

# Evaluation of the Implementation of National Teacher Education Policy Objectives in Senior Secondary Schools in Borno State, Nigeria (Department of Education)

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**Abstract:** *The study evaluates the implementation of National Teacher Education Policy Objectives in Senior Secondary Schools in Borno State. The objectives of the study were to evaluate the extent of teachers' motivation, conscientiousness, efficiency, fit into the social life of the community and society, teachers' spirit of enquiry and creativity, intellectual and professional background, commitment and teachers' effectiveness in secondary schools in Borno State. Based on the objectives, eight research questions were raised and answered using mean and standard deviation and one null hypothesis was tested using t-test at 0.05 level of significance in the study. The population of the study comprised principals and vice principals in all the senior secondary schools in Borno state. Questionnaire was used to collect data for the study. The questionnaire was developed by the researcher and validated by experts in the field of Education. The pre- and post-data was collected and subjected to statistical analysis using descriptive and inferential statistics (mean and t-test). The expected outputs from this study as the current views of the respondents on evaluation of the implementation of National Teacher Education Policy objectives and teacher effectiveness in senior secondary schools in Borno State was positive. However, it was been observed in senior secondary schools in Borno State that the objectives of National Teacher Education Policy seem not to have been properly implemented. Teachers are seen to be exhibiting attitudes of ill-motivation, non-commitment, in effectiveness among others. The respondent responses further show whether improper implementation of National Teacher Education Policy Objectives has affected the effectiveness of teachers in senior secondary schools in Borno state or not. The study was anchored on Context, Input, Process and Product (CIPP) evaluation model. Descriptive survey design was adopted for the study. The findings was reported and recommended among others that Borno State Government and stakeholders should motivate teachers so that teachers should put in their best in a work place.*

**Keywords:** *Evaluation, Implementation, National Teacher Education Policy Objectives.*

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## Introduction

Education all over the world has been identified as an instrument for national development. However, the success of any education system depends to a large extent on the critical role of the teacher. This is perhaps why nations provide various legislative prescriptions and policies related to teacher education. It is in recognition of the pivotal role of the teacher that the National Policy on Education (2013) states that “in the provision of quality education at

all levels, teacher education shall continue to be emphasized in educational planning and development” p.28.

However, there are quality and values expected of a trained teacher and these values are given or added only in nationally recognized teacher education as prescribed by the National Policy on Education in Nigeria. It is expected that all teachers in educational institutions be professionally trained. However, no matter the institution attended, the bottom line is that teaching manpower must be produced in quantity and quality as the National Economic Empowerment and Development Strategy (NEEDS) Document (2004) stated.

The National Teacher Education Policy objective stated that:

- (i) To produce highly motivated, conscientious and efficient classroom teachers for the primary and secondary levels of education.
- (ii) To encourage further spirit of enquiry and creativity in teachers.
- (iii) To help teachers to fit into the social life of the community and society at large and to enhance their commitment to national objectives.
- (iv) To produce teachers with intellectual and professional background adequate for their assignment and to make them adoptable to any changing situation not only on the life of their country but in the wider world; and
- (v) To enhance teachers commitment to the teaching profession.

Therefore, in recognition of the role of quality teachers, teacher education shall continue to be emphasized in areas of producing quantitative and qualitative teachers at all levels.

Teachers need to be motivated, committed, efficient, conscientiousness to meet up the needs and aspiration of her citizens. National Policy on Education (2013) stated that the minimum qualification for entry into the teaching profession shall be the Nigeria Certificate in Education (NCE). This is in line to meet up world-class standard. However, the major challenges facing the teaching profession seemed to be poor implementation of the National Teacher Education policy objectives and poor background that the profession has suffered since its inception.

In this study, the researcher want to evaluate the extent of teachers motivation, the extent of teachers conscientiousness, the extent of teachers fit into social life of the community and society, the extent of teachers commitment in senior secondary schools in Borno State. Teachers are the nation-builders. Afe (2002) in order to achieve any socio-political, economic and scientific development in a country, qualified teachers who are equipped with the desired knowledge, skills, competence and commitment and who are empowered to perform their tasks professionally are important. Inuwa and Yusof (2012), opined that the general condition of Nigerian public secondary school is bad and teaching and learning are operating at the lower ebb. They concluded that teachers are left with no alternative than to work in a poor condition leading to ineffectiveness in service.

### Statement of the Problem

The thrusts of Teacher Education Policy in Nigeria emphasized the training and production of highly motivated, conscientious, committed and efficient teachers for all the

educational levels in Nigeria. However, it has been observed in senior secondary schools in Borno State that the objectives of NTEP seemed not to have been properly implemented. Teachers are seen to be exhibiting attitudes of ill-motivation, non-commitment, ineffectiveness, truancy, absenteeism, brain drain. The question that needs to be asked is what is wrong with the implementation guidelines in respect of NTEP in Borno State Senior Secondary Schools? The problem of this study therefore, is to evaluate the extent of National Teacher Education policy objectives on producing highly motivated, conscientious, efficiency, the extent teachers fit into social life of the community, the extent of teachers' commitment in senior secondary schools in Borno State. Therefore, this study will fill a gap in the educational sector.

#### Objectives of the Study

The objectives of the study were to evaluate:

1. The extent of teachers' motivation in senior secondary schools in Borno State.
2. the extent of teachers' conscientiousness in senior secondary schools in Borno State.
3. The extent of teachers' efficiency in senior secondary schools in Borno State.
4. the extent to which teachers fit into social life of the community and society in senior secondary schools in Borno State.
5. The extent of teachers' intellectual and professional background in senior secondary schools in Borno State.
6. the extent of teachers' commitment in senior secondary schools in Borno State.
7. the extent of teachers' spirit of enquiry and creativity in senior secondary schools in Borno State.
8. the extent of teachers effectiveness in senior secondary schools in Borno State.

## **LITERATURE REVIEW**

### **Teachers' Motivation**

Teacher motivation naturally has to do with teachers' behaviour to work. It has to do with teachers desire to participate in the pedagogical processes within the school environment. It has to do with teachers' interest in student discipline and control particularly in the classroom, Stoll and Fink (1996). Teacher motivation, is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that both students, parents and the society will greatly benefit from their service.

According to Alam and Farid (2011), motivation guides people's actions and behaviors towards achievement of some goals. Teacher motivations have become an important issue given their responsibility to impart knowledge and skills to learners. It is argued that satisfied teachers are generally more productive and can influence students' achievement. Some educationists and politicians have also shown concerns about this issue of financial and other forms of motivation for teachers. However, motivation has often been characterized within what has been called quantitative view of motivation in which it has been described as the intensity of behavior, the direction of behavior and the duration of behavior. Similarly, the effectiveness of any teaching method a teacher does, depends to a large extent on how motivated they are. The motivation of the teachers enhances learners' participation in the classroom.

### **Teachers' Conscientiousness**

Conscientiousness involves the capacity to complete a task meticulously with efficiency and of the highest quality. Conscientious teachers are extremely organized and efficient and they provide lesson or actualities daily.

In a study conducted by Doris (2015) measured psychological qualities that predicted the level of career engagement; she used 364 teachers in public secondary schools selected through strategic random sampling technique. Data was collected using a survey instrument designed by the researcher. Analysis of the data revealed that conscientious teachers had higher level of career engagement, while that is not really surprising, but what she found after combining other psychological qualities is worth thinking about teachers level of career optimism actually carried the effects of their conscientiousness onto career optimum is the bridge between conscientiousness and engagement. Also, she found out that career optimism did not carry the effect of negative emotions onto career engagement.

However, teachers often characterize their interest in and commitment to the profession as moral: a desire to support students, serve their communities or uphold civic ideals embodied in the promise of public education. These initial and sustaining moral impulses are well documented in research on teaching and teacher education. Moral commitments can also be a source of teachers' dissatisfaction and resistance, especially in the age of the market-based Global Education Reform Management. This review will explore the phenomenon of conscientious teachers in teaching as an enactment of professional ethics. Conscientious is one of the objective in this study which describe teaches action when they take a stand against job expectations that contradict or compromise their professional ethics.

### **Teachers' Efficiency**

When we say a teacher is efficient, a teacher can exhibit efficiency in the manner she gets things done, how she manages her class and her time in getting things done. A good example wherein a teacher can be called efficient is when she always comes to her class and leaves on time, with well-prepared lesson plan, instructional materials, engage time on task and everything is organized regardless of output or result produced in the teaching-learning process.

However, effectiveness and efficiency in teacher is quite confusing but upon analyzing, you will find out that these two qualities are related and both are important in teaching. But have any one ever stopped to ask himself – am I being effective or just being efficient? The first thing to clarify is the difference between being efficient and being effective. When you say a teacher is effective a teacher is effective when he/she gives best in teaching and able to make his/her students learn or master the skills and turn them meaningful, relevant and applicable in real life situations. She is a teacher who reaches out to her students and makes a difference in their lives. In general, efficiency and effectiveness in teaching are two different things. Peter Drucker, efficiency means doing things right while effectiveness is doing the right things.

### **Teachers' Spirit of Enquiry and Creativity**

The spirit of inquiry is an important motivating factor in inquiry science. With science as a natural site for inquiry, science teachers have an added advantage in helping students become spirited inquirers. A teacher who is not an inquirer or a problem-solver is hardly likely to provide the right intellectual climate for his students to ask constructive questions or develop critical ability. Lee (2010), sees inquiry as a powerful way of knowing science, knowing about science and appreciating how scientists work. Therefore, as a teaching tool, inquiry is effective because it encompasses a number of important pedagogies such as group work/collaboration challenge, motivation, raising questions, argument and reasoning in science thus significantly contributing to student learning.

### **Teachers Fit into Social Life of the Community and Society**

Society is a state of preparedness of persons, system or organization to meet a situation and carry out a planned sequence of actions. Society is based on thoroughness of the planning, adequacy and training of the personnel and supply and reserve of support services or systems.

Norakma (2015), viewed teachers social life as teachers need to design appropriate method in the thinking and learning process that may help to improve the high level of thinking skill among learners. In a study carried out by Naresh (2001), to determine teachers' social life to use technology in classroom in New Delhi. The researcher used 25 schools randomly sampled and 735 teachers out of 2716 teachers, questionnaire was used to collect data for the study and Pearson Product Correlation coefficient was used to analyse the data. Result show that if teachers were to revolutionize their classroom with computers, ordinary students would make massive gains. This shows that when ever, illiteracy is a problem it would have immense new vistas opened to them. Moreover, policy makers hoping to improve the quality and quantity of students learning have become increasingly willing to make major investment of fiscal and human resources into hardware, software and training.

### **Teachers Intellectual and Professional Background**

Professionalism is the key in every learning environment and the realization of the goal of the school system depends profoundly on the excellent quality of its teachers. This position is supported by the National Policy on education (FRN 2013) which emphasizes the maxim that "no educational system can rise above the quality of its teacher". The core message is that students cannot properly learn and gain skills they require until the teachers possess a functional, indispensable expert to teach them. However, teaching is the most important and strategic profession for national development. Lassa (2014), stated that without good teachers, they cannot be good engineers. Good doctors or lawyers or simply put, social and economic systems would fail. Ukeje (2014) also stated that if a physician makes an error, a patient may die, if an engineer commits a blunder, a bridge or house may collapse, if a lawyer gets it wrong, someone could lose his or her liberty, however, should a teacher make a mistake, current generation and generations yet unborn may suffer. Therefore, the needs to have quality teachers with professional teaching skills in schools become imperative.

There are however, some truly and professionally well-trained teachers as a life-long career. The Teachers' Registration Council (TRC) was therefore established to separate the trained and untrained. The policy thrust is to accord the true professional teachers' desired recognition comparable to that accorded other professions, such as medicine, law, pharmacy, accounting and engineering. By the time the objectives of professionalization have been achieved, most of the problems of teachers and teacher education would have received some commendable attentions.

### **Teachers' Commitment**

The teaching profession require commitment; an effective education needs to be committed not only to their students, but to the teaching profession as a whole. This means abiding by the principles of the teaching profession as well as the requirement. Rowe (2003), commitment to teaching contributes to teachers' behaviours, attitude, perceptions and performances. Professional commitment is an attitude that someone has towards her job. It's her point of view and her active participation for the profession. Teachers' commitment helps to differentiate those who are devoted to their profession and those who are not. The individual who are committed are not only committed to their students and their school, but are also life-long learners who are committed to the teaching profession.

### **Teachers Effectiveness**

Teacher effectiveness refers to a set of within persons attributes – personality, motivation, beliefs and dispositions that interact with contextual factors (cultural, social, educational) to influence students outcome. Anderson (2004) viewed effective teachers as those teachers who achieve the goals set for themselves or goals set for them by others like Ministry of Education. Thus, an effective teacher should have the knowledge and the skill required to achieve t he goals (set goals or others goals) and be able to use the knowledge and skill appropriately.

However, teacher effectiveness is difficult to define since there has not been a consensus agreement on what measured quality teacher.

### **Methodology**

#### **Research Design**

This study will adopt survey design. The research will evaluate the National Teacher Education Policy objectives and teacher effectiveness in senior secondary schools in Borno State, Nigeria. Survey design in educational studies has been strongly supported by the results of educational research. A survey study according to Miller (1991) describes procedure for the collection of information or data associated with education to extend the understanding of educational issues and to assist in the development of educational policies in order to find out necessary solution to educational problems.

#### **Population and Sample**

The target population of this study was senior secondary schools' principals and vice-principals (Admin & Academic) in all the four (4) educational zones of Borno State (Maiduguri, Biu, Gwoza and Monguno). The population of the study constitutes Principals and Two (2) Vice Principals in each school both male and female. Similarly, the population of the study was in two different sets, that is, the pre-population for the pilot study and the post-population for the implementation of the National Teacher Education Policy Objectives in Borno State. Aroh

(2002) confirmed that when the population is large, the sample should be about ten percent (10%) minimum while for smaller population is twenty percent (20%) or take all of the population. For this study, the population was eighty-three (83) senior secondary schools in Borno State while ten (10) senior secondary schools was used for the pilot study in Yobe State.

### **Research Instrument**

The instrument for data collection in this study was questionnaire and was developed by the researcher. The items on the questionnaire ranges from those seeking information on extent of teachers motivation, extent of teachers' conscientiousness, extent of teachers efficiency, the extent of teachers' fit into social life of the community and society and extent of teachers' commitment in senior secondary schools in Borno State. The questionnaire was fashioned along four-point modified Likert-scale and developed by the researcher.

### **Procedure for Data Collection**

For effective and smooth administration of the instrument, the researcher obtained a letter of introduction from Rector/Registrar of Ramat Polytechnic, Maiduguri. The researcher sought permission from Teaching Service Board (T.S.B) before embarking on the data collection process. Appointment was booked and the researcher visited the principals and vice principals of the schools to administer the questionnaire. The data collected lasted for six weeks. The researcher used the first week to conduct pilot study of the questionnaire. Ten schools in Yobe State was selected for pilot study and the result collected was analysed. The researcher on presentation of introductory letter to the secondary schools made his mission known and with the research assistants in some schools, the questionnaire will be administered.

The second week was spent on the administration of the questionnaire. The researcher visited some schools especially those within Maiduguri Zones, Biu Zone and Gwoza Zone to administer the questionnaire while other schools in the Monguno Zone was administered with the help of trained research assistants. All the items on the questionnaire in each of the variables was personally checked to ascertain their availability, adequacy, quality or otherwise in each of the schools.

### **Validity of the Instrument**

The validity refers to whether the instrument really measures what they are supposed to measure. The most obvious type of scientific validity evidence is based on the content. Thus, Ary, Jacob and Rzavieh (2002) stated that validity can be established by having a competent team who are familiar with the purpose of the study to vet the items on the questionnaire in order to judge whether they are true representative sample of the opinion domain investigation. Therefore, experts in research methodology/education field vetted the instrument. His/her observation and possible corrections were made as corrected by the experts be incorporated in the instrument thereby making it valid for use for the study.

### **Reliability of the Instrument**

For a survey data to be used, it must be reliable. Thus, reliability is concerned with the extent to which instruments yield consistency; the data generated from the instrument used were subjected to a reliability test using mean and T-test.

### Pilot Study

Pilot study was conducted in 10 Senior Secondary Schools in Yobe State. A pilot study was carried out in order to confirm whether or not there is any aspect of the instrument that needs to be addressed and also to determine the reliability estimate of the instrument. The data collected from the pilot study was subjected to a reliability test with the aid of the statistics.

### Method of Data Analysis

The information collected constituted continuous data, research questions one to eight (1-8) was analysed using descriptive and inferential statistics (mean, t-test) to find out the distribution of the extent of teachers' motivation, conscientiousness, efficiency, teachers' fit into social life of the community and society, teachers' intellectual and professional background and the teachers' commitment in senior secondary schools in Borno State. Descriptive statistics was because they provide information about a given set of distribution and degree of variance in the extent of teachers' effectiveness. However, all other types of research design required descriptive and inferential statistics. Mean analysis is applied, t-test to test the null hypothesis.

Similarly, decision rule was used to guide the analysed results. Decision rule refers to regulation or guide which enable a researcher obtain a dichotomy of opinion or decision on whether to accept or reject an issue, for instance, a researcher may wish to know whether a certain variable is a factor in a given phenomenon (Uzoagulu, 1998).

Based on four (4) levels of Likert scale, i.e. Strongly Agreed (SA = 4), Agreed (A = 3), Strongly Disagreed (SD = 2) and Disagreed (D = 1). Thus  $4 + 3 + 2 + 1 = \frac{10}{4} = 2.50$ . Therefore, any mean values that is between 2.50 and above are accepted while below 2.50 are rejected as a factor or a phenomenon.

### Results and Discussion

**Table 4.1(a): Mean summary of Principals and Vice-Principals responses on Teachers' Motivation**

S/N	Item Statement	$\bar{x}$	Decision
1	Salaries are paid promptly	3.32	accepted
2	Promotion of teachers are given when due	2.31	rejected
3	Teachers are sent for refresher courses	1.69	rejected
4	Teachers are send to seminars and conferences	1.87	rejected
5	Medical bill for teachers and their wards are paid	1.44	rejected
6	End of year bonus to teachers are given	1.40	rejected
7	Assign of responsibilities to teacher are based on merit	2.02	rejected
8	Furniture loan to teachers	1.36	rejected
9	Car loan are given to principal officers and teachers	1.26	rejected
10	Estate, owner occupier to teachers	1.32	rejected
11	Overtime are paid to teachers	1.14	rejected

Source: Survey, 2022

The result from Table 4.1a reveals that item 1 of the motivational factor was accepted by the respondents that salaries are paid promptly to teachers in senior secondary schools since the mean responses by the respondents is 3.32. Items 2, 3, 4, 5, 6, 7, 8, 9, 10 and 11 were responded below the cut-off point of 2.50 which means the items were rejected as not offered to teachers as motivational factors. Since the mean responses were 2.31, 1.69, 1.87, 1.44, 1.40, 2.02, 1.36, 1.26, 1.32 and 1.14 respectively.

This shows that the government and stakeholders do not provide the teachers with motivational factors for effective teaching in senior secondary schools in Borno State.

**Table 4.1.2: Mean summary of Principals and Vice-Principals responses on Teachers' Conscientiousness**

S/N	Item Statement	$\bar{x}$	Decision
12.	Teachers complete a task meticulously	2.77	accepted
13.	Teachers are extremely organized	2.81	accepted
14.	They provide daily activities to students	3.06	accepted
15.	Teachers had higher level of career engagement	3.14	accepted
16.	Teachers do not carry the effect of negative emotions	2.77	accepted
17.	Teachers often characterize their interest to the profession as moral	1.14	rejected

Source: Survey, 2022

Table 4.1b the mean summary indicated that items statements 12, 13, 14, 15 and 16 of teachers' conscientiousness were accepted by the respondents that teachers complete a task meticulously, teachers are extremely organized, teachers provide daily activities to students, teachers had higher level of career engagement and teachers do not carry the effect of negative emotions. The mean responses by the respondents are at various degree levels of acceptance, that is, 2.77, 2.81, 3.06, 3.14 and 2.77 respectively all are above the cut-off points of 2,50. Item statement 17 is below the cut-off point with a mean of 1.14 which indicates that it was rejected by the respondents.

This indicates that teachers in senior secondary schools in Borno State were conscientious with their work because most item statements were accepted by the respondents.

**Table 4.1c: Mean summary of Principals and Vice Principals Responses on Teachers' Efficiency**

S/N	Item Statement	$\bar{x}$	Decision
18.	Teachers get things done all the times	2.81	accepted
19.	Teachers come to class on time and leave on time	2.91	accepted
20.	All teachers come with well prepared lesson plan	2.81	accepted
21.	Instructional materials, time on task are well organized	2.80	accepted
22.	All teachers do things right	2.34	rejected
23.	Level of teachers classroom management is good	2.59	accepted
24.	Level of evaluation strategies on students is high	2.79	accepted
25.	Teachers use learner-centred strategies	2.83	accepted
26.	Teaching-learning process were generally good as monitoring tools for efficiency	3.04	accepted

Source: Survey, 2022

The results in Table 4.1c revealed that the teachers in senior secondary schools in Borno State are efficient. Since all items are above the cut-off points of 2.50 of the Principals and Vice Principals responses were accepted on teachers efficiency at various mean of acceptance of 2.81, 2.41, 2.81, 2.80, 2.34, 2.79, 2.83 and 3.04 senior secondary schools in Borno State.

**Table 4.1.d: Mean summary of principals and vice principals responses on Teachers' Spirit of Enquiry, Creativity**

S/N	Item Statement	$\bar{x}$	Decision
27	Teachers work in a group	2.75	accepted
28.	Teachers identify students learning difficulty	3.02	accepted
29	Teachers define students problems	3.00	accepted
30	They carry out experiments with students	3.03	accepted
31.	Teachers and students are lifelong learners	3.26	accepted
32.	Enquiry is a powerful way of knowing science	3.43	accepted

Source: Survey, 2022

Table 4.1d presents the mean summary of the Principals and Vice Principals responses on teachers' spirit of enquiry and creativity. The result indicates that item statements 27, 28, 29, 30, 31 and 32 respectively were accepted by the respondents that teachers in senior secondary schools in Borno state work in a group; they identify students learning difficulty, they define students problems, they carry out experiments with students, the teachers and students are life-long learners and enquiry is a powerful way of knowing science. All the responses were above the cut-off point hence the mean responses were 2.75, 3.02, 3.00, 3.02, 3.26 and 3.42 respectively.

This shows that teachers in senior secondary schools in Borno State have spirit of enquiry and creativity.

**Table 4.1e: Mean Summary of Principals and Vice Principals responses on teachers' fit into the Social Life of the Community and Society**

S/N	Item Statement	$\bar{x}$	Decision
33	Schools are equipped with computers	2.00	rejected
34	Policy makers make major investment in schools	2.16	rejected
35	Teachers had knowledge of social life of the society	2.81	accepted
36	Teachers were supplied with computers	1.62	rejected
37	Teachers and students interact socially	3.00	accepted
38	Teachers relationship with community is cordial	2.95	accepted
39	Social/cultural context of teachers in promoting students attitude is good	3.08	accepted
40	Knowledge sharing among teachers are cordial	3.00	accepted

Source: Survey 2022

The result from table 4.1e indicates that the responses of principals and vice principals on teachers fit into the social life of the community and society with the mean responses of items 35, 37, 38, 39 and 40 were accepted as teachers fit into the social life of the community and society with mean of 2.81, 3.00, 2.95, 3.08 and 3.00 respectively while items 33, 34 and 36 were rejected as teachers not fit into the social life of the community and society. Hence, this shows that most teachers are fit into the social life of the community and society going by the number of items responded 5 as against 3 items.

**Table 4.1f: Mean summary of principals and vice principals responses on teachers' intellectual, professional background**

S/N	Item Statement	$\bar{x}$	Decision
41	All teachers in Borno State are professionally trained	2.16	rejected
42	Teachers possess a functional expertise to teach	2.57	accepted
43	If teachers make a mistake, current and generation unborn may suffer	2.97	accepted
44	All teachers are registered with Teachers' Registration Council of Nigeria (TRCN)	2.06	rejected
45	Quality education depend on competence, commitment and motivation of teachers	3.35	accepted
46	Teachers determine next generation	3.25	accepted
47	Teachers need special methods of teaching	3.10	accepted
48	Objectively teachers are honest in delivering	2.77	accepted
49	Teachers are ready to face the challenges of the profession	3.04	accepted

Source: Survey 2022

Table 4.1f, the result reveals that item statements 42, 43, 45, 46, 47, 48 and 49 of teachers intellectual and professional background factor was accepted by the respondents that teachers possess a functional expertise to teach. If teachers make a mistake, current and generation yet unborn may suffer; quality education depends on competence, commitment and motivation of teachers, teachers determine next generation, teachers need special method of teaching, objectively teachers are honest in delivering and teachers are ready to face the challenges of the profession in senior secondary schools in Borno State since the mean responses were above the cutoff point of 2.50. Item statements 41 and 44 were responded below the cut-off point which means that items were rejected by the Principals and Vice Principals in their responses.

From the mean summary, it shows that the teachers in senior secondary schools in Borno State have intellectual and professional background to teach in the senior secondary schools.

**Table 4.1.7: Mean summary of Principal and Vice Principal responses on Teachers' Commitment in Senior Secondary Schools in Borno State**

S/N	Item Statement	$\bar{x}$	Decision
50	Teachers are always punctual to duty	3.05	accepted
51	Teachers are dedicated to primary responsibilities	3.38	accepted
52	They used their initiative and give more attention to work/students	3.22	accepted
53	Teachers participate actively in most school activities	3.04	accepted
54	Teachers willingly accept responsibility assigned	3.14	accepted
55	Teachers are always determine to achieve the set goals of the school	3.30	accepted
56	Teachers engage in co-curricular activities for students academic output	3.10	accepted
57	Teachers are willing to put in very best whenever work is assigned	3.82	accepted
58	Teachers always conduct test, assignment as when due	3.12	accepted

Source: Survey, 2022

Result from Table 4.1g revealed the responses of Principals and Vice Principals on teachers commitment with the mean responses of item statements 50, 51, 52, 53, 54, 55, 56, 57 and 58 respectively were accepted as teachers commitment with mean of 3,05, 3.38, 3.22, 3.04, 3.14, 3.30, 3.10, 3.82 and 3.12 respectively.

Hence, this revealed that teachers in senior secondary schools in Borno State are committed to their work.

**Table 4.1h: Mean summary of Principal and Vice Principal responses on Teachers' effectiveness in Senior Secondary Schools in Borno State**

S/N	Item Statement	$\bar{x}$	Decision
59	Eighty percent of students that sat for their WAEC/NECO 2019/2020 passed with five (5) credits and above	2.31	rejected
60	Borno State students perform wonderfully in inter-state science quiz competition	1.87	rejected
61	Teachers effectiveness ensure that academic success is compatible with the students in the society	2.39	rejected
62.	Students of senior secondary schools in Borno State gain employment based on merit after	1.36	rejected

63.	graduation Students after graduation practice what they have learnt for self-reliance in their immediate environment	2.40	rejected
64	Most products of effective teachers are intelligent students	2.24	rejected
65.	Effectiveness of a teacher is subject to be the model of the students	3.32	accepted
66.	Effective teacher employ greater objectivity in his/her ability to balance the needs of individuals with the needs of the class as a whole	1.14	rejected
67	Effective teacher's students feel free to express their views	2.81	accepted
68	Effective teacher sees his students and feels that he has contributed to his/her development	2.80	accepted
69	Effective teacher's students sees him/her as a coach or guide who helps students to improve on their skills and insight at the end of programme	3.05	accepted

Source: Survey, 2022

The results on table 4.1h revealed the mean summary of principals and vice principals responses on teachers effectiveness in senior secondary schools in Borno State. Item statements 65, 67, 68 and 69 were accepted by the respondents with a mean of 3.32, 2.81, 2.80 and 3.05 which indicated that it is above the cut-off point of 2.50. Item statements 59, 60, 61, 62, 63, 64 and 66 were rejected by the respondents with a mean of 2.31, 1.87, 2.39, 1.36, 2.40, 2.24 and 1.14 respectively which shows that the mean are below the cut-off point of 2.50.

Therefore, based on the mean summary teachers in senior secondary schools in Borno State are not effective because item statements four (4) were accepted against seven (7) were rejected.

### Hypothesis Testing

**H<sub>01</sub>: There is no significant difference between the mean responses of Principals and Vice Principals on teachers' commitment and effectiveness**

**Table 4.1(i): t-test analysis of Principals and Vice Principals on teachers' commitment and effectiveness**

S/No	Variables	N	$\bar{x}$	SD	Df	T <sub>cal</sub>	T <sub>crit</sub>	Decision
1	Teachers' commitment	249	3.24	0.23				
					496	20.88	1.28	rejected
2.	Teachers effectiveness	249	2.34	0.64				

From table 4.1(i), it shows the t-test analysis of Principals and Vice Principals responses on teachers' commitment and effectiveness, the result revealed that the null hypothesis was rejected since the t-calculated of 20.38 is greater than t-critical of 1.28. Hence, difference

existed between their responses which is an indication that a teacher could be committed and not necessarily to be effective vice versa.

### **Discussion**

The study evaluates the Implementation of National Teacher Education Policy objectives in senior secondary schools in Borno State. The study evaluate the extent of teachers motivation, conscientiousness, efficiency, fit into social life of the community and society, intellectual and professional background, commitment and spirit of enquiry and creativity in senior secondary schools in Borno State, Nigeria.

The finding of the study with regard to research question one which sought to evaluate the extent of teachers motivation in senior secondary schools in Borno State Nigeria, revealed that the mean distribution of principals and vice principals stood at 3.32 which is accepted that salary are paid promptly while rest of motivational factors were rejected by the respondents. This shows that teachers in senior secondary schools in Borno State are not motivated.

The finding of the study with regard to Stoll and Fink (1996) revealed that teacher motivation is a vital factor for classroom effectiveness and school improvement. It was therefore, observed that in this era of materialism and display of wealth in the face of widespread poverty teachers need to be adequately motivated (salaries must be paid as at when due and teaching facilities made available) for an effective viable school system. Also, the finding was in line with Alam and Farid (2011), motivation guides people's actions and behaviours towards achievement of some goods. However, senior secondary school teachers in Borno State are not motivated only payment of salary other motivating factors were rejected by the respondents.

Similarly, teachers' conscientiousness, the result revealed that teachers in senior secondary schools in Borno State are conscientious to their duty only item 17 is rejected by the respondents.. This finding was in line with Doris (2015) the study revealed that conscientious teachers had higher level of career engagement. This shows that teachers in senior secondary schools in Borno State had higher level of conscientiousness to their duty. Also, the finding was in line with Mellen and Perera (2015) the result show that conscientious teachers had higher level of career engagement well. Similarly, the finding was in line with MacCann (2018) the study indicated that teachers conscientiousness is positively associated with teacher effectiveness. So the study was in line with this study which revealed that senior secondary schools teachers in Borno State are conscientious in discharging their duties.

Teachers' efficiency: The mean respondents of teachers efficiency in senior secondary schools in Borno State based on the findings show that all the items was accepted by the respondents that teachers in the four educational zones are efficient in performing their duties. These finding corroborated the finding of Wanjala (2012) on level of teachers' efficiency in work performance in public secondary schools in Wajir North District, Kenya. The findings indicate that teachers to large extent prepared for lesson and utilized the teaching learning time as monitoring tools for efficiency in the provision of education in public secondary schools in Wajir North District. Also, the study was in support of UNESCO (2010). Teachers input in the teaching learning process are key determinant of student academic performance in the national

examination. A reflection of their efficiency in work performance, government and schools, board of management employ those teachers to play that crucial role.

The finding of research question four indicted that all the items was accepted that teaches in senior secondary schools in Borno state have spirit of enquiry and creativity. This finding was in support of a study conducted by Lee (2012) sees inquiry as a powerful way of knowing science, knowing about science and appreciating how scientists work. Therefore, as a teaching tool, inquiry is effective because it encompasses a number of pedagogies such as group work/collaboration challenge, motivation, raising question, argument and reasoning in science thus, significantly contributing to student learning. Also, Rankin (2000) in his findings revealed that hands-on activities base on inquiry occur only when students have opportunities to raise their own questions and then plan, design and conduct investigations to help them answer some of those questions. Also, Sergiovanni in Hord (1997) in his study had briefly said that if our aim is to help students become lifelong learners by cultivating a spirit of inquiry and the capacity for inquiry, then we must provide the same conditions for teachers.

In research question five (5), it was revealed that most teachers in senior secondary schools in Borno State fit into the social life of the community and society. This finding was in line with Rosnani (2012) on effects of teachers' social life in teaching and learning in entrepreneurship education in primary schools PetalingUtama, BetalingJaya, Selango area. The study show that the level of teachers' social life in teaching and learning entrepreneurship education is on the moderate level. The finding also lends credence to Yoshiyaki (2011) on teacher social life for promoting learner autonomy: a study of Japanese EFL High School teachers. The research finding from two studies, one quantitative using a closed questionnaire and the other qualitative using a focus group interview. The results show that many Japanese EFL high school teachers while displaying different dimensions of autonomy in different ways are not fully ready to promote autonomy in their learners. However, the researcher continue to point out in his study that, most teachers realized the importance of the strategies, but did not use them as much as they supported them both with students and with themselves.

In research question six, the extent of teachers' intellectual and professional background in senior secondary schools in Borno State, Nigeria. It was revealed that teachers in senior secondary schools in Borno State are not all professionally trained based on the result of items 41 and 44 was rejected by the respondents. Therefore, finding lends credence to Lassa (2000), if teachers are ignorant in their disciplines and impart wrong information, that they are not only useless but dangerous to the educational system. As a result, the kind of teachers trained and posted to schools may well determine what the next generation will be therefore, based on the above fact, there is the need to ensure trained teachers to implement the objectives of National Teacher Education Policy objectives. Also, in a study conducted by Mbakwem (2014), emphasized that a good and effective teacher must bring desirable changes in human interaction between teacher and students and between students. Also, Strong (2008) concluded that a teacher must be trained on how to assume ownership of the class, ensure success and use personal experience to teach, communicate clearly and put student at the centre of learning while being conscious of his/her professional ego in character, teaching and dressing.

In research question seven, the extent of teachers' commitment in senior secondary schools in Borno State the study revealed that most of teachers in senior secondary school in Borno State are committed to their duties. This finding was in line with Mwa (2016) on relationship between transformational, transactional leadership styles and teacher job commitment in senior secondary schools in Borno State. The finding of the study indicated that the level of teachers' job commitment in Borno State senior secondary schools was significantly high and there was significant relationship between transactional leadership style and teacher job commitment.

Also, Fika (2005) stated that schools will improve only as principals and teachers grow in their human relations and understanding of the certainty of their roles to students' performance. This is to say that good relationship among principals, teachers and students will lead to teachers' commitment and hence increases students' academic performance. Similarly, a study conducted by Pajares (1992), revealed that much leadership perceived staff commitment in areas as caring for, responding to and meeting students' need; a desire to improve professional practice, management and investment of time as a resource and the inability to leave the "job at the gate". What is implied here refers not only to practice but also to the set values or belief about education that each staff holds in high esteem.

Research question eight the extent of teaches effectiveness in senior secondary schools in Borno State; the result revealed that teachers in Borno State Senior Secondary Schools are not effective. This is because the mean summary indicate only four (4) item statement was accepted while seven (7) items statements was rejected. Therefore, this finding was in line with the findings of Xu, Z and U.Ozek.O (2012) that, there are several dimensions taken together in varying levels of degree that embody the effective teacher. Also Stronge (2011) in his study, the result revealed that teacher effectiveness is multi-dimensional in nature, comprising three factors: respect of students, ability to challenge students, organisation and presentation of skills.

## **Conclusion**

Based on the findings of the study, which revealed that teachers in senior secondary schools in Borno State not motivated despite the fact that motivational factors gotten from the State Government is only through salaries, but have not made them to be inefficient, conscientiousness, fit into the social life of the community and society, spirit of enquiry and creativity, and teachers extent of commitment. Therefore, this shows that teachers in senior secondary schools in Borno State have the passion, zeal and love of the teaching profession. Therefore, despite this, it was concluded that the government of Borno State to improve on all the factors to teachers for excellent and effective output.

## **Recommendations**

Based on the findings of the study, the following recommendations were made:

1. Teachers are the bedrock of any development; therefore, teachers should be motivated to enhance their productivity by Borno State Government.
2. Experience and trained teachers should be recruited to teach in the senior secondary schools in Borno State especially university graduate with teaching qualification.

3. Borno State Government should check to ensure that the National Teacher Education Policy objectives are followed to improve her teachers.
4. Borno State Government and stakeholders should give adequate attention to teachers in the senior secondary schools to address their social life in the community and society especially gender.

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