

Teachers Assessment of Secondary School Effectiveness in Akwa Ibom State Of Nigeria

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ABSTRACT

The aim of the study was to determine how secondary school teachers in Akwa Ibom State of Nigeria assess their school effectiveness in terms of learning and teaching, planning and organizing teaching, guidance and counselling, leadership and ethos. Three hypotheses were raised. The population of study consisted of all teachers in public secondary schools in the state numbering 6,665 and stratified random sampling techniques were used in selecting 1333 teachers for the study. Data collected through school effectiveness questionnaire (SEQ) and analysed using independent t-test revealed that teachers viewed educational services provided in secondary schools in the state as being average in the variables under consideration. The need for stakeholders to consider quality input and quality process as a pre-requisite for quality output was emphasized.

Introduction

The education system in Nigeria follows a 6-3-3-4 structure which provided for universal basic education which is made up of six years primary and three years junior secondary education; the senior secondary school takes three years of schooling while tertiary education takes four years. All the three tiers of education are very important because of the varying purposes in which they served.

Education is regarded as an important agent of change due to its role in the social, economic, political and technological development. For instance Japan has been able to

build herself into the strongest economic powers in the world (within one generation) because of her quality of education (Coombs, 1985). Therefore what happens in schools have great consequences in the development of any nation. The effectiveness of school therefore appears to have great consequences in the development of any nation.

The concept of school effectiveness is not easy to define, as there is no universally accepted definition that is all embracing. UBE (2000) identified five organizational models of school effectiveness as follows.

The Economic Rationality Model:

This model assumes that organizations function rational with specific goals. This model views effectiveness in terms of the productivity of an organization, which in the school context, refers to the pupils' achievement. It emphasizes output.

The Organic Model:

This model is based on the belief that human organizations behave like biological system involving adaptation to their environment. This model emphasizes flexibility and adaptation. School effectiveness is measured in terms of intake through meaningful interaction between the communities. It stressed inputs.

The Human Relation Model:

The model emphasizes well-being of the individual within an organization and stresses the relevance of consensus, interpersonal relation, motivation and human resource development. Workers job satisfaction and their participation in event within the organization are relevant in school effectiveness.

The Bureaucracy Model:

The bureaucracy model is a type of organization in which formal structure is put in place for the smooth running of

the organization and in order to guarantee certainty and continuity. The model functions most in organizations, which have semi-autonomous units.

The Political Model:

In this model emphasis is on the effectiveness of components rather than that of the organization as a whole. Relationships within outside bodies, (parents, school boards, NGO etc) are regarded as relevance for the standing of the individual department over it. Emphasis is on the effectiveness of the components rather than the whole.

School effectiveness can therefore be viewed as a multi-disciplinary and multi-level activity in which productivity in terms of quantity and quality of school product is regarded as the ultimate criterion, and all other criteria are seen as preconditions and means (UBE, 2002). School effectiveness therefore involves effective learning and teaching, planning and organizing teaching, guidance and counselling and school leadership and school ethos.

One of the priorities resolved upon at the 2000 World Education Forum in Senegal was improving quality of education in all nations (Frempong, 2005). The quality of education is therefore of a world-concern. The quality of education provided in a particular nation relates greatly to the effectiveness of school. Ineffective schools are not likely to deliver a good quality education.

In Nigeria which is the focus of the study, the government, parents, and other stakeholder have spent much money in education but employers and the larger society are uncomfortable with the product of the educational system at all levels. The effectiveness of secondary education in Nigeria can be reflected in the level of pass of students in their final examination conducted by West African Examination Council, called Senior Secondary School Certificate.

Bassey, et al (2005) showed that the percentage pass at credit level and above in Senior Secondary School Certificate Examinations in 2002 in Agricultural Science, Biology, Chemistry, Mathematics and Health Education were 33.4%, 30.64%, 30.96%, 45.17% and 15.4% respectively. These results reflected the status of performance in other subjects. It is worthy of note that a pass at credit level and above were required for tertiary education admission in Nigeria which means that its percentage of candidates in the respective subject that were qualified for tertiary education admission. This low-percentage pass is too worrisome and made the stakeholders to doubt the effectiveness of our secondary schools education. In secondary schools, the product is believed to reflect the effectiveness of the school. It is therefore pertinent to assess the effectiveness of the senior secondary schools in Nigeria.

Hypotheses

The underlisted hypotheses were tested

- (1) Male and female secondary school teachers do not differ significantly in their assessment of school effectiveness.
- (2) Urban and rural teachers do not differ significantly in their assessment of school effectiveness.
- (3) Experienced and inexperienced secondary school teachers do not differ significantly in their assessment of school effectiveness.

Methodology

A survey research technique was employed in carrying out the study in Akwa Ibom State of Nigeria having a total of 241 secondary schools. These schools are not equally distributed in urban and rural areas of the state. There are more rural schools than urban. The population of the study was made up of all the public secondary school teachers in the state, numbering 6,665. (State Secondary Education Board,

Statistics Section, 2006). The study was carried out in the first term of 2005/2006 school year. Stratified random sampling technique was utilized in selecting 20% of the schools and teachers for the study. Consequently 48 secondary schools, 752 rural and 581 urban teachers, 713 female and 620 male teachers as well as 913 experienced and 420 inexperienced teachers were selected. Inexperienced teachers were those who had taught for a period of less than five years. Data were collected using a modified likert-type questionnaire called school effectiveness questionnaire (SEQ) having 21 items and four options – strongly agreed, agreed, disagreed and strongly disagreed. The questionnaire was validated with a reliability of 802-cronbach alpha. The questionnaire was assessing learning and teaching effectiveness, effective planning and organizing of teaching, effective guidance and counselling and effective leadership and school ethos. The instrument was administered to the respondents in their respective schools. Independent t-test and percentage were used for data analysis.

Results

Table 1

Frequency and percentage of responses on teachers' assessment of their school effectiveness

Variables	Agreed <i>(Combining agreed & strongly agreed)</i>	Disagreed <i>(combining disagreed &strongly disagreed)</i>
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	N	%	N	%
Learning and Teaching effectiveness	736	57.24	570	42.76
Effectiveness of planning & organizing teaching	790	59.26	543	40.74
Effectiveness of guidance & counselling	580	43.51	753	56.49
Effective leadership and ethos	667	50.03	666	49.97
		$\bar{X}=52.5\%$		$\bar{X}=49.49\%$

Table 1 shows that teachers viewed their school effectiveness as average in the variables under consideration ($\bar{X} = 52.5\%$). Inferably, the teachers assessed their schools as performing in the average in learning and teaching effectiveness, planning and organizing teaching, leadership and ethos. A perusal of Table 1 indicated that Teachers assessed guidance and counselling services as least effective (43.51% of teachers) while planning and organizing teaching was most effective (59.26% of teachers).

Hypothesis One

Male and female teachers do not differ significantly in their assessment of school effectiveness

To test this hypothesis, independent t-test was used and summary data shown in Table 2.

Table 2

Data for computing t for difference between male and female teachers' assessment of their school effectiveness

Source	N	X	$\overline{S^2}$	df	t-crit	t-obsved
Male teachers	581	40.2	58.3	1331	1.960	1.83*
Female teachers	752	39.3	63.6			

**Not significant p > .05*

Table 2 showed that male and female teachers do not differ significantly in the assessment of their school effectiveness (p > .05 at df of 1331).

Hypothesis two

Urban and rural teachers do not differ significantly in the assessment of their school effectiveness.

Independent t- test was used in testing this hypothesis and summary data shown in Table 3

Table 3

Data for computing t for difference between urban and rural teachers' assessment of their school effectiveness

Source	N	X	$\overline{S^2}$	df	t-crit	t-obsved
Urban	620	49.3	43.8	1331	1.960	1.35
Rural	713	46.6	39.6			

**Not significant $p > .05$*

Table 3 showed that urban and rural teachers do not differ significantly in the assessment of their school effectiveness

($p > .05$ at df of 1331).

Hypothesis Three

Experienced and inexperienced secondary school teachers do not differ significantly in the assessment of their school effectiveness.

Independent t-test was used in testing this hypothesis and summary data shown in Table 4

Table 4

Data for computing t for differences between experienced and inexperienced teachers assessment of their school effectiveness

Source	N	X	$\overline{S^2}$	df	t-crit	t-obsved
Experience	913	47.6	37.6	1331	1.960	0.65*
Inexperience	420	46.3	53.2			

** Not significant $p > .05$*

Table 4 showed that there was no significant difference between experienced and inexperienced teachers in the

assessment of their school effectiveness, ($p > .05$ at df of 1331).

Discussion

The results in Tables 1– 4 were very revealing. The results showed that educational services at secondary school level in terms of effectiveness of learning and teaching, planning and organizing teaching, guidance and counselling and leadership and ethos were just at average level, gender, location of school and experience of teachers notwithstanding. These findings were supported by Obanya (2002) who maintained that there was a sad trend in the quality of education provided in Nigeria.

Isyaku (2003) also observed that the last decade of the twenty-first century witness numerous world summit in education with attention being paid mostly to bolstering primary education, literary and adult education, technical and vocational education as well as higher education while virtually living the middle child (secondary education) out of consideration. Thus secondary school education had little or no foundation to perform at optimum. Hence the average performance should be anticipated. This situation is true for most African countries and Nigeria in particular for the government is emphasizing Universal Basic Education (UBE) to the detriment of other sectors. He opined that secondary education had not been adequately provided in many countries even though it is the level of education, which should cater for the learning needs of adolescents and young adults who would form the strong link in the population chain of African countries.

Conclusion

For us to realize the set goals of secondary education, stakeholders in the provision of education must realize that it is only a combination of quality input, and quantity processes that can produce quality outcomes. When the quality of educational services provided is just average, we certainly need to expect average outcomes. Consequently, our secondary school graduands cannot compete favourably with their counterparts in other part of the world nor be able to face daily challenges.

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