

# MANAGING QUALITY TEACHING FOR EFFECTIVE STUDENTS LEARNING OUTCOMES IN PUBLIC SECONDARY SCHOOLS IN BAYELSA STATE, NIGERIA

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## ABSTRACT

The main focus of this study is to investigate, managing quality teaching for effective students learning outcomes in public secondary schools in Bayelsa State, Nigeria. Two research questions and two hypotheses were used in the study. The study adopted a descriptive research design. The population of the study consisted of all the 4,020 teachers in the 208 public secondary schools in Bayelsa State. A sample of 680 teachers from 40 public secondary schools representing 17% of the entire population were randomly selected for this study. The questionnaire instruments titled: "Managing Quality Teaching for Effective Students Learning Outcomes in Public Secondary Schools Questionnaire (MQTESLOPSQ)" were used for the study. Furthermore, the coefficient index values obtained was 0.86; therefore the reliability of the instrument was established. Mean and standard deviation statistics were used to answer the research questions, while t-test inferential statistical tool was used to test the null hypotheses at 0.05 alpha level of significance. The findings of this study revealed amongst others that teachers' use of instructional materials, and teachers' time management in class aid in effective students' learning outcome in public secondary schools in Bayelsa state. The study therefore, concluded that the quality of the teaching force in schools is the key to raising student achievement in secondary schools. Hence, the government must employ quality teachers, provide a conducive environment, and provide quality educational resources for quality teaching especially in this digital era to enhance students' learning outcome and academic achievement. The study, therefore, amongst others, recommended that teachers should be encouraged to always use instructional materials so as to improve the students' learning outcomes, teachers should be assigned moderate workload for effective teaching and the teachers should adopt teaching methods in the various subjects for a positive impact on student academic performance.

**Keyword:** *Managing, Quality, Teaching and Effective Students Learning Outcomes*

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## INTRODUCTION

Education is a valuable resource that has a significant effect on people's lives and is the most effective way to promote long-term human development. It significantly affects fostering economic growth and advancing a country's development. The development of literacy, the learning of skills, the advancement of technology, and the ability to efficiently use a state's natural resources are all dependent on education, which is sometimes seen as an essential component in the evolution and success of civilizations. Education is commonly considered to be the fundamental pillar of any nation's development. Just as an individual cultivates their own well-being, a nation must similarly prioritise the development of its educational system in order to sustain its vitality in several domains,

including technology, economy, politics, and society. This commitment is essential for achieving high-quality outcomes and advancements. The ability to read and write gives them a fighting chance against poverty and hunger. This is a major factor in the effort parents put in to keep their children enrolled in school for as long as feasible. That's why governments strive to make higher education more accessible to their citizens of all ages.

Secondary education is an educational stage that serves as an intermediary between elementary school and higher education. Secondary education plays a crucial role in the academic progression, serving as a foundational stage that precedes tertiary education, which includes college and university-level courses. Secondary education has a pivotal position within the organisational structure of every educational establishment. The aforementioned phenomenon may be attributed to the role of elementary school in laying the necessary foundation for higher education, hence facilitating a child's academic endeavours and shaping their future professional ambitions. According to Etim (2007), the World Bank has come to understand the importance of secondary education as a key component of the modern educational system. Therefore, it can be concluded that providing a high-quality secondary education is essential for the development of intellectual capacities and the building of a fundamental framework that may enable additional specialised vocational training (Nwamuo et al., 2019).

An educational system's effectiveness and success depend on its teacher ability to deliver exceptional instruction. The instructional strategies that teachers employ in the classroom to foster and improve students' learning of knowledge and abilities are referred to as quality teaching. A conducive learning environment must be created, appropriate instructional objectives and assessments must be set, the curriculum must be successfully implemented, and a number of instructional strategies must be used to improve learning outcomes for all students (Kaplan & Owings 2001). According to Henard and Leprince-Ringuet (2008), quality teaching refers to the instructional approach that brings about a transformation in students' views and their application of knowledge to real-world issues. According to Adjei-Boateng (2016), the idea of excellent teaching includes teaching strategies and student participation that correspond to high standards. Powell (2016) opined that the teaching in issue is successful because it fosters excellence and improves student learning outcomes through the use of best practices. According to Ramsden (1992), great teaching is primarily concerned with facilitating high-quality student learning. The key to effective teaching is to have a constant focus on the manner and substance of student learning while also spotting opportunities for improvement (Prosser, 1993; Trigwell & Prosser, 1991). The effectiveness of instruction depends on a different factors, including how well teachers use instructional materials, how they present learning experiences in class, how they ask questions, how well they provide opportunities for practise during classwork, how well they manage their time in class, how well they use appropriate examples and how well they use clear learning tasks, etc.

It is well acknowledged that using instructional materials effectively may help teachers and students' achieve good pedagogical and learning results. To effectively facilitate teaching and learning in a classroom context, quality and sufficient instructional resources must be used. The educational materials cover a wide range of tools that are available to teachers, improving the quality of learning by encouraging participation and aiding long-term memory retention. According to Farombi (1998), educational resources including books, audio-visual materials, software, and hardware that is connected to educational technology are all included in the definition of instructional materials.

Another factor that might have a significant effect on students' academic performance is how teachers manage their time. A key resource that has an impact on many aspects of human endeavours is the idea of time. The resource in issue affects all those working in the educational field, including students, teachers, administrators, supervisors, and others. It is typified by a severely constricted supply. According to the research done by Ekundayo et al. (2010), teachers' are expressing worries about not having enough time to finish particular activities that they would have otherwise completed in an increasing number of instances. Ekundayo et al. (2010) claim that having such time will allow the teacher to effectively divide their focus between interpersonal contacts and productivity.

According to Ogunsaju (2004), academic quality in Nigerian educational institutions have significantly declined, failing to meet public expectations. Several stakeholders in the education sector are concerned about the issue of students in public secondary schools performing academically below standard. The observed prevalence could be attributed to the insufficient providing of students with high-quality educational experiences. The unsatisfactory academic performance of Nigerian students has been linked to the teacher unfavourable work attitudes, ineffective teaching techniques, and inadequate completion of their instructional duties—all of which have been attributed on a lack of motivation (Ofogebu, 2004).

Several stakeholders, notably parents and society as a whole, have recently emphasised their desire for the educational system to be of high quality. This call for quality may derive from the perceived inadequacy of the

outcomes produced by secondary schools on an annual basis. The current situation has been attributed to alleged weaknesses in the calibre of teachers, resulting from the instructional materials, time management in class and the host of other factors. The conviction that only highly qualified teachers can improve students with strong cognitive knowledge and academic aptitude, enabling them to achieve educational goals depend on the quality of instructional materials and time management in class. Therefore, this study aims to investigate, managing quality teaching for effective students learning outcomes in public secondary schools in Bayelsa state.

### **Aims and Objectives of the Study**

The main aim of this study is to investigate managing quality teaching for effective students learning outcomes in public secondary schools in Bayelsa State Nigeria. While the specific objectives are:

1. To determine the extent managing instructional materials improve students' learning outcomes in public secondary schools in Bayelsa State
2. To examine the extent time management in class contributes to students' learning outcomes in public secondary schools in Bayelsa State.

### **Research Questions**

The following research questions guided the study:

1. To what extent does managing instructional materials improves students' learning outcomes in public secondary schools in Bayelsa State?
2. How does time management in class contributes to students' learning outcomes in public secondary schools in Bayelsa State?

### **Research Hypotheses**

The following formulated null hypotheses further guided the study:

- Ho1** There is no significant difference between the mean ratings of male and female teachers on the extent managing instructional materials improves students' learning outcomes in public secondary schools in Bayelsa State
- Ho2** There is no significant difference between the mean ratings of male and female teachers on the extent time management in class enhances students' learning outcomes in public secondary schools in Bayelsa State.

## **CONCEPTUAL REVIEW**

### **Concept of Quality Teaching**

The importance of quality teaching has become an issue of contention in the secondary school sector as it changes. Significant expansion and diversity have occurred in the student body's demographic makeup, which now includes a wide range of socioeconomic and geographic origins. The addition of additional students calls for the deployment of innovative teaching techniques. The dynamics defining student-teacher relationships have changed as a result of the incorporation of modern technologies in educational environments. Governments, students and their families, businesses, and funding sources all have rising expectations for improved value and higher efficiency in educational teaching.

Quality teaching refers to the provision of instruction that is both effective and conducive to promoting excellence and achieving desired student learning outcomes. This is accomplished via the use of best practises and the capacity to successfully assist students in their learning endeavours. Based on the premise that effective instruction enhances student learning outcomes, Marton and Säljö (1976) identified two distinct learning approaches among students: the deep approach, characterised by a focus on comprehending the content of the course, and the surface approach, characterised by a focus on rote memorization of the material. According to the study conducted by Barrie et al. (2005), students who hold the perception that the quality of their instruction is of high calibre are more likely to take a profound approach to learning and develop a comprehensive and interconnected comprehension of the subject

matter. Educational settings at the secondary level that cater to the individual learning environment requirements of students and foster high-quality teaching practises have a positive impact on student academic achievement

### **Student Learning Outcomes**

A more typical synonym for "learning outcome" is "scholastic achievement" or "academic achievement." Quantitative or value-based measurements gleaned from achievement exams include the whole scope of educational success and outcomes within schools (Briggs, 1979). Gagne and Driscoll (1988) argue that this is the visible manifestation of the students' improved learning capacity as a consequence of the act of learning. The condition variable, the technique variable, and the outcome variable are the three categories into which Reigeluth (1983) divided the taxonomy of learning. According to Degeng (1989), a learning outcome variable includes "any and all consequences that can serve as indicators of the value of the application of learning strategies under varying conditions." Meanwhile, intellectual skills, cognitive strategies, linguistic knowledge, physical abilities, and attitudes are the five categories of competence of learning outcomes identified by Gagne & Briggs (1979). According to the Cambridge University Reporter (2003), student learning outcomes are commonly delineated based on their achievement in examinations. The assessment of student learning outcomes typically relies on the analysis of test outcomes, as this aligns with one of the primary objectives of educational institutions. Educational institutions are established with the primary objective of imparting knowledge and skills to their students, with the underlying aim of promoting and improving academic achievement.

### **Instructional Materials for Effective Students' Learning Outcomes in public secondary schools**

The development of instructional materials is a potent strategy for promoting effective teaching and fostering knowledge acquisition. The significance of good instructional materials in the context of teaching and learning is made obvious when considered in the perspective of their successful usage in classroom instruction. The instructional materials come with a wide range of resources that teachers may employ to engage students, promote retention, and enhance the calibre of their classes. The utilisation of instructional materials is crucial for learning to take place across the board in the curriculum of the school. Students get more opportunities to connect with text, pictures, and ideas when media and technology are used in the classroom, which enhances their literacy abilities in reading, writing, speaking, and listening.

Faize and Dahan (2011) define instructional materials as both written and digital resources intended to educate students a certain subject. The broad category of "instructional materials" includes prints, textbooks, periodicals, newspapers, slides, images, workbooks, electronic media, and a lot more. Instructional materials are a key component of the broader pedagogical framework and have a significant influence on the dynamics of instruction and student involvement.

The basis for what students will experience, learn, and apply during the academic year is laid out in the course textbook and additional readings. Students' interest and effort may be stimulated or depressed by them. For online courses, it is crucial to have a carefully thought-out and complete set of course materials that students may access, go over, absorb, and refer to as they progress through the course. As a result, it is crucial to carefully organise, choose, arrange, create, and apply this material in a course. The depth and breadth of knowledge must be taken into account when creating and choosing instructional materials in order to enhance student learning.

### **Teachers' Time Management in Class for Effective Students' Learning Outcomes**

In secondary schools throughout Ekiti State, Nigeria, Kayode and Ayodele (2015) studied the connection between instructors' efficient use of time and their students' academic performance. We surveyed 500 secondary school teachers and 50 school administrators as a part of this study. The methods used to collect the data for this investigation were varied. The first phase was to conduct interviews with educators to collect data for the "Questionnaire on Secondary School Teachers' Time Management in Ekiti State, Nigeria" (QSSTTM). The second method was gathering information from local school registrars on SSC exam outcomes. Testing instruments' "face validity" and "content validity" together provided evidence of their reliability. The dependability of QSSTTM was determined to be 0.82 in a split-half study. The mean, standard deviation, percentages, and a Pearson's product correlation analysis were only few of the statistical metrics used to examine the data. At the 5% threshold of significance, we examined all of the hypotheses. In a statistically meaningful way, pupils' achievement levels rose when instructors were able to better control their own time. The degree of instructors' time management and

academic achievement exhibited a modest level. Hence, it is suggested that educators enhance their time management skills, particularly by cultivating a heightened awareness of effective time allocation strategies.

Mosbah (2020) investigated how secondary school English as a foreign language (EFL) instructors managed their time. The purpose of this research is to better understand the barriers to effective time management for English as a Foreign Language (EFL) educators. This study focuses on first-year secondary school courses to investigate strategies that EFL educators might use to make the most of their time with students while still helping them acquire essential linguistic competence. To this end, we gave surveys to EFL instructors in secondary schools and observed their classes to obtain qualitative and quantitative data. This study's primary results indicate that bad lesson preparation, ineffective classroom management, big classes, and an overcrowded language syllabus are the primary variables adversely affecting EFL instructors' capacity to effectively manage their instructional time. Some substantial suggestions have been offered based on these results to aid instructors in optimising their instructional effectiveness and raising students' accomplishment. These include meticulous lesson preparation and building a well-disciplined classroom atmosphere.

### Methodology

This study adopted a descriptive survey research design. The population of the study comprised all the 4020 teachers across the 208 public secondary schools in Bayelsa State. A sample of 680 teachers from 40 public secondary schools representing 17% of the entire population were randomly selected for this study. The main instrument for data collection was a researcher developed 12-item structured questionnaire titled "Managing Quality Teaching for Effective Students Learning Outcomes in Public Secondary Schools Questionnaire (MQTESLOPSSQ)," to compile the findings. The Questionnaire was structured along a 4-point modified Likert scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE) Weighted 4, 3, 2 and 1 respectively. The formulated null hypothesis was also tested using the independent sample t-test at 0.05 level of significance.

### PRESENTATION OF DATA

#### Answer to Research Questions

**Research Question One:** To what extent does managing instructional materials improves students' learning outcomes in public secondary schools in Bayelsa State?

**Table 1: Mean ratings and standard deviation of teachers on how the use of instructional materials improves students' learning outcomes in public secondary schools in Bayelsa State.**

| Managing Quality Teaching for Improved Students Learning Outcomes in Public Secondary Schools in Bayelsa State |  |             |             |             |             |                |                 |                    |  |  |  |
|--|--|-------------|-------------|-------------|-------------|----------------|-----------------|--------------------|--|--|--|
|  |  | Male        |             | Female      |             | Teachers = 292 |                 | Teachers= 351      |  |  |  |
| S/N  | Variables  | $\bar{X}$   | S.D         | $\bar{X}$   | S.D         | Weighted Mean  | Rank Order      | Remark             |  |  |  |
| 1  | My school has adequate instructional materials   | 2.6         | 0.97        | 2.68        | 1.02        | 2.64           | 6 <sup>th</sup> | High Extent        |  |  |  |
| 2  | The students are taught with instructional materials   | 2.56        | 1.11        | 2.9         | 1.12        | 2.73           | 5 <sup>th</sup> | High Extent        |  |  |  |
| 3  | The use of instructional materials by teachers improves the students' learning outcomes              | 2.94        | 1.03        | 2.89        | 0.93        | 2.92           | 1 <sup>st</sup> | High Extent        |  |  |  |
| 4  | Teaching is effective when the teachers make use of instructional materials                          | 2.73        | 1.01        | 3           | 0.97        | 2.86           | 4 <sup>th</sup> | High Extent        |  |  |  |
| 5  | The use of science kits by science teachers have a positive impact on the students learning outcomes | 2.72        | 1.19        | 2.88        | 0.89        | 2.8            | 3 <sup>rd</sup> | High Extent        |  |  |  |
| 6  | The use of pictures, photos and video films by teachers influences students learning outcomes        | 2.91        | 1.15        | 2.86        | 1.04        | 2.88           | 2 <sup>nd</sup> | High Extent        |  |  |  |
| <b>Grand mean</b>  |  | <b>2.74</b> | <b>1.08</b> | <b>2.87</b> | <b>0.99</b> | <b>2.81</b>    |                 | <b>High Extent</b> |  |  |  |

Source: Survey Data, 2022

**Legends:**

$\bar{X}$  : Mean  
*S. D*: Standard Deviation  
*n* : Number

**Scales:**

1.00 - 2.49: Low Extent  
 2.50 - 4.00: High Extent

Data on Table 1 show the mean ratings and standard deviation of how the use of instructional materials improves students' learning outcomes in public secondary schools in Bayelsa State. The table show that both male and female teachers agreed that to a high extent school has adequate instructional materials, students are taught with instructional materials, use of instructional materials by teachers improves the students' learning outcomes, teaching is effective when the teachers make use of instructional materials, the use of science kits by science teachers have a positive impact on the students learning outcomes, and use of pictures, photos and video films by teachers influences students learning outcome are instructional materials that improves students' learning outcomes in public secondary schools in Bayelsa state as seen in items 1, 2, 3, 4, 5 and 6 with weighted mean ratings of 2.64, 2.73, 2.92, 2.86, 2.8 and 2.88 respectively. From the ranking order, item 3 came 1<sup>st</sup> while item 1 came last, this indicates that majority of the respondents agreed to a high extent that use of instructional materials improves students' learning outcomes in public senior secondary schools in Bayelsa State. The grand weighted mean value of 2.81 shows that use of instructional materials improves students' learning outcomes in in public secondary schools in Bayelsa State.

**Research Question Two:** How does time management in class contributes to students' learning outcomes in public secondary schools in Bayelsa State?

**Table 2: Mean ratings and standard deviation on the extent time management in class contributes to students learning outcome in public secondary schools in Bayelsa State.**

| Managing Quality Teaching for Improved Students Learning Outcomes in Public Senior Secondary Schools in Bayelsa State. |   |                     |             |                      |             |               |                 |                    |
|--|---|---------------------|-------------|----------------------|-------------|---------------|-----------------|--------------------|
| S/N  | Variables   | Male Teachers = 292 |             | Female Teachers= 351 |             | Weighted Mean | Rank Order      | Remark             |
|  |   | $\bar{X}$           | <i>S. D</i> | $\bar{X}$            | <i>S. D</i> |               |                 |                    |
| 7  | Teachers time management has a positive and significant effect on students' academic performance                      | 2.5                 | 1.34        | 2.64                 | 1.19        | 2.57          | 4 <sup>th</sup> | High Extent        |
| 8  | Teachers time management in fulfilling their duties and responsibilities in class improves students learning outcomes | 2.43                | 0.99        | 2.42                 | 1.1         | 2.42          | 5 <sup>th</sup> | Low Extent         |
| 9  | Teachers effective use of the school time table improves students learning outcomes                                   | 2.54                | 1.18        | 2.8                  | 1.28        | 2.67          | 2 <sup>nd</sup> | High Extent        |
| 10   | Effective lesson planning by teachers influences students' academic performance                                       | 2.78                | 1.05        | 2.71                 | 1.17        | 2.74          | 1 <sup>st</sup> | High Extent        |
| 11   | Effective classroom management by teachers influences students' academic performance                                  | 2.54                | 1.18        | 2.75                 | 0.97        | 2.65          | 3 <sup>rd</sup> | High Extent        |
| 12   | Teachers moderate workload enhances students learning outcomes  | 2.47                | 1.1         | 2.2                  | 1.15        | 2.34          | 6 <sup>th</sup> | Low Extent         |
| <b>Grand Mean</b>  |   | <b>2.54</b>         | <b>1.14</b> | <b>2.59</b>          | <b>1.03</b> | <b>2.57</b>   |                 | <b>High Extent</b> |

Source: Survey Data, 2022

**Legends:**

$\bar{X}$  : Mean  
*S. D*: Standard Deviation  
*n* : Number

**Scales:**

1.00 - 2.49: Low Extent  
 2.50 - 4.00: High Extent

Table 2 shows the mean ratings and standard deviation on the extent time management in class contributes to students' learning outcome in public secondary schools in Bayelsa State.

The table indicates that both the male and female teachers agree that to a high extent teachers' time management has a positive and significant effect on students' academic performance, teachers time management in fulfilling their duties and responsibilities in class improves students learning outcome, teachers effective use of the school time table improves students learning outcomes, effective lesson planning by teachers influences students' academic performance, and teachers moderate workload enhances students learning outcomes as seen on item 7, 9, 10, and 11 with the weighted mean ratings of 2.57, 2.67, 2.74 and 2.65 respectively. However, respondents to a low extent agreed that teachers' time management in fulfilling their duties and responsibilities in class improves students learning outcomes and teachers' moderate workload enhances students learning outcomes as seen in items 8 & 12 with the weighted mean ratings of 2.42 & 2.34 respectively. The ranking order revealed that item 10 came 1<sup>st</sup> with the weighted mean score of 2.74, while item 12 came last with the mean score of 2.34. In all, the grand weighted mean value of 2.57 showed that the answer to research question 2 is that to a high extent time management in class contributes to students' learning outcome in public secondary schools in Bayelsa State.

**Hypotheses**

**Ho1:** There is no significant difference in the mean ratings of male and female teachers on the extent managing use of instructional materials improves students' learning outcomes in public senior secondary schools in Bayelsa State.

**Table 6: Summary of t-test analysis of mean ratings of male and female teachers on the extent managing use of instructional materials improves students' learning outcomes in public senior secondary schools in Bayelsa State.**

| Groups          | N   | $\bar{x}$ | S.D  | Df  | Sig (tailed) | 2. Decision value | p. Decision     |
|-----------------|-----|-----------|------|-----|--------------|-------------------|-----------------|
| Male Teachers   | 292 | 2,74      | 1.08 | 641 | 1.53         | 0.05              | Accepted        |
| Female Teachers | 351 | 2.87      | 0.99 |     |              |                   | No Significance |

N= 643

Level of significance = 0.05

**Legends:**

- n: Number of respondents
- $\bar{x}$  : Mean
- S.D : Standard Deviation
- t-cal : t- calculated value
- df : Degrees of freedom
- t-crit : t-critical value

Table 3 provides a summary of mean, standard deviation, and t-test of difference between male and female teachers' mean judgements of the time to which managing instructional materials enhances students' learning outcomes. When testing the hypothesis, the computed significant value stood at 1.53 with 641 degrees of freedom and a p-value of 0.05. This indicates that the mean value of male and female teachers in public secondary schools in Bayelsa State does not vary significantly when it comes to how teachers' use of instructional materials affects students' learning outcomes -1.53 is greater than 0.05 level of significance, hence there is no significant difference between the mean rating of male and female teachers on how teachers' use of instructional materials improves students' learning outcomes in public secondary schools in Bayelsa State. Based on the foregoing, the researcher accepted the null hypothesis, and confirmed that there is no significant difference between the mean ratings of male and female teachers on how managing use of instructional materials improves students' learning outcomes in public senior secondary schools in Bayelsa State.

**Ho2:** There is no significant difference between the mean ratings of male and female teachers on the extent time management in class enhances students' learning outcomes in public secondary schools in Bayelsa State.

**Table 4: Summary of t-test analysis of mean ratings of male and female teachers on the extent time management in class enhances students' learning outcomes in public secondary schools in Bayelsa State.**

| Groups          | N          | $\bar{x}$ | S.D  | Df  | Sig 2-(tailed) | Decision p-value | Decision        |
|-----------------|------------|-----------|------|-----|----------------|------------------|-----------------|
| Male Teachers   | 292        | 2.54      | 1.14 | 641 | 0.48           | 0.05             | Accepted        |
| Female Teachers | 351        | 2.59      | 1.03 |     |                |                  | No Significance |
| N=              | <b>643</b> |           |      |     |                |                  |                 |

*Level of significance = 0.05*

**Legend in Table 4.7 Apply**

Data on Table 4 show summary of subjects mean, standard deviation and t-test of difference between the mean ratings of male and female teachers on the extent time management in class enhances students' learning outcomes in public secondary schools in Bayelsa State. The calculated t-value, used in testing the hypothesis stood at 0.48, at the p-value 0.05 level of significance using 641 degrees of freedom. At 0.05 level of significance and 641 degrees of freedom, the calculated t-value -0.48 is greater than p-value of 0.05 alpha level, hence there is no significant difference between the mean ratings of male and female teachers on the extent time management in class enhances students' learning outcomes in public secondary schools in Bayelsa State. Based on the foregoing, the researcher accepted the null hypothesis and confirmed that there is no significant difference between the mean ratings of male and female teachers on extent time management in class enhances students' learning outcomes in public secondary schools in Bayelsa State.

### **Discussion of Findings**

#### **Extent Managing Instructional Materials Improves Students' Learning Outcomes in Public Secondary Schools In Bayelsa State.**

The study revealed that teachers' use of instructional materials improves students' learning outcomes, students' use of instructional materials in the classroom improves students' learning outcomes, the use of science kits by science teachers positively affects students' learning outcomes, and the use of pictures, and other visual aids in the classroom improves students' learning outcomes.

In keeping with Bassey's (2002) definition of instructional materials, which sees them as system components employed to transmit useful messages and ideas or make possible communication in the teaching-learning process, the study's results support this view. Experience has revealed, however, that educators have come to rely too much on verbal means of communication in the classroom. The phrase "chalk-talk" describes this kind of instruction. Technology advancements have allowed for the creation of resources that may be utilised to lessen the burden on instructors while simultaneously enhancing the clarity, interest, and absorbability of the subject being taught.

The study's findings is line with those of Faize and Dahan (2011) who asserted that instructional materials as "print and non-print items designed to impart knowledge to students in the educational process." Prints, textbooks, periodicals, newspapers, presentations, photos, worksheets, and electronic media are all examples of instructional materials. Learning and teaching rely heavily on instructional materials.

#### **Extent Managing Time Management in Class Contribute to Students' Learning Outcomes in Public Senior Secondary Schools in Bayelsa State.**

The results of the study indicate that effective time management plays a crucial role in students' academic performance. Furthermore, teachers who effectively manage their time in fulfilling their duties and responsibilities in the classroom have a positive impact on students' learning outcomes. Additionally, the efficient utilisation of the school timetable by teachers contributes to improved learning outcomes for students. Moreover, the implementation of effective lesson planning by teachers is found to influence students' academic performance. Lastly, teachers who have a moderate workload are associated with enhanced learning outcomes for students.



The results is in line with the findings of Allen's (2001) who opined that time management as the optimal utilisation of time to enhance productivity and accomplish goals. The subject matter pertains to the effective administration of work schedules via the use of strategic planning, organisation, and execution, with the ultimate goal of attaining the desired outcomes and goals for both people and organisations. Time is perhaps the most valuable resource at the disposal of individuals and organisations. Understanding the intricacies of time management and acknowledging the role played by people in achieving success in both personal and professional domains has significant importance.

### Conclusion

This study has established that teachers' use of instructional materials, and teachers' time management in class aid in improving students' learning outcome. Students are taught with instructional materials, use of instructional materials by teachers improves the students' learning outcomes, teaching is effective when the teachers make use of instructional materials, the use of science kits by science teachers have a positive impact on the students learning outcomes, and use of pictures, photos and video films by teachers influences students learning outcome are instructional materials that improves students' learning outcomes. The efficient utilisation of the school timetable by teachers contributes to improved learning outcomes for students. Moreover, the implementation of effective lesson planning by teachers is found to influence students' academic performance.

### Recommendations

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

1. The teachers should be encouraged to always use instructional materials so as to improve the students' learning outcomes.
2. Teachers should be assigned moderate workload for effective teaching.
3. The teachers should adopt teaching methods in the various subjects for a positive impact on student academic performance.

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