ASSESSMENT OF TEACHING AND LEARNING ENVIRONMENTS AMONG SECONDARY SCHOOLS IN MKPAT ENIN LOCAL GOVERNMENT AREA OF AKWA IBOM STATE, NIGERIA

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ABSTRACT

This paper defines teaching and learning environments (TALEO) to be diverse physical locations, contexts, and cultures in which students learn. The paper also describes secondary education as that education that follows immediately after primary education and is also referred to as post-primary education. The purpose of the study is to assess TALEO among secondary schools in Mkpat Enin Local Government Area of Akwa Ibom State specifically the extent to which ICT has been integrated for TALEO among secondary schools in Mkpat Enin Local Government Area Descriptive research design was used in the study. The population comprises 14 secondary schools in the study area with all the teachers and principals as sample. The instrument used for the collection of data was tagged TALEO questionnaire. The modify Likert-type rating scale of strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1) was apply. Findings among other were that TALEO among secondary schools in Mkpat Enin Local Government Area is not conducive. The paper concluded that school administrators with the stakeholders should create a conducive environment for teaching and learning in the schools to enhance better teaching-learning activities.

Keywords: Teaching, Learning, Environment.

BACKGROUND

Glossary of Education Reform (2014) refers teaching and learning environment (TALEO) to the diverse physical locations, contexts, and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to a classroom, which has more limited and traditional connotations a room with rows of desks and a chalkboard, for example. The term also encompasses the culture of a school or class, its presiding and characteristics, including how individuals interact with and treat one another, as well as the ways in which teachers may organize an educational setting to facilitate learning. This definition recognizes that students learn in many different ways in very different contexts. Since learners must do the learning, the aim is to create a total environment for teaching and learning that optimize the ability of students to learn. There is of course no single optimum learning environment. There are an infinite number of possible learning environments, which is what makes teaching so interesting.

Secondary education follows immediately after primary education and is also referred to as post-primary education. The 2-tier, 3,3 system consisting 3 years of junior and senior secondary schooling, respectively, was introduced in 1982 following the introduction of the 6-3-3-4 educational system of education. Before this, secondary education was for the duration of 5 years followed in most cases by a 2-year higher school certificate which also existed then. Secondary education, a subset of the education level, is very necessary in human capital formation. It is the supply based from which tertiary institutions draw their major clientele (students) for admission into their different programs. School effectiveness in this context refers to the extent to which schools are able to accomplish their pre-determined objectives. School effectiveness transcends beyond students passing final examinations. It also encompasses students' attainment in other domains of learning (the affective and the psychomotor domains).

According to Bandele (2002), these other domains, apart from having influence on the cognitive achievement, also make the beneficiary of the education system live a fulfilled life and contribute meaningfully to the development of the society. One of the key ways in which the purposes of schools, as discussed above, can be met is by creating effective teaching and learning in schools. Just as students need to be effective learners, teachers need to be effective teachers. In Nigeria, there is an acceptance that the education of children is a valued aspect of society. Formal education is carried out in schools and informal education takes place in society as a whole. Examining the purposes of education, teachers with view of their roles in schools can provide a context for what they do in schools.

Ryan and Cooper (2010) argue that there is a wide range of views on the purposes of education, and define education as "a process of human growth by which one gains greater understanding and control over oneself and one's world." They compare education with schooling and argue that education is something which happens before and after people attend school. The purposes of education may be seen as encouraging people to relate well to others, to understand their society, and to engage in formal or informal lifelong learning.

In Nigeria, as elsewhere in the world, secondary education is the second stage traditionally found in formal education, beginning about age 11–13 and ending usually at age 15–18. It is thus the education for the adolescent years, which is, from about age 12–18 years of age. The National Policy on Education (1999) defines secondary education similarly, stating that it is the education children receive after primary education and before the tertiary stage. Institutions that provide secondary education feature under four main nomenclatures: Secondary School, College, Grammar school, and High School. The National Policy on Education also spells out the broad goals of secondary education as being to prepare the individual for (a) useful living within the society and (b) higher education. To achieve this goal, the document further states that secondary education shall:

- Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background; offer diversified curriculum to cater for the differences in talents, opportunities, and future roles

- Provide trained manpower in the applied science, technology, and commerce at sub-professional grades
- Develop and promote Nigerian languages, art, and culture in the context of world's cultural heritage
- Inspire its students with a desire for self-improvement and achievement of excellence
- Foster national unity with an emphasis on the common ties that unite us in our diversity
- Raise a generation of people who can think for themselves, respect the views and feelings of others, and respect the dignity of labor.

Secondary education came into Nigeria in the mid-19th century largely through the effort of the Christian missions. The government for a very long time did not complement the efforts of the Christian missions. It was only in 1909 that the colonial government established its first institution, the King's College, Lagos. However, the colonial government contributed to, and influenced, the development of secondary education, by promulgating a number of edicts and bylaws regulating the management of schools.

According to Teachernet (2008), the surroundings in which children learn can greatly influence the academic performance and well-being in school. The architecture, layout, and facilities of the school play a vital role in shaping the learning environment which is free from the threat of personal harm and conducive to teaching and learning.

Ijeoma (2007) also argued that the learning environment can serve as a tool for influencing behavior and as an aid to the teacher in the management of tasks which students can learn better in a well-managed classroom environment.

Adewuyi (2002) asserts that conducive learning environment can have an effect on both the attitudes and achievement of students. The authors submitted that a positive learning environment was found to be a very important factor in school effectiveness. The literature reviewed so far has clearly shown that TALEO could influence school effectiveness. It is against this background that the researcher seeks to assess the extent of TALEO among Secondary Schools in Mkpat Enin Local Government Area of Akwa Ibom State, Nigeria.

Statement of the problems
It has been observed in the past that secondary schools in Nigeria are not living up to expectation in setting as expected by the system. A lot of problems seem to be bedeviling the secondary school system thereby making the system ineffective. Adeyemi (2008) shows in his studies the extent of the poor performance of students in public examinations. The mass failure of students in public examinations has no doubt made parents lost confidence in the ability of the public schools to produce good products. Experience has also shown that there is a high rate of indiscipline in the secondary schools.

A cursory look at the learning environment in the secondary schools shows that many of the classrooms, laboratories, examination halls, libraries, and office furniture are in a terrible state in need of repairs. Most windows have no louvers blades thereby causing hazards to life.

Ahmed (2003) lamented that in most of the nation's secondary schools, teaching and learning take place under a non-conducive environment. Besides, the psychosocial environment which has to do with interpersonal relationships among students and between students and their teachers appears to be non-conducive. All these tend to put teaching and learning in jeopardy. The perceived ineffectiveness of the secondary schools in the country could be attributed to several factors but this study is restricted to the assessment of TALEOs among secondary schools in Mkpat Enin Local Government Area of Akwa Ibom State, Nigeria.

The purpose of the study
The purpose of the study therefore is to assess TALEO among secondary schools in Mkpat Enin Local Government Area of Akwa Ibom State. Specifically, the study seeks to find the following:

1. The extent of conducive TALEO among secondary schools in Mkpat Enin Local Government Area.
2. The extent to which ICT has been integrated for TALEO among secondary schools in Mkpat Enin Local Government Area,
3. The barriers to TALEO among secondary schools in Mkpat Enin Local Government Area.

Research questions: The following research questions guided the study.
1. To what extent does TALEO among secondary schools in Mkpat Enin Local Government Area been conducive?
2. To what extent has ICT been integrated for teaching and learning among secondary schools in Mkpát Enin Local Government Area?
3. What are the barriers to TALEO among secondary schools in Mkpat Enin Local Government Area?

METHODOLOGY

Design
A descriptive research design was used in the study.

Population
The population comprises 14 secondary schools in the study area. The population of the study consisted all the teachers and principals in public secondary schools in Mkpat Enin Local Government Area of Akwa Ibom State, Nigeria.

Sample and sampling techniques
The study covered fourteen secondary schools in Mkpat Enin Local Government. The teachers in the fourteen secondary schools were randomly selected. Sampling technique was adopted in selecting 280 teachers from secondary schools in the study area.

Instrument
The instrument used for the collection of data for the study was a 24-items questionnaire. The questionnaire tagged TALEO. Questionnaire was developed on a four-point modified Likert Type rating scale of strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The respondents were requested to rate their level of agreement or disagreement. The instrument was validated by research experts in the areas of educational management, tests, and measurement. The test–re-test method of reliability was adopted while Pearson product-moment correlation was used to determine the reliability coefficient, which stood at 0.87.

Method of data analysis
The data collected were analyzed using the means ratings of the respondents. A mean of 2.50 and above indicated that the respondents agreed on the items while a mean of 2.49 and below indicated that the respondents disagree on the questionnaire items.

RESULTS

The results from Table 1 reveal that items 1, 2, 3, 4, and 8 from the table scored below 2.50 indicating strong disagreement with the statement by the participants, while items 5, 6, and 7 from the table scored above 2.50 indicating strong agreement with the statement by the respondents. Therefore, the grand mean of 2.05 shows that all the responses are strongly disagree, indicating that TALEO among secondary schools in Mkpat Enin Local Government Area is not conducive.

The results from Table 2 reveal that the items from the table scored above 2.50 indicating strong agreement with the statement by the respondents. Therefore, the grand mean of 3.39 shows that all the responses are strongly agree indicating the extent to which ICT has been integrated for teaching and learning among secondary schools in Mkpat Enin Local Government Area.

The results from Table 3 reveal that the items from the table scored above 2.50 indicating strong agreement with the statement by the respondents. Therefore, the grand mean of 3.26 shows that all the

Table 1: Mean score rating and Grand Mean showing the extent of conducive teaching and learning environment among secondary schools in Mkpat Enin Local Government Area

S/N	Items	SA (4)	A (3)	D (2)	SD (1)	Total score	No. of Resp.	Mean (X)	Remarks
1.	The students have enough classrooms.			173 (346)	107	453	280	1.62	Disagreed
2.	The toilet facilities in the school are adequate			77 (154)	203	357	280	1.28	Disagreed
3.	The school has recreational facilities			142 (248)	138	422	280	1.51	Disagreed
4.	The school facilities are well maintained			99 (198)	181	379	280	1.35	Disagreed
5.	There is cordial relationship among the teachers	88 (352)	132 (396)	46 (92)	14 (14)	854	280	3.05	Agreed
6.	There is cordial relationship among the teachers and students	44 (174)	166 (498)	53 (106)	17 (17)	795	280	2.84	Agreed
7.	The students relate very well with one another	118 (472)	58 (174)	37 (74)	67 (67)	787	280	2.81	Agreed
8.	The school environment provides an atmosphere conducive for teaching and learning	32 (128)	48 (144)	74 (148)	126 (126)	546	280	1.95	Disagreed
	Grand mean							2.05	

Table 2: Mean score rating and Grand Mean showing the extent to which ICT has been integrated for teaching and learning among secondary schools in Mkpat Enin Local Government Area

S/N	Items	SA (4)	A (3)	D (2)	SD (1)	Total score	No. of Resp.	Mean (X)	Remarks
1.	The school lacks accessibility to ICT	147 (588)	133 (399)			987	280	3.53	Agreed
2.	The school lacks technical support staff	47 (188)	233 (699)			887	280	3.17	Agreed
3.	The school do not have train ICT teachers.	183 (723)	97 (291)			1023	280	3.65	Agreed
4.	The teachers do not have confidence.	106 (424)	143 (429)	14 (28)	17 (17)	898	280	3.21	Agreed
5.	There is no computer and software	197 (788)	83 (249)			1037	280	3.70	Agreed
6.	The teachers resist to change	167 (668)	41 (123)	72 (144)		935	280	3.34	Agreed
7.	The teachers do not have time for ICT.	82 (328)	168 (504)	30 (60)		892	280	3.19	Agreed
8.	Teachers lacks competence in ICT	154 (616)	67 (201)	59 (118)		935	280	3.34	Agreed
	Grand mean							3.39	

Table 3: Mean score rating and Grand mean showing barriers to teaching and learning environment among secondary schools in Mkpat Enin Local Government Area

S/N	Items	SA (4)	A (3)	D (2)	SD (1)	Total score	No. of Resp.	Mean (X)	Remarks
1.	Climate barriers	66 (246)	168 (504)	14 (28)	32 (32)	810	280	2.89	Agreed
2.	Cultural barriers	134 (536)	88 (264)	8 (16)	50 (50)	866	280	3.09	Agreed
3.	Content barriers	233 (892)	41 (123)	16 (32)		1047	280	3.74	Agreed
4.	Resource barriers	149 (596)	91 (273)	21 (42)	19 (19)	930	280	3.32	Agreed
5.	Learner support barriers	201 (804)	74 (222)	2 (2)	3 (3)	1029	280	3.68	Agreed
6.	Assessment barriers	96 (384)	109 (327)	33 (66)	42 (42)	819	280	2.93	Agreed
7.	Community involvement barriers	115 (460)	86 (258)	48 (96)	31 (31)	845	280	3.02	Agreed
8.	Delivery barriers	168 (672)	72 (216)	22 (44)	18 (18)	950	280	3.39	Agreed
	Grand mean							3.26	

responses are strongly agree indicating barriers to teaching and learning among secondary schools in Mkpat Enin Local Government Area.

DISCUSSION

The study revealed that to a very large extent, the TALEO among secondary schools is not conducive. This finding, however, is in line with Ahmed (2003) who at different times state that in most of the nation's secondary schools teaching and learning takes place under a non-conducive environment. The quality of infrastructure in TALEO conditions has a strong bearing to academic performance among students. Teaching and learning infrastructure includes the building, furniture, equipment, classroom, library, or laboratory that contributes to a positive TALEO being conducive for both schools and students. The quality of teaching and learning facilities available within an educational institution has a positive effect on the quality of teaching and learning activities which in turn leads to the attainment of good performance. The quality of the school buildings and furniture will determine how long other such inputs will last. Conducive environment for teaching and learning will enhance better teaching–learning activities and consequently enhance the effectiveness of the schools. Working in a friendly and conducive environment may encourage hard work, diligence, and experimentation among students. A learning environment characterized by cordial relationship among the teachers, between teachers and students, good maintenance of facilities, and an environment that provides an atmosphere conducive to learning will enhance the effectiveness of the school.

The findings further reveal that ICT has not been integrated for teaching and learning among secondary schools in Mkpat Enin Local Government Area. The act of integrating ICT into teaching and learning is a complex process and one that may encounter a number of difficulties. These difficulties are known as barriers (Schoepp, 2005). One of the barriers that are preventing teachers from integrating ICT is a lack of confidence. According to Becta (2004), much of the research proposes that these are major barrier to the uptake of ICT by teachers in the classroom. Gomes (2005) found that teacher's resistance to change concerning the use of ICT is an obstacle to ICT integration in teaching and learning. Lack of time as also been identified as one barrier that does not allow teachers to integrate ICT in secondary schools. This is supported by Al-Alwani (2005) that lack of time as a barrier affects the integrate of ICT in secondary schools due to busy schedules. Lack of access to resources discourages teachers from integrating ICT into education. Sicilia (2005) asserted that teachers complained about how difficult it is to always have access to computers in secondary schools.

The finding also reveals barriers to teaching and learning among secondary schools in Mkpat Enin Local Government Area. These barriers are climate barriers, expectation barriers, cultural barriers, language barriers, content barriers, resource barriers, delivery barriers, assessment barriers, and community involvement barriers.

This finding is agreed with Harvey and Stensaker (2007), which state that culture must not be considered as a concept capable of answering challenges, but as a concept that helps to identify challenges. The institutions must ask themselves who they are. They cannot just decide, for instance, to become "reflective practitioners" without first answering the question of their current identity. A quality culture is not something that can be constructed irrespective of the context in which it is located. The assessment of students is one of the most important elements of secondary school education. The outcome of assessment has a profound effect on student future careers. It is therefore important that assessment carries out professionally at all times and that it takes into account the extensive knowledge which exists about testing and examination processes. It is therefore important that assessment is carried out professionally at all times and that it takes into account the extensive knowledge which exists about testing and examination processes.

CONCLUSION

Confronted with declining standard due to the expansion of education system, the question of assessment for secondary school in Mkpat Enin Local Government Area becomes necessary for secondary school education. Learning and teaching are the main basis for activities in schools. In a supportive and responsive environment, student feels more confident and capable of accessing the learning which is the focus and teachers feel more competent and know they have done their best to meet the needs of their students. The paper recommended that school administrators with the stakeholders should create a conducive environment for teaching and learning in the schools to enhance better teaching–learning activities. Assessment also provides valuable information for institutions about the effectiveness of teaching and learners' support. Adequate and proportional resources, both human and financial are a barrier to secondary schools, if these resources are on ground, it will enable them to organize and run their external

quality assurance process(es) in an effective and efficient manner, with appropriate provision for the development of their processes and procedures, assessment for secondary schools in Mkpat Enin Local Government Area become necessary.

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