



Salient Teaching Modus-Operandi And Pupils Vulnerability In Academic Achievement: Perspective Of Public Primary Schools In Abaji Area Council

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ABSTRACT

The study focused on the salient teaching modus-operandi and pupils vulnerability in academic achievement: perspective of public primary schools in Abaji Area Council, FCT. The instrument used to elicit response from the participants is a questionnaire. Mean scores, standard deviation and rank order was used to answer the research questions and z-test of difference for independent sample was used to test the hypotheses at a 0.05 level of significance. Results of study revealed that the teaching methods applied by teachers teaching are cognitive cod learning method, participatory method, role play method, Stimulation method and demonstration method. That the qualifications and experience of teachers teaching are as follows; NCE holders with five years' experience, B.Ed holders with seven years experience, PDGE holders with eight years experience, M.Ed holders with fifteen years experience, M.Ed holders with ten years experience. In the same vein that the instructional materials available in teaching are good chalk board, English dictionaries, spelling textbook writing textbooks, graphs/charts The study was concluded by revealing the teaching strategies of teaching business education. . Based on the findings of the study the following recommendations were made; teachers should have a good remuneration and awesome welfare incentives, the adequate instructional materials for teaching should be provided by the authorities, that only qualified and experienced teachers with education background should be employed.

Keywords: primary schools, vulnerability, pupils, academic achievement. teaching

INTRODUCTION

Joyce and Weil (1986, in Dyer and Osborne 1995), further stated that "students react differently to different teaching methods, and that the selection of the proper method is critical to the learning style of those being served by the instruction" (p. 260). There is an assumption that students learn with different styles, at different speeds, different levels of prior knowledge and different environments when the subject matter is given by way of a variety of teaching strategies. Phipps and Osborn (1988, p. 146) stressed that the basic factors of good teaching are democratic behavior by teachers, use of the primarily concerned knowledge and skills, readiness of a teacher and the student, learning by doing of agricultural problems, motivation to learn more about a given topic, well organized structure, feedback as a basis for continued improvement in performance, and discovery teaching and learning. Nwokoukwu (1979) reported that effective teaching is crucial to problem-solving activity in teaching and learning, dissemination of factual knowledge, teacher performance and ultimately to the survival of the society. Teaching effectiveness has been described in several ways among educational researchers. Bar (1968, p. 23) described effectiveness in two ways. One way to describe effectiveness is in terms of the personal prerequisites to the teaching and learning environment. The other way is to describe effectiveness in terms of professional competency. Nwokoukwu (1979) stated the comprehensive teacher competencies are "verbal communication," "knowledge of subject matter," "interaction with students and student

motivation in the classroom situation," to create an environment which will develop the "students' ability," "salable skills," and provide them with "necessary information" which will enable students to solve their present and future life problems (pp. 54 -56). The ability to communicate effectively with students in a way so as to understand the purpose and objectives of the lesson is one of the main responsibilities of secondary agricultural education teachers. Using the correct teaching method helps any student learn or master knowledge and skills (Odubiyi, 1988). The role of the teacher in strategic teaching builds upon previous definitions of the teacher as manager and instructional leader (Jones et al., 1987). There are as many different kinds of teaching as there are teachers. Many studies have revealed that teaching activities are usually represented by teachers' teaching attitudes and their preferences regarding teaching methods.

Purpose for the study

The study investigates the Salient Teaching Modus-Operandi and Pupils Vulnerability in Academic Achievement: Perspective of Public Primary Schools in Abaji Area Council FCT, with specific reasons sought to:

1. Identify the teaching methods applied by teachers teaching Salient Teaching Modus-Operandi and Pupils Vulnerability in Academic Achievement: Perspective of Public Primary Schools in Abaji Area Council, FCT.
2. Evaluate the qualification and experience of teachers teaching Salient Teaching Modus-Operandi and Pupils Vulnerability in Academic Achievement: Perspective of Public Primary Schools in Abaji Area Council, FCT.

Research Question

1. What are teaching methods applied by teachers in teaching Salient Teaching Modus-Operandi and Pupils Vulnerability in Academic Achievement: Perspective of Public Primary Schools in Abaji Area Council FCT?
2. What are the qualifications and experience of teachers teaching Salient Teaching Modus-Operandi and Pupils Vulnerability in Academic Achievement: Perspective of Public Primary Schools in Abaji Area Council, FCT?

Hypotheses

1. There is no significant difference between the mean rating and the perception of head teachers and teachers on the method applied by teachers in teaching Salient Teaching Modus-Operandi and Pupils Vulnerability in Academic Achievement: Perspective of Public Primary Schools in Abaji Area Council, FCT.
2. There is no significant difference between the mean rating and the perception of head teachers and teachers on the qualification and experience of teachers teaching Salient Teaching Modus-Operandi and Pupils Vulnerability in Academic Achievement: Perspective of Public Primary Schools in Abaji Area Council, FCT.

RESEARCH METHODOLOGY

Descriptive survey design was used in the study hence it is used to generalize the entire population with a certain number or percentage of the entire population. The population of the study consists of 600 male and 400 female teachers in public primary schools in Abaji Area Council FCT. The sample of the study consist of 500 which represents 50% of the entire population that was drawn through stratified random technique. The reliability of the instrument was ascertained through test retest method. The data correlated from the field was analyzed using mean standard deviation and rank other to answer the research questions while retest of difference for independent sample was used to test hypotheses at 0.05 level of significance.

DATA PRESENTATION AND DISCUSSIONS

Research Question 1: *What are teaching methods applied by teachers in teaching Salient Teaching Modus-Operandi and Pupils Vulnerability in Academic Achievement: Perspective of Public Primary Schools in Abaji Area Council FCT?*

Table 1: Mean, standard deviation, rank order and perception of teachers and head teachers on the teaching methods applied by teachers in teaching Salient Teaching Modus-Operandi and Pupils Vulnerability in Academic Achievement: Perspective of Public Primary Schools in Abaji Area Council FCT

	What are teaching methods applied by teachers in teaching Salient Teaching Modus-Operandi and Pupils Vulnerability in Academic Achievement: Perspective of Public Primary Schools in Abaji Area Council FCT?	Teachers (n=412)		Head teachers (n=33)		Mean Set	Rank Order	Decision
		Mean (\bar{x}_1)	SD	Mean (\bar{x}_2)	SD			
1	Cognitive Cod Learning Method	2.84	0.89	2.66	0.86	2.75	2 nd	Agreed
2	Participatory Method	2.89	0.86	2.55	1.01	2.72	4 th	Agreed
3	Role play method	2.78	0.89	2.83	0.94	2.81	1 st	Agreed
4	Stimulation method	2.75	0.81	2.73	0.92	2.74	3 rd	Agreed
5	Demonstration method	2.66	0.85	2.76	0.93	2.71	5 th	Agreed
	Aggregate Mean	2.78	0.86	2.71	0.93	2.75		Agreed

The data in Table1 showed that respondents agreed on the following items 3, 1, 4, 2, and 5 with mean scores of 2.81, 2.75, 2.74, 2.72 and 2.71 rank orders of 1st, 2nd, 2nd, 3rd, &4th from criterion mean of 2.5. The aggregate mean for teachers is 2.78 and 2.71 for head teachers showed that the respondents agreed on the list of items on the table as teaching methods applied by teachers in teaching Salient Teaching Modus-Operandi and Pupils Vulnerability in Academic Achievement: Perspective of Public Primary Schools in Abaji Area Council FCT since it greater than the criterion mean. The method identified includes; Cognitive Cod Learning Method, participatory method, role play method, Stimulation method and demonstration method.

Research Question 2: *What are the qualifications and experience of teachers teaching Salient Teaching Modus-Operandi and Pupils Vulnerability in Academic Achievement: Perspective of Public Primary Schools in Abaji Area Council, FCT?*

Table 2: Mean, standard deviation and rank order of the perception of teachers and head teachers on the qualification and experience of teachers teaching Salient Teaching Modus-Operandi and Pupils Vulnerability in Academic Achievement: Perspective of Public Primary Schools in Abaji Area Council, FCT.

	What are the qualifications and experience of teachers teaching Salient Teaching Modus-Operandi and Pupils Vulnerability in Academic Achievement: Perspective of Public Primary Schools in Abaji Area Council, FCT?	Teachers (n=412)		Head teachers (n=33)		Mean Set	Rank Order	Decision
		Mean (\bar{x}_1)	SD	Mean (\bar{x}_2)	SD			
6	NCE holders with five years experience	2.88	0.84	2.62	0.82	2.75	2 nd	Agreed
7	B.Ed holders with seven years experience	2.87	0.85	2.71	0.87	2.79	1 st	Agreed
8	PGDE holders with eight years experience	2.58	0.72	2.50	0.86	2.54	5 th	Agreed
9	M.Ed holders with ten years experience	2.66	0.83	2.73	0.85	2.70	3 rd	Agreed
10	M.Ed holders with fifteen years experience	2.59	0.75	2.60	0.86	2.60	4 th	Agreed
	Aggregate Mean	2.72	0.80	2.63	0.85	2.68		Agreed

The data in Table 2 showed that respondents agreed on the following items 7, 6, 9, 10, and 8 with mean scores of 2.79, 2.75, 2.70, 2.60, 2.54 and rank orders of 1st, 2nd, 3rd, 4th and 5th from criterion mean of 2.5. The aggregate mean for teachers is 2.72 and 2.63 for head teachers showed that the respondents agreed on the list of items on the table as the qualifications and experience of teachers teaching Salient Teaching Modus-Operandi and Pupils Vulnerability in Academic Achievement: Perspective of Public Primary Schools in Abaji Area Council, FCT since it greater than the criterion mean. The qualifications and experience of teachers are as follows : NCE holders with five years experience, B.Ed holders with seven years experience, PDGE holders with eight years experience, M.Ed holders with fifteen years experience, M.Ed holders with ten years experience.

Hypothesis 1: There is no significant difference between the mean rating and the perception of head teachers and teachers on the method applied by teachers in teaching Salient Teaching Modus-Operandi and Pupils Vulnerability in Academic Achievement: Perspective of Public Primary Schools in Abaji Area Council ,FCT.

Table 3 Mean, standard deviation and z-test scores on analysis of difference between the perception of head teachers and teachers on the method applied by teachers in teaching Salient Teaching Modus-Operandi and Pupils Vulnerability in Academic Achievement: Perspective of Public Primary Schools in Abaji Area Council , FCT

Staff	N	Mean	SD	Df	z-cal	Critical Value	Decision
Teachers	415	2.78	0.86	443	0.41	±1.96	Accept H ₀
Head teachers	33	2.71	0.93				

In table 3 the mean ratings of 2.78 and 2.71 are so closely related to show no significant difference between them. Furthermore at 0.05 levels of significance and at 443 degrees of freedom, the calculated z value of 0.41 was far less than the critical value of ±1.96. From the analysis above since the calculated z value was far less than the table value, thus researcher accept the null hypotheses and which indicate that no significant difference existed between the perception of head teachers and teachers on the method applied by teachers in teaching Salient Teaching Modus-Operandi and Pupils Vulnerability in Academic Achievement: Perspective of Public Primary Schools in Abaji Area Council ,FCT.

Hypothesis 2: There is no significant difference between the mean rating and the perception of head teachers and teachers on the qualification and experience of teachers teaching Salient Teaching Modus-Operandi and Pupils Vulnerability in Academic Achievement: Perspective of Public Primary Schools in Abaji Area Council, FCT

Table 4: Mean, standard deviation and z-test scores on analysis of difference between the perceptions of head teachers and teachers on the qualification and experience of teachers teaching Salient Teaching Modus-Operandi and Pupils Vulnerability in Academic Achievement: Perspective of Public Primary Schools in Abaji Area Council, FCT

Staff	N	Mean	SD	Df	z-cal	Critical Value	Decision
Teachers	415	2.72	0.80	443	0.60	±1.96	Accept H ₀
Head teachers	33	2.63	0.85				

In table 4, the mean ratings of 2.72 and 2.63 are so closely related to show no significant difference between them. Furthermore at 0.05 levels of significance and at 443 degrees of freedom, the calculated z value of 0.60 was far less than the critical value of ±1.96. From the analysis above since the calculated z value was far less than the table value, thus researcher accept the null hypotheses and which indicate that no significant difference existed between the mean rating on the perception of head teachers and teachers on the qualification and experience of teachers teaching Salient Teaching Modus-Operandi and Pupils Vulnerability in Academic Achievement: Perspective of Public Primary Schools in Abaji Area Council, FCT.

CONCLUSION AND RECOMMENDATIONS

The study was concluded by revealing the vitality of teaching business education in public primary schools in Abaji Area Council FCT. The teaching methods applied by teachers, the qualifications and experience of teachers, The instructional materials available in teaching of business education.

In the light of the results the study recommended that teachers should have a good remuneration and awesome welfare incentives., the adequate instructional materials for teaching should be provided by the authorities and only qualified and experienced teachers in business education should be employed.

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