

Efficacy of motivational interviewing counselling technique on teaching skills of in-service teachers in Yobe State, Nigeria

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ABSTRACT

This study examined the efficacy of motivational interviewing counselling technique on teaching skills of in-service teachers in Yobe state, Nigeria. The study was guided by two objectives which are to determine the significant effect of motivational interviewing counselling technique on teaching skills of teachers in Damaturu study center; find out the significant difference of motivational interviewing counselling technique on teaching skills of teachers according to gender. The study employed quasi-experimental research designed and used multi-stage sampling technique to sample one hundred and twenty (120) participants for the study. The instrument used for data collection was teaching competence rating scale (TCRS) with Cronbach alpha of .94. Data was collected in four different phases and was analyzed using t-test for independent sample. Result from the analyzed data reveals that a significant difference exist between the MICT class and those exposed to current health issue class ($t_{cal}=55.82$; $p<0.05$); there was significant variance in motivational interviewing counselling technique according gender of the participants ($t_{cal}=36.71$; $p<0.05$). Recommended made include that Ministry of Education should strengthen their effort to organize seminars and workshop on the significance of motivational interviewing counselling technique as effective treatment towards improving teaching skills and professionalism of teachers and scholars and ministry of education should not only focus on the effect of motivational interviewing counselling technique on in-service teachers' alone, but also on job satisfaction, work absenteeism.

Keywords: In-service, Motivational interviewing counselling technique, Skills, Teachers, Teaching

1. INTRODUCTION

National Policy on Education (NPE, 2014) has clearly stated that education is a “viable device for building a free and democratic society, a just and egalitarian society, a united strong and self-reliant nation and a great and dynamic economy. Education is worldwide accepted as the most workable tool for justifying human development. It is equally an indispensable tool for enhancing economic growth and national development. Education is seen as the foundation of every development making the basis for literacy, numeracy, skill acquisition, scientific and technological advancement as well as the ability to harness the natural resources of the state (Oderinde & Muraina, 2014). It helps to ensure a safer, healthier, more prosperous and environmentally-sound world. It is an essential key for personal and social improvement. In recognition of the enormous value of education, the Nigerian government has adopted education as an important instrument for effecting national development.” In order to attain these national aspirations, basic education is projected to provide quality instructions that will be oriented towards instructing values of respect for the worth and dignity of individuals; ability to make rational decisions; moral and spiritual values in relational and shared responsibility for the common good of society among others (National Policy on Education, 2014).

Thus, the importance of education of any country, basically governs the progress and status of that particular country (Jebson & Muraina, 2018). Therefore, education can be viewed as the significant instrument of any national progress and development. As such, the problem of the value of educational system has been receiving a great deal of courtesy in the country in recent epochs more than any other time and it is on these notes, that, parents and society as a whole are clamoring for quality education to their wards (Nwogbo, 2007). Similarly, it has also been observed that the massive investment by government in basic education, is not commiserate

with the output in terms of quality of the student's education and this might be as a consequence of teachers' teaching skills.

Teaching skills is degree at which teachers put in place necessary methodologies and knowledge required for effective teaching of students (Oluwatoyin, Muraina & Muraina, 2013). Teaching skills is considered as indispensable element of scholastic achievement, notwithstanding, there was slight ground as to what precise features that make a teacher to be skillful or competent. This is an imperative issue as it has economic impact of students' performance to be reflective. Hanushek (2011) scrutinizes the importance value of teaching skills, which is assumed to be a role of the decline rate of students' achievement in schools. As such, Lawal and Isah (2022) explained that inability to find exact answers to these questions motivated the researchers to undergo series of resersch to find out the reasons.

Subsequently, upon the practical weakening in value and importance of basic education, one might think that the failure rates among students is the replica of the instruction in the schools (Jebson & Muraina, 2018). In other words, the ineptitude of teachers in classroom interface with students might be responsible of the observed poor academic achievement of the students' and the reasons for the deterioration in the standard of basic education in Nigeria. It is based on these ground that, the United Nation International Children Emergency Fund (UNICEF) in collaboration with National Teachers' Institute (NTI) and Teacher Registration Council of Nigeria (TRCN) move to upgrade and enhance the professional skills of teachers in Borno, Adamawa and Yobe States (BAY States) by upgrading teachers with Grade II to have minimum qualification of Nigerian Certificate in Education (NCE) and those with first degree without education to have Postgraduate Diploma in Education (PGDE), thereby to enhance their teaching skills and to be more effective in teaching delivery. As such, this study focused on examining the efficacy of motivational interviewing counselling technique on teaching skills of teachers on in-service training in Damaturu Yobe State, Nigeria.

Motivational Interviewing Counselling Technique (MICT) is developed by Miller and Rollnick in 1991 as a substitute to old-style intervention for drug abuse among grown-ups' adults. MICT is a counseling technique designed to help clients confront their mixed emotions about change and find the internal resources to motivate action. The MIC technique is rooted in the notion that people are more successful in overpowering ambivalence when they hear their own arguments for behavior change (Naar-King & Suarez, 2011). Over many years past, MICT has become an established treatment for teaching competence and professionalism (Miller & Rollnick, 2012). Motivational interviewing counselling approach begins with assessing the client's readiness to change, then gearing interventions toward that stage. At certain points a client may open up about what they want to change and why. Therapists stimulate this commitment language in a way that reinforces the client's desire to change. As such, in this study MICT was adopted as the treatment given to in-service teachers with grade II certificate and thus with first degree without education to advance and progress their positive eagerness and motivation towards excellence teaching service delivery in the school.

According to Lundahl, Kunz, Brownell, Tollefson and Burke (2010) MICT, is an systematically reinforced therapy which has revealed potential in refining a variety of behavioural results in a moderately brief period. It is a scientific style of client-professional collaboration that improves teaching skills and students-centered, directive methodology for enhancing teaching skills (Miller & Rollnick, 2012). Wormer (2007) affirmed that teachers are more prospective to progress and transform in a positive direction when avoiding battles for change. Popoola (2015) found out that MICT has been shown to influence teaching skills. Similarly, research on MICT has revealed effectiveness in improving teaching skills after therapeutic session (Brody, 2009). MICT was able to work more quickly than other interventions focused on teaching skills (Muraina, Nyorere & Muraina, 2014). Moreover, numerous studies showed MICT has been yielded slight to average result in different conditions. Beside drugs abuse treatment, MICT was also used in wide range of healthiness behaviours, be it alone or in combination with different intervention to upsurge professional skills (Van Dorsten, 2007).

A study by Alutu (2005) and Abagi and Odipo (2007) have shown no significant difference between male and female teaching skills. Similarly, Tukur and Abimbola (2013) "revealed in meta-analytic research of gender and teaching skills and their finding revealed the existence of gender-difference. This leads to the female teachers being effective in their teaching skills than their male counterparts. Chau (1996) found out that females are slightly more competent than male in teaching skills. In addition, Abagi and Odipo (2007) suggest that gender does affect teaching skills and result was also found to propose that either males are highly skillful and competent or that female are generally high competent (Westera, 2001; Cheng, 1996). The inconsistencies,

according to Cheng (1996) are thoroughly connected to variances amid potentials, esteem, promotional prospects, remuneration of men and women.

Notwithstanding, scholars and researchers have diversified their researches in finding long-lasting solution to the obstacles that hinder teachers teaching skills in the school system. However, little studies have focused on the efficacy of motivational interviewing counselling technique on teaching skills. As such, the researchers deem it fit to add more to the existing literature by investigating the efficacy of motivational interviewing counselling technique on teaching skills of in-service teachers in Damaturu study center.

1.1. Statement of the problem

The National Policy on Education (2014) concisely made it positions that no country can raise above the quality of its teachers. This therefore means that the significant duties played by teachers in simplifying teaching and learning and in defining the quality of education service delivery is at top priority. Basic education is the preparatory ground for developing literacy and numeracy skills to students. It is expected that teachers at this level possess high level of skills to deliver quality education. However, it has been seen that the standard of education given to students in public school has been in a significantly poor condition; the achievement of students in exams has been constantly terrible as compared to thus in private schools. Poor performance of students in examinations has indicated that numerous factors were not in the right direction. As such, the victory of any school system in reaching its vision and mission largely rest on the skills and efficiency of the teachers. Teaching skills is characteristically as the measured or a ratio of output to input. In the schools, teaching skills is required to measure both skills and resourcefulness of the teachers. Ultimately, teachers regulate what is actually happens to curriculum, it uses to which teaching-learning materials are put in place. Thus, this present research focusses on determining the efficacy of motivational interviewing counselling technique on teaching skills of in-service teachers in Damaturu study center.

1.2. Purpose of the study

The purposes of the study are to:

1. Determine the significant effect of motivational interviewing counselling technique on teaching skills of teachers in Damaturu study center.
2. Find out the significant effect of motivational interviewing counselling technique on teaching skills of teachers according to gender.

1.3. Research hypotheses

The following null hypotheses are formulated and tested at 0.05 level of significance

HO₁: There is no significance effect of motivational interviewing counselling technique on teaching skills of teachers in the MITC group and those in the current health issue group

HO₂: There is no significance difference in the effect of motivational interviewing counselling technique on teaching competence of teachers according gender.

2. RESEARCH METHOD

2.1. Research design

This study employed quasi-experimental research design. In the word of Awotunde and Ugodulunwa (2004) quasi-experimental design is employed in a place where it is not conceivable to perform random assignment of subject to groups. Harrington and Harrigan (2006) explained that quasi-experimental research is the type of experimental study that regulates the effect of an intervention in a non-randomized sample. In addition, quasi-experimental research design can be employed in a school setting in such a way that is not possible to employed pure experiment which might be consider as interruption of school events (Ali, 2006).

2.2. Population and sample of the study

The study population of this research comprised eight hundred (800) in-service teachers in Damaturu center for (BAY state) NCE programme (National Teachers Institute, 2022). Thus, table 1 below shows the total population according to study centers:

Table 1: Total population

S/N	Centers	No. of Students
1	Modu Mustapha Study Centre	400
2	University Study Centre	400

A multi-stage sampling technique was employed in this study. In the first place, purposive sampling technique to select Modu Mustapha study center. This so because, the researchers are facilitators in the center and have easy access to the students for the counselling sessions. The second stage witnessed the stratified sampling technique to divide the students in to their respective programmes. Thus, table 2 below shows the breakdown.

Table 2: Students programmes

S/N	Programmes	No. of Students
1	Arabic	101
2	English	65
3	Integrated Science	45
4	Mathematics	44
5	Primary Education	52
6	Social Studies	93
7	Total	400

Similarly, the third stage employed the selection of twenty (20) participants from each programme. In total, 120 participants form the sample of the study. However, all the participants were clustered into two, sixty (60) participants constitute motivational interviewing counselling technique class and the other sixty (60) constitute the control group.

2.3. Research instrument

Teaching competence scale

This study adopted Teaching Competence Rating Scale (TCRS) developed by Linden, Stone and Shertzer (2005). The instrument was used as a measure of teaching competence of participants based on pre-instructional, instructional and post instructional activities of teaching. In its' unique form, the instrument has thirty (30) items, out of which twenty-seven 27 most pertinent items statement were used in the present study. The Author reported that the instrument had reliability coefficient of 0.89. However, Cronbach alpha of .94 was obtained in a pilot study. which involved an administration of the instrument to a selected sample of one hundred (50) in-service teachers in Borno State Nigeria which were not part of the participants for the study. The criteria adopted in selecting the participants for the study include: participants should be in-service teachers in Modu Mustapha study center in Damaturu; participants willing to participate in the treatment programme.

2.4. Method of data collection

The study was carried out in four different phases: pre-sessional activities, pre-test, treatment and post-test. At the pre-session, activities carryout include screening and assignment of participants to the experimental and control group. At the pre-test stage Teaching Competence Rating Scale (TCRS) was administered to the participants in both experimental and control group. Participants in the experimental group received eight sessions of treatment on motivational enhancement therapy. Each session spanned for an average of one hour. The control group were exposed to a lecture titled "COVID-19 safety rules". The post-test was administered following the conclusion of the session. The Synopsis of treatment packages was given below:

- **Session one:** General orientation and administration of the instrument to obtain pre-test scores.
- **Session two:** This session focused on issues of teaching profession and teaching ethics and the components of motivational enhancement therapy which entails the premise for the participants to achieve change when motivation comes from within themselves rather than being imposed by the counsellors.
- **Session three:** This session deals with the explanations of appropriate use of teaching skills and the ability of participants to have a sense of time management and able to create or choose contexts suitable to personal learning needs and values.
- **Session four:** In this session, an attempt was made to explain the personal growth citing example the participants will have a feeling of continued developmental trend; see themselves as growing and

expanding individual with brighter future.

- **Session five:** The session focused on urge and motive. Using the structure of motivational enhancement therapy identified above, the researcher explained that participant who has urge and motive is an individual who is self-determined to use and manage lessons irrespective of the conditions/situation; able to regulates behaviour from within and evaluates self by personal acceptance.
- **Session six:** This session was on the meaning and approaches of developing inconsistency, stating clearly that such participants who choose to teach; accepts his/her good and bad qualities; feels positive about past life while teaching will have an improved.
- **Session seven:** at this session, the researchers defined the relationship and explained self-efficacy support with respect to how it could affect or influence their teaching skills. This MET strategy refers to helping process to develop and support the client's belief that he/she can achieve change in teaching skills.
- **Session eight:** This session witnessed summary of motivational enhancement therapy, collection of post-test scores and formal closing of the sessions.

3. DATA ANALYSIS

This part of the research paper outlines the analysis of data collected from 120 in-service teachers undergoing NCE programme organized for teachers in BAY (Borno, Adawama and Yobe) states. However, Modu Mustpha study centre was selected among the two study centre in Damatru education zone for the study. T-test statistical analysis was used to analyze the data in this study. T-test was used so as to established the significant difference in the teaching competence of participant in experimental group and control as well as gender differences. Tables 3 and 4 below shows the findings of the study.

4. FINDINGS AND DISCUSSION

Table 3: Independent sample t-test of teachers exposed to motivational interviewing counselling technique and those exposed to current health issue

Groups	N	Mean	Std. Dev	df	T	p-value	LS
MICT Class	60	28.54	1.25				
Current Health Issues Class	60	10.45	0.98	118	55.82	0.000	0.05

*Significant at $p < 0.05$

The result in table 3 presented a significant different that exist between the MICT group and those exposed to current health issue class ($t=55.82$; $p < 0.05$). The mean value of the table further revealed that the MICT class had the mean score of 28.54 which was higher than that of their counterpart in current health issues class. This further revealed that MICT had significant effect on teaching skills of teachers in the MICT class.

Furthermore, the mean value of the table revealed that the teachers in motivational interviewing technique had higher teaching competence than their counterpart in the control group class. This further means that the intervention has significant effect on teaching skills of the teachers. This finding is in total agreement with the previous study of Miller and Rollnick (2012) who found motivational interviewing counselling technique as established treatment for teaching skills and professionalism. Motivational interviewing technique is an analytically reinforced treatment that has shown potential in refining a series of behavioural outcomes in a relatively brief amount of time (Lundahl, Kunz, Brownell, Tollefson & Burke, 2010). MICT is a scientific technique of client-professional interaction that enhances teaching skills and student-centered, directive method for enhancing teaching competence (Miller & Rollnick, 2012). In general, people are more likely to evolve and change in a positive direction when avoiding battles for change (Wormer, 2007). MIT has been shown to influence teaching competence (Popoola, 2015). Research on MIT has shown to be effective in enhancing teaching competence after therapeutic session (Brody, 2009), and MIT seems to be able to work more quickly than other treatments focused on teaching competence (Muraina, Nyorere & Muraina, 2014). Numerous fresh meta-analyses have investigated the efficacy of MICT in treating a series problem. Maximum number of the meta-analyses also engrossed on studies targeting drug abuse, with a lesser number of studies targeting teachers' professional skills and competence (Hettema, Steele & Miller, 2005).

Table 4: Summary of t-test for independent sample of teachers exposed to motivational interviewing technique according to gender

Groups	N	Mean	Std. Dev	df	T	p-value	LS
Male	37	56.83	23.64	58	36.71	0.002	0.05
Female	23	25.69	10.37				

*Significant at $p < 0.05$

Result in table 4 revealed that there was significant difference in motivational interviewing counselling technique according gender of the participants ($t\text{-cal}=36.71$; $p < 0.05$). The mean of the table further indicated that the male participants had adjusted better compare to female. This further meant that motivational interviewing counselling technique had significant effect on teaching skills of teachers.

This further meant that gender had no significant effect on teaching skills of secondary school teachers. This finding is in contrary with the study of Tukur and Abimbola (2013) who found that gender-difference differed in a variety of situations, roles and measures, where men are more autocratic or directive than female, and also female are more democratic or participative than male. This leads to the female teachers being effective in their teaching skills than their male counterparts. In agreement with this finding, other studies showed no significant difference between male and female teaching skills (Alutu, 2005; Abagi & Odipo, 2007). Chau (1996) concluded that a similar insignificant finding was found as it was compared between male and female teachers and found that female are slightly more skillful than male in teaching skills. (Abagi & Odipo, 2007) or that women are generally more competent (Westera, 2001; Cheng & Tsui, 1996).

5. RECOMMENDATIONS

The study among others recommended that:

1. Stakeholders in education should strengthen their effort to organize seminars and workshops on the significance of motivational interviewing counselling technique as essential treatment towards improving and enhancing teaching skills and professionalism of teachers.
2. Scholars and stakeholders alike in education should not only focus on the effect of motivational interviewing counselling technique on in-service teachers' alone, but also on job satisfaction, work absenteeism.

6. CONCLUSION

In line with the findings of this study, poor teaching skills among teachers should not be allowed to continue indeterminately. With the use of motivational interviewing counselling technique, the condition can be transformed for the better. This study found out that motivational interviewing technique had significant effect on teaching skill of in-service teachers. Thoroughly, motivational interviewing counselling technique had a significant effect on the teaching skills of male teachers. Similarly, it was also concluded from this study that motivational interviewing counselling technique enhanced the teaching competence of in-service teachers.

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