Assessing the implementation and Effectiveness of Eko-Excel Instructional Strategies among Teachers in Public Primary Schools in Lagos State Education District V

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ABSTRACT

This research assessed the familiarity and perceived effectiveness of Eko-Excel instructional strategies among teachers in Lagos State. A descriptive survey research design was employed. A total of 242 primary school teachers in Lagos state education district V participated in the study. Descriptive statistics, including means and standard deviations, were calculated, to analyse the Research questions. The findings revealed that teachers are, on average, highly familiar with Eko-Excel instructional strategies ($\bar{\bar{x}}$ = 3.3851; SD = 0.77435). The findings indicated that while familiarity with these strategies varies among teachers, those who utilise them report improvements in lesson delivery, pupil engagement, and overall classroom management. Also, the findings underscore the effectiveness of Eko-Excel strategies in enhancing instructional practices ($\bar{\bar{x}}$ = 3.1446; SD = 1.13472). It is recommended that there is need for educational authorities to prioritise investment in continued professional development and resources for Eko-Excel training, to ensure that all educators can fully leverage these innovative instructional strategies.

Introduction

Teachers' effectiveness is their ability to facilitate pupils' learning and achievement through the implementation of effective instructional practices in public primary schools. Effective teachers demonstrate strong pedagogical content knowledge, classroom management skills, and the ability to create supportive learning environments that meet the diverse needs of learners (Nwani, 2020). In the context of this study, primary school teachers' effectiveness is measured by their quality of instruction, time management, punctuality, and pupils' assessment. Quality of instruction refers to teachers' ability to effectively create a conducive learning environment, and facilitate teaching practices that fosters learners' learning outcomes, critical thinking skills, and engagement (Kettle, 2019).

Time management is primary school teachers' ability to efficiently and effectively allocate available time to accomplish tasks and achieve goals (Covey, 2019). An effective teacher is one who is punctual and able to assess their pupils by collecting and comparing data on what the pupils know and can do before and after instruction. Effective public primary school teachers carry out pupils' assessment to measure how much they have learnt through tests, quizzes, portfolios, projects, presentations, and pupils' self-assessment. Thus, pupils' assessments help public primary school teachers to improve their teaching methods, provide feedback to pupils, and monitor their progress (Brookhart, 2019). Despite the importance of teachers' effectiveness to attainment of school goals, there is however a growing concern about the prevalence of poor effectiveness of teachers in public primary schools in Lagos state.

Research and reports have shown ineffectiveness among some public primary school teachers in Lagos state in recent times (Ajayi & Sikiru, 2021; Nwani, 2020; Ogwazu, 2023; Oladejo et al., 2022;

Omotuyole, 2020; Prince-Ifoh, 2022; Malik et al., 2024). Some of the teachers spend time and put more efforts on their businesses – rather than on the learners and classroom. Some even do their business in school. Some teachers are not giving time to their work – and they are not learning progressively – so there is the lack of high performers in the educational system. Many teachers do not know more than one way to solve a mathematical equation because they are not learning (Prince-Ifoh, 2022). The implication of these reports is that pupils may not be properly taught and assessed which could hamper their learning outcomes. Although, previous studies have examined factors such as - teachers' practices and personal qualities and teacher preparation (Nwani, 2020; Oladejo et al., 2022).

Eko-Excel instructional strategies is an initiative of the EkoExcel programme which focuses on equipping teachers with the necessary skills and resources to enhance their instructional effectiveness. This includes professional development programmes that help teachers adopt modern teaching methodologies (Malik et al., 2024; Israel et al., 2024; Olujuwon et al, 2022). The initiative aims to align the curriculum with contemporary educational standards, ensuring that it meets the needs of pupils and prepares them for future challenges. Eko-Excel instructional strategies encompass a wide range of pedagogical approaches designed to promote pupil-centered learning, critical thinking skills, and active engagement in the classroom (Olujuwon et al., 2021). These strategies may include cooperative learning, project-based learning, differentiated instruction, and the integration of educational technology to enhance teaching effectiveness and improve pupil outcomes (Ajayi, 2021; Olujuwon et al., 2021).

Eko-Excel innovative strategies thus cater to diverse learning styles, encourages teachers to implement interactive and engaging teaching

methods to improve pupils' comprehension and retention. Eko-Excel provides training programmes aimed at equipping educators with modern pedagogical skills and knowledge. Eko-Excel promotes digital literacy among teachers and pupils, facilitating access to educational resources and enhancing learning experiences (Ibrahim, 2022). Adebayo (2022) submitted that schools employing interactive instructional strategies, such as group discussions, hands-on activities, and technology integration, reported higher levels of student engagement.

Furthermore, when teachers are not familiar with this initiative for instruction, they may not be effective. Ertmer and Ottenbreit-Leftwich (2020) highlights that teachers who are confident and knowledgeable about digital tools can integrate technology more effectively into their teaching practices. Given the ubiquity of this innovative strategies in the Eko-Excel classrooms and its potential impact on teachers' effectiveness and scarcity of studies on the relationship in public primary schools, Lagos state, there was a pressing need to contribute to the existing literature by investigating the relationship between Eko-Excel instructional strategies and various aspects of teachers' effectiveness in public primary schools in Lagos state education district V public primary schools.

Statement of the Problem

Despite numerous initiatives aimed at improving the quality of education in public primary schools in Lagos State, Nigeria, many students continue to underperform. The introduction of the Eko-Excel (Excellence in Child Education and Learning) programme was a strategic effort to address these challenges by leveraging digital tools, standardised lesson plans, and continuous professional development for teachers. The challenges of effective use of modern instructional strategies to improve teaching in public primary schools have not been looks at thoroughly, most especially in

this 21st century. This has had adverse effect on the public primary schools. However, the recent initiative of the Lagos state government, which led to the establishment of Eko-Excel instructional strategies has quickly reserved the above situation. The initiative through thorough research identified the shortcomings in the public primary schools and also devised an effective and efficient means of improving it, such as; variability in Implementation which Some teachers might fully integrate digital tools and standardized lesson plans into their daily routines, while others may struggle due to lack of training, resources, or resistance to change, Impact on teacher effectiveness in which limited data on whether the Eko-Excel strategies have led to measurable improvements in teachers' instructional quality, classroom management, and overall effectiveness, professional development efficacy such that there is insufficient understanding of how effective these training programmes are in equipping teachers with the skills and knowledge needed to utilise the new instructional strategies effectively and technological integration Challenges in which factors such as inadequate infrastructure, insufficient technical support, and varying levels of digital literacy among teachers. The Eko-excel instructional strategies has therefore created an avenue for Public Primary schools' teachers to effectively deliver their lessons through a modern approach, which has recorded huge success since its inception in December 2019. It is against this backdrop that this study sort to assess the familiarity among public primary school teachers and the effectiveness of the usage of Eko-Excel instructional strategies in Lagos State Education District V.

Research Questions

1. What is the extent of familiarity with Eko-Excel instructional strategies among teachers in public primary schools in Lagos State Education District V?

2. What is the level of teachers' effectiveness in relation to use of Eko-Excel instructional strategies in public primary schools in Lagos State Education District V?

Methodology

This research employed the descriptive survey research design. The population comprised 612 teachers in the public primary schools in Lagos state Ojo district V, Lagos State, Nigeria. The Taro Yamane sample size determination formula was used to arrive at a sample size of 242 teachers. A self-designed questionnaire titled: "Eko-Excel Instructional Strategies and Teachers' Effectiveness Questionnaire (EISTEQ)" was used to collect data. The questionnaire was validated using content and face validity and subjected to Cronbach's alpha for estimation of its internal consistency (stability). Value of .75 was obtained which meant that the questionnaire is reliable. The instrument was made into several copies and administered to the sample number (242) of public primary school teachers. Demographic variables of teachers were analysed using frequency and percentage, while research questions were answered using frequency counts, percentages, mean, and standard deviation.

Findings

Demographic Data Presentation

Table 1: Frequency Distribution of Teachers' Gender (n= 242)

Demographic Variables	Frequency (F)	Percentage (%)
Gender		
Male	101	41.7
Female	141	58.3
Age (Years)		
25-30	19	7.9
31-35	102	42.1
36-40	90	37.2
41 and above	31	12.8

Table 1 showed the frequency distribution of teachers by gender and age. Out of 242 teachers, 41.7% (n=101) are male, while 58.3% (n=141) are female, indicating a higher representation of females in the teaching workforce with a gender ratio of approximately 1 male to 1.4 females. For age distribution, the largest group of teachers falls within the 31-35 age range, comprising 42.1% (n=102) of the sample, followed by those aged 36-40 years at 37.2% (n=90), collectively, this accounts for a significant 79.3% of the total, suggesting that the teaching workforce is predominantly in their early to mid-career stages. Teachers aged 25-30 years constitute only 7.9% (n=19), while those aged 41 and above make up 12.8% (n=31).

Answer to Research Questions

Research Question One: What is the extent of familiarity among teachers with Eko-Excel instructional strategies in public primary schools in Lagos State Education District V?

Table 2: Familiarity with Eko-Excel instructional strategies (n = 242)

S/N	Items	HF	MF	SF	VSF	Mean	S.D.
1	The tablet	120 (49.6%)	64 (26.4%)	54 (22.3%)	4 (1.7%)	3.2397	0.85481
2	Character Board	160 (66.1%)	57 (23.6%)	24 (9.9%)	1 (4%)	3.5537	0.68717
3	Energizers	129 (53.1%)	69 (28.9%)	35 (14.5%)	9 (3.7%)	3.3140	0.85489
4	Songs	173 (71.3%)	55 (20.7%)	14 (5.4%)	0 (0.0%)	3.6570	0.58520
5	Story Telling before teaching	127 (52.5%)	76 (31.4%)	28 (11.6%)	11 (4.5%)	3.3182	0.85092
6	Praises	141 (58.3%)	69 (28.6%)	24 (9.9%)	8 (3.3%)	3.4174	0.80157
7	Peer Learning	93 (38.4%)	104 (43.0%)	36 (14.9%)	9 (3.7%)	3.1612	0.81152
8	Call and	153 (63.2%)	63 (26.0%)	21 (8.7%)	5 (2.1%)	3.5041	0.74147
9	Visual Aids and Flash cards	135 (35.8%)	84 (34.7%)	19 (7.9%)	4 (1.7%)	3.4463	0.71092
10	Role Play and Dramatisation	117 (48.3%)	71 (29.3%)	49 (20.8%)	5 (2.1%)	3.2397	0.84505
Average Mean (Standard Deviation) = 3.3851 (0.77435); Overall Decision = Highly Familiar							

Key: Highly Familiar (HF) = 4; Moderately Familiar (MF) = 3; Slightly Familiar (SF) = 2; Very Slightly Familiar (VSF) = 1; S.D. = Standard Deviation

Threshold Mean: 1.000-1.750 = Very Slightly Familiar; 1.751-2.500 = Slightly Familiar; 2.501-3.250 = Moderately Familiar and 3.251 to 4.000 = Highly Familiar

Table 2 showed data on teachers' familiarity with Eko-Excel instructional strategies, showing that among the ten listed strategies, the item with the highest familiarity is "Songs," with 71.3% (n=173) of respondents being highly familiar (HF), followed by "Character Board" (66.1%, n=160) and "Call and Response" (63.2%, n=153), which also demonstrate high mean scores of 3.6570, 3.5537, and 3.5041 respectively. "Praises" and "Visual Aids and Flash Cards" also show notable levels of high familiarity at 58.3% (n=141) and 35.8% (n=135), with means of 3.4174 and 3.4463. On the other hand, strategies such as "Role Play and Dramatization" and "The Tablet" are relatively less familiar, with HF percentages of 48.3% (n=117) and 49.6% (n=120), accompanied by lower mean scores of 3.2397 each. Similarly, "Peer Learning" shows the lowest HF percentage at 38.4% (n=93) but achieves a moderate mean score of 3.1612. Across all items, the average mean familiarity score is 3.3851 (SD = 0.77435), indicating that teachers are, on average, highly familiar with these instructional strategies.

Research Question Two: What is the level of teachers' effectiveness in relation to use of Eko-Excel instructional strategies in Lagos state primary schools?

Table 3: Level of Teachers' Quality of Instruction in relation to use of Eko-Excel instructional strategies (n = 242)

S/N	Items	SA	A	D	SD	Mean	S.D.
1	The instructional materials provided under Eko-Excel enhance my ability to deliver lessons effectively	139 (57.4%)	49 (20.2%)	18 (7.4%)	36 (14.9%)	3.2025	1.0990
2	Eko-Excel's digital lesson plans help me deliver more structured and organised lessons	132 (54.5%)	47 (19.4%)	25 (10.3%)	38 (15.7%)	3.1281	1.1250
3	The instructional strategies introduced through Eko-Excel have improved student engagement in my classroom	156 (64.5%)	42 (17.4%)	21 (8.7%)	23 (9.5%)	3.3678	0.9901
4	Eko-Excel training has significantly increased my teaching competence	113 (46.7%)	46 (19.0%)	33 (13.6%)	50 (20.7%)	2.9174	1.1953
5	The use of Instructional Strategies in teaching (e.g., tablets and digital resources%) has improved the overall learning experience of my students	150 (62.0%)	25 (10.3%)	10 (4.1%)	57 (23.6%)	3.1074	1.2642

Average Mean (Standard Deviation) = 3.1446 (1.13472); Overall Decision = Agree (High)

KEY: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1; S.D. = Standard Deviation

***Threshold:** mean value of 1.000-1.750 = Strongly Disagree (Very Low); 1.751-2.500 = Disagree (Low); 2.501-3.250 = Agree (High); 3.251 - 4.000 = Strongly Agree (Very High)

Table 3 indicated that teachers generally perceive Eko-Excel instructional strategies as effective, with the highest mean score of 3.3678 (SD = 0.9901). This reflects improved student engagement and a mean of 3.2025 (SD = 1.0990) was observed. Again, this highlights the usefulness of instructional materials for effective lesson delivery. Digital lesson plans and instructional strategies also received high agreement, with mean scores of 3.1281 (SD = 1.1250) and 3.1074 (SD = 1.2642), respectively. However, training was rated lower, with a mean of 2.9174 (SD = 1.1953), indicating room for improvement. The overall average mean of 3.1446 (SD = 1.13472) suggests that teachers strongly agreed to the effectiveness of the Eko-Excel teaching strategies.

Table 4: Level of Teachers' Time Management in relation to use of Eko-Excel instructional strategies (n = 242

S/N	Items	SA	A	D	SD	Mean	S.D.
1	Eko-Excel lesson plans are easy to follow and help me manage classroom time effectively	72 (29.8%)	168 (69.4%)	3 (0.8%)	0 (0.0%)	3.2975	0.4722
2	I am able to complete my lessons within the allocated time due to the structured nature of Eko-Excel.	94 (38.8%)	132 (54.5%)	14 (5.8%)	2 (0.8%)	3.3140	0.6182
3	Eko-Excel has reduced the time spent on administrative tasks, allowing me to focus more on teaching	81 (33.5%)	142 (58.7%)	13 (5.4%)	6 (2.5%)	3.2314	0.6601
4	The use of tablets for lesson plans has helped me manage class time more efficiently.	98 (40.5%)	122 (50.4%)	11 (4.5%)	11 (4.5%)	3.2686	0.7499
5	I find it easier to cover the curriculum on time due to the support provided by the Eko-Excel system	107 (44.2%)	105 (43.4%)	23 (9.5%)	7 (2.9%)	3.2893	0.7560

Average Mean (Standard Deviation) = 3.2802 (0.6513); Overall Decision = Strongly Agree (Very High)

KEY: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1; S.D. = Standard Deviation

***Threshold: mean value of 1.000-1.750 = Strongly Disagree (Very Low); 1.751-2.500 = Disagree (Low); 2.501-3.250 = Agree (High); 3.251 - 4.000 = Strongly Agree (Very High)

Table 4 showed that teachers generally perceive Eko-Excel instructional strategies as highly effective for time management. With an overall mean of 3.2802 (SD = 0.6513), the responses indicate a "Strongly Agree" decision (Very High). Item 1, regarding ease of following Eko-Excel lesson plans and managing time, has a mean of 3.2975 (SD = 0.4722), with 69.4% agreeing. Item 2, addressing the completion of lessons within allocated time due to Eko-Excel's structure, shows a mean of 3.3140 (SD = 0.6182), with 54.5% agreeing. Item 3, which highlights reduced time spent on administrative tasks, has a mean of 3.2314 (SD = 0.6601), with 58.7% agreeing. Item 4, focusing on the use of tablets for lesson plans, has a mean of 3.2686 (SD = 0.7499), with 50.4% agreeing. Lastly, Item 5, concerning the ease of covering the curriculum with Eko-Excel support, has a mean of 3.2893 (SD = 0.7560), with 43.4% strongly agreeing.

Table 5: Level of Teachers' Punctuality in relation to use of Eko-Excel instructional strategies (n = 242)

S/N	ITEMS	SA	A	D	SD	Mean	S.D.
1	Eko-Excel has improved my punctuality in starting and ending lessons on time.	142 (58.7%)	77 (31.8%)	10 (4.1%)	13 (5.4%)	3.4380	0.8059
2	The digital attendance system has helped ensure I start lessons promptly	131 (54.1%)	95 (39.3%)	5 (2.1%)	11 (4.5%)	3.4298	0.7429
3	The structured daily schedules provided by Eko-Excel help maintain punctuality in delivering lessons	126 (52.1%)	103 (42.6%)	4 (1.7%)	9 (3.7%)	3.4298	0.7095
4	The use of technology in Eko-Excel has helped me adhere to time schedules more effectively.	135 (55.8%)	89 (36.8%)	16 (6.6%)	2 (0.8%)	3.4752	0.6582
5	My students have become more punctual in attending classes due to the structured nature of the Eko-Excel programme	124 (51.2%)	78 (32.2%)	31 (12.8%)	9 (3.7%)	3.3099	0.8343

Average Mean (Standard Deviation) = 3.4165 (0.7502); Overall Decision = Strongly Agree (Very High)

KEY: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1; S.D. = Standard Deviation

***Threshold: mean value of 1.000-1.750 = Strongly Disagree (Very Low); 1.751-2.500 = Disagree (Low); 2.501-3.250 = Agree (High); 3.251 - 4.000 = Strongly Agree (Very High)

Table 5 presented teachers' perceptions of their punctuality in relation to the use of Eko-Excel instructional strategies, with an overall mean of 3.4165 (SD = 0.7502), indicating a "Strongly Agree" decision (Very High). Item 1, regarding improved punctuality in starting and ending lessons, has a mean of 3.4380 (SD = 0.8059), with 58.7% strongly agreeing. Item 2, focusing on the digital attendance system ensuring prompt lesson starts, has a mean of 3.4298 (SD = 0.7429), with 54.1% strongly agreeing. Similarly, Item 3, addressing how structured daily schedules maintain punctuality, also shows a mean of 3.4298 (SD = 0.7095), with 52.1% strongly agreeing. Item 4, on the use of technology aiding adherence to time schedules, has the highest mean of 3.4752 (SD = 0.6582), with 55.8% strongly agreeing. Lastly, Item 5, which evaluates students' punctuality due to Eko-Excel's structured nature, has a mean of 3.3099 (SD = 0.8343), with 51.2% strongly agreeing.

Table 6: Level of Teachers' Pupils' Assessment in relation to use of Eko-Excel instructional strategies (n = 242)

S/N	ITEMS	SA	A	D	SD	Mean	S.D.
1	Eko-Excel's digital tools help me provide more accurate assessments of student performance.	146 (60.3%)	61 (27.7%)	9 (3.7%)	20 (8.3%)	3.3636	0.9020
2	The system's real-time data entry has improved the tracking of student progress in my class.	149 (61.6%)	53 (21.9%)	13 (5.4%)	27 (11.2%)	3.3388	1.0025
3	I find the assessments in Eko-Excel to be aligned with the curriculum and learning objectives	122 (50.4%)	100 (41.3%)	10 (4.1%)	10 (4.1%)	3.3802	0.7540
4	Eko-Excel's assessment tools help me identify learning gaps in students more effectively.	126 (52.1%)	108 (44.6%)	3 (1.2%)	5 (2.1%)	3.4669	0.6319
5	The feedback provided by the Eko-Excel platform has helped me improve my teaching methods based on student assessment results	149 (61.6%)	85 (35.1%)	6 (2.5%)	2 (0.8%)	3.5744	0.5874

Average Mean (Standard Deviation) = 3.4248 (0.7756); Overall Decision = Strongly Agree (Very High)

KEY: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1; S.D. = Standard Deviation

***Threshold: mean value of 1.000-1.750 = Strongly Disagree (Very Low); 1.751-2.500 = Disagree (Low); 2.501-3.250 = Agree (High); 3.251 - 4.000 = Strongly Agree (Very High)

Table 6 showed an assessment of teachers' perceptions of pupils' assessments in relation to the use of Eko-Excel instructional strategies, with an overall mean of 3.4248 (SD = 0.7756), indicating a "Strongly Agree" decision (Very High). Item 1, which focuses on digital tools aiding accurate student assessments, has a mean of 3.3636 (SD = 0.9020), with 60.3% of respondents strongly agreeing. Item 2, which looks at real-time data entry improving tracking of student progress, has a mean of 3.3388 (SD = 1.0025), with 61.6% strongly agreeing. For Item 3, related to assessments aligning with the curriculum and learning objectives, the mean is 3.3802 (SD = 0.7540), with 50.4% strongly agreeing. Item 4, which focuses on assessment tools identifying learning gaps, has a mean of 3.4669 (SD = 0.6319), with 52.1% strongly agreeing. Finally, Item 5, which addresses feedback helping improve teaching methods based on student assessment results, has the highest mean of 3.5744 (SD = 0.5874), with 61.6% strongly agreeing.

Discussion

This study highlights a smaller representation of younger and older teaching professionals in public primary schools. These findings underscore the dominance of females in the profession and suggest that the workforce is concentrated in the middle age brackets, reflecting a stable and experienced

demographic, although the relatively small proportion of younger teachers points to the need for initiatives to attract and retain younger talent to ensure the sustainability of the teaching workforce. This result is corroborated by the OECD policy brief of Czech (2017) about the gender distribution in the teaching profession, highlighting that women are strongly over-represented in primary education.

Findings of research question one indicates a high level of familiarity with Eko-Excel instructional strategies among teachers. The overall mean score is 3.3851 (SD = 0.77435), categorized as "Highly Familiar." Specifically, the strategies with the highest familiarity include Songs (mean = 3.6570, 71.3% highly familiar), Character Board (mean = 3.5537, 66.1%), and Call and Response (mean = 3.5041, 63.2%). Strategies such as Role Play and Dramatization (mean = 3.2397) and Peer Learning (mean = 3.1612) were moderately familiar. The least familiar strategy was the use of The Tablet (mean = 3.2397, 49.6% familiar). The data reflects a generally strong familiarity with most Eko-Excel instructional strategies, indicating successful dissemination and training efforts. However, areas like role play, dramatization, and peer learning could benefit from targeted professional development. This is in line the argument of Higgins et al., (2022) that while role play can enhance student engagement and understanding, its effectiveness may not translate into improved assessment accuracy without a clear connection to assessment strategies. This suggests that while teachers may find role play beneficial, they may not perceive it as directly contributing to their assessment practices. Strategies such as Songs and Character Board are more traditional and easier to integrate into teaching practices, explaining their higher familiarity. The variability in familiarity with modern tools like The Tablet suggests gaps in technological training or resource availability. Ensuring equal access and consistent training for these tools could improve their integration into teaching practices. This finding is supported by

Malik et al., (2024) who submitted that while the tablets are effective, there may be variability in familiarity and integration among teachers, supporting the need for consistent training and resource availability

For research question two, effectiveness was assessed across four domains: quality of instruction, time management, punctuality, and pupil assessment. Table three showed Quality of Instruction. The average mean score is 3.1446 (SD = 1.13472), categorised as "High." Strategies like improving student engagement (mean = 3.3678) and enhancing lesson delivery with instructional materials (mean = 3.2025) scored high. However, training effectiveness received a lower mean score of 2.9174, highlighting a need for enhanced professional development. Table 4 showed the level of Time Management in relation to use of the Eko-Excel instructional strategies. Teachers reported strong time management effectiveness with an overall mean of 3.2802 (SD = 0.6513). Structured lesson plans (mean = 3.3140) and ease of following plans (mean = 3.2975) contributed significantly to effective time use. Table 5 revealed the level Punctuality. Punctuality in lesson delivery was highly rated, with a mean score of 3.4165 (SD = 0.7502). Technology use (mean = 3.4752) and digital attendance systems (mean = 3.4298) were particularly effective in promoting punctuality. Table 6 measured Pupil Assessment In relation to use of the Eko-Excel instructional strategies. The average mean score of 3.4248 (SD = 0.7756) indicates strong effectiveness. Assessment tools aiding teaching improvement (mean = 3.5744) and identifying learning gaps (mean = 3.4669) were particularly valued. The findings underscore the effectiveness of Eko-Excel strategies in enhancing instructional practices. Teachers' ability to manage time and adhere to schedules has improved significantly, aided by structured lesson plans and digital tools. These tools also facilitate timely and accurate assessments, contributing to better pupil performance tracking. However, gaps in training

effectiveness (mean = 2.9174) highlight the need for ongoing professional development. This result is in congruence with the findings of Olajuwon et al., (2022) who found that teachers appreciated the reduction in note-taking stress and the promotion of self-thinking, but also highlighted issues such as the tablet being teacher-centered and timing constraints. This supports the idea that while traditional strategies like Songs and Character Board are more familiar, modern tools like the Tablet require more targeted professional development.

Conclusion

This study assessed the implementation and Effectiveness of Eko-Excel Instructional Strategies among Teachers in Public Primary Schools in Lagos State Education District V. From the findings of this study, it can be concluded that there is a high level of familiarity with Eko-Excel instructional strategies among public primary school teachers. Teachers were most familiar with traditional strategies like Songs, Character Board, and Call and Response, while modern approaches such as Role Play and the use of The Tablet showed relatively lower familiarity, indicating the need for targeted training. In terms of effectiveness, Eko-Excel instructional strategies significantly enhanced teachers' time management, punctuality, and pupil assessment, with high mean scores across these domains. Structured lesson plans, technology integration, and digital assessment tools were particularly effective in improving lesson delivery and tracking pupil progress. However, gaps in professional development were identified, as reflected in lower training effectiveness scores.

Recommendations

1. Lagos state government should organise regular, ongoing professional development programmes to improve teachers' familiarity with advanced Eko-Excel instructional strategies, such as the use of tablets and role play, and address emerging challenges in their implementation

2. Schools should encourage more collaboration among teachers. This could involve peer observation, co-teaching opportunities, and regular feedback sessions to help teachers share best practices and refine their teaching methods.

3. The Eko-Excel initiative should continuously monitor the effectiveness of its strategies by collecting headteachers' feedback and learners' performance data.

4. Additionally, fostering collaboration between educational institutions and stakeholders will help bridge existing gaps and enhance the overall effectiveness of Eko-Excel in promoting quality education.

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