

Full Length Research Paper

Enhancing quality assurance through teachers' effectiveness

Adegbile J. A¹ and Adeyemi B. A^{2*}

¹Institute of Education, University of Ibadan, Nigeria.

²Institute of Education, Faculty of Education, Obafemi Awolowo University, Ile-Ife, Nigeria.

Accepted 09 June, 2019

There is the tendency to think that factors of teachers' effectiveness could be defined in terms of teacher characteristics, his experiences, his cognitive and affective properties, the conditions to which he has to adjust and the characteristics of the school, classroom and student. Although each of these characteristics may contribute to teacher's success, they are not the substance of effective teaching. A proper conceptualization of teaching and teacher's effectiveness as a yardstick for quality assurance is necessary for a better understanding of what makes a teacher to be effective. It is believed that observational techniques as a strategy could go a long way in making teacher to be effective. This explains why this paper examined how to enhance quality assurance through teacher's effectiveness. To achieve this, one hundred primary school teachers were personally observed in their classes for a period of 30 minutes each. The instrument employed was tagged classroom interaction sheet (CIS) which consisted of seven categories (A – G). Two research hypotheses were postulated and t-test and ANOVA statistical analyses were employed. The results indicated variance in the behavioural categories observed. The observational techniques as a means of enhancing quality assurance therefore are advocated for further studies.

Key words: Quality assurance, teachers' effectiveness.

INTRODUCTION

Teaching at any level and in whatever form of education, should command respect as a specialist profession. Respect for teaching (or lack of respect for it) has two major dimensions e.g. internal and external. The internal dimension is concerned with what is within the teachers themselves: their level of general education, their specialized (professional) training, their capacity for learning, how to learn, their aptitude and liking for teaching and their ability to educate the young. The internal dimension is also a function of teacher's behaviour and conduct and in particular, the teacher's own self concept. The external dimension of teachers' respect and dignity is the extent to which the teacher is respected and rewarded by society.

There are certain characteristics usually associated with professions. It should be pointed out that different authorities have recognized different numbers of such characteristics. The Wikipedia Free Encyclopedia {2007} presents twenty two but this does not mean that every profession must satisfy each of the twenty two characteristics. Ayodele (2007), in his analysis of the twenty two characteristics, indicated the extent to which he considered teaching has having met each criterion. He did the grading on a maximum of 10; the higher the score indicated, the more he considered teaching as having satisfied that specific criterion, or that the stated criterion has been found applicable to teaching. On the basis of his assessment, he arrived at an overall mean of 6.0 out of a possible maximum of 10.0. This, according to him, confirms the claim by most previous analysts that teaching is a profession, but a mild one, or a soft profession, in the same cadre with priesthood and nursing.

*Corresponding author. E-mail: adeyemibabs2003@yahoo.com.
Tel: +2348033819274.

Over the years there has been a serious erosion of teacher's respect and this applies to all levels of education since quality and relevant education depends a great deal on what teachers do with learners. It should be pointed out that quality of education is now an issue of global concern. The famous four pillars of the Delors' (er) report on education for the 21st century (learning to know, learning to do, learning to live together and learning to be) are intended to link education to development, the aim of which should be the "complete fulfillment of the individual's personality. The Jomtien Declaration on Education for all (article 4) had earlier stressed that:

"The focus of basic education must be on actual leaning acquisition and outcome, rather than exclusive upon enrolment, continued participation in organized programmes and completion of certification requirement."

What is perhaps the most distinguishing characteristic of quality in education is that it is (in the words of the World's Declaration on Higher Education) a "multi-dimensional concept". Quality thus pervades every element of the activities undertaken in the process of educating and the wide array of beneficial results of educational activities on both individual learners and the wider society.

For instance, secondary education is experiencing a lot of problems. An assessment of school context in Nigeria by Obemeata (1991) showed an acute shortage of instructional materials in schools. Abe (1999) also points out that there is widespread shortage of teachers in secondary schools. Both primary and secondary education in Nigeria is not well funded. These and other factors have been found to hinder the performance of learners and attainment of quality in both primary and secondary schools in Nigeria. It would be recalled that the Jomtien World Conference on "Education for All" claims that education systems need to establish more systematic approaches to monitoring quality of education. And for the purpose of accountability, parents and those not directly in row in the planning and administrations of education deserve to know the effectiveness of education which they pay for Okpala, Onocha and Oyedeji (1993) maintain that evaluation provides the evidence needed for the justification of the high investment of public funds. Parents and guardians are supposed to know the process of their children or wards. At this juncture, it should be emphasized that the issue of quality assurance in education is a thing of concern.

Quality assurance in education drew its bearing theoretically from the essentialist's school of thought. Essentialism is an eclectic theory which emphasizes basic education, intellectual training and superiority of human being. It follows that education should transmit the basic elements of our cultural heritage. Hence, the curriculum ought to prepare the students or pupils for future adult roles through systematic training in reading, arithmetic, writing, history and English. Essentialism advocates functional literacy and numeracy for the primary schools.

Essentialism advocates for standard curricula at all levels of educational system. It equally emphasizes the importance of teachers' authority, moral discipline and cultural knowledge for effective citizenship. However, in this present dispensation, the goal of education is to achieve the purpose to which is a need for quality control, quality audit and quality assessment.

Onocha (2002) while presenting a paper on Quality Assurance in Teacher Education was of the view that quality or minimum standards for education sectors warranted him to establish set of quality, quality indicators measuring instruments and indicators measuring instruments and time frame for measurement. He was therefore of the view that in order to have quality assurance in education, there is a need for quality learners, quality teachers, quality context, quality teaching, quality learning environment and quality outcomes.

It is in line with the above variables, that the paper deems it fit to examine the aspect of Behavioural categories that could be observed as ingredients in ensuring quality assurance in teachers and in education in general. Several research studies reviewed by Ozumba (1978) offer evidence that most teacher effectiveness research studies in Africa were not based on any sound theoretical framework. This has tended to create a fragmented rather than a comprehensive perspective of the problem of teaching and teacher effectiveness system. It has made it difficult for research to accumulate in such a structured manner that can lead to generalization of results and theory building. The problem, according to Obioha (1991), is that accurate knowledge of what is involved in teaching as well as a means of identifying them in a reliable way is nowhere formulated. This is because teaching is a complex activity for which there is a complex activity and for which there is hardly unanimity of meaning. In fact, teaching is so polymorphous in nature, that is, it literally takes many different forms. Ali (1992) believes that the teaching act is a process of integration of cognitive, affective and technical components into a sequence of activities aimed at the attainment of selected learning goals or outcomes.

Other studies were carried out on important teachers' attributes as they relate to students' academic achievement. Sofolahan (1995) studied teachers' ratio per class and students' academic achievement. Osho's (1991) study showed a significant relationship between teachers' qualities and academic achievement. Obemata (1995) claimed that insufficient number of teachers in schools promotes low academic achievement. Awolomo (1994) studied poor state of staffing in most schools and its resultant effects on academic achievement.

Statement of the problem

The long -term effect of poor quality teachers are better imagined than experienced. It is a well known fact that no education can rise above the quality of its teachers. Many

laudable educational initiatives have failed because they did not take sufficient account of observational techniques that could enhance quality assurance of teachers. It is on the basis of this that this paper sought to examine behavioural variables that could enhance quality assurance in education.

Hypotheses

On the basis of the problem stated earlier, the following hypotheses were postulated:

1. There is no significant relationship between the male and female teachers' effectiveness in each category of the observed traits as a yardstick of enhancing quality assurance.
2. There is no significant relationship between the teachers' teaching experience and their effectiveness based on each category of the observed traits as a means of enhancing quality assurance.

RESEARCH METHOD

The subjects used for this study were mainly primary school teachers. A total number of one hundred primary school teachers were randomly selected using purposive random sampling in Ife East and Ife Central Local Government Areas of Osun State, Nigeria. The teachers were personally observed by the researcher.

Instrument used for the study

An observational instrument tagged Classroom Interaction Sheet (CIS) was used for assessing teachers' effectiveness as an index of quality assurance. The instrument was developed by Onocha and Okpala (1995). It has seven behavioural categories. (A-G). The intra and inter rater reliability of the instrument ranged from 0.83 to 0.93. However, for the purpose of this study, the instrument was still revalidated and the internal consistency reliability was estimated with a reliability value of 0.81.

Procedure for data collection

The whole one hundred primary school teachers in the two local government areas of study were personally observed during the course of teaching. All the behavioural categories were properly assessed. A period of 30 min was spent in each class. Each category of the seven categories was coded after each interval of 15 s.

RESULTS

Hypothesis 1

There is no significant relationship between the male and female teachers' effectiveness in each category of the

observed traits as a yardstick of enhancing quality assurance.

Hypothesis 2

There is no significant relationship between the teachers' teaching experience and their effectiveness based on each category of the observed traits as a means of enhancing quality assurance.

DISCUSSION AND CONCLUSION

The results above show the efficacy of observational tool as a means of assessing teachers' effectiveness. In Table 1 where emphasis is placed on the relationship between the male and female teacher effectiveness based on each category of the observed trait. T -test statistical analysis was used to test if actually there was significant relationship between male and female teachers', but surprisingly, the result indicated that no significant relationship exists between the male and female teacher in each category of the observed behavioural indices.

In Table 2, emphasis on teachers' teaching experience as determinant of their effectiveness is shown. Analysis of variance (ANOVA) statistical analysis was used. The result indicated that there is no significant difference based on the categories observed. The two results, however, were in consonance with the views of Lomax and Casey (1998), Harel (1991), Savage (2000), and Tedlock (2000) who were of the view that there were a lot of foundational issues and challenges with regards to observational strategies. Also, the result agreed with that of Singer, Stopka, Siano, Springer, Barton, Khoshmood, and Heimer (2000) that used participants observation to obtain data about injection drug users' practices to support and assist with interpretation of epidemiological study findings. Also Fessey (2002) used concept and digital photographs in her participant observation study of expert nursing practice which is relevant to this study.

Despite the potential advantages of observation techniques as a means of assessing teachers' effectiveness, it could be observed that majority of the studies these days de-emphasize this approach. Chacko (1999) points out that there are a number of situations where observation is the best method of data collection and should be used. These include evaluation of classroom processes, curriculum planning, preliminary tryout, fried trail, implementation and quality control, punctuality and working efficiency of workers in offices, behaviors of infants and children to mention a few. It could be concluded that observing teachers in classroom will go a long way in bringing normalcy to the decayed educational system. It therefore implies that teachers should be observed from time to time in the classroom situation. Government should therefore make it a priority to ensure that inspectors visit schools from time to time in an attempt to

Table 1. Relationship between the male and female teachers' effectiveness based on observed traits.

Behavioural category	Sex	N	Mean	Standard deviation	t _c	t _t	Df	
Variable A	Male	33	16.15	7.882	-0.22	1.96	98	Not significant
	Female	67	16.51	7.717				
Variable B	Male	33	19.27	6.765	0.80	1.96	98	Not significant
	Female	67	18.04	7.529				
Variable C	Male	33	21.55	8.216	1.84	1.96	98	Not significant
	Female	67	18.48	7.668				
Variable D	Male	33	18.09	7.911	0.61	1.96	98	Not significant
	Female	67	17.12	7.360				
Variable E	Male	33	16.15	7.882	-0.13	1.96	98	Not significant
	Female	67	16.36	7.706				
Variable F	Male	33	17.45	9.271	-0.72	1.96	98	Not significant
	Female	67	18.84	8.911				
Variable G	Male	33	15.39	4.451	0.20	1.96	98	Not significant
	Female	67	15.61	5.410				

Table 2. Teachers' teaching experience as determinant of their effectiveness

		Sum of square	df	Mean square	f _c	F _t	
Variable A	Between Groups	71.896	4	17.874	0.292	2.45	Not significant
	Within groups	5849.894	95	61.578			
	Total	5921.790	99				
Variable B	Between Groups	5.334	4	1.334	0.024	2.45	Not significant
	Within groups	5233.416	95	55.089			
	Total	5238.750	99				
Variable C	Between Groups	149.776	4	37.444	0.583	2.45	Not significant
	Within groups	6099.214	95	64.202			
	Total	6248.990	99				
Variable D	Between Groups	44.970	4	11.242	0.912	2.45	Not significant
	Within groups	5553.670	95	58.460			
	Total	5598.640	99				
Variable E	Between Groups	60.124	4	15.031	0.244	2.45	Not significant
	Within groups	5848.466	95	61.563			
	Total	5908.590	99				
Variable F	Between Groups	443.425	4	110.856	1.388	2.45	Not significant
	Within groups	7590.135	95	78.896			
	Total	8033.560	99				
Variable G	Between Groups	44.247	4	11.062	0.417	2.45	Not significant
	Within groups	2522.593	95	26.554			
	Total	2566.840	99				

enhance quality assurance through teachers' effectiveness. It should be pointed out that classroom teachers also need evaluation results to monitor the level of effectiveness of their teaching and select appropriate learning experiences in order to improve the instructional processes. One of the major reasons why schools should be inspected is to raise the better in their classroom activities.

However, it should be noted that classroom processes include teacher and pupil interactions which can be studied effectively through observation. For instance, the teaching pattern cannot be effectively studied by using a questionnaire. An attempt to do this will be tantamount to the teacher giving a beautiful picture of himself. The pupils' evaluation of the teacher may also not be objective if they have a liking for the teacher and his subject. So, if

evaluation results are well utilized by those concerned with the information and implementation of both primary and secondary education policies in Nigeria, it is certain that instructional objectives would be achieved.

REFERENCES

- Ali A (1992). The need for performance based teacher education in Nigerian teacher education schools. A working guide Sokoto: J. educ. 1: 3.
- Awomolo P (1994). Assessing teacher effectiveness. Ibadan. Adedire Publishing Ltd.
- Ayodele SO (2007) Whither the Teaching Profession in Nigeria? First Institute of Education Annual Lecture, University of Ibadan.
- Federal Republic of Nigeria (2004). Revised national policy on education. Lagos: Federal Ministry of Information Division.
- Fessey C (2002). Capturing expertise in the development of practice: Methodology and approaches. *Learning in health & social care*. 1 (1): 47- 58.
- Harel I (1991). The silent observer and holistic note taker. In I Harel & Pupert (eds). *Constructionism*. Norwood, NJ: Ablex. pp 449 – 464
- Lomax H, Casey N (1998). Recording social life: Reflexivity and video methodology. *Sociological research online*, 3(2). Article 1, Retrieved January 9 ,2003 from <http://www.socresonline.org.uk/3/2/1.html>.
- Obanya P (2002). *Revitalizing education in Africa*. Ibadan: Stirling Horden Publishers (Nig) Ltd.
- Obemeata JO (1995). *Education: an unprofitable industry in Nigeria: A postgraduate school interdisciplinary research discourse*. University of Ibadan.
- Obioha NE (1991). *A conceptual model for teachers' effectiveness research*. Unpublished material. Faculty of education, University of Jos.
- Onocha CO, Okpala PN (1995). *Tools for educational research*. Ibadan: Stirling-Horden Publisher (Nig.) Ltd.
- Onocha CO (2002). *Quality assurance in teacher education*. A discussion paper presented at NTI 25th anniversary celebration, Kaduna. pp. 11 – 14
- Osho P (1991). *Teachers variables and students achievement*. Unpublished paper presentation at Ondo State College of education, Ondo.
- Ozumba KE (1978). *State of art review of teachers effectiveness in Africa*. I. O. R. C. Ottawa.
- Savage J (2000). Participative observation: Standing in the shoes of other? *Quality health research*. 10 324 – 339.
- SHF (1993). *Quality assessment, 1994 -1995*, mimeo, UNESCO. Singer M, Stopka T, Siano C, Springer K, Barton G, Khoshmood K, dePuga AG, Heimer R (2000). The social geography of AIDS and hepatitis risk: Qualitative approaches for assessing local difference in sterile-syringe access among injection drug users. *Am. J. Public Health*, 90, 1049-1056.
- Sofolahan A (1995). *Attributes of teachers effectiveness*. Unpublished B.Ed project of Obafemi Awolowo University, Ile-Ife.
- Tedlock B (2000). *Ethnography ethnographic representation*. In N. K Denzin & Y.S. Lincoln (eds.), *Handbook of qualitative research* (2nd ed., pp. 455-486). Thousand Oaks, NJ: Sage.
- World Conference on education for all (1990): *World declaration on education for all and frame work of action to meet learning needs (adopted at the world conference on education for all)*. Jomtien-Thailand, 5 March 101, 21 pp.