

# **School Effectiveness And Quality Improvement: Quality Teaching in Nigerian Secondary Schools**

by

Nwachukwu Prince Ololube  
Email: [ololubeprince@yahoo.com](mailto:ololubeprince@yahoo.com)

## **Abstract**

*This paper is part of a wider study on the role of teachers to guarantee secondary school effectiveness and quality improvement in Nigeria. It examines quality teaching approaches that ensure quality schooling vis-à-vis students' academic achievement. The study is guided by both the qualitative and quantitative research methods. The data collected were analyzed to answer the specific research objectives in this study. The quantitative outcome revealed that knowledge bases of subject matter, teaching skill (presentation, explanation etc.), general knowledge base and enthusiasm and devotion to teaching are regarded as the most important factors in determining qualities of good teaching. The respondents interviewed defined quality teaching in terms of teaching skills and knowledge base of subject matter, instructional processes that are carried out by highly qualified teachers, the creation of effective learning environment, effective evaluation of students and teaching that brings about low drop out rate among students.*

## **INTRODUCTION**

It is a known issue that the quality of education in Nigeria has fallen since the past two decades. This could be traced from the inception of the military dictatorship in Nigeria in 1984. The continued high levels of youth unemployment in the country, and the perception that students are inadequately equipped compared to their counterparts that are adequately trained in the West is a fact (Dike, 2005). Researchers (Adeniyi, 2001; Peretomode, 1991, 1995; Whawo, 1993) argued that the falling standards in Nigeria's educational system can also be traced to cultural, religious, social, technological and above all economic reasons. Standard in this context is the degree of excellence required for a particular purpose; it is an accepted or approved example against which others are judged or measured. However, this study takes another dimension with the main focus on the role of teachers and their influence on the quality of teaching and learning.

In addition, it has been alleged (Pillai 2001) that what is wrong with secondary education cannot be fixed with teachers alone, yet there is no doubt that man's contemporary existence is dominated by teaching. There is also a universal recognition of the need to use professionally qualified teachers in instructional processes as we enter the era of globalization where school effectiveness and quality improvement is the order of the day (Reynolds *et al.*, 1994; Barber & White, 1997). Up until now, Nigeria is on the wrong side of the international effort of secondary school reform movement. Because, Nigeria has failed to actively engage in such reform movements. The reason for secondary school reform for example, is a significant aspect in the maintenance of balance between greater institutional self-sufficiency and public

accountability. International reforms of schools aimed at creating school effectiveness and quality improvement is an effort in the 21st century to improve quality in education. However, Nigeria cannot afford to be on the erroneous surface (Adeniyi 2001). Moreover, secondary schools in Nigeria are not given adequate funds to provide furniture, relevant textbooks and adequate classroom let alone being given adequate fund to purchase modern equipment to aid instruction (Aduwa-Ogiegbaen & Iyamu 2005; Adeniyi 2001). Nevertheless, enormous arrangement of instructional and administrative duties in secondary school in Nigeria are still carried out periodically. However, Nigeria needs highly specialized teachers to aid teaching and learning and educational management.

## **RESEARCH QUESTION**

The research question for this study states, “What are the qualities of good teaching that may possibly create improved secondary scholarship?”

## **THE PURPOSES AND OBJECTIVES OF THE STUDY**

In many parts of the developing countries, for example, Nigeria, secondary school education is in the midst of crises. These schools originally are regarded as central to national capacity to connect with the new international knowledge system. Yet, the capacity for these schools to continue to play this role and other roles has been reduced drastically. For example, secondary schools in the West form and continue to remain the cornerstones for national development because they are the foundation for the preparation of the country’s citizens towards entering institution of higher education. As a result, their governments do not undermine them, thus, the need for greater information attribution (Barber & White, 1997; Creemers, 1994a; Scheerens, 1994; Scheerens & Creemers, 1989). Nigerian secondary schools exist in the shadow of their glorious past because of her inability to ensure quality schooling and employing the right caliber of teachers and putting them at the right place at the right time. Presently, unqualified teachers are still employed to handle instructional processes in secondary schools. These reasons have hampered secondary school effectiveness and quality improvement in developing countries (OECD, 1989).

Therefore, one of the objectives of this study is to examine ideas and comments on quality instruction (Austin, Dwyer & Freebody, 2003; Creemers 1994b, 1994c) in relation to school effectiveness and improvement. This study is also a demonstration of what actually happens in the real world of secondary school education in Nigeria. The main aim of this research study is to identify ‘best practice’ quality teaching strategies that creates improved scholarship because without quality instruction the motivation for quality learning will not be there. I define best practice in this paradigm as a generally accepted best ways of doing things in education in search of excellence in teaching. This paper aims to contribute to knowledge in that regard. However, we should not assume that this research is an end in itself; rather it is a means that might help in resolving the problem that will be uncovered in this study. Another purpose of this study is to add to the intellectual gap in the understanding of the key issues of secondary school students’ educational achievement in Nigeria. By doing this study, I hope to participate in the global debate of educational effectiveness and quality improvement, and students’ academic achievement in the developing countries of, for example, Nigeria.

In order to achieve the aforementioned aims and objectives, this study is designed to examine theoretically and empirically the role of teachers to ensure that instructional goals are

achieved in secondary schools, given that there are limited research publications in Nigeria regarding this area of discourse. Though, if they existed they were very narrow and did not focus on possible features that might improve quality teaching in which this study has given considerable insights. It is important to note that the scope of this research is limited to the examination of the qualities teachers ought to possess to ensure quality teaching that results to quality learning in schools; it focuses on teachers' instructional effectiveness in secondary schools. Finally, the findings from this study will constitute an added input in the improvement of teacher education and school effectiveness in Nigeria from the classroom perspective.

## **THEORETICAL REVIEW**

### **The Concept of Quality**

To begin with, during the past three decades, quality has been at the top of most programs and has been one of the basic means of competition. Even today, quality is still a key concept in the future success of national economies. For the survival of mankind, quality must pervade all our activities, whether in business or in service. However, notwithstanding the importance attached to the concept of quality, it is still a concept that is not easily defined (Hick n.d). Today, quality is regarded as an essentially contested issue among competing voices and is discoursed by front-line academics and managers and is viewed differently. This leads to the ideas by some scholars (e.g., Anyamele, 2004) that quality has suffered over the years by being used to describe attributes such as beauty, goodness, expensiveness, freshness and, above all, luxury. Since it is not possible to manage something that is so imprecise and means so many things, it makes quality appear a very difficult concept to understand. Quality, then, is a slippery concept because it has such a variety of meanings and the word implies different things to different people (Munro-Faure & Munro-Faure, 1992).

The significance of the term "quality" in educational context, including its political importance and increased substantially is however given a normative interpretation. A dictionary will include such definitions of the word as "*degree of excellence*", or "*relative nature or kind or character*". When quality means "degree of excellence", two aspects are encompassed: that of judgments of worth and that of position on an implied scale of good and bad. To judge the quality of a school, for instance as "poor", "mediocre", or "excellence" means both applying, whether roughly or precisely, a certain notion of merit, and identifying again more or less appropriately where that school is positioned relative to other schools (OECD, 1989, p. 28).

Nevertheless, the concept of "quality" in education conjures up many metaphors including a functionalist one. A functionalist metaphor of quality in education refers to the curriculum, content, methods of teaching and assessment and evaluation policies and procedures. As a result, quality in education debate seems to focus on this functionalist or instrumentalist definition of education (Zajda, 1995, p. i). By whatever means, if we accept that no single definition is possible in education unlike in the business world, it follows that the best approach to view quality is to look for observable characteristics of educational programs which are valued. However, Zajda (1995) citing Berquist and Armstrong offered seven observable criteria for a 'high quality' academic program, they include:

1. Attractive: It does something that brings people to it.
2. Beneficial: It does something that is helpful to the individuals and the community involved in it.

3. Congruent: It does what it says it will do.
4. Distinctive: It is responsive to the unique characteristics of the institution and its people and this is unlike most other programs.
5. Effective: It does what it does very well and can demonstrate its effectiveness to others.
6. Functional: It provides learners with attributes needed to perform successfully in today's society.
7. Growth-producing: It enhances growth in a number of important directions of learning (Zajda 1995, p. iii).

Similarly, quality in teaching means possessing the competencies to teach effectively. The competencies required includes the ability of the teacher to measure students' educational achievements, and of ensuring that parents are satisfied with the educational development of their children and wards for whom overall concern is the effective improvement of children's educational development. Conversely, two variables are regarded by school effectiveness and quality improvement researchers (Creemers 1994b; Haron 1995; Hämäläinen & Jokela 1993; Hämäläinen & Häkkinen 1995; Scheerens 1994; Scheerens & Creemers 1989) as very important for the improvement of educational quality, pedagogical techniques and effectiveness of school management. Other macro institutional variables should be considered as supporting variables, whose main function should be to strengthen the basic process of teaching and learning in the classroom to improve students' academic performance. Essentially therefore, improving the quality of education will be improving the quality and quantity of the above basic inputs; that is, improving students' learning achievement qualitatively or quantitatively which is dependent on the qualitative or quantitative improvement of teachers (Haron, 1995, p.103).

### **The Concept of Quality in Teaching and Education Effectiveness**

A difficult aspect of quality oversight arises when problems are found in terms of educational effectiveness. That is, definitions and broad criteria generally fail to offer sufficient guidance about where to draw the line between what is adequate and what is not. Effectiveness is not one-dimensional, but depends on the way that various resources work in combination. Fundamentally, it requires a look at outcomes and what an institution accomplishes. It means questions about whether school graduates are well prepared, whether they have both the knowledge and skills that they and society expect as a result of their studies (Chapman & Austin, 2002, pp. 209-210). According to Bacchus "quality of education" often means raising the level of academic performance of students, usually as measured in test scores, in the various subjects, which form part of their school curriculum (Bacchus, 1995, p. 7). In actual fact, teachers are a very vital force in educational effectiveness at classroom instructional level. They are charged with the responsibility of implementing the school curricular and the pedagogical techniques sufficiently, as well as show what Creemers (1994b) and Wheldall and Glynn (1989) called effective instructional behaviours. However, OECD (1989) citing Darling-Hammond and others identified four quite distinct characteristics of what is expected of teachers:

1. Teaching as labor: The activities of teachers should be rationally planned, and programmatically organized by administrators, with the teacher merely responsible for carrying out the instructional program;
2. Teaching as craft: Teaching is seen in this conception as requiring a *repertoire* of specialized techniques and as well as mastering the techniques, the teacher must acquire general rules for their application;

3. Teaching as art: Based not only on professional knowledge and skills, but on a set of personal resources uniquely defined; techniques and their application may be novel, unconventional, and unpredictable;
4. Teaching as profession: The teacher needs not only a *repertoire* of specialized technique, but also the ability to exercise judgement about when these techniques should be applied and hence a body of theoretical knowledge (OECD 1989, p. 19).

If the role of a teacher is as stated above, it now becomes unclear who exactly is a good teacher and what is expected of him or her (OECD 1992). However, according to Perry (1994) the necessary conditions for quality teaching include the performance of the teacher. The performance of the teacher requires professional expertise. A professional's level of capability is not static but constantly changing partly because of rapid changes in the environment caused by new technical, social or institutional claims, but also because the individual's personal development continues and new job demands arises. From the later perspective competence can be viewed as a cut-off point on learning and developing continuum which has several stages, starting with selection and education, continuing in the process of professional education and training, and finally reaching the status of demonstrating competence on the job (Leino, 1996, p. 75). The changing role of teachers calls for new knowledge and capabilities. Recent research on teaching and learning appear to give particular emphasis on a deep knowledge of the subject to be taught and an understanding of and ability to use a range of pedagogical approaches. Teachers are also expected to have knowledge of the social development of children and of management function (Hämäläinen & Jokela, 1993).

Campbell, *et al.* (2004) refer to teachers' job competencies as the impact that classroom factors (e.g. teaching methods, teacher expectations, classroom organization and use of classroom resources) have on students' performance. In addition, they also look at teachers' efficacy as the power to realize socially valued objectives agreed for teachers' work especially, but not exclusively the work concerned with enabling students to learn. According to them, four issues flow from this definition: the contexts and conditions for which students are enabled to learn can differ; students differ; the content of which objectives for learning are achieved can differ; and the values underlying learning and effectiveness can differ. It was also plausibly suggested that the concept of teacher effectiveness moves from beyond the generic to incorporate the idea that teachers can be effective with some students more than others, with some subjects more than others, and their professional work more than others. Campbell and his colleagues recognizes this differentiation, but concluded that a distinctive characteristic of a teacher is "the power to teach", that is, the ability of the teacher to adjust general pedagogical principles in the light of his or her judgment about the needs of individuals or of particular contexts.

Nonetheless, Cremer's (1994b) model of educational effectiveness, argued that it is the school factors that create the conditions in which effective teaching and learning occur. Therefore, teachers' behavior could be affected by the school factors. However, he additionally believes that effective instruction is the basis for a theory of educational effectiveness. (see also Scheerens, 2000). Correspondingly, a teacher's role on the issue of quality in school is very vital and as such, teachers are regarded as prime movers in the improvement of quality in education. That is why researchers call for professional development of teachers to reduce areas of waste and effective means of improving quality secondary schools.

## **Qualities of Good Teaching**

The best teachers according to McCormick (1996, pp. 46-49) are captivated by their subject matter drawn out of themselves by their teaching, which will catch their excitement like the wake of a passing train. The very best teachers do not tie students down; they pull students along. They are as corny as it sounds—visionaries. Still, what is most attractive about these idealists is how teachers love or come to love their students. Unlike being a great scholar, being a great teacher requires a passion for one's field of study and for one's students. After all, teaching is not just about ideas; it is about engaging hearts and minds in the process of learning. Similarly, the best teachers according to Brain (1998) are in the form of questions. What are the qualities that combine to create an excellent, memorable teacher? Why do some teachers inspire students to work three times harder than they normally would, while others inspire students to skip class? Why do students learn more from some teachers than others? If you aspire to become a better teacher, these are important questions in Brains's words. Thus, Brains identified the issue of "emphasis on teaching" as focusing on the four essential qualities that distinguish exceptional teachers—knowledge, communication skills, interest, and respect for students.

McCormick (1996) made clear that quality teachers are the teachers who inspire students to compete against themselves, to take on tasks that seem to exceed their grasp, to discover and develop their real mettle as thinkers. At the same time, the very best teachers also seem to be the ones who never stop learning themselves; they are the folks who never quit reading new books, listening to new voices, or discussing new ideas, and whose quest for understanding is never finished. In other words, Biggs (2003) asserts that the very best teachers are lifelong students, people who still know how little they really understand about life and how much they have left to learn about all the important questions. Additionally, McCormick (1996) posited three features of an excellent teacher. First, high-quality teachers have a passion in their lives and a deep regard for their students. That is, they love their students. Second, they lead challenging and demanding lives that set high standards and inspire their charges. In other words, they are prophetic. And third, they are always fully engaged in the mystery of life, with hearts and minds full of wonder and awe, open to learn new things and understand new realities.

Katz (1988) and Reiger and Stang's (2000, pp. 62-64) argued that teachers need to be curious, imaginative, empathetic, interesting, friendly and hardworking in order to be effective in the classroom, thereby creating a learning environment that enhances and strengthens the learning disposition of the students. In the same vein, Hight (1963) and Stones (1966) argued that a good teacher is a man or woman of exceptionally wide and lively intellectual interest. A good teacher is an interesting man or woman. As such he or she will make the work interesting for the students, in just the same way as he or she talks interestingly and writes an interesting letter. Much teaching consists in explaining, we explain the unknown by the known, the vague by the vivid. One of the most important qualities of a good teacher is "humor". Many are the purposes it serves. The most obvious one is that it keeps students alive and attentive because they are never quite sure what is coming next. A teacher with a poor memory is ridiculous and dangerous. A good teacher is a determined person. It is very difficult to teach anything without kindness.

In conclusion, Bigg (2003) study on quality of good teaching highlights that "good teaching is getting most students to use the higher cognitive level processes that the more academic students use spontaneously. Teaching works by getting students to engage in learning-related activity that help them attain the particular objectives set for the unit or course,

such as theorizing, generating new ideas, reflecting, applying and problem-solving.” Given that learning is regarded as the central issue of the twenty-first century, the most powerful, engaging, rewarding and enjoyable aspects of our personal and collective experiences need to be backed up with the services of highly qualified teachers (Tomlinson 2004, p. 47). A highly qualified teacher gets most students to use the higher cognitive level processes that the more academic students use spontaneously. Teaching works by getting students to engage in learning-related activity that helps them attain the particular objectives set for the unit or course, such as theorizing, generating new ideas, reflecting, applying and problem-solving.

## **METHODOLOGY**

### **Study Design**

The study design of a research is the logical sequence that connects the empirical data to a study’s initial research questions/hypotheses and ultimately to its conclusions (Yin, 1989, p. 29). As a result, I included specific research design features from the broad empirical and theoretical perspectives to assess the quality and verify my 1997 study. This is a study that integrates both quantitative and qualitative estimation design, aimed at emulating or improving best available practice process and performance to aid improvement in quality of secondary education in Nigeria. Precisely, this is a survey research aimed at describing specific characteristics of the target population which involves the gathering of limited data from the population. I employed this method to indicate the prevailing condition of secondary school education in Nigeria.

However, in method literature there is not one single right way or the most appropriate way to analyze qualitative or quantitative data. Analysis implies and indeed, requires a principal choice (Coffey & Atkinson, 1996, pp. 2-4). The qualitative approach employed in this study is an inquiry process aimed at understanding and interpreting the phenomenon in this study from the point of building a complex, holistic picture, formed with words and reporting the detailed views of the respondents (Creswell, 1994, 1998; Maxwell, 1996). While the quantitative approach employed is based on ranking and measuring variables, and measuring them with numbers, and analyzing them with statistical procedures in order to determine their strength to other variables being tested (Creswell, 1994 p. 1). I decided to apply both methods of data analyses procedures because, since research is a truth-finding construct aimed at verifying and authenticating phenomena, evidence abound that the use of a combination of both quantitative and qualitative research methods results in a stronger validity to outcomes (Olusegun, 2001, pp. 3-10).

### **Analytical Techniques**

Interviews and questionnaires are the main sources through which data were gathered. The data from interviews are intended to give information on the qualitative analysis section, while the data from questionnaires were intended to provide information on the quantitative section. The interview was a face-to-face interpersonal role situation in which I ask a question and the respondent responds by answering the question. The next step that helped me generate themes from the data was the categorization strategy through the use of coding method. The coding method helped me to crack the data and reorganize them into categories that facilitated the comparison of data within and between the categories. The next step was the conceptualisation strategy, at this stage; I linked the data; that is, identifying the relationships among the different elements of my data. This effort enabled me look for relationships that connect statements and events within this context into a coherent whole (see Maxwell, 1996, p

77; Yin, 1994). Whereas, the questionnaires were analyzed using SPSS version 13.0 of a computer program: Mean Point and ANOVA. Means were used to determine the strength of some variables to the weakness of others. While ANOVA analysis set at  $p. < 0.05$  significance level was used to determine the relationship between the respondents' background information and test to what degree differences exist between the attitudes of the respondents' background information towards qualities of good teaching. The independent variables are: Gender, Age, Status, Subject Taught, Qualifications and Length of Service. The data were computed and the result shows that no significant difference existed in the respondents' opinion ( $F = 1.45, Df = 299, p > 0.45$ ).

The face and the content validity of the research instruments were ascertained with the assistance of my faculty colleagues who are experienced in the construction of research instruments. As a result of their inputs some of the items were either removed or restructured. The reliability of the questionnaire was established using Cronback Alpha reliability estimate of (0.91), which shows a strong reliability of the research instrument.

### Sampling and Data Sources

The data for this study was collected from Rivers State of Nigeria. Ten (10) schools were selected out of the 146 public secondary schools in the State. The names of all the public schools in the State were written on pieces of papers folded and selected randomly (Pole & Lampard, 2002, p. 293). The ten (10) schools selected are different in sizes and types. They may be considered representatives of the different schools. A total number of three hundred and fifty (350) questionnaires were distributed to respondents in the selected schools, out of which three hundred and fifteen (315) were returned, from which three hundred (300) questionnaires were selected. Fifteen questionnaires were not used because of errors in the ways they were filled out by the respondents. The respondents for this study are 10 (3.3%) principals, 270 (90.0%) teachers, and 20 (6.7%) supervisors of education from the Post Primary Schools Board and the Ministry of Education. All the respondents were randomly selected. Out of the total number of respondents 91 (30.3%) were social sciences subject teachers, 136 (45.4%) were science subject teachers, while 73 (24.3%) were humanities subject teachers. At the same time, 126 (42.0%) were female whereas 174 (58.0%) were male. See table 1 for the rest of the respondents' background information.

Table 1: Frequency table for respondent' background information

Respondents background information		Frequency	%
Gender	Female	126	42.0
	Male	174	58.0
Age	20-29	49	16.3
	30-39	110	36.7
	40-49	120	40.0
	50-above	21	7.0
Status	Principals	20	6.7
	Teachers	270	90.0
	Supervisors	10	3.3
Subject taught	Social sciences	91	30.3
	Sciences	136	45.4
	Humanities	73	24.3
Qualification	Academic qualification.	76	25.3

Length of service	Professional qualification.	224	74.7
	1-5	50	16.7
	6-10	100	33.3
	11-15	68	22.7
	16-above	82	27.3

## RESULTS

### Descriptive Analysis of Respondents' Perceptions of the Qualities of Good Teaching

This analysis is based on the items of the research questionnaire on the qualities of good teaching. The respondents were asked to check the options as it applies to them and not what they think it should be. The respondents were asked to rank the variables in order of the most important qualities 1, 2, 3..... to the least important, such as 9, 10, and 11. Based on their responses, the variables with the least mean were taken as the most important qualities because of the value attached to them. Thus, the results revealed that knowledge base of subject matter ( $M= 2.03$ ), teaching skill (presentation, explanation etc.) ( $M= 3.57$ ), and subsequently, general knowledge base ( $M= 4.19$ ) were regarded as the most important factors. Whereas, interaction between students and teachers ( $M= 8.60$ ) and approachableness ( $M= 9.14$ ) were regarded as the least important qualities (see tables 2).

**Table 2: Respondents' Perception of Qualities of Good Teaching.**

Variables	Rank	Mean	Std. Dev.
Knowledge base of subject matter.	1	2,03	1,81
Teaching skill (presentation, explanation etc.).	2	3,57	2,19
General knowledge base.	3	4,19	2,84
Enthusiasm and devotion to teaching.	4	4,91	2,50
Organization (effective learning environment).	5	5,86	2,46
Appropriate utilization of teaching tools.	6	6,06	2,35
Demonstration of teaching situation	7	6,62	2,30
Ability to motivate students.	8	7,28	2,47
Ability to assess and evaluate students' and their work.	9	8,15	2,54
Interaction between students and teachers.	10	8,60	2,17
Approachableness.	11	9,14	2,65

On the part of the interview conducted, the respondents were simply asked to use their background and experience to explain in their own terms what the qualities of good teaching are? The questions were aimed to obtain their perceptions towards what they perceive to be the determinants of qualities of good teaching. Table 3 shows that the fifteen respondents interviewed defined quality teaching in terms of teaching skills and knowledge base of subject matter, instructional processes that are carried out by highly qualified teachers, creating effective learning environment and evaluation of students, and teaching that brings low drop out rate among students. They further defined quality teaching as teaching that creates rapport between teachers and students, teaching that is within the curriculum context, the effective use

of teaching innovations and new teaching methods, effective time and classroom management; effective use of problem-solving methods, teaching that are result-oriented; changes in most of the things about students and teaching that stimulates students to learn. The above facets were regarded as the best qualities of good teaching and these explanations scored 5 and 4 respectively in table 3. These findings are in agreement with the findings from the studies conducted by Bajah (1976a, 1976b), Firestone and Pennel (1993), Perry (1994), Ololube (1997, 2004), Pillai (2001), Pratte and Rury (1991) and Stoll and Fink (1996). Other findings on quality teaching scored 3 in the evaluation of teaching efficiency such as teaching that produces students that can affect changes; teaching aimed at all round development of student's minds, meeting the aspiration of current situations, creating a good environment for the students to learn. These gave length support to the works of; Arene (1990); Beare, Caldwell and Millikan (1989) and Owens (2004).

**Table 3: Respondents' interview perception of the qualities of good teaching**

<b>S/ n</b>	<b>Teachers</b>	<b>No</b>	<b>Principals</b>	<b>No</b>	<b>Supervisors</b>	<b>No</b>
1	Teaching that creates rapport between teachers and students	4	Teaching that makes teachers to read constantly	2	Teaching that Produces students that can affect changes	3
2	Teaching that motivates students to study	4	The application of teaching rudiments	3	Teaching that is within the curriculum	4
3	To have teaching skills and knowledge base of subject matter	5	The effective use of teaching innovations and new teaching methods	4	Teaching aimed at all round development of students minds	3
4	Meeting the aspiration of current situations	3	Teaching that stimulates students to learn	4	Creating effective environment and evaluation of students	5
5	Effective time and classroom management; effective use of problem-solving methods	4	Instructional process that is carried out by highly qualified teachers	5	Teaching that brings low drop out rate among students	5
6	Good teaching is being equipped to effectively carry on in teaching	2	Creating a good environment for the students to learn	3	Teaching that are result-oriented; changes in most of the things about students	4

## DISCUSSION

This paper has advocated some competency-based assessment of teachers, the factors that determine teachers' reliability method which ought to underpin teachers' development, selection and recruitment procedures. The unstable and the much changed context in which teachers now operate as a result of the changes in methods of educational growth and so on, demand a range of professional skills and competencies this is likely in some situations to be far from the skills and competencies that emerge from non-professional teachers. The original motivation for this paper was the generation of such qualities that will make teachers to do their job effectively, the aim of the questions on items tested was to obtain information from respondents on quality teaching. These questions were meant to obtain teachers' sensitivity on the improvement of quality teaching for school effectiveness. The responses offer a broad range of strategies for achieving the climate and support needed for effective teaching in our schools especially detailing out the special roles of school teachers in fostering high quality teaching such as knowledge bases of the subject matter and teaching skill. McCormick (1996), MacBeath and Mortimore (2001), Sanders *et al.* (1990, 2000), and Perry (1994) studies are part of a first-class example of the results of the findings in this study. Their emphasis is on the need to use quality teachers in the teaching and learning processes.

Instructional efficacy and several researches on pedagogies and learning have demonstrated that the significance of effective teaching stems from diverse factors. However, the most important, researchers argued, is that of teachers being able to instruct students to the extent that they attain academic excellence. For example, Fraser *et al.* (1987) argued that it is the quantity of instruction that is improved by effectively applying the pedagogical principles that matters which particularly leads to improvement in students' outcomes. Furthermore, research (Volkwein, 1997) has confirmed that students consider the classroom experiences to be extremely important in their study process. This very significant factor that has been most neglected in Nigeria's educational system is on the area of student-teacher relationships. This facet ranked 10<sup>th</sup> in table 3 with a ( $M = 8.60, SD = 2.18$ ). The relationship between students and teachers do not matter much to us, what matters is that teaching and learning should just carry on. The lack of such teacher-student relationship fails to help most students coordinate their studies. Teachers in general should ensure that they make useful coordination of learning, because making teaching and learning sufficiently important is for the good of our educational system. The relationship between students and teachers is an aspect of schooling that neither teachers nor students can afford to ignore. As Austin, Dwyer and Freebody (2003, p. 28) observed, the construction of a classroom relationship is a visible consequence of the structuring of classroom learning.

In effect, this paper has investigated part of the uncertainty that has been looming educational effectiveness and quality improvement from the perspective of a developing country, with focus on qualities of good teaching. In general, the sorts of items elicited from respondents do not seem to show dissimilarities with the other findings from the West. The implication of this study lies in the fact that the instructional process and perception of teachers from the viewpoint of a developing nation has been brought to examination. The uncovered issues presented in this work may serve as a tool in focusing the attention of education planners and policy makers to see the critical issues in similar setting and endeavor to implement the 'best practices' learned. This perhaps will also make the job of the stakeholders and practitioners easier by adopting or adapting strategic education development in the West. Broadly, the findings of this study adds to the body of knowledge in pedagogical theory in the sense that the factor that creates uncertainty in teachers' instructional processes effectiveness that has little academic publication in Nigeria has been studied and presented.

## **CONCLUDING REMARKS**

It could be concluded that quality teaching is the pillars to educational development because of the kind of services it offers. The calibers of personnel do determine the outcome and growth of the system it operates. During and after the course of teachers' training, professional teachers are informed of their roles in the discharge of their duties, how best to achieve the aims and objectives of an educational system. This is in line with Odor (1995) when he emphasized that no matter the availability of educational infrastructure in the school system they mean nothing if there are no competent teachers. To ensure the successful operation of the school system, professionally qualified teachers are needed for schools to perform effectively. Therefore, there is a great need for a sound specialized background and professional training. In the same stratum, Fafunwa (1991) affirmed that an unqualified teacher who delivers poor quality teaching is an enemy to the students' progress and a danger to the child's up bringing. For a non-professional to handle any subject in school is a very delicate problem because it concerns the intellectual, moral and emotional phases of the child's life.

Finally, quality teaching constitutes one of the major facets in educational production. Educational production is the determination of schooling quality as reflected in students' educational performance (Bishop & WöBmann 2001). However, we should recognize also that there are some other major problems affecting the school system in Nigeria, which are determinants of school effectiveness and quality improvement, such as, poor management and control of teacher education programs, teacher training and retraining, the selection and organization of curriculum content, curriculum implementation and evaluation, the development, distribution and use of teaching materials, and the relevance of the curriculum to the needs of society. Not surprisingly, there is also a problem with poor motivation and discipline (Adeniyi 2001, pp. 7-11). Yet, it is argued that the parameters, which influence the level of schooling quality achieved in the model of educational production are mainly driven by the institutional setting in the schooling system (Austin, Dwyer & Freebody 2003; Creemers 1994c).

The limitations in this study are: First are the number of schools that could be included in the study, and the generalizability of the findings. Although I attempted to improve the generalizability of the results because it would be difficult to conclude from responses from the selected respondents from only ten schools, the Ministry of Education and the Post Primary Schools Board in Rivers State out of the thousands in Nigeria. This may not represent the opinions of other teachers in other parts of the country. However, additional investigation in this direction will be in order. A new perspective on qualities of good teaching, which do not only take into consideration the exclusive features of the variables used in this study, is recommended.

## REFERENCES

- Adeniyi, E. O. (2001). The situation in Nigeria: The problem of Nigeria educational system. In Pillai, R. (Ed). *Strategies for Introducing New Curricula in West Africa*. Final Report of the Seminar/Workshop held in Lagos, Nigeria, 12–16 November 2001.
- Aduwa-Ogiegbaen, S. E., & Iyamu, E. O. S. (2005). Using information and communication technology in secondary schools in Nigeria: Problems and prospects. *Educational Technology & Society*, Vol. 8, No 1, pp. 104-112.
- Anyamele, S. C. (2004). Institutional management in higher education: A Study of leadership approaches to quality improvement in university management: Nigerian and Finnish Cases. *Doctoral Dissertation, University of Helsinki*.
- Arene, V. N. (1990). *Personality excellence. A quest for human soundness*: Lagos, Emonse Print.
- Austin, H., Dwyer, B. & Freebody, P. (2003). *Schooling the child*. London: RoutledgeFalmer.
- Bacchus, M. K. (1995). Improving the Quality of Basic Education through Curriculum Development and Reform. In Zajda, J., Bacchus, K. & Kach, N. (Eds). *Excellence and Quality in Education*. Albert Park: James Nicholas Publishers. pp. 7-21.
- Bajah, S. T. (1976). Assessing Chemistry Teachers' perception of the Effectiveness of a Teacher's Vacation in Nigeria. *Journal of Science Teachers Association of Nigeria*, 18(1), pp. 40-48.
- Bajah, S. T. (1976). How Should we Educate Chemistry Teachers for a Changing World? *Proceedings of the 3rd International Conference on Chemical Education*, Department of Chemistry, University College, Dublin.
- Barber, M. & White, J. (1997). Introduction. In White, J. & Barber, M. (Eds) *Perspectives on School Effectiveness and School Improvement*. London: Institute of Education University of London. pp. 1-7.
- Beare, H., Caldwell, B. J. & Millikan, R. H. (1989). *Creating an Excellent School: Some New Management Techniques*. London: Routledge.
- Biggs, J. (2003) *Teaching for Quality Learning at University*, second edition: The Society for Research into Higher Education & Open University Press. Edmunds: St Edmundsbury Press.
- Bishop, J. H. & Wößmann, L. (2001). Institutional Effects in a Simple Model of Educational Production. *Kiel Working Paper No. 1085*.
- Brain, M. (1998): Emphasis on Teaching. What is Good Teaching? *Raleigh, NC: BYG Publishing, Inc.* <<http://www.bygpub.com/eot/eot1.htm>>
- Campbell, J., Kyriakides, L., Muijs, D & Robinson, W. (2004). *Assessing Teachers Job Effectiveness: Developing a Differentiated Model*. London and New York: RoutledgeFalmer.
- Chapman, D. W. & Austin, A. E. (2002). *Higher Education in the Developing World: Changing Contexts and Institutional Responses*. London: Greenwood Press.
- Coffey, A., and Atkinson, P. (1996). *Making Sense of Quantitative Data. Complementary Research Strategies*. Thousand Oaks, CA: Sage.
- Creemers, B. P. M. (1994a). The History, Value and Purpose of School Effectiveness Studies. In Reynolds et al. (Eds). *Advances in School Effectiveness Research and Practice*. Oxford: Pergamon. pp. 9-23.
- Creemers, B. P. M. (1994b). Effective Instruction: An Empirical Basis for a Theory of Educational Effectiveness. In Reynolds et al. (Eds). *Advances in School Effectiveness Research and Practice*. Oxford: Pergamon. pp. 189-205.
- Creemers, B. P. M. (1994c). *The Effective Classroom*. London: Caseell.
- Creswell, J. W. (1994): *Research design: Qualitative and Quantitative approaches*. Thousand Oaks, CA: Sage.

- Creswell, J. W. (1998): *Qualitative Inquiry and Research design: Choosing Among Five Traditions*. Thousand Oaks, CA: Sage.
- Dike, V. (2005). The State of Education in Nigeria and the Health of the Nation. Africa Economic Analysis. Retrieved 16/06/05 from [www.afbis.com/analysis/education10204234737.htm](http://www.afbis.com/analysis/education10204234737.htm)
- Fafunwa, A. B. (1991). *History of Education in Nigeria*. Ibadan: NPS Educational Publishers.
- Firestone, W. A., & Pennel, J. R. (1993): Teacher commitment, working conditions and differential incentive policies. *Review of Educational Research*, 63 (4).
- Fraser, *et al.* (1987). Syntheses of educational productivity research. *International Journal of Educational Research*, Vol. 11 (2), 145-252.
- Haron, I. (1995). Towards a Strategy for Improving the Quality of Primary Education in Developing Countries. In Zajda, J. & Bacchus, K. (Eds). *Excellence and Quality in Education*. Albert Park: James Nicholas Publishers.
- Hick, M. (n.d). Quality Management. Retrieved 6<sup>th</sup> of January 2005 from <http://www.eagle.ca/~mikehick/quality.html>
- Highet, G. (1963). *The Art of Teaching*. London: Methuen & Co.
- Hämäläinen S. & Häkkinen K. (1995). Teachers and Students as Active Learners. A case study of one Finnish school's method of defining, interpreting and operationalizing the term "Active Learning". *University of Jyväskylä. Department of Teacher Education. Research 58*.
- Hämäläinen, S. and Jokela, J. (Eds) (1993) *Summary of Case Studies: Quality in Teaching*. University of Jyväskylä, Department of Teacher Education. Research 54.
- Katz, L. G. (1988). *What should young children be doing?*, New York: American Educator.
- Kerlinger, F. N. (1973). *Foundation of Behavioral Research*. New York: N. Y. Holt Rinehart and Winston.
- Leino, J. (1996). Developing and Evaluation of Professional Competence. In Ruohotie, P & Grimmett, P. P. (Eds) *Professional Growth and Development: Direction, Delivery and Dilemmas*. Canada and Finland: Career Education Books.
- Maxwell, J. A., (1996). *Qualitative Research Design: An Interactive Approach*. Saga Publications, Inc.
- MacBeath, J. & Mortimore, P. (2001). School Effectiveness and Improvement: The Story so Far. In MacBeath, J. & Mortimore, P. (Eds). *Improving School Effectiveness*. Buckingham: Open University Press.
- McCormick, P (1996). There's no substitute for good teachers, *U. S. Catholic*, Jun96, Vol.61 Issue 6, pp. 46-49.
- Munro-Faure, L. & Munro-Faure, M. (1992). *Implementing Total Quality Management*. London: Financial Times and Pitman Publishing.
- Odor, G. O (1995). *Administration of Schools in Nigeria, Theory and Practice*. Benin-City: Monose Amalgamates.
- OECD (1992). *The OECD International Education Indicators: A Framework for Analysis*. Paris: OECD.
- OECD (1989). *Schools and Quality: An International Report*. Paris: OECD.
- Ololube, N. P. (1997). *An appraisal of teachers' perception of academic and professional training on teachers' job effectiveness in secondary schools in Ndokwa East Local Government Area of Delta state of Nigeria*. Unpublished Masters' degree thesis, (M. Ed). Delta State University Abraka, Nigeria.
- Ololube, N. P. (2004). Professionalism: An Institutional Approach to Teachers' Job Effectiveness in Nigerian Secondary Schools. Paper Presented at the Seventh International LInE Conference, September 23-25, 2004.
- Olusegun, A. S. (2001). Selecting a Quantitative or Qualitative Research Methodology: An Experience. *Educational Research Quarterly*, Vol. 26. 1, pp 3-10.

- Owens, R. G. (2004): *Organizational Behavior in Education: Adaptive Leadership and School Reform*, 8<sup>th</sup> Edition. Boston: Pearson Education.
- Peretomode, V. F. (1991). *Educational Administration: Applied concept and Theoretical Perspective*. Lagos: Joja Educational Research and Publishers.
- Peretomode, V. F. (Ed) (1995). *Introduction to Educational Administration, Planning and Supervision*. Lagos: Joja Educational Research and Publishers.
- Pillai, R.. (2001). Teachers must engage is active capacity building. *UNESDOC: On-line UNESCO documents* .
- Pole, C. & Lampard, R. (2002). *Practical Social Investigation. Qualitative and Quantitative Methods in Social Research*. Harlow: Printice Hall.
- Pratte, R., & Rury, J. L. (1991). Teachers, professionalism, and craft. *Teachers College Record*, 93, 59-72. *EJ 438 554*
- Perry, P. (1994). Defining and Measuring the Quality of Teaching. In Green, D. (Ed). *What is Quality in Higher Education?* Bristol: SRHE & Open University Press.
- Reiger, R. C. & Stang, J. (2000). Education productivity; Labor productivity; Motivation (psychology), *Employees—Training of Education, Vol.121 Issue 1, p. 62-64*.
- Reynolds et al. (1994). School Effectiveness Research: A Review of the International Literature. In Reynolds et al. (Eds). *Advances in School Effectiveness Research and Practice*. Oxford: Pergamon. pp. 25-51.
- Sanders et al. (1990). Standards for Teachers Competence in Educational Assessment of Students. American Federation of Teachers, National Council on Measurement in Education, and National Education Association.
- Sanders, et al. (2000): Teaching Educational test and measurements. *Studies in Higher Education. Vol. 25 issue 3, p. 309, 15p, 8 charts*.
- Scheerens, J. (1994). Conceptual Frameworks on School Effectiveness: Rational Control Versus Choice. In D. Reynolds et al. (Eds.). *Advances in School Effectiveness Research and Practice*. Oxford: Pergamon. pp. 207-215.
- Scheerens, J. & Creemers, B. P. M. (1989). Conceptualizing School Effectiveness. *International Journal of Educational Research, Vol. 13, Issue 7, pp. 691-706*.
- Scheerens, J. (2000). *Fundamentals of Educational Planning: Improving School Effectiveness*. Paris: UNESCO.
- Stoll, L. & Fink, D. (1996): *Changing our Schools: Linking School effectiveness and School Improvement*. Buckingham: Open University Press.
- Stones, E. (1966). *An Introduction to Educational Psychology*. London: Methuen.
- Tomlinson, H (2004). *Educational Leadership: Personal Growth for Professional Development*. London: Sage Publications.
- Ukeje B. O., Okorie N. C, & Nwagbara U. A. (1992). *Educational Administration theory and practice*. Owerri: Totan Publishers Limited.
- Volkwein, J. F. (1997). The Undergraduate Classroom Experience: Factors associated with its validity. Paper presented at Association for the study of Higher Education, Albuquerque, NM.
- Whawo, D. D. (1993): *Educational Administration, Planning and Supervision*. Benin-City: Jodah Publications.
- Wheldall, K. & Glynn, T. (1989). Effective Classroom Learning: A Behavioural Interactionist Approach to Teaching. *Theory and practice in education*. Oxford: Basil Blackwell.
- Yin, R. K. (1989). *Case Study Research: Design and Methods*. Newbury Park, CA: Sage.
- Yin, R. K. (1994). *Case Study Research: Design and Methods*, 2nd Ed., Newbury Park, CA: Sage.
- Zajda, J. (1995) Defining Excellence and Quality in Education. In Zajda, J., Bacchus, K. & Kach, N. (Eds). *Excellence and quality in Education*. Albert Park: James Nicholas Publishers. pp. i-xiii.