

JOURNAL OF CURRICULUM STUDIES AND INSTRUCTION

Volume 4 June 2010 ISSN: 1117 - 4080

OFFICIAL JOURNAL OF

**Department of Curriculum and Instruction
AMBROSE ALLI UNIVERSITY,
Ekpoma, Nigeria.**

NIGERIAN STUDENTS PERCEPTION OF DESIRABLE QUALITIES OF AN EFFECTIVE CLASSROOM TEACHER

By

IBHAFIDON. HE.

Department of curriculum and Instruction,
Faculty of Education,
Ambrose Alli University, Ekpoma, Edo State.
E-mail:ehinorgodgrace at yahool.com

JIMOH, A.S.

Department of Arts Language and Social science Education,
Faculty of Education
Lagos State University
Ojo-Lagos

And

OVIawe, J.I. (Mrs.)

Department of Vocational and Technical Education,
Faculty of Education,
Ambrose Alli University, Ekpoma, Edo State

Abstract

The effective classroom teacher is more desirable in the classroom than any other input in the school system. However, the effective classroom teacher is conceptualized from the point of view of teacher employers, and educators without much regards to the views of the students who are the immediate consumers of the services of teachers. The study examined the concept of teachers' effectiveness and students' conception of an effective classroom teacher. Furthermore, the study compared students' conception of an effective teacher with that of teacher employers and teacher educators. A total of one thousand respondents were sampled for the study made up of students from senior secondary school, College of education, Polytechnics and the Universities. The student's identification of the

effective teacher questionnaire (SIETQ) was used mainly for the collection of data while the simple percentage, mean and t-test were used in the analysis of data. The study revealed that students across educational level concept of an effective teacher were at variance with that of teacher employers and educators in Nigeria. The study concluded by recommending that the various perceptions of students, teacher employers and educators should be harmonized

INTRODUCTION

The effective classroom teacher is desire in every society. The government, parents, the school manager, and in fact all stakeholders in the educational system expect nothing short of effectiveness on the part of the classroom teacher. The effective teacher is what the Federal Government of Nigeria has in mind when it states explicitly in the national policy on education (2004 revised) that "all teachers in the educational institutions shall be professionally trained .Teacher education shall be structured to equip teachers for the effective performance of their duties."

The teacher according to Orukotan (2003) is the pivot on which the wheel of education revolves and the kernel of the education tree. The teacher in view of the above is expected to be effective and in the discharge of his duties if the goals of education must be achieved in a developing nation like Nigeria. This becomes more necessary given the fact that the effectiveness of the teacher is directly related to the future of any nation. Hence, the Japanese will say the teacher is the wheel of education; to the Americans, he is the power of education while the Asian tigers perceive him as the secret of their current share of the moon.

Issues relating to teacher effectiveness are of central concern to educationists and for a very long time, it has drawn attention of researchers. First what is teacher effectiveness? Uddin (2008) asserts that teachers' effectiveness is a complex concept that lends itself to various interpretations. It is an amorphous concept. Afe (2003) see the effective teacher as one who is intellectually, socially and emotionally

stable; who loves children and is positively disposed towards the profession and inspires good quality in students Furthermore, he identified four major stages that the concept of teacher effectiveness has undergone. These stages are:

1. Teacher effectiveness conceived as the consequence of certain personality traits or characteristics possessed by the teacher. These characteristics include teachers' personal presage variables as teachers' formative and training experiences and teachers characteristics.
2. Teacher effectiveness as the method of teaching. This is known as process product and premised on certain kinds of teacher behavior assumed to be related to students achievement and attitudes.
3. Teacher effectiveness as a function of classroom climate created by the classroom teacher and conducive for teaching learning process
4. Teacher effectiveness as a mastery of certain repertoire of competences to be deployed appropriately in professional decision-making process.

These evolutionary stages of the concept of teacher effectiveness notwithstanding, Flandres (1970) was of the view that the effective teacher is the one who asks questions,

Accepts students feelings, acknowledge students ideas and praises, and encourage students. On the other hand, Anderson (1991) perceived the effective teacher as the one who achieved the goals as identified by the government, ministries of education, and school administrators. Anderson's view sees teacher effectiveness as being a function of students' achievement and attitudes As if attempting to refine this position, Komolafe (2002) sees the effective teacher as the one with the ability to create in the learner a genuine interest and desire to learn, know and apply what has been learnt towards the solution of problems facing the learner in his environment. From these divergent views emanate the fact that the effective teacher must

- Be conscious of students learning outcome and work towards their achievement.

- Displays adequate pedagogical skills: use appropriate instructional materials, teaching methods, strategies and techniques
- Be skilled in designing of learning experiences
- Displays good interpersonal relationship with students, colleagues and members of the public.
- Show interest in the personal development and growth of students.
- Be conscious of his professional growth and development

Literature search revealed that most researches that have been carried out relating to teacher effectiveness have been directed towards its concept. Others were directed towards determining the effective teacher from the point of view of the public, the school administrator, the ministry of education, the parents, examination bodies and the government. However, research indicates that students are the most qualified source to report on the extent to which learning experience was productive, informative, satisfying or worthwhile. Students' feedback may not necessarily be a direct measure of a teacher or course effectiveness, but have been found to be a legitimate indicator of students' satisfaction. There are substantive researches linking students' satisfaction with effective teaching (Theall Franklin, 2001). Murray (1994) had earlier concluded that students rating of their teachers tend to be reliable, valid, relatively unbiased and useful. This conclusion he based on the following:

- Evaluation of students is generally consistent across raters, rating forms, course and time periods for a given semester
- Students' evaluation of their teachers correlates highly with independent internal observers.
- Students' evaluation of their teachers correlates significantly with various objectives indicators of students performance on standardized tests

Felder (2001) categorically asserted that students' evaluation of their teachers provide a reliable and valid assessment of teacher or course effectiveness especially if they reflect the views of many students in several different course offerings.

STATEMENT OF THE PROBLEM

The teacher is a major factor in the determination of students academic achievement in virtually every discipline (Okai, 1999 and Ibhafidon, 2005). It is expected that the higher the effectiveness of a teacher the higher the academic achievement of the students will be in the course offering. However, what is not very certain is what do students regard as the salient features (qualities) of an effective teacher? Is there any difference between the perceptions of secondary school, Polytechnic, College of Education and university student? Are these features the same with those of Employer Teachers and Teacher Educators in Nigeria?

RESEARCH QUESTION

The study sets to answer the following questions:

1. What are the qualities students expect an Effective Teacher to possess?
2. Are there differences in students' perceptions and ranking of an effective teacher?
3. Are there differences in students, Teacher Employers and Teacher educators' perceptions of an effective teacher?

METHODOLOGY

The research design adopted for this study was essentially survey design. The respondents' perceptions of the effective teacher were surveyed using the Students Identification of the Effective teacher identification Questionnaire (SIETQ). This questionnaire was essentially made up of a twenty item perceived qualities/features of an effective teacher. Students were required to identify ten of these qualities/features, as well as rank them in a descending order. This instrument was validated by experts in teacher education in the faculty of education; Ambrose Alli University, Ekpoma while the reliability was carried out using the test re-test method. A reliability of 0.78 was obtained and was considered high enough for the study. Furthermore, Instruments used by Teacher Educators (Faculties of Education, Institutes of Education and Colleges of Education) and Employers of Teacher (Annual Performance Evaluation Report of Classroom Teachers) were adopted for the study. The data collected were analyzed using the simple percentage, the mean and t-test.

The population of the study comprised of students in senior secondary school, polytechnics, universities and colleges of education. A total of one thousand (1000) students were used for the study. Senior secondary school students: (250); Polytechnic students: (250); College of education students: (250) and University students: 250. Ambrose Alli University, Ekpoma, Federal Polytechnic, Auchi, College of education, Ekiadolor and five senior secondary schools were used for the study. (See table one below.)

Table 1: **Schools and the students population for the study**

School/	Senior secondary schools	College of Educatio n	Polytechni c	Universi ty
Total no of students	250	250	250	250
Male	125	125	125	125
Female	125	125	125	125

The table above showed the population distribution of students male female and across the four levels of education.

RESULTS AND DISCUSSION

Research Question One: **What are the qualities students expect an effective teacher to posses?** Students' responses to the question of what constitute the qualities of an effective teacher are summarized in table two below.

Table 2: Qualities of an effective teacher by students ranking

s/n	Senior secondary school students	Polytechnic students	College of Education students	University students
1	Punctuality to school and class.	Regular at school and class	Regular at school and class.	Regular at school and class.
2	Regular at school and class.	Punctuality to school and class.	Punctuality to school and class.	Punctuality to school and class.
3	Explains in detail and use instructional materials and other illustrations.	Encourage students to study and aspire higher.	Lively and friendly in and out of class.	Lively and friendly in and out of class.
4	Lively and friendly in and out of class.	Gives assignment, grade and corrects students work.	Encourage students to study and aspire higher.	Encourage students to study and aspire higher.
5	Tells funny and interesting stories in class (humorous)	Lively and friendly in and out of class.	Gives assignment, grade and corrects students work.	Gives assignment, grade and corrects students work.
6	Encourage students to study and aspire higher.	Explains in detail and use instructional materials and other illustrations.	Explains in detail and use instructional materials and other illustrations.	Explains in detail and use instructional materials and other illustrations.
7	Gives assignment, grade and corrects students work.	Tells funny and interesting stories in class (humorous)	Always cover the course outline (scheme of work)	Tells funny and interesting stories in class (humorous)
8	Maintains good interpersonal relation with staff, students, constituted authority and the general public.	Always cover the course outline (scheme of work)	Tells funny and interesting stories in class (humorous)	Always cover the course outline (scheme of work)
9	Well dressed and presents corporate personality.	Maintains good interpersonal relation with staff, students, constituted authority and the general public.	Maintains good interpersonal relation with staff, students, constituted authority and the general public.	Maintains good interpersonal relation with staff, students, constituted authority and the general public.
10	Always cover the course outline (scheme of work)	Well dressed and presents corporate personality	Well dressed and presents corporate personality	Well dressed and presents corporate personality

Table two above shows the qualities that students perceived as constituting teacher effectiveness. A critical analysis of this table

revealed that students agree on those qualities that a teacher should possess to be considered effective; they are however divergent in the ranking of these qualities (see table three).

Research question two: Are there differences in students' perceptions and ranking of an effective teacher?

Students ranking of the qualities of an effective teacher are summarized in the table below.

Table 3: Students ranking of quality/features of teacher effectiveness

Qualities/variables	Senior secondary school students	Polytechnic students	College of Education students	University	Average
Punctuality to school and class.	1	2	2	2	1.75
Regular at school and class.	2	1	1	1	1.25
Explains in detail and use instructional materials and other illustrations.	3	6	4	4	4.25
Lively and friendly in and out of class.	4	7	6	6	5.75
Tells funny and interesting stories in class (humorous)	5	4	7	7	5.75
Encourage students to study and aspire higher.	6	3	3	3	3.75
Gives assignment, grade and corrects students work.	7	5	10	5	6.75
Maintains good interpersonal relation with staff, students, constituted authority and the general public.	8	10	5	10	8.25
Well dressed and presents corporate personality	9	8	8	8	8.25
Always cover the course outline (scheme of work)	10	9	9	9	9.25

The variance was computed using the one way analysis of variance, and it was found that there was no significant difference between the rankings of the various levels of education of the qualities of teacher effectiveness. See table four below.

Table: 4 **Summary of Analysis of variance of students ranking of teacher qualities**

		Sum square	df	Mean of square	F	Sig.
Polytechnic	Between Groups	82.500	9	9.167		
	Within Groups	.000	0			
	Total	82.000	0			
College of education	Between Groups	82.500	9	9.167		
	Within Groups	.000	0			
	Total	82.500	0			
University	Between Groups	82.500	9	9.167		
	Within Groups	.000	0			
	Total	82.500	0			

Research question three: **Are there differences in students, Teacher educators and Teacher employers' perceptions of an effective teacher?**

Teacher educators at different levels of education have their own perceptions of the qualities of an effective teacher. While some schools and colleges place more emphasis on lesson note preparations others emphasize knowledge of the subject. The table below shows the qualities/items identified by teacher educators as constituting teacher effective.

Table 5: qualities of effective teacher as identified by teacher educators

	Items/qualities	Score in percentage
1	Plan of the lesson (objective, organization & language)	15
2	Sense of Responsibility (relevance, quality & effectiveness of use)	15
3	Conduct of the lesson (introduction, sequence, use of language and diction, questioning, students participation, use of chalkboard, time allocation, evaluation & summary of lesson.)	45
4	Knowledge of subject matter	10
5	Class management (class organization and atmosphere & responsibility to class problems)	10
6	Teacher personality (appearance, dressing neatness, confidence, emotional stability, manner and wiliness to learn.s)	5

Source: University of Ado-Ekiti, Ado-Ekiti.

A glance at the above table shows that there exist a wall of difference between the rating of students and teacher educators. For instance, while teacher educators emphasized lesson preparation and delivery, students on the other hand emphasized regularity and punctuality in school and class. Other qualities students emphasized were ability to explain points, interpersonal relationship, and appearance.

Furthermore, these ratings of the students and teacher educators were compared with that of ministry of education\employers of teachers. To do this, an instrument used by the ministry of education to determine effectiveness of teachers known as Annual Performance Evaluation of Teachers (APPER) was adopted. The areas of emphasis are summarized in table 5 below.

Table 6: Annual Performance Evaluation Report for Classroom Teachers

	Qualities	Marks obtainable	percentage
1	Classroom Teaching (Teaching records, lesson preparation, quality of teaching classroom climate.& pupils work)	40	20
2	Teacher Efficiency and Effectiveness s(report sheets, examination invigilation, marking of exam. Scripts & pupils performance in subject/class at exams.)	25	12.5
3	Interest and Attitude to Work(readiness to accept additional duties, gives extra lesson/attention to pupils, co-curricular/physical activities, attention at college assemblies, resourcefulness/originality,& concern with school discipline)	45	22.5
4	Sense of Responsibility (Excuse duty, use of free periods, classes missed, punctuality to school and class, participation at staff meetings, participation at PTA, attendance during holidays)	45	22.5
5	Human Relations(relationship with staff, relationship with public, &relationship with pupils)	15	7.5
6	Executive and Leadership Traits (interest /reliability/discreetness, & respect for constituted authority)	15	7.5
7	Professional Alertness and Growth (interest in courses/seminars/workshops)	5	2.5
8	Personality (self-discipline and manners & dressing and appearance)	10	5
Total		200	100

Source: Lagos State Post-Primary Teaching Service Commission (2000)

From the table it becomes obvious that teacher employers determine teacher effectiveness in a way that is remarkably different from the ratings of students and Teacher educators. The table revealed that teacher employers rate Interest and Attitude to Work, Sense of Responsibility and classroom teaching (1, 2 and 3) above other qualities .On the other hand, Teacher Educators ranked conduct of

lesson, plan of lesson and sense of responsibility (1,2 and 3) more than others while students ranked Regularity in school and class, punctuality in school and class and explanation and use of instructional materials (1,2,and 3) more than others See table 7 below.

Table7: Student, teacher educators and teacher employers' t ranking of quality of teacher effectiveness

Qualities/variables	Teacher Educators	Employers of teacher
Regular at school and class	Conduct of the lesson	Interest and Attitude to Work
. Punctuality to school and class	Plan of the lesson	Sense of Responsibility
Explains in detail and use instructional materials and other illustrations	Sense of Responsibility	Classroom Teaching
Encourage students to study and aspire higher	Sense of Responsibility	Teacher Efficiency and Effectiveness
Lively and friendly in and out of class	Class management	Human Relations(relationship
.Tells funny and interesting stories in class (humorous)	Teacher personality	Executive and Leadership Traits
Gives assignment, grade and corrects students work.	—	Personality
Maintains good interpersonal relation with staff, students, constituted authority and the general public.	—	Executive and Leadership Traits
Well dressed and presents corporate personality	—	—
Always cover the course outline (scheme of work)	—	—

The table above shows the rankings by the students, teacher educators and employers. It indicates that there are differences in the perception and ranking of the features/qualities of an effective teacher by students, Teacher educators and Employers.

The study was aimed at determining the perception of students of the qualities (features) of an effective teacher. The perception of students was then compared with those of teacher employers and educators. The result of the study indicated that students' perception of the effective teacher is drastically different from that of teacher educators and employers. Furthermore, the perception of teacher educators was also drastically different from that of teacher employers. Finally, there was no difference in the perceptions of students at the senior secondary school, Polytechnic College of education and University. Students' view of the qualities of the effective teacher was similar irrespective of the level of education in Nigeria.

The implication of these findings is that the view of students on those qualities of the effective teacher which before now were not taken into consideration must be incorporated in the determination of an effective teacher by teacher employers and educators in Nigeria. This is in line with the belief that students ratings of their teacher tends to be reliable, valid, relatively unbiased and useful (Murray, 1994); and that it is a reliable assessment of their instructors' effectiveness (Felder2001). Secondly, there is the need to harmonize the perceptions of the various stakeholders (teacher educators, employers of teachers and the students) in the determination of teachers' effectiveness. As it is now the various discordant songs is not healthy for the development of the teaching profession. This will go a long way in promoting teachers effectiveness in the country.

CONCLUSION AND RECOMMENDATIONS

From the findings, it is obvious that students' expectations of an effective teacher are the same across the levels of educational system in Nigeria (senior secondary, College of education, Polytechnic and the University). The study also revealed that there is a difference between the expectation of students and that of teacher employers and educators. Lastly, that there are disparities in the perceptions of an effective teacher by the students, teacher employers and educators. In

view of the latter, there is the need to find ways of harmonizing the various perceptions in order to adequately conceptualize the term. In line with the findings of this study, it is important that further study be focused on ways and means of harmonizing various stakeholders' views on teachers effectiveness. This will go in ensuring that the various stakeholders do not work at cross purpose.

REFERENCES

1. Afe, J.O. (2003). Teachers Effectiveness: Imperative for implementing Universal Basic Education. *Nigeria Academy of Education* 1 (1,1-9)
2. Aghenta, J.A. (1976) Time to Review the B.Ed Degree Programme in Nigerian Universities. *Nigeria journal of Education* 1, (1).
3. Anderson, W (1991) Increasing Teachers Effectiveness. Paris-UNESCO International Institute for Educational Planning *journal* 1,(1) 1-9
4. Awoyemi, M.(1986) Measuring the Effective Teacher: Problems and Prosposals. *Journal of Teacher Education* 12,(2) 18-28
5. Feldman, K.A.(2001) The effective teacher and students performance.
6. Komolafe, M.O.(2002). Teachers Area of Specialization As Correlates of Pupils Achievement in Social Studies. *Journal of Educational studies* vol. 5 no. 1
7. Ibhafe, H.E.(2003) Teachers Areas of Specialization, Qualification and Experience As Correlates of students Achievement in Social Studies. *Education a socializing agent*. Ibadan, Olu-Akin publishers
8. Murray (1994) [http/ 2009](http://www.murray.com)

-
9. Okai A.U. (1999) An Evaluation of Social Studies curriculum in Nigeria. A PhD thesis, Faculty of Education, University of Lagos.
 10. Uddin P.S. (2008) Evaluation of Technical Teachers Effectiveness in the Teaching of Technical Drawing in Technical Colleges in Edo and Delta States. A PhD Thesis proposal, Department of Curriculum Studies Ambrose Alli University, Ekpoma.