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Innovative Teaching as Predictor of Teachers' Job Effectiveness in Public Secondary Schools in Imo State

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Abstract

In this study, the researcher investigated innovative teaching as predictor of teachers' job effectiveness in public secondary schools in Imo State. The descriptive survey research design was adopted for the study. Two research questions and two hypotheses guided the study. The population of the study consisted of 5,258 teachers in the study area while the sample size which was obtained through proportionate random sampling comprised 576 teachers. The instrument that was used to collect data was a 15-item questionnaire titled "Innovative Teaching as Predictor of Teachers' Job Effectiveness in Public Secondary Schools in Imo State (ITPTJESSIM). The instrument was validated by three experts, two from the Department of Educational Management and Policy and one from the Department of Educational Foundation, all in the Faculty of Education, Nnamdi Azikiwe University, Awka.

The instrument was divided into two clusters. Cluster A dealt with the influence of innovative teaching and teachers' new method of teaching while cluster B was concerned with innovative teaching and teachers' additional input to their job. The reliability of the instrument was obtained through Cronbach Alpha and it generated an average of 0.88 which was considered high enough for the study. Mean and standard deviation were used to answer the research questions and test the hypotheses at 0.05 level of significance. The finding of the study among others was that innovative teaching does not seem to be taking place in public secondary schools in the study area. It was therefore recommended among others that seminars be organized for teachers in the study area on the need for innovative teaching.

Keywords: Innovative, Teaching, Job Effectiveness

Introduction

Teaching is a point of interaction between the teacher and the learner. It is the transmission of knowledge from the teacher to students through knowledge impact that is students centered. The job of a teacher is to produce learners that will know what he knows and one cardinal means of achieving this is by the teacher being resourceful (Okorie, 2018) [7]. It is not therefore uncommon to see students preferring one teacher to another or classifying their teachers according to their depth of knowledge as seen in their capacity to bring out latent ideas that make their classroom delivery fresh and didactic.

Innovative teaching can be defined as teaching with new ideas, skills and new methods. It is simply doing the same job in a new way. It connotes creativity and being depth. One major source of innovative teaching is critical thinking and creative reasoning. These two are not the same. Critical thinking is concerned with dissecting thoughts in other to ascertain ideological underpinnings that resulted in the present phenomenon (Ewekoro, 2019) [4]. It also means looking at issues from the two sides in order to decipher the good and the bad. The intent generally is to know or guide actions or steps to take. Creative reasoning produces resourcefulness. It is the ability of an individual or a teacher to look upwards or to see what others cannot easily see. It is thinking out of the box. A combination of two leads to innovation teaching. Innovative teaching can be explained in terms of the capacity of a teacher to generate new ideas or knowledge from the existing ones in order to expand it or establish new frontiers of knowledge. It also includes the ability of a teacher to evolve new skills and methods of teaching students so as to enhance knowledge impartation on students and increase their cognitivity (BPP, 2010). This is necessary because we are in a knowledge economy and life is generally dynamic. One very way teachers can be innovative is through research.

Research is investigation. It is the process of investigating or finding out a conceptual source and how it can be better or restructured. It is the effort of reinventing a body of knowledge and reshaping it to align with the current flow of knowledge

and events in the ever changing and competitive world. A teacher should be research oriented and built with the capacity to investigating what he knows or new ideas coming to him. He should also be sensitive with development in technology and its impact on commerce, politics and education in order to evolve new ideas and fresh ways of preparing his students to face the ever-dynamic technology world.

Another strategy for innovative teaching is modeling. This can be defined as the process by which a teacher acts out what he wants his students to be or to do. The general concept of modeling involves using an object to present what is being taught in class. However, a teacher can use himself to model his teaching. It is not unusual that students know teachers that are versatile. A teacher can develop versatility but again this comes from the research capacity of the teacher. Such teachers develop high level of intuition resulting in the production of latent ideas (Chou, 2010) [2]. It makes for the effectiveness of a teacher in the discharge of his responsibilities.

Innovative teaching can also be achieved through Information Communication Technology. The use of slides and pictogram while teaching in class can bring students into a close relationship with the object of learning. Students at this level interact with the knowledge obtained from learning. This makes a teacher effective and this is teaching at nexus (Olaitain, 2012). It increases the effectiveness of a teachers' job and this is because, it improves the understanding rate of a students.

The use of role play, holding class outside the classroom, introducing a lesson through a story and using puzzles and games are all forms of innovative teaching. However, these make more impact at the lower level of education like the primary or basic schools. Eleamor (2018) [3] argued that students in colleges and post primary schools may not find their use exciting. Innovative teaching as the name implies is consequent upon evolving new and empirical means of teaching. It is teaching with new styles and it is making teaching students centered.

Teachers' job effectiveness can be measured in terms of the ability of a teacher to achieve optimum results within a specific period or time. According to Izundu (2018), teachers' job effectiveness can be defined as the ability of a teacher to combine his personal attributes, innovation, beliefs and dispositions to the elements of school climate in order to influence students' academic achievement. A teacher is said to be effective when the pedagogy he employs at work and his test instrument which formed part of his interaction with students at the classroom level can translate to high students' academic performance (Wilson, 2018) [8].

Public secondary schools are government owned post-primary institutions. These are secondary schools set up and administered by the government. It could be Federal Government and state government. This means that the government recruits' teachers for such schools and administer them through their principals. All the staff of public secondary schools are paid by the government whether tutorial or non-tutorial staff. Teachers in public secondary schools are appraised annually and their effectiveness determined in most cases by the extent or quality of academic achievement of their students and their performance in extra-curricular activities (Ohiri, 2019) [6].

Statement of problem

Teaching is an art as well as an act. It has a lot to do with what the teacher can give from the deposits stored in him. The innovative teacher is one that works with freshness of ideas and newness of skills. One advantage of this teaching method is that it helps a teacher to reinvent himself and makes him prolific in his area of specialization. Such a teacher is always equipped to interface with students and the later are always eager to be with him in class.

However, innovative teachers seem to be scarce. They are hard to come by in recent time, the situation appears to be worse and this is because people tend take to teaching due to the poor economic condition in the country. In addition to the above situation, there seem to be inadequate empirical research on teaching innovation and its impact on teachers' job in the study area. This accounts for why the researcher investigated innovative teaching as predictor of teachers' job effectiveness in public secondary schools in Imo State.

Purpose of the study

The purpose of the study was to investigate the influence of innovative teaching on teachers' job effectiveness. Specifically, the study investigated;

1. How innovative teaching can help teachers to come up with new methods of teaching.
2. How innovative teaching can help teachers generate additional inputs to what they are given to teach.

Research questions

The following research questions guided the study;

1. How does innovative teaching help teachers to cope up with new methods of teaching?
2. How does innovative teaching help teachers generate additional input to what they are given to teach?

Hypotheses

The following hypotheses aided the study;

1. There is no significant relationship between innovative teaching and teachers' new method of teaching.
2. There is no significant relationship between innovative teaching and teachers' additional input to what they are given to teach.

Method

In this study, the researcher investigated innovative teaching as predictor of teachers' job effectiveness in public secondary schools in Imo State. The descriptive survey research design was adopted for the study. Two research questions and two hypotheses guided the study. The population of the study consisted of 5,258 teachers in the study area while the sample size which was obtained through proportionate random sampling comprised 576 teachers. The instrument that was used to collect data was 15-item questionnaire titled Innovative Teaching as Predictors of Teachers' Job Effectiveness in Public Secondary Schools in Imo State (ITPTJPSSIM). The instrument was validated by three experts, two from the Department of Educational Management and Policy and one from the Department of Educational Foundation, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. The instrument was divided into two clusters. Cluster A dealt with the influence of innovative teaching and teachers' new methods of teaching while cluster B was concerned

with innovative teaching and teachers' generation of additional input to their job. The reliability of the instrument was obtained through Cronbach Alpha and it generated an average of 0.88 which was considered reliable enough for the study while mean and standard deviation were used to answer the research questions and test the hypotheses at 0.05 level of significance.

Research questions

A. How does innovative teaching help teachers to come up with new methods of teachers?

S. No		X	Remark
1.	Innovative teaching involves research	2.84	Agreed
2.	It makes teachers to be engaged with research	3.04	Strongly Agreed
3.	It helps teachers to evolve new ways of thinking.	2.90	Agreed
4.	That means teachers think outside the box	3.10	Strongly Agreed
5.	It helps teachers to develop new methods of teaching	3.24	Strongly Agreed
6.	Teachers' new method of teaching makes their teaching fresh and exciting to students	2.86	Agreed
7.	Teachers' new method of teaching makes for teachers' job effectiveness.	3.26	Strongly Agreed

B. Innovative teaching and teachers' additional input on their job

S. No		X	Remark
8.	Innovative teaching helps teachers to be productive	2.86	Agreed
9.	It makes teachers to access new ideas	2.88	Agreed
10.	It increases teachers' capacity to enhance existing knowledge	2.84	Agreed
11.	Innovative teaching makes teachers to make additional input on their job.	3.02	Strongly Agreed
12.	Such additional input provides students increased information on what they already know	2.88	Agreed
13.	Teachers' additional input on their job makes them effective.	3.12	Strongly Agreed
14.	Teachers' job effectiveness impacts on their students	3.08	Strongly Agreed
15.	Teachers' job effectiveness enhances students' academic achievement	2.82	Agreed

Results

Research questions 1: How does innovative teaching help teachers to come up with new methods of teaching?

Table 1: Respondents' mean ratings of how innovative teaching help teachers to come up with new methods of teaching

S. No	Innovative Teaching and New Methods of Teaching	\bar{X}	SD	Remarks
16.	involves carrying out extensive research	2.74	.87	Agree
17.	makes teachers to be engaged with research	3.64	.68	Strongly Agree
18.	helps teachers to evolve new ways of thinking.	2.90	.71	Agree
19.	makes teachers to think outside	3.50	.63	Strongly

	the box			Agree
20.	helps teachers to develop new methods of teaching	3.64	.51	Strongly Agree
21.	makes teaching fresh and exciting to students	2.86	.67	Agree
22.	enhances teachers' job effectiveness	3.56	.61	Strongly Agree
	Grand Mean	3.62		Agree

Data in table 1 shows that respondents agree that items 1, 3 and 6 with mean score ranged between 2.74 and 2.90 help teachers come up with new teaching methods of teaching while the remaining four items (items 2, 4, 5 and 7) are rated strongly agree. The grand mean score of 3.62 means that on the whole, teachers agree that innovative teaching help them to come up with new methods of teaching. The standard deviation for all the items ranges from .51 to .87 meaning that the respondents are not wide apart in their mean ratings.

Research question 2: How does innovative teaching helps teachers generate additional input to what they are given to teach?

S. No	Innovation teaching and teachers' generation of inputs	\bar{X}	SD	Remarks
23.	Innovative teaching helps teachers to be productive	3.76	.78	Agree
24.	It makes teachers to access new ideas	3.68	.67	Agree
25.	It increases teachers' capacity to enhance existing knowledge	2.84	.61	Agree
26.	Innovative teaching makes teachers to make additional input on their job.	3.62	.71	Strongly Agree
27.	Such additional input provides students increased information on what they already know	2.88	.61	Agree
28.	Teachers' additional input on their job makes them effective	3.12	.76	Strongly Agree
29.	Teachers' job effectiveness impacts on their students	3.08	.87	Strongly Agree
30.	Teachers' job effectiveness enhances students' academic achievement	2.82	.71	Agree
	Grand Mean	3.23		Agree

Data in table 2 show that respondent agree that items 8, 9, 10, 12 and 15 with mean scores ranged between 2.82 to 2.84 while the remaining three items (items 11, 13 and 14) are rated strongly agree. The grand mean score of 3.23 shows that secondary school teachers agree that innovative teaching helps them to generate additional input to what they are given to teach. The standard deviation for all the items is with the same range meaning that the respondents are not wide apart in their mean ratings.

Null hypothesis 1 There is no significant relationship between innovative teaching and teachers' new method of teaching.

Table 3: Summary of t-test analysis of significant relationship between test innovative teaching and teachers' new method of teaching

Variables	\bar{X}	SD	df	T-value	P-value	Decision
Innovative teaching (X)	3.36	.63				
Teachers' new method (Y)	2.85	.83	562	1.08	.03	Significant

Table 3 reveals that at .05 level of significance and 262 df, the t-value is 1.08 with P-value of .03 which is less than .05 (p-value = .03 < .05). Therefore, the first null hypothesis is rejected. Thus, there is a significant relationship between innovative teaching and teachers’ new method of teaching.

Null hypothesis 2: There is no significant relationship between innovative teaching and teachers’ additional input to what they are given to teach.

Table 4: Summary of t-test analysis of significant relationship between test innovative teaching and teachers’ additional input to what they are given to teach

Variables	\bar{X}	SD	df	T-value	P-value	Decision
Innovative teaching (X)	2.76	.71				
		562	.07	.01	Significant	
Teachers’ additionally input (Y)	3.35	.80				

Table 3 reveals that at .05 level of significance and 262 df, the t-value is .07 with P-value of .01 which is less than .05 (p-value = .01 < .05). Therefore, the first null hypothesis is rejected. Thus, there is a significant relationship between innovative teaching and teachers’ additional input to what they are given to teach.

Discussion

The study examined innovative teaching and its impact on teachers’ job effectiveness in public secondary schools in Imo State. The findings as shown in Table 1 indicated that there is a significant relationship between innovative teaching and teachers’ capacity to evolve new methods of teaching. This means that innovative teaching as a concept and as a process helps teachers to access the ways, methods or skills of doing their jobs, especially as they interface with students in the class during lesson delivery. This is in agreement with Ikheloa (2017) who opined that teacher should not be monotonous in their exercise of their duties. Another finding of the study as revealed in table 2 was that there is a strong positive or significant relationship between innovative teaching and additional input to what they are given to teach. This means that the process of innovative teaching enables teachers to make addition to the contents of their lesson. In other words, it makes teachers resourceful. It strengthens teachers to think-out of the box and in that process enhance their degree of expertise in both research and teaching. Teachers according to Aina (2016) can gradually grow to become curriculum developers through the engagement of innovative teaching.

Conclusion

Innovation teaching can take different forms. The application of information communication technology to teaching and learning in the 21st century calls for the need for teachers to engage in the search for knowledge through research. This study is therefore concluded that the effectiveness of a teacher should be measured by his ability to add to existing knowledge after all, no curriculum irrespective of the design is holistic on its own.

Recommendations

In view of the findings of the study, the following recommendations are made;

1. The concept of innovation teaching should be made popular among teachers in secondary schools in Imo State.
2. Teachers should be encouraged to engage in research as a means of contributing to the contents of their subject curriculum.
3. The effectiveness of teachers should be ascertained by their degree of innovative teaching.
4. The Ministry of Education in Imo State should organize period workshops or conferences on how teachers can be innovative in their jobs.

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