Full Length Research Paper

Enhancing quality assurance through teachers’ effectiveness

Adegbile J. A¹ and Adeyemi B. A²*

¹Institute of Education, University of Ibadan, Nigeria.
²Institute of Education, Faculty of Education, Obafemi Awolowo University, Ile-Ife, Nigeria.

Accepted 18 January, 2008

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 Jointers 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 no where 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. Sufolahan (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 techn-
iques 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 assu-
rance 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 tea-
chers’ 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 Go-

government Areas of Osun State, Nigeria. The teachers
were personally observed by the researcher.

Instrument used for the study

An observational instrument tagged Classroom Inter-
action Sheet (CIS) was used for assessing teachers’ effec-
tiveness 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 reli-
bility 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 beha-
vioural 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 tea-
chers’, but surprisingly, the result indicated that no
significant relationship exists between the male and
female teacher in each category of the observed beha-
vioural 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, how-
never, 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 tech-
niques 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 obser-
vation is the best method of data collection and should be
used. These include evaluation of classroom processes,
curriculum planning, preliminary tryout, tried trail, imple-
mentation 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 inspect-
tors visit schools from time to time in an attempt to
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

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

<table>
<thead>
<tr>
<th>Behavioural category</th>
<th>Sex</th>
<th>N</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>t_c</th>
<th>t_1</th>
<th>Df</th>
<th>Not significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable A</td>
<td>Male</td>
<td>33</td>
<td>16.15</td>
<td>7.882</td>
<td>-0.22</td>
<td>1.96</td>
<td>98</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>67</td>
<td>16.51</td>
<td>7.717</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variable B</td>
<td>Male</td>
<td>33</td>
<td>19.27</td>
<td>6.765</td>
<td>0.80</td>
<td>1.96</td>
<td>98</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>67</td>
<td>18.04</td>
<td>7.529</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variable C</td>
<td>Male</td>
<td>33</td>
<td>21.55</td>
<td>8.216</td>
<td>1.84</td>
<td>1.96</td>
<td>98</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>67</td>
<td>18.48</td>
<td>7.668</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variable D</td>
<td>Male</td>
<td>33</td>
<td>18.09</td>
<td>7.911</td>
<td>0.61</td>
<td>1.96</td>
<td>98</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>67</td>
<td>17.12</td>
<td>7.360</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variable E</td>
<td>Male</td>
<td>33</td>
<td>16.15</td>
<td>7.882</td>
<td>-0.13</td>
<td>1.96</td>
<td>98</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>67</td>
<td>16.36</td>
<td>7.706</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variable F</td>
<td>Male</td>
<td>33</td>
<td>17.45</td>
<td>9.271</td>
<td>-0.72</td>
<td>1.96</td>
<td>98</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>67</td>
<td>18.84</td>
<td>8.911</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variable G</td>
<td>Male</td>
<td>33</td>
<td>15.39</td>
<td>4.451</td>
<td>0.20</td>
<td>1.96</td>
<td>98</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>67</td>
<td>15.61</td>
<td>5.410</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Behavioural category</th>
<th>Sum of square</th>
<th>df</th>
<th>Mean square</th>
<th>f_c</th>
<th>F_1</th>
<th>Not significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable A</td>
<td>Between Groups</td>
<td>71.896</td>
<td>4</td>
<td>17.874</td>
<td>0.292</td>
<td>2.45</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>5849.894</td>
<td>95</td>
<td>61.578</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>5921.790</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variable B</td>
<td>Between Groups</td>
<td>5.334</td>
<td>4</td>
<td>1.334</td>
<td>0.024</td>
<td>2.45</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>5233.416</td>
<td>95</td>
<td>55.089</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>5238.750</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variable C</td>
<td>Between Groups</td>
<td>149.776</td>
<td>4</td>
<td>37.444</td>
<td>0.583</td>
<td>2.45</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>6099.214</td>
<td>95</td>
<td>64.202</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>6248.990</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variable D</td>
<td>Between Groups</td>
<td>44.970</td>
<td>4</td>
<td>11.242</td>
<td>0.912</td>
<td>2.45</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>5553.670</td>
<td>95</td>
<td>58.460</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>5598.640</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variable E</td>
<td>Between Groups</td>
<td>60.124</td>
<td>4</td>
<td>15.031</td>
<td>0.244</td>
<td>2.45</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>5848.466</td>
<td>95</td>
<td>61.563</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>5908.590</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variable F</td>
<td>Between Groups</td>
<td>443.425</td>
<td>4</td>
<td>110.856</td>
<td>1.388</td>
<td>2.45</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>7590.135</td>
<td>95</td>
<td>78.896</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>8033.560</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variable G</td>
<td>Between Groups</td>
<td>44.247</td>
<td>4</td>
<td>11.062</td>
<td>0.417</td>
<td>2.45</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>2522.593</td>
<td>95</td>
<td>26.554</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2566.840</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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