

Perceived Best Practices and Teaching Enhancement of Private Secondary School Teachers in Ikom Education Zone of Cross River State, Nigeria

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ABSTRACT

The research undertaking was carried out to examine Perceived Best Practices and Teaching Enhancement of Private Secondary School Teachers in Ikom Education Zone of Cross River State, Nigeria. The study adopted the correlational research design with an accessible population of 987 respondents with simple random sampling techniques and a sample size of 435 teachers. A researcher developed an instrument on the “Perceived Best Practices and Teaching Enhancement Questionnaire (PBPTEQ)” validated by experts in Educational Management at the University of Calabar and Cross River University of Technology Calabar. The reliability of the instrument, was established with split-half reliability analysis and the reliability coefficient ranged from .66 and .74. The data were analysed with simple linear regression analysis and the findings revealed perceived best practices in terms of that; physical infrastructure facilities, school leadership style and staff training, significantly predict teachers teaching enhancement in private secondary school in CRS, Nigeria. This study recommends that before any tertiary institution admits students, its management should ensure basic physical facilities like classrooms, libraries, laboratories and administration offices must be put in place.

Keyword: Perceived, Best Practices, Teaching and Enhancement

Background of the study

The teacher is regarded as the role model of every academic system. This is in asserting the fact that no educational system can rise above the level of its teachers (NPE, 2013). There is no doubt that the services of teachers are critical to the nation's future development. Teachers' job performance refers to the extent to which teachers perform their instructional and pedagogical duties to enable the child to learn and for the attainment of school objectives (Owan, 2018). It can be said that the extent to which a school achieves its intended objectives, depends on the level of job performance displayed by the teachers. The concept of best practice has attracted many definitions from several schools. In the school setting, teaching and learning are the core dynamic endeavours that call for teachers to be open-minded that must be willing to accept the use of learning technologies in the classroom. In the classroom, the teacher is believed to be the facilitator of knowledge and staging learning opportunities for the learner to discover new information themselves. In this regard, the current academic standards demand best practices which will allow the teacher to dig deep into knowledge by encouraging students to undertake a variety of challenging tasks. As they consider problems and create solutions, students simulate real-world applications. The Partnership Besides strong content knowledge, they have made the learning environment safe, and secure for students' physical and emotional needs to be met.

The word best practices synonymously used as quality can be defined as the degrees of excellence; Kalusi in Amaele (2013) maintained that quality is a complex concept that there is hardly any consensus. According to DuBrin cited in Asiyai (2013), quality is a desirable attribute of a product or service that distinguishes it for the person seeking the attribute. Viewed from this definition, quality could be said to have the attribute of worth and acceptance. Nevertheless, quality should possess the characteristics of conformance to expectation, conformance to requirement, excellence and value and loss of avoidance. Asiyai and Oghuvbu (2009) defined school quality as a measure of how good or bad the products of higher education institutions in Nigeria are in terms of their academic performance and meeting established standards.

According to Archibong (2013), quality is exceptional to the success of any organisation. Quality is linked to excellence and is usually operationalized as exceptionally high standards of academic achievement. To the author, quality is attained if the required standards are met or exceeded. In this definition, quality implies zero defects and getting things right the first time. Quality in this sense is assumed not to apply to a learning situation except in the areas of consistency of academic judgment and reliability of management information. Here quality is judged by the extent to which it meets the specified purpose. It relates to customer requirements and satisfaction. To the author, best practices involve a systematic procedure of verifying that education is meeting the specified conditions requisite to the actualization of its goals.

Sabir, Okotoni and Adebakin (2012) carried out a study to investigate the perceived quality of physical facilities in selected Nigerian tertiary institutions; implications for lecturers' job effectiveness in South-West, Nigeria. Using a 20-item self-designed questionnaire and Available Infrastructure Checklist (AIC), data were collected from a random sample of 800 final-year students drawn from federal (300) and state (500) universities in the country. The data were analyzed using t-test statistics and descriptive statistics. It was found that there is no significant difference in infrastructural development between the state and federal universities. Thus, it is recommended that government increases funding towards the development of the infrastructure. It was also recommended that tertiary institutions adhere to appropriate standards of infrastructure maintenance and enrol only those students for whom they have adequate facilities.

Arop, Owan and Ibor (2019) study evaluated school quality indicators and teachers' job performance in Cross River State. One research question and four null hypotheses were raised following the factorial research design. A proportionate random sampling technique was employed in selecting a sample of 1,463 teachers representing 30 percent of a population of 4,878 teachers distributed across 271 public secondary schools in Cross River State. "School Quality Indicators Questionnaire (SQIQ) and Teachers' Job Performance Questionnaire (TJPQ)" were the instruments used for data collection. Prepared data were analyzed using descriptive statistics; while the null hypotheses were all tested at .05 alpha level using Pearson Product Moment Correlation and Multiple regression analyses as appropriate with the aid of Minitab statistical software version 18. Findings revealed that quality of school facilities, leadership, and supervision jointly accounted for 90.6 percent (Pred. $R^2 = .9063$) of the total variance of teachers' job performance; there is a significant relationship between quality of school facilities ($r = .478$, $p < .05$), quality of leadership ($r = .928$, $p < .05$) quality of supervision ($r = .881$, $p < .05$) respectively.

Tabitha, Nzoka, and Orodho (2014) study sought to analyze the strategies school managers apply to improve the academic performance of students in schools under free day secondary school education in Embu District, Embu County, Kenya. The study was guided by the Capital School

Effectiveness and Improvement Theory based on various interrelated variables such as outcomes, leverage, intellectual capital and social capital. A descriptive survey research design was adopted. A combination of purposive and stratified random sampling techniques was utilized to draw 54 members of the Board of Management (BoM), 45 heads of departments and 36 members of the Parents Teachers Association (PTAs) yielding a sample size of 135 subjects to participate in the study. Mixed methods were used to collect quantitative data from teachers using questionnaires and qualitative data from heads of departments and members of PTA using interviews. It was established that school managers used various strategies to improve students' academic performance. The strategies included: inconsistent monitoring of instructional processes and student assessment; subsidizing Government funding through free day secondary education using income-generating activities; and uncoordinated guidance and counselling programmes. Despite these efforts, the expected improved students' academic performance was not realized due largely to the fact that most school managers had not undergone management skill training. Hence, since managers who are conversant with management practices would be more worthwhile partners of the Government of Kenya in the implementation of policy, it was recommended that school managers should undergo intensive leadership training on all aspects of school management for enhanced students' academic performance to be realized.

Ishaku (2017) conducted a study to investigate the influence of school physical/infrastructure on academic performance in public primary schools in rural Locations. The study objectives were to examine the influence of libraries on academic performance in public primary schools, to investigate the influence of classrooms on academic performance in public primary schools, to establish the influence of school textbooks on academic performance in public primary schools, to determine the influence of school desks on academic performance in public primary schools. The study employs the use of a descriptive survey research design. The researcher targets all 7 primary schools in rural Locations. The target population is 7 head teachers, 14 teachers and 181 standard eight pupils. The study adopts purposive sampling techniques to sample its respondents. Observation schedules and questionnaires for head teachers, class teachers and pupils are used for data collection. Reliability is ensured by using testing and re-testing methods and validity is tested through a pilot study in other two schools outside the area of study. The data is analyzed using SPSS software (Statistical Package for Social Sciences). The researcher used descriptive analysis and data is presented in form of frequency tables. The study finding indicates that only one public primary school has a library, and schools have inadequate study materials. The study indicates that classrooms are overcrowded. Most classrooms are not painted, not plastered and floors are not cemented. This affects the academic performance of pupils. The schools should source funds to construct libraries and make them accessible to pupils and equip them with adequate study materials. Decongest classrooms through the construction of more classrooms, should be fitted with doors and windows, painted, plastered, floors cemented and well-lighted. The schools should have adequate desks; broken ones should be repaired on time. The study recommends for further research on the influence of school infrastructure on academic performance in public primary schools in other parts of Kenya. The study also recommends a study on the impact of Government subsidies in the provision of school infrastructure in public primary schools in Kenya.

According to Ogwa (2012), instructional materials include audio-visual aids, tools, equipment, machines, educational materials such as charts and ICT instructional resources. He also said that instructional aids mean all the materials or teaching aids or material resources which the teacher utilizes to make teaching and learning more effective and meaningful to students. In the same

sense, -instructional facilities for vocational and technical education encompasses all basic hand tools, equipment, classrooms, workshops, laboratories, and electrical and electronic instrument among others which help the learners to learn properly (Bulama, 2011). Anyakoha (2014), observed that useful skills can be developed and reinforced by the appropriate selection and use of instructional facilities, materials and tools. However, regarding the usefulness of instruseacilities in teaching and learning, the present situation unveils the scarcity and inadequate instructional facilities in tertiary institutions in Cross River State.

Ekundayo and Alonge (2011) carried out a study on instructional facilities as correlates of lecturers' job performance in public universities in Ondo State, Nigeria. The study aimed to find out the relationship between instructional facilities and the job performance of lecturers. 65 male and 49 female respondents were sampled for the study. The study revealed that instructional facilities significantly relate to the performance of lecturers in public universities in Ondo State. Walberg and Thomas (2017) conducted an experimental study, two groups of students were used for the experiment, and fifty (50) students were used for the control groups. In the control group, the environment was equipped with all kinds of instructional facilities and the latter had limited materials for learning. After a period of the experiment the two groups were tested and it was discovered that students who had the opportunity to be taught using instructional facilities performed better academically. A statistically significant result was recorded. It was concluded that students learn best when they can actively explore an environment rich in materials and when they are given the responsibility to make a meaningful choice about what is to be learned and when they can interact informally with their teachers and with one another. Mpho (2013) carried out a study on linking the school facilities conditions to teachers' level of job dissatisfaction in the South Central Region of Botswana. The results show that the mean level of job dissatisfaction for lecturers who perceived the inadequacy of instructional facilities was high indicating that lecturers are currently worried about the status and availability of instructional facilities. The staffrooms and classrooms are congested, very cold during winter and extremely hot during summer.

Oladejo, Olosunde, Ojebisi and Isolo (2011) conducted a study on instructional materials and lecturers' job effectiveness and some policy implications. The study adopted a quasi-experimental design. A purposive sampling was used to obtain a sample of 900 students (450 males and 450 females). Two instruments were used in the study, titled the physics achievement test. Three hypotheses were formulated and tested at 0.05 level of significance. Data were analyzed using ANOVA and ANCOVA. Findings revealed that there is a significant difference in the work effectiveness of lecturers who taught using standard instructional materials and those who taught with improvised instructional materials.

Ohia (2019) study examined the relationship between the utilization of instructional facilities and the academic performance of students in public senior secondary schools in Rivers state. One research question and one hypothesis guided the study which has a correlational research design. The numerical strength of the population was 2,350 teachers in 261 senior secondary schools. Using a stratified random sampling technique, the sample size was 342 respondents. To collect data, two researcher-structured instruments used are "The Utilization of Instructional Facilities Questionnaire (UIFQ) and the Students' Academic Performance Scale" (SAPS). These instruments were validated by experts and their internal consistencies were established using the Cronbach Alpha method yielding a reliability index of 0.79 and 0.81 respectively. The research question was answered using Pearson Product Moment Correlation (r) while the hypothesis was analysed using a z-test at a 0.05 level of significance. The findings of the study showed a positive

relationship between the effective utilization of instructional facilities and students' academic performance. Recommendations include the need for increased utilization of provided instructional facilities in Rivers state public senior secondary schools to enhance the teaching-learning process for the ultimate increased academic performance of the students.

Zaka (2013) in his study conducted in New Zealand a case study of implementing blended teaching and learning as a teaching approach in New Zealand secondary schools, aimed at examining the complexity of blended teaching and learning approach implementation by researching the roles of students, teachers, school leaders and other educational stakeholders. The findings indicated that the introduced new approach of facilitating student-centred learning was effectively implemented because of principals (school leaders). Teachers were very committed, ready and interested in the programme, also students and parents cooperated in the programme. The author further recognized the readiness of education stakeholders in New Zealand to be a strong weapon for this success. The study further investigated the challenges facing the programme and found that not all teachers were willing with the teaching approach, and some had very little knowledge of it. He finally suggests that school leaders must play a vital role in building teachers' capacity and interest in the new approach, as well as theoretical and practical seminars for school leaders. This implies that teachers should be provided with in-school professional development opportunities, seminars, workshops, and regular consultations, without ignoring leadership skills, efforts, competence and role played on teacher motivation, leading to teacher retention, and school performance, maintenance and teaching commitment. The observed challenges would be resolved with the practice of a transformational leader who is normally obliged to influence intellectual stimulation in updating workers' knowledge and skills.

A study conducted by Wolhuter, Van der Walt and Steyn (2016) in South Africa on a strategy to support educational leaders in developing countries to manage contextual challenges. Focus group discussion was conducted, purposive sampling was adopted and the target population was based on the community as a whole and not school-based. The study pointed out three sets of contextual forces important for a leader to take into account. Results maintained that education leaders in developing countries need to understand the contextual factor impacting their future as education leaders which would support them employ an effective strategy for dealing with the complex challenges of the future. On the other hand, Kuluchumula (2012); and Yariv, (2011) indicated the alarming challenge in educational leadership, as lack of leadership skills as the external source of weak performance. This indicates a remarkable challenge of poor management skills and inadequate supervision in schools which fails in dealing with school issues and teachers' difficulties. The quality of school achievement depends largely on the competence of school leadership, implying the importance need of leadership training before holding such a position.

Vilma, Niez, Reggie, Sierra and Allan (2016) study aimed to determine the leadership skills and behaviours of school administrators and their school performance in Area III Leyte Division. It employed the descriptive-correlational research method as the main technique of the study. As to the profile of school administrators, the majority were old-age, more than half were female, nearly eighty percent were married, a bigger number were master's degree holders, a little more than one-half occupied Principal 1 positions, mostly availed only local and regional training/seminars and a great majority of them had served more than 9 years. Looking at the aspect of leadership skills, the school administrators were highly effective in all areas such as setting instructional direction, teamwork, sensitivity, judgment, results orientation, oral communication, written communication, developing others, and understanding their strengths and weaknesses. In

terms of leadership behaviour, the school administrators were also found to be highly effective in all areas such as in communicating the school goals, supervision and evaluation of instruction, coordinating the curriculum, monitoring student progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development and providing incentives for learning. Parallel studies may be conducted by examining other aspects and the nature of variables related to leadership skills and behaviour so that further assessments on the reliability and validity of the data in this research could be ascertained. The basis of this study was Perceived Best Practices and Teaching Enhancement of Private Secondary School Teachers in Ikom Education Zone of Cross River State, Nigeria.

Statement of the Problem of the study

The poor rate of teachers' teaching enhancement (improvement) in private schools has been on the increase in rent times. This problem stems from the fact that quality improvement is very necessary for private schools. However, observations and personal interactions with most teachers of private schools revealed that teacher teaching enhancement is very relevant in assisting the teacher with gathering information about the teacher's pedagogical competencies such as teaching style, instructional strategies utilized, course organization, assessment of learning, and provision of feedback. Most teachers who are expected to contribute their scholarly experience to facilitate the teachers' profession are seriously experiencing burnout. Such as feeling drained after working on lesson plans or grading papers, and dreading going to work every day. This has made most teachers in private schools wish to leave their job and find something else to do with their life. Also amid the lack of enhancement is the fact that some teachers are faced with the daunting task of communicating effectively with the students and many find themselves struggling to communicate effectively with their teachers'. Despite efforts by most private school proprietors to improve the quality of learning through the provision of facilities such as the adequate provision of libraries, laboratories, capacity building for teachers and so forth. There remains the issue of poor job enhancement in most private schools in the study area. It is on this problem that the study seeks to answer the question of how Perceived Best Practices predict Teaching Enhancement of Private Secondary School Teachers in the Ikom Education Zone of Cross River State, Nigeria.

Purpose of the study

The main purpose of this study was to examine Perceived Best Practices and Teaching Enhancement of Private Secondary School Teachers in the Ikom Education Zone of Cross River State, Nigeria. Specifically, the study seeks to:

1. Examine the predictive influence of best practices in terms of physical infrastructural facilities on teachers' teaching enhancement.
2. Determine the extent to which best practices in terms of instructional facilities predict teachers teaching enhancement.
3. Find out the extent to which best practices in terms of school leadership predict lecturers' teacher's teaching enhancement.

Research questions

The following research questions shall guide the study:

- 1 How do best practices in terms of physical infrastructural facilities predict teachers teaching enhancement?
- 2 How do best practices in terms of instructional facilities predict teachers teaching enhancement?

- 3 How do best practices in terms of school leadership predict teachers teaching enhancement?

Statement hypotheses

To give the study a direction, the following hypotheses were formulated and utilized:

1. Best practices in terms of physical infrastructural facilities do not significantly predict teachers teaching enhancement.
2. Best practices in terms of instructional facilities do not significantly predict teachers teaching enhancement.
3. Best practices in terms of school leadership style do not significantly predict teachers teaching enhancement.

RESEARCH METHODOLOGY

The essence of the research study was to ascertain the perceived Best Practices and Teaching Enhancement of Private Secondary School Teachers in Ikom Education Zone of Cross River State, Nigeria. The study adopted the correlational research design with an accessible population of 987 respondents with simple random sampling techniques and a sample size of 435 teachers. A researcher developed an instrument on the “Perceived Best Practices and Teaching Enhancement Questionnaire (PBPTEQ)” validated by experts in Educational Management at the University of Calabar and Cross River University of Technology Calabar. The reliability of the instrument, was established with split-half reliability analysis and the reliability coefficient ranged from .66 and .74. The data were analysed with simple linear regression analysis and the findings revealed perceived best practices in terms of that; physical infrastructure facilities, school leadership style and staff training, significantly predict teachers teaching enhancement. This study recommends that before any tertiary institution admits students, its management should ensure basic physical facilities like classrooms, libraries, laboratories and administration offices must be put in place

RESULTS AND DISCUSSION

Test of hypotheses

For each hypothesis, the procedures used are explained briefly, followed by the presentation and interpretation of results. The three (3) stated hypotheses were tested at a .05 level of significance. The decision rule is that a null hypothesis is rejected if the p-value associated with the computed test statistic was less than .05 but retained if otherwise.

Hypothesis one

Best practices in terms of physical infrastructural facilities do not significantly predict teachers teaching enhancement. To execute this statistical analysis, a simple linear regression analysis was executed with the quality of physical infrastructure facilities as the predictor variable and teachers’ teaching enhancement criterion variable. The result obtained from the test statistical analysis is summarized and presented in Table 1.

Table 1: Regression of best practices in terms of physical infrastructural facilities does not significantly predict teachers teaching enhancement

R	R Square	Adjusted R Square	Std. Error of the Estimate			
.097 ^a	.009	.007	11.19210			
Sources of variation	Sum of Squares	df	Mean Square	F	p-value	
Regression	502.685	1	502.685	4.013	.046 [*]	
Residual	52610.538	420	125.263			
Total	53113.223	421				
Variables	B	Std. Error	Beta	t-value	p-value	
Teachers teaching enhancement	31.750	2.469		12.860	.000	
Physical infrastructural facilities	.291	.145	.097	2.003	.046	

*p<.05

The statistical computation as revealed in Table 1 shows that an R-value of .097 was obtained, resulting in an R-squared value of .009. This means that the variation in physical infrastructural facilities accounted for about 9% of the total variation in lecturers' role performance thus, the p-value (.046) associated with the computed F-value (4.013) is less than .05. As a result, the null hypotheses were rejected. This means that best practices in terms of physical infrastructural facilities do significantly predict teachers teaching enhancement. The mathematical relationship of the regression model is depicted by the following equation $y = 31.757 + .291x$ where y = teachers teaching enhancement and x is physical infrastructure facilities.

Hypothesis two

Best practices in terms of instructional facilities do not significantly predict teachers teaching enhancement. To satisfactorily carry out the statistical analysis, a simple linear regression analysis was executed with instructional facilities as the predictor variable and teachers' teaching enhancement as the criterion variable. The result obtained from the test statistical analysis is summarized and presented in Table 2.

Table 2: Regression of effectiveness of quality of infrastructural facilities and lecturers' role performance

R	R Square	Adjusted R Square	Std. Error of the Estimate			
.118 ^a	.014	.012	11.16694			
Sources of variation	Sum of Squares	df	Mean Square	F-value	p-value	
Regression	738.968	1	738.968	5.926	.015 [*]	
Residual	52374.254	420	124.701			
Total	53113.223	421				
Variables	B	Std. Error	Beta	t-value	p-value	

Teachers teaching enhancement	30.613	2.508		12.206	.000
Instructional facilities	.340	.140	.118	2.434	.015

*p<.05

The results of the statistical analysis as revealed in Table 2 shows that an R-value of .118 was obtained, resulting in an R-squared value of .014. This means that the variation in instructional facilities accounted for about 14% of the total variation in teachers teaching enhancement; thus, the p-value (.015) associated with the computed F-value (5.926) is less than .05. As a result, the null hypotheses were rejected. This means that best practices in terms of instructional facilities do significantly predict teachers teaching enhancement. The mathematical relationship of the regression model is depicted by the following equation $y = 30.613 + .340x$ where y = teachers teaching enhancement and x is instructional facilities.

Hypothesis three

Best practices in terms of school leadership do not significantly predict teachers teaching enhancement. To satisfactorily carry out the statistical analysis, a simple linear regression analysis was executed with school leadership as the predictor variable and teachers' teaching enhancement as the criterion variable. The result obtained from the test statistical analysis is summarized and presented in Table 3.

Table 3: Regression of best practices in terms of school leadership and teachers teaching enhancement

R	R Square	Adjusted R Square	Std. Error of the Estimate
.102 ^a	.010	.008	11.18657
Sum of Squares			
Sources of variation	df	Mean Square	F
Regression	1	554.655	4.432
Residual	420	125.139	
Total	421		
Std. Error			
Variables	B	Std. Error	Beta
Teachers teaching enhancement	40.663	2.017	
School leadership	-.228	.109	-.102

*p<.05

The results of the statistical analysis as revealed in Table 2 shows that an R-value of .102 was obtained, resulting in an R-squared value of .010, implying that the variation in physical facilities accounted for about 10% of the total variation in teachers' job enhancement. Thus, the p-value (.036) associated with the computed F-value (4.432) is less than .05. As a result, the null hypothesis was rejected. This means that Best practices in terms of school leadership on teachers teaching enhancement. The mathematical relationship of the regression model is depicted by the following equation $y = 40.663 - .228x$ where y = teachers' teaching enhancement and x is school leadership.

Discussions of findings

The findings emanating from the study were discussed based on the stated hypothesis as presented below.

The finding of hypothesis one revealed that Best practices in terms of physical infrastructural facilities do not significantly predict teachers teaching enhancement. These findings may be

attributed to the fact that for education to be accredited quality, there should be adequately and equitably resourced, with the core requirement of safe, environmentally friendly and easily accessible facilities, well-motivated and professionally competent teachers and books, other technologies that are context-specific, cost-effective and available to all learners. Lack of infrastructural and learning equipment and facilities, dilapidated buildings, and in extreme cases, lack of essential buildings like a laboratory, library, computer rooms, classrooms and even offices inhibit learning and this leads to poor performance by the students. The present findings agree with that of Arop, Owan and Ibor (2019) whose findings revealed that the quality of school facilities, leadership, and supervision jointly accounted for 90.6 percent (Pred. $R^2 = .9063$) of the total variance- of teachers' job performance; there is a significant relationship between quality of school facilities ($r = .478$, $p < .05$), quality of leadership ($r = .928$, $p < .05$) quality of supervision ($r = .881$, $p < .05$) respectively. Similarly, Tabitha, Nzoka, and Orodho (2014) also established that school managers used various strategies to improve students' academic performance. The strategies included: inconsistent monitoring of instructional processes and student assessment; subsidizing Government funding through free day secondary education using income-generating activities; and uncoordinated guidance and counselling programmes. The present findings also agree with Ishaku's (2017) finding indicates that only one public primary school has a library, and schools have inadequate study materials. The study indicates that classrooms are overcrowded. Instructional facilities and lecturers' role performance effectiveness. However, the present findings disagree with the study of Sabair, Okotoni and Adebakin (2012) who found that there is no significant difference in infrastructural development between the state and federal universities.

The results of hypothesis two showed that best practices in terms of instructional facilities do significantly predict teachers teaching enhancement. It is a fact that lack of instructional facility maintenance and students' attitudes toward instructional facilities, lack of instructional facility maintenance as most equipment and instructional facilities in Nigerian institutions are in despair and decay due to poor maintenance culture. Furthermore, when students are given with required facilities, they may not utilize them as they should, leaving the existing facilities outdated, particularly if they are not handled with care. The availability, care, and continuance of instructional facilities at Nigerian tertiary institutions are impacted by students' views regarding educational facilities, where they think that government property belongs to no one. The present findings are in harmony with the findings of Ekundayo and Alonge's (2011) study revealed that instructional facilities significantly relate to the performance of lecturers in public universities in Ondo State. Also, Walberg and Thomas (2017) concluded that students learn best when they can actively explore an environment rich in materials and when they are given the responsibility to make a meaningful choice about what is to be learned and when they can interact informally with their teachers and with one another. Similarly, Mpho's (2013) results show that the mean level of job dissatisfaction for lecturers who perceived the inadequacy of instructional facilities was high indicating- that lecturers are currently worried about the status and availability of instructional facilities. Again, Okobia's (2011) results showed that the instructional facilities and teaching resources available were grossly inadequate. Finally, Oladejo, Olosunde, Ojebisi and Isola's (2011) findings revealed that there is a significant difference in the work effectiveness of lecturers who taught using standard instructional materials and those who taught with improvised instructional materials.

The finding of hypothesis three showed best practices in terms of school leadership have a significant predictive influence on teachers teaching enhancement. From indication, how each

dimension of instructional leadership was carried out at the selected tertiary institutions significantly predicts the performance of the HODs. When the leadership style is accommodating, it will enable the lecturers to comprehend the mission well and work towards achieving it. They should particularly pay attention to improving how they supervise, monitor, appraise and provide feedback about the job performance of the lecturers whom they supervise. Furthermore, the public tertiary institutions in the study area should improve their teaching climate by ensuring that all the teaching and learning facilities lecturers and students need to teach and learn are made available. The present finding aligns with the study of Wolhuter, Van der Walt and Steyn (2016) whose results maintained that education leaders in developing countries need to understand the contextual factor impacting their future as education leaders which would support them employ an effective strategy of dealing with complex challenges of the future. Also,

Vilma, Niez, Reggie, Nierra and Allan's (2016) study revealed that most school administrators were also found to be highly effective in all areas such as communicating the school goals, supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development and providing incentives for learning.

Summary of the study

In summary, the research study which focused on Perceived Best Practices and Teaching Enhancement of Private Secondary School Teachers in Ikom Education Zone of Cross River State, Nigeria. Haven carried out the analysis it can be summarised that:

1. Best practices in terms of physical infrastructural facilities do significantly predict teachers teaching enhancement.
2. Best practices in terms of instructional facilities do significantly predict teachers teaching enhancement.
3. Best practices in terms of school leadership have a significant predictive relationship with teachers teaching enhancement.

Conclusion of the study

Maintaining academic excellence in tertiary institutions in Nigeria, particularly in Cross River State, is not only the responsibility of the teachers but also school-family cooperation which is comprised of the management staff. The relationship of schools with the environment should be improved through various activities. In an effective school, the views of the students are as important as the views of teachers and administrators who need to perform their duties effectively. School effectiveness should also be investigated from the perspective of teachers, students and the overall communities. To this end, good and adequate physical facilities will ensure the learning environment is learner friendly and will make teaching and learning enjoyable to both the teacher and the learner. Dilapidated buildings, and in extreme cases, lack of essential buildings like a laboratory, library, computer rooms, classrooms and even offices inhibit learning and this leads to poor performance by the students. The study concluded that training and development are an essentially important element of human resource management for every teaching institution and there exists a powerful connection between training and development and teachers' productivity and performance. Therefore teachers need to be regularly motivated by training programs to enhance their productivity.

Recommendation of the study

From the finding, the following recommendations were drawn:

1. This study recommends that before any tertiary institution admits students, its management should ensure basic physical facilities like classrooms, libraries, laboratories and administration offices must be put in place. These will make the school learner friendly and will make them attract high achievers.
2. Tertiary institutions in the state and beyond should refocus their commitment on the computer facility and the shorthand laboratory facilities, according to the findings of the study.
3. The school management should particularly pay attention to improving how they supervise, monitor, appraise and provide feedback about the job performance of the lecturers whom they supervise.

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