staff and other employees. This type of teaching technique involves two or more teachers teaching the same subject or related subjects to the same group of students to achieve common instructional objectives. This can be regarded as a cooperative teaching where teachers involve plan and implement the instructional content as scheduled. According to Warwick cited in Aggarwal (2007), team teaching is a form of organization, in which individual teachers decide to pool resources, interests and expertise together in order to devise and implement scheme of work suitable to the needs of their pupils and the facilities of their school. Team teaching technique gives the students the opportunity to have contact with highly competent teachers who are specialist in their field of education. According to Mangal and Mangal (2014), team teaching is in various forms. They are: single disciplinary team teaching, interdisciplinary

team teaching and inter-institutional team teaching. This technique is popular and had been in use in western world, but reverse is the case in developing countries, as a result, we can regard it as innovation in the field. It is then within the scope of this study to find out how collective efforts of teachers can bring improvements in the process and products of teaching.

PowerPoint is an electronic micro-software slide used to display information on a projection screen to the target audience for better understanding of the concept in question (Eze, 2015). According to Eze, PowerPoint is a new reality that will have a tremendous impact on the instructional program. It is an innovation that will enhance the output of teachers. PowerPoint among other innovative techniques creates positive changes in teaching and learning for it is more of student centred approach as it supports the explanatory activities of the teacher in the classroom situation. To Ukpai and Ugah (2011), PowerPoint (PPT) is a presentation software that enables a user to create powerful presentation. Presentations created with PPT can have audio and visual effects making them look professional or jazzy as the situation demand. PPT allows the user to include formatted texts, graphics, pictures, sounds and animations in the presentations.

Simulation is a way of displaying or exposing real character of a given concept to provide problem-solving experiences. This is in line with Cruickshank cited in Nwoji (1996) that simulation is the creation of realistic games to be played by participants in order to provide them with life-like problem-solving experience. For Guetzhaw cited in Nwoji (1996), simulation is an operating representation of central features of reality. Simulation as teaching technique exposes the real character of what it is representing. Simulation is close to game as both display real features of the concept in question. The difference is that in simulation, there is no winning or losing party while in game one party must win. Simulation and game has some advantages and disadvantages.

### **Problem of the Study**

Technique is a systematic way or method a task is attained. In teaching-learning situation, technique refers to a particular method or modality a teacher adopts in delivering his/her lesson. Innovative techniques are current/new ways a teacher applies in discharging the instructional content to students to achieve the set instructional objectives. It is obvious that the way a teacher delivers his/her lesson makes teaching-learning effective or ineffective, meaningful or not, interesting or boring etc. As a professional teacher, experience has shown that most teachers no matter their level, ignore integrating new techniques such as individualized instruction techniques, language laboratory technique, team teaching technique, PowerPoint technique and simulation and game technique to improve quality education and lifelong learning. Nigeria is one of the developing countries and is expected to expose the school children to the current trends in teaching and learning, but rather sticking to their old method of teaching which somehow might

be obsolete. This calls for the study: Innovative techniques needed for effective teaching and learning in post primary schools in Nigeria. In this context, the techniques are regarded as innovative techniques in the sense that they are new in teaching and learning process.

### **Scope of the Study**

The study focuses on the innovative techniques needed for effective teaching and learning in post primary schools in Ebonyi Local Government Area of Ebonyi State, Nigeria. The subject scope of the study comprised of Individualized instruction, language laboratory, team teaching, PowerPoint, simulation, and game. The study covers post primary school teachers because the students at this level can apply creative thinking in their studies than those in the primary level.

### **Purpose of the Study**

The general purpose of this study was to ascertain the views of teachers on needed innovative techniques for effective teaching and learning in post primary schools in Ebonyi local government area of Ebonyi State, Nigeria. Specifically, the study sought to:

1. Ascertain the views of teachers on the use of individualized instruction technique for effective teaching and learning in post primary schools.
2. Determine the views of teachers on the use of language laboratory technique for effective teaching and learning in post primary schools.
3. Ascertain the views of teachers on the use of team teaching technique for effective teaching and learning in post primary schools.
4. Ascertain the views of teachers on the use of PowerPoint technique for effective teaching and learning in post primary schools.
5. Determine the views of teachers on the use of simulation and game technique for effective teaching and learning in post primary schools.

### **Research Questions**

The following research questions guided the study:

1. What are the views of teachers on the use of individualized instruction technique for effective teaching and learning in post primary schools?
2. What are the views of teachers on the use of language laboratory technique for effective teaching and learning in post primary schools?
3. What are the views of teachers on the use of team teaching technique for effective teaching and learning in post primary schools?
4. What are the views of teachers on the use of PowerPoint technique for effective teaching and learning in post primary schools?

5. What are the views of teachers on the use of simulation and game technique for effective teaching and learning in post primary schools?

## **Methodology**

### ***Research Design***

Design of the study was a cross sectional survey. According to Igwe (2006) cited in Obinwa (2015) cross-sectional survey requires selecting knowledgeable respondents across levels to constitute a sample. In this case, needed research data were collected from a sample drawn from a predetermined population. To Nworgu in Obinwa (2015), this approach, made it possible for many subjects to be studied at cheaper and quicker rate.

### ***Participants and Research Setting***

Population of the study comprised all the 487 secondary school teachers in 15 public secondary schools in Ebonyi local government area of Ebonyi State, Nigeria. (SEB-Secondary Education Board: Record/Statistics, Ebonyi State 2015).

Secondary school teachers only were used for they study be caused they are of the curriculum at the secondary school level and also close to the students. The researcher contacted them at their individual schools.

### ***Simple Random Sampling Techniques***

Simple random sampling techniques was used to select ten (10) teachers each from fifteen (15) sampled public secondary schools for the study. This gave a total of one hundred and fifty (150) respondents as sample but 125 were recovered for the study.

### ***Area of the Study***

Area of the study is public secondary schools in Ebonyi local government area of Ebonyi State, Nigeria. The schools were chosen because they are educationally disadvantaged and need to be exposed to the techniques that will make students at secondary school level sound and achieve very high academically. Ebonyi local government is one of the thirteen local government areas in Ebonyi State. It shares boundaries with Izzi, Abakalaiki, Ohaukwu and Ezza North local government areas Ebonyi State. The inhabitants are mostly farmers and few civil servants. They speak Igbo and English language.

### ***Reliability of Instruments***

In determining the reliability of the instruments for the study , a pilot study was carried out using public secondary school teachers in Abakaliki local government area of Ebonyi State, Nigeria who were not part of the respondents for the study. Their responses were subjected to reliability of analysis using Cronbach Alpha co-efficient to determine the internal consistency of the

instrument. The reliability coefficient of all the clusters was obtained as 0.78. The reliability indices was considered high enough for the study.

### ***Instrument for Data Collection***

A researcher's structured questionnaire titled "teachers' views on the innovative techniques needed for effective teaching and learning in post primary schools questionnaire" (TVITNETLPPSQ) " was used to constitute the instrument for data collection. A 4 point Likert-type scale rating ranging from Strongly Agree (4) to strongly disagree (1).

The instrument for data collection was developed by the researcher based on the research questions. Each item statement addressed the research question. The responses were in cluster tables of strongly agree to strongly disagree to tick in the column, the answer of their choice

Three experts 1 in educational technology, 1 in curriculum studies and 1 measurement and evaluation all from faculty of education were requested to validate the questionnaire items to ascertain the appropriateness of the items. They were also requested to examine the face and content validity of the instrument. The corrections made by the experts led to the modification draft and production of the final questionnaire for the study.

### ***Procedures***

In collecting data for the study, the researcher employed two research assistants from public secondary schools in Ebonyi LGA who were trained on the mode of administration and collection of questionnaire. One particular day was mapped out for distribution of the survey questionnaire in all the sampled schools. The survey questionnaire were administered on the respondents and collected the same day to ensure maximum return of the administered questionnaire. while the researcher was the overall coordinator to ensure effectiveness of the entire exercise.

### ***Method of Data Analysis***

The data collected were analyzed using mean and standard deviation for the research questions. Decision rule is that mean score of 2.5 and above is regarded as agree, while mean score below 2.5 is regarded as disagree.

### ***Results***

**Research Question One:** What are the views of teachers on the use of individualized instruction technique for effective teaching and learning in post primary schools?

**Table 1:** Mean response of teachers on the use of individualized instruction technique for teaching and learning in post primary schools.

	A	D	$\bar{X}$	D	S	De	
					cision		
Students reading their text books on their own after classroom lesson helps them to understand the subject matter better.	5		.5	.50	0	Ag	
Students learning on their own with the aid of programmed and recorded lesson in CD/DVD or tape helps to elevate the load of the classroom teacher repeating instructional content.	0	5	.4	.66	0	Ag	
Computer as an innovative media enhances student's private study and creative thinking as students can operate the computer and get the information they want..	5	05	.7	.46	0	Ag	
Individualized instruction helps students to learn from simple to complex, known to unknown because they are in control of what they are learning	0	5	5	.3	.90	0	Ag
Individualized instruction reduces the time the teacher should have spent in explaining the lesson content because the students can get more information on their own.	0	0	0	.0	.10	1	Ag
Individualized instruction takes care of individual student's learning styles because each student learn according to his/her ability.	5	35	.9	.30	0	Ag	
Students engaging in individualized instruction promotes lifelong learning in them as what a student finds out him/herself is difficult to forget.	0	05	5	.5	.92	0	Ag
<b>Grand Mean (<math>\bar{X}</math>)</b>							<b>.47</b>

The result of the data analysis in table 1 show that the respondents agreed that the items 1-7 are benefits accruable when individualized instruction is used for instructional delivery in post primary schools. This is evident from the grand mean of 3.47 which indicates that the use of this technique will greatly improve the process of teaching and learning in schools.

**Research Question Two:** What are the views of teachers on the use of language laboratory for effective teaching and learning in post primary schools?



**Table 2:** Mean response of teachers on the use of language laboratory in teaching and learning in post primary Schools.

	A		D		$\bar{X}$	D	Decision	De
	Teaching students in language laboratory helps students to learn the accent of the original natives of the language, as they hear from them directly.							
	0	0	0	0	.8	.17	ree	Ag
	Use of language laboratory in teaching learning process increases students' listening skills, because ears are the only thing required to learn the lesson content.							
	5	05			.7	.46	ree	Ag
0	Integrating language laboratory in language class promotes students' ability to pronounce the spoken language correctly as they listen to the original owners of the language.							
	0	5	5		.3	.90	ree	Ag
1	Language laboratory helps the students to make appropriate use of the spoken language, because students are hearing directly from the original natives of the language.							
	0	0	5	5	.3	.90	ree	Ag
2	Language laboratory creates room for students to learn at their own pace, as the content to be learned are programmed and taped.							
	5	05			.7	.46	ree	Ag
3	Language laboratory reduces teacher's load of repeating words, because it is programmed and students learn from the package.							
	0	0	0		.2	.66	ree	Ag
	<b>Grand Mean (<math>\bar{X}</math>)</b>				<b>.33</b>			

The analysis of data in table 2 reveal that the respondents agreed that items 8-13 are the gains of using language laboratory in teaching and learning in post primary schools as can be seen from the grand mean of 3.33 shown on the Table 2 above.

**Research Question Three:** What are the views of teachers on the use of team teaching technique for effective teaching and learning in post primary schools?

**Table 3:** Mean response of teachers on the use of team teaching technique for effective teaching and learning in post primary schools.

		A	D	$\bar{X}$	D	Decision	De	
4	1	Applying team teaching in instructional delivery helps students to enjoy expertise knowledge of individual teacher as more than one teacher teach the students.						Ag
		0	20		.8	.40	ree	
5	5	Team teaching helps in reducing the errors one teacher might have made on the process of teaching, because another teacher from the team might correct the error.						Ag
		5	05		.7	.46	ree	
6	6	Team teaching expands the scope of the content of instruction as individual teacher goes extra mile to get information,.						Ag
		5	0	5	.4	.92	ree	
7	7	In team teaching, students are opportuned to share in the effective and weakness of teachers because each member of the team teaches the students in his/her own way.						Ag
		0	0		.4	.49	ree	
8	8	Team teaching technique promotes teacher-teacher relationship as they work from planning to evaluation of an instruction together.						Ag
		5	0	5	.2	.87	ree	
		<b>Grand Mean (<math>\bar{X}</math>)</b>						
					.5			

The analysis of data in table 3 show that the respondents agreed in items 14-18 as advantages of the use of team teaching in instructional delivery in post primary schools which translate to the high grand mean score of 3.5 as indicated on the table 3 above.

**Research Question Four:** What are the views of teachers on the use of technique for effective teaching and learning in post primary schools?

**Table 4:** Mean response of teachers on the use of PowerPoint technique for teaching and learning in post primary schools.

/N	ITEMS	A	D	$\bar{X}$	D	DE	CISION
	Students taught with PowerPoint understand the topic concepts better because the lesson has audio and visual effect.						Agre
		5	5	5	7	.11	.758 e
	Using PowerPoint in teaching arouses students' interest because the lesson is presented with pictures.						Agre
		5	5			.50	.500 e
	Presentation of lesson content with PowerPoint make teaching easy as slide design template can be used.						Agre
		5	0	5		.40	.663 e

Presentation of lesson content with PowerPoint makes students to be attentive in the classroom during teaching and learning because of the sound/visual effect.	5	5		.50	.500	e	Agre
Students taught with the aid of PowerPoint retain longer what was taught because the lesson could be presented with animations.	5	05	0	.00	.632	e	Agre
Presentation of lesson with the aid of PowerPoint enhances teacher-students interaction because of the use of formatted texts	0	0	0	.00	.632	e	Agre
Using PowerPoint in teaching sustains students' interest because of the use of graphics.	3	3		.21	.736	e	Agre
Students taught with the aid of PowerPoint makes learning easy because of the use of auto content wizard.	5	5	0	.10	.700	e	Agre

**Research Question Five:** What are the views of teachers on the use of simulation and game technique for effective teaching and learning in post primary schools?

**Table 5:** Mean response of teachers on the use of simulation and game technique for effective teaching and learning in post primary schools.

	A	D	$\bar{X}$	D	De	cision		
9 Students exposed to simulation and game are opportuned to see and learn the actual characters of real concepts it represents.	5	5	5	5	.8	.33	ree	Ag
0 Simulation and game helps students to develop critical thinking because during the act students think on the next line of action.		50			.0	.00	ree	Ag
1 Students thought with simulation and game develop the skill of problem solving because the technique is problem solving in nature.	5	05			.7	.46	ree	Ag
2 Simulation and game helps students to retain what have been thought because they will be actively involve in the act.	0	20			.8	.40	ree	Ag
3 Simulation and game promote transfer of knowledge because similar character of what the students have learnt might reoccur.	5	0	5		.3	.70	ree	Ag
<b>Grand Mean (<math>\bar{X}</math>)</b>					<b>.52</b>			

The result of data analysis in table 4 reveal that the respondents agreed with items 19-23 as contributions of simulation and game technique to instructional delivery process in post primary schools. This is evident from the high grand mean score of 3.52 as indicated in table 4 above.

### ***Summary of Findings***

The analysis of data in tables 1-4 reveal the following:

1. The use of individualized instructional technique will enhance teaching and learning in post primary schools.
2. The use of language laboratory technique will promote instructional delivery in post primary schools.
3. The use of team teaching technique will greatly improve teaching and learning in post primary schools.
4. The use of PowerPoint technique will facilitate teaching and learning in post primary schools.
5. Also the use of simulation and game will help to improve teaching and learning in post primary schools.

### **Discussion of Finding**

The discussion of finding is in line with the four research questions. Views of teachers on the use of individualized instruction technique for effective teaching and learning in post primary schools. Result in table 1 on views of teachers on the use of individualized instruction for effective teaching and learning in post primary schools revealed positive response in favour of the use of individualized instructional technique for effective teaching and learning in post primary schools. Views of teachers on the use of language laboratory technique for effective teaching and learning in post primary schools.

Result in table 2 on opinions of teachers on the use of languages laboratory technique indicate positive response to the credit of the use of language laboratory for effective teaching and learning in post primary schools. Views of teachers on the use of team teaching technique for effective teaching and learning in post primary schools.

Result in table 3 on the opinions of teachers on the use of team teaching technique for effective teaching and learning in post primary schools revealed positive response in favour of the use of team teaching. This is in line with Carpenter II, Crawford and Walden (2007) that not minding the insignificance difference in the achievement test scores for the two groups, the final grades were significantly higher among team taught students. Views of teachers on the use of PowerPoint for effective teaching and learning in post primary schools.

Result in table 4 on opinions of teachers for effective teaching and learning revealed positive response in favour of the use of PowerPoint for effective teaching and learning in post primary schools. Views of teachers on the use of simulation and game technique for effective teaching and learning in post primary schools.

Result in table 5 on the use of simulation and game technique for effective teaching and learning in post primary schools showed that teachers responded in favour of the use of language laboratory for effective teaching and learning. This is in agreement with Heinkel (1970) cited in Abangwu and Nwofia (1999) that simulation produces desirable attitude which enhance teaching and learning. The positive achievement in favour of simulation might be attributed to the fact that simulation and game influence both affective, cognitive psycho-motor domains which increase retention achievement and confidence to apply the information taught in a similar situation. But this is contrary to the study of Umo (2001) that game strategy did not have any significant effect on the achievement of students in Igbo grammar though those exposed to games achieve a little higher than those exposed to the conventional method. Most of the time resources required to improve instructional process might not be enough or not there at all which can also be obtainable in simulation and games technique. The shortage of either human and materials resources might hinder significant effect of simulation and game.

### **Implications of the study**

The findings of study interpreted and discussed on the opinions of teachers on the use of individualized instruction, language laboratory team teaching, PowerPoint, simulation and game have some instructional implications in post primary schools. The result of the study show that these techniques will promote teaching and learning in post primary schools. This is an indication that their inclusion in teaching process by teachers will increase quality education, retention of learned materials in students and transfer of knowledge.

### **Conclusion**

To enrich teaching-learning process in post primary schools, some techniques such as individualized instruction, language laboratory, team teaching, PowerPoint, simulation and game should form the integral part of teachers' mode of instructional delivery as they are more of students' centred approach to instruction. They promote students' mastery of concepts, active participation, critical thinking and retention.

## Recommendations

Based on the findings of study, the following recommendations were made: (1) Students' centred instructional techniques should be applied by teachers in delivering their instructional content to achieve lifelong learning in students (2) Government and school management should supply enough and required facilities for language laboratory for promotion of language studies, (3) School management should endeavor to recruit qualified and enough teachers for each subject to encourage team teaching and to promote quality education, (4) As PowerPoint can have audio and visual effects which makes lesson concepts real, teachers should endeavor to use it in presenting their lessons, (5) Instructional simulation and games should be encouraged and promoted by the school management by providing designed instructional simulation/game course ware and software as it enhances students active participation during lesson.

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