

Get-Up-and-Go Plus French Language Teachers' Effectiveness in Secondary Schools

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Abstract

This study was conducted to examine the relationship between get-up-and-go plus French Language teachers' effectiveness in secondary schools in Calabar Education Zone of Cross River State, Nigeria. Specifically, the study investigated the relationship between teachers' remuneration, teachers' involvement in in-service training, teachers' involvement in decision-making, teachers' working environment, teachers' fringe benefits and secondary school French Language teachers' effectiveness. Five null hypotheses were formulated and tested to direct the study. Survey research design was adopted for the study. French Teachers' Motivation Questionnaire and a checklist called Classroom Observation Checklist served as instruments for data collection. Pearson Product Moment Correlation analysis was the statistical analysis technique adopted to test the hypotheses under study. All hypotheses were subjected to testing at 0.05 level of significance with relative degrees of freedom. The results of the analysis revealed that teachers' remuneration, work environment has significant relationship with secondary school French Language teachers' effectiveness. Whereas, teachers' involvement in in-service training, their involvement in decision-making and their fringe benefits have no significant relationship with secondary school French Language teachers' effectiveness. Based on the findings, recommendations were made.

Keywords: Remuneration, in-service training, decision-making, working environment, fringe benefits

1. Introduction

French Language is gaining impetus in Nigeria owing to the fact that Nigeria is surrounded by francophone countries (Cameroun, Chad, Niger and The Republic of Benin). This may be one of the major reasons for the declaration of French language as the second official language in Nigeria by the then Head of State, late General Sani Abacha in 1996. It gave it a non-elective place in the National Policy on Education (FRN, 2004). This means that the knowledge of French Language might help Nigerians to have a smooth interaction with their neighbours and the world over. Nigerian citizens need the knowledge of French Language not only to communicate with the neighbouring countries but also to interact with the francophone world entirely. This implies that French Language is very

important in the lives of Nigerians. Therefore, Nigerian secondary school students need to have an in-depth knowledge of the French Language not only for the purpose of examinations, but also for interaction and communication

Onyemelukwe and Adie-Offiong (2004) have described Nigeria as an Anglophone country in a sea of francophone. This is, perhaps, why, according to Igonor (2011), the Nigerian government took a fundamental policy decision in 2002 to make French the second official language as well. Government also gave it the status of a core subject in both junior and senior secondary school curriculum.

Despite the importance that government has attached to French Language, the performance of students in French Language has been very poor. This is evident in the Cross River State Basic Education Certificate Examination (BECE) results of 2011 -2015, which shows that on the average only 39% had credit and above in French. This ugly situation is not different in other public examinations as West African Examination Council (WAEC) Chief Examiners' Reports (2013-2015, 2016-2018) showed. On the average, only 36% of the students obtained credit level passes in at least 5 subjects, French Language inclusive, while the reports of WAEC 2016, 2017 and 2018, respectively showed that 52%, 59.22% and 49.98% of the students obtained credit level passes in at least 5 subjects, French Language inclusive (see appendix A). In addition, many of our students do not possess the linguistic competence needed to pass O' levels French Language unaided (Kolawole, 2015).

The observed poor performance of students in French is a glaring evidence of ineffective teaching. The importance of teachers in the success of any educational programme has been well articulated in the National Policy on Education that "No education system can rise above the level of its teachers" (F RN, 2004, p2). This implies that the academic performance of students from schools depends largely on the effectiveness of the teachers. Good education does not happen by chance, but a product of effective teaching and learning, coupled with the effort of the teacher. Effective teaching is a measure of the level to which a teacher's instructional objectives have been attained (Evans, 2006). Effective teaching produces a consistent stream of students with appropriate knowledge, skills and attitude required from them at the secondary school level.

Teacher effectiveness is conceptualized as the joint function of what it contributes to student learning outcome and what the teachers do in classrooms (Goe, Bell & Little, 2008). Effective teachers cannot reliably be identified only based on their credentials, certification status, or teaching experiences. The best way to assess teachers' effectiveness is to look at them on-the-job performance, including what they do in the classroom and how much progress their students make on achievement tests (Yincheng, 2016).

Therefore, an effective teacher should have an in-depth, adequate and sound knowledge of the subject matter he/she teaches. In addition, the teacher should have the necessary skills needed in the selection and utilization of appropriate instructional materials. The teacher should have the ability to pass his knowledge, attitude, ideas and concepts to the learner(s) effectively, precisely and clearly. The teacher should also have good classroom control skills, have good interpersonal skills in showing his students interest, care, and make the learning atmosphere friendly and interactive for the promotion of high academic performance.

Teacher effectiveness in French Language is vital to the teaching/learning process in that it helps the students to have full attention and motivation that are required to learn the language and improve their performance on it. This is because, students who are consistently assigned to a consistent stream of ineffective teachers, over time, end up with poor learning outcomes and lack the required knowledge, attitude and skills which they are meant to acquire. Students who receive consistently effective teaching would have better learning outcomes. This is because, effective or ineffective teaching has additive and cumulative consequences on learners (Onyekuru & Igbebumam, 2013).

Judging from the importance of get-up-and-go packages in energizing, regulating and reinforcing individuals' behaviour toward goals attainment in the society, secondary school French Language teachers may need to be motivated well enough to enhance their job effectiveness and students' performance in French Language. Thus, effective French Language teachers are those teachers who have instructional competence, show interest in teaching French Language, use varied

methods to pass message, display acceptable presentation of ideas, accessible by French students and sensitive to their needs. One important question to be asked now is - what motivational strategies should employers of labour use to motivate French Language teachers' continuous effectiveness in lesson delivery for better results? This research work attempts to focus on five motivational strategies that could be of help to solving problems of French Language teachers' ineffectiveness. These strategies considered in the study are remuneration, regular in-service training, involving French Language teachers in decision-making, provision of conducive work environment and attractive fringe benefits.

Remuneration is the reward for employment which could be salary, allowances, benefits provided in exchange for services provided in this case by the French Language teachers. Therefore, consistency in approving remuneration as a motivational strategy can easily spur French Language teachers into doing a better job. The remuneration of many teachers in public secondary schools is poor. Their welfare package is among the worst in the country. They operate with meagre and irregular salaries. Their conditions of service continue to nose-dive. For instance, some teachers have died of hunger, diseases and frustration.

In addition, having regular in-service training is important to the teaching/learning process. It is the process of teachers' periodically undergoing continuous update of their professional knowledge, attitude and skills after initial certification and employment until termination of service by their employers. It is critically important for teachers' effectiveness. Unfortunately, staff development programmes are not available for some teachers. A majority of them do not attend training programmes to update their professional skills. Some of them are not exposed to workshops, conferences and seminars to know the innovations on instructional delivery method and curriculum content. Learners learn better when taught by teachers who are motivated and effective in lesson delivery. Buying textbooks, introducing computers and other instructional materials into the school system need quality teachers who are trained on how to use them to help learners access knowledge. To improve French Language teachers' effectiveness, therefore, may require keeping them abreast with current trends in the presentation of French Language lessons. Note that for these trainings to be effective, government must endeavour to sponsor the French Language teachers and give some benefits to increase their drives towards future participation in such training.

Involving French Language teachers in decision-making could also determine teachers' effectiveness. Mullins (2005) submitted that the participation of teachers in decision-making in schools makes them to be committed to their job. Ultimately, it enhances teacher efficiency and effectiveness. It involves the teachers putting suggestions, opinions, views and inputs that would bring teaching effectiveness in the teaching/learning process. The teachers are supposed to take part in policy making because they implement the curriculum. Involvement of teachers in decision-making in the issues of teaching and learning might enhance the standard of education and productivity; enhance interpersonal relationship between teachers and the government. It might help teachers to appreciate their values and profession.

However, in a situation where they are neglected in decision-making, when they are the people implementing these decisions, they may be demoralized or even tactically withdrawn from service even when in the service. Also, employers should allow teachers' issues concerning their job especially; issues of security, salary, among others to know what actually trouble them at the course of implementing the curriculum. These are rarely practiced among public secondary school teachers. Most of them are not taken along during the formulation of policies concerning educational innovations. Some of them are not even invited nor involved in curriculum content review processes, innovations in students' evaluation procedures and innovation in classroom management methods.

In addition, teachers' work environment has been identified as another determinant of teachers' effectiveness. Futernick (2007) defined work conditions based on the belief that when given the opportunity to work as a team with other qualified teachers who share the same vision, teachers can actually jolt the school out of its disequilibrium and transform it into a high-achieving school. Futernick's work condition elements include: (1) teams, (2) time, (3) physical environment, (4) class

size reduction, (5) autonomy and shared governance, (6) leadership, (7) a well-rounded curriculum, (8) external support, and (9) parent/community involvement. Unfortunately, French Language teachers in public schools lack these necessary physical facilities needed to deliver knowledge to the learners. Majority of them do not have good staffrooms, classrooms, laboratories, libraries, among others that might aid research and the teaching/learning of French Language.

Fringe benefit may also be a determinant of teachers' effectiveness. Fringe benefits are those benefits and incentives teachers get apart from salaries. Fringe benefits attract the level of talent needed by the establishment and most often, these benefits are tax-free. These fringe benefits boost the teachers' morale to do well and improve their effectiveness to duty. In the educational setting, such benefits should be provided monthly, quarterly or yearly, but little of that is witnessed recently in Nigeria. In the absence of these motivational factors, teachers and French Language teachers especially might be demotivated.

Unfortunately, these benefits are lacking for French Language teachers in public secondary schools. The majority of them do not have free health insurance, free staff buses, accommodation, water, access to sickbays, meals and vacation pay. Many teachers do not have access to internet and electricity that might aid research in French Language teaching/learning process. With much investment by the government and stakeholders in education in the training and re-training of teachers of French Language, research shows that the performance of students in French Language is not improving, due to the problems of teachers' demotivation. It is on account of the persistence of the problems that the researcher sought to find out if teachers' demotivation relates to French Language teachers' effectiveness in secondary schools in Calabar Education Zone of Cross River State, Nigeria. If it does, how does it relate to French Language teachers' effectiveness in secondary schools? These are the questions this study sought to address.

2. Statement of the Problem

The Cross River State Education Resource Centre, Ministry of Education; Calabar reported that only 39% of students performed well in French Language in the Cross-River State Basic Education Certificate Examination (BECE) between 2010/2011 to 2014/2018 academic sessions. This ugly situation is not different in other public examinations. For example, the WAEC Chief Examiners' Reports (2013-2015 and 2016-2018 respectively) showed that on the average, only 36% of the students obtained credit level passes in at least 5 subjects, including French Language, while the reports of WAEC 2016-2018 respectively showed that 52%, 59.22% and 49.98% of the students obtained credit level passes in at least 5 subjects. This showed that candidates' performance in French Language has not been encouraging. These very poor outings have made it increasingly difficult for our students to fill their admission quota in any French Language related programme in the different colleges and universities in Nigeria. This is rather uncomplimentary when one considers the extent of investment made in the educational sector by government, teachers, parents and other stakeholders, (Joseph & Joshua, 2010).

Attah (2015) observed that Cross River State Government has made tremendous efforts to improve students' performance by organizing seminars, workshops and in-service training for teachers. Yet, the students' performance in French Language is not boosting. It is against this background that the present study therefore, poses this question: Do teachers' get-up-and-go packages, otherwise, motivation relate to secondary school French Language teachers' effectiveness?

3. Research Hypotheses

The following hypotheses were formulated for the study:

1. There is no significant relationship between remuneration and secondary school French Language teachers' effectiveness.

2. Teachers' involvement in in-service training has no significant relationship with secondary school French Language teachers' effectiveness.
3. Teachers' involvement in decision-making has no significant relationship with secondary school French Language teachers' effectiveness.
4. Teachers' work environment has no significant relationship with secondary school French Language teachers' effectiveness.
5. There is no significant relationship between fringe benefits and secondary school French Language teachers' effectiveness.

4. Methodology

The ex-post facto survey research design was used for this study because it allows for the retrospective examination of the independent variables to see its possible influence on the dependent variable (teachers' effectiveness in secondary schools).

Area of the Study

The research area was Calabar Education Zone, Cross River State, Nigeria. It lies within longitude 08⁰ 00' E and 09⁰ 25' E of the Greenwich Meridian and 04⁰ 00'N and 06⁰ 45 of the Equator (Geography and Environmental Science Department, University of Calabar, 2018). It is bounded on the East by the Republic of Cameroon, the South by Atlantic Ocean, the West by Akwa Ibom, Abia and Ebonyi States and the North by Ikom Education zone (Geography and Environmental Science Department 2018).

Calabar Education Zone is one of the three (3) Education Zones in the State. It is made up of seven (7) Local Government Areas comprising Akamkpa, Akpabuyo, Bakassi, Biase, Calabar Municipality, Calabar South and Odukpani Local Government Areas. The Education Zone has 81 registered public secondary schools with numerous privately owned and missionary schools to compliment the number of public secondary schools. One federal university (The University of Calabar), one state owned University (Cross River University of Technology), one privately owned university (Arthur Javis University), two state colleges: College of Education Akamkpa and Cross River State College of Health Technology, Calabar.

Sample

The sample of the study was made up of thirty (30) JSS 3 French Language teachers in thirty (30) public secondary schools in the four (4) Local Government Areas of Calabar Education Zone of Cross River State. The sampling technique adopted for this study was census and purposive sampling techniques. Census was deemed appropriate because of the collection of information from the entire Local Government Areas and French Language teachers that constituted the population of the study.

The sample distribution per Local Government Area is presented in Table 1.

Table 1: Distribution of public secondary schools' Junior Secondary School three (JSS 3) French Language teachers in Calabar Education Zone

S/N	LGAs	No. of schools	No. of JSS III French Teachers
1	Biase	16	14
2	Calabar Municipality	16	10
3	Calabar South	7	5
4	Odukpani	15	1
	Total	54	30

Source: PRS - CRS Secondary Education Board, 2017/2018 academic session

5. Instrumentation

The instruments used in the collection of data for the study were a survey questionnaire titled French Teachers' Motivation Questionnaire (FTMQ) and Classroom Observation Checklist (COC) developed by the researcher who then gave it to experts in Measurement and Evaluation for necessary suggestions and corrections. The questionnaire (FTMQ) for teachers consisted of two sections; A and B. Section A focused on the personal data of the teachers such as the name of school, sex and Local Government Area while section B had twenty-five items respectively. The French Teachers' Motivation Questionnaire was designed to measure remuneration, involvement in in-service training, involvement in decision-making, teachers' work environment and fringe benefits.

The second instrument, COC had two sections: A and B. Section A contained the personal data of the respondent such as the name of the school, sex, number of students in the classroom, topic, length of the lesson, time, Local Government Area, teachers' qualification while section B had twenty five items. The Classroom Observation Checklist focused on teachers' effectiveness. Areas tested were teachers' mastery of subject matter, teachers' knowledge of the use of instructional materials, teachers' communication ability, teachers' classroom management skills and teachers' interpersonal relationship.

The instruments FTMQ and COC was subjected to face validity by experts in Measurement and Evaluation so as to ensure the appropriateness of the items., while the five hypotheses were tested using Pearson Product Moment Correlation at 0.05 level of significance.

6. Results and Discussions

The variables involved in the study were: remuneration, teachers' involvement in in-service training, teachers' work environment, teachers' fringe benefits and effectiveness of secondary school French Language teachers. Table 2, reveals the mean value and standard deviation of all the main variables. The mean values range from 8.00 for teachers' in-service training to 29.60 for remuneration, while the standard deviation ranged from 0.93 for teachers' work environment to 5.64 for remuneration. These mean values were used for the inferential statistics.

The results of the analysis were presented hypothesis-by-hypothesis.

Hypothesis One

In the null form, the first hypothesis states thus: there is no significant relationship between remuneration and effectiveness of secondary school French Language teachers.

Table 2: General description of variables

Variable	N	Mean	Standard deviation
Remuneration,	30	29.60	5.64
Involvement in in-service training	30	8.00	1.20
Teachers' involvement in decision-making	30	15.40	1.13
Teachers' work environment,	30	11.50	0.93
Teachers' fringe benefits	30	17.30	1.20
Effectiveness of secondary school French Language teachers	30	12.80	1.56

Source: Field survey, 2018

The independent variable in this hypothesis is remuneration while the dependent variable is effectiveness of secondary school French Language teachers. The items used in testing this hypothesis were derived from questionnaire items 1 – 5 of the section B of the French Teachers' motivation questionnaire (FTMQ) and items 1 to 25 of the Classroom Observation Checklist (COC). Pearson Product Moment Correlation coefficient (PPMC) was used to test this hypothesis at 0.05 level of significance and results presented in Table 3.

The result in Table 3 shows that the calculated r – value of 0.578 was greater than the critical r -value of 0.361 at 0.05 level of significance with 28 degrees of freedom. By this result, the null hypothesis which states that there is no significant relationship between remuneration and effectiveness of secondary school French Language teachers was rejected while the alternate hypothesis is accepted. The correlation coefficient is a standardized measure of an observed effect, it is a commonly used measure of the size of an effect and that values of ± 0.1 represent a small effect, ± 0.3 is a medium effect and ± 0.5 is a large effect

Therefore, the squared correlation (R^2) known as the coefficient of determination, which is used as a measure of effect size indicates the proportion of explained variance on the dependent variable. Therefore, only 33.4% of the variance in effectiveness of secondary school French Language teachers was accounted for by remuneration. The magnitude of effect is large. By this result, we can conclude that there was statistical significant relationship between remuneration and effectiveness of secondary school French Language teachers. In other words, French Language teachers in the study area reported that they are remunerated as at when due, therefore are effective.

Table 3: Pearson Product Moment Correlation of remuneration and effectiveness of secondary school French Language teachers

Variable	N	Mean	SD	r-value	Sig.	r^2
Remuneration	30	29.60	5.64	0.578**	.001	0.33
Effectiveness of French Language teachers'	30	12.80	1.56			

Significant at 0.05 level; $df = 28$; critical r value = 0.361

Source: Field survey, 2018.

The result of hypothesis one indicated a significant relationship between remuneration and secondary school French Language teachers' effectiveness. The finding of this study supports the views of Ikenyiri and Ihua-Maduenyi (2012) who asserted that teachers had value for each of their psychological (financial) needs, and that each of the received need serves as a booster to their motivational levels which in turn, enhance their effectiveness to duty. This implies that remuneration is one of the financial needs that help to boost teachers' morale. It motivates teachers to put in their best which might increase their productivity and this might go a long way to manifest in students' improved performance.

In a similar research on Business studies teachers' satisfaction with their work, Sithole and Solomon (2014) found that teachers were mostly concerned about their salaries which when unpaid, could serve as a source of demotivation to them.

The result also strongly supports the opinions of Clotfelter, Ladd and Vigdor (2006) who added that while there are many ways to improve teachers' effectiveness, one popular strategy is to raise teacher salaries. Also, Harbison and Hanushek (2002) pointed out that teachers currently face weak incentives, with pay determined almost entirely by educational attainment, training, and experience, rather than performance. This simply means that salary is one of the determinants of teachers' productivity. This is in accordance with the research on teacher's remuneration and their attitude to work carried out by Arrey (2014) who found that regular payment of teachers' salaries influenced their attitude to work.

Hypothesis Two

In the null form, the second hypothesis states thus: there is no significant relationship between involvement in in-service training and effectiveness of secondary school French Language teachers. The independent variable in this hypothesis is teachers' involvement in in-service training while the dependent variable is effectiveness of secondary school French Language teachers. The items used in testing this hypothesis were derived from questionnaire items 6 – 10 of the section B of the French Teachers' motivation questionnaire (FTMQ) and items 1 to 15 of the Classroom Observation Checklist

(COC). Pearson Product Moment Correlation coefficient (PPMC) was used to test this hypothesis at 0.05 level of significance and results presented in Table 4.

The result in Table 4 shows that the calculated r – value of 0.110 was less than the critical r – value of 0.361 at 0.05 level of significance with 28 degrees of freedom. By this result, the null hypothesis which states that there is no significant relationship between teachers' involvement in in-service training and effectiveness of secondary school French Language teachers is retained while the alternate hypothesis is rejected. The correlation coefficient is a standardized measure of an observed effect, it is a commonly used measure of the size of an effect and that values of ± 0.1 represent a small effect, ± 0.3 is a medium effect and ± 0.5 is a large effect.

Since the coefficient was not significant, coefficient of determination (magnitude of effect), was not necessary. By this result, we can conclude that there was no statistical significant relationship between teachers' involvement in in-service training and effectiveness of secondary school French Language teachers. In other words, French Language teachers in the study area do not benefit from in-service training therefore, are not very effective.

Table 4: Pearson Product Moment Correlation of teachers' involvement in in-service training and effectiveness of secondary school French Language teachers

Variable	N	Mean	SD	r-value	Sig.
Teachers' involvement in in-service training	30	8.00	1.20	0.110	.563
Effectiveness of French Language teachers'	30	12.80	1.56		

Not Significant at 0.05 level; $df = 28$; critical r value = 0.361

Source: Field survey, 2018

Results from hypothesis two revealed that teachers' involvement in in-service training has no significant relationship to secondary school French Language teachers' effectiveness. This result was so because the teachers claimed that since they were employed, they have not benefited from in-service training which implies that the additional skills they need to be very effective is lacking. The findings contradict that of Douglas and Tim (2006) on teacher training, teacher quality and student achievement. The researchers posit that promoting teachers' quality through in-service education is a key element to improve productivity among teachers in secondary education. By implication, the more a teacher participates in in-service training, the better his effectiveness. The possible reason is that learning is a continuous process and teachers' continuous involvement in training keep them abreast with the innovations and current trends of instruction that might help improve their effectiveness. This result of the study implies that in-service training of teachers is significantly related to improved standard of education in secondary schools. In other words, in-service training programme of teachers contribute immensely to improved standard of secondary education.

The findings also contradict that of Ekpoh, Edet and Nkama, (2013) who found a significant relationship between teachers' involvement in staff development programmes and their job performance. Hoyle and Wallace (2006) also explained that continued activities help to enhance teachers' performance and that of the entire educational system. It is also in line with Zamumuzi (2004) who stated that in-service training helps teachers to expand their current knowledge of a subject/phase/matter, develop new knowledge and engage with colleagues at their current school and other schools.

Hypothesis Three

In the null form, the third hypothesis states thus: there is no significant relationship between teachers' involvement in decision-making and effectiveness of secondary school French Language teachers. The independent variable in this hypothesis is teachers' involvement in in-service training while the dependent variable is effectiveness of secondary school French Language teachers. The items used in testing this hypothesis were derived from questionnaire items 11 – 15 of the section B of the French

Teachers' motivation questionnaire (FTMQ) and items 1 to 25 of the Classroom Observation Checklist (COC). Pearson Product Moment correlation coefficient (PPMC) was used to test this hypothesis at 0.05 level of significance and results presented in Table 5.

The result in Table 5 shows that the calculated r – value of 0.100 was less than the critical r -value of 0.361 at 0.05 level of significance with 28 degrees of freedom. By this result, the null hypothesis which states that there is no significant relationship between teachers' involvement in decision-making and effectiveness of secondary school French Language teachers is retained while the alternate hypothesis is rejected. The correlation coefficient is a standardized measure of an observed effect, it is a commonly used measure of the size of an effect and that values of ± 1 represent a small effect, ± 3 is a medium effect and ± 5 is a large effect

Since the coefficient was not significant, coefficient of determination (magnitude of effect), was not necessary. By this result, we can conclude that there was no statistical significant relationship between teachers' involvement in decision-making and effectiveness of secondary school French Language teachers. In other words, French Language teachers in the study area reported that they are not involved in decision-making therefore, are not very effective.

Table 5: Pearson Product Moment Correlation of teachers' involvement in decision-making and effectiveness of secondary school French Language teachers

Variable	N	Mean	SD	r-value	Sig.
Teachers' involvement in decision-making	30	7.80	1.56	0.100	.631
Effectiveness of French Language teachers'	30	12.80	1.56		

Not Significant at 0.05 level; $df = 28$; critical r value = 0.361

Source: Field survey, 2018.

The result of hypothesis three indicated that there was no significant relationship between teachers' involvement in decision-making and French Language teachers' effectiveness. The finding of this study contrasts the views of Olorunsola and Olayemi (2011) who noted that involvement of teachers in decision-making makes them behave as actual role players in the school while their non-participation in decision-making over issues in the school makes them behave as strangers within the school. This result was so because, majority of the teachers claimed that since they were engaged in the job by the state government, they only receive memo to implement as it concern school policies. They have not been invited to participate in programmes concerning decision-making over issues or policies in the school system. Mullins (2005) submitted that participation of teachers in decision making in schools makes them to be more committed to their job and ultimately, enhances their efficiency and effectiveness.

In a research on the practices of teachers' involvement in decision-making in government secondary schools, Gemechu (2014) found that teachers who are involved in all areas of school decision-making are effective in their duty. This shows that teachers' role in school decision-making has a lot of bearings on their performance. Teachers who partake in contributing ideas would be more active and involve in their job. In their study, Omobude and Ujoro (2012) also found a significant influence of teachers' participation in decision making and their job performance.

Hypothesis Four

In the null form, the fourth hypothesis states thus: teachers' work environment have no significant relationship between effectiveness of secondary school French Language teachers. The independent variable in this hypothesis is teachers' work environment while the dependent variable is effectiveness of secondary school French Language teachers. The items used in testing this hypothesis were derived from questionnaire items 16 – 20 of the section B of the French Teachers' motivation questionnaire (FTMQ) and items 1 to 25 of the Classroom Observation Checklist (COC). Pearson Product Moment Correlation coefficient (PPMC) was used to test this hypothesis at 0.05 level of significance and results

presented in Table 9. The result in Table 6 shows that the calculated r – value of 0.424 was greater than the critical r -value of 0.361 at 0.05 level of significance with 28 degrees of freedom.

Table 6: Pearson product Moment Correlation of teachers' work environment and effectiveness of secondary school French Language teachers

Variable	N	Mean	SD	r-value	Sig.	r ²
Teachers' work environment	30	17.30	1.20	0.424	.001	0.17
Effectiveness of French Language teachers'	30	12.80	1.56			

Significant at 0.05 level; $df = 28$; critical r value = 0.361

Source: Field survey, 2018

By this result, the null hypothesis which states that teachers' work environment have no significant relationship between effectiveness of secondary school French Language teachers was rejected while the alternate hypothesis is accepted. The correlation coefficient is a standardized measure of an observed effect, it is a commonly used measure of the size of an effect and that values of ± 1 represent a small effect, ± 3 is a medium effect and ± 5 is a large effect.

Therefore, the squared correlation (R^2) known as the coefficient of determination, which is used as a measure of effect size indicates the proportion of explained variance on the dependent variable. Therefore, only 17.9% of the variance in effectiveness of secondary school French Language teachers was accounted for by work environment. The magnitude of effect is moderate. By this result, we can conclude that teachers' work environment statistically significantly relates with effectiveness of secondary school French Language teachers. In other words, French Language teachers in the study area reported that their work environment is conducive and makes them effective.

It was found out in this aspect of the study that teachers' work environment has significant relationship between French Language teachers' effectiveness. By implication, the more conducive the French Language teacher work environment is, the more effective their performance. The possible reason could be that desire work environment with classrooms, lighting, spaciousness and ventilation laboratories, libraries, conveniences, refectories among others enables the teacher to be good listeners, available, approachable, source of information, paying adequate attention to student activities and trustworthy in performing their roles to yield a highly effective teacher capable of igniting.

This result agreed with Arogundade and Bolarinwa (2011) who found that there is significant relationship between teachers' work environment and their classroom management as reflected in the view of Wachira (2013) who noted that the school environment itself has a largely untapped potential as an active contributor to the learning process. In each society, there are facilities other than classrooms that can contribute in no small measure to the teaching and learning process. For learning to take place, learners must have access to necessary information materials and resources. They have to interact with tangible and intangible resources and institutions to ensure some levels of performance.

Hypothesis Five

In the null form, the fifth hypothesis states thus: teachers' fringe benefits have no significant relationship between effectiveness of secondary school French Language teachers. The independent variable in this hypothesis is teachers' fringe benefits while the dependent variable is effectiveness of secondary school French Language teachers. The items used in testing this hypothesis were derived from questionnaire items 21 – 25 of the section B of the French Teachers' motivation questionnaire (FTMQ) and items 1 to 25 of the Classroom Observation Checklist (COC). Pearson Product Moment Correlation coefficient (PPMC) was used to test this hypothesis at 0.05 level of significance and results presented in Table 7.

Table 7: Pearson Product Moment Correlation of teachers' fringe benefits and effectiveness of secondary school French Language teachers

Variable	N	Mean	SD	r-value	Sig.
Teachers' fringe benefits	30	11.50	0.93	0.220	.056
Effectiveness of French Language teachers'	30	12.80	1.56		

Not Significant at 0.05 level; df = 28; critical r value = 0.361

Source: Field survey, 2018

The result in Table 7 shows that the calculated r – value of 0.220 was less than the critical r-value of 0.361 at 0.05 level of significance with 28 degrees of freedom. By this result, the null hypothesis which states that teachers' fringe benefits have no significant relationship with effectiveness of secondary school French Language teachers was retained. The alternate hypothesis was rejected. By this result, we can conclude that there was no statistically significant relationship between teachers' fringe benefits and effectiveness of secondary school French Language teachers.

The result of hypothesis five indicated that teachers' fringe benefits has no significant relationship with secondary school French Language teachers' effectiveness. Though, there was no statistical significant relationship, from experience, teachers who enjoy fringe benefits are effective than those who do not enjoy such benefits. This means that the teachers who enjoy fringe benefits performed differently from those teachers who do not enjoy fringe benefits. The possible reason is that fringe benefits like paying of bills, providing free accommodation, free holiday, promotion, and many more in addition to direct wages or salaries could boost teachers' moral and enable them to improve their performances.

The finding is also not in line with the views of Akpan (2013) who believed that if teachers' pay, working conditions and fringe benefits given to teachers are judged to be good by the teachers, they might put in more effort at work. In other words, they might prepare adequately for their lesson, go to school regularly and punctually.

Conclusion

Based on the findings, it was concluded that; teachers' remuneration and teachers' work environment have significant relationship with secondary school French Language teachers' effectiveness while teachers' involvement in in-service training, teachers' involvement in decision-making and teachers' fringe benefits do not have significant relationship with secondary school French Language teachers' effectiveness.

Recommendations

It was recommended that relevant educational agencies should be set up to harmonize all entitlements, fringe benefits or incentives to be enjoyed by teachers so that they will be in line with their counterparts in other professions. Secondly, that the conditions of service for teachers should be attractive to the extent that qualified people will be proud to disengage from other fields and take on teaching.

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