



## Relationship between Teacher Related School Milieu and Teachers' Effectiveness in Secondary Schools in Delta State, Nigeria

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### ABSTRACT

This paper investigates teacher related school milieu and teachers' effectiveness in public secondary schools in Delta State, Nigeria. Three research queries and three hypotheses directed the study. The study design is correlational and the population comprised principals and teachers of selected schools in the state. The sample of principals and teachers were selected using stratified sampling technique. Questionnaire was the only instrument for collection of data from the respondents. Data collected were analyzed using coefficient of determination to answer the questions and Pearson Product Moment Correlation Coefficient to test the hypotheses at 0.05 level of significance. The findings revealed that teacher personality and teaching effectiveness are positively related. Teacher welfare and teacher effectiveness are positively related. There is a positive relationship between teacher capacity building and teacher effectiveness in teaching. The hypotheses tested showed that the relationship among teacher personality, teacher welfare and teacher capacity building and teacher effectiveness in teaching are significant at 0.05 level. The study recommended that teachers should continue to uphold their professionalism by being more committed to teaching.

**Keywords:** Capacity building, personality, teacher, secondary schools, milieu, welfare.

### Introduction

Secondary education is generally the type of education given to children after primary school level education before tertiary level. The broad goals of secondary education are to prepare the individual for useful living within the society and higher education (Federal Government of Nigeria FGN, 2013).

School learning environment/milieu can play an important role in the achievement of the goals of secondary education which depends on teachers' effectiveness and students' quality achievement. This learning environment also determines the school milieu which includes but not limited to school and classroom environment, made up of the physical, facilities and the interaction of those in the environment. Physical facilities are distinct from physical environment, the latter is broad to include all the materials, objects, building, furniture, equipment, the lightening system, quality of air, as well as the arrangement and interaction of those in the system. Although, in recent times, stakeholders in the educational sector have focused their attention the quality students' performance which can be affected by their non-commitment to their studies due to lots of distractions that hamper learning. It appears that only very little attention seems to be given to the teaching and learning environs and school milieu as factors that can determine effective and efficient learning due to teachers' effectiveness.

Teacher and students need safe environment for reading which can stimulate teaching and learning process. The school environment is where students spend about six to eight hours daily. This calls for careful planning, designing and implementation to optimize teaching and learning outputs which are supportive and favourable to the teaching and learning process. School milieu as a variable in this study can be conceptually regarded as congregate measure of schools' characteristics such as the relationship between the school heads/administrators, teachers, students and parents determined by the type and level of communication, motivation and leadership style. It could also be explained as the overall interaction and interpersonal relationship with one another and the available school plants. Therefore school milieu refers to the atmosphere in the school which could affect the morale and personal satisfaction of all persons involved in the affairs of the school.

School working condition or welfare can influence teachers' effectiveness, through acknowledgement of their contributions, prompt payment of salaries, continuous training and development, implementation, housing, transportation and health schemes, and quick implementation, good retirement benefit and creation of conducive working environment, and other welfare incentives that motivates workers for effectiveness. Compensation is another concept associated with staff welfare which motivates staff to quality output. It is the amount of money an organisation can offer employees in return for the efforts and services rendered. Compensation in schools could promote effectiveness of teachers and lack of it could have negative impact on teachers and place students' learning at stake.

Although many researches have been conducted on the concept of teachers' job effectiveness, a universal theoretical conceptualization of the phenomenon is generally lacking. The general tendency is for researchers to employ operational definitions probably to avoid being entangled in the intricacies of clarifying the concept of teaching effectiveness. Nevertheless, teachers' job effectiveness is the achievement of instructional objectives, involving a regenerative interaction between the teacher and students, involving a positive change in knowledge, attitudes and behaviours of individuals and communities involved.

Anho (2018) stated that school milieu is the same as school climate and is one of the variables in this study which is regarded as an aggregate measure of school's characteristics, such as relationships between parents, teachers and administrators, communication, motivation and instructional supervision. It could be seen as the overall interaction resulting from human relationships with each other and with the physical parts in the school environment.

School milieu variables of concern to this study include teacher related variables such as teacher welfare, teacher personality and teacher capacity building.

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## Statement of the Problem

The school environment is much instrumental to the achievement of school goals and objectives, various research findings indicate that when the school milieu is not supportive of teaching and learning, the activities of such a school is usually seriously hindered. That is the reason principals play diverse roles in ensuring that the schools exist without interference, consequently, the main task of principals is to focus on the school, connected to school security and safety, effective teaching and learning brought about by available and equate financial and physical resources to boost teachers' morale, motivation and commitment, teachers capacity in terms of qualification, experience, knowledge of subject matter, proper utilization of the right teaching methods and good class management till these affects the general school milieu which promotes principals' quality administration, leading to teachers effectiveness and final attainment of expected school goals which is currently being disturbed by so much disorder in the school system.

There is no gain saying the facts that malfeasance affects the school milieu-teachers' teaching effectiveness and students' effective learning, such milieu leads to the cultivation of the feelings of fears, anxiety, sadness, intimidation, hopelessness, frustration and dissatisfaction all those concerned with education. It is a known fact that effective teaching depicts effective learning and both can only take place in a conducive atmosphere, where management, staff and students work as a team with cooperation, trust, understanding and mutual respect.

Teachers are critical in the realization of the goals and objectives of education. The nature of the relationship between teacher related school milieu and teacher effective is not clearly understood by the researchers. Thus, this study investigated teacher related school milieu and teacher effectiveness in secondary schools in Delta State, Nigeria.

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## Research Questions

The following research questions were raised to guide the study.

1. What is the relationship between teachers' personality as index of school milieu and teaching effectiveness in secondary schools in Delta State?
2. What is the relationship between teachers' welfare as index of school milieu and teaching effectiveness in secondary schools in Delta State?
3. What is the relationship between teachers' capacity as index of school milieu and teaching effectiveness in public secondary schools in Delta State?

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## Hypotheses

To direct this study, the following null hypotheses were formulated to be tested.

1. There is no significant relationship between teachers' personality as index of school milieu and teaching effectiveness in public secondary schools in Delta State
2. There is no significant relationship between teachers' welfare as index of school milieu and teaching effectiveness in public secondary schools in Delta State
3. There is no significant relationship between teachers' capacity as index of school milieu and teaching effectiveness in public secondary schools in Delta State

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## Literature Review

### The Concept of Teaching Effectiveness

Although many researchers have been conducted on the concept of teaching effectiveness, a universal theoretical conceptualization of the phenomenon is generally lacking. The general tendency is for researchers to employ operational definitions probably to avoid being entangled in the intricacies of clarifying the concept of teaching effectiveness. Teaching effectiveness majorly concerns with the relationship between the dispositions of teachers, teaching acts, classroom environment, and their effect on the learning of students. It depends on the emotional (kind, warm, compassionate), cognitive (using innovative teaching techniques, mastery of subject), and behavioural competence (patience, punctual, attentive) of a teacher (Gupta and Verma,

2021). Teaching effectiveness is an area of research which is concerned with the attributes of teachers, classroom environment, teaching acts, and their effects on the students. One can say that teaching effectiveness is the capability of teachers to teach in such a manner that he/she gets success to bring the desirable change in the students' behaviour. It can be further explained as a product of teachers' dispositions which determines the quality of a teacher's performance.

In the opinion of Gupta and Verma, (2021), teaching effectiveness directly depends on whether a teacher is effective in their teaching or not. Teachers are essential for developing the future of students and teaching effectiveness is the capability of teachers to teach in such a manner that he/she succeeds into bringing out the desirable changes in students' behaviour. It is assessed not only by the academic achievements of students but also from the sum total influence of an effective teacher. There are behaviours which constitute effective teaching and as well as activities which are embodied in teaching effectiveness; these are evident in behaviours of teachers and students. As evident in the above discussion, the concept of teaching effectiveness is fluid, global and complex. It cannot be satisfactorily explained theoretically. The meaning of the concept of teaching effectiveness is generally deduced from the context in which the term is used. In other words, teaching effectiveness is best conceptualized operationally. Effectiveness teaching can be achieved when a set of behaviors that effective teachers incorporate into their daily professional practice. These involved a deep understanding of subject matter, learning theory and student differences, planning, classroom instructional strategies, knowing individual students, and assessment of student understanding and proficiency with learning outcomes. They also include a teacher's ability to reflect, collaborate with colleagues and continue ongoing professional development (Robert, 2020).

### **Teachers' Personality and Teachers' Teaching Effectiveness**

Teachers' personality is made up of the situation and conditioning of his working welfare which also determine his morale disposition in the workplace. Dubra (2022) associates teacher personality with teaching effectiveness under the assumption that various inner personality needs will be exhibited in overt teacher behaviours.

Teaching effectiveness constituted the independent variable in this investigation while teacher personality constituted the dependent variable. Means and standard deviations were computed for each of the EPPS variable. Means tended to group effective teachers into four distinct clusters. The first cluster consisted of personality variables like change, dominance, nurturance and affiliation. The second cluster consisted of achievement and autonomy; the third cluster of deference and abasement; and the fourth cluster consisted of succulence. It is highly suggested that the principal should go for such teachers that may enable students to obtain good results both internally and external in their examinations.

Teachers' appearance determines the teaching and learning method. Teachers are expected to be always neat and tidy in appearance and behaviour. The wears they put on whether in the classroom or outside the classroom speak volumes of them and may impart negatively or positively on the students. If for an instance they appear unkempt or tattered the students in the lecture room may be thrown off balance such that it will hamper learning. If female teachers put on clothes that are transparent or that expose the sensitive parts of their bodies, the students instead of listening attentively to the lectures being delivered to them will be rather busy feasting their eyes lustfully on the teachers' exposed sensitive parts of the body like the breasts and the armpits. Teachers need to keep their hairs, clothes, nails; shoes, and mouths always clean. When teachers are neat, the students psychologically are better induced to listen, write and read along with the teacher (Aluko & Ajibade, 2002).

### **Teachers' Welfare as Index of School Milieu and Teachers Effectiveness**

Teachers' welfare equally determines individual morale and work effectiveness. An organisation is most unlikely to attain optimum operational performance unless the milieu evokes a spirit of support and co-operation throughout the organisation and is conducive to motivating members to work willingly and effectively.

There is a relationship between teachers' welfare, personality, morale and school milieu. Teachers' welfare is very essential in determining the working environmental milieu, teaching commitment and effectiveness. Welfare as an index of school milieu effectiveness, hence Luthans (2015) emphasized welfare schemes are the strategies employed in motivating teachers for job effective, in the form of salary increment, gratuity, regular promotion, and ensuring job security, welfare has the possibility of triggering off and sustaining staff morale, motivation, and commitment and eventual boasting of organization or institutional attainment of self-goals and objectives.

### **Teachers' Capacity Development and Teaching Effectiveness**

Capacity development is the process by which individual and organizations obtain, improve, and retain the skills and knowledge needed to do their jobs competently. Capacity and capacity development are often used interchangeably; however, some people interpret capacity as not recognizing people's existing capacity whereas capacity development recognizes existing capacities which requires improvement.

Capacity is one of the ways by which employers use to make staff derive pleasure and be comfortable with their jobs. Staffs are given the opportunity to benefit from development programmes that are most appropriate to their primary assignment or areas of specialization, they tend to understand their jobs better, become confident in their abilities and develop a feeling of belongingness in the institution.

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## **Methodology**

This correlational study used the ex-post facto research design. Ex-post facto research design involves the investigation in which the researcher does not have direct influence on the variables because they have previously occurred in natural setting and not to be manipulated.

The population of this study was made up of 15175 with 452 principals and 14745 teachers in the 452 public secondary schools in Delta State in the 2023/2024 academic year. The sample of this study consist of 1700 drawn from the 15197 population of the study with 226 principals i.e. 50% of the principals and 1474 i.e. 10% of teachers from the 452 public secondary schools in Delta State. The sampling procedure was the stratified random sampling technique.

The instrument that was used in this study was two self-developed questionnaire titled “Teacher Related School Milieu and Teaching Effectiveness (TRSMTE) which had a total of 18 items. The instrument was constructed from the variables of study and literature reviewed. Respondents indicated their opinion by ticking the extent to which they agreed or disagreed with the statement. The scoring was based on the adopted four point scoring scale of strongly agree (SA) = 4 points, Agree (A) = 3 points, and Negative Responses of Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. The validity of the instrument was ascertained by giving it to two experts in educational administration who assessed the suitability of the language and adequacy of the items in addressing the research questions.

The instrument was subjected to a split-half reliability test using 30 teachers from the population excluded from the main samples of the study. The instrument was administered to the respondents by the researcher and two well instructed research assistants. The research used Pearson correlation determination for research questions and Pearson Product Moment Correlation Coefficient statistics was used to test the hypotheses formulated at 0.05 level of significance.

## Presentation of Results

**Research Question 1:** What is the relationship between teachers’ personality and teaching effectiveness of public secondary schools in Delta State?

**Table 1: Relationship between teachers’ personality and teaching effectiveness in public secondary schools in Delta State**

Variables	N	Mean	Std. Deviation	R	r <sup>2</sup>	r <sup>2</sup> %	Remark
Teacher Personality		3.22	0.70				
	1366			.740	.550	55	Positive relationship
Teaching Effectiveness		2.83	0.66				

Data in Table 1 showed the relationship between teachers’ personality and teaching effectiveness of public secondary schools in Delta State. The result indicates that teachers’ personality has a mean score of 3.22 (SD = 0.70), while teaching effectiveness has a mean score of 2.83 (SD = 0.66). The computed r value of .740 indicates a positive relationship between teachers’ personality and teaching effectiveness of public secondary schools in Delta State. The r<sup>2</sup> value of .550 revealed that teachers’ personality accounts 55% of the variation in teaching effectiveness in public secondary schools in Delta State.

**Research Question 2:** What is the relationship between teachers’ welfare and teaching effectiveness in secondary schools in Delta State?

**Table 2: Relationship between teachers’ welfare and teaching effectiveness in public secondary schools in Delta State**

Variables	N	Mean	Std. Deviation	R	r <sup>2</sup>	r <sup>2</sup> %	Remark
Teachers’ Welfare		3.16	0.72				
	1366			.728	.532	53	Positive relationship
Teaching Effectiveness		2.83	0.66				

Data in Table 2 showed the relationship between teachers’ welfare and teaching effectiveness of public secondary schools in Delta State. The result indicates that teachers’ welfare has a mean score of 3.16 (SD = 0.72), while teaching effectiveness has a mean score of 2.83 (SD = 0.66). The computed r value of .740 indicates a positive relationship between teachers’ welfare and teaching effectiveness of public secondary schools in Delta State. The r<sup>2</sup> value of .550 revealed that teachers’ welfare accounts 53.2% of the variation in teaching effectiveness in public secondary schools in Delta State.

**Research Question 3:** What is the relationship between teachers’ capacity building and teaching effectiveness in public secondary schools in Delta State?

**Table 3: Relationship between teachers’ capacity building and teaching effectiveness in public secondary schools in Delta State**

Variables	N	Mean	Std. Deviation	R	r <sup>2</sup>	r <sup>2</sup> %	Remark
Teachers’ Capacity Building		3.23	0.61				
	1366			.725	.543	54	Positive relationship
Teaching Effectiveness		2.83	0.66				

Data in Table 3 showed the relationship between teachers’ capacity building and teaching effectiveness of public secondary schools in Delta State. The result showed that teachers’ capacity building has a mean score of 3.23 (SD = 0.61), while teaching effectiveness has a mean score of 2.83 (SD = 0.66).

The computed  $r$  value of .725 indicates a positive relationship between teachers' capacity building and teaching effectiveness of public secondary schools in Delta State. The  $r^2$  value of .725 revealed that teachers' capacity building contributed 54.3% of the variation in teaching effectiveness in public secondary schools in Delta State.

## Testing the Hypotheses

**Hypothesis One:** There is no significant relationship between teachers' personality and teaching effectiveness in public secondary schools in Delta State.

Table 4: Pearson correlation between teachers' personality and teaching effectiveness

Variable	N	Mean	SD	R	Sign. (2-tailed)	Decision
Teachers' Personality		3.22	0.70			Significant
Teaching effectiveness	1366	2.83	0.66	0.740	0.000	Reject
						HO <sub>7</sub>

Data in Table 4 showed Pearson correlation between teachers' personality and teaching effectiveness in public secondary schools in Delta State. The result shows  $r$  value is 0.740,  $P(0.000) < 0.05$ . level of significance. The null hypothesis is not accepted. Therefore, there is a significant relationship between teacher personality and teaching effectiveness in public secondary schools in Delta State

**Hypothesis Two:** There is no significant relationship between teachers' welfare and teaching effectiveness in public secondary schools in Delta State

Table 5: Pearson Product Moment correlation analysis of teachers' welfare and teaching effectiveness

Variable	N	Mean	SD	R	Sign. (2-tailed)	Decision
Teachers' Welfare		3.22	0.70			Significant
Teaching effectiveness	1366	2.83	0.66	0.728	0.001	Reject
						HO <sub>7</sub>

Data in Table 5 shows Pearson correlation analysis between teachers' welfare and teaching effectiveness in public secondary schools in Delta State. The result shows  $r$  value is 0.728,  $P(0.001) < 0.05$ . level of significance. The null hypothesis is not accepted. Therefore, there is a significant relationship between teacher welfare and teaching effectiveness in public secondary schools in Delta State.

**Hypothesis Three:** There is no significant relationship between teachers' capacity building as index of school milieu and teaching effectiveness in public secondary schools in Delta State

Table 6: Pearson Product Moment correlation analysis of teachers' capacity building and teaching effectiveness

Variable	N	Mean	SD	R	Sign. (2-tailed)	Decision
Teachers' Capacity Building		3.23	0.61			Significant
Teaching effectiveness	1366	2.83	0.66	0.725	0.000	Reject
						HO <sub>7</sub>

Data in Table 6 shows Pearson correlation analysis between teachers' capacity building and teaching effectiveness in public secondary schools in Delta State. The result shows  $r$  value is 0.725,  $P(0.000) < 0.05$ . level of significance. The null hypothesis is not accepted. Therefore, there is a significant relationship between teachers' capacity building and teaching effectiveness in public secondary schools in Delta State

## Discussion of Findings

### Relationship between teachers' personality and teaching effectiveness

The finding for the first research question revealed that there is a positive and significant relationship between teacher personality and teaching effectiveness in public secondary schools in Delta State. This finding implies that teachers' personality plays significant function in their teaching effectiveness. A teacher with a pleasant personality in the classroom will be appreciated and liked by the students and thus this could boost his or her effectiveness in teaching and classroom management. This finding is supported by Dash and Barman (2016) who found pleasant teachers are better performers.

### Relationship between teachers' welfare and teaching effectiveness

The finding for research question two indicated that there was a positive linear relationship between teachers' welfare as index of school milieu and teaching effectiveness in public secondary schools in Delta State. The corresponding hypothesis tested revealed that there was a significant relationship

between teachers' welfare as index of school milieu and teaching effectiveness in public secondary schools in Delta State. This finding aligns with Devamma (2018) who reported that staff welfare packages led to increase in their job commitment and effectiveness.

This finding is also in line with that of Uwoma, Ethete and Mark (2017) on the contribution of the work environment and compensation as indications of increase productivity of teachers in Ogun State Nigeria and reported that there are significant positive relationships among work environment compensation which are elements of welfare and teachers' productivity. Paying attention to employees' welfare has always been one of the main factors in their work effectiveness and productivity. In addition, the finding agreed with Nasiri, Tabibi and Habibi (2012) who found that the welfare of employees is critical to their participation in success of the organization.

#### **Relationship between Teachers' capacity and teaching effectiveness**

The finding in this regard indicated that there was a positive relationship between teachers' capacity as index of school milieu and teaching effectiveness in public secondary schools in Delta State. The hypothesis tested revealed that there was a significant relationship between teacher capacity building and teaching effectiveness. Teachers who are exposed to training and re-training programmes, acquired more skills for better job performance and thus their effectiveness improved. This finding supports Falola, Osibanjo & Ojo (2014) who documented the importance of training and development programmes on employee effectiveness. Similarly, the finding agreed with Dixon (2010) and Fejoh & Faniran (2016) who found that training, development, seminars, and in-service training among others increased employees' performance and effectiveness of production.

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### **Conclusion and Recommendations**

The conclusion drawn from the findings is that teacher personality, welfare and capacity building correlates positively with teacher effectiveness.

Hence the researchers recommended that

1. Teachers should continue to maintain pleasurable appearance by their dress code in line with the teaching profession to enhance their teaching effectiveness..
2. Government should establish good welfare packages for teachers for enhanced professional practice and improved effectiveness in teaching.
3. Principals should ensure regular capacity building for teachers for upgrading of skills and knowledge and improved teaching effectiveness..

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