INTERNET APPLICATIONS AND SOCIAL SKILLS AS CORRELATES OF TEACHERS' EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

By

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Abstract

The study investigated internet applications and social skills as correlates of teachers' effectiveness in public secondary schools in Anambra State Nigeria. Two research questions and null hypotheses were tested at 0.05 level of significance. Literature related to the study were reviewed which exposed the need for the study. Correctional design was adopted using a total population of 571 public secondary school teachers in the area of the study. The instruments for data collection were researcher's structured questionnaire. Cronbach Alpha method was used to establish the reliability of the instrument. The overall reliability indexes obtained were 0.83 and 0.85. Data collected were analyzed using Pearson Product Moment Statistics to answer the research questions and to test the null hypotheses at 0.05 level of significant. Statistical Package for Social Sciences (SPSS) was used to analyze the data collected. The study results showed that Microsoft team application had a high positive significant correlation with teachers' effectiveness. Communication skill had a high positive significant correlation with teachers' effectiveness. Based on the findings, there is need for evaluation and monitoring of internet applications, social skills and teachers' effectiveness. This formal process would help foster principle of accountability within public school setting and improve teachers' level of effectiveness.

Keywords: Internet application, social skills, teachers' effectiveness, secondary school.

Introduction

Effectiveness of a secondary school teacher is an issue that has received increased attention in recent time. An effective teacher is one who should make the most significant impact in the lives of the students, translate educational objectives and run an effective classroom as well as the most successful in helping the students to learn. This profession has made him/her believe that every student can be successful as the student is seen as an active participants and not passive in educational matters (Dien et al., 2022). Effective and meaningful learning is impossible without competent teachers, who serve as the driving force behind the educational development of any nation

(Ezeaku & Obunike, 2024). Conversely, some teachers are seen exhibiting some form of no commitment to their job as manifest in students' queried poor academic outcome in some cases thus exposing the aspect of ineffectiveness from the teachers.

Teaching effectiveness is teacher's ability to meet or exceed the expected instructional goals by creating cooperative and orderly classroom atmosphere and a positive and interactive process that meet the actual developmental needs of the students. Hence, effectiveness of the teacher is the degree to which the teacher facilitates the accomplishment of educational goals by the teacher (Amalu, 2021). Therefore, teachers should be facilitators and transmitters of social values through their commitment in teaching and other duties to which their profession has called. Effectiveness of secondary school teachers may be determined by several factors that influence their job performance. Among these factors is teaching experience. Teaching experience appeared to have great influence on the effectiveness in teaching. The reason for their effectiveness in implementing in the classroom setting may be that the number of years of teaching experience indicates the length of service as an important factor to determine the effectiveness of teachers in teaching and learning process.

However, observations have indicated deficiencies in the discharge of their duties. Such deficiencies are displayed in their managerial skills, views and attitudes toward learners and learning processes, self-efficacy, subject mastery and assessment techniques, evaluation and feedback, inter personal relations, teacher-student relationship, good language, communication skills and teaching methodology which are indices of teacher effectiveness (Teymoriyan et al., 2018). Teacher effectiveness is seen as multidimensional construct that measures different aspects of teaching such as subject mastery, lesson preparation, lesson presentation, establishing friendly ties with students and a teacher's ability to communicate effectively and clarify things. This implies that teacher effectiveness is the extent to which a teacher is ready and dedicated to accomplish teaching objectives. It is also the degree to which the teacher facilitates the accomplishment of educational goals through the use of internet and social skills.

Essentially, the success and improvement in education standard depends on the effectiveness of teachers. Teachers translate the aims and objectives of the education into actions in the classroom. Teaching in any education system depends largely on the quality and competence of the teachers. This is because teachers are expected to perform the important functions of guiding, directing, evaluating, imparting, asking and answering questions, among others; for maximum benefits of the learners. Teaching embraces all human interactive skills employed by the teacher to promote/facilitate learning in the classroom situation; thereby, leading to improved performance on the part of the learner. More so, to actualize the enviable task of teaching, the teacher makes adequate preparation and planning. The nature of instructional preparations and delivery in education has also been revolutionized and secondary education programmes are affected by these rapid changes in technology and lifestyle. The effectiveness of teachers and instruction are the most important factors in influencing student learning.

The role of technology in the field of education is numerous. It is included as part

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of curriculum, as an instructional delivery system and a tool to enhance the entire learning process. Technology has radically and positively impacted on education and training globally by transforming teaching and learning. The whole process of education, particularly the way teachers and learners gain access to knowledge and information in this 21st century, has been greatly affected by technology. The emergence of the internet takes an important channel of communication as well as an investigation and leisure instruments for educational development in all aspects. The internet is a global collection of many computers and computer networks that are linked together. It enables individual's organization, companies, libraries and governments to share information across the world. The Internet which is an integral aspect of the Information and Communication Technology (ICT) has provided a rich global resource and collaborative environment for dissemination of knowledge and information. Agogbua and Chukwudolue (2022) noted that ICT is becoming an indispensable tool for quality teaching and learning in an academic setting. Its impact on education has been massive, thereby engendering such terms like e-teaching, e-learning, virtual teaching, e-training, and so forth, all developed around internet application in the field of education (Edeh & Akinkuolie, 2020).

The Internet is an incredible tool which is very useful for educational purposes. The internet is now a global means of information, sharing information which teachers and students have been using since the advancement of modern technology such as easy communication, online entertainment as well as gaining or receiving information in any field of life. Abubakar (2017) opined that teachers apply the internet to surf for

information and learning resources which helps learners to acquire facts, skills or opinion to develop cognitive processes therefore its importance cannot be over emphasized. The internet provides an array of powerful applications in every aspect of human endeavor which may help in transforming the isolated teaching and learning process in Anambra State. Considering the uses of the internet other than educational, it is mostly used in part for social and entertainment purposes (Thomas & Amaechi, 2017). However, it is obvious that the Internet provides not only social connection and entertainment but also academic and overall information of the world as well. Therefore, it can be said that the internet is the source of spreading information quickly to a large audience and of going beyond the limitation of time and space (Asubiojo & Ajayi, 2017). Tarimo and Kavishe (2017) indicated that access and effective application of internet services in secondary schools give added reading opportunities for students, which as a result improves understanding as well as reading skills which in turn support students' academic performance. Thus, the Internet is playing a significant role in the field of education.

Internet application is defined as the act of making contact and exchanging information with people, groups and institutions to develop mutually beneficial relationships, or to access and share information between computers. Eynon in Onwugbufor and Udebuana (2020) asserted that internet application is a tool to learn this latest news all around the world as well as getting any kind of information that serves different purposes such as learning more information about a hobby or health. It has been the most useful technology of the modern times which helps us in our daily

lives, and also our personal and professional lives developments. The internet has improved teachers' method of teaching and also enhancing students' learning techniques. Almasi et al. (2017) indicated that the internet is presently being used as a source of teaching and learning materials. The authors also stated that most private and some public secondary schools have computer laboratories used for teaching and learning. However, very few computer laboratories are connected to the internet. Alternatively, teachers and students use their mobile phones to access internet services for academic work. Internet application has had a substantial impact on secondary school teaching and learning method.

The application of internet in the teaching and learning can help reduce the length of time required for instruction leaving more time for practice of skills. Most internet devices are effective in the teaching of content and also help sustain learners' interest. Teachers can apply the internet to enhance their knowledge (computer based instructions), teach the students (computer assisted instructions) and also interact with other teachers around the globe. According to Moila and Makgato in Nkemjika and Raji (2020), the use of internet application in education is simply the use of ICT tools, which includes browsing of internet in search of information for lesson preparation, emailing to communicate with students and fellow teachers, downloading and storing of data for educational purposes, using power point to prepare presentation, using interactive whiteboards and many more activities. This may aid in the correction of educational inequities. Internet access aids educational administrators in lowering expenses and improving the quality of schools and institutions (Internet society, 2017). Applications with educational uses

are; Electronic teaching (e-learning), electronic mail (e-mail), information base and information retrieval. This study focuses on the internet applications namely Microsoft teams teaching as correlates of teachers' effectiveness.

In this global era, Microsoft teams are present in many areas of life. Microsoft Teams is a digital hub that allows educators to build lively educational experiences by bringing discussions, information, exercises, and tools together within one location. This online tools link people together all around the world to get information that are instructive and educative. It allows instructors to create collaborative classes, participate in professional development groups, and network with peers all from one platform (Juanis, 2020). Microsoft team is a platform where text, visual and audio content can be shared between the teacher and the students for teaching-learning activities (Olowo et al., 2020). Teachers can interact with students rapidly, exchange files, distribute notes and mark assignments using Teams. Educators can design engaging courses and give effective and timely feedback with the help of this technology. An excellent way to ensure students are more engaged in the learning experience in the classroom is by strengthening the communication between students and student-to-teacher to keep current information flowing through the class.

Microsoft Teams is a cloud-based application that puts together the apps, conversations, meetings and files in one LMS (Microsoft, 2018). Microsoft Teams is an application or platform from Microsoft that allows you and your team to communicate, work together, and perform all activities from one place. In Teams, the teacher and team members can access files directly from one

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place (Hub), conduct meetings, call, video calls, and use a variety of other features. In addition to this, the use of MS Teams has improved the process of teaching-learning, the ability of the teachers to grade and monitor the learners' activities and assignments, as well as the classroom organization and the teacher-student interaction (Alameri, et al. 2020). Microsoft Teams is part of Microsoft 365 and Finnigan (2020) stated that this platform is a hub for "workplace conversations", "collaborative teamwork", "video chats" and sharing of document all in one Teams- a feature of Microsoft Teams. In addition to this, the Microsoft Teams platform can be utilized through online and/or offline (Poston, et al. 2019). A great number of studies had been conducted about the perceptions of using Microsoft Teams. A study that was conducted by Juanis (2020), it was found out that for the students to have an enthusiasm in online learning, the online learning tool that they are using shall be familiar to them. And, the advantage of using Microsoft Teams helps to strengthen the relationship of its users. (Poston et al., 2019). Besides that, the results of the other studies show that students have a positive outlook of using the said app (Wea & Kuki, 2021).

Application of Microsoft teams in class is becoming more common. Microsoft team has the ability to close the gap between the learners and teachers and enable learners from all parts of the world to learn and work together without any obstacles (Oguguo et al., 2020). According to Gayathri (2020), Microsoft Teams is a helpful e-learning platform and the most chosen online learning tool that can be used for both online and mixed-mode learning. Hubbard & Bailey (2018) stated that Microsoft Teams could be considered as one supper application that integrates many different apps into one

program. According to Tsai (2018), Microsoft Teams offer usefulness that email cannot, including visit rooms and video conferencing. Microsoft Teams is a chat and collaboration platform designed to provide an easier way for small groups of people to communicate and collaborate (Heath, 2019). According to Juanis (2020), Microsoft Teams is a digital hub that allows educators to build lively educational experiences by bringing discussions, information, exercises, and tools together within one location. It allows instructors to create collaborative classes, participate in professional development groups, and network with peers all from one platform. Teachers can interact with students rapidly, exchange files, distribute notes and mark assignments using Teams. Educators can design engaging courses and give effective and timely feedback with the help of this technology.

Teachers play the role of transforming society by educating students and equipping them with skills, knowledge and habits for survival in the ever changing world (Ughamadu, Ezeaku & Obianuju, 2024). As the role of workers in production is similar to the role of machinery and other forces of production, teachers are required for the process of producing student's learning outcomes. Teachers have influence on not only test scores of students but also their social and emotional development, their behaviours, knowledge and critical thinking development (Blazar & Kraft, 2017; Ginsburg, 2017). Therefore, effective performance of teachers is paramount for any society. The achievement of a successful teaching is not just in understanding the subject content, but also the utilization of social skills in teaching, thinking, feeling among others. Social skills are very important in the establishment of relationship among people. It is a set of learned abilities

that enable an individual to interact competently and appropriately in a given social context (APA, 2022).

Social skills are those techniques and competences that regulate human relationship. They are those skills needed by a teacher to compliment the teaching methodology. In this study, social skills are the learned skills and abilities that can enable the teachers to establish quality relationship between self and others in the school environment. Social skills are the gestures which support human understanding and enhance human interaction. These are cognitive abilities of individuals which supports interaction under the influence of the society. According to Namka (2017 p. 23), social skill is the ability of individuals to communicate with others in society. These skills may be defined as the behaviours which are socially acceptable and enable a person to co-operate and coordinate with others in a positive manner. Social skills are necessarily interlinked with performance of teachers. The teachers, who work in a high performance setting, need well developed social skills to have excellence and efficiency in their profession (Haider et al., 2020). Therefore, these skills should be kept in mind and considered as a usual indicator and factor in selection of civic skills and personality traits by a teacher.

Moreover, Amadi and Akpan (2017) stated that teaching and learning communication plays an important role in conveying information from one person to the other. Thus, teaching involves a sequential and systematic presentation of facts, ideas, experiences, knowledge, skills and information by the teacher to students. This process is not as simple as it is often perceived. Teaching is all about communication - listening, speaking, reading, presenting and writing. Teachers who utilize their communication skills are prepared to instruct, advise and mentor students entrusted in their care (Silver, 2018). Communication skill is a face to face interaction that teachers use. It is the language that teachers use to translate expectations of students, elicit relevant knowledge from students, to respond to things that, Student say and to describe the classroom experiences that they share with students (Ugorji & Kagbaranen, 2021). Communications skills refer to behaviours through which a person can communicate with others in a way that leads to positive responses and avoid negative ones (Nakagawa et al., 2019). The ability to communicate effectively with others is a core social skill. Teachers must communicate well to effectively collaborate with colleagues and update administrators on students' progress. Baezat and Rahimi (2015) stated that teachers 'communication skills can develop students' self-efficacy and ultimately their academic well-being. Research has shown that friendly and effective communication in the classroom has an effective role in improving the academic atmosphere and academic adjustment of students (Cheong et al., 2019). Accordingly, academic adjustment will improve academic conditions and lead to high academic performance.

Communication is the primary key to success in any profession. Being a teacher means one need to have **great communication skills** to be a successful teacher. Communicating with one's students is a very difficult job because every student is different from the others. **Effective communication** is a way of creating a stable and understanding relationship between students and teachers. To create such relationships, Ezeaku and Uketui (2024) stated that teachers need to master

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their **communication skills.** Communication skills of teachers are crucial in the delivery of education to students. Teachers need to be excellent communicators and know how to speak to a variety of different people in order to do their job effectively. Teacher's ability to communicate effectively is critical in the transmission of education, classroom management, and contact with pupils in the classroom (Adeleke et al., 2022). Effective communication entails selecting the optimal communication channel for a given task, having the technical skills to utilize the channel effectively, presenting information in a way that is appropriate for the target audience, and being able to comprehend messages and responses from others (Sword, 2020).

Communication skills are critical components of the teaching-learning process. The ability of a teacher to communicate effectively with students is critical to their academic and professional success. Teachers with inadequate communication skills may contribute to students' failure to learn, eventually affecting their academic performance. Teachers need some essential skills to convey message clearly, effectively and professionally whether verbally or in writing. Adeleke et al. (2022) stated that good teachers' communication skills are essential for students' academic and professional success. It has been noticed that teachers give students more spoken instructions in the classroom. People who are good at communicating are more likely to succeed at employment, especially in the classroom. During the educational process, good communication reduces the possibility of harsh feelings. Students' learning outcomes tend to improve when teachers communicate in a clear and intelligible manner. In the teaching profession, excellent communication is regarded as a valuable tool.

Internet application and social skills are important for the academic development of communities of teachers and students; it is therefore relevant that every user of internet facilities be abreast to the benefits it offers especially to the secondary education sector. Researchers in education Ukpoma (2019) and Omariba et al. (2016) stated that one of the challenges faced by schools is lack of ICT applications usage among teachers because of their low level of literacy in ICT knowledge and capability. The authors have also shown that with present inadequate infrastructure and lack of technologically skilled teachers in education, it is difficult to intensively achieve the goals and objectives of quality education and training. It is against this background that this study on internet application and social skills as correlate of teachers' effectiveness in public secondary schools in Anambra State was conceived.

Statement of the Problem

The teachers' effectiveness in public secondary schools in Nigeria especially Anambra State seems grossly inadequate. Teachers are supposed to improve their effectiveness of instruction in the class at all times in order to reshape students for high academic achievements. Yet, it is worrisome and common in Nigeria to see that there are situations or cases where teachers show lack of commitments in their duties which is evident in their negligence of duty, absenteeism in the classroom, poor students' academic performances and achievements, failure to assess students' work in time, among others. Teacher effectiveness is the degree to which the teacher facilitates the accomplishment of educational goals through the use of internet and social skills which influences student learning. With advancement in technology in the 21st century, internet has become an invaluable

technology for teaching, learning and research in education. It has become obvious that traditional teaching practices no longer provide teachers and students in public secondary schools adequate information required of the present age. It is no longer a secret that internet tools are widely used at all levels of education including secondary schools in developed and under-developed countries.

However, it has been observed that most public secondary schools around us are yet to take maximum advantage of internet. Most teachers in our secondary schools in Anambra State lack skills such as social skills, search skills, e-assessment skills, and internet communication skills which may have positive effects on the student's moral, attitude and learning behaviour. There are inadequate training opportunities for teachers in the use of internet in a classroom environment. Students are therefore not sufficiently exposed to recent mind probing information. Such information will challenge students to be more risk taking and develop intellectually. This is because teachers adopt theoretical methods as a way of teaching and learning, mainly due to underutilization of internet in schools. It has been seriously affecting the students' academic performance as regards to the acquisition of appropriate skills and continued poor performance of students in external examinations such as WAEC, NECO and JAMB. As a result, the morale and interest of students is low.

Furthermore, in some schools, laboratories appeared not to be well equipped with modern technological devices for practical learning. Machines and other equipment that will aid students to practice what they learned in class are not functioning well. All these problems points to one

direction of low teachers' effectiveness to their job, which seems to be responsible by internet application and social skills. Similarly, it also influences negative perception of all stakeholders towards the schools as a whole. Consequently, the desire and the ultimate goal of education in secondary schools seem to be in jeopardy. The internet tools if properly harnessed appears to have the tendency of enhancing teaching and learning process which ensures teachers' effectiveness in their instructional delivery. This study is therefore to investigate the internet application and social skills as correlates of teachers' effectiveness in public secondary schools in Anambra State and to proffer solution to such issues.

Purpose of the Study

This study investigated the relationship between utilization of internet application, social skills and teachers' effectiveness in public secondary schools in Anambra State. Specifically, the study seeks to examine the:

1. Relationship between Microsoft team application and teachers' effectiveness in public secondary schools in Anambra State.
2. Relationship between communication skills and teachers' effectiveness in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the relationship between Microsoft team application and teachers' effectiveness in public secondary schools in Anambra State?
2. What is the relationship between communication skills and teachers'

effectiveness in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at .05 level of significance:

1. There is no significant relationship between Microsoft team application and teachers' effectiveness in public secondary schools in Anambra State.
2. There is no significant relationship between communication skills and teachers' effectiveness in public secondary schools in Anambra State.

Methods

The correlational research design was adopted in this study. Nworgu (2015) defined correlational design as the type of design that seeks to establish the relationship between two or more variables as well as indicating the direction and magnitude of the relationship between the variables. The study was carried out in state-owned public secondary schools in Anambra State. **Anambra** is a State in South Eastern Nigeria. The target population of the study consisted of all the 6, 899 teachers in all the 266 public secondary schools in the area of the study. Sample for the study were 690 teachers (10% of the population) in 26 selected public secondary schools in Anambra State. The proportionate stratified- random sampling technique was adopted. The instrument for data collection was researcher's structured questionnaire. The first one was titled "Internet Application Questionnaire (IAQ)", the second questionnaire titled "Social Skills Questionnaire (SSQ)" and the third questionnaire titled "Teachers' Effectiveness Questionnaire (TEQ)" developed by the researcher was used for data collection. The instrument (IAQ, SSQ and TEQ) designed

for this study was subjected to face validity by three experts in the field. Cronbach Alpha method was used to establish the reliability of the instrument. IAQ instrument gave an overall internal consistency and reliability coefficient 'r' value of 0.82. The second questionnaire gave an overall internal consistency and reliability coefficient 'r' value of 0.79 for the SSQ. The third instrument gave an overall internal consistency and reliability coefficient 'r' value of 0.80. Data collected were analyzed using Pearson Product Moment Correlation to answer the research questions and to test the null hypotheses at .05 level of significant. Statistical Package for Social Sciences (SPSS) was used to analyze data collected.

The researcher administered 690 copies of the questionnaire to the respondents with the help of five research assistants who were briefed on the method of data collection and retrieval. The respondents were given sufficient time to complete and return the copies of the instrument. The exercise lasted two weeks. Out of the 690 copies of the instruments administered, only 571 copies were retrieved. The 100 copies of the instruments were not correctly completed and therefore, were discard. This number (571) represented 90% of the questionnaires administered. The data collected for this study was analyzed using the Pearson Product Moment Correlation to test the degree of relationship. For the hypotheses, p-value was used for decision making for the hypotheses. Where the calculated p-value is less than the stipulated level of significance (.05), it means that there is significant difference between subject mean scores and the null hypothesis was rejected. Conversely, where the calculated p-value is equal to or greater than the stipulated level of significance (.05), it means that there is no significant difference between mean scores

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of variables in emphasis and the null hypothesis was not rejected. Statistical Package for Social Sciences (SPSS) version 23 was used to analyze the data.

Results
Research Question 1

What is the relationship between Microsoft team application and teachers' effectiveness in public secondary schools in Anambra State? (N = 571)

Table 1: Summary of Pearson Correlation Coefficient (r) of the relationship between Microsoft Teams application and teachers' effectiveness in public secondary schools in Anambra State

		Microsoft team application	Teachers' Effectiveness	Remark
Microsoft team application	Pearson Correlation	1	0.77**	
	Sig. (2-tailed)		0.00	
	N	571	571	high positive correlation
Teachers' Effectiveness	Pearson Correlation	0.77**	1	
	Sig. (2-tailed)	0.00		
	N	571	571	

**. Correlation is significant at the 0.05 level (2-tailed).

The result of data analysis in Table 1 revealed that there is a high positive correlation between Microsoft team application and teachers' effectiveness in public secondary schools in Anambra State. This finding is as a result of the 'r' being positive with the value r = 0.77 and N=571. Thus, the study concluded that there exists a high positive correlation between Microsoft team application and teachers' effectiveness in public secondary schools in Anambra State

Research Question 2

What is the relationship between communication skills and teachers' effectiveness in public secondary schools in Anambra State? (N =571)

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Table 2: Summary of Pearson Correlation Coefficient (r) of the relationship between communication skill and teachers' effectiveness in public secondary schools in Anambra State

		Communication Skill	Teachers' Effectiveness	
Communication Skill	Pearson Correlation	1	0.71**	
	Sig. (2-tailed)		0.00	
	N	771	571	high positive correlation
Teachers' Effectiveness	Pearson Correlation	0.71**	1	
	Sig. (2-tailed)	0.00		
	N	571	571	

**. Correlation is significant at the 0.05 level (2-tailed).

Analysis from Table 2 showed that there is a high positive correlation between communication skill and teachers' effectiveness in public secondary schools in Anambra State. This finding is as a result of the 'r' being positive with the value r = 0.71** and N=571. Thus, the study concluded that there exists a high positive correlation between communication skill and teachers' effectiveness in public secondary schools in Anambra State

Testing of Hypotheses

Hypothesis 1
There is no significant relationship between Microsoft team application and teachers' effectiveness in public secondary schools in Anambra State.   (N = 571).

Table 3: Pearson Product Moment Coefficient (r) of the relationship between Microsoft Teams application and teachers' effectiveness in public secondary schools in Anambra State

		Microsoft team application	Teachers' Effectiveness	Remark
Microsoft team application	Pearson Correlation	1	0.77**	
	Sig. (2-tailed)		0.00	
	N	571	571	Significance
Teachers' Effectiveness	Pearson Correlation	0.77**	1	
	Sig. (2-tailed)	0.00		
	N	571	571	

**. Correlation is significant at the 0.05 level (2-tailed).

Analysis on Table 3 indicates that at 0.05 level of significant with a P-value 0.00 is less than 0.05. Based on the result the null hypothesis is rejected. There is a significant relationship between Microsoft application and teachers effectiveness in public secondary schools in Anambra State.

Hypothesis 2

There is no significant relationship between communication skills and teachers' effectiveness in public secondary schools in Anambra State.   (N = 571)

Table 4: Pearson Product Moment Coefficient (r) of the relationship between communication skills and teachers' effectiveness in public secondary schools in Anambra State

		Communication Skill	Teachers' Effectiveness	
Communication Skill	Pearson Correlation	1	0.71**	
	Sig. (2-tailed)		0.00	
	N	771	571	Significance
Teachers' Effectiveness	Pearson Correlation	0.71**	1	
	Sig. (2-tailed)	0.00		
	N	571	571	

**. Correlation is significant at the 0.05 level (2-tailed).

The data analysis in table 4 showcased that at 0.05 level of significance with *P*-value 0.00 which is less than 0.05, the null hypothesis is rejected. This implies that there is a significant relationship between communication skills and teacher effectiveness.

Discussion

Results of the study revealed that there is a high positive relationship between Microsoft teams application and teacher effectiveness in public secondary schools in Anambra State. This implies that some teachers agreed to that Microsoft teams application dimension of internet application help in keeping students engaged in learning, circulating notes for lesson to students, illustrating images during lesson preparation, exchanging ideas from around the world, providing feedback to students, sharing resources online, and uploading of assignment for students on the google mail.

The finding of the study is in consonance with that of Khidiri, Sa'ari and Mohammad (2022) who stated that Microsoft Teams Application is an effective tool for online learning since it offers unique features that enhance interaction during the learning process. This interaction can be done through online class meetings, chat, post, online assessment and assessment. Abdullahi and Mohammed (2022) found that the utilization of Microsoft tools helps teachers to design their lesson plans in an effective, innovative, creative approach that would help in students' active and continues learning. Microsoft Teams is a digital hub that allows educators

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to build lively educational experiences by bringing discussions, information, exercises, and tools together within one location. It allows instructors to create collaborative classes, participate in professional development groups, and network with peers all from one platform. Educators can design engaging courses and give effective and timely feedback with the help of this technology.

Testing of the first hypothesis which stated that there is a significant relationship between Microsoft teams application and teachers' effectiveness in public secondary schools in Anambra State was rejected because the significant level was very high. This showed that increase in Microsoft Teams dimension of internet application means increase in teacher's effectiveness. This finding agreed with Jackson (2022) study that found those teachers' perceptions of social media application such as Microsoft teams for classroom instruction to improve students' learning and students' engagement was neutral. Though, in his study a statistically significant difference was found between teachers' current position (e.g., special education teachers and other teachers) and the use of social media in the classroom to improve students' learning. This finding and position of previous study confirmed the Socio-cultural theory by Vygotsky (1978) which stated that human minds do not develop by virtue of some predetermined cognitive structures that unfold as one matures. Rather, this theory posited that human minds develop as a result of constant interactions with the social material world.

The results of the study also revealed that communication skills had a high positive relationship with teacher effectiveness in public secondary schools in Anambra State. This implies that some teachers agreed that communication skills dimension of social skill gives students the opportunity to express their opinion, listening to the opinion of others/teachers, and use humour in the classroom, possibly due to ability of the teacher to tolerate and teach in clear manner, express own thoughts by employing eye contact, and follow moral attitudes in a responsible way that is worthy of modelling. Ironically, some teachers disagreed to some extent that teachers' communication skills do not help in developing students' creativity, and developing students critical thinking, possibly these teachers believes that ability to speak in a suggestive manner, able to convey knowledge in an attractive way, and ability to link theoretical material with practical application in a well-reasoned manner is not a criterion for being an effective teacher. This finding is in consonance with that of Adeleke, Adesua and Jimola (2021) and Ofojebe and Akudo (2021) who found that there was a strong positive relationship between communication skills and teacher effectiveness in the classroom according to the data.

Testing of the second hypothesis revealed that there is a significant relationship between communication skills and teachers' effectiveness in public secondary schools in Anambra State. Therefore, the null hypothesis was rejected. That means that communication skills dimension of social skill is a factor that contributes to teachers' effectiveness. This observation agrees with Oguejiofor, Igbokwe and Amaeze (2022) study that found that principals' communication skill, conflict resolution, and interpersonal skills management are significant predictors of effective school administration. It also agreed with Dash (2021) results that revealed that of secondary school teachers possess a high level of teacher effectiveness because of their

social skill (communication). Theoretically, this finding supports Vygotsky (1978) theory that believes that tools allow students to use their basic mental abilities in ways that are sensitive to the communication skills they are exposed to and grow up with. Teaching by using such tools as communication skill is not something that simply helps the mind to develop but to grow also because it leads to new, more elaborate forms of mental functioning. For example, when teachers or students master such a complex communication skill tool as human, this results not only in their ability to talk but leads to completely new levels of thinking, effectiveness, self-regulation and mentality in general. Consequently, it is the specific communication skill that calls into being and in effect shapes and forms new facets of the teachers with efficiency and effectiveness in their teaching career.

Conclusion

The findings of the study showed that there is a positive and significant relationship between internet applications (Microsoft team), social skills (communication skill) and teachers' effectiveness in public secondary schools in Anambra State. In Nigeria, teachers face challenges such as handling student needs, inadequate funding, inadequate technological materials, inadequate infrastructural facilities, lack of support, poor supervision, lack of capacity development and expose to social skill, and even criticism from a public that can be largely unaware of their everyday lives. Addressing these problems and bringing awareness to the challenges teachers face daily can help improve teacher effectiveness. Against this backdrop, this study explored internet application and social skills as correlates of teachers' effectiveness. To establish the study, statement of the problem,

research questions, purpose of the study, review of relevant literatures were done properly, and from the reviewed literatures the study adopted null hypotheses which were tested with descriptive and Pearson Product Moment statistics. Thus, the findings of the study proved that internet application namely zoom technology improves teachers' effectiveness. In same vein, social skills namely communication skill improve teachers' effectiveness.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. The teachers' appraisal should not include only performance but also internet application and social skills. This will improve teachers' effectiveness and in-turn improves the standard of the school, knowing that no education system can grow beyond the internet application and social skills knowledge of the teachers.

2. The Ministry of Education should organize seminars, workshops and in-service courses frequently to familiarize and sensitize teachers with a wide range of internet devices and their potentials to update their knowledge on the use of technology. This could trigger teachers' creativity and innovation in the application of internet tools in the teaching and learning process. Moreover, the planners/organizers of such seminars and workshops should ensure that the teachers personally get information about the seminars/workshops to avoid communication breakdown and encourage them to attend.

3. The current school curriculum should be reviewed in terms of basic

instructional approaches to incorporate basic Microsoft teams, zoom technology, Google classroom materials, concepts and paradigms in a systematic and well articulated fashion so that instructional delivery will be improved in our school system. This will enhance blended learning in Nigerian tertiary institutions.

4. Government should ensure that technological materials needed to foster effective internet driven teachings is provided with adequate training to teachers with that, the teachers will be able to give their best to students.

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