EDMODO INSTRUCTIONAL STRATEGY AND TEACHING EFFECTIVENESS OF TEACHERS IN LESSON DELIVERY IN UYO LOCAL GOVERNMENT AREA

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ABSTRACT
The purpose of the study was to determine the influence of the adoption of Edmodo instructional strategy and teaching effectiveness of teachers in lesson delivery teachers. The study adopted descriptive survey design. The population consisted of 80 teachers in all the 13 government owned secondary schools in Uyo LGA. The sample size for the study comprised 80 teachers. Simple random sampling technique was used in selecting the students. The researcher-developed questionnaire titled, "Adoption of Edmodo Strategy and Teacher Effectiveness Questionnaire (AESTEQ)" and Teacher Effectiveness Questionnaire (TEQ). The instruments (AESTEQ) and (TEQ) were subjected to face validation by three experts in research, all in the Faculty of Education, University of Uyo. A reliability coefficient of 0.83 and 0.88 respectively were obtained and this was therefore, considered adequate for the instrument to be used for the study. The respondents were given instructions on how to complete the questionnaire and test. Completed copies of the questionnaire and test which was 100% were collected back from the respondents for analysis. Mean was used to answer the research questions. Independent t-test was used to test the null hypotheses at. 05 level of significance. It was revealed that there is a significant influence of the adoption of Edmodo instructional strategy on teaching effectiveness in lesson delivery in Secondary schools based on male and female teachers. Also that there is a significant influence of the adoption of Edmodo instructional strategy on teaching effectiveness in lesson delivery in Secondary schools based on rural school and urban school teachers. It was recommended that several workshops and seminars should be organized for teachers on the Adoption of Edmodo instructional strategy learning platform in order to make it popular among the teachers.

Introduction
Traditionally, learning curriculum was teacher-centered and so it focused on teachers searching and presenting the information to the learners, where the learners only listen. In recent times, studies on education outcomes have focused more on the role of the teacher in improving learning. This is a slight deviation from the usual education production functions which allude that inputs into an education system have commensurate outputs. Witherspoon (2011) noted that, that despite significant efforts in school financing and provision of learning and teaching resources (in the form of teachers, books, and physical learning facilities), a great variance is experienced from school to school, and from classroom to classroom. This means that despite efforts made in the provision of resources aimed at improving teaching and learning process not all schools and classrooms operate at the same level. Terry & Doolittle (2006) in their own opinion noted that; many scholars have refocused attention on within-school, and within-class factors which influence learning outcomes. As such, school quality, teacher quality, and teaching quality are currently

dominating the education learning discourse. It can be deduced from their statement that it is from the quality of teachers and teaching that gives a school it quality and standard. In other words students' learning depends to a large extent on the teachers' instructional strategies or method.

Instructional strategies are methods a teacher applies in the class, while presenting learning materials and experiences to learners. This is why Holmlund and Sund (2008) described instructional strategies as the techniques or methods teachers apply to aid students in the learning process. Holmlund and Sund (2008) went further to say that, these instructional strategies form the epicentre of teaching quality and by extension classroom quality. Various instructional strategies exist in recent times such as the e-learning packages which include Edmodo platform is applied in various contexts for different anticipated outcomes or results.

Edmodo platform is one of the main choices to be adopted in education process. Edmodo is a private online environment designed for educators and their students. Edmodo is not Face book in that it contains no games or apps. It is a social learning tool and is used to enhance classroom experience. Teachers who choose to use Edmodo can set up private groups for each one of their classes. This is why Roberts (2005) describes Edmodo as an application that helps students develop good online skills and provides the following benefits: 1. Teachers can easily post announcements, assignments and grades within Edmodo. 2. Students can see assignments with due dates posted to a calendar. 3 Students can upload assignments in several different file types (even when they are away from school). 4 Students can post messages to their teacher directly and vice versa. 5 Students can share ideas with fellow classmates within Edmodo. 6. Teachers can see and moderate all postings by students. 7. Students have the option to be notified when posts are made to their Edmodo class. This means that adopting Edmodo as an educational platform will benefits teachers and students in the following ways; Edmodo can help students visualize abstract idea and make it easy to find reliable information. Teachers at any grade level can easily create collaborative activities for students on it. Students' motivation and confidence are increased when technology is integrated into classroom instruction. Computer engagement also improves student's academic achievement. The key component in students' perceived level of intrinsic motivation was directly related to meaningful communication in the course.

In an online setting, a teacher can monitor activities by asking the students to allow them or add them into the discussion groups. Having access to their groups, the teacher is then aware of their progress, the speed of their progress and their participation (Grossman et al.2009). If an online discussion is taking place during class time in the classroom itself, teachers are then able to monitor the students in person. They could walk around or sit behind the class to make sure the students are viewing task oriented material (Jarc, 2010). The issue of monitoring is an important process in conveying instruction and making sure the students are on the right track.

For the purpose of this study emphasis are laid on gender and location. Influence of teachers' gender on job delivery has a critical role in the transformation of society, and for change to happen, effective teaching is key. Along with the widespread belief that the quality of teacher makes a significant difference to school and student outcomes, there is also increasing recognition that effective school teachers have to develop themselves if they are to provide the best possible education for their learners.

Schools are located variously, some in the urban and others in rural areas. It is observed that schools located in the urban areas tend to have more facilities, manpower, government attention and so on as against those located in rural areas. School location is an important factor that causes the teaching to be effective. Teaching facilities are available for use in urban schools unlike their rural counterpart (Torres, 2007). However, often an online scaffold allows the teacher to access the chat room and follow the discussion threads at a more effective, faster way than walking around the classroom. The present study adopted Edmodo as a newly introduced online learning tool. The study is aimed at determining the influence of adoption of Edmodo on teaching effectiveness in Secondary schools in Akwa Ibom State.

Statement of the Problem

The use of Edmodo in the education system in Akwa Ibom State has not been sufficiently explored. As such, Edmodo, in addition to other blended learning networks need to be examined to allow the understanding of their impacts. Combining between traditional teaching and Edmodo online classroom is a significantly effective factor toward learning. Also, there has been increased interest in the 21st century skills among students such as learning and innovation skills, information, media, and technology skills, life and career skills. Hence, the present knowledge gap concerning the impacts of these technological advancements has to be addressed. In addition, a scale is yet to be established in measuring the attitudes of students toward 21st century skills using such tools. This study therefore explores the adoption of edmodo instructional strategy and teaching effectiveness of teachers in Secondary schools in Akwa Ibom State.

Purpose of the Study
The purpose of the study was to determine the influence of the adoption Edmodo instructional strategy and teaching effectiveness by teachers. Specifically the study was to:
1. Determine the difference in the adoption of Edmodo instructional strategy for male and female teachers' teaching effectiveness in secondary schools in Uyo local government area.
2. Determine the difference in the adoption of Edmodo instructional strategy for teaching effectiveness by teachers in rural and urban secondary schools in Uyo local government area.

Research Questions
1. What is the difference in the adoption of Edmodo instructional strategy for male and female teachers teaching effectiveness in Secondary schools Uyo local government area?
2. What is the difference in the adoption of Edmodo instructional strategy on teaching effectiveness by teachers in rural and urban secondary schools in Uyo local government area?

Research Hypotheses
1. Adoption of Edmodo instructional strategy by male and female teachers does not significantly influence teaching effectiveness of teachers.
2. Adoption of Edmodo instructional strategy by urban and rural school teachers does not significantly influence teaching effectiveness of teachers.

Theoretical Framework
Post-industrial Paradigm of Instruction (Charles Reigeluth, 1983)
The theory was propounded by Charles Reigeluth in 1983. The theory states that selection of instructional strategies in the instructional space is primarily based on the type of learning (ends of instruction) involved. Three major roles involved in being a guide. First, the teacher is a designer of student work. The student work includes that which is done in both the task space and the instructional space. Second, the teacher is a facilitator of the learning process. This includes helping to develop a personal learning plan, coaching or scaffolding the student's learning when appropriate, facilitating discussion and reflection, and arranging availability of various human and material resources. Third, and perhaps most important in the public education sector, the teacher is a caring mentor, a person who is concerned with the full, well-rounded development of the student. Teacher as a designer, facilitator, and mentor are only three of the most important new roles that teachers serve, but not all teachers need to perform all the roles. Different kinds of teachers with different kinds and levels of training and expertise may focus on one or two of these roles (including students as teachers. The theory relates to this study as it stipulates the role of the teacher as facilitator of the learning process; that of student as self-directed learner and that of technology as planning the students learning activity.

Conceptual Framework
There is a widespread belief that the quality of a teacher makes a significant difference in student outcomes, there is also increasing recognition that effective teachers have to be developed if they are to provide the best possible education for their learners. Throughout history, many have come to believe that

leadership is a traditionally masculine activity. Tarun (2019) argued that if women in organizations are to emerge as teachers, it is important that they be perceived as individuals who can influence or motivate others. There was a tremendous amount of gender bias regarding women's achievements in the education sector. Schneier (2000) says that research has demonstrated that there are far more similarities than differences in the leadership behaviors of women and men, and that they are equally effective. Still, women are less likely to be pre-selected as leaders, and the same leadership behavior is often evaluated more positively when attributed to a male than to a female. Torres (2007) found that when males were in the majority, they emerged as leaders of the time. When females were in the majority, females did emerge as leaders but not beyond the expectations one would have on the basis of chance.

Methodology

The study adopted descriptive survey design. The population consisted of 80 teachers in all the 13 government owned secondary schools in Uyo LGA. The sample size for the study comprised 50 teachers. Simple random sampling technique was used in selecting the students. The researcher-developed questionnaire titled, "Adoption of Edmodo Strategy and Teacher Effectiveness Questionnaire (AESTEQ)" and Teacher Effectiveness Questionnaire (TEQ). The instruments (AESTEQ) and (TEQ) were subjected to face validation by three experts in research, all in the Faculty of Education, University of Uyo. A reliability coefficient of 0.83 and 0.88 respectively were obtained and this was therefore, considered adequate for the instrument to be used for the study. The respondents were given instructions on how to complete the questionnaire and test. Completed copies of the questionnaire and test which was 100% were collected back from the respondents for analysis. Mean was used to answer the research questions. Independent t-test was used to test the null hypotheses at .05 level of significance.

Data Analysis and Discussion of Findings
Research Question 1

What is the difference in the adoption of Edmodo instructional strategy for male and female teachers teaching effectiveness in Secondary schools in Uyo local government?

Table 1: Mean scores on the **difference in the** adoption **of Edmodo** instructional strategy for male and female teachers teaching effectiveness

Variables	N	Mean	SD
Male teachers	15	3.78	0.85
Female teachers	35	2.30	0.62

Data analysis in Table 1 reveals the summary of the mean score for Male teachers (3.78) and Female teachers 2.30 respectively. The Mean value of 3.78 by Male teachers and Female teachers (2.30) indicates that male and female teachers differ in the adoption of Edmodo instructional strategy.

Research Question 2:

What is the difference in the adoption of Edmodo instructional strategy on teaching effectiveness by teachers in Secondary schools by rural school and urban school teachers?

Table 1: Mean scores on the **difference in the** adoption **of Edmodo** instructional strategy on teaching effectiveness by teachers by rural and urban school teachers

Variables	N	Mean	SD
Rural school teachers	20	3.85	0.33
Urban school teachers	30	2.38	0.57

Data analysis in Table 2 reveals the summary of the mean score for rural and urban school teachers (3.85) and urban school teachers 2.38 respectively. The Mean value of 3.85 by rural teachers and urban school teachers (2.38) indicates that rural and urban school teachers differ in the adoption of Edmodo instructional strategy.

Null Hypothesis 1

1. There is no significant influence of the adoption of Edmodo instructional strategy on teaching effectiveness by teachers in Secondary schools based on male and female teachers.

Table 3**:** t-test analysis of the influence of the adoption of Edmodo instructional strategy on teaching effectiveness   N=78

Variable	X	df	t-value	p-value	Decision
Male teachers	3.78	78	.28	.004	Significance
Female teachers	2.30				

P<.05

Table 3 reveals that the p-value (.004) is less than the calculated t-value of 0.28 at .05 level of significance; hence, the null hypothesis is rejected. This implies that there is a significant influence of the adoption of Edmodo instructional strategy on teaching effectiveness by teachers in Secondary schools based on male and female teachers.

Null Hypothesis 2

There is no significant influence of the adoption of Edmodo instructional strategy on teaching effectiveness by teachers in Secondary schools based on rural school and urban school teachers.

Table 4: t-test analysis of the influence of rural and urban school teachers on teacher effectiveness
N=80

Variable	X	df	t-value	p-value	Decision
Urban	3.85	78	0 .78	.001	Significance
Rural	2.38				

P<.05

Table 4 reveals that the p-value (.001) is less than calculated t-value of .78 at 0.05 level of significance; hence, the null hypothesis is rejected. It could therefore be inferred that there is a significant influence of the adoption of Edmodo instructional strategy on teaching effectiveness by teachers in Secondary schools based on rural school and urban school teachers.

Findings of the Study

1. There is a significant influence of the adoption of Edmodo instructional strategy on teaching effectiveness by teachers in Secondary schools based on male and female teachers.
2. There is a significant influence of the adoption of Edmodo instructional strategy on teaching effectiveness by teachers in Secondary schools based on rural school and urban school teachers.

Discussion of Findings

The findings of the study revealed that male and female teachers differ in the adoption of Edmodo instructional strategy. It also reveals that there is a significant influence of the adoption of Edmodo instructional strategy on teaching effectiveness by teachers in Secondary schools based on male and female teachers. In supporting, the position of Illeris (2018) found that when males were in the majority, they emerged more effective teachers of the time. When females were in the majority, females did emerge as leaders but not beyond the expectations one would have on the basis of chance. The findings further revealed that male and female teachers differ in the adoption of Edmodo instructional strategy.

It also reveals that there is a significant influence of the adoption of Edmodo instructional strategy on teaching effectiveness by teachers in Secondary schools based on urban and rural location. In supporting the present study, Schneier (2000) said that School location is an important factor that causes teaching to be

effective; that teaching facilities are available for use in urban schools unlike their rural counterpart. The findings further revealed that urban and rural location differ in the adoption of Edmodo instructional strategy.

Conclusion

Based on the findings of the study, it was concluded that male and female teachers differ in the adoption of Edmodo instructional strategy. It also reveals that there is a significant influence of the adoption of Edmodo instructional strategy on teaching effectiveness by teachers in Secondary schools based on male and female teachers. Furthermore, it was concluded that urban and rural teachers differ in the adoption of Edmodo instructional strategy. Also, that there is a significant influence of adoption of Edmodo instructional strategy on teacher effectiveness by teachers in secondary School based on urban and rural school teachers.

Recommendations

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

1. Edmodo learning platform should be formally adopted in secondary schools in order to improve students' performance.

2. Several workshops and seminars should be organized for teachers on the Adoption of Edmodo instructional strategy learning plat form in order to make it popular among the teachers.

3. Secondary school libraries should be upgraded electronically to give students access to electronic data-base in order to fully utilize Edmodo learning plat form in teaching and learning processes.

4. Secondary school teachers should undergo training in computer application so that they can fully utilize Edmodo learning plat form in teaching their students.

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