



TEACHER'S ACQUISITION AND UTILIZATION OF TEACHING SKILLS FOR IMPROVEMENT OF STUDENT LEARNING IN THE 21ST CENTURY IN SECONDARY SCHOOLS, AKWA IBOM STATE

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Abstract

The paper focused on teachers acquisition and utilization of professional skills needed in this 21st century to improve teaching learning in secondary schools. The investigation was

Keywords

Teachers, Acquisition, Utilization of Skill and Improvement of Teaching/Learning.

carried out in secondary schools in Akwa Ibom State. Two

INTRODUCTION

Due to advancement in technology education in the 21st century has enlightened people on globalization and internationalization of knowledge, skills, attitude of teachers on students are expected to be enhanced education to meet up with the global and internal technological advancement. So teachers are to improve students learning. McCoog (2008) maintained that the 21st century learners must be self-directed and should possess the ability to collaborate with other students to share and construct knowledge. They should be able to design their inquiries, plan their learning, organize their research and implement a multitude of learning strategies (Bell 2010). McCoog

research objectives and research questions were stated to guide the study. Descriptive survey research design was applied for the study. The population consisted of 24 public senior secondary schools in Uyo Senatorial District. The sample of the study was 5 public senior secondary schools, and 300 teachers. A structured questionnaire on "Teachers Acquisition and Utilization of Professional Skills for Improvement of Teaching and Learning" (TAUPSITL) was used as instrument for data collection. The questionnaire was validated by experts in the Department of Educational Administration and Foundation University of Abuja. Test-retest method of reliability was used to obtain the internal consistency. The reliability index was obtained through cornbrah alpha, the index score was (0.78). Statistics applied was

of simple frequency and mean for research questions and chi-square analysis for the research hypothesis. A mean score of 2.50 and above was accepted and 2.49 and below was considered rejected for the sectional mean. The null hypothesis will be accepted when the calculated chi-square score will be greater than the tabulated chi-square score, and will be rejected when it is vice versa.

(2008) added that teachers should help students to acquire the 21st century skill by encouraging them to create new ideas evaluate and analyse materials presented to them and to apply that knowledge to their previous academic and life experiences in the society. Bohoiano (2017) maintained that students should be taught to handle and complete a particular task so that they can obtain full knowledge of the task. Bohoiano (2017) also posited that teachers should possess the 21st century skill which do not only boarder on classroom experiences but on the social learning media and other technological learning applications which will help to teach for the students to understand the learning experiences fast. The social media appliances according to Bohoiano (2017) will help both the teachers and students to access update review, edit, learning materials for teaching and learning. International Education Advisory Board (2017) emphasised that the 21st century teachers should develop the skill of making learning to be relevant to students. They should

help the students to understand practical applications of the information they received. They should make the content of their learning experience to be specific, concised and should teach the students to know how and where to find the information they need.

Teachers in the 21st century secondary schools are expected according to Groom & Weaving (2013) to be competent which means that they should combine knowledge, skill and attitude so as to facilitate the application of knowledge to real world situations. The researcher further maintained that for 21st century teachers to be competent in communicating their learning experience for the students to understand and learn they should be knowledgeable, skilled and should master the language of instruction. The teachers should also have practical and habitual skill such as : confidence, reflection, empathy, apply, critical thinking, creativity and problem solving techniques to help the students acquire specific knowledge, skills and understanding. These activities revealed the teachers skill which will facilitate, support and enhancement of student learning

Concept Clarification

Teaching Skills

Teaching skills are defined in different ways by different assessors, individuals. Department of Educational Training (2017) posited that to make a clear definition of teaching skill an individual has to clearly specify what criteria have been used to make assessment of the concept. The department defined teaching skill in relation to the way in which the teacher performs the activities of teaching it should focused on how the teacher works and not on what the teacher has done, it made a distinction between teaching skills and teaching activities, that comprehensive teaching activities do not show teaching skills. Teaching skills are measured on the extent to which the teacher has carried out the activities so as to improve student learning. Oke (2017) simply put it that teaching or instructional skills refer to the teaching and arrangement expertise of the teacher.

Teaching Skills for Improvement and Enhancement of Student Learning: The Department of Educational Training (2017) stipulated some of the teaching strategies or skills the teacher has to take to make him skilful to improve and enhance students learning; these include to:

Have High Expectation: the teacher in his attitudinal or habitual skilful nature will have high expectation on his students. This teachers will motivate and encourage students to learn. Lombard (2007) submitted that when students are motivated to learn, they can use the knowledge not only to perform well academically but also to solve real life problems. Lombard (2007) further posited that the teacher should not be pessimistic that students will perform poorly but that they should believe that students will be successful in their academic. Lombard (2007) also maintained that the teacher should apply strategies to make succeed. He have high expectations on students learning/behaviour and on students and should try his best to make the students to succeed.

Acknowledge Individual Differences: A skilful teacher will have understanding that each student is different, that each of them develop at different rate, having different abilities and aptitudes. The teacher should accommodate the differences by making teaching provision according to the different needs of students in the class. The teacher should learn to carry the students along and make all of them to perform their class work. The teacher has to use techniques that will help each student to engage on a specific task which will challenge him to achieve his personal best. Bohoiano (2017) emphasized that teachers should show skillfulness by helping the students to work on specific task and to obtain full knowledge of the task. The teacher should try to present new materials which will enable them to perform the task, that this will help them to learn best. Teaching should be taken into consideration that the students are from different backgrounds, culture and have different abilities hence he should apply best teaching methods to address the differences.

Use Appropriate Pedagogies: Department of Educational Training (2017) maintained that students can use discovery method to learn to gain new knowledge if the teacher direct and structure their learning suitably. The teacher should have the skill to teach the students in a more direct way learning from the teacher teaching because students do not only learn by being exposed to learning opportunities but they also need the teacher to teach them explicitly with clarity the things they need to know and do. Some students who are fast learners will learn quickly with minimal direct teaching.

Other students will need concerted teacher's direct teaching, asking questions and giving corrections before they can master the learning experience.

The teachers though their skill should help the students to learn on their own as well as collaborating with others. McCoog (2008) emphasised that the 21st century learners must be taught to possess the ability to have self-direction and to collaborate with other individuals to learn. That students learn best when provided opportunities to do so by the teachers. Students can also learn through sources outside, their school through collaboration and that they will also learn when the school is more assessable through various kinds of technology.

Encourage Student to be Responsible: Teachers have to develop the skill to encourage the students to take greater responsibilities for their own learning. The teacher should help the students to know what the goals of learning program are, these students should have understanding on how the goal should be assessed, know whether they have perform well to achieve success and are actively involved in evaluating their learning. Packard & Race (2012) submitted that teachers should endeavour to set differential achievable goals for students and make sure that they attain the goals. The students have to be given specific task and be made to take responsibility to accomplish the task.

Having Mastery of the Teaching Content: A skilful teacher should make sure that he has thorough knowledge of the subject content. He should inspire students to love to learn by encouraging them to read any sub-topic in the content individually or cooperatively. A skilful teacher will use her knowledge to dictate the most effective method to teach the learning experiences in each sub-topic in the subject content to help student to understand the subjects matters. Cook & Weaving (2013) posited that teachers should have practical skills which borders on their having confidence in themselves, mastery of the learning experience and better delivery method.

Provide Safe Environment: As a skilled teacher you have to provide a conducive safe environment physically and emotionally for the students so that s can a chitudentseve their potentials, have understanding and learn best in classroom where they feel safe and confidence to work. Oke (2017) asserted that to maintain teaching skill related to efficient classroom organization and for the students to study better the teacher has to encourage students attentive behaviour and control classroom equipment efficiently.

Udo sen (2016) posited that for teacher to show skilfulness in teaching instruction they should be provided with conducive environment, better materials and equipment, higher teaching loads and better school building.

Monitor Progress and Provide Feedback: Skilful teachers should closely monitor each students achievements. Teacher should make sure they provide everyone of the students with regular feedback on their performance. Do the necessary correction and improve in their performance. This also give the teachers valuable information to assess the impact of their teaching. Packard & Race (2012) stipulated that feedback makes a teachers teaching to be more effective a teacher can reflect back to know whether he is successful or not. Orth, Robin and Widaman (2012) maintained that teachers having cordial relationship with students will help them from academic failure and that it will help both teachers and students to develop academic, social and emotional skills to live cooperatively with one another. Hence skilful teachers should reflect on how well they are teaching the students though feedback so as to carry all the students along for better performances.

Building Positive Relationships: Skilful teachers should develop productive relationships with the students. They have to get to know them and have interest in their overall development and progress. They should treat the students with respect and expect same from them. These teachers work cooperatively with students for them to succeed.

Statement of the Problem

Student learning at any level of education or life is given priority to since it depict their development and enhancement in life. The teachers in this 21st century must be well equipped with the knowledge and skills required to teach the students for better understanding of the learning experiences for better learning to take place. Do the teachers in secondary schools in Akwa Ibom state acquire and utilize the expected teaching skills to meet up with the teaching demands, is what this study is out to investigate.

Research Purpose

The study focuses on teachers acquisition and Utilization of teaching skills for improvement of student learning in the 21st century, in secondary schools, Akwa Ibom State.

Research Questions

1. Do teachers acquire teaching skills to improve student learning in the 21st Century secondary schools in Akwa Ibom State?
2. How do teachers utilize the teaching skills for the improvement of student learning in the 21st Century in secondary schools in Akwa Ibom State?

Research Hypotheses

H01: There is no significant relationship between teachers acquisition of teaching skills for the improvement of student learning in the 21st century in secondary schools in Akwa-Ibom State.

H02: There is no significant relationship between teachers utilization of teaching skill for the improvement of student learning in the 21st century in secondary schools in Akwa Ibom State.

Methodology

The researcher used survey research design for the study. The design has enabled the researcher to sample the representative from the whole population (Nakpodia, 2010). The sampled representatives gave the researcher information to generate data for the present study analysis. The population of the study was drawn from 230 secondary schools. 1000 teachers in Uyo Senatorial District of Akwa Ibom State. The researcher used the 50 secondary schools, 50 principals and 250 teachers through purposive and random sampling technique respectively. Questionnaire on "Teachers Acquisition and Utilization of Skill for Improvement of Student Learning (TAUSISL). The questionnaire was validate by an experts in the Department of Educational Administration and Foundation, University of Uyo, Akwa Ibom State. The reliability of the instrument was conducted by a pilot study. The researchers used split-half method to divide the questionnaire into two sets. Data was retrieved from each set of the instrument 'Pearson Product Momment Correlation coefficient was used to analyse the data. The correlation coefficient index obtained was 0.77, this proved that the instrument was reliable to be used for the study.

Data Analysis

Research Question

Research Question One: Do teachers acquire teaching skills to improve student learning in the 21st Century in secondary schools in Akwa Ibom State?

Table 1: Teachers Acquisition of Teaching Skills for Improvement of Student Learning

N = 300

S/N	Items on Teachers Acquisition of Teaching Skills for Improvement of Student Learning	SA	A	SD	D	\bar{X}	Decision
	You have:						
1.	Acquired the skill of having high expectation on students having best performances and positive attitude	117	76	24	83	2.76	Agreed
2.	The understanding of the differences among the individual student	30	40	21	20	2.27	Disagreed
3.	Acquired the knowledge of the best pedagogies to use to teach	220	30	10	40	3.43	Agreed
4.	Mastered the teaching content you will disseminate when teaching the students.	200	10	60	30	3.26	Agreed
5.	Acquired the knowledge of how to provide safe environment for the students	180	30	40	50	3.13	Agreed
6.	The knowledge to monitor the progress and how to give feedback to the students.	240	40	20	-	3.73	Agreed
7.	Known how to encourage students to take responsibility of task	102	12	23	44	2.89	Agreed
8.	Know how to help the students to build positive relationship	120	11	20	50	3.00	Agreed
9.	Acquire the knowledge to help the students to learn 21 st	100	12	14	66	2.85	Agreed

	century skills through creation of new ideas.								
10.	The knowledge to aid students to apply their academic knowledge to solve various problems in practical life situation	240	20	30	10	3.6	Agreed		
						3			
	Sectional mean					3.1	Accepted		
						0			

In table1 all the respondents agreed on except item 2 with the mean scores of 2.76, 3.43, 3.26, 3.13, 3.73, 2.89, 3.00, 2.85 and 3.63 respectively that they have: acquired the skill of having high expectation on students to have best performance and positive attitude, acquire the knowledge of the best pedagogies to use to teach, mastered the teaching content you will disseminate when teaching the students, acquired the knowledge of how to provide safe environment for the students, acquired the knowledge of how to provide safe environment for the students, the knowledge to monitor the progress and how to give feedback to the students, known how to encourage students to be responsibility of task, know how to help the students to build positive relationship, acquire the knowledge to help the students to learn 21st century skills through creation of new ideas and the knowledge to aid students to apply their academic knowledge to solve various problems in practical life situation. The respondents for item 2, disagreed that the have the understanding of the differences among the individual students. All the respondents accepted with sectional mean score of 3.10 that teachers acquire teaching skills to improve student learning in the 21st century in secondary schools in Uyo Senatorial District, Akwa Ibom State.

Research Question Two: How do teachers utilize the teaching skills for the improvement of student learning in the 21st Century in secondary schools in Uyo senatorial district in Akwa Ibom State?

Table 2: Teachers Utilization of Teaching Skills for the Improvement of Student Learning

N=300

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S/N	Items on Teachers Utilization of Teaching Skills for the Improvement of Student Learning	SA	A	D	SD	\bar{x}	Decision
1	I have high expectation on my students' performance, I spend much time than stipulated to teach and motivate them to learn	160	89	33	18	3.30	Agreed
2	I acknowledged their individual differences hence make teaching provisions according to their different needs in order to carry all of them along	123	105	30	42	3.03	Agreed
3	I applied different teaching methods in my class according to the learning experience for students' better understanding of the subject matter	110	138	27	25	3.11	Agreed
4	I set and executed the teaching objectives to achieve my set goal when teaching	100	125	50	25	3.00	Agreed
5	I gave my students specific tasks and guide them to successfully accomplish them	111	124	29	36	3.03	Agreed
6	I made sure that I master the teaching contents, break them to sub-topics, before teaching the students	160	20	100	20	3.07	Agreed
7	I made the teaching environment, the classroom to be conducive and attractive for students to have interest in learning.	105	120	47	20	2.98	Agreed
8	I gave feedback after teaching and testing, so as to know the level of student's academic progress and my performance	120	109	29	22	2.96	Agreed
9	I help my students to relate cordially with their fellow students and the teachers	100	120	20	60	2.87	Agreed
10	I helped to acquire and apply their knowledge in practical life situations.	110	90	75	25	2.95	Agreed
Sectional Mean						3.03	Accepted

In table2 the respondents agreed with the mean scores of 3.30, 3.03, 3.11, 3.00, 3.03, 3.07, 2.98, 2.96, 2.87 and 2.95 respectively that: they have high expectation on their students' performance and they spent much time than stipulated to teach and motivate them to learn; they acknowledged their individual differences hence made teaching provisions according to their different needs in order to carry all of them along; they applied different teaching methods in their class according to the learning experiences for students' better understanding of the subject matter; they set and executed the teaching objectives to achieve their set goal when teaching; they gave their students specific tasks and guide them to successfully accomplish them; they made sure that they master the teaching contents, break them to sub-topics, before teaching the students; they made the teaching environment and the classroom to be conducive and attractive for students to have interest in learning; they gave feedback after teaching and testing the level of student's academic progress and their performance; they helped their students to relate cordially with their fellow students and the teachers and they help to teach them to acquire and apply their knowledge in practical life situations. All the respondents accepted with the sectional mean score of 3.03 that teachers utilized the teaching skills for the improvement of student learning in the 21st century in secondary schools in Akwa Ibom State

Research Hypotheses

HO1: There is no significant relationship between teachers acquisition of teaching skills for the improvement of student learning in the 21st century in secondary schools in Akwa-Ibom State.

Table 3: Observed Frequency Values of Teachers Acquisition of Teaching Skills for the Improvement and Student Learning in Secondary Schools

Option	Item 1	item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Total Column
SA	117	30	220	200	180	240	102	120	100	240	1549
A	76	40	30	10	30	40	123	110	120	20	599
D	24	210	10	60	40	20	23	20	14	30	451
SD	83	20	40	30	50	0	44	50	66	10	393
Row Total	300	300	300	300	300	300	292	300	300	300	2992

Table 3.1: Expected Frequency Values of Teachers Acquisition of Teaching Skills for the Improvement and Student Learning in Secondary Schools

Item 1	item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
155.3	155.3	155.3	155.3	155.3	155.3	155.3	155.3	155.3	155.3
60.1	60.1	60.1	60.1	60.1	60.1	60.1	60.1	60.1	60.1
45.2	45.2	45.2	45.2	45.2	45.2	45.2	45.2	45.2	45.2
39.4	39.4	39.4	39.4	39.4	39.4	39.4	39.4	39.4	39.4

Table 3.2: Contingency Frequency Value of Teachers Acquisition of Teaching Skills for the Improvement and Student Learning in Secondary Schools

Item 1	item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
117(155.3)	30(155.3)	220(155.3)	200(155.3)	180(155.3)	240(155.3)	102(155.3)	120(155.3)	100(155.3)	240(155.3)
76(60.1)	40(60.1)	30(60.1)	10(60.1)	30(60.1)	40(60.1)	123(60.1)	110(60.1)	120(60.1)	20(60.1)
24(45.2)	210(45.2)	10(45.2)	60(45.2)	40(45.2)	20(45.2)	23(45.2)	20(45.2)	14(45.2)	30(45.2)
83(39.4)	20(39.4)	40(39.4)	30(39.4)	50(39.4)	0(39.4)	44(39.4)	50(39.4)	66(39.4)	10(39.4)

Calculated Chi-square value = 1430.9

The calculated chi-square value was 1430.9 greater than the tabulated chi-square value of 21.03 at 0.05 level of significance, and at 12 degrees of freedom. Following chi-square decision rule the null hypothesis (Ho) which stated that “there is no significant relationship between teachers acquisition of teaching skills for the improvement of student learning in secondary schools in Akwa-Ibom State” was rejected. The alternative hypothesis (Hi) which stated that “there is significant relationship between teachers acquisition of teaching skills for the improvement of student learning in secondary schools in Akwa Ibom State” was accepted. In conclusion, the finding of the study proved that teachers acquire teaching skill to improve student learning in secondary school in Akwa Ibom State.

HO2: There is no significant relationship between teachers utilization of teaching skills for the improvement of student learning in the 21st century in secondary schools in Akwa Ibom State.

Table 4: Observed Frequency Values of Teachers Utilization of Teaching Skill for the Improvement of Student Learning in secondary schools

Option	Item 1	item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Total Column
SA	160	123	110	100	111	160	105	120	100	110	1199
A	89	105	138	125	124	20	120	109	120	90	1040
D	33	30	27	50	29	100	47	49	20	75	460
SD	18	42	25	25	36	20	28	22	60	25	301
Row Total	300	300	300	300	300	300	300	300	300	300	3000

Table 3.1: Expected Frequency Values of Teachers Utilization of Teaching Skill for the Improvement of Student Learning in secondary schools

Item 1	item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
120	120	120	120	120	120	120	120	120	120
104	104	104	104	104	104	104	104	104	104
46	46	46	46	46	46	46	46	46	46
30.1	30.1	30.1	30.1	30.1	30.1	30.1	30.1	30.1	30.1

Table 3.1: Contingency Frequency Values of Teachers Utilization of Teaching Skill for the Improvement of Student Learning in secondary schools

Item 1	item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
160(120)	123(120)	110(120)	100(120)	111(120)	160(120)	105(120)	120(120)	100(120)	110(120)
89(104)	105(104)	138(104)	125(104)	124(104)	20(104)	120(104)	109(104)	120(104)	90(104)
33(46)	30(46)	27(46)	50(46)	29(46)	100(46)	47(46)	49(46)	20(46)	75(46)
18(30.1)	42(30.1)	25(30.1)	25(30.1)	36(30.1)	20(30.1)	28(30.1)	22(30.1)	60(30.1)	25(30.1)

Calculated Chi-square value= 312.3

The calculated chi-square value was 312.3 greater than the tabulated chi-square value of 21.03 at 0.05 level of significance, and at 12 degrees of freedom. Following chi-square decision rule the null hypothesis (Ho) which stated that “there is no significant relationship between teachers utilization of teaching skills for the improvement of student learning in secondary schools in Akwa Ibom State” was rejected. On the other hand, the alternative hypothesis (Hi) which stated that “there is significant relationship between teachers utilization of teaching skills for the improvement of student learning in secondary schools in Akwa Ibom State” was accepted. In conclusion, the finding of the study proved that teachers utilized the teaching skills for the improvement of student learning in the 21st century in secondary schools in Akwa Ibom State.

Discussion of Finding

The study finding prove that teachers have acquired teaching skills to improve students learning in the 21st century in secondary schools in Uyo senatorial district in Akwa Ibom State. Also the finding revealed that teachers have

utilized teaching skills when teaching to help improve students learning. The Department of Educational Training (2017) stipulated teaching skill the teacher has to acquire and utilize to handle teaching instruction for students learning to be improved. These skills borders on teachers making sure that they have high expectation about students individual differences, using appropriate pedagogies, encouraging student to be responsible, having mastery of the teaching content etc.

Biohoiana (2017) posited that when the teacher acquired and utilize the skill of knowledging students individual difference, he will help them to work individually or as a team on specific task and individual should take responsibility of his part of duty, that this will help them to learn best. Department of Educational Training (2017) maintained that teachers who acquired utilize the skill of applying appropriate pedagogies, can help to structure the learning experiences suitable for the students to acquire new knowledge. For instance, the teacher who skilfully applied discovery method to suit the subject matter will help to direct the students to learn by being exposed to new learning opportunities by themselves. McCoog (2008) submitted the students will also benefit it self-directed discovery method and collaborative learning are utilize by teachers to teach the students

Packard & Race (2012) agreed that when teachers acquire and utilize the skill of encouraging students to be responsible that these students will be directed to these teachers to achieve worthwhile goals on the different tasks given to them because they will make sure that they take responsibility to accomplish the task given to them. Cook & Weaving (2013) in the same vein emphasised that teachers who acquire and utilize the skill of mastery of the teaching content will be able to break the content into sub-topics have confidence in themselves, master the learning experience and deliver teaching instruction appropriate for the students to understand the subject matters . Orth, Robin and Widaman (2012) in their study discovered that teachers being expert in making students relate cordially with them will not only improve their learning but will also help them from academic failure.

Conclusion

From the study findings, the researcher concluded that teachers acquired and utilized teaching skill in the 21st century in secondary schools in Uyo Senatorial District in Akwa Ibom State

Recommendations

Due to the findings of the study the researchers recommended that the secondary schools administrator should organize training for teachers to attain mastery in the utilization of the acquired teaching skills.

They should supervise teaching to ensure that they continually apply the teaching skills at different perspective to continue to enhance and improve student learning.

The school administrators should encourage the teachers by providing them with the different teaching equipment needed to improve their teaching skill for better teaching instruction to take place.

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