

## TEACHERS' PREPARATION AND PRESENTATION OF LESSON INDICES AS DETERMINANTS OF TEACHER EFFECTIVENESS FOR SUSTAINABLE DEVELOPMENT

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**Abstract:** *The study examined teacher's preparation and presentation of lesson indices as determinant of teachers' effectiveness for sustainable development. The study adopted a descriptive survey research design. The research instrument used for data collection was 'Teacher Self Report Inventory' (TSRI) with reliability value  $\alpha = 0.85$ . The population of the study was that which represented all the teachers in senior secondary schools in Ekiti State. Random sampling techniques was employed to select a total of 315 teachers from different local government in Ekiti State and the distribution of the questionnaires (315 questionnaires) were retrieved (100 %) of the sample. Breakdown is listed as follow, in the first stage, Purposive sampling technique was used to select the required local governments. Second stage, selection of targeted schools in the selected local governments was done by using stratified sampling technique and at the third stage, the required teachers were selected using Simple Random Sampling techniques. Two research questions were formulated. Data collected for the study were analyzed using descriptive statistics for the research questions. The study concluded that teachers in Ekiti State Secondary School exhibited good preparation and presentation of their lessons, allowed students to participate in the teaching and learning. It is recommended that government should invest more on education sector to ensure adequate provision of educational facilities in all the schools for the teachers and regular training for more teacher effectiveness.*

**Keywords:** Teacher Preparation, Presentation, Teacher Effectiveness, Secondary Schools, Sustainable Development.

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### INTRODUCTION

Teacher effectiveness in the teaching and learning cannot be over emphasized. Teacher according to Akinola (2019) can be seen as catalyst in the process of making teaching and learning activities effective and efficient. Ayeni (2016) argued that some studies have shown some factors contributing to poor performance of learners in Nigeria schools. Some of the factors includes for example; inadequate teachers preparation of lesson, teachers presentation of lesson, teachers qualification, teaching experience, classroom management skill and teachers/students relationship. In addition, Dutta, Halder and Sen, (2017) said in their findings that low motivation, negative attitude toward learning on the part of students, lack of teaching skills and

competence on the part of teachers, and lack of professional development opportunities for teachers. All these contributed to teachers' ineffectiveness. Osatimehin (2021) –asserted that teacher has a lot of information or skills to convey to the learners that will cover areas of cognitive, affective and psychomotor domain, so the teacher is the manipulator of the school and learning

According to Abdur- Rafiu and Jogunomi (2017), teachers can have a significant impact on how students learn and develop an interest in their various subjects. Teachers who have a positive impact on students' lives are those who genuinely care about them, who are knowledgeable about their subject matter, and

who are well-versed in instructional processes and the ways students learn and develop. It is difficult to have effective teaching when teachers are not prepared. Adekunle (2016) believed that some teachers in rural areas appear to be more involved in farm work, to the point where they have little time to prepare for class, and others in urban areas appear to be more involved in buying and selling in the staff room when they are supposed to be teaching. Based on the foregoing, the researcher believes that secondary schools teachers should be well prepared to provide quality education by providing effective subject teaching in order to meet the educational goals and objectives. Secondary school teachers must not only be available but also effective in order for these goals to be realized.

#### *Statement of the Problem*

Education is the most important tool for achieving national development. It may be difficult for countries to achieve balanced development in terms of economy and technological advancement if subjects are not taught effectively in secondary schools. The current state of teaching and learning in Nigeria, on the other hand, is a source of concern for both the government and the general public. The cognitive, affective, and psychomotor domains of learning are at the heart of secondary school education. Secondary schools, on the other hand, appear to be no longer preparing their students in the affective and psychomotor domains, instead focusing solely on the cognitive domain. As a result, the purpose of this study is to investigate the impact of teacher preparation and teacher presentation of lesson as indices.

#### *Objective of the study*

The aim of this study is to investigate teacher preparation and presentation of lesson indices as determinant of teachers' effectiveness for sustainable development.

The objectives are to

- i. Identify the level of teacher preparation of lesson indices as determinant to teachers' effectiveness for sustainable development.
- ii. Identify the level of teacher presentation of lesson indices as a determinant of teachers' effectiveness for sustainable development.

#### *Research Questions*

For the purpose of this research, the following research questions were raised;

1. What is the level of teachers' preparation of lesson and teacher effectiveness for sustainable development?
2. What is the level of teachers' presentation of lessons and teacher effectiveness for sustainable development?

#### **LITERATURE REVIEW**

Development is defined as the process by which something goes through to reach its full capacity or potential. Civil Society Legislative Advocacy (2019) defined development as, "a process of economic and social advancement which enables people to realize their potentials, build confidence and live lives of dignity and fulfillment. It is a process aimed at freeing people from the evils of want, ignorance, social injustice and economic exploitation.

#### *Sustainable Development*

Babalola (2018) emphasized that sustainable development is one that does not only generate economic growth but distribute its benefits equitably, that empowers people rather than marginalizing them. It gives priority to the poor, enlarging their choices and opportunities, and provides for their participation in decisions affecting them.

#### *Teachers' Preparation*

Obele (2016) opined that teacher preparation is the objective of teaching which is to bring about good education. Prospective teachers are encouraged to know the operation and approaches to learning in order to develop better teaching methodologies. In using these teaching methods, teachers should consider every learner's unique attribute. Njoku (2016) asserted that teaching calls for an active preparation by the teacher and participation of the learner, thus for teaching and learning to be effective, it has to ensure a joint teacher-learner class activity based on variety of methods which creates room for effective and efficient mastery of the subject matter on the part of the teacher and learner.

### *Good Planning*

Having good content knowledge is not so effective without a well-planned lesson. Habib (2017) agreed that lesson plan makes the content and the session interesting and involving. Good planning facilitates clear explanations, and provides a wide range of resources suitable to students' needs. It assists with effective use of oral questioning, giving instructions, being flexible, and having an impact on the students' stimulation to encourage their interest and participation. Tompova, Johnson and Myrberg (2019) asserted that effective teachers should give meaning to the subject by making relevant materials available to the students wherever possible, and by finding means to stimulate their interest in such materials. Besides, they must be prepared to reconsider whether the material and methodology are suitable to be represented in the classroom. Umasankar and Pranab (2016) opined that good planning ensures that lessons include periods where students are allowed to have discussion in open or close groups, or in pairs. Good planning organizes the material which allows doing more and better during a session. Dutta and Halder ssss(2017) said, to many, the most obvious requirement to be an effective teacher is the content knowledge of the subject.

Good content knowledge as ability to respond to spontaneous and demanding students questions. Students expect a teacher to have good content knowledge that can inspire the students' confidence in the teaching, and that "effective communication of content knowledge is a hallmark of good teachers". However, having good content knowledge is just one of the many vital factors and qualities, which effective teacher needs to have in order to enhance learning and achievement. Another determinant of a good teacher is his urge for knowledge. A teacher is ever a learner. He should have a thirst for knowledge.

### *Teacher Presentation of lesson*

Ayeni (2016) stated that teachers should maintain clarity and simplicity in presentation of ideas. Students appreciate teachers who use ordinary language and avoid technical jargon. They should be able to use appropriate verbal, diagrammatic or symbolic forms as demanded by the subject matter. Technical language should be used only when it is absolutely necessary to do so and when they are used, they should be introduced systematically. New and unfamiliar terms should

be clearly explained by the teacher. Sometimes however, it might be difficult for teachers to project some difficult concept or adopt a relaxed style of communication. Afolabi, Loto, Akindutire and Fasakin (2018) opined that in such situations, effective teachers will try to provide effective demonstration, give a clear explanation and give specific and clear examples and analogies of such complex materials while directing student attention to key ideas and relevant attributes.

## **METHODOLOGY**

This section explains the methodological processes associated with the objectives of the study.

### *Research Design*

The study adopted a descriptive survey research. It was a descriptive because the investigation was concerned with describing and interpreting current issues, existing conditions and attitudes between the independent variables (teacher preparation and presentation of lesson in secondary school) and dependent variable (teachers' effectiveness) on secondary school. Also, as a survey because it enables the researcher to obtain the opinions of representative sample of target population so as to generalize on the entire population of the study.

### *Population of the study*

The target population consisted of all teachers teaching three major subjects as well as all students offering these subjects in all public senior secondary schools in Ekiti State of Nigeria. There are 1563 teachers teaching the three subjects in Ekiti State public senior secondary schools as at the time of this study. This consisted of 278 Biology, 614 English and 571 Mathematics teachers respectively. This shows that there are teachers teaching more than a subject other than their subject of professionalism. It will lead to poor delivery of the subject. (Source: Ekiti State Ministry of Education, School Services, 2020)

### *Sample and Sampling Techniques*

Samples for the study consisted of 315 teachers who were selected from 105 public Secondary Schools in Ekiti State. Random sampling techniques were used to select 105 public secondary schools from the three senatorial

districts of Ekiti State to take care of the variables. Three teachers were purposively chosen from each of the selected 105 public schools, making a total of 315 teachers. The justification for selecting 3 teachers per school was based on teacher's years of experience.

#### Research Instrument

The research instrument has three sections (A, B and C). Section A elicited bio data information from respondents while section B consisted of 38 items, soliciting information from teachers (self-rating) with four points of Likert scale options. The instrument is divided into four subheading point Likert type scale of Strongly Agree (4), Agree (3), Disagree (2) and Agree (1).

The reliability of the instrument used for the study was determined using Test-Retest Method. The instrument was administered twice on 50 teachers who were not part of the sample within an interval of two weeks. The scores obtained were subjected to statistical analysis involving Pearson Product Moment Correlation which yielded a coefficients of 0.85 which was considered high enough for the purpose of the study. The researcher visited the sampled schools with the copies of the questionnaires. The heads of the Departments of the sampled teachers and schools were contacted through the principal of the schools who gave the researcher permission. The teachers were well informed

about the purpose of the study and thereafter, copies of the questionnaire were administered to them with the help of the research assistants.

#### Method of Data Analysis

Data collected were analyzed using both descriptive and inferential statistics.

Descriptive statistics of mean and standard deviation were used to answer the research questions using a standard reference mean score of 2.50 to draw the conclusion

In answering this research question, numerical data collected from preparation of lesson plan were used to categorize respondents' scores into four levels: At all times, Often, Sometimes and Not at all. Respondents whose scores were in the range of 3.00 – 4.00 were classified as high, respondents whose score are in the range of 2.00 – 2.99 were classified as moderate while respondents with score between 1 and 1.99 is classified as low.

#### RESULTS

The results of research question 1 about the teacher's preparation of lesson note are presented in Table 1.

**Research Question 1:** *What is the level of teachers' preparation of lessons indices as determinant of teacher effectiveness for sustainable national development?*

**Table 1: Mean and Standard Deviation indicating if teachers prepare of lesson note indices as determinant of teacher effectiveness for sustainable developments**

Preparation of Lesson Note	N	M	SD	Remark
I prepare lesson note	315	3.87	0.373	High
I have the outlines of my lesson plan	315	3.03	1.181	High
My preparation is comprehensive enough to last the time allocated for the teaching.	315	3.52	0.604	High
I focus my preparation on the students' abilities/levels/standards	315	3.37	0.703	High
What I intend to teach is not too much for the lesson.	315	3.18	0.750	High
Weighted Mean		3.39		High

Source: Researcher's Field Survey (2021)<sup>3</sup>, Note: M = Mean; SD = Standard Deviation; N = Number of respondents Standard Reference Mean = 2.50; Mean Response Rating Classification: High = 3.00 – 4.00; Moderate = 2.00 – 2.99; Low = 1 – 1.99

**Table 1:** Shows that the mean scores of 3.87, 3.03, 3.52, 3.37 and 3.18 are respectively for preparation of lesson note, Preparation of lesson outlines comprehensive preparation, preparation based on students' abilities and enough preparation. From the mean scores, preparation of lesson note and comprehensive preparation of the

lesson were high, while preparation of outlines of lesson plan and preparation based on students' abilities are moderate implying that teachers' effectiveness as regards preparation of lesson plan were high (3.39 > 2.50)

**Research Question 2:** *What is the level of teacher presentation of lesson indices as determinants of teachers' effectiveness for sustainable national development?*

In answering this question, numerical data collected from presentation of lesson were used to categorize respondents' scores into four levels: At all times, Often, Sometimes and Not at all.

Respondents whose scores were in the range of 3.00 – 4.00 were classified as high, respondents whose score are in the range of 2.00 – 2.99 were classified as moderate while respondents with score between 1 and 1.99 are classified as low.

The descriptive data from this classification are represented on table2.

**Table 2: Mean and Standard Deviation describing how teachers presentation of lesson note indices as determinant of teacher effectiveness for sustainable development**

Presentation of Lesson	N	Mode	SD	Remark
I always catch the attention of the students from the beginning.	315	3	0.613	High
The objectives of the lessons are communicated to students before I start teaching.	315	1	1.093	Low
At the beginning of the lesson I do something to arouse curiosity	315	3	0.836	High
I test student's previous knowledge before the lesson begins.	315	4	0.696	High
I ensure that students understand the objectives of the lesson by asking questions.	315	4	0.712	High
While teaching, I do not read from my note				
While teaching I refer to my note occasionally to remind me of the points.	315	1	0.937	Low
	315	2	0.822	Moderate
I do vary my method of teaching (e.g. from talking to questioning to making students do things) in fairly good proportions.	315	2	0.821	Moderate
I allow students to ask questions on the topic.				
I encourage students to be creative in my responses to questions	315	4	0.668	High
	315	4	0.597	High
I have confidence in delivering my lesson				
I communicate effectively in the class	315	4	0.500	High
I have the command of language of the subject	315	4	0.409	High
I give class assignments and mark them	315	4	0.630	High
I use instructional materials to aid my teaching	315	4	0.770	High
I welcome students' opinions, critics and thoughts that are different from mine	315	2	0.684	Moderate
	315	2	0.779	Moderate
<b>Weighted Mean</b>		<b>3.00</b>		<b>High</b>

Source: Researcher's Field Survey (2021). Note: M = Mean; SD = Standard Deviation; N = Number of respondents Standard Reference Mean = 2.50; Mean Response Rating Classification: High = 3.00 – 4.00; Moderate = 2.00 – 2.99; Low = 1 – 1.99

Table 2.2 showed that the mean scores of 3.36, 1.80, 3.12, 3.55, 3.31, 1.70, 2.09, 2.72, 3.46, 3.60, 3.70, 3.80, 3.49, 3.19, 2.63, and 2.50 for presentation of lesson is high implying that teachers' effectiveness as regards presenting their lessons to students were good and highly managed in the secondary schools, though it

shows that teachers do not communicate the objectives of the lessons to the students before starting to teach the class (1.80), and the extent to which the teachers vary their method of teaching (for example, asking questions and making students participate in hands-on) is moderate (2.72). This table also showed that teachers

seldom welcome students' opinions, critics and thoughts that are different from theirs during the lesson presentation (2.50), and they moderately use instructional materials to aid their teaching (2.63). From the records, it is quite obvious that the teachers have high confidence in delivering their lessons and they communicate effectively in the class (3.70 and 3.80 respectively). Furthermore, the mean score for while teaching, I do not read from my note and while teaching I refer to my note occasionally were low indicating that the teachers are masters of their subjects which may be due to the fact that they have been teaching the subjects for long years. The overall inference implies that presentation of lesson is high ( $3.00 > 2.50$ ).

#### Discussion of Findings

From the findings the mean scores of preparation of lesson note and comprehensive preparation of the lesson were high, while preparation of outlines of lesson plan and preparation based on students' abilities are moderate implying that teachers' effectiveness as regards preparation of lesson plan were high ( $3.39 > 2.50$ ) this is in line with the findings.

#### CONCLUSION

The study investigated mean scores of preparation of lesson note and comprehensive preparation of the lesson. Thus, the study concludes that teachers in Ekiti State Secondary School exhibited good preparation and presentation of their lessons, allowed students to participate in the teaching and learning. It is recommended that government should invest more on education sector to ensure adequate provision of educational facilities in all the schools for the teachers and regular training for more teacher effectiveness.

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