The Head Teachers’ Perception of Primary School Teachers’ Classroom Competencies in Southwestern Nigeria

Prof. E. R. I. Afolabi  
eriafolabi@gmail.com

and  
Dr. Tinuola Oluwarotimi Adelekun  
adelekuntinuola6@gmail.com

Department of Educational Foundations and Counselling,  
Faculty of Education,  
Obafemi Awolowo University, Ile-Ife, Nigeria.

Abstract

This study aims to assess the perception of head teachers’ of primary school teachers’ classroom instructional and assessment competence in Southwestern Nigeria. A survey research was conducted in this study. The population for the study consists of all Primary school head teachers in south western Nigeria from whom 93 school heads were selected by stratified random sampling. The instrument for data collection is a self-constructed questionnaires titled “Checklist of Competencies among Primary school Teachers” and were distributed to the selected 93 head teachers and 91 completed questionnaires were returned. The data collected were analyzed using descriptive analysis. The findings revealed that the perception of head teachers on classroom teachers’ instructional competency was low 44(47.3%) and assessment competency level was high 51 (54.8%). The study concluded that perception of head teachers’ on primary school classroom teachers’ competencies in term of instructional and assessment level were generally low in the southwestern Nigeria.

Keywords: Perception, Competencies, Assessment, Instructional, Head teacher

Introduction

In Nigerian primary schools, the head teacher is the most senior teacher. S/he provides supervision particularly in the areas of classroom teaching to enable him/her supervise curriculum organization management and implementation. S/he must address certain supervision tasks to ensure that school are activities are carried out effectively and efficiently. His/her task may also involve exploring the ability of the teachers to perform teaching task effectively in the classroom. However, a good leader is not expected to be an autocrat but someone who knows exactly what is going on; delegates authority to colleagues effectively so that the complexity of managing a school can be effectively addressed. Further, the head teacher is the pivotal person within the school who affects the quality of individual teachers’ instruction, students’ achievement and the degree of efficiency in the school functioning. He or she must be knowledgeable about teachers’ classroom competencies, teacher and instructional effectiveness, supervision, staff development and teacher evaluation.
It should be noted that perception plays a very important role in organizations because people’s actions are based on their perception of what truth is, not on the truth itself. Consequently, the head teachers’ perception of teachers’ classroom competencies is important in ensuring that efficiency in the school system.

The National Policy on Education NPE (NERDC, 2013), section 5, 92 (a) states that in recognition of the pivotal role of quality teachers in the provision of quality education at all levels, teacher competence shall continue to be emphasized in educational development. This implies that the Federal Government of Nigeria is keen at ensuring that teachers given their best in line with the country’s curriculum specification.

Classroom competencies are those things that the classroom teachers need to do to produce the good results; that the school desires and such should be done in tandem with the schools’ philosophy, policy and culture. Milan (2008) defined competence as excellent capability which includes knowledge, skills, attitudes and experiences of teachers. This is ability to perform or carry out defined tasks in a context and at particular high level of excellence. It is a common center organization of a teacher’s qualities and behaviour which can be interacted with and it is influenced by jobs demands, organizational environment and professional culture.

In most Nigerian schools today, it appears that the head teachers’ perception of teachers’ classroom competencies are at variance with the norms and expectations of stakeholders in the education sector. Some of such qualities are the competencies in the instructional and assessment of teaching. In order to address these inconsistencies about teachers in the teaching learning process, adequate attention is expected to be paid to the assessment of classroom competencies of primary school teachers. Taking cognizance of the rate of failure at the primary school level, and of the objectives of teacher education as well as the expectations as explicated in the National Policy of Education (NPE), (NERDC, 2013), there appears to be issues for consideration of the effort directed at assessing classroom competencies of primary school teachers in Nigeria in terms of research and actual practice. There may therefore be the need to assess competencies of primary
school teachers in terms of classroom teachers’ instructional and assessment competencies particularly in Southwestern Nigeria.

Assessment of classroom competencies should be directed at improving teachers’ abilities to discharge their duties in the school system systematically and efficiently, particularly during the teaching learning process where primary school pupils are involved. The study therefore assessed classroom competencies of primary school teachers in Southwestern Nigeria. The specific objectives of the study were to:

(i) examine head teachers’ perception of teachers’ classroom instructional competence and
(ii) investigate head teachers’ perception of teachers’ classroom assessment competence.

Arising from the objectives of the study, the following questions were raised:

(i) What are the head teachers’ perception of primary school teachers’ competence in preparation and lesson delivery in Southwestern Nigeria?
(ii) What are the head teachers’ perception of primary school classroom teachers’ competence in assessing the students?

Methodology
The study adopted a survey research design. The Structural assessment model of evaluation was used for this study. It was adapted from Danielson (1996). The population of the study consisted of all public primary school head teachers in Southwestern Nigeria. The sample, which comprised 99 head teachers were selected using multistage sampling technique. In the first stage, the six states (Ondo, Ekiti, Oyo, Osun, Ogun and Lagos) created out of the old Western Region of Nigeria were stratified into three (Ondo/Ekiti, Oyo/Osun and Ogun/Lagos) as each part of the states have similar characteristics such as language, culture, beliefs and occupation. One state was selected from each pair. These were Ondo, Osun and Ogun states. In the second stage, all the three senatorial districts in each of the states were selected making a total of nine senatorial districts. In the third stage, one Local Government Area (LGA) was selected from each of the senatorial districts using simple random sampling technique making a total of nine LGAs. Then, ten public primary schools were
selected from each of the LGA using stratified sampling technique with school type as index for stratification giving a total of 99 public primary schools. In stage five, one head teacher was selected in each of the primary schools in each of the public primary school in the three states using purposive sampling technique. The instrument for the study is a self-constructed questionnaire titled “Head teachers’ Perception of Teachers’ Classroom Competence (HPTCC)” It contained three different sections as follows:

Section (A) Personal data section dealt with demographic information such as sex, qualification, length of teaching experience, subject specialization and designation.

Section (B) of the instrument contained five items on instructional competence of primary school teachers adapted from the Checklist of Competencies for Effectiveness (2011), Instructional Principles and 360 degree Teacher Assessment Leadership Competencies and Questions (2007). Items were structured and scored to identify the classroom instructional competence. The scoring was done using Likert of five point scale: 4 Strongly Agree (SA), 3 Agree (A), 2 Disagree (D), 1 Strongly Disagree (SD), and 0 undecided for the assessment competence level of teachers.

Section (C) of the instrument contained 5 items on Classroom Assessment Competence Technique Inventory (CATI) the items are adapted from Ngozi, Chika and Alloysius (2013). It focuses on Measuring Classroom Competencies in Constructing Classroom Based test in Nigeria secondary schools and need for tests in construction skill inventory.

The instrument was validated by test experts. The reliability of the instrument (HPPTCC) was determined. The instrument was trial-tested in Ekiti state which was not one of the states selected for the study. After an administration of the instruments, the Cronbach r obtained was 0.779. The data collected analyzed using percentages and weighted averages. The scores were computed yielding the minimum and maximum scores of 17 and 85 respectively. Therefore, the scores that ranged between “1.5 and 6.9” implies “Low Assessment competency”. Scores range between 52.6-76.5 implies “Moderate Assessment competence”. While scores that ranged from (76.6-105) implies “High Assessment Competency”.

135
Research Question 1: What are the head teachers’ perception of primary school teachers’ competence in preparation and lesson delivery in Southwestern Nigeria?

To answer the research question, the categories of teachers’ competency in lesson preparation and delivery were analyzed descriptively and the result is presented in Table 1

Table 1: Head teachers’ perceived instructional competence of primary school teachers in Southwestern Nigeria.

<table>
<thead>
<tr>
<th>State</th>
<th>Level of competency</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>High</td>
<td>Total</td>
</tr>
<tr>
<td>Osun</td>
<td>14(15.1)</td>
<td>18(19.4)</td>
<td>32(34.4)</td>
</tr>
<tr>
<td>Ondo</td>
<td>20(21.5)</td>
<td>9(9.7)</td>
<td>29(31.2)</td>
</tr>
<tr>
<td>Ogun</td>
<td>17(18.3)</td>
<td>15(16.1)</td>
<td>32(34.4)</td>
</tr>
<tr>
<td>Total</td>
<td>51(54.8)</td>
<td>42(45.2)</td>
<td>93(100)</td>
</tr>
</tbody>
</table>

As shown in Table 1, the most of the head teachers (54.8%) perceived the instructional competency of the primary school teachers in southwestern Nigeria as low. The table further revealed that (45.2%) of the head teachers perceived that primary school teachers have high level of instructional competency.

Research Question 2: What are the head teachers’ perception of primary school classroom teachers’ competence in assessing the students? To answer the research question, the categories of teachers’ competency in lesson preparation and delivery were analyzed descriptively and the result is presented in Table 1

Table 2: Perceived head teachers’ assessment competence of primary school teachers in Southwestern Nigeria.

<table>
<thead>
<tr>
<th>State</th>
<th>Level of competency</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>High</td>
<td>Total</td>
</tr>
<tr>
<td>Osun</td>
<td>16(17.2)</td>
<td>16(17.2)</td>
<td>32(34.4)</td>
</tr>
<tr>
<td>Ondo</td>
<td>16(17.2)</td>
<td>13(14)</td>
<td>29(31.2)</td>
</tr>
<tr>
<td>Ogun</td>
<td>12(12.9)</td>
<td>20(21.5)</td>
<td>32(34.4)</td>
</tr>
<tr>
<td>Total</td>
<td>44(47.3)</td>
<td>49(52.7)</td>
<td>93(100)</td>
</tr>
</tbody>
</table>

As shown in Table 2, most of the head teachers’ perceived assessment competency of the primary school teachers in southwestern Nigeria as high level (49, 52.7%) of assessment
competency. The table further revealed that 44(47.3%) of the head teachers perceived that primary school teachers have low level of instructional competence.

Discussion

Research work on head teachers’ perception of classroom teachers’ competencies are not many. This is coming against the backdrop of local and global reform initiatives in the education sector. The present study hopes to fill this gap, as it will go a long way in assisting stakeholders in the education sector to adequately explore teachers’ potentialities and teachers’ relevant development in the dynamics of teaching and learning. Encouraging effective teacher competencies, classroom competencies and learning activities will ultimately lead to producing balanced learners and effective and up-to-date teacher.

Willy and Emmanuel (2008) revealed that the context of general pedagogical knowledge takes procedure over teachers’ knowledge of subject matter. This was supported by Ajaja (2000) who indicated that teacher should properly prepare before the use of organized procedure of teaching in order to determine the competency of teachers.

Neville (1996) assessed perception of head teacher, chairs of governors, teachers and parents on effect of class size on children as learners and teachers’ classroom practices. The result revealed that there is no evidence linking class size and pupils outcome. The researcher concluded that the issue of class size should be resolved by schools and local government.

While Zhang and Burry Stock (2003) found that Mathematics and Science teachers report grading on non-achievement factors more than the Social Studies and non-academic subjects.

Seeeookumar (2002) found that teachers assessed their pupils for three reasons: providing feedback, reviewing teaching method and communicating information to parents.

You have not discussed your results at all. Pick your results one after the other and explain their relevance in the context of the research problem you have set. Also look for literature with support or contrast the results.
Conclusion and Recommendation

The study concluded that perception of head teachers’ on primary school classroom teachers’ competencies in term of instructional and assessment level were generally low in the southwestern Nigeria.

Classroom teachers need to improvise instructional resources and assessment techniques in the classroom because they are part of the factors responsible for poor performance of learners, especially in primary schools. These instructional materials and strategies facilitate easy communication which led to better retention of what is learned.

References


