

School Management Assessment of Teachers in Secondary Schools in Ondo State, Nigeria

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Abstract

The study examined the assessment of teachers by school management in terms of general attitude to work, teaching and management. A survey design was adopted for the study. The study sample was 227 principals representing 61% of the school principals in the state. The principals were selected using stratified random sampling with school location as strata. An instrument, School Management Assessment of Teachers' Inventory (SMATI) was used to collect data. It consisted of 20 items, that elicited information on the behavioural dispositions of the teachers. The SMATI had an internal consistency reliability of 0.72. Data collected were analysed using Pearson-r. The results showed that there was a significant relationship between teachers attitude to work ($r = 0.325, p < 0.01$), teaching ($r = 0.435, p < 0.01$), and management ($r = 0.194, p < 0.01$). The study concluded that teachers general attitude to work and teaching for effective service delivery could be enhanced through school management regular assessment of teachers in the area of curriculum delivery which required effective capacity building.

Keywords: School Management Assessment, Teachers Attitudes, Effective Service Delivery, Capacity Building.

1. Introduction

Education in Nigeria is rapidly changing and technically tailored towards meeting certain goals such as the Education for All (EFA, 2015) and the Nigeria vision 20:2020. The requirement of these various national goals from the school managers are centered on the advancement of teaching and learning through the implementation of performance based-management. For a long time, the general notion of school management among Nigerian teachers in secondary schools was based on the principal who was solely responsible for managing every aspect of school life. But recently, a new paradigm emerged. The school management is now viewed as team work comprising the Principal, Vice-Principals and Heads of Departments who need to understand the different roles of school managers. These roles include the assessment of the attitudes and teaching outcomes of teachers in schools to meet national goals.

The principal's effective leadership is considered to be an important element in school functioning. It is the key to success in creating a vibrant and an innovative environment to achieve excellent teaching and learning (Garcia 2003). The principal, as head, is accountable for the success or failure of the school. For the school to achieve its goals, teachers must be disciplined and committed to their duties and have positive attitude to their jobs. At all times, the principal should provide disciplinary control over the behaviour of teachers for higher level performance.

In Ondo State, the head responsibility for the general supervision of schools now falls on a government body, the Quality Education Assurance Agency. It was inaugurated in 2010, partly as a result of general public perception of the inability of school principals to effectively manage and supervise teachers, especially in the area of disciplined conduct. This behaviour is apparent in the area of truancy, lateness, absenteeism, non-attendance of classes, not marking of students' homework and school assignments, discreet selling of goods during school hours among others (Joshua, 2003)

Secondary education is the pivot around which the development of the nation's economy revolves. It is the engine room that provides input resources into the nation's economy and higher education production systems. When the secondary school system functions well, its products will oil galvanise the tertiary education level; and some of the secondary schools leaves who are unable to proceed to tertiary education will become useful and productive members of the society. It is therefore imperative to continually assess the secondary school system, especially its teachers, who are most significant to students' learning and performance.

Assessment is a powerful education tool, which can be used to monitor the quality of the school system and make important decision about teachers and their performance. It is a systematic means for making inferences about the characteristics of people based on various sources of evidences and serves in the school system as a means of controlling the quality of education, its process and product. It has also been described as a process of developing images, making decisions and checking hypotheses about another person's behaviours in interaction with the environment. The process of assessment utilizes test and measurement procedures, and uses a variety of sources of information, both formal and informal (Denga, 1987)

(Garcia, 2003) stated that quality teachers inspire students to compete amongst themselves, to take on tasks that seem to exceed their grasp, and discover and develop their real mettle as thinkers. At the same time, the very best teachers seem to be the ones who never stop learning; they do not quit reading new books, listening to new voices, or discussing new ideas, and whose quest for understanding is ever expanding. As Biggs (2003) put it, good teachers are lifelong students, people who still know how little they really understand about life and how much they have left to learn about life. Additionally, (Villa et al 1996) posited three features of an excellent teacher. High quality teachers have passion for their jobs and a deep regard for their students. Second, they lived challenging and demanding lives that set high standards and inspire changes. And, third, they are always fully engaged in the mystery of life, with hearts and minds full of wonders and awe, open to learn new things and understand new realities. Good teacher is actually involved in the affairs of the school and participate fully in other co-curricular and extracurricular activities. The teachers sees himself as part of the school management and ever supportive to the school management.

2. Research Rationale

The major concern of school management is to ensure that teachers are alive to their responsibilities for the achievement of schools goals through effective management. This requires the knowledge and application of good strategies by the school management. In Ondo State, there is noticeable trend of lack of interest and poor attitude to work by teachers, which many have attributed to the poor performance of students in external examination (Omoniyi, 2013). Hence, the state government has inaugurated the Quality Education Assurance Agency (QED) to go round schools and monitor teacher's performance. This brings into question, the role and effectiveness of school principals in school management; hence this study investigated the extent to which school management assess teachers for effective service delivery in secondary schools in the state.

Two research questions and one hypothesis were raised to guide the study. They are:

- What is the general attitude of teachers to work?
- What is the attitude of teachers to teaching and school management?

Research Hypothesis

There is no significant relationship between teachers' attitude to work, teaching and school management.

3. Methodology

The study adopted the descriptive survey design. The study sample was 227 principals representing 61% of the school principals in the state. The principals were selected using stratified random sampling with school location as strata. An Instrument, School Management Assessment of Teachers' Inventory (SMATI) was used to collect data. It consisted of 20 items that elicited information on the behavioural dispositions of the teachers. The SMATI had an internal consistency reliability of 0.72. Data collected were analysed using Pearson-r and Standard Deviation.

4. Results

The results in Table 1 on the attitude of different subject teachers to work revealed the mean (\bar{X}) score of 6.221 with Standard Deviation 0.253; Mean (\bar{X}) of 2.161 with Standard Deviation 0.271 and mean (\bar{X}) 0.900 with Standard Deviation 0.562 for Science, Social Science and Arts teachers respectively.

Table 1
Relationship between the attitudes of different subject teachers to work.

Variables	N	Mean	Standard Deviation
Science	89	6.2207	0.25304
Social Science	47	2.1602	.27137
Arts	91	0.9004	.56239

Source: Author's field work, 2013

The results in Table 2 on the attitude of teachers to teaching and School Management showed the mean (\bar{X}) 41.526 with Standard Deviation 5.501 and Mean (\bar{X}) 42.399 with Standard Deviation 3.801 for Teaching and Management respectively.

Table 2
Relationship between the attitude of teachers to teaching and school management

Variables	N	Mean	Standard Deviation
Teaching	227	41.526	5.50087
Management	227	42.399	3.80465

Source: Author's field work, 2013

The results in Table 3 presented the relationship between teachers' attitude to work, teaching and school management. The results showed that teachers attitude to teaching have the strongest relationship with r-value of 0.435 at $p < 0.01$. Also, a significant relationship was established between the teachers' attitude and work with r-value of 0.352 at $p < 0.01$. There is also a significant relationship between teachers attitudes and school management with r-value of 0.194 at $p < 0.01$. In all, the three variables have positive relationship with teachers' attitude but vary in strength.

Table 3.
Relationship between teachers' attitude to work, teaching and school management

Variables	N	Mean ()	Standard Deviation	r	P
Work	227	?	?	0.352	< 0.01
Teaching	227	41.526	5.50087	0.435	< 0.01
Management	227	42.399	38,0465	0.194	< 0.01

5. Discussion of the Findings

The analysis of data revealed a significant relationship between teachers attitude and work ($r = 0.352$, $p < 0.01$), indicating that teachers output could be greatly influenced by their attitudes to work. Therefore, teachers should be encouraged to develop positive attitude to their work for effective service delivery.

The relationship between teachers attitude and teaching was also significant ($r = 0.435$, $p < 0.01$). This implies that effective and quality teaching in secondary schools could only be achieved through teachers positive disposition to their jobs in particular and teaching profession in general.

Also, there was a significant relationship between teachers attitude and school management ($r = 0.194$, $p < 0.01$), although the relationship was the weakest, notwithstanding, the result indicated that teachers attitude to school management needs overhauling especially in area of welfare. This could be achieved through provision of incentives and regular training for teachers. Teachers' performance could be assessed by the success of their students in both internal and external examinations; therefore, teachers whose students perform excellently in external examinations such as WAEC/NECO should be rewarded both in cash and kind. This idea of giving rewards to performing teachers will enhance teachers' performance and also reduce personal clashes between teachers and the school management which had adversely effected school administration, teaching and learning in secondary schools as reported by Tobbins (2003).

6. Conclusion

Assessment of secondary education in Nigeria is not only a timely academic discourse but also an urgent issue that requires the attention and a pragmatic and practical response by our Federal and State Government. Our education industry, like most of our factories and industries are producing grossly below installed or expected capacity because of ineffective school management. The results are that half-baked or near illiterates are churned out every year, ill equipped for useful living in the society and ill prepared for higher education. Therefore, regular assessment of secondary school teachers could enhance effective teaching and learning in schools.

Also, intensive supervision by the school management on the Heads of Department would make the HODs to be alive to their responsibilities by supervising subject teachers in order to ensure regular attendance of lessons, marking of class work, completion of the scheme of work, syllabus and the curriculum at large.

Capacity building for teachers in their subject areas would improve their pedagogical skills which will ultimately improve students' performance. Teachers age and sex should motivate students towards learning and not away from having in order to achieve effective performance for both teachers and students.

7. Recommendations

From the findings and the foregoing discussions, the following are recommended as a way forward.

1. The research findings revealed that the present school managers find it difficult to meet the new managerial expectations that are brought about by the transforming educational environment. The way forward therefore is to retrain school management teams not only on curriculum implementations but also in other areas that affect their performance as school managers especially on issues based on teachers welfare and capacity building.
2. School managers should work with the various Ministries of Education in the country for assistance from corporate bodies to sponsor training programmes for their teachers.

3. Frequent stakeholders meetings of Heads of Departments and management team should be in practice regularly so as to address cases of management conflicts in school management.
4. A representative management team comprising the Head of Departments, senior staff, vice-principals and principals should be put in place for effective decision making and management of schools.

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