

TEACHERS PERCEPTION ON TRANSFORMATIONAL TEACHING STRATEGIES AND STUDENT ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN UYO LOCAL GOVERNMENT AREA, AKWA IBOM STATE

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ABSTRACT

This research was conducted in order to examine the teacher's perception of transformational strategies and their corresponding impact on teaching approaches in secondary schools. In order to carry out this study, a specific research objective was drawn, from which a null hypothesis was formulated and used for the study. The study adopted a survey design. A sample of 384 secondary school teachers was drawn using proportional sampling techniques. The study concluded that there is a significant influence of teacher perception on transformational strategies and their corresponding impact on student performance in Uyo Local Government Area of Akwa Ibom State. Based on the findings of the study, the researchers recommended that the teacher adopt better teaching strategies during the teaching-learning process. Since teacher quality is significantly related to students' achievement, teachers should possess the requisite qualifications before being recruited to teach. That the search for blame for poor performance should be re-focused on areas such as poor language laboratory classes, home-tasks given, and preparation and utility teaching aids.

Introduction

Education is the bed rock of every nation. Education is a path way of fostering a Nation economy and a way of sustaining a people's culture which is transferred from one generation to another. The teaching method becomes an important path-way that should not be under-mind by teachers. The primary purpose of teaching at any level of education is to bring a fundamental change in the learner in terms of literacy, numeracy and skills attainments (Tebabal & Kahssay, 2011). To facilitate the process of knowledge transmission, teachers adopt appropriate teaching methods that are capable of bringing about the attainment of specific teaching and learning objectives. Studies have revealed that, regular poor academic performance by the majority

students is fundamentally linked to application of ineffective teaching methods by teachers to impact knowledge to learners (Hightower, 2011). Substantial research on the effectiveness of teaching methods indicates that the quality of teaching is often reflected by the achievements of learners. According to Ayeni (2011), teaching is a process that involves bringing about desirable changes in learners so as to achieve specific outcomes. In order for the method used for teaching to be effective, Adunola (2011) maintains that teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered.

The problem the educational system is facing, it's not because the schools lack professional teachers alone, professional teachers are there but how do these professional teachers teach? That is, what approach or method do they use in teaching? Teaching method is considered as most important aspect in teaching. Nigeria present school culture strives on transactional teaching which involve the transmission of knowledge from teachers to students. Student are just passive learners who are expected to simply assimilate information and synthesize the new knowledge on their own (Ojeje 2018). There is a strong demand for educators' adjustment to the new age, especially for why and how we teach.

The term "transformational teaching" was first used by Slavich (2005, 2006) to describe the belief that instructors can promote meaningful change in students' lives if they view courses as stages upon which life-changing experiences can occur. This early formulation focused on promoting student learning and personal development through the implementation of group-based activities that involve experiencing key course concepts while reflecting on the process. Slavich proposed that when such activities are implemented with structured guidance from an instructor, these experiences do not just "impart information to students but rather [change] something about how students learn and live" (Slavich 2005, p. 3). In subsequent papers, Slavich highlighted how instructors can serve as motivational leaders in this process by compelling students to realize a shared vision for a course, which encourages students to work together to maximize their personal and collective potential (Slavich 2006b, 2009).

Transformational teaching practices have been derived from the transformational leadership theory of Bass (1985). The use of transformational leadership in a classroom context is based on the assumption that the classroom can be viewed as a small social organization with the teacher as a leader and students as followers (Cheng 1994; Pounder, 2004). Transformational teaching practices include charisma, individualized consideration, and intellectual stimulation. Charismatic teachers create enthusiasm among students about tasks. They win respect and possess a sense of mission that they convey to students (Banjeri & Krishnan, 2000).

Harrison (2011) found that teachers indicated individualized consideration by dealing with each student as an individual and facilitating them in their personal growth and development so that they were able to reach their full potential. According to Boyd (2009), educators demonstrated intellectual stimulation in the classroom when they helped students evaluate the assumptions that limited their thinking. As transformational leaders stimulate their followers to experience high levels of motivation and performance, transformational teachers

encourage their students in personal growth for a high level of academic achievement (Slavich & Zimbardo, 2012). In keeping with the view of teachers as transformational leaders, research studies report the positive relationships between teachers' transformational behaviors and students' overall satisfaction and performance in the classroom (Harvey, Royal, & Stout, 2003; Kinicki & Schriesheim, 1978; Pounder, 2008).

Marcus (2004) investigated the role of transformational leadership in distance education and concluded that through transformational teaching practices instructors increased student creativity and helped them to contribute to the creation of new ideas. Slavich and Zimbardo (2012) suggested that transformational teaching could increase students' potential for academic success and positively impacted students' attitudes, values, beliefs, and skills. A transformational classroom climate indicates improved communication and deep understanding of concepts (Ahmed & Qazi, 2011). Harvey et al. (2003) posited that enhanced participation and increased teacher credibility were correlated with transformational leadership skills in the classroom. Likewise, Mulford and Silins (2003) found that transformational teachers prioritized student needs, encouraged and appreciated their student opinions, and demonstrated moral support.

Researchers elaborated on how a transformational teacher created a respectful learning climate and established rapport with students. Research studies support the association of transformational teaching and student learning outcomes at all levels of educations. Transformational teaching positively influences student learning outcomes in the schools, colleges, and university settings (Boyd, 2009; Cheng, 1994; Harvey et al., 2003; Pounder, 2008). Cheng (1994) found that transformational leadership positively impacted classroom environments and increased student academic performances. Boyd (2009) stated that transformational teaching in a school could transform the lives of students who were members of gangs. The researcher illustrated how a teacher used individualized consideration and intellectual stimulation to transform a classroom of gang members into a group of scholars and teachers. Boyd found that transformational teachers display certain behaviors such as being sensitive to students' needs, establishing rapport with students, and helping them to become self-actualized. Boyd suggested that by knowing students more on a personal level, teachers could direct students to needed services or lead them to resources or mentors that could help them achieve their personal goals. The benefits of transformational teaching are not confined to student outcomes. Transformational teaching is positively linked with decreased faculty turnover rates, increased levels of faculty job satisfaction, and greater levels of faculty commitment to reform universities and implement change (Griffith, 2004; Harrison, 2011).

Basic Principles of Transformational Teaching

To substantiate our formulation of transformational teaching, we have reviewed the theoretical roots that underlie contemporary approaches to learning. To distill these perspectives into techniques that instructors can use to achieve transformational teaching goals, we take these perspectives and present them as three overarching transformational teaching principles, which include: (1) facilitate students' acquisition and mastery of key course concepts; (2) enhance

students' strategies and skills for learning and discovery; and (3) promote positive learning-related attitudes, values, and beliefs in students.

Facilitate acquisition and mastery of key course concepts: Facilitating students' acquisition and mastery of key course concepts is central to all contemporary approaches to classroom instruction and is not unique to transformational teaching. However, several steps can be taken to make these approaches transformational in nature. First, as suggested by social constructivism (Vygotsky 1978, 1986), transformative learning theory (Mezirow 2000), and intentional change theory (Boyatzis 2009), instructors can increase students' prospects for personal development by having students work in interdependent teams where communicating ideas, sharing knowledge, delegating responsibility, negotiating relationships, and obtaining consensus is necessary for solving problems and completing assignments.

Enhance strategies and skills for learning and discovery: A second principle of transformational teaching involves providing students with strategies and skills that are important for learning and discovery. This theme is common to all of the major approaches to classroom instruction described in Table 1 and is necessary, we believe, for transformational teaching. To accomplish this transformational teaching goal, instructors regard classrooms as "learning labs" in which students collaborate with each other and with their instructor to evaluate ideas and solve problems for the purposes of mastering bodies of information and acquiring new skills for discovery. We call this principle "learning by doing with others," which derives from the social constructivism notion that students gain valuable information and tools from working with peers (Piaget 1926; Vygotsky 1978, 1986); from social cognitive theory, which argues that successful experiences using learning-related tools are critical for increasing students' efficacy and likelihood of employing such tools in the future (Bandura 1986, 1997, 2012); and from transformative learning theory, which emphasizes that students must be engaged in collaborative problem solving and discussion in order to transform learning-related skills, attitudes, and beliefs (Cranton 2006; Dirkx 1998; Erickson 2007; Mezirow 2000; Taylor 2007).

Promote positive learning-related attitudes, values, and beliefs: The third principle of transformational teaching involves promoting positive learning-related attitudes, values, and beliefs through the application of strategies from transformative learning theory (Erickson 2007; Mezirow 2000; Taylor 2007), intentional change theory (Boyatzis 2006), and transformational leadership (Bass 1985; Bass and Bass 2008; Bass and Riggio 2006, 2010). Common to these three perspectives is the notion that changes in specific attitudes, values, and beliefs occur when leaders facilitate individuals' direct engagement with questions and problems in a way that challenges prevailing views on a topic. These changes result when students solve questions and problems that center on particular concepts, but also when students discuss and debate ideas while reflecting on their beliefs and on alternative points of view (Mezirow 1997, 2000; Smith et al. 2009). As suggested by both transformative learning theory and intentional change theory, changes in attitudes and beliefs are most likely to occur in social contexts, insofar as social interactions expose individuals to different viewpoints and to supportive others who can encourage positive change (Boyatzis 2009; Brock 2010; Mezirow 2000). Engaging students in

collaborative, interdependent problem solving and discussion is thus critical for promoting positive learning-related attitudes, values, and beliefs in transformational teaching.

Theoretical Framework

Intentional Change Theory

Another theoretical perspective incorporated into transformational teaching is provided by intentional change theory. Intentional change theory derives primarily from the management literature and proposes that a desirable, sustainable change in an individual's behavior, thoughts, feelings, or perceptions involves five steps, or "discoveries," which function as an iterative cycle (Boyatzis 2006a, b, c). First, individuals must establish an ideal self and a personal vision for the future (i.e., Who do you want to be?), which is based on developing an image of a desired future, fostering hope that one can achieve their goals, and identifying established strengths upon which the personal vision can be realized (Boyatzis and Akrivou 2006). Second, they must identify their "real self," which includes an honest assessment of strengths and weaknesses, and then compare it to their ideal self, or who they want to become. Third, they must devise a tailored learning plan, which establishes a set of personal standards that the individual needs to meet to "close the gap" between their real self and their ideal self. Fourth, they need to engage in activities that allow them to experiment or practice with new behaviors, thoughts, feelings, or perceptions. And finally, they must develop and maintain close, personal relationships with people who can help them move through these steps and toward their goal of realizing change. Although intentional change theory concerns itself with all types of behavioral and attitudinal change, the steps or discoveries that are outlined by the theory can clearly be applied as a framework for understanding how instructors can enhance students' attitudes, values, and beliefs in the classroom. Several techniques, in fact, are already found in contemporary approaches to classroom instruction. For example, instructors can help students formulate an ideal self and personal vision for the future, foster hope that students can realize their desired future, aid students in identifying areas of strengths and weakness to highlight what needs improvement, establish individualized development plans for students, engage students in activities that enable them to practice new patterns of thinking and behaving, and surround students with supportive others who promote these goals and encourage positive change.

Methodology

Design of the study

A survey design was used for this study. This approach was considered most appropriate because it helped this researcher to describe, examine, record, analyze and interpret the variables that were found in this study. It is also useful because of the relatively large population from which the information was collected.

Area of the Study

The area of this study is Uyo Local Government Area of Akwa Ibom State. According to the 2006 census figures, the population of the entire Uyo Local Government Area is 554,906. Majority of these people live and do business in Uyo town.

Population of the study

The population of this study consisted of 9430 Junior Secondary School student in some public school in Uyo Local Government Area, Akwa Ibom State.

Sample and Sampling Technique

A sample of 384 Secondary Schools was used for this study. First and foremost, five out of fourteen schools were selected using hat and draw method as representative schools. Proportional sampling techniques was employed in selecting the respondents from the five sampled public secondary schools in Uyo Local Government Area. The sample size was statistically determined using the sample fraction.

Research Instrument

The research instrument used for the study was teacher's perception on transformational teaching strategies questionnaire (TPTTSSAPQ). The instruments elicited information on the independent and dependent variables. Information on the students' performance was also elicited. Likert (1932) modified scale of measurement was used in this study. The research instrument was made up of two sections; A, and B. Section A, focused on the personal data of the respondents. Section B contains item on the different teaching model and student academic performance. Each variable was measured with a 4 points level of internal scale of measurement -Strongly Agreed (SA) (4points), Agreed- (A) (3 points), Disagree-(D) (2 points); Strongly Disagreed (SD)- (1 point) if the item was positively worded.

Validity of the Instrument

The questionnaire used for the collection of data was validated by two research expert, who corrected all forms of error in line with the aim and objectives of the study.

Reliability of the Instrument

The researcher adopted Pearson Product Moment Correlation (PPMC) analysis to determine the reliability of the instruments. In the trial testing, a total of 20 teachers who were not part of the main study were randomly selected from the secondary schools in the study area, and the instruments administered questionnaire. The data collected were analyzed and the result of the showed 0.72 reliability coefficient. This indicated that the instrument was reliable for use.

Administration of instrument

The researcher, with the help of research assistants in the various schools, administered the questionnaire to the teachers. They also ensured that the whole questionnaire was collected and responded to by the respondents. However only 383 questionnaires were filled and returned.

Method of Data Analysis

The collected data were analyzed using appropriate statistical technique such as descriptive statistics for research questions while PPMC analysis for the test of null hypothesis.

Decision Rule

For accurate decision to be taken after testing hypothesis, decision rules were formulated to guide the researcher in decision making as a rule the decision to reject or not reject the null hypothesis (Ho) depends on whether the calculated value of the test statistic is greater or less than the critical value. The cut off point for mean rating was 2.5. This mean that if the mean items are above the cut-off point it will calculated as significant item the reverse will be calculated otherwise.

TABLE 1

Descriptive analysis of teachers' perception of transformational teaching strategies and student academic performance in some selected secondary schools in Uyo Local Government Area of Akwa Ibom State

ITEMS	\bar{X}	SD	Decision
My teachers attend class regularly and this has influence me never to missed class	2.50	1.01	Agree
My teacher shows good example through their dressing and I influence the way I dress	2.69	1.10	Agree
My teacher is committed to teaching and carrying all student along and this has influence me so much to be hard working in my academics	2.73	1.14	Agree
My teachers' set specific goal for each week and he/she makes sure that those goals are achieved by all class member	2.51	1.14	Agree

Legend: X = Mean; SD = Standard Deviation; N: 384

Table 1 presents the result of the descriptive analysis of teachers' perception of transformational teaching strategies and student academic performance in some selected secondary schools in Uyo Local Government Area of Akwa Ibom State. The result of data analysis of table 1 revealed that the items had a mean range of 2.50 to 2.73 showing influence of teachers' perception of transformational teaching strategies on the use of idealized influence to improve student academic performance.

Hypotheses Testing

Hypothesis One

The null hypothesis states that there is no significant difference in teachers' perception of transformational strategies and student academic performance in secondary schools in Uyo Local Government Area of Akwa Ibom State. Pearson Product Moment Correlation analysis was then used to analyze the data in order to determine the relationship between the two variables (see table 2)

TABLE 2

Pearson Product Moment Correlation Analysis of teachers' perception of transformational strategies and student academic performance in secondary schools in Uyo Local Government Area of Akwa Ibom State

Variable	$\sum x$	$\sum x^2$	$\sum xy$	r
	$\sum y$	$\sum y^2$		
Student Academic performance(x)	23191	377071		
Transformational Teaching Strategies (y)	9113	58989	148485	0.82*

***Significant at 0.025 level; df =382; N =384; critical r-value = 0.086**

Table 2 presents the obtained r-value as (0.82). This value was tested for significance by comparing it with the critical r-value (0.086) at 0.025 levels with 382 degrees of freedom. The obtained r-value (0.82) was greater than the critical r-value (0.086). Hence, the result was significant. The result therefore means that there is significant difference in teachers' perception of transformational strategies and student academic performance in secondary schools in Uyo Local Government Area of Akwa Ibom State.

Discussion of Findings

The result of the data analysis in table 1 and 2 were significant due to the fact that the obtained r-value (0.82) was greater than the critical r-value (0.086) at 0.025 level with 382 degrees of freedom. This implies that there is significant difference in teachers' perception of transformational strategies and student academic performance in secondary schools in Uyo Local Government Area of Akwa Ibom State. The significance of the result caused the null hypothesis to be rejected while the alternative one was accepted.

Summary

This research was conducted in order to examine the ascertain teacher's perception on transformational strategies and their corresponding impact on student academic performance in secondary schools. In order to carry out this study, four specified research objectives were drawn from which null hypotheses were formulated and used for the study. The review of literature was done using the variables of the research objectives. This was accomplished by employing past research works, academic journals and textbooks. The comparative survey, exploratory and secondary data, research designed were adopted in the study due to the nature of the research. The sample size was 629 respondents. The data collected from them was subjected to statistical analysis and the results of the analysis were all significant at 0.05 level.

Conclusion

Based on the data analysis of the study, the study concluded that there is Significant of influence of teacher's perception on transformational strategies and their corresponding impact on and student academic performance in secondary schools in Uyo Local Government Area of Akwa Ibom State.

Educational Implication of Findings

The works appraisal of the research under study and research has shown that transformational teaching strategies influence students' academic performance. This study therefore, the implication of the findings given that Non-Governmental Organizations (NGOs), PTAs, Federal, State and Local governments should join hands in providing information to principals, school managers, teachers etc. how transformational teaching strategies affects performance in schools.

Recommendations

Based on the findings of the study, the following recommendations are suggested:

Since teacher quality was significantly related to students' achievement, teachers should possess the requisite qualifications before being recruited to teach. Furthermore, the teacher should adopt better teaching strategies during the teaching-learning process.

That the search light of blame on poor performance should be re-focused on areas such as poor language laboratory classes, home-task given and preparation/utility teaching aids.

Government through the Ministry of education and school management should come up with strategies to mitigate these challenges, for example building enough schools, providing teachers with allowances that commensurate with the hardship they face in the regions.

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